

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

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ENGLISH-FRENCH PROGRAM
SAN JUAN DE PASTO**

2001

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**A research paper presented to the
Department of linguistic and languages
of the Universidad de Nariño in partial
Fulfillment of the requirement for the
degree of B.A in English and French.**

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2001

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Mayo 22, 2001

DEDICATORY

To my parents Alberto and Luz Maria, who always helped me and have been with me during this important stage in my life. To my brother Sergio and my sisters Adriana, Angela, Yenny and Yolima who have encouraged me. Thanks a lot.

ROCIO E. NARANJO ARTEAGA.

*To my parents Gerardo Ordóñez Z.
and Doris Delgado O. who have
made everything for me. I love them
very much. Thanks a lot.*

FERNANDO ORDOÑEZ DELGADO.

ACKNOWLEDGEMENTS

We want to thank to:

The Universidad de Nariño for giving us the knowledge about what we always wanted to know.

To our Advisor, Jesus Alirio Bastidas Arteaga.,Ph.D. who always helped and motivated us with his valuable knowledge.

To the Committee Members, Viecente Araujo. Esp. and Helda Alicia Hidalgo. M.A who provided us with useful suggestions to improve our research paper.

To the High Schools where this research has taken place.

To all the students who participated in this important research.

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I. THE RESEARCH PROBLEM.

A. THE PROBLEM.

1. INTRODUCTION TO THE PROBLEM.

Every action human beings do has a reason. This reason is known psychologically as “Motivation”, which is defined, in general terms, as an impulse or a desire to do or to learn something.

The definition of motivation is also very important for getting results because the students are going to be the product of a higher or a lower motivation in the objectives they want to reach. This motivation concept is going to be discussed deeply in the next chapter.

As we have exposed it, in every action, motivation is an essential aspect and the educational field is not the exception because students and teachers must be motivated to learn and to teach, even if it is about a foreign language, such as English.

Sometimes, English language awakes in many people different interest directed to get a job, to travel to other countries, to be up to date in technology, computers, etc... However, not all people like to learn a foreign language because they have different expectations and they do not feel motivated to acquire this knowledge. The problem emerges because English language is a compulsory requirement in Colombian Education, generating different points of view in the students from pleasure to apathy about this language.

We could establish this by means of some English classes observation in a public high school located in Pasto. Few students feel motivated to study this subject, maybe because they have expectations and they hope to improve in this field. For this reason, when they are in English classes, their behaviors indicate: Attention, participation, and welfare. On the contrary, most students are demotivated because they feel apathy to the knowledge of this language, so they do not consider this language important in their lives.

In this moment, we, as future English teachers in the Educational field, should know what the students think about learning a Foreign Language in high schools and what is the motivation level they have. For this reason, we think it is very important to carry out our research study.

2. PROBLEM STATEMENT

a. Research question

What is the students' motivation level for learning English as a Foreign Language in a selected group of public high schools from Pasto?

b. Research Sub-questions.

1. Is there any difference between boys and girls to learn English?
2. As the students progress from sixth to eleventh grade, does their motivation level increase or decrease?

3. DELIMITATIONS

a. CONCEPTUAL.

MOTIVATION: According to Psychology motivation is: “ The force which determines whether a learner embarks on a task at all, how much energy he devotes to it and how long he perseveres”. (Littlewood, 1984).

IN OUR RESEARCH: It is the impulse or desire for learning English as a Foreign Language.

b. POPULATION: We will work with a representative group of students from 6th, 7th, 8th, 9th, 10th and 11th grade from a group of public high schools in Pasto. The students will be from 12 to 18 years old.

c. GEOGRAPHICAL: This research will take place in a selected group of public high schools from Pasto, which will be chosen according to the neighborhood or central point where they belong.

d. TIME: We plan to develop our research from September 2000 to June 2001.

B. OBJECTIVES OF THE STUDY.

1. PURPOSE

To determine 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.

2. SPECIFIC OBJECTIVES.

- a. To establish if there is any difference between boys and girls in their level of motivation to learn English.

- b. To determine if the students' motivation level to learn English increases or decreases as they progress from sixth to eleventh grade.

C. SIGNIFICANCE OF THE STUDY.

We think this research is important because Motivation is an essential factor in the learning process, especially in English as a foreign language. Moreover, we want to discuss when several English teachers talk about that in too general terms. On the other hand, There is some research about motivation but these ones are isolated, it means that there is not a research line about this important aspect.

For this reason, we want to establish the initial guide for other future researchers that can arrive to the origin of the big problem called low motivation level. These researchers would try to suggest solutions and new methodologies to improve the Colombian educational process in English as a Foreign Language.

D. LIMITATIONS.

This research will be based on the information we can get from the students. We could have a great limitation if the students feel pressed and they do not say the truth when they have to fill in the survey or if the students are not interested in collaborating with our research.

Another important aspect would be that teachers from any high school tell the students that they have to fill in the survey in the best way possible. In this way, the students will not say the truth.

Another way for having a limitation would be that the sample we have chosen from each high school are the best students.

If we have wrong results, our research should give false evidence and it would not have a real validity.

The instrument that we are going to use in our research has not been validated. It has been taken from other research and adopted to the foreign languages field.

II REVIEW OF LITERATURE.

A. THEORETICAL FRAMEWORK

1. HISTORY OF MOTIVATION.

It is important to know that motivation has two kinds of origins: Philosophic and Psychological. Each origin defines motivation according to their own conceptions, believes and results of research.

a. PHILOSOPHIC ORIGIN: According to John Marshall Reeve (1994), the philosophic motivation origin takes place in the old Greek with the ideas of the main philosophers, such as Socrates, Plato, and Aristotle.

Socrates and Plato tried to define motivation as nutritious, sensitive, and rational components. Aristotle supported these concepts but he changed their names. He associated the nutritious and sensitive elements with Irrational and Impulsive motivational forces.

He also said that the Rational part was the intellectual aspect of the soul and this concept was related with the ideas, intellectuality and willpower.

With these statements, the old Greek could establish the first explanation about motivation (body wishes, pleasure and senses suffering and willpower effort.) One hundred years after, the old Greeks associated the last concepts in two ones: body passion and mind reason.

In the middle age, Thomas de Aquino was another philosopher who suggested that the Irrational motivational Impulses and pleasures were in the body, while mind gave rational motives based on the willpower.

In the modern era, Rene Descartes, another philosopher tried to characterize motivation as active and passive. He said that the body was the passive part and the willpower was the active part.

René Descartes considered that motivation was caused by the willpower and he tried to explain motivation by means of this aspect. Philosophers agreed with him and in this way, this concept was the first motivation theory started to be promoted.

Finally, philosophers said that willpower was the principal concept in motivation, but they could not explain what willpower exactly was.

b. PSYCHOLOGICAL ORIGIN: According to Reeve (1994), the research about motivation done by philosophers was considered ambiguous by the new psychology science; therefore, Psychologists tried to define motivation from the physiologic and biological points of view.

Darwin (1859-1872) considered the willpower as something mental, he changed this concept for another more mechanical one, so he tried to define motivation from a biological point of view.

According to that, Darwin proposed the “Instinct”, which had several hereditary reflexes. With this suggestion, he wanted to explain what the philosophers could not explain. James (1890) took Darwin’s suggestions and started to investigate about human motivation. James proposed the “Instinct Theory”. This theory, in general terms, defined the instincts as behaviors to get goals.

Some years later, Bernard (1924), said that James' theory had lost sense because he said that every human action was an instinct and everybody added a lot of instincts to human beings, so it was out of control.

After that, the new "instinct theory" appeared and said that in the actual Psychology the term "instinct" was not used in human motivation, but was used in animal behavior.

