The Relation between Self-Esteem and Oral Performance of Foreign Language Students from

First Semester of the English and French Program of the University of Nariño

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NOTA DE RESPONSABILIDAD

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Resumen

El propósito de este artículo es examinar la relación entre la autoestima y el rendimiento oral de EFL(Inglés como lengua extranjera en español). La autoestima se concibe como un factor importante que fomenta la disposición de los estudiantes a comunicarse en el idioma extranjero. Al mismo tiempo, el rendimiento oral de la EFL, al que se hace referencia como la habilidad para hablar, se considera una de las habilidades más difíciles de desarrollar en una lengua extranjera porque requiere una gran contribución del dominio afectivo al que pertenece la autoestima. Por lo tanto, puede ser que cuanto más alto sea el nivel de autoestima, más éxito tenga el estudiante en el rendimiento oral de EFL. Con esta premisa, es posible afirmar que estas dos variables que se están estudiando están bastante relacionadas e interrelacionadas ya que dependen entre sí para garantizar el éxito en el proceso de aprendizaje de la EFL.

Palabras clave: autoestima, desempeño oral, EFL, relación, dominio afectivo.

Abstract

The purpose of this paper is to examine the relationship between self-esteem and EFL oral performance. Self-esteem is conceived as an important factor that fosters students' willingness to communicate in the foreign language. At the same time, EFL oral performance referred to as the speaking skill is considered one of the most difficult skill to develop in a foreign language because it requires a great contribution from the affective domain which self-esteem belongs to. Therefore, it may be that the higher the level of self-esteem is, the more successful the student is in EFL oral performance. By this premise, it is possible to state that these two variables being studied are quite related and interrelated since they depend on each other in order to guarantee success in EFL learning process.

Keywords: self-esteem, oral performance, EFL, relationship, affective domain

Table of Contents

The Relation between Self-Esteem and Oral Performance of Foreign Language Students

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Chapter I: The Research Problem

Problem Description

Bearing in mind that self-esteem is considered one of the most important factors in learning a foreign language, this research is directed to first semester students of the English and French program of the University of Nariño. The investigation principally focuses on oral presentations in a foreign language. For that reason, it is pertinent to illustrate how the process of measuring the self-esteem will be executed in the academic experience.

Coopersmith theory about self-esteem gives a clearer vision which could become an important piece of this research. (Coopersmith, 1967, cited in Brown, 2000):

By self-esteem, we refer to the evaluation which individuals makes and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior (p.4-5).

After mentioning what self-esteem means, it is necessary to specify that the origin of the research problem is found in the first semesters of the English and French program. Therefore,

the students may feel they bear a high level of self-esteem which is prone to be diminished as their studies continue to progress (Coopersmith, 1967, cited in Brown, 2000). That is the reason why, it is essential to clarify and allow for each detail that take part of self-esteem in classroom.

Through this research project, many factors which are related to the foreign language learning process have been found. Nonetheless, this investigation has focused on the self-esteem factor and there are some important causes and consequences that may be stated here. One possible cause of those students presenting a low level of self-esteem when speaking in the second language learning process could be originated in experiences from the past which probably were negative and they have not been worked out. That is why students have not been able to gain more confidence on themselves.

The biggest consequence of having a low self-esteem could be the fear to fail. The students might not take risks. In such manner, they will not be able to achieve their objectives and to enhance in the foreign language learning process due to the lack of confidence. Probably at the end, the result will be the students forswear this process. Considering speaking as the target skill of this research work, the students might encounter themselves feeling anxious and overwhelmed when trying to communicate and to interact with people in the foreign language. Hence, they find the speaking skill quite onerous to develop.

At this point, it is germane to highlight that it is the first semester's students who will be the future professionals and language teachers. In such wise, it is fundamental to realize what the relation between self-esteem and EFL oral production stands for.

Statement of the Problem

What is the correlation between self-esteem and the oral performance in English of students from first semester of the English and French program at the University of Nariño in Pasto, Nariño, Colombia?

Objectives of the Study

General Objective

To analyze the correlation between self-esteem and the oral performance of English of students from the first semester of the English and French program at the University of Nariño in Pasto, Nariño, Colombia.

Specific Objectives

-To identify the students' level of self-esteem and the oral performance in English as a foreign language.

-To correlate students' self-esteem and the oral performance in English as a foreign language.

-To describe the way in which self-esteem is associated with students' oral presentations in English as a foreign language.

Significance of the Study.

Self-esteem is a factor which teachers and students themselves should work on every day. Therefore, self-esteem constitutes the foundation to forge autonomy for the students. In this

regard, Bouchareb (2015) points out that self-esteem is the prime need for effective learning. It is

common to think that when trusting one's capacities it is easy to learn to speak. That is why this

research project contributes to the state of the art regarding EFL teaching and learning. That is to

say that, there is little local and national research on the variables being studied. And although it

is undeniable that affective factors are widely researched in relation to language teaching aspects,

there is not a similar study to the present one in Nariño and even in Colombia.

Furthermore, this research project provides some practical reasons since it helps to solve

or clarify some issues and misconceptions about the EFL learning and teaching process in

Colombia and possibly abroad. It could serve as a model or foundation of further research on

these topics and at the same time, it could encourage future EFL teachers and EFL teacher

educators to investigate more about not only the relationship but also the influence of self-esteem

in any aspect of foreign language teaching such as the speaking skill. This is one of the abilities

that today's professionals are interested in developing, because it is said that success in the

foreign language is shown through speaking (Bouchareb, 2015).

Limitations of the Study.

Regarding methodology, some limitations might be the lack of interest of the students

from first semester when participating in the collection of data. They could also feel disturbed

and daunted because of the researchers' presence in the classroom and the Rosenberg test and

questionnaire they will be applied. Besides, there might be little teachers' cooperation to observe

the class or apply the test and the questionnaire. In the same vein, the teacher will be presented

with the importance of doing this research project. Regarding logistics, the project would be

feasible and executable unless any kind of emerging or unexpected situation impedes the

researchers' presence in the university, for example, protests, strikes, unrest, and so forth. This

could take more time but the project could anyway be finished.

Chapter II: Theoretical Framework

In this chapter, the theoretical framework of the research project will be developed. It is

divided in two big parts: Literature review and antecedents. In the first part, the affective domain

to which self-esteem belongs will be explained. Second, some general concepts about self-

esteem will be noted. Third, self-esteem will be viewed from the language learning field. Within

this section, definition, importance, levels, and related factors to self-esteem will be presented.

Fourth, the speaking skill and its aspects will be shown. Finally, self-esteem and L2 oral

performance will be explained in detail. Then, in the antecedents section, ten investigations

which have been internationally, nationally and locally done will be found. These investigations

are closely related to the research project being executed and give it a sense of validity.

