UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

TOPIC:

SELF ESTEEM AS EMOTIONAL FACTOR INFLUENCE ON THE LEARNING AND TEACHING ENGLISH DEVELOPMENT IN THE SPEAKING SKILL IN THE STUDENTS OF 10MO AÑO DE EDUCACIÓN BÁSICA AT COLEGIO DE BACHILLERATO FISCAL RIOBAMBA, DURING THE ACADEMIC YEAR 2013-2014.

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The document written for obtaining the title of Licenciadas en Idiomas, mención Inglés., with the theme, **SELF ESTEEM AS EMOTIONAL FACTOR INFLUENCE ON THE LEARNING AND TEACHING ENGLISH DEVELOPMENT IN THE SPEAKING SKILL IN THE STUDENTS OF 10MO AÑO DE EDUCACIÓN BÁSICA AT COLEGIO DE BACHILLERATO FISCAL RIOBAMBA, DURING THE ACADEMIC YEAR 2013-2014** made by Verónica Maribel Salazar Silva and Aída Nataly Melo Paredes, they are suitable for the process of the presentation and defense of this same.

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STATEMENT OF RESPONSABILITY OF THE AUTHOR

Verónica Maribel Salazar Silva and Aída Nataly Melo Paredes declare that this thesis is established as a prerequisite to obtain the title of Licenciadas en Idiomas, mención Inglés.

Also, we state that this research work has been developed by us. It has been subjected to an extensive systematic analysis where the views and the different points of view of others it has been taken and duly mentioned; the interpretation and analysis data it is original in all its content and specific to the authors.

Verónica Salazar S.

Aída Melo P.

DEDICATION

I dedicate this research project to God. Thanks to him I was able to conclude my career. To my Grandmother Gregoria Delgado , she has given me love and a good example, making me a person with values, she has always supported me at all times, my mother and my daughter are the reason of my life because They always encouraged me to achieve my goals.

Verónica Salazar

My family, for giving me the strength and support to continue and achieve my ideal, especially in these important moments of my professional training.
My friends, unconditional support for their advice on this important journey of my life as my career.

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SUMMARY

This research is important for the emphasis in the correct process of teaching and learning the English language, the self-esteem, being responsible for many successes and failures in school, so a study was carried out through dynamic and attractive activities. The purpose of the independent variable is to be allowed to meet the autonomy to execute each activity based on the sentiments expressed by the English language. The research problem is due to the teacher that gives priority to the cognitive aspect, discarding the emotional part in their curricula, especially in student self-esteem and has delegated the management of educational resources to improve the performance of students. The general objective was to determine if self-esteem influences in learning and teaching of English in the development of the skill of talking in the students of tenth year of Basic Education of the Colegio de Bachillerato Fiscal Riobamba, through the execution of field work, applying a survey to the students of the institution to learn more about the problem and know if the self-esteem affects the skill of speaking. The results have allowed to meet the research objectives, the hypothesis was positively found, teachers and students think that high self-esteem in the learning and teaching of the language in the communicative area is required.

Dra. Myriam Trujillo B. Mgs.
COORDINADORA DEL CENTRO DE IDIOMAS

INTRODUCTION

Self-esteem as emotional factor influences on the learning and teaching English development in speaking skill in the students of tenth year of Basic Education at Riobamba High School. The object is to develop confidence in themselves and of this way increase their speak with ease and confidence the English language also allowing raise their self-esteem and generate new ideas based on what they learned. At the age of fourteen years they demonstrate easily the dominant side or their vulnerable side, therefore many of them need to raise their self-esteem not only to have the confidence to speak in another language, also to feel safer themselves and get to solve troubles as everyday life as student life. In the student stage many teachers do not realize that a student's self-esteem is essential for the proper learning of students and instead of helping many times they tend to lose their self-esteem resulting in instability and distrust declaring in learning. After the study of the different activities that motivate learning in the area and encourage their confidence to speak and express easily, it can say that the potential of each student would take advantage of a better way if they get to have confidence in what they do or say through expressive and creative activities.

The content of this thesis is:

Chapter I, It refers to the Reference Frame with the approach of the problem, formulation, general and specific objective, justification of the research problem.

Chapter II, It describes the Theoretical Framework, with scientific theories that guide the research work on the variables that are self-esteem, teaching and learning, the variables and hypotheses are mentioned too.

Chapter III, the Methodological Framework, where research methodology is described, as well as its type, study design, to further establish the population and

sample, as well as techniques and tools for data collection and finally the technical procedures for the analysis of the resulting information research process completed.

Chapter IV: Analysis and Interpretation of results methods that help the investigation are set. Techniques of data collection is established, the same as are the survey and observation with their respective instruments. It has conducted research in the whole population. For data processing that enabled the percentage method to determine the percentage correctly every aspect observed was taken, then an analysis and interpretation of results is done to record the necessary conclusions and recommendations which allowed and facilitated the testing of the hypothesis.

Chapter V: conclusions and recommendations points out research work concerning the self-esteem on the learning and teaching of students.

It is appropriate to note that this work has bibliography and web sites to collect essential documents that allowed to development the research work information.

ATTACHMENTS: It detail the data collection instruments and evidence of research work, which is shown in the pictures the investigative work institution.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 PROBLEM

English is a language which has great reach and influence; it is taught all over the world under many different circumstances. In English-speaking countries, English language teaching has essentially been evolved in two broad directions: instruction for people who intend to live there and not.

Teaching English anywhere in the world, today, it has seen as a necessity. No matter how old you are, it is essential for anyone to know at least the way of communicating effectively in English. Moreover, if you are a professional or you are looking for a job, it is a reality that cannot pass unnoticed and as this is why in many countries English has been included in the curricula.

The problem of the English language in basic primary education is the difficulties experienced by children due to low self-esteem, this problem has been discovered in students gaps in the skills of: speaking and reading, forming a delay in the learning process in this area which is an important consideration for the integration of foreign languages in education, in addition to that, there is a lack of interest from parents.

The level of English in Latin America is very low. Partly explained by the importance of Spanish in the area. However, the low quality of public schools in Latin America, combined with unequal access to education, offers a more convincing explanation for the low level of English in the region. (EF, 2013)

As measured by the Education First Foundation according to the 2011 ranking, Latin America is the weakest regions of all measures, with an average level of English that barely exceeds the lower limit. (Ecuadorinmediato.com, 2013)

Results matching the PISA in 2009 by the Organization for Economic Cooperation and Development , which was observed in Latin America , 48% of students, 15 years of age cannot perform basic reading and comprehension that are necessary to participate in society , among students with low incomes , that figure reached 62 %. Clearly, if there is a low level of literacy, English is forgotten. (EF, 2013)

In Ecuador, the reality is disturbing, in March 2013, la Secretaría de Educación Superior, Ciencia, Tecnologia e Innovación (SENESCYT) presented the results of the level of English in the country, the students of Tenth Year Basic Education and the students of Third Level High School have an average of 13/20 and teachers have an initial level of English. (Ecuadorinmediato.com, 2013)

Through our personal experience and an empirical observation in the students of tenth year Basic Education at Riobamba High School, during the pre-professionals practices, we have observed that the self-esteem of the students were low, as a factor in the development of English language skills, in the specific case of the speaking skill, when the students were asked to talk about their daily activities in English , they feel very unsure, nervous, fear of being embarrassed, many of them do not feel confidence with their teacher and classmates for this reason they cannot express what they think, turning this into fundamental cause of low redeeming in the English subject.