Finally, referring to human motivation, Eibl-Eibesfeldt (1989), Lorenz (1965) and Moltz (1965), defined the Instinct as an Inherited Neural Structure.

B. MOTIVATION THEORIES.

As we have said, Motivation is a very extensive concept; therefore, there are several theories that try to give us a complete study about that.

Now, we are going to see some authors with their theories about motivation that we have considered important for our research.

1. COGNITIVE THEORY

The most important in this theory is intrinsic motivation.

Cognitive theory explains that people do not act or learn something for external factors, they have goals, plans and expectatives.

“The motive for success was assumed to represent his/her individual’s hope for or anticipation of success and reflect capacity to experience pride in accomplishment, (Atkinson, 1964,p.214). For example: One person can make a work with enthusiasm because he/she thinks that he/she is going to get success, or, on the other hand, he/she can evade it to avoid a possible failure. (Atkinson, 1965).

2. BANDURA’S SOCIAL COGNITIVE THEORY: In social cognitive theory, “learning is largely an information-processing activity in which information about environmental events is transformed into symbolic representations that serve as guides for actions”. (Bandura, 1986,p.15)

3. HUMANISTIC THEORY.

Maslow (1970) proposed that people have a need scale. He formulated an increasing motivation. With this, he wanted to

demonstrate that auto realization need and other high-level needs were fundamental, and these ones would be behaviors after needs deficiency are satisfied. In this way Maslow showed a HIERARCHY MOTIVATIONAL NEEDS in the following way:

- Psychological
- Security
- Love and belonging
- Estimation
- Auto realization
- Knowledge
- Aesthetic needs.

According to Maslow's theory, needs must be satisfied in the following way:

First: Psychological needs.

Second: Security needs.

Third: Love and belonging needs.

He just named these three kinds of needs because he considers them the most important.

4. PSYCHO-ANALITICAL THEORY.

One of the concepts of the Freudian theories is called “unconscious motivation”. People frequently do not understand why they act in a determined way, and sometimes they are not able to recognize which are the fundamentals and real reasons of their behavior. It can be explained in terms of “repression”, that means a mental action. For this reason, they send the reasons or thoughts to the unconscious to impede the need to drive them into a conscious level.

After the theories citations, we think the Cognitive and Bandura’s Social Cognitive theory are the ones more related to our research.

C. MOTIVATION.

It is difficult to define motivation as a unique concept. As we have seen, in the history of motivation, there are several philosophers and psychologists who tried to define motivation, but this one is a very extensive aspect of human behavior to define exactly.

There are several contemporary authors, who have different concepts about motivation.

1. CONCEPTS ABOUT MOTIVATION.

Woolfolk (1990), states "Motivation is usually defined as something that gives energy and directs the behavior". (P, 326)

Young (1961), defines motivation as "the process to wake up the action, to keep the activity in process and to regulate the activity patron". (P.20)

Atkinson (1958), states: "motivation term is referred to or a tendency activation to act and to produce one or more effects. The motivation term underlines the final expectancy force of the action, that the person experiences as an " I WANT". (P.20)

Maslow (1954), says: " A solid Motivational theory might... suppose that Motivation is constant, that it never finishes, it fluctuates and it is complex, and it is almost a universal characteristic of someone's organism situation".

Good, T.L. and Brophy, J.E (1986), define motivation as "An hypothetic construct that explains the behavior, origin, direction, intensity and perseverance to the achievement of goals".

Mayor Martinez (1995), defines Motivation as: “A psychological process, a force that urges from the interior, impulses to the action”.

Pintrich and Schunk (1996), said that “motivation is the process whereby goal-directed activity is instigated and sustained”.

Knowing the previous definitions about motivation we agree with Pintrich and Schunk (1996) because we think it is the most complete definition as a guide to determine the level of motivation, which is the purpose of our study.

D. TYPES OF MOTIVATION.

The authors, who try to define motivation, state different concepts about the types of motivation. The most common ones are extrinsic and intrinsic motivation

1. EXTRINSIC AND INTRINSIC MOTIVATION.

These two aspects are included in the motivation concept. According to Reeve (1994), Extrinsic motivation is based on external factors like: money, rewards, objects, etc...

In the learning process, we can say that one student has extrinsic motivation when he studies a lot, when he gets very good grades just because his parents, at the end of the school year are going to give him a motorcycle or expensive clothes; so he does not study because he really wants to do it, but he studies to get the motorcycle or the expensive clothes.

On the other hand, Intrinsic motivation does not consider external factors important. The most important in intrinsic motivation are psychological needs like competence and curiosity. So one student has intrinsic motivation when he studies because he really wants to learn something and he does not consider the motorcycle or the expensive clothes important for him.

According to our personal experience, we say that most of the students have extrinsic motivation because when the teacher gives back the exams to the students, the first question is: Which is my grade?. If they would have an intrinsic motivation, they would ask: How much did I learn?

In general terms, at the school or at the university it is difficult to find students having Intrinsic motivation because they are interested in their grades, it would be because they want to have good concepts from their teachers, because they want to be the best in their classroom or

because they want to get the “Honor register”. These external factors are considered important by most of the students.

With this statement, we mean that one student must not be worried if he does not get the factors stated previously, he must be worried about what he is really learning.

E. MOTIVATION IN FOREIGN LANGUAGES.

Other authors in the foreign language field have talked about motivation in foreign languages:

Brown, D. (1987) states that: “Motivation is probably the most often used catch-all term for explaining the success or failure of virtually any complex task. It is easy to figure that in a task it is due simply to the fact that someone is “motivated”. It is easy in second language learning to claim that a learner will be successful with the proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learning. However, what does it mean to say that someone is motivated? How do you create, foster, and maintain motivation? .

Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. More specifically, human

beings universally have needs or drives that are more or less innate, yet their intensity is environmentally conditioned". (P.114)

We can corroborate these ideas, because when we are interested or motivated to learn something we can do it. When we do not like to do something, in this case, to learn a foreign language, it is very difficult to get good results without having into account that English or French can be useful in our lives.

Everybody has different needs in the life such as eating, sleeping, walking, playing. speaking, loving, etc. When we have these ones, we decided to explore and to know everything about what we like.

Brown, D. (1987) explains this in a better way; he cites Ausubel (1968; 368-379) who states that: "Six desires or needs of human organism are commonly identified which undergird the construct of motivation:

- The need for **exploration**, for seeing "the other side of the mountain" for probing the unknown.
- The need for **manipulation**, for operating – to use Skinner's term- on the environment and causing change.
- The need for **activity**, for movement and exercise, both physical and mental.

- The need for **stimulation**, the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings.
- The need for **knowledge**, the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and for self – consistent systems of knowledge.
- Finally, the need of **ego enhancement**, for the self to be known and to be accepted and approved of by others”.

In our context, when a student enters high schools he is very curious to attend the English class because he/she wants to know this new subject, he/she wants to learn, to pronounce, or just because he likes it. Here we can see the first need “exploration”, he/she also has the need for knowledge because he/she acquires it about the subject, he/she is interested and motivated, therefore he/she manipulates structures, vocabulary, etc. In this way, he/she is able to develop exercises, to create new examples, to demonstrate that he/she understands commands given by the teacher, but he/she needs to be stimulated to maintain a higher motivation level.

Brown, D. (1987) cites Gardner and Lambert (19972) who talk about motivation in foreign languages. They proposed two kinds of motivation in the following way: **INTEGRATIVE AND INSTRUMENTAL MOTIVATION.**

They state that: “ Integrative motivation can be defined as a wish to obtain preferential abilities for a new language, to participate in the community life, using the same language. Integrative motivation shows a sincere and personal interest in the people and culture represented in the other social group”. (P.115)

The definition about Instrumental motivation is given by the same authors, they state: “Instrumental motivation is defined as a wish to get the domination, preference in a new language for unitary reasons such as: to correct a work. It shows the practical value and the learning advantages of a new language”.