Literature Review

When studying a foreign language, it seems easy to realize that one of the most difficult

skills to develop is the speaking skill. Sometimes, students cannot understand what teachers and

other people say in the foreign language. That is why they are not able to say anything when

using it and they prefer to stay quiet. Consequently, this situation may cause them feelings of

fear and anxiety which lead them to question their capacity to speak or to produce any utterance

in the foreign language. In this sense, this situation becomes a negative learning experience that

threatens students' beliefs, emotions, and confidence which at once are strongly related to self-esteem.

In discussions of L2 learning, attitude has come to include conscious mental position, as well as full range of often subconscious feelings or emotions related to self-esteem. It takes part of affective variables and plays an important role not only in L2 but in L1 acquisition as well (Savignon, 1983). That being said, it is fair to assert that a number of EFL and English teacher educators have done a lot of research about the affective factors that affect English Foreign language (EFL) and specially regarding the speaking skill.

Accordingly, due to the wide variety of research on the two variables being related, it is common to think that students can learn faster and easier when trusting their own capacities. Remarkably, students who have a high level of self-esteem learn and enjoy learning how to speak, whereas students with a low self-esteem are not motivated to speak, so that they are afraid and inhibited when communicating orally (Bouchareb, 2015). That is to say that teachers should constantly look for effective ways to promote students' self-esteem in order to enhance speaking; and moreover, teachers should make their students be aware of their capacities to speak in the foreign language with the purpose of achieving better outcomes in this skill.

Affective Domain and Self-Esteem

Nowadays, the importance of affect for learning is quite noticeable and acknowledgeable. As Rodríguez, Plax and Kearney (1996) explained, "affect is by definition, an intrinsic motivator. Positive affect sustains involvement and deepens interest in the subject matter" (p.297). It is an essential part for effective learning to occur and it is clear that the main purpose

is to succeed in this process. Furthermore, Stevick (1980) states that "success in this process focuses less on materials, techniques and linguistic analysis and more on what goes on inside and between the people in the classroom" (p.4). In this sense, it is well-known that within the affective domain there is a set of factors such as motivation, inhibition, self-esteem, introversion, extroversion, and so forth, which may either favor or hinder language learning. One of those influential factors that will be studied in this project is self-esteem.

Self-esteem has been considered a factor related to experiences, feelings, emotions and situations that are used to happen in one's life. According to Rosenberg (1965, cited in Mruk, 2006), self-esteem has been defined in terms of a particular type of attitude based on the awareness of a feeling about one's value as a person.

In addition, following what Epstein (1980, cited in Mruk, 2006) stated, self-esteem also takes place implicitly, which is to say non-consciously. That is, it is a fundamental schema of human perception, experience, and motivation, which makes it an important feature of human behavior, especially in relation to identity and self-regulation.

One last concept pointed out by Rubio (2007) says that:

Self-esteem is a psychological and social phenomenon in which individuals evaluate their competence and own self according to some values which may result in different emotional states and which becomes developmentally stable but is still open to variation depending on some circumstances (p.5).

Now that self-esteem has been conceptualized according the field of psychology, it is suitable to expand the meaning of this variable in the language learning context.

So, first of all, it is necessary to understand what self-esteem means.

Self-Esteem and Language Learning

Self-esteem in language learning refers to evaluations that students consciously make of their capacities in situations in which they use the foreign language and to evaluations they make of individual aspects or specific aspects of self-esteem such as language learning ability, their actual language use, in-class relationships, and student behavior towards the foreign language (Heyde-Parsons, 1983). Next, a complete definition of self-esteem in the field of language learning is given.

According to Coopersmith (1967, cited in Brown, 2000):

By self-esteem, we referred to the evaluation which individuals makes and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior (p.4-5).

Once having understood the definition of self-esteem in language learning, its importance in EFL learning process is presented.

Niki and Mohammadi (2009) state that learners who have a higher level of self-esteem are more successful than learners with a low level of self-esteem when performing oral communication tasks. By that, it is evident to state that a high level of self-esteem boosts the possibilities for students to succeed in EFL oral performance. And to reaffirm what has been just

claimed, Brown (2007, cited in Kalanzadeh et al., 2013) notes that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence and self-efficacy in one's own capabilities to successfully perform an activity.

At this point, it is necessary to say that self-esteem is a prime factor that affects second language learning. Hence, it is convenient to explain where self-esteem comes from.

As Brown (2000) noted, "people derive their sense of self-esteem from accumulation of experiences with themselves and with others and from assessments of the external world around them" (p. 145). Therefore, he describes three levels to explain its multidimensionality:

1. **General or global self-esteem**: It means the conception that a person has about himself/herself which has been founded through time and all kinds of situations. In certain way, it can be compared with a statistical mean or median level of global self-assessment. Besides, it becomes firmly founded in adulthood.

2. **Situational or specific self-esteem**: It refers one person´s self-assessment in particular situations like home, work, education, or on specific features, such as intelligence, communicative ability, or personality features such as empathy, flexibility, and sociability. Depending on the situation, the level of situational self-esteem may vary.

3. **Task self-esteem**: It is related to one person´s self-evaluation in a specific task within a single area, such as athleticism in sports, algebra in mathematics, or cooperative language approach in TESOL. To clarify the difference between the two latter levels of self-esteem, Brown (2000) sets an example: Situational self-esteem could embrace Second Language Acquisition (SLA), and task self-esteem would focus on one person's self-

evaluation in a specific part of SLA like reading, writing, a particular class in L2, or a

special activity in the classroom.

Factors Related to the Correlation between Self-esteem and Foreign Language Oral

Production

As said before, self-esteem is only one of the factors that affect the process of foreign

language learning, mostly when performing oral presentations. In this sense, there are other

factors that are correlated to self-esteem and influence the foreign language learning process.

Erazo (2003) describes nine factors, but five of them will be briefly described since they are

factors that mainly affect the speaking skill development of the foreign language learner:

1. Fear of speaking: This is related to self-esteem because most of the time, the student

is afraid of speaking in front of an audience because he thinks that if he makes a mistake

the teacher is going to nag it or their classmates are going to mock it. Therefore, this

affects its confidence getting them stuck and blank minded.

2. Competitiveness: It can lead to anxiety. This happens when the student compares

itself with its classmates or when it imagines its self-concept and self-esteem which are

very different from the real world.

3. Assertiveness: According to Rodriguez (1998), assertiveness is the positive

management of self-assertion which leads a person to obtain what he/she wants, needs or

dreams of without damaging neither him/herself nor anyone else.

4. Anxiety: It is a state of discomfort, restlessness and unexplainable fear before a threatening situation to a person. Brown (1987), considers that anxiety is one of the main factors which hinder the second language learning process since it is related to feelings of distress, frustration, insecurity, stress, and so on in the classroom.

5. Sense of security: Following what Voli says, "it is the basic budget of self-esteem". All human action and reaction is the result of a sufficient internal and external security. In our case, when a student feels safe she/he is free to think, to act, and to react in a suitable and effective way depending on the context or situation where the second language process is being developed.

The Speaking Skill

Speaking might be considered as one of the most important skills for foreign language learning students. For that reason, it is relevant to say what the speaking skill consists of. First, according to Burns, Joyce, and Luoma (2004, cited in Torky, 2006):

> Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified (p.34).