1.2 FORMULATION OF THE PROBLEM

In what way self-esteem as emotional factor influences in the Learning and Teaching English development in the speaking skill in the students of tenth year of Basic Education at Riobamba High School, during the academic year 2013-2014?

1.3 OBJECTIVES

1.3.1 GENERAL OBJECTIVE:

To determine if self-esteem as emotional factor influences on the Learning and Teaching English development in the speaking skill of students of tenth year of Basic Education at Riobamba High School, during the academic year 2013-2014.

1.3.2 SPECIFIC OBJECTIVES:

1. To evaluate the performance of students in the speaking skill of English language.
2. To evaluate the emotional states of students in classes.
3. To establish levels of interpersonal relationship of students.

1.4 JUSTIFICATION AND IMPORTANCE OF THE PROBLEM

Self-esteem is built through assertive stimuli that must often be fraught with emotions and affection.

Young people going through emotional and developmental crises are susceptible to criticism from peers and teachers; which originates shyness by not to speak of the English language correctly and are victims of rejection and criticism, creating doubts and is directly affected the confidence.

This problem is justified because, children often face challenges, remains, and evidence which should emerge unscathed, they presented both at school and at home, so the self-esteem plays an important role in any child's life and is a need for education.

This type of investigation has been not carried out at Riobamba High School , that is

why it will be very useful for students, because the self-esteem when is properly applied in the learning and teaching English development in speaking skills, allow the students to express themselves more confidently and is more easy to learn a language.

The next project is feasible, because everyone can access to a different sources of research, because it has the backing of the authorities at Riobamba High School, giving to the researchers to the required time and the resources to provide a quick solution to this problem.

The importance to teach self-esteem to the students from an early age is vital, and also it is really helpful the influence of self-esteem when a person is developing a skill, more when this skill is used for expressing themselves in a different language that is not the mother tongue. Hence the importance of teachers as part of their training.

This research aims to be a tool to help teachers in developing self-esteem of their students in the area of languages , through the development of speaking skills playback, expression and discussion of content and ideas, it allows the foreign language to be spoken, which is considered essential for communication around the world.

This word has methodological importance because we developed a survey about self-esteem whish was administrated to the sample.

The beneficiaries of this research project are the students who will develop English speaking skill, as well as teachers will have a support and consulting material to enable them to work better in the classroom also indirectly the school authorities and parents of the students.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUND

At the National University of Chimborazo, and specifically in the Faculty of Humanities Education and Technology we as researchers have found no previous research on the subject called Self Esteem as emotional factor influence on the Learning and Teaching English development in speaking skill in the students of 10mo year of Basic Education at Riobamba High School, during the academic year 2013-2014.

In addition to the educational institution where we carried out the investigation, we have not found investigations concerning with the topic we have proposed, so its following execution is possible.

2.2 THEORETICAL FOUNDATION

2.2.1 Self-Esteem

Self-esteem is a term used in sociology and psychology to reflect a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs (for example, "I am competent," "I am worthy") and emotions such as triumph, despair, pride and shame. Smith and Mackie define it by saying "The self-concept is what we think about the self; self-esteem, is the positive or negative evaluations of the self, as in how we feel about it." Self-esteem is also known as the evaluative dimension of the self that includes feelings of worthiness, prides and discouragement. One's self-esteem is also closely associated with self-consciousness. (Wikipedia)

According to Smith and Mackie Self-esteem is how we value ourselves; it is how we perceive our value to the world and how valuable we think we are to others. Self-esteem affects our trust in others, our relationships, our work – nearly every part of our lives. Positive self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection.

2.2.2 High self-esteem

People with a healthy level of self-esteem:

Firmly believe in certain values and principles, and are ready to defend them even when finding opposition, feeling secure enough to modify them in light of experience. Are able to act according to what they think to be the best choice, trusting their own judgment, and not feeling guilty when others do not like their choice. Do not lose time worrying excessively about what happened in the past, nor about what could happen in the future. They learn from the past and plan for the future, but live in the present intensely.

Fully trust in their capacity to solve problems, not hesitating after failures and difficulties. They ask others for help when they need it. Consider themselves equal in dignity to others, rather than inferior or superior, while accepting differences in certain talents, personal prestige or financial standing. Understand how they are an interesting and valuable person for others, at least for those with whom they have a friendship. Resist manipulation; collaborate with others only if it seems appropriate and convenient..

Admit and accept different internal feelings and drives, either positive or negative, revealing those drives to others only when they choose. Are able to enjoy a great variety of activities. Are sensitive to feelings and needs of others; respect generally accepted social rules, and claim no right or desire to prosper at others' expense.

Can work toward finding solutions and voice discontent without belittling themselves or others when challenges arise. (Wikipedia)

2.2.3 Characteristics of people with low self-esteem

They are indecisive, they find it difficult to make decisions, and they are scared of making a mistake. They only make decisions when they are 100% certain that they will achieve a good result.

They think they can't do new things, that they don't know anything.

They don't value their talents. They look at their small talents and they see other people's talents as being better.

They are afraid of new things and they avoid taking risks.

They are very anxious and nervous, which makes them avoid situations which produce anguish and fear.

They are very passive, they avoid taking initiative.

They are isolated and hardly have any friends.

They don't like to compete with others.

They avoid participating in activities which take place at their school or work.

They fear speaking to other people.

They depend a lot on other people to carry out tasks or carry out any type of activity.

They give up instead of trying.

They are not satisfied with themselves, they think they don't do anything well.

They don't know their emotions; therefore they cannot express them.

As they don't value themselves, they find it hard to accept criticism.

They find it difficult to recognize their mistakes.

They retain feelings of guilt when something goes wrong.

When there are negative results they look at others to blame.

They believe they are the ugly ones.

They think they are ignorant.

They are pleased other people make mistakes.

They don't worry about their health.

They are pessimistic; they believe everything is going to have a negative outcome.

They look for leaders to do things.

They think they are not very interesting.

They believe they cause a bad impression.

They find it difficult to reach their goals.

They feel like they don't control their lives. (Aula Facil)

2.2.4 Three states of self-esteem

Vulnerable: The individual has a positive self-image. However, their self-esteem is also vulnerable to the perceived risk of an imminent anti-feat (such as defeat, embarrassment, shame, discredit), consequently they are often nervous and regularly use defense mechanisms. A typical protection mechanism of those with a Vulnerable Self-Esteem may consist in avoiding decision-making. Although such individuals may outwardly exhibit great self-confidence, the underlying reality may be just the opposite: the apparent self-confidence is indicative of their heightened fear of anti-feats and the fragility of their self-esteem. They may also try to blame others to protect their self-image from situations which would threaten it. They may employ defense mechanisms, including attempting to lose at games and other competitions in order to protect their self-image by publicly dissociating themselves from a 'need to win', and asserting an independence from social acceptance which they may deeply desire.