Knowing the integrative and instrumental motivational concepts, we want to give an example of each one to understand them in a better way. We talk about integrative motivation when one student wants to learn English because he wants to travel to the United States to relate himself with American people, or anybody who is an English native speaker . Therefore, he has an integrative motivation when he interacts with the people using the learned language, and he gets merits and acknowledgment. One example about Instrumental motivation is when someone studies a foreign language to become a translator or just for having a certificate in the house.

F. MOTIVATION IN THE LEARNING PROCESS.

In this point, we are going to talk in general terms. When we are children, we learn many things, we learn them by means of observation, manipulation, and exploration of the world around us. We want to know the place where we live, and how the people are in our environment. We mean that we have curiosity, we want to know everything; in other words, we have a high level of motivation.

Thorndike says that: “ Motivation and learning have an “intimate” and “constant” relationship between them and it is, sometimes, very difficult to separate them”.

In this process, motivation plays a very important role and our goals, aspirations and wishes are focused in our own motivation.

1. LOW STUDENTS’ MOTIVATION IN THE LEARNING PROCESS.

Students can show different levels of motivation. Some of them can be interested in learning some subjects that call their attention and they feel very good when they have success in their goals. In general terms, we say that in the learning process there are many factors, which influence in the students’ motivation level.

Some factors or difficulties have a quick solution. For example if a group of students have a very bad classroom (walls without paint, broken windows and doors, damaged desks...etc.), the students will feel demotivated to study and to learn in that place. However, it has a quick solution because: somebody arrives and an afternoon this person can paint it, he changes the broken windows and doors, he puts new desks, etc, so the students' motivation level will change completely.

On the other hand, some factors need a process or a long period to change. For example: if the students have a teacher or teachers who are boring, angry...etc, a teacher who does not consider the students' situations, they will feel demotivated too. This has not a quick solution because the teacher needs to change to obtain a different attitude from the students. We mean that he can not change from day to day.

2. FACTORS THAT CAN CAUSE A HIGH OR LOW STUDENTS' MOTIVATION LEVEL FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE.

In the previous point, we have talked about factors in general terms. We are going to discuss the factors specially in the learning of a foreign language and how these ones influence in the students' motivation level. According to what we have read, the most important factor is "the teacher".

Buitrago, B.L. (1984) says: "All teachers must know the importance of the love to their profession, to their students and from the students to them". (P.76)

According to this statement, we can see that there are some teachers who do not like their job, so they do not consider the students' needs; on the other hand, to make the students feel good in the classroom atmosphere is the teacher's responsibility. Teacher's attitude towards the students and to the interpersonal relationships that he tries to establish with them give results of their expectations and reactions to him.

Some teachers have some personality or immaturity problems, so they are not able to make a very good atmosphere in the classroom or to develop a dynamic and interesting class that the students would like to have.

The atmosphere in the classroom is a problem of trust, learned by experience. Through that atmosphere, students make their impressions about the school and their attitudes about education. (Freeman, 1980).

Deci and Ryan, (1987), have the same concept about that. They say:

“ teachers behavior determines in a great part the class atmosphere. Teachers orientation, the characteristic which determine the way in which the teacher establishes relationships with the students and his impact over them, is one of the principal factors that influence in the intrinsic motivation and in the students' autosteam”. (P.21)

These statements about teachers influence the students' motivation level to learn a foreign language because we consider that a foreign language teacher must be more dynamic than the other subject teachers. He must try to wake up curiosity for learning a different language and other culture.

Bastidas (1991), made a research study about “EFL in the Colombian High Schools” to determine which are the factors or problems of English when teachers and students are in the teaching-learning process. He has established some factors according to some students and teachers surveyed in high schools of the “Departamento de Nariño”.

Bastidas, (1991), establishes a list of factors or problems according to the level of frequency. Bastidas organizes them in the following way:

- Lack of teaching materials in the institution.
- Low students' motivation.

- Low-socio economic class of students
- Large groups.
- Reduced number of hours per week.
- Methodology.
- Classroom.
- Characteristics of the teacher.

We agree with Bastidas (1991) because we could corroborate these factors when we made English classes observations in a public high school from Pasto. We found the same factors influencing the English learning process, we could say there were not any changes in learning a Foreign Language all this time in public high schools.

Knowing the point of view of the previous authors and according to our research problem we can corroborate what they say, because in our personal experience, we had teachers, who do not have a good preparation, and they were not humanistic teachers, some of them only motivated “good students” and they did not care for the others. They considered themselves as the “unique authority so that the students could not say anything, they only had to listen as “robots”.

The methodology was poor because the teachers were not didactic, dynamic; therefore, students felt very bored because all days we had the

same classes, the same exercises...etc. The teacher paid more attention only to some students.

In this way, most of the students became demotivated in English classes, we mean that teachers never applied “action research”, they never researched about what the students’ problems were or why they felt demotivated; They did not take into account the students’ needs. About materials, we can say that there was a lack of didactic materials in that high school.

In this way, classes were boring. The students feel demotivated because English classes did not have “variety”, textbooks were interesting but students had always to do the same things, they had to read a paragraph, look for vocabulary and then, they had to take an exam about that.

Nowadays, English is taking importance because of the ICFES exam, but we think that students do not consider that as something wonderful because they feel pressed for getting a good score in this exam. Therefore, the students’ interest for English is not natural ... it is imposed!.

On the other hand, we can say that the Government has the responsibility, when they permit the teachers to work when they do not have a good preparation. They are appointed because of their “good relationships” with

the new minister or senators. In this way, they can not realize about the damage they are causing to the education of Colombian children.

G. PREVIOUS RESEARCH.

We have consulted some research related to motivation. These ones only have looked for possible solutions to the great problem of motivation. For example:

Enríquez, M.A. & Velasco C.C. (1997). The lack of motivation in teaching learning English in high schools. They try to apply new techniques, methods and resources to avoid the lack of motivation for learning English as a foreign language. This research begins trying to solve the problem but it does not begin describing the motivation level the students have.

The authors had success in their research because they achieved their student's motivation for learning a foreign language, so they express the results in the following way. The following phrases have been taken textually from the research.

- “We can notice there is a lot of participation”.
- “The classes were very dynamic and interesting where the students felt sure”.
- “They learned and understand the new topics”.

- “With the dynamic form, the classes were not monotonous”
- “We progress in our pronunciation”
- “They lost fear, and the dynamics permitted to use the English well”.
- “They applied the new knowledge in their conversations, in the exercises, and acquired a better pronunciation”.
- “Finally, the students recognized the teachers efforts, they were also very happy and thankful with the English teacher”. (P.82-83)

We think it was a very good and successful work, but what we want the readers to know is that it would be very important to do a research line about this important topic.

For this reason, we want to contribute giving an initial guide to other future researches and in this way to try to make a complete research about motivation in the Foreign Language learning process. Therefore, the initial guide that we are establishing and is our research problem is formulated in this way:

WHAT IS THE STUDENTS’ MOTIVATION LEVEL FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE IN A SELECTED GROUP OF HIGH SCHOOLS IN PASTO?

H. HYPOTHESES.

1. Students' motivation level for learning a foreign language in a selected group of high schools in Pasto is low.

2. Girls have a higher motivation level for learning a Foreign Language than boys.

3. While students are progressing from sixth level to eleventh one, their motivation level decreases.

III METHOD.

A.DESIGN.

For carrying through our research, we have used a descriptive research design. This kind of research consists on describing the population, situation or any interest area in a systematic way.