In the same line, Torky (2006) points out that speaking is one of the four language skills which learners frequently use and develop either to communicate with others to accomplish

specific objectives or to give their opinions, intentions, hopes, and views. Furthermore, a person

knowing a language is considered as a "speaker" of that language.

Taking into account the previous concepts about the speaking skill, it is convenient to

mention that speaking is generally thought to be the most important of the four skills. Indeed,

one frustration point commonly voiced by learners is that they have spent years studying

English, but they still cannot speak it (Segura, 2013). That is why speaking is considered one of

the most difficult skills that language learners must deal with. Despite this fact, this skill has

traditionally been left behind by EFL teachers who, on the other hand, devote all classroom time

to try to teach students how to write, to read and sometimes even to listen in the foreign language

since grammar has a long written tradition (Bueno, Madrid, & Mclaren, 2006).

After having explained what the speaking skill stands for, it will be presented below some

aspects of this variable**.**

Aspects of Speaking

In a research conducted by Torky (2006), it is pointed out that the aspects of speaking are

considered as tools to understand the skill and also, to facilitate the activities' scheme to prepare

learners for communication in real life situations.

a. **Speaking is face to face:** According to Fayoumy (1997), Widdowson (1998), and Burns
   (1998, cited in Torky, 2006), conversation usually involves not only speaking itself but
   also many facial expressions, gestures and body movements. Speaking also occurs, most
   of the time, in situations where participants or interlocutors are present. Such factors
   facilitate communication.

b. **Speaking is interactive:** There must be interaction when speaking. Mc Donough and

Mackey (2000, cited in Torky, 2006) say that turn taking, a main feature in interaction, is

an unconscious part of normal conversation. Turn takings are handled and signaled

differently across different cultures, thus causing possible communication difficulties in

conversation between people of different cultures and languages.

c. **Speaking happens in real life:** Following what Bygate (1987), Foster (2000), and

Hughes (2002, cited in Torky, 2006) state, the production of speech in real time imposes

pressure, but also allows freedom in terms of compensating for these difficulties. The use

of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can

help speakers become more fluent and cope with real time demands.

Finally, after explaining the two variables which are self-esteem and the speaking skill, the

existent relationship between them is next explained.

Self-Esteem and L2 Oral Performance

To start elaborating the final part of this paper, it can be said that as some research has

been conducted regarding the relationship of self-esteem and L2 oral performance, it is

appropriate to mention a research project conducted by Heyde (1977) whose research problem

focuses on the relationship between self-esteem and the oral production of second language

students and to experiment with different measures of their levels of self-esteem. The people

who took part of this project were 15 students. The subjects were divided into two groups. Group

1: students enrolled in courses of English as a second language. Group 2: students enrolled in the

beginning level of French and Spanish. In the procedure, tests were administered to students.

This research focuses on measuring global self-esteem and specific self-esteem, each one with its

own scales of measure. Finally, the research concluded with some of the analyses which were the

oral production task scores, the teacher scores and the self and ratings of the three esteem groups

(high, mid, low), which revealed significant effects of the various measures of self-esteem

regarding their oral performance in L2. Additionally, the research developed methods for

increasing students' self-esteem for improving their oral production which was found strongly

related to the global and the specific self-esteem in students of a second language (Heyde, 1977).

Having illustrated this final section, now, it is acceptable to start saying that some experts

on this topic, such as Rosenberg (1965), Coopersmith (1967) and Clark (1994), share the

relationship that exists between children with lower levels of self-esteem and parents who

normally are absent or show indifferent for long periods of time. Furthermore, Rubio (2007) says

that it is necessary to take into account that self-esteem is strongly related to the early school

years for its development. In that way, it might be considered as a foundation of every thought in

one's mind.

Andrés (1999) poses the question of what makes the difference between a child who can

understand concepts, words, and meaning without difficulty in a second language and another

child who cannot easily understand a word. The trial to answer this question is what often

confuses language teachers. One answer given by research showed that a child who has a low

level of self-esteem is less likely to reach his L2 potential (Purkey,1970, and, Gurney 1987, cited

in Andrés, 1999).

In a sense, Andrés (1999) states "the strong link between self-esteem, social relationships,

and academic performance can be witnessed in the everyday world of the classroom" (p.87). By

this, the author means that the family and the academic setting where the child grows up is an important foundation for his self-esteem. Besides, the interaction to which the child is exposed with his parents and then in school shapes his self-confidence, self-concept and security to conform his self-esteem.

In addition, Andrés (1999) notes that the development of a child's self-esteem depends powerfully on his teachers since they are like the mirror through which the child finds out who he or she is. In that sense, teachers are intended to create suitable and conducive environments to his/her self-esteem.

In another sense, self-esteem could also be seen from an academic perspective because in that context there are some elements that also affect students' self-esteem. Reasoner (cited in Andrés, 1999) claims that:

It is essential to acknowledge the uniqueness of each student and to protect his or her rights and feelings in order to develop the five key components of self-esteem: a sense of security, a sense of identity, a sense of belonging, a sense of purpose and a sense of personal competence (p.88).

Rubio (2007) points out that when the level of self-esteem is very low, the human being presents fear, social distance, insecurity, and other negative situations; in the learning process the situation does not vary too much. The students can have many bad experiences such as feeling unconfident when speaking in the target language and not acquiring a good communicative competence.

Savignon (1983) mentions that the success in learning to use a second language would most likely be seen to depend on the attitude towards the learning process. That is to say, students cannot learn a foreign language until they decide to learn it. For that reason it is possible to agree with Savignon (1983) since each person who is learning something new has a particular way to do it. Teachers can explain many times the same topic but students are always going to learn what they think is important and meaningful for them.

By this point, Kazumata (1999) states that self-esteem is very related to success in Second Language Acquisition (SLA), especially in oral presentations. He also says that the teacher's role would be to apply some techniques and strategies to boost students' self-esteem. If so, they can feel more confident when they have to perform, improving their communicative skills.

Now, if the well-known saying "where there's a will, there's a way" fits to the assumption that high self-esteem helps L2 students be successful at performing an oral task, It could be said that willingness is another important factor. It should be taken into account in order to increase students' self-esteem. MacIntyre, Dörnyei, Clément, and Noels (1998), in the justification of their model of "willingness to communicate", note that many teachers have found students with high linguistic competence in the second language who are not willing to communicate in the L2 whereas other students with low linguistic competences tend to communicate or to try to do it in the second language as much as they can. That is to say that, on one hand, having a high linguistic competence in L2 does not guarantee success when communicating or speaking in the case of the aforementioned. And on the other hand, being willing to take the risk to communicate

in L2 let the students develop and enhance their speaking skills and evidently, this learning

experience might let the students increase their level of self-esteem.

Furthermore, MacIntyre et al (1998) notice that some students tend to seek, and other

students tend to avoid second language communication. Their willingness to communicate

depends on time and on the situation they intend to communicate in. Several factors contribute to

determine whether a learner is willing or not to communicate in the second language (MacIntyre

et al, 1998).