Strong: People with strong self-esteem have a positive self-image and enough strength so that anti-feats do not subdue their self-esteem. They have less fear of failure. These individuals appear humble, cheerful, and this shows a certain strength not to boast about feats and not to be afraid of anti-feats. They are capable of fighting with all their might to achieve their goals because, if things go wrong, their self-esteem will not be affected. They can acknowledge their own mistakes precisely because their self-image is strong, and this acknowledgment will not impair or affect their self-image. They live with less fear of losing social prestige, and with more

happiness and general well-being. However, no type of self-esteem is indestructible, and due to certain situations or circumstances in life, one can fall from this level into any other state of self-esteem.

Non-contingent vs. contingent: A further distinction is made between non-contingent self-esteem (also: unconditional self-esteem, basic self-esteem) from contingent self-esteem (also: conditional self-esteem). Examples of the latter are a self-esteem that is dependent on competence aspects ("earning self-esteem") and relationship-contingent self-esteem. (Wikipedia)

2.2.5 Behavioral Symptoms & Consequences low self-esteem

A basic need of all people is that of believing that they are lovable and knowing that they are loved. When people have low self-esteem, however, they are anxiously unsure of themselves and likely even question if they are lovable. One of the main ways people try to find an answer to this question is to look to others, hyper vigilantly watching the others' behaviors, listening to their words and tone of voice, mentally recording the ways that person acts toward them, even keeping score of what they think works and doesn't work. Of course, all too often what they conclude is not accurate.

How and when does low self-esteem develop?

Low Self-Esteem always forms in childhood when the individual is developing an initial view of how he or she, as a person, fits into the world. This process begins at birth and may continue to be cemented up to age 8 or 10.

a. LSE forms as a result of the child's early experiences. If a child feels loved, is treated lovingly, is supported, encouraged, gets positive attention, is taught skills, is given appropriate freedom to make choices, senses that those in his environment think he has value, is listened to by parents and others in his environment, he is likely

to form healthy self-esteem. If on the other hand, the child is mistreated, harshly disciplined, overly criticized, put down, embarrassed and or humiliated, unsupported, kept isolated, left alone for long periods of time, she will likely develop low self-esteem.

b. Other factors that can cause low self-esteem to develop are verbal, sexual, emotional, and physical abuse, illness of the child or a parent that causes the other parent to be unavailable.

c. To recover from this devastating issue, it is necessary to understand where and how one has developed low self-esteem. For this reason, in 2002, Dr. Sorensen wrote The Personal Workbook for Breaking the Chain of Low Self-Esteem. Few who've gone through her first two books have remained unable to identify how they developed low self-esteem. Those still in question recognize it when they enter into therapy with her. (Sorensen)

2.2.6 How can you raise low self-esteem

I respect myself and others
I am lovable and likable
I am confident, and it shows
I acre about myself
I am creating loving, healthy relationships
I am a good friend to myself and others
I accept myself just as I am
I look great
Life is good, and I like being a part of it (Self esteem)

2.2.7 Self-esteem development and school

Although personal development and behaviour is influenced by a large number of factors, parental involvement can be decisive (Coopersmith 1967).

For instance, Rosenberg (1965), Coopersmith (1967), and Clark (1994) found a positive correlation between children with lower levels of self-esteem and parents who were indifferent toward their children or absent for short or long periods of time,expectations, respect, consistency and birth order are other factors affecting the development of self-esteem (Mruk 1999).

In addition to the family context, social settings can have an important influence on self-esteem, especially during adolescence. However, the early school years are associated with the most influential stage for the development of self-esteem. Fostering adequate early patterns which lead to healthy self- esteem is very important. Research in psychology and the neurosciences shows that the years from childhood to adolescence comprehend the critical period for personal formation. While nurturing within the family is the most important factor in early childhood, school progressively gains importance as a determining influence on the individual's self-esteem. In school, students are constantly evaluating their competence in classroom tasks and performances.

Accordingly, self-efficacy, which is the perception people have about their competence, is fostered mainly in schools (Bandura 1987).

Inside the school context there are many factors that may affect the students' self-esteem. The type of subject to be learnt can be a significant issue, and specifically, learning a language. In the next section we will explore some of the reasons for this. Generally speaking, self-esteem is one of the central drives in human beings.

Students may avoid taking the necessary risks to acquire communicative competence in the target language; they may feel deeply insecure and even drop out of the class.

Taking these effects into consideration, in the language classroom it is important to be concerned about learners' self-esteem. However, this implies more than doing occasional activities to make students reflect about their worthiness and competence. As a first step, teachers themselves need to be aware of their own self-esteem, to understand what self-esteem is, what are the sources and components, and how applications can be implemented in the language classroom. This implementation should be based on a valid framework. In this book, many authors have adopted Reasoner's model (1982), which comprises security, identity, belonging, purpose and competence as the main components of self-esteem. (Rubio, 2007)

2.2.8 Improving Self-Esteem

Self-Esteem Comes First

It have long known that when students feel good about themselves, they are much more likely to become better achievers in the classroom. Fostering can do attitudes and building students' confidence by setting them up for success and providing positive feedback along with frequent praise are essential tools for both teachers and parents. Think about yourself, the more confident you feel, the better you feel about the task at hand and your ability to do it. When children is feeling good about themselves, it's much easier to motivate them to become academically proficient. In order to help improve self-esteem, we have to be careful in the way we provide feedback. Dweck (1999) argues that having a particular goal orientation, (learning goal or performance goal) to base feedback on as opposed to person-oriented praise will be more effective. In other words, avoid using statements like: 'I'm proud of you'; Wow, you worked hard. Instead, focus the praise on the task or process. Praise the student's specific effort and strategy. Dweck (1999) For instance, 'I notice you selected the cube-a-links to solve that problem, that's a great strategy.' I noticed that you didn't make any computational errors this time!' When using this type of feedback, you've addressed both self-esteem and you've supported the child's motivational level for academic goals.

Self-esteem is important in and out of the classroom. Teachers and parents can support self-esteem by remembering some of the following:

Always accentuate the positive. Do you ever notice those suffering from a low self-esteem tend to focus on the negative? You'll hear statements like: 'Oh, I was never any good at that. 'I can't keep friends'. This actually indicates that this person needs to like themselves more!

Give children the opportunity to tell you 10 things they like about themselves. Prompt them to state things they can do well, things they feel good about. You will be surprised at how many children suffering with low self-esteem have difficulty with this task - you'll need to provide prompts. (This is also a great beginning of the year activity). Avoid criticism. Those suffering with low self-esteem struggle the most when given criticism. Be sensitive to this.

Always remember that self-esteem is about how much children feel valued, appreciated, accepted, loved and having a good sense of self worth. Having a good self-image.Understand that as parents and teachers, you play one of the biggest roles in how good or bad a child can feel about themselves - again, avoid criticism. Influence from a parent or teacher can make and break a child's sense of self-esteem. Don't abuse it.