The main objective of this kind of research is to describe situations or events. This one does not intend to prove explanations, to prove hypotheses, and make predictions. Researchers usually use questionnaires or surveys to contact this type of research.

We have used this kind of research because we only want to determine the students' motivation level to learn English in a selected group of public high schools in Pasto.

B. PARTICIPANTS, SAMPLING AND SETTING.

1. PARTICIPANTS

We have taken a group of public high schools from Pasto according to the school district they belong. We took the 20% of the total population in each high school.

The participants were girls and boys between 12 to 20 years old who belong to the middle social class.

2. SAMPLING.

For choosing the students in each level we have taken the official list of each one. We classified boys and girls in different lists. After that, we put the students' codes in a piece of paper which were introduced into a black bag. Then we took several pieces of paper out which represented the students who were part of our research (20%).

3. SETTING

The selected group of high schools, where our research has taken place was located in different neighborhoods in Pasto. They were public and had a daily journey, they had from 800 to 1200 students who were boys and girls between 11 to 20 years old.

C. MEASUREMENT.

To measure the students' motivation level for learning a foreign language in high schools in Pasto, we have used a questionnaire of twenty-five (25) statements.

At the end of each one the students found five different possible answers, each one with a rectangle where the students had to put an X according to their answer and to the statements. The statements included the following concepts: **auto-concept, self-efficacy, intrinsic interest, value, goals and extrinsic interest.**

In relation to the validity of the questionnaire we could say that it is an instrument which was validated in this investigative process, because it is the first time that this instrument was applied. Therefore, the questionnaire was designed in the following way:

GRADO _____ SEXO _____

OBJETIVO: DETERMINAR EL NIVEL DE MOTIVACION 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 que esté de acuerdo o en desacuerdo, según la siguiente escala:



os cuadros adjuntos según crea usted

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

Practiquemos en los siguientes ejemplos:

	Estoy totalmente de acuerdo	Estoy de acuerdo	Estoy inseguro	Estoy en desacuerdo	Estoy totalmente en desacuerdo
▪ Me gusta cuando en las clases de Inglés se practican dinámicas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Aprendería más Inglés si se utilizasen materiales didácticos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ahora responde 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Creo que mi rendimiento en Inglés ha sido y será muy bueno en este año escolar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Entre mis compañeros de clase soy el que más aprendo en las clases de Inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Creo tener mayor rendimiento en las clases de Inglés que en las demás materias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Capto con facilidad los temas tratados en las clases de Inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Me gusta mucho el Inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Me gusta el Inglés porque es interesante aprender sobre la cultura Americana.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Me gustan las clases de Inglés cuando se tratan temas interesantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demuestro más interés en las clases de Inglés que en las demás materias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Me gusta estudiar Inglés porque deseo llegar a hablarlo correctamente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Hago preguntas y participo con frecuencia en las clases de Inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Aparte de las clases de Inglés, leo e investigo por mi cuenta cosas referentes al mismo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Para mí, el Inglés es muy importante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Considero que el Inglés me será muy útil en el futuro.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. Considero que el Inglés es más importante que las otras materias. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Creo que debería haber más horas de Inglés a la semana. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Cada año deseo aprender más en la materia de Inglés. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Estudio Inglés para tener una mejor visión del mundo. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Estudio bastante para ser mejor que mis compañeros en la clase de Inglés. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Realizo muchos ejercicios para aprender más Inglés. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Me gustaría responder bien todas las preguntas que el profesor hace en las clases de Inglés. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Trato de rendir bien en las clases de Inglés para mejorar mi promedio de calificaciones. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Estudio Inglés para que mis padres y mi profesor me feliciten. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Estudiaría más Inglés si hubiese premios para los mejores. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Trato de obtener buenos resultados en la materia de Inglés para que Mis padres me lleven de paseo y me den regalos. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

“MUCHAS GRACIAS POR SU TIEMPO Y COLABORACION”

The Scale stipulated to measure the students' motivation level for learning English, as a foreign Language was the following:

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

This scale was designed, taking into account the possible answers in the instrument (Totalmente en desdaccordo, desacuerdo, inseguro, de acuerdo, totalmente de acuerdo).

1. MEASUREMENT OF VARIABLES.

Once we gather the data, first we have measured the dependent variables (sex and level). For the first dependent variables (sex) we classified boys and girls to identify the frequency taking into account their answers. After that, we made a comparison between them to prove the second hypothesis. For the second dependent variable (grade), we have classified the students in grades (6th, 7th, 8th, 9th, 10th, 11th) to compare each one and we have proved the third

hypothesis. After proving the second and third hypotheses we proved the first hypothesis (students' motivation level for learning a Foreign Language). In this way, we gave an answer to our research question and the two research sub questions.

D. PROCEDURE

For carrying through our research, we asked for the list of the high schools from Pasto in "Secretaria de Educación Municipal" , then we have classified the high schools taking into account the school district they belong. After that, we assigned a number for every high school and we selected one from each school district.

Having selected the high schools, we went to talk with the board of directors to communicate them the purpose of our visit, then asked them for the permission to carry through our research.

Once they got us the permission, we asked them for the official lists from each grade in each high school. After that, we classified boys and girls (in each grade in each high school), in a different lists, then we have chosen the 20% in each high school between boys and girls who represented the students in our research.

After that, we explained how to fill in the questionnaire and we were prompt to answer any question from the students about a questionnaire statement, an instruction, scale, etc.

The students were said that our research depended on their answers, they were also said, that they must be sincere in their answers to get the best results.

The application of the questionnaire was made in three (3) groups in each high school (6th, 7th – 8th, 9th – 10th, 11th). It took around twenty (20) minutes per group, one hour in each high school. Besides, we used some programs to organize the data (Star Graphics and Exel) everything with the valuable aid from our Statistic teacher.

E. PILOT STUDY.

The pilot study has taken place in a public high school from Pasto and this one had the same characteristics of high schools where our research has taken place.

First, we sent a letter and we talked with the principal about the purpose of our research and what we were going to do in the high school if we had the permission to carry through our pilot study. After that, we talked with the English teachers who were told about the work we were going to do, then

we asked for the list from each grade and we drew lots to take just one classroom out from each grade.

Having selected the classrooms, we took their list and we classified boys and girls in different lists. Then we assigned a number for each student, this number was put in a small piece of paper and introduced into a black bag, then we took six (6) papers out, which were three (3) girls and three (3) boys who participated in our pilot study.

When we applied the questionnaire. First we introduced ourselves, at once we explained the instructions and how to fill in the questionnaire, then we read each statement and the students had one (1) minute to fill and we were prompt to answer any doubt about a statement, a scale, etc. After that, we made the appropriate modifications for making it easy to understand.

When we finished the application of the questionnaire, we gave a little card for thanking their collaboration.

It is necessary to know that we have not made the Pilot Study for getting results about Motivation level. We made it just because we wanted to prove our instrument (questionnaire), we mean if someone did not understand any statement or word, or if someone had a question about the instrument.

In this way, we found that the statements were clear, but there were some words the students did not understand, so these were explained and changed.

F. ETHICAL ISSUES.

- We thought that our research would not cause any damage to the students because it consisted in answering a very simple questionnaire only.
- We did not say the high schools names to protect their prestigious and because some of them can result affected. For that reason, we changed their names.
- We did not ask the students to put their names because we were not interested in the students' identity, we were interested in the students' answers.
- The students were asked if they wanted to participate and to collaborate in our research. If not, we would look for other students who want to do it.

- When we finished the application of this questionnaire, we thanked the directives, teachers and specially the students for their collaboration in our research and they received a little card

IV RESULTS AND DISCUSSION

In this Chapter first, we present the results according to our research questions. Then we make a discussion of the results, in the context of the Literature Review. In addition there are some pedagogical and research limitations. The need for further research is included. Finally, we state some implications of the study.