Knowing that a high level of communication in L2 does not certainly translate into a high

willingness to communicate, MacIntyre et al (1998) set some cognitive and affective factors that

cause that willingness. Those factors are motivation, personality, intergroup climate, and two

types of self-confidence: state communicative self-confidence and L2 self-confidence.

Before that event, Brown (2000) poses the question "does high self-esteem cause

language success, or does language success cause high self-esteem?" (p.146). To answer this

question, it could be said that foreign language success and high self-esteem are two factors that

are interrelated. So that it is difficult to know what a teacher should do whether trying to boost or

improve the level of his students´ self-esteem or focusing on enhancing his students´

communication skills.

Previous Antecedents

Bouchareb (2015) focuses her research on finding a relationship between English

students' self-esteem and their oral production. She points out the idea that even though, students

usually spend many years studying another language, they are not able to use the language in the

oral performance. That is because many affective and psychological factors take part of the learning process.

Amato (2003, cited in Bouchareb, 2015) refers to self-esteem as a significant factor which helps students to achieve their goals in L2 oral production. In that way, they enjoy, learn, and communicate in a second language at the same time. This research was developed with a group of 30 second-year-English students from the University of Constantine 1 in Algeria who were chosen randomly. For the execution of this research, a group of 12 teachers was also taken into account. In addition, the research techniques took a very important role during the investigation and the analyses were made by means of two questionnaires; the first one was given to teachers and the second one was given to the students.

The purpose of applying those questionnaires was to know the students' points of view and to obtain information about their self-esteem features all along the English learning process, more specifically, on the oral skill which is speaking. This investigation is closely related to it since it focuses on observing and measuring self-esteem in students. In fact, it is possible to notice whether the students have a high or a low level of self-esteem, so that it is going to be easier to take action and solve the different problems that self-esteem may cause in the L2 oral production.

Another research study done by Kalanzadeh, Mahnegar, Hassannejad and Bakhtiarvand (2013) at Payame Noor University in Iran, from Dezful Branch Islamic Azad University and the ministry of Education of Andimeshk, Iran, on The Influence of EFL Students' Self-esteem on their Speaking Skills. Its problem states if "there is a significant relationship between self-esteem

and speaking skills of intermediate Iranian EFL students" (Kalanzadeh et al., 2013, p. 78). It was

carried out with two groups of college students: the low self-esteem and the high self-esteem

groups. First, they were asked to fill in a questionnaire to measure their self-esteem level.

Second, the researcher used a standard oral proficiency test (OPT) to measure and to evaluate

their speaking skills by using a six-point scale. Third, the researchers gathered and analyzed the

information and ascertained that the students with high self-esteem tended to be more engaged in

all kinds of speaking activities. In addition, the researchers came up with the conclusion that

students' self-esteem and their speaking performance are significantly related to each other. This

research is remarkably important for this investigation since its research problem is considerably

similar to the one being posed in this one. Besides, it provides some valuable information on the

results section that proves that oral performance and self-esteem are closely related. Basically,

the higher the level of self-esteem, the better is the students' performance in the English Foreign

Learning process.

In a similar vein, in Kanafani and Hassan (2014), the fact and the importance of building

students' self-esteem in the language learning is pointed out. In their research, they show the

process of building self-esteem. Reasoner (1992, cited in Kanafani & Hassan, 2014) sets five

factors which are strongly related to self-esteem in children and in adults. The factors to take into

account are: The sense of security, the sense of identity or self-concept, the sense of belonging,

the sense of purpose, and the sense of competence. In their research, Kanafani and Hassan use a

variety of sample sheets given by Reasoner for working the students' self-esteem in which they

could grasp how the process is accomplished. The number of students that took part in this

research was 32. They were in eighth grade and their ages varied from 13 to 16 years old. In this

research, students and teachers were both evaluated; both were given questionnaires in which they provided information about different aspects that could influence the student's' self-esteem when learning a new language. With the questionnaires as an aim to develop the investigation, it was possible for them to analyze the answers of the students. Some of the questions were what students and teachers liked or disliked, what attitudes were relevant for them, what their feelings and interests were, and so on.

This research has become very significant because it is possible to comprehend that self-esteem is built every day. Boosting or maintaining students' self-esteem is nowadays deemed quite important; besides, it is an aspect that involves both students and teachers since they take different roles. However, their roles complement each other.

Another study done by Achour (2015) named " The Importance of Self-esteem in enhancing foreign language learners' speaking skill" sets the purpose of investigating the relationship between learners' self-esteem and their level of oral production in foreign language learning process and also to raise teachers' awareness about the importance of self-esteem in the success of learners' speaking skill. During this investigation, the researcher used a descriptive method in order to describe the relationship between both variables. For the development of this research, it was necessary to apply two different questionnaires, a first one for learners and a second one for teachers to see their points of view about the relevance of a high level of self-esteem to facilitate communication in the speaking skill. The subjects who took part of this investigation were first year students of English in Mohammed Khider University of Biskra in Algeria.

The learners' questionnaire consisted of fifty (50) multiple choice questions in which 40 students who were chosen randomly had to answer questions about the difficulty or easiness when speaking English, the speaking proficiency and affective factors such as self-esteem. The second questionnaire was given to six (6) teachers in the Department of English at Mohammed Kheider University. It consisted of twelve (12) questions about the experience of teachers in teaching English and oral expression, speaking proficiency and affective factors such as self-esteem. Achour's investigation made in 2015 is very important for the present research because it focuses on the relationship between two important variables: the English foreign language learning process and the affective factor of self-esteem. It provides a lot of information about different issues when achieving the learning process. Besides, it could be helpful because it is possible to realize that self-esteem has a strong influence in the learning process which at the same time involves the oral performance of the students.

In the same way, in the research carried out by Aregu (2013), the fact that self-efficacy, self-esteem and gender are probably determinants of performance in speaking tasks is stated. Its problem says if "there are relationships among the variables treated (self-efficacy, self-esteem, gender and performance in speaking tasks)" (Aregu, 2013, p. 65). This research was carried out in Bahir Dar University in which 28 students from first year taking Communicative English skills I were randomly selected to take part of this investigation. The participants were in a range of 17 to 20 years old. For the development of this research project, the researcher used three types of instruments such as: speaking self-efficacy scale, self-esteem scales, and speaking tests. In the speaking self-efficacy scale the researcher used 12 items in which 4 of them were evaluated in a written way (Pajares et al., 1999, cited in Aregu, 2013). The others were evaluated

as oral interaction (Nunan, 2004 cited in Aregu, 2013). Following with the instruments, the second one consisted of a self-esteem scale in which self-esteem was measured in a 10 Rosenberg scale which was adapted and applied. (Rosenberg, 1979 cited in Aregu, 2013) in which each item had 5 possible responses (Strongly agree, agree, undecided, disagree, strongly disagree). The last instrument was the speaking test in which speaking performance was evaluated, in this test some simple questions about students' biography, experiences were presented. Then, two instructors gave the students the results in which they evaluated accuracy, fluency and relevance of ideas. As a result, the researcher found that there is a remarkable relationship between the variables exposed. That is why, Aregu investigation is very relevant to this research because taking into account what he said, self-esteem could be strongly related to Second language learning process.