Teacher can make and break a child's sense of self-esteem. Don't abuse it.
Expectations must always be realistic. This goes along with setting children up for success. Differentiated instruction is key and goes long way to ensure that teachers know their students and ensures the types of tasks/expectations match the child's strengths and ability levels.

See the learning in errors or mistakes. Turn mistakes inside out and focus on what was or will be learned from the mistake. This helps a child focus on the positive, not the negative. Remind students that everyone makes mistakes but it's how those

mistakes are handled that makes the difference. We need to see them as learning opportunities. Powerful learning can often be the result of a mistake made.

Self-esteem is an important component to almost everything children do. Not only will it help with academic performance, it supports social skills and makes it easier for children to have and keep friends. Relationships with peers and teachers are usually more positive with a healthy dose of self-esteem. Children are also better equipped to cope with mistakes, disappointment and failure, they are more likely to stick with challenging tasks and complete learning activities. Self-esteem is needed life-long and we need to remember the important role we play to enhance or damage a child's self-esteem. (Watson)

2.2.9 How to Improve Student Self-Esteem

Activities to get a high self-esteem

Start with Yourself

Set the example. Marianne Williamson, author of Our Deepest Fear, writes, "As we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others."

Share your successes with your students and encourage them to do the same. Some days your self-esteem light may flicker. If so, fake it. Children live in a world teeming with insecurity and fears; give them permission to overcome theirs by overcoming your own. Our society will blossom as self-esteem in the schools increases. That increase should begin with the ones in charge.

Handshakes, High Fives, and Hugs

Self-esteem in the schools improves when students have teachers who care. Teachers can show their concern with appropriate contact. Research suggests human beings need four hugs a day for survival, eight for maintenance, and twelve to thrive. In many situations, however, especially for male teachers, hugs are inappropriate and unwise. Handshakes make a nice alternative.

Improving self-esteem begins at the classroom entrance. Greeting students at the door with a firm handshake allows you to make eye contact, establish a professional atmosphere, and give students a feeling of security. Don't force reluctant students to comply. Most will eventually, without coercion. High fives are an effective way to celebrate student and teacher accomplishments. Encourage students to shake hands and high-five each other during class when appropriate.

Applause and Praise

We applaud the basketball team for shooting well, the football team for tackling well, and the track team for running well. Why not applaud the student for speaking well, writing well, reading well, or answering well? Don't just tell students they're doing a great job; show them. Be sure to establish classroom rules and procedures for applause, or chaos may ensue. In addition, bring plenty of cookies for the teacher next door who may or may not appreciate your efforts in improving self-esteem.
We all crave praise. When given sincerely it motivates students to achieve. Praise is most effective when it is specific, sincere, and instructive. Criticism should be used sparingly and in an instructive manner. Phrasing criticism positively is much more effective.

Boosting a child's self-esteem takes time. It's a process. With every handshake, applause, and praise, self-esteem improves. The following are more methods for

boosting your students' self-esteem and practicing classroom habits that create an atmosphere conducive to learning.

Display Work

Every student that walks through your classroom door wears an invisible sign that says, "Make me feel important." If you don't make them feel important, they'll find alternative ways to feel important. Displaying exceptional work accomplishes four important tasks: it provides recognition for those who do well; it provides examples for those who want to do well; it provides incentive for those lacking positive attention; and it shows the class they are collectively important. Of all the ways to improve self-esteem, nothing works better than recognition for well done work.

Put Up, Not Down

Put downs can cripple self-esteem and establish a hostile learning environment. Follow every put down with two put ups. If someone makes fun of Sally's hair, serious or not, that individual must follow it immediately with an apology and two kind things about Sally. This rule applies to the teacher as well. There is no enemy greater to boosting a student's self-esteem than threats and put downs. Bullying should never be tolerated.

Teachers should never minimize the role they play in influencing students' lives. Hopefully, that role will be positive, possessing the qualities of a "charismatic adult" who not only touches students' minds but also their spirits -- the way they see and feel about themselves for the rest of their lives. Such influence is truly a rare privilege that should be prized and nurtured. (Lorcher)

2.3 Speaking Skill

Many language learners consider speaking ability the measure of knowing a language. As for them, fluency is the ability to converse with others much more than the ability to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishments on spoken communication. Therefore, if learners do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon get de-motivated and lose interest in learning. On the contrary, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

2.3.1 Speaking

Speaking is fundamental to human communication. Different linguistics have different concepts of speaking but they are all agreeing with this idea.

Brown H. defines speaking as an process of constructing meaning that involves producing, receiving and processing information. (Brown H. , 1994)

In Brown G. opinions, spoken language consists of short, fragmentary utterances in a range of pronunciation. Usually, there is a great deal of repetition and overlap between one speaker and another. Speaker usually uses non-specific references. They also add that spoken language is made by using the loosely organized syntax, and non-specific words, phrases and filters such as *oh, well, uhuh* etc. (Brown G. a., 1983)

2.3.2 Characteristics of Speaking

As for Bygate in most speaking the person to whom we are speaking is in front of us and able to put right if we make mistakes. He/ She can also generally show

agreement and understanding - or incomprehension and disagreement. Unlike readers or writers, speakers may need patience and imagination, too. While talking, speakers need to take notice of the other and allows listeners chance to speak it. It means that we take turns to speak. (Bygate, 1987)

Brown G. and her colleagues point out that a listener helps speakers improve their performance as a speaker because being a listener gives learner models to utilize when acting as a speaker. In addition, being a hearer first helps the learner appreciate the difficulties inherent in the task. It is clear that giving speakers experience in hearer's role is more helpful than simple practice in task in which a speaker is having real difficulties in appreciating what a particular task required. (Brown G. a., 1983)

2.3.3 Speaking has the following characteristics

Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, 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 and charted.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence").

Speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Bygate considers speaking as an undervalued skill in many ways. The reason is that almost all people can speak, and so take speaking skill too much for granted. He also asserts that speaking skill deserves attention every bit as much as literacy skilled. Learners often need to be able to speak with confidence in order to carry out many of

their most basic transactions. Bygate also highly appreciates speaking by stating that speaking is the medium through which much language is learnt. (Bygate, 1987)

To sum up, it is undeniable that speaking is key to communication. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competency.

2.3.4 The Development Approach of Speaking Skill

There are three main phases in the teaching of a speaking lesson. Byrne points out that there are three phases to develop learners' oral ability, which are as follows:

- The Presentation Phase (when you introduce something new to be learned)

In this phase, teachers are centre. It means that they work as information provider, since they know English, select materials to teach and present the material in such a way that the meaning of the new language is as intelligible and memorable as possible while the learners are motionless. As far as we know, oral materials are written mainly in two forms in every course-book. They are dialogues and prose. And obviously these two forms must be presented in different ways.