A. SCALE

The Scale stipulated to measure the students' motivation level for learning English, as a foreign Language was the following:

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

This scale was designed, taking into account the possible answers in the instrument (Totalmente en desacuerdo, desacuerdo, inseguro, de acuerdo, totalmente de acuerdo)

B. RESULTS

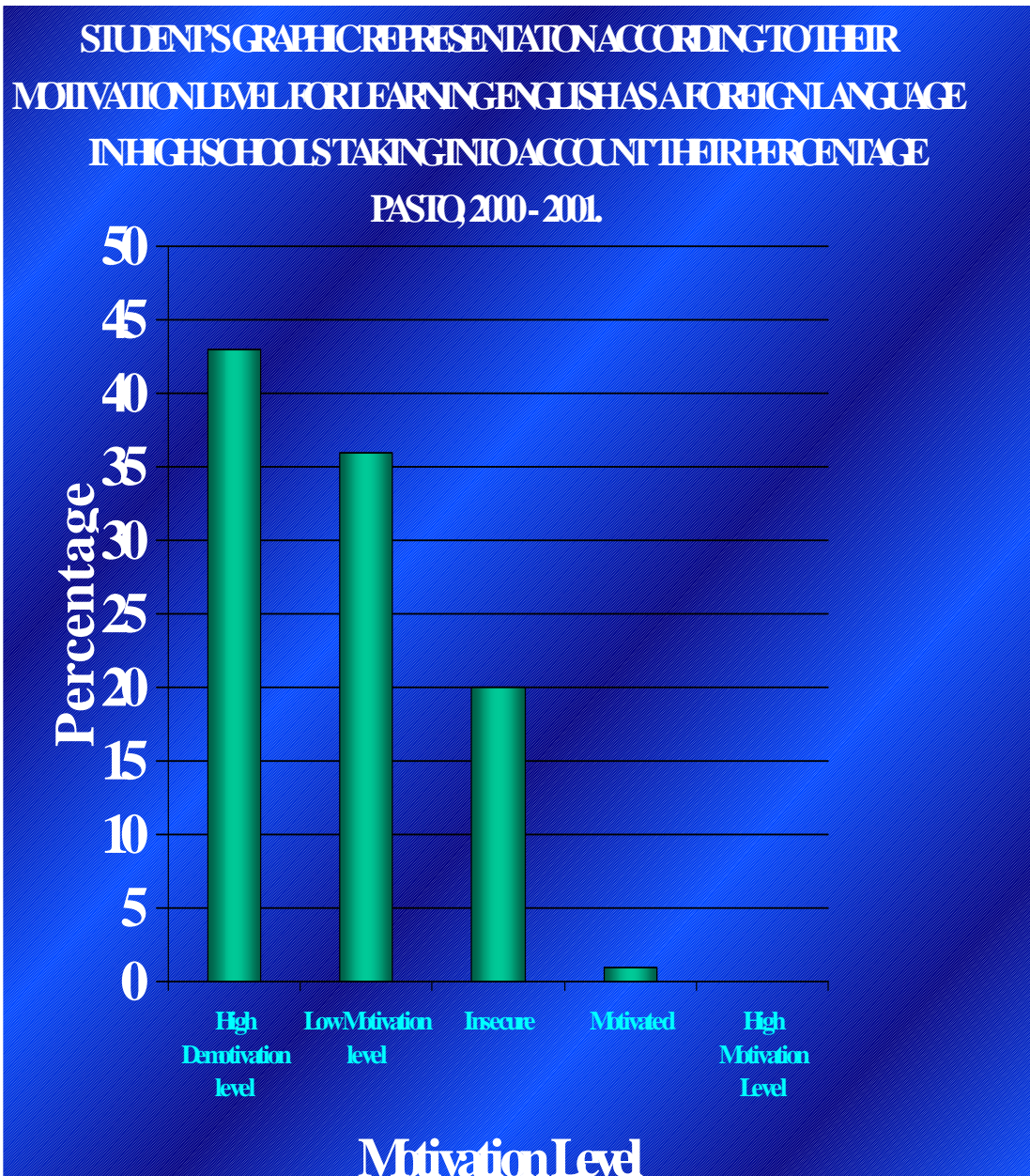
Table 1 refers to the first research question: What is the students Motivation level for learning English as a foreign language in a selected group of high schools from Pasto?. It shows the students' distribution according to their Motivation Level for learning English as foreign Language in high schools in Pasto, 2000-2001

STUDENTS' DISTRIBUTION ACCORDING TO THEIR MOTIVATION LEVEL FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE IN HIGH SCHOOLS IN PASTO, 2000 – 2001.

MOTIVATION LEVEL	NUMBER OF STUDENTS	PERCENTAGE
High demotivation	709	43%
Low motivation	589	36%
Insecure	328	20%
Motivated	26	1%
High motivation	0	0%
TOTAL	1.652	100%

In general terms, we can say that many students had a low Motivation level for learning English as a foreign language. The table above shows that seven hundred and nine (709) students out of 1652 participants in our study had a high demotivation level. Five-hundred and eighty nine (589) students had a low motivation level, three hundred and twenty eight (328) students were insecure, twenty -six (26) students were motivated and zero (0) students had a high motivation level.

For better comprehension, let us look at Graphic 1, which was made according to the students' percentages and their motivation level:



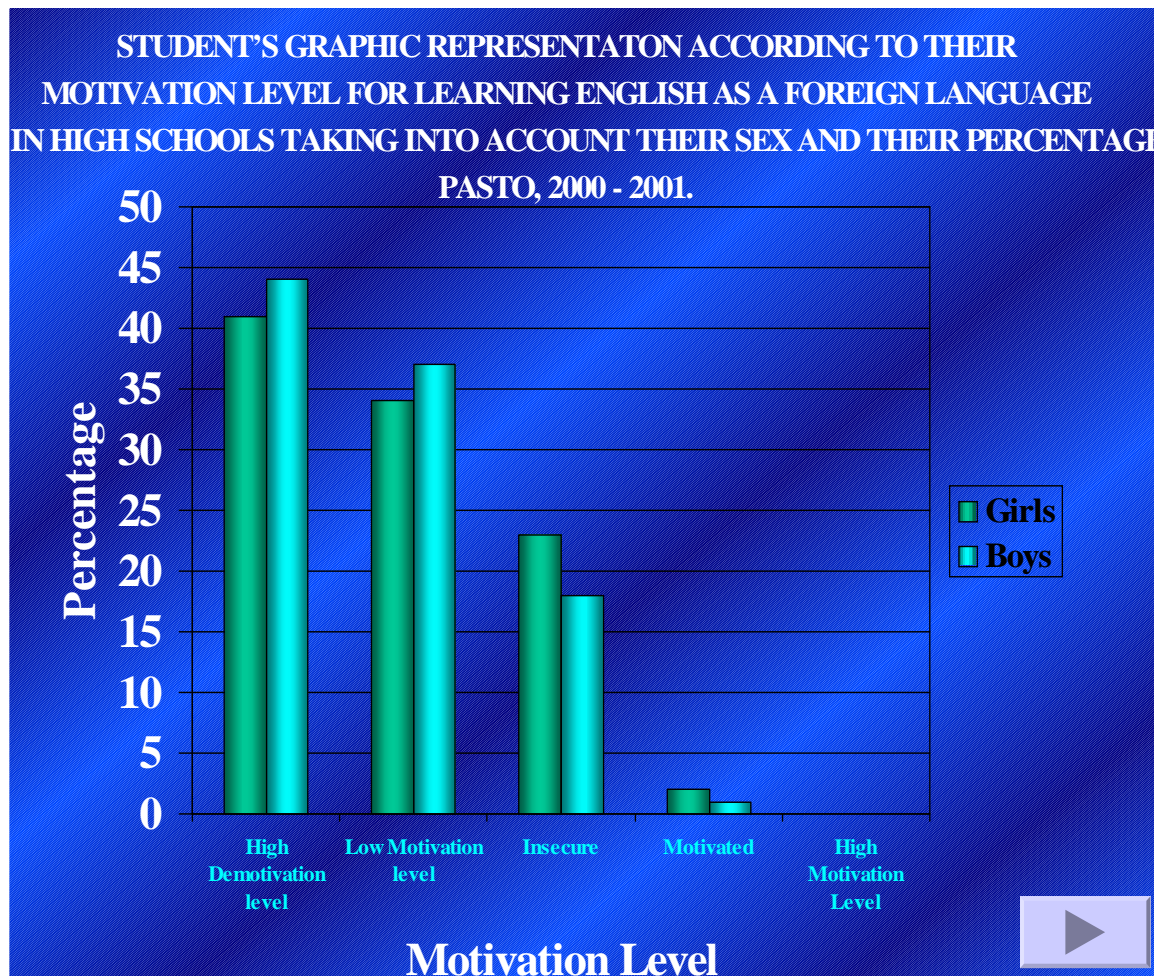
As we can see, the highest percentage is 43%, which represents a high demotivation level, the next percentage is 36% which represents a low Motivation Level, the third percentage is 20% which represents that students were insecure. Only 1% of the whole population of students was motivated, and nobody had a high motivation level for learning English as a foreign language.