One more investigation very related to the present one being executed is the one done by Bahareh Koosha, Saeed Ketabi and Zohreh Kassaian (2011) at Isfahan University, Iran. They named their investigation "The Effects of Self-esteem, Age and Gender on the Speaking Skills of Intermediate University EFL Learners". Its main objective was to find out if there was a significant relationship between speaking skills of intermediate Persian EFL learners and self-esteem, gender, and age. The participants were 15 female and 5 male EFL students studying a B.A. in teaching English as a foreign language. Regarding instruments, they administered an OPT test to determine the language proficiency, used a speaking scale developed by Farhady, Jafarpoor and Birjandi (1995), and applied a questionnaire containing 50 items to measure the students' level of self-esteem. Further, to collect data they first administered an OPT to the 20 language learners studying in the last week of the required course of Oral Production of Short

Stories. Then they asked the instructor of the course to provide the scores of the students taking

into consideration the scale proposed by Farhady, et.al. (1995). Subsequently, they were

interviewed by the researcher by asking them to choose and tell one of the stories they had seen

in the course. Finally, they distributed a questionnaire to the students participating in the

research. Indeed, a pilot study was applied, too. Afterwards, they analyzed the data with the

suitable procedures. Having completed the previous steps, the researchers found out that there

was a very important relationship between self-esteem and speaking skill, where fluency was the

most influencing aspect. They found out that the most successful students on oral performance

had a higher level of self-esteem in comparison with the less successful ones who were found

having a lower degree of self-esteem.

Having said what the investigation was about, it is clear that this is a significant example

about how self-esteem and EFL oral performance are related to each other. This research shows

that there is an important relationship between these two variables and thus, it supports the

justification of conducting this research project. Besides, it provides a suitable example of the

use of the techniques for data collection. This is quite helpful since in the research that is being

carried out questionnaires and tests will be used similarly. Finally, the literature review from the

investigation enormously allows the researchers to expand data and information about self-

esteem in EFL oral performance.

Moving on to another supporting investigation, Hassan (1992) at Mansoura University

carried out an investigation in which the objective was to ascertain if there is any relation

between Foreign Language Self-Esteem and the Oral Communicative Ability. The objective of

this study was to determine a possible relationship between foreign language self-esteem and the

oral communicative ability (OCA) of university students. To carry out the study, 51 male and 63

female sophomores (students who studied English as a foreign language from eight to ten years)

from nineteen to twenty two years old participated in the study. They were enrolled at the

College of Education, Mansoura University. Regarding the instruments for data collection, they

used a Foreign Language Self-Esteem Scale (FLSES) to assess the students' self-esteem degree,

and applied the Test of Oral Communicative Ability (OCA) in English. This test measures

students' oral proficiency in the English language. After that, they proceeded first by letting the

participants know that the testing session was going to be voluntarily-participated and would not

affect their grades. Second, they administered the FLSES scale in one class session during about

20 minutes. Third, they administered the OCA measure. And finally, they obtained information

about the sex and the age of the students thanks to a biographical data collection form, and about

the student academic achievement related to the scores on the EFL course final examination

taken from college records. In the end, after analyzing the collected data, Hassan (1992) drew

some conclusions which generally referred to the existence of relationship among students'

FLSES scores and their OCA scores. That is, the two variables self-esteem degree and EFL oral

performance were positively related because the fact that the higher the level of self-esteem is,

the more successful the student is in the oral communicative ability was found out. In addition,

Hassan (1992) added that there were not relevant results about the relationship between the

variables of sex and academic achievement.

Taking into consideration the last investigation, it is possible to say that in the present

research project, it would be necessary not only to use instruments to measure the degree of self-

esteem but also to assess the EFL oral performance of the participants. By doing this, the

relationship between the core variables of the study: Self-esteem and EFL oral performance will be clearly identified. Moreover, this study serves as a guide about how to organize the execution of the research project since that is one of the relevant characteristics in this study. To finish, it could be said that it is possible to replicate the use of the instruments of the study because at the end of the research, it is possible to observe the formats of the test and the scale used to collect data, which provides the researchers with a better understanding of the use of this type of instruments.

In Sarmiento and Sanabria (2003), "How Teachers' Attitudes and Methodologies Affect Students' Self-Esteem as Regards Learning the English Language. A Case Study with Eight Graders". Their objective was to study teachers' attitudes towards their students and methodologies they use with them. Also, to evaluate which of them mostly influences the student´s development, performance, academic self-esteem, and motivation. They carried out this research in a public high school in Bogotá, Colombia. They developed a case study with forty high school students in eighth grade. As it was a case study, the researchers worked together and each one of them taught and observed an English class in order to analyze and describe what teachers' attitudes affect students' self-esteem. They took notes about what they observed and then according to the principles of classroom research and case study: First, they applied a questionnaire to collect information about students´ attitudes towards English. Second, they asked about the teacher's methodology. Third, they measured the level of students´ self-esteem with a scale created by Morris Rosenberg in 1963, which they adapted to the situation they faced. They also recorded videos and kept a personal diary to note their impressions about students' performance and attitudes when developing the activities in the classroom. This process took

over six months, and to analyze the data they followed the triangulation method and used the correlation technique. In general, the findings showed that students primarily need a classroom environment based on affection. It lets them overpass social distance and evidently facilitates the second language learning process.

This study is quite helpful since it shows a different way to carry out a research. Besides it is related to this research topic; it focuses on observing one of the factors that the researchers are interested in which is self-esteem. Therefore, this research let the researchers notice that self-esteem has to be taken into account when learning a second language and it is significant to be investigated because this helps L2 teachers and L2 learners to comprehend and facilitate the learning/teaching process.

To conclude this section, a research conducted by Erazo (2003) which focuses on self-esteem having as its research problem to analyze the possible factors that could influence in students' self-esteem and to differentiate the students' self-esteem related to English learning. This research was developed at the University of Nariño along with 56 students of primary school (1st, 2nd, 3rd, 4th, 5th grade), 15 of them were selected. For this project, it was necessary to apply tests and make interviews to the students. At the end of the project, the author made some observations, analyzed, and classified the results in two categories: the difference between self-concepts of the capacity for learning English and self-concepts to decrease the capacity of learning English. Thanks to those results the research concluded with the idea that there are many factors which influence students' self-esteem in the learning process and also, the fact that teachers and parents play an important role in students' self-esteem. In consequence, this research is found very important since it helps to know a variety of factors which are related to

self-esteem, besides this is an aim to realize how those factors affect and/or influence in different manners the students' self-esteem in second language learning.