According to Byrne 10 different steps are used to present a dialogue. They are the following:

1. Establish setting by using pictures. At this phase English should be used as much as possible.

2. Draw out learners' experience related to situation.

3. Explain some key words.

4. Set listening task by asking key information of the dialogue.

5. Ask learners listen without looking at the books.

6. Allow learners to have a look at their book when necessary for them.

7. Ask the learners to listen and repeat.

8. Ask learners to pick up difficulties (good chance for them to speak) and explain difficulties.

9. Ask them to practice (role-play).

10. Ask them to dramatize the dialogue.

It is known that this procedure is perfect and logically arranged. However, it is dependent on learner's competence so some steps can be left out.

Byrne suggests that teachers should use the following steps to present a prose passage.

Introduce the topic by asking to look at the picture or asking them about the related thing.

Introduce the text. New words and structures are given.

Provide relevant practice.

Set the reading task: make questions.

Ask the learners to read the passage in silence and find the answer.

Explain difficulties they still have.

Do silent reading again because the learners need to go on with the step 9.

Get the learners to talk about what they have to learn based on the previous answers.

- The Practice Phase (when you allow the learners to work under your direction)

Unlike the presentation phase, this phase learners have to do most of talking. Teachers provide maximum amount of practice. Practice is usually in the forms of activities to improve fluency of speaking. At this phase, pair work or group work is used.

- The Production Phase (when you give learners opportunities to work on their own)

At this phase learners need chances to speak English freely. A real chance to speak English takes place when the learner is able to use English naturally for themselves,

not for their teachers. Group work plays an important part in making learners practice speaking here. Doing group work, all learners can have chance to participate in talks. Time can be saved and learners seem more confident.

Byrne concludes that in order to improve speaking ability of learners. These three phases should be followed orderly. But in fact, they might not be applied as expected due to time limitation, types of learners and materials in use. (Byrne, 1991)

2.3.5 Problems with Speaking and Speaking Activities

2.3.5.1 Problems with Speaking

Brown H. points out the characteristics of spoken language that make speaking skills difficult as follows:

Clusterings: In order to speak fluently, speakers have to select from their store of language clusterings, that is groups of words, not word by word.

Reduced forms: Contractions, elisions, reduced vowels, etc. create difficulties in teaching and learning spoken English. If learners do not learn colloquial contractions, they can develop the kind of speaking that is stilted, bookish.

Colloquial language: Colloquialism appears both in monologues and dialogues. If learners are only exposed to standard English and/or "textbook" language, they sometimes find it hard to understand and produce words, idioms and phrases of colloquial language.

Stress, rthym and intonation: Learners of English often find it difficult to pronounce English words, to stress the right syllables, to follow the stress-times rhythm and intonation patterns of spoken English.

Affective factors: Learners learning to speak often encounter the risk of saying out things that may be wrong, stupid and incomprehensible. At those times, they tend to be anxious because they do not want to be jugded by other learners.

Interaction: The greatest difficulty that learners face in learning to speak originates from the interactive natural of most communication. Engages in process of negotiation of meaning with many discourse constraints, learners have to do the complex task of choosing what to say, how to say, when to speak, etc. Learners are afected by their interlocutors' performance. (Brown H. , 1994)

2.3.5.2 Problems with Speaking Activities

Classroom activities that develop learners' abilitty to express themselves through speech is an important component of a language course. However, it is more difficult to design and administer such activities than to do so for listening, reading or writing. Teachers often come across the problems that Ur lists out:

Worries: Unlike reading, writing or listening activities speaking requires some degree of real-time exposure to an audience. The student speaker has to face the teacher and other students in class. Learners are often worried about trying to says something in a foreign language in the classroom because they are worried about making mistakes, afraid of criticism or losing face, or simply shy of the attention that their speech attracts.

Nothing to say: Teachers often hear learners, even if they are not worried or nervous, complain that they can not have anything to say. They may have no motivate to express themselves beyond the guilty feeling that they should speak. When they say something in class, they feel that they are forced to say.

Uneven or low participation: Usually, there are many students in one class

(between 25 and 35 students). Only one student can talk at a time in a large group. This means that each one have only very little time for talking. This problem is compounded by the tendency of some learners to dominate the group, while others speak very little or not at all. In some cases some students haven't got any chance, intentionally and unintentionally, to speak for a long time.

Mother-tongue use: When all, or a number of the learners share the same mother tongue, they may tend to use it frequently. This happens because the native language is easier to use and because they feel unnatural to speak to one another in a foreign language and become learners feel less "exposed" if they are speaking the language they master. If they are talking in a small group, it can be quite difficult to get some classes, particularly the less disciplined or motivated ones, to keep to the target language.

Teacher domination: Teaching in a crowded class, many teachers tend to spend much time explaining words, phrases and grammar structures in details for fear that otherwise the students can not understand and fail in their tests. During explanation, teachers find it is easier and less time consuming to the use of the mother tongue. Another important thing is that the teachers seem more interested in individual work (between teacher and one student or the whole group, or one student and another student or the whole group). They fear that other kinds of student grouping (pair work and group work) may cause noise or discipline problems. (Ur, 1996)

2.3.6 Improving Teachers' Classroom Techniques to Teach Speaking Skills

The findings of the study reveal that it is important and necessary for the teachers to vary their classroom techniques with the hope to help students overcome their difficulties in speaking. These techniques include: increasing students' speaking, interest and motivation, carrying out different activities to teach speaking, employing three stages in a speaking lesson, and developing other language skills besides speaking.

Making English speaking fun: In a speaking class, the teacher should warm up by saying some words about the speaking topic before asking his/her students to begin discussing and thereby arouse passion for speaking. To do this, the teacher needs to prepare some materials to make his/her speaking lessons fun.

Providing familiar and easy speaking lessons is the first device to make them interesting. Students, in the first place, should be handed simple tasks for even difficult speaking sections. The level of challenges will then reasonably be escalated. Students will find themselves at ease and speak on. However, increasing the scale of difficulty should be done with care otherwise they will find speaking boring. Moreover, diversifying the techniques to introduce the lessons will help the teacher gain interest from his/her students. A funny scene in a picture, a surprising story, an interesting video clip, and a humorous situation can all stimulate the students who are naturally expecting to learn to discover new things even the weak ones.

Making English speaking interesting is not only necessary at pre-speaking stage but also at both while-speaking and post-speaking sections. Working in pairs or in groups also helps to bring exciting speaking atmosphere. Some games can warm the class up, and therefore win the love for speaking from the students. Gradually, students with tactful assistance from their teachers, arouse their own interest in every speaking lesson, so the next lessons will be surely welcomed.

Varying speaking activities is additionally a good way to overcome speaking difficulties and to make the students happier. Different speaking tasks should be given each day. Asking the students to do the same speaking techniques for every lesson will make them feel bored and soon lose interest. Guessing the topics, role-playing, discussing, or playing the same game all the time will steal their love for speaking and drive them far away from the English speaking class.