Now we are going to present the answers to the research sub-questions. Table 2 refers to the first sub-question: Is there any difference between boys and girls to learn English as a foreign language?. It displays the students' distribution according to their motivation level for learning English as a foreign language in high schools taking into account their sex and their percentage, Pasto 200—2001.

**STUDENTS' DISTRIBUTION ACCORDING TO THEIR MOTIVATION
LEVEL FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE IN HIGH
SCHOOLS TAKING INTO ACCOUNT THEIR SEX AND THEIR
PERCENTAGE, PASTO 2000 – 2001.**

MOTIVATION LEVEL	SEX		PERCENTAGE	
	F	M	F	M
High demotivation	180	429	41%	44%
Low motivation	236	353	34%	37%
Insecure	157	171	23%	18%
Motivated	12	14	2%	1%
High Motivation	0	0	0%	0%
TOTAL	685	967	100%	100%

Even though both boys and girls show a high percentage of Demotivation, these results indicate that girls are less demotivated to learn English than boys. For better comprehension, let us look at Graphic 2.



The graphic shows that there is a significant difference between boys and girls, that is boys are more demotivated to learn English than girls do. To corroborate the statistical significance levels at Alfa .5, of the difference between the two groups. Let us look at the following table:

Multiple Range Tests for PUNTAJE by SEXO

```

-----
Method: 95.0 percent LSD
SEXO          Count      LS Mean      Homogeneous Groups
-----
M              967        57.1944      X
F              685        59.2978      X
-----
Contrast                                Difference      +/-  Lim
-----
F - M                                *2.10339      1.77373
-----

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* denotes a statistically significant difference.

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This table applies a multiple comparison procedure to determine which means are significantly different from which others. The bottom half of the output shows the estimated difference between each pair of means. An asterisk has been placed next to 1 pair, indicating that this pair shows a statistically significant difference at the 95.0% confidence level. At the top of the page, 2 homogenous groups are identified using columns of X's. Within each column, the levels containing X's form a group of means within which there are no statistically significant differences. The method currently being used to discriminate among the means is Fisher's least significant difference (LSD) procedure. With this method, there is a 5.0% risk of calling each pair of means significantly different when the actual difference equals 0.

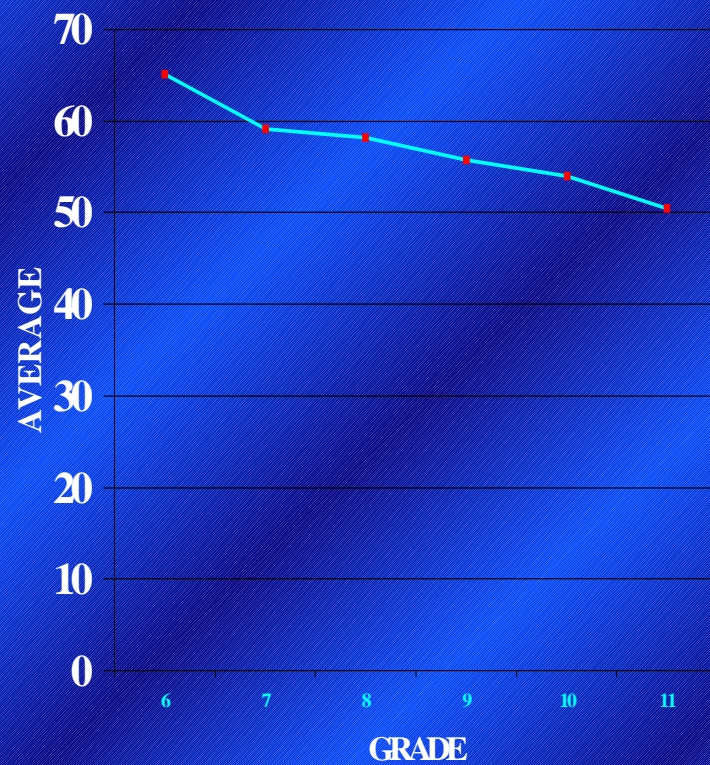
The second sub-question was: “ As the students progress from sixth to eleventh grade, their Motivation level increase or decrease?”. Table 3 displays the students’ distribution according to their motivation level for learning English as a foreign language in high schools taking into account their grade and their average. Pasto 2000 2001.

**STUDENTS’ DISTRIBUTION ACCORDING TO THEIR MOTIVATION
LEVEL FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE IN HIGH
SCHOOLS TAKING INTO ACCOUNT THEIR GRADE AND THEIR
AVERAGE, PASTO 2000 – 2001.**

GRADE	AVERAGE
6 th	65058
7 th	59092
8 th	58.24
9 th	55.73
10 th	54.03
11 th	50.45
TOTAL	58.066

This table shows that while the grade from 6th to 11th level increases the average Motivation level decreases. It means that students' motivation level for learning English as a foreign language in high school is lower through the high schools grades: (6th-11th). This can be seen in Graphic 3 below.

STUDENTS' GRAPHIC REPRESENTATION ACCORDING TO THEIR MOTIVATION LEVEL FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE IN HIGH SCHOOLS TAKING INTO ACCOUNT THEIR GRADE AND THEIR AVERAGE, PASTO 2000-2001.



Although the decrease is not steep, there is a decrease from 6th to 11th grades. To clarify this difference in statistical terms let us see the following table, this shows a significant difference between most of the grades. However the difference between 7th and 8th grade, 8th and 9th grade and 9th and 10th grade is not significant at the Alfa .5 level:

Multiple Range Tests for PUNTAJE by GRADO

Method: 95.0 percent LSD

GRADO	Count	LS Mean	Homogeneous Groups
11	193	50.4508	X
10	237	54.0338	X
9	293	55.7338	XX
8	291	58.2921	XX
7	310	59.9258	X
6	328	65.5884	X

Contrast	Difference	+/- Limits
6 - 7	*5.66261	2.72565
6 - 8	*7.29632	2.77102
6 - 9	*9.85463	2.766
6 - 10	*11.5547	2.93353
6 - 11	*15.1376	3.12162
7 - 8	1.63371	2.80858
7 - 9	*4.19202	2.80363
7 - 10	*5.89205	2.96904
7 - 11	*9.47503	3.15502
8 - 9	2.55831	2.84776
8 - 10	*4.25834	3.01074
8 - 11	*7.84132	3.19429
9 - 10	1.70003	3.00613
9 - 11	*5.28301	3.18994
10 - 11	*3.58298	3.33625

* denotes a statistically significant difference.

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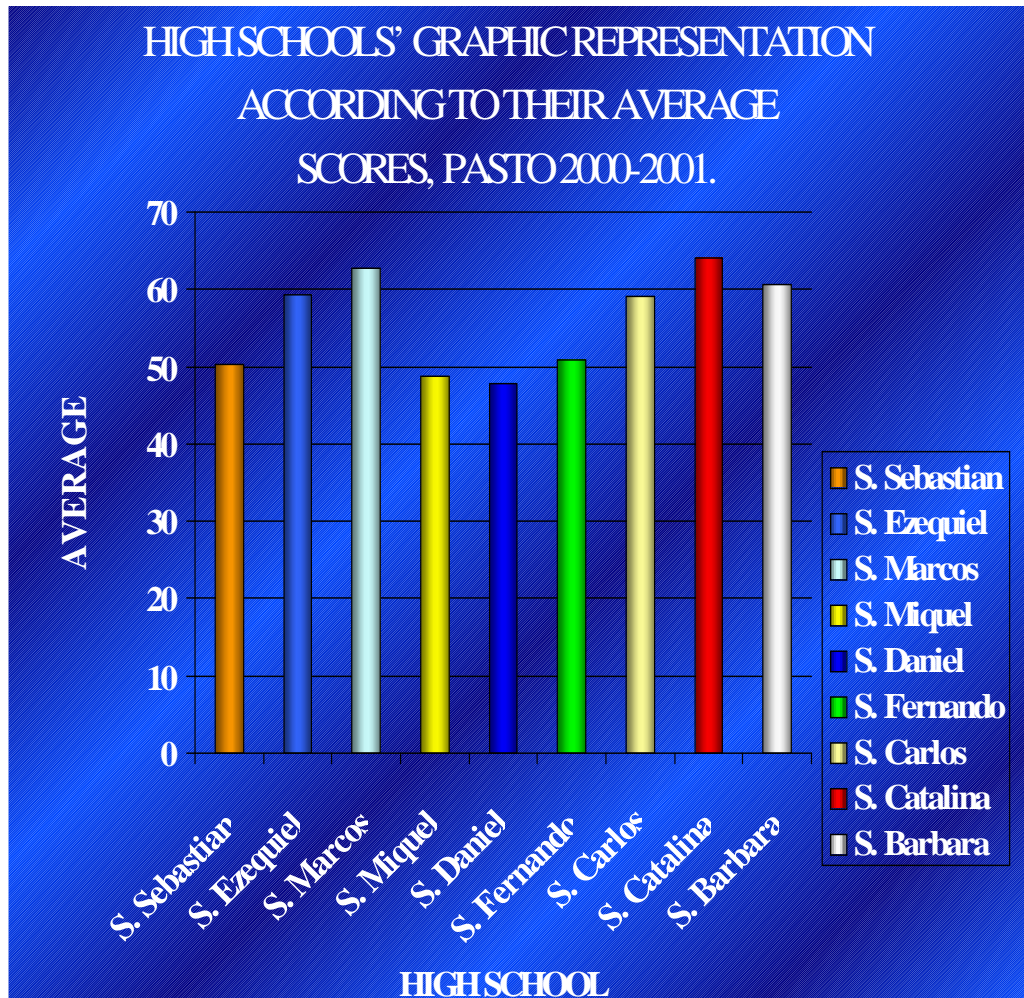
This table applies a multiple comparison procedure to determine which means are significantly different from which others. The bottom half of the output shows the estimated difference between each pair of means. An asterisk has been placed next to 12 pairs, indicating that these pairs show statistically significant differences at the 95.0% confidence level. At the top of the page, 5 homogenous groups are identified using columns of X's. Within each column, the levels containing X's form a group of means within which there are no statistically significant differences. The method currently being used to discriminate among the means is Fisher's least significant difference (LSD) procedure. With this method, there is a 5.0% risk of calling each pair of means significantly different when the actual difference equals 0.

As an additional finding, we show the high schools' distribution according to their average score. Table 4 indicates the Motivation Level students have for learning English as a foreign language, in each high school. The names of the schools have been changed for Ethical Issues.

HIGH SCHOOLS' DISTRIBUTION ACCORDING TO THE AVERAGE SCORES INDICATING THE STUDENTS' MOTIVATION LEVEL FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE, PASTO 2000 – 2001.

HIGH SCHOOL	AVERAGE