To conclude this part of antecedents, it would be suitable to say that the previous articles read and summarized are taken as a guide for doing the present research. Some of them are much related to the topic of the research which is very useful since each chapter can be analyzed and studied in order to have an idea about how this research project has to be done and carried out. Besides, although some of the articles do not involve self-esteem, they are about other factors that are related to this domain. In that way, it may be realizable what is being done locally, nationally, and around the world so that it is easy to identify what will probably happen or what it might be found by doing this research since its general objective is to analyze the correlation between self-esteem and the oral performance of English as a foreign language in students from first semester.

Chapter III: The Research Method

In the last chapter, the research problem was developed along with the description of the general and specific objectives. Next, the importance of the project and the limitations of it were mentioned. But it is well-known that every research problem needs a method to be solved. That is why in this chapter, the basis on which this project holds will be explained. That being said, the project will be started first by explaining the research design. Next, the population, sample and setting will be described and mentioned. Then, the procedure and treatment of the project will be proposed. Finally, the validation of the study will be presented right before the ethical issues.

Research Design

In this part, the research design where the paradigm and method will be elaborated on will be developed and explained. Besides, the techniques that will be used for collecting data will be elaborated right after.

Research Paradigm

To start, it is proper to work with the empirical-analytical paradigm which is focused on the quantitative research method. (Creswell, 2003, cited in Mackenzie & Knipe, 2006) states that the empirical-analytical paradigm "reflects a deterministic philosophy in which causes determine effects or outcomes". That is to say that by means of measuring and observing it is possible to study the community's behavior (O'Leary, 2004, cited in Mackenzie & Knipe, 2006).

In addition, Steenhuis and de Bruijn (2006) state that this paradigm is considered as the use of data tools to analyze and make statistical generalizations. Thus, the main goal of the empirical-analytical paradigm is to obtain objective results (Steenhuis and de Bruijn, 2006). In the same way, the researchers have some kind of entree to people's reality through measuring and observing in certain circumstances and interpreting and describing those situations (Myers, 2009, cited in Thomas, 2010). That is why, the researchers may create a meaning with the data which has been collected (Aikenhead ,1997,cited in Thomas, 2010).

At this point, it is relevant to remark that all these characteristics are significant for this research project because this paradigm could probably answer many questions about the members of a social group which in this case will be the students from first semester of the

English and French program in which the students' self-esteem will be related to their oral

performance.

Research Method

As said above, this research will be done taking into account the quantitative approach.

Within this approach, there is a set of methods from which the correlational method will be

utilized. As Creswell (2008) states, correlational research studies to what extent two or more

variables co-vary. In other words, the changes occurred in one variable are reflected in changes

in the other. He also states that in this type of research, the participants are considered as a single

group with which the researchers collect two scores from each participant where each score

represents each variable being studied (Creswell, 2008).

Other authors such as Hernández, Fernández, and Baptista (2014) say that correlational

research is intended to identify the relationship existing amongst two or more variables in a

sample or a specific context. Besides, this kind of research evaluates the degree of association

between the variables as individual ones. They are measured, analyzed, and then related to each

other (Hernández, Fernández, and Baptista, 2014).

Having said what the correlational method stands for, it is important to say that this

method was chosen in order to let the researchers identify, correlate, and describe what truly

happens in a classroom regarding EFL students' self-esteem in oral performance. Additionally,

this method will facilitate to collect data by means of observation (and taking notes), tests, and

questionnaires since it lets the researchers study first each one of the variables individually to

then correlate them and describe them. Keeping that in mind, the process will be helpful to

accomplish the general objective and finally solve the research problem.

Research Techniques

The research techniques for collecting data which will be used in this research project

will be observation, tests, and questionnaires. Schmuck (cited in Kawulich, 2005) says that

observation may help the researcher in a variety of ways because this kind of technique lets the

researcher concentrate in some specific situations and behaviors that will be studied during the

investigation. The observation technique has been selected because it will be a means which will

provide the researchers some information about the students' performance and also, about the

atmosphere in which they will perform. In this case, it will be the oral production in the foreign

language in the classroom. The second research technique which will be used is the test.

Rosenberg (1965) provides a 10-item scale for measuring both positive and negative feelings

about the self. This type of technique is important for this research study since it will be possible

to realize that the higher the level of self-esteem is, the higher level of oral performance in the

foreign language may be. On the contrary, the lower the level of self-esteem is, the lower level of

oral performance in the foreign language in second language learning may be. It will be a good

aim since it will be possible to notice what the relationship between the self-esteem factor and

the foreign language learning process is.

The third research technique that will take place in the investigation to achieve the main

objectives will be the questionnaire. It is a significant tool as questionnaires generally do not

make people feel afraid when answering the questions (Cahalan and Jahoda, cited in Walonick,

1993). During execution of the research, the questionnaire technique will provide the researchers with many answers to the questions that have been made in this investigation. By means of the questionnaire made by Achour (2015), oral production will be assessed since the objects of the study will answer some questions about how they feel when using English as a Foreign Language and at the same time, oral performance will be appraised by the researchers. That is why it is necessary to bear in mind this type of technique. Consequently, the object of study will succeed by collecting data through these research tools.

Population, Sample and Setting

It is important to specify where and with whom the research project will work to be executed. Now, the population, the sample, and the setting will be described as follows:

Population

The population where the group of participants were chosen from is made up of 243 students studying a BA in English and French. In this group, there are more women than men who are between sixteen and twenty-six years old. However, there are a few students who are older than the average. Most of them belong to strata one and two and come from Pasto and other parts of Nariño. To finish, it is fair to say that the vast majority of them have graduated from public high schools.

Sample

For the development of this investigation the sample has been carefully chosen. In this case there are fifty (50) students who study a BA in English and French, but due to the big

number of students in first semester, they are divided into two groups A and B. To do the study, group A which consists of twenty-five students. The most relevant characteristics of this group are: first, the group is formed from men and women in which women predominate. Second, they are from sixteen to twenty years old. Third, most of the students come from different areas in Pasto and from different places in Nariño. Fourth, most of them have graduated with good grades and from public high schools and have also shown interest in learning new languages, mainly English. Fifth, they have a social stratum which principally varies between one and two, but there a few who belong to upper strata. Sixth, some of them live alone renting a shared apartment or only a bedroom generally because they are not from Pasto. Seventh, most of them come from nuclear families. That is, families made up of two biological parents and their children, and single-parent families that are families made up of one parent (mother or father) and his/her children. Finally, these students will take part of this research project as voluntary participants.

Setting

Before mentioning the place where the study will be done, it is convenient to say that the appropriate permission has been requested to the entities in charge of the place and their ethical issues and their conditions have been respected. Said that, the project will be carried out at the University of Nariño located on Panamericana Avenue, in Pasto, Nariño, Colombia. This is a public university and programs which belong to the Faculty of Education and the Faculty of Humanities are taught at this headquarter of the university as well as the Department of Postgraduates and Master's Degrees of the University of Nariño. The research will be done with a group of students studying a BA in English and French belonging to the Faculty of Humanities. Regarding infrastructure, the buildings are in good condition and not very modern because of the

university's budget as well as the classrooms which possess the necessary materials and tools to make the classes comfortably possible; besides buildings, the place also has big green areas and two main entrances.