Making English speaking useful: Funny as speaking may be, but it should be useful for the students. Hence, it is important and necessary for the teachers to help their students realize how useful speaking is. The teachers need to emphasize that although four English skills are interwoven, speaking skill is an important tool to enable students to find good jobs in the future especially if they expect to work for foreign or joint-venture enterprises. Therefore, it is of great importance for the teachers to raise their students' awareness towards speaking skill during the English course at university. If one speaks English well, he/she will surely master the adequate knowledge of vocabulary, structures to understand reading passages, or ideas to write, particularly they will find themselves confident to communicate with everyone. As well, he/she can find speaking the most meaningful ways of relaxation as it can let him/her explore a new world by chatting with native speakers throughout the world.

Applying Different Activities in Teaching Speaking: As it is clearly shown in the findings of the study, the students face many problems during the learning speaking process. Thus, it is the teachers' task to provide students with different activities so that students no longer feel fear when having English speaking lessons. There are many kinds of speaking activities the teachers can use to teach speaking skills to their students. They include drill activities, role-play, problem-solving, discussion, cued story, picture story. These activities will be presented in details as follows.

Drill activities: This is a quite simple kind of activities as students only repeat or imitate. These activities may be repetition practice of set of sentence prompted by pictures or word cues, asking and answering questions with only one predictable, correct answer. In traditional classrooms, these activities are used frequently. In many modern classrooms, this kind of activities no longer exists. In my opinion, these activities are still very helpful for students with low level of proficiency. They help students improve the accurate use of words, structures, pronunciations and build up a stock of minimal responses and foster confidence.

Role-play: This activity is very important in a speaking lesson because it gives students opportunity to communicate in different social contexts and different social roles. Students in the class are divided into pairs or groups and given contexts (situations) and roles to act out. The roles can be shopkeepers, businessmen, interviewers and so on who can be in different moods. Furthermore, situations are usually true to life, so the speech is close to authentic discourse. Students also receive feedback on whether or not they have effective communications.

Problem-solving: This task works well in a speaking class because it usually includes the three features of communication: information gap, choice and feedback. They can be structured so that students share information and work together to arrive a solution. In this activity, the class is divided into groups of about four students and is given a "problem". Each group negotiates with each other and then selects a representative to report in front of the class after working out a solution to that problem.

Discussion: It is very effective in a speaking activity because it gives students a practice in negotiating meaning and a chance to express themselves in the target language. Groups of four or ten students are working on a topic of common interest for about ten or more minutes and then a representative is chosen to report what they have discussed.

Cued story: This is used effectively for the beginners because it helps them improve their speaking skills and be familiar with speaking in front of the crowd. Students work individually, imagine or devise a complete story based on the given cues. Then, they are invited to speak from their memory with some help in the paper sheet.

Picture story: This is like cued story but students learn to work and negotiate meaning with their partners or people in group to act the tasks. Students work in

pairs or in groups, make up a story from a chain of pictures. Then one student in the group is summoned up to the front to tell the story.

2.3.7 Activating Students to Work in Different Stages of Speaking

It is clear that a successful speaking lesson depends largely upon how willingly the students join in three speaking stages.

In the first place, in the pre-speaking stage the teachers make sure that the students clearly understand what they are expected to do before the tasks so that they can go on the journey confidently and reach the finishing line successfully. Therefore, techniques should be varied to get the students happily involved in the first speaking stage. It means that the students are to do plenty of pre-speaking work for an appropriate type so that they will succeed in whatever speaking tasks they are asked to do. It is clear that this stage is aimed at getting the students' mind around the topic of the speaking tasks. So, to help students be active in this stage, teachers should give the students clear instructions; warm them up with some related questions or relevant information; allow the students to make connections with what they already know, increasing the relevance of the information; provide students with necessary concepts and vocabulary, structures to aid their comprehension.

Secondly, in the while-speaking stage, the teacher should not do a lot of teaching because students are doing the tasks by themselves, in pairs or in groups. It is time for students to develop the tasks with their own knowledge. During this process, in order to activate students, the teachers should set up and vary speaking tasks at different levels and different cases; encourage students to work independently first to make up their own language and ideas about the topic; give students help whenever it is needed, but do not offer inflicting help to those who do not need it; encourage students to help each other so that the emphasis is on the meaningful tasks rather than on grammar or structures; encourage students to give as many of their own opinions about the speaking topic as possible.

Finally, in the post-speaking stage it is important for teachers to give students chances to present their own speaking work in pairs or in groups to check and ask the rest of the students to listen and give their comments. At the same time, teachers can give immediate assessments for what they have done by giving students marks to motivate both strong and weak students to speak more. Also, there are many other activities teachers can create for the students to express themselves such as discussing further about the topic, writing about the issue, role-playing the related situations and so on. This is the time for students to widen their knowledge about the topic as well as the world.

Training Students to Become Efficient English Speakers: Besides teachers' efforts and good materials, students play a major part in the success of the speaking lesson. On the other hand, the students' inappropriate way of learning and their attitudes towards speaking hinder them from becoming efficient English speakers. Thus, in order to motivate students to speak English, teachers should make their students aware of the nature of speaking process as well as encourage their positive speaking habits.

Making Students Aware of the Nature of Speaking Process: It is the teachers who should help their students realize the nature of speaking as well as be aware that speaking is an active process which involves in a large number of skills and strategies at the same time. During a speaking process, the speakers use a certain amount of the language units such as pronunciation, accent, intonation, stress, words, sentences, structures, grammar, etc to transfer their ideas. This understanding enables the students to actively and confidently take part in the speaking activities and overcome limited knowledge and lack of skills to communicate in the most effective way. It might also help students to develop positive attitudes towards speaking, one of the factors ensuring the success of the speaking process.

Encouraging Students to Develop Speaking Habits: It is apparent that teachers should help students form the positive speaking habits. Teachers should encourage students to practice speaking with their roommates, classmates or even by themselves. Also, students should be aware that speaking is very important for their future careers as they have to communicate a lot. Students are not only fluent in speaking but also enrich their vocabulary, structures, slang as well as understand their ways of life, behaviors and thoughts and social aspects of English-speaking people.

Moreover, it is advisable for the teachers to help students overcome the fear for lack of words, structures or ideas while speaking. Teachers should make their students believe that these are unavoidable in speaking. The more they speak, the richer vocabulary and knowledge of English structures as well as new ideas they get. For one way, the teachers may prepare for a variety of speaking exercises with different forms and levels of difficulty such as speaking for filling information gap, exchanging personal information, describing things or people, note-taking, role-playing, discussing and so on. These exercises may be used as a warm-up activity before the lesson or as further activities during each speaking lesson. This, to some extent, will make the students themselves decide which speaking strategies to employ to fulfill the task. In other words, it will bring students chances to practice speaking. The students should be encouraged to express their own opinions about the questions involved or talk about difficulties they encounter in doing the tasks. This is of great importance for the teachers to know the students' problems to help in the right time.

In addition, the study also shows that students often have difficulties when they try to speak partly because they lack of self esteem. Thus, teachers should keep in mind that extensive speaking should be speaking for pleasure on topics that attract students so that it can raise their motivations, and give them more positive attitudes towards the target language.