SAN SEBASTIÁN	50.29
SAN EZEQUIEL	59.24
SAN MARCOS	62.70
SAN MIGUEL	48.73
SAN DANIEL	47.90
SAN FERNANDO	50.87
SAN CARLOS	59.15
SANTA CATALINA	64.06
SANTA BARBARA	60.63
TOTAL	58.066

The table indicates that students from SANTA CATALINA had the highest average Motivation score (Motivation for learning English as a foreign language). Even though this is the highest score, the students' motivation level is still low.(Look at the scale). Now, let us look at Graphic 4.



The graphic shows that most of the high schools average Motivation Level is low and the difference between some high schools is statistically significant at the Alfa .5 level. To corroborate this, let us look at the following table:

Multiple Range Test for SCORE by HIGHSCHOOL

Method: 95.0 percent LSD

COLEGIO	Count	LS Mean	Homogeneous Groups
Contrast		Difference	+/- Limits
San Sebastián - San Marcos		*-12.4101	3.56901
San Sebastián - San Miguel		1.55687	4.7558
San Sebastián - San Daniel		2.39029	4.18836
San Sebastián - San Fernando		-0.584091	4.84244
San Sebastián - San Carlos		*-8.86623	3.98509
San Sebastián - Santa Catalina		*-13.7703	4.26855
San Sebastián - Santa Barbara		*-10.342	4.99333
San Sebastián - San Ezaquiel		*-9.25014	3.83399
San Marcos - San Miguel		*13.967	3.80943
San Marcoa - San Daniel		*14.8004	3.07189
San Marcos - San Fernando		*11826	3.91705
San Marcos - San Calos		*3.54387	2.78838
San Marcos - Santa Catalina		-1.36021	3.18035
San Marcos - Santa Barbara		2.0681	4.10212
San Marcos - San Ezaquiel		*3.15997	2.5678
San Miquel - San Daniel		0.833421	4.39503
San Miguel - San Fernando		-2.14096	5.02226
San Miguel - San Carlos		*-10.4231	4.20177
San Miguel - Santa Catalina		*-15.3272	4.47152
San Miguel - Santa Barbara		*-11.8989	5.16791
San Miguel - San Ezequiel		*-10.807	4.05875
San Danuiel - San Fernando		-2.97438	4.48864
San Daniel - San Carlos		*-11.2565	3.54677
San Daniel - Santa Catalina		*-16.1606	3.86254
San Daniel - Santa Bárbara		*-12.7323	4.65102
San Daniel - San Ezequiel		*-11.6404	3.37612
San Fernando - San Carlos		*-8.28214	4.29958
San Fernando - Santa Catalina		*-13.1862	4.56355
San Fernando - Santa Bárbara		*-9.75791	5.24774
San Fernando - San Ezequiel		*-8.66604	4.15992
San Carlos - Santa Barbara		-1.47577	4.46884
San Carlos - San Ezequiel		-0.383902	3.12037
Santa Catalina - Santa Bárbara		3.42831	4.72336
Santa Catalina - San Ezequiel		*4.52018	3.4751
Santa Barbara - San Ezequiel		1.09187	4.33464

• denotes a statistically significant difference.

The StatAdvisor.

This table applies a multiple comparison procedure to determine which means are significantly different from which others. The bottom half of the output shows the estimated difference between each pair of means. An asterisk has been placed next to 24 pairs, indicating that these pairs show statistically significant differences at the 95.0% confidence level. At the top of the page, 3 homogeneous groups are identified using columns of X's. Within each column, the levels containing X's form a group of means within which there are no statistically significant differences. The method currently being used to discriminate among the mean is Fisher's Least significant difference (LSD) procedure. With this method, there is a 5.0% risk of calling each pair of means significantly different when the actual difference equals 0.

C. DISCUSSION

In our study, we have hypothesized that

1. The students' motivation 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 learning English as a foreign language decreased.









The finding for the first hypotheses indicates that the general motivation level for learning English as a foreign language in high schools is low. We think this result is serious because a low motivation level interferes with the learning of English. We agree with Brown (1987) who says that: "Motivation is a key to learning" because according to the previous results, the students do not have that key. On the other hand, Reeve indicates that Intrinsic Motivation is essential as a means to learn how to learn. A similar result was found in an informal study made by Bastidas. (1991), who indicated that according to several high school English teachers, motivation was one of the most problems in the English teaching and learning processes and that it was considered as a second important factor.

As we said previously, the results indicate that there is a low motivation level for learning English as a foreign language in high schools and this situation could be influencing the English learning process. It is possible that this could not be reflected in the students' grades, but it can be reflected on their knowledge level they have about English. An informal study made by Bastidas and Araujo, (regarded in September 2000) showed students entering the first semester of English and French program had a very low level of English. They did not have the basic knowledge of an elementary level (e.g. a first book of English)

The second hypotheses was corroborated by the results we got in the sense that girls were less Demotivated than boys. These results corroborate some results gotten in the United States that indicate that girls tend to have a higher Motivation level for learning and for reading than boys (Wigfield et Al, 1997). We speculated that girls have a higher Motivation level because they demonstrate more responsibility than boys in the house or in the things they have to do.

According to the third hypothesis, the results show that there is a decrease in Motivation while the students advance from sixth to eleventh grade in high school. These results corroborate some researches made in the United States which indicate that while students progress in primary and high school years the motivation level decrease. This decrease in Motivation was found in children's school interest, (Epstein

and Mc Partland, 1976), in their intrinsic motivation (Harter, 1981), in their continuous impulse to learn (Olfather, 1992; Olfather and Plaughlin, 1993) and in their abilities beliefs and their expectancies for success in different subjects (Eccles, Wigfield, Harold and Blumenfeld, 1993), all these studies have been cited in Guthrie and Wigfield, (1997). We also suppose that motivation level for learning English as a foreign language in high schools decreases because of some factors established in Bastidas, (1991). They are the following:

-  Lack of teaching materials in the institution.
-  Low students' Motivation.
-  Low – socio economic class of students.
-  Large groups.
-  Reduced number of hours per week.
-  Methodology.
-  Classroom.
-  Characteristics of the teacher.

Concerning the additional information related to the high schools' Motivation level the results were reported because our statistics teacher said that it would be interesting for the staff of the schools who might want to know the Motivation level their students had for learning English as a foreign language in relation to the students from the other

high schools. For example, SAN DANIEL high school's principal could be interested in knowing that his students had the lowest motivation level for learning English as a foreign language, he might also want to know the reasons for this demotivation level. Although this study did not address this aspect, we conducted a small project for our research course in March 2000. In this study, the students said that they did not like English because of the following reasons:

- ❖ "English is difficult (writing and pronunciation)"
- ❖ "Teachers do not have a good methodology"
- ❖ "English classes are monotonous"
- ❖ "Teacher is very angry" (In the higher grades)
- ❖ "Teacher is too passive" (in the lower grades)
- ❖ "They do not understand the teachers explanations"
- ❖ "Some students are not interested in learning English"
- ❖ "For some students, English is not important "
- ❖ "There is not enough didactic materials".

1. LIMITATIONS

Our study has showed preliminary interesting results: a low motivation level for learning English as a foreign language in public high schools in Pasto, girls have a higher motivation level than boys, the motivation level decrease while students advance from sixth to eleventh grade.

However, these results were subject to some limitations which are indicated in chapter I. It is possible that in other high schools (public or private) the motivation level could be different. However, it is important to report some factors that appeared in the development of our research and that could have influenced the results. We realized that in some high schools, teachers informed the students about our research in advance. We corroborated this in a meeting with a student who told us that the staff of that high school had talked to them before we went there to apply the questionnaire and that they had given them some instructions to answer it "in a good way". In other high schools, it is possible that students did not say the truth because they took the questionnaire as "a joke". We also saw that students were influenced not only by their classmates but also by their teachers. In one school the teacher's presence in the classroom where we were applying the questionnaire caused students' fear, so they felt pressed and nervous.

2. IMPLICATIONS.

The results of this study have pedagogical and research implications; as far as pedagogical implications the results suggest the need of taking into account the students' demotivation problem which can affect the English learning level. The results also indicate the need to analyze the methodology, the techniques and the strategies used nowadays in English teaching because they can be the source of this important problem. The previous analysis made in each high school could provide

some guidelines to solve the problem. In relation to the research implications, It is necessary to continue conducting research which includes primary school level where students could start to show low motivation for learning English as a foreign language. Bastidas, (1994) Said in a lecture in Cali in the National Asocopi Conference: “ Lo preocupante es que los estudiantes ya al final del grado sexto comienzan a reflejar la desmotivación por el Inglés, y que grave es que ahora incluyendo el Inglés en la primaria sin tener el personal docente preparado obtengamos niños que desde quinto (5) de primaria ya están desmotivados”.

Another Kind of research based on the result of this study is to try to identify some of the factors that cause a low motivation level for learning English as a foreign language, or to establish the relationship between motivation and other factors, such as learning and achievement. Some of our colleagues at the Universidad de Nariño, such as Caicedo & Benavides (personal communication, June 2000) have already started to identify the factors indicated above.

Finally, the results of the previous types of research will be the bases for making experimental studies defies research projects to improve the students' English Motivation level in both primary and secondary school levels.

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NIVEL DE MOTIVACION DE LOS ESTUDIANTES PARA APRENDER INGLES COMO LENGUA EXTRANJERA EN BACHILLERATO

Hoy en día es importante saber cuanto quieren los estudiantes aprender Inglés en el Bachillerato. En primer lugar es necesario saber si su nivel de motivación es alto o bajo también es necesario saber que está pasando con su nivel de motivación teniendo en cuenta el sexo y también es necesario tener en cuenta su grado (6 a 11). Para medir este nivel de motivación se utilizó un cuestionario de 25 enunciados el cuál fue adaptado de un test para determinar el nivel de motivación en la lectura y está basado en los constructos de motivación. El cuestionario fue aplicado a 1652 estudiantes de diferentes colegios públicos de la ciudad de Pasto. Los resultados indicaron que el nivel de motivación de los estudiantes fue bajo, que las mujeres tuvieron un mayor nivel de motivación que los hombres y que el nivel de motivación decrecía a medida que el grado avanzaba. El interés de los estudiantes y la metodología de los profesores de Inglés podrían ser las razones mas importantes para tener un bajo nivel de motivación hacia el aprendizaje del Inglés. Finalmente, es necesario hacer futuras investigaciones con el fin de buscar factores que causan un bajo nivel de motivación y sugerir posibles soluciones para resolver este importante problema.