Procedure

Having described the population, sample, and setting where the study will take place, how data collation is going to be done will next be explained and described in a detailed manner, with whom the project will be done, and what techniques and materials will be used.

Then, with whom and how data is going to be collected will be explained:

First, the necessary permission will be asked by means of written paper and interviews to the chancellor of the university, to the managers, to the teacher in charge of teaching the subjects Listening and Speaking, and to the first semester students of the group A who attend this class. They will be informed about what the research project is about and how it will be carried out. Second, the researchers will go to the chosen classroom and will talk to the students and the teacher to present the research project in detail. Third, the researchers will observe the class of Listening and Speaking during a semester only when the teacher and the students allow them to do it. Fourth, the students will be asked to answer a questionnaire orally. Each one of the ten students will be called on by the researchers in order to assess oral performance. This part of the procedure will be done at the beginning, in the middle, and at the end of the semester. Fifth, when the semester is finishing, the ten students will take a test posed by Rosenberg (1965). Sixth, the collected information will be gathered and analyzed. The way how the data will be analyzed is going to be clearly explained below. Seventh, after analyzing the information, the

results will be reviewed according to the general objective and in order to solve the research

problem. Eighth, the researchers will report the results about the measure of self-esteem in oral

performance of foreign language students from first semester. Finally, the findings will be

reported to the teacher and the students who helped in the project. This is going to be done orally

and in written paper. And the researchers will thank all the people who let them do and finish the

research project.

Pilot Study

According to van Teijlingen and Hundley (2001), a pilot study is a mini version of

a research study as such. This is important to be done since it gives an insight of what the full-

scale is going to be about, it pre-tests the research instruments that will be used (e.g.

questionnaires), and it increases the probability of succeeding in the real research project.

Having mentioned the importance of using a pilot study, it is convenient to explain how

this is going to be done. The pilot study will be carried out in the same university, in the same

program, and with the students of first semester rather than in the real research project. The

difference is that the pilot study will be done with the group B possessing similar characteristics

as the group A. First, the necessary permission will be asked to the managers, teacher in charge

of the subject Listening and Speaking I, and the students of group B attending it. Second, the

researchers will observe this class and jot down on a notebook all what will be observed

conforming to the criteria explained in the treatment part. The observation will be done during a

month. Third, the researchers will ask eight students and the teacher to complete a questionnaire

similar to the one being applied in the real study. This will only be applied once at the end of the

observation month. Fourth, five students will be asked to take the Rosenberg's test. Fifth, the

collected data will be analyzed according to the objectives of the study. Sixth, interpretations will

be done in order to check if the research problem is solved and if the data collection process is

feasible. Finally, if at the end of the pilot study the results are not the expected ones, changes will

be done to make the project feasible and successful.

Validation Criteria

At this point it will be briefly indicated how the study will be validated. And as

mentioned above, the study is going to be done according to the quantitative approach hence the

validation criteria: validity, reliability, generalizability will be elaborated below.

Validity

According to Mason and Bramble (cited on Key, 1997) validity is defined as a process in

which a research study measures what it is intended to measure. In this case, content to be

studied will be perceived, that is to say to realize if there exists a relationship between two

important variables studied during this investigation which are self-esteem and the oral

presentations in the second language learning process. In the same vein, according to the

Standards for Educational and Psychological Testing (1999), validity is "the degree to which

evidence and theory support the interpretation of test scores". It means that after the application

of techniques, it will be possible for this investigation to diagnose if a low or high level of self-

esteem in the students from the first semester of the English and French program will take them

to good or wrong results.

Reliability

As Gay (1987) states, reliability is the degree to which a test consistently measures whatever it measures. That means that by applying this process it will be possible to make sure that the instruments that will be used to carry out the study will uniquely measure what it needs to be measured. Additionally, research needs reliable measurement which means that they have to be repeatable and that any influence which might make the measurements different every so often is a cause of measurement error (Nunnally, 1978). To such a degree, this process will help obtain genuine results from the participants and avoid double sense results that could test the veracity of the same. To accomplish and prove what was just said, two tests are going to be applied. One at the very beginning of the data collection and the other one is going to be applied at the end. Besides, the tests will be quite similar in order to obtain true and genuine results.

Generalizability

In this research study generalizability takes a very important role. Polit and Beck (2010) refer to generalization as "an act of reasoning that involves drawing broad inferences from particular observations". That is to say that by means of this process, it will be possible to realize at the end of this investigation if the obtained results could be applied to larger groups. Besides, according to the authors Kerlinger and Lee (cited on Polit and Beck, 2010) generalizability is "a major criterion for evaluating the quality of a study". Thus, it will let the researchers to compare the views and the results with other groups in order to give a clear explanation about the object of study.

Ethical Issues

Every single investigation must comply with research ethics. That is why it will next be explained some of the most important criteria:

1. Copyright

This ethical issue is determining because copyright is fundamental in every research document. Respect for the author's rights must be shown since the very beginning of this research project and it is needed to be respectful not only in the field used for executing the study but also with the people who will take part of this investigation who have become very important for the same.

2. Permission

To do the research, the necessary permission will be asked orally and by means of written paper to the chancellor of the university, to the managers, to the teacher in charge of the subject Listening and Speaking and to the first semester students of the group A who attend this class. It is important to be helped and somewhat supported by all of them since they will respect each other and work voluntarily to execute the study.

3. Confidentiality

Bearing in mind that the fact of confidentiality is very important in every daily aspect, it must be mentioned that during the research project honesty and respect for all the situations will be displayed when obtaining the results. Therefore, it is necessary to say that the most significant of this process is that there will be trustworthiness in case of having negative results in the investigation.

4. Voluntary Participation

Throughout the data collection process, the decision of those students who would feel disturbed and annoyed by the researchers' presence in the classroom and would not want to participate in collecting data will be respected. They will not be forced, and the researchers will work with those students who are willing to be part of the research study.

5. Avoiding Personal Damage

It is necessary to take into account that throughout this investigation every person who is helping to develop the research project will be treated with special attention. That is to say that any of the participants will be a victim of personal damage whether it is physical, psychological, emotional or mental damage.

6. Reciprocity

The researchers pledge to report the research project to the University of Nariño through a copy of the written work, a CD, and an oral report in order to thank it for having allowed them to carry out the investigation.

7. Thanking Participants

At the end of this research, special appreciation not only to the principal of the University where the investigation will be carried out but also to the professors and mainly to the students

will be presented, for their voluntary collaboration because they will be the most significant participants in the development of this process. We will draw up a report by means of an oral exposition and also a written report in which we will make known the results and the analysis of the results of the research project.