Another way to encourage students to speak English widely with purposes is to organize the English Speaking Clubs. The students can join the clubs once a week to share their own experience, interests, benefits as well as difficulties in learning English speaking. Therefore, teachers and other stronger students can help them get over their current problems. Each week starts with a different interesting topic. If students want to make full use of the chance, they have to search for necessary information related to the topic in advance to get more involved in all speaking activities in the clubs. Besides, such entertaining activities as making friends, singing English songs, telling funny English stories, acting famous plays in English, etc should be given to attract students. Actually, these activities will help students develop not only their speaking skill but other language skills as well.

To sum up, the variety of task types plays a key role in arousing students' interests in speaking. Also, encouraging students' positive and extensive speaking habits can help to enhance their speaking competence.

2.4 DEFINITION TERMS

Blaming: assign responsibility for a fault or wrong.

Teasing: make fun of or attempt to provoke (a person or animal) in a playful way.

Defying: openly resist or refuse to obey.

Retaliating: make an attack or assault in return for a similar attack.

Range: vary or extend between specified limits.

Accomplishment: something that has been achieved successfully.

Assessments: the evaluation or estimation of the nature, quality, or ability of someone or something.

Inhibition: a feeling that makes one self-conscious and unable to act in a relaxed and natural way.

Earlier: happening or done before the usual or expected time.

Measure: a plan or course of action taken to achieve a particular purpose.

2.5 VARIABLES

2.5.1 Independent

Self- Esteem

2.5.2 Dependent

Speaking Skill

2.6 OPERATIONALIZATION OF VARIABLES

2.6.1 INDEPENDENT VARIABLE: THE SELF-ESTEEM

CONCEPTUALIZATION	CATEGORY	INDICATORS	TECHNIQUES AND INSTRUMENTS
Describes personal opinion we have of ourselves as people. This can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions and behaviors.	- Personal opinion - Beliefs - Emotions - Behaviors	- Know that their ideas are valuable - Clearly describe their thoughts - Have a behind motivation, positive or negative. - Manner of conducting oneself during class	**Technique** - Survey **Instrument** - questionnaire

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2.6.2 DEPENDENT VARIABLE: SPEAKING SKILL

CONCEPTUALIZATION	CATEGORY	INDICATORS	TECHNIQUES AND INSTRUMENTS
Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information	- Process - Constructing - producing	- Communicates ideas clearly and effectively - Has communication skills - Have positive attitude toward foreign language - Have a desire to learn - Has ability to converse - Can describe orally objects features	**Technique** - Survey **Instrument** - Questionnaire

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CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 RESEARCH DESIGN

This research is qualitative type, because through applied surveys they were conducted with expert judgment, after validation they were presented; the same who has gave us the possibility to collect information through questionnaires to students of Riobamba High School.

This project is Socio Educational in which are inclined the entities and they are students, teachers and high school, where were all investigation to raise self-esteem of students.

The level of investigation used in this project is descriptive, because this technique results processed through data previously obtained, according to the present it gave results the investigation collected, after some exhaustive analysis through a factual diagnosis. It is responsible to collecting and valuing the scientific problem which addresses objects of study and action field.

In the project were applied the following types of research: Documentary Bibliographic research because to develop this project was necessary to collect information from books, internet, magazines, documents, monographs to support the research topic.

This survey was established and presented at Riobamba High School with the purpose of identifying the level of self-esteem of each student. Consequently conclusions and recommendations were obtained.

The research is field because it was developed in place and real time, at Riobamba High School during academic year 2013-2014 it is the object of study. Teachers and students allow detecting better the possible consequences of research

3.2. POPULATION AND SAMPLE

3.2.1. Population

Self-Esteem as an Emotional Factor influence on the Learning and Teaching English Development in Speaking Skill in the Students of tenth year of Basic Education at Riobamba High School, during the academic year 2013-2014, which are legally registered and according to data provided by the authorities of the institution are 35 students.

3.2.2. Sample

As the population is small no sample is applied, therefore it will work with all involved in the research process.

3.3 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.3.1 TECHNICAL

For this research the following research techniques were used:
Survey: The survey was applied to the students of the institution to provide guidelines that allow us to solve the problem posed in this investigation.

3.3.2 INSTRUMENTS

Questionnaire

3.3.3 PROCESSING TECHNIQUES AND DATA ANALYSIS

 The following steps were performed to data processing:

Critical review of the information collected through the survey.

Tabulation according of each variable.

Statistical analysis of data to present results.

Development of statistical tables with results.

Development of graphics of statistical tables.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

## 4.1 SURVEY APPLIED TO STUDENTS OF TENTH YEAR OF BASIC EDUCATION AT RIOBAMBA HIGH SCHOOL

1. Do you get nervous when you have to talk English in class?

Chart No.4. 1

OPTION	FREQUENCY	PERCENTAGE
Always	14	40%
Sometimes	10	31%
Never	11	29%
TOTAL	**35**	**100%**

Resource: Survey applied to students of tenth year of Basic Education at Riobamba High School
Prepared by: Aída Melo, Verónica Salazar

Graphic No.4. 1
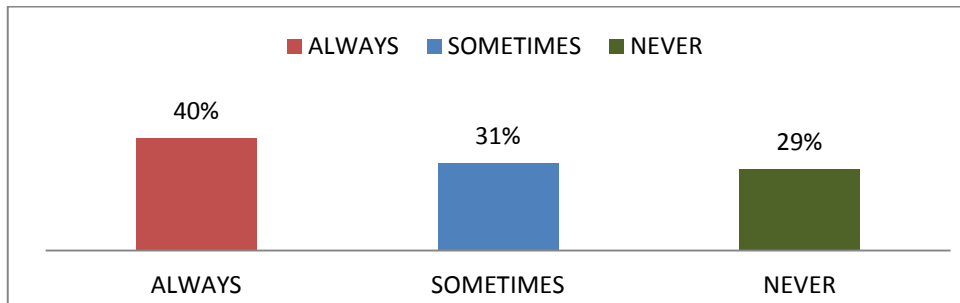
Resource: Chart No.4.1
Prepared by: Aída Melo, Verónica Salazar

a) Analysis: In the survey 40% students were found nervous when they had to talk English in class, while 31 % students got a little nervous about this subject and 29% students never got nervous when they have to talk in class.

b) Interpretation: It can verify that most students get nervous when they have to talk and express their ideas in English; this is because they have low self-esteem.
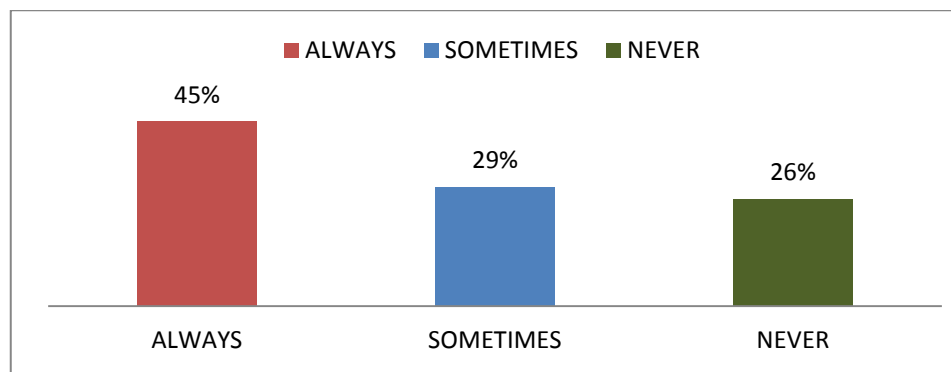
2. Are you embarrassed to answer in English when your teacher asks a question?