Administrative Aspects

Schedule

ACTIVITIES	APR			MAY					JUN				AUG			SEP			OCT				NOV			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Present the research to the group of Sts				■																						
Application problem /final clusters					■																					
Application of methodology						■																				
Intermediate oral test							■	■	■	■	■	■														

Application of methodology								▨													
Final oral test									▨	▨	▨										
Interview												▨									
Data collection				▨					▨	▨					▨	▨					
Analysis					▨						▨								▨		
Conclusions																					▨

Budget

DESCRIPTION	UNIT	QUANTITY	UNIT VALUE	TOTAL
REAM PAPER	REAM	1	9000	9000
PENS AND PENCILS	BOX	2	8000	16000
BOARD MARKERS	BOX	1	10000	10000
COPIES	GLOBAL	200	100	20000
CDS	PACK	1	12000	12000
DIGITIZATION AND TEXT PRINTING	PAG	200	200	40000
PASTE	UNI	1	5000	5000
MAGNETIC COPIES	UNI	5	3000	15000
			TOTAL	127000

Conclusion

In conclusion, it is evident that self-esteem and EFL oral performance are two factors that are strongly related. On one hand self-esteem is an affective factor that favors the students' willingness for learning a foreign language. On the other hand, EFL oral performance, referred as speaking, is one of the most important and difficult skills for students to develop in the EFL field. Thus, it is possible to state, in most cases, that students who present a high level of self-esteem tend to enjoy and learn more successfully a foreign language. And therefore, they tend to be more communicative either in the classroom or in a real life situation. In this respect, the teacher plays a prime role on the students' EFL learning process since it seems difficult to decide which factor, whether self-esteem or EFL oral performance, should be boosted first in order to enhance the other one. Here, this fact, and actually this paper, may be shed light on this issue for conducting further research.

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ANNEXES

UNIVERSIDAD DE NARIÑO

Facultad de Ciencias Humanas

Licenciatura en Inglés-Francés

Escala de Autoestima de Rosenberg

En la siguiente lista se encuentran diez enunciados que abordan sentimientos generales acerca de usted mismo. Por favor marque con una X si está muy de acuerdo, de acuerdo, desacuerdo o muy en desacuerdo con cada uno de los enunciados.

1. En general, me siento satisfecho conmigo mismo.

Muy de acuerdo	De acuerdo	Desacuerdo	Muy en desacuerdo

2. A veces pienso que no soy bueno en absoluto.

Muy de acuerdo	De acuerdo	Desacuerdo	Muy en desacuerdo

3. Siento que tengo una serie de cualidades buenas.

Muy de acuerdo	De acuerdo	Desacuerdo	Muy en desacuerdo

4. Soy capaz de hacer cosas tan bien como la mayoría de las personas.

Muy de acuerdo	De acuerdo	Desacuerdo	Muy en desacuerdo

5. Siento que tengo mucho de qué enorgullecerme.

Muy de acuerdo	De acuerdo	Desacuerdo	Muy en desacuerdo

6. Ciertamente, a veces me siento inútil.

Muy de acuerdo	De acuerdo	Desacuerdo	Muy en desacuerdo

7. Siento que soy una persona valiosa, al menos en un plano de igualdad con los demás.

Muy de acuerdo	De acuerdo	Desacuerdo	Muy en desacuerdo

8. Desearía poder tener más respeto por mí mismo.

Muy de acuerdo	De acuerdo	Desacuerdo	Muy en desacuerdo

9. Generalmente pienso que soy un fracaso.

Muy de acuerdo	De acuerdo	Desacuerdo	Muy en desacuerdo

10. Tomo una actitud positiva hacia mí mismo.

Muy de acuerdo	De acuerdo	Desacuerdo	Muy en desacuerdo

Gracias

UNIVERSIDAD DE NARIÑO

Facultad de Ciencias Humanas

Licenciatura en Inglés-Francés

Learners' Questionnaire

Dear learners, you are invited to fill in this questionnaire giving your opinions about the Self-esteem and its huge importance in developing one's speaking proficiency. Your answers are very important for the validity of the research we are undertaking. We hope you will give us full interest and attention. Please, read the statements attentively and simply answer them by selecting the appropriate answer. I really appreciate your collaboration.

Achour Halima

Section one

General information

1. Do you like English as a foreign language?

a. Yes

b. No

If no, say why.

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

2. In your opinion speaking in English is:

a. A difficult task

b. An easy task

Section two

Speaking proficiency

1. How good is your oral English?

a. Very well

b. Well

c. Average

d. Weak

2. In your opinion good speaking means:

a. Speaking quickly and fluently like a native speaker.

b. Speaking correctly using the rules learnt in grammar and phonetics

c. Both

3. Do you feel afraid to talk?

a. Yes

b. No

4. If your answer is "Yes", is it because:

a. Fear of making mistakes

b. Fear of teacher's negative feedback

c. Lack of self-confidence

5. How often do you participate in the classroom activities?

a. Always

b. Sometimes

c. Rarely

d. Never

6. Do you feel satisfied in the different activities you perform in the classroom

a. Yes

b. no

Justify your answer please.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

7. Do you try to speak in the classroom because:

a. You feel you can learn to speak English

b. You are afraid about the mark

Section three

Affective factors and self-esteem

1. Do you find difficulties to speak or do you feel shy when you face your English

teachers?

a. I find difficulties in speaking.

b. I feel shy facing my teachers.

2. Do you keep silent even if you feel you need to speak English with your

classmates?

a. Yes

b. No

3. If your answer is wrong, do you try again until you get the right answer?

a. Yes

b. No

4. Do your teachers motivate you to speak?

a. Yes

b. No

5. Do you feel proud of yourself and your abilities when you speak English?

a. Always

b. Sometimes

c. Rarely

d. never

6. Do you feel satisfied with the way you have been taught oral expression?

a. Always

b. Sometimes

c. never

Thank you

UNIVERSITY OF NARIÑO

School of Human Sciences

Program of English and French

Observation Guide

		Rating (1: strongly agree, 4: strongly disagree)				Description
1	**Projection**	1	2	3	4	Spoke loud enough for the audience.
2	**Pace**	1	2	3	4	Spoke at a good rate.
3	**Intonation**	1	2	3	4	Put appropriate stress and pausing.
4	**Diction**	1	2	3	4	Spoke clearly. (Did not mumble; Did not use inappropriate stress.)
5	**Posture**	1	2	3	4	Stood straight.
6	**Foot & Hand Positions**	1	2	3	4	Placed the foot shoulder-width apart and set the hands together, keeping around waist high.
7	**Eye Contact**	1	2	3	4	Looked at the audience.
8	**Facial Expression**	1	2	3	4	Showed a relaxed facial expression.
9	**Introduction**	1	2	3	4	Included greeting, who the speaker was, and what s/he would talk about.

10	Body	1	2	3	4	Conveyed a clear explanation.
11	Conclusion	1	2	3	4	Restated and summarized the key points.
12	Topic Choice	1	2	3	4	Selected an interesting topic.
13	Language Use	1	2	3	4	Used simple sentence structures.
14	Vocabulary	1	2	3	4	Used easy vocabulary words.

15. Please comment on the overall performance.

-
-
-
-
-