Chart No.4. 2

OPTION	FREQUENCY	PERCENTAGE
Always	16	45%
Sometimes	10	29%
Never	9	26%
TOTAL	**35**	**100%**

Resource: Survey applied to students of tenth year of Basic Education at Riobamba High School
Prepared by: Aída Melo, Verónica Salazar

Graphic No.4. 2

Resource: Chart No.4.2
Prepared by: Aída Melo, Verónica Salazar

a) Analysis: In the applied survey 45% students were embarrassed when the teacher asked that they answer in English, while 29% students felt a little embarrassed and 26% students did not feel embarrassed when they talked in class.

b) Interpretation: It is noteworthy that students are embarrassed to answer in English when teacher asks questions, so it shows that they are insecure with themselves.
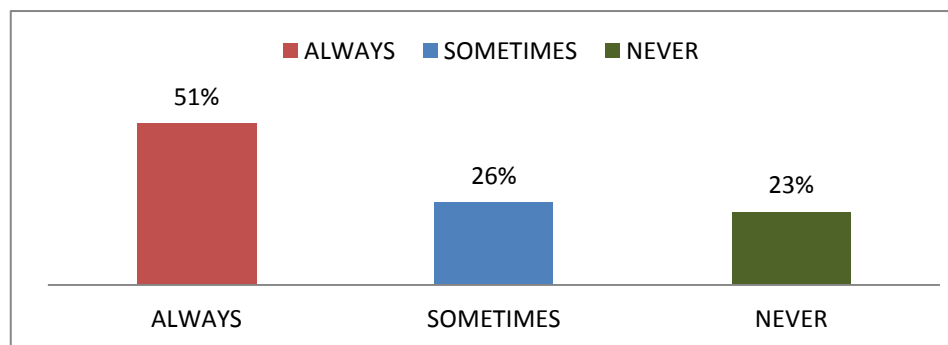
3. Are you afraid that the teacher corrects every mistake you make?

Chart No.4. 3

OPTION	FREQUENCY	PERCENTAGE
Always	18	51%
Sometimes	9	26%
Never	8	23%
TOTAL	**35**	**100%**

Resource: Survey applied to students of tenth year of Basic Education at Riobamba High School
Prepared by: Aída Melo, Verónica Salazar

Graphic No.4.3

Resource: Chart No.4.3
Prepared by: Aída Melo, Verónica Salazar

a) Analysis: In the applied survey 51% students were afraid when the teacher corrected every mistake in class, while 26% students felt insecure, when teacher corrected them while 23% students were not afraid when the teacher corrected them.

b) Interpretation: It is noteworthy that students are afraid when the teacher corrects their mistakes; it occurs because the teacher sometimes does not encourage the student to gain confidence. There is lack of communication between teacher and student.

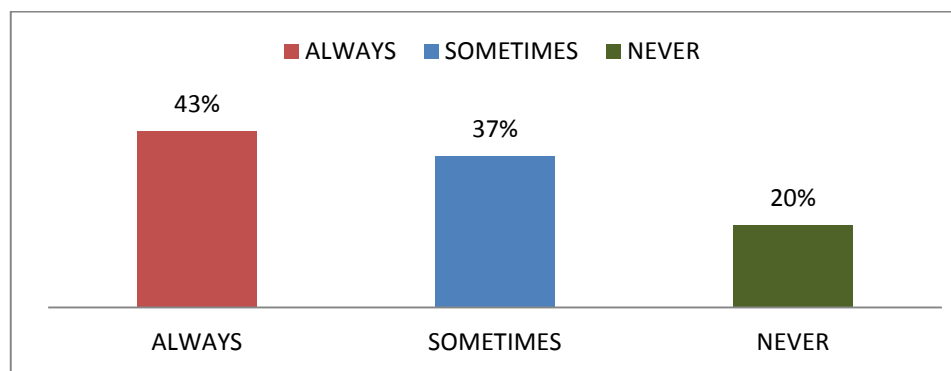**4. Are you afraid that others laugh at you when you speak English?**

Chart No.4. 4

OPTION	FREQUENCY	PERCENTAGE
Always	15	43%
Sometimes	13	37%
Never	7	20%
TOTAL	**35**	**100%**

Resource: Survey applied to students of tenth year of Basic Education at Riobamba High School
Prepared by: Aída Melo, Verónica Salazar

Graphic No.4. 4

Resource: Chart No.4.4
Prepared by: Aída Melo, Verónica Salazar

a) Analysis: In the applied survey 43% students were afraid to be laughed at when they spoke in English, while 37% students felt insecure when they were talking for fear of being ridiculed; while 20% students did not care that others laughed at them.

b) Interpretation: Clearly, students sometimes are afraid that their own classmates laugh at them when they speak English because they do not feel safe in themselves.
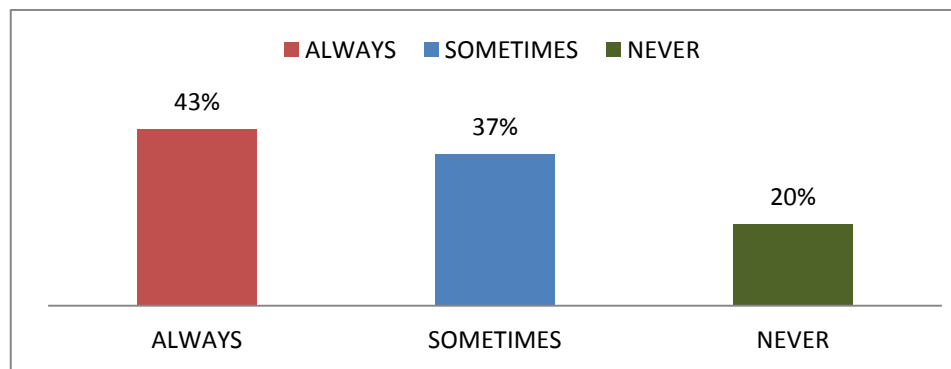
5. Do you think other people speak English better than you?

Chart No.4. 5

OPTION	FREQUENCY	PERCENTAGE
Always	15	43%
Sometimes	13	37%
Never	7	20%
TOTAL	**35**	**100%**

Resource: Survey applied to students of tenth year of Basic Education at Riobamba High School
Prepared by: Aída Melo, Verónica Salazar

Graphic No.4. 5

Resource: Chart No.4.5
Prepared by: Aída Melo, Verónica Salazar

a) Analysis: In the applied survey 43% students said that others speak better English, while 37% students were not sure, if they speak better; 20% students denied that others spoke better English.

b) Interpretation: It can be seen that students mostly think that their classmates speak better English than they do; this is because they do not believe in the ability that they have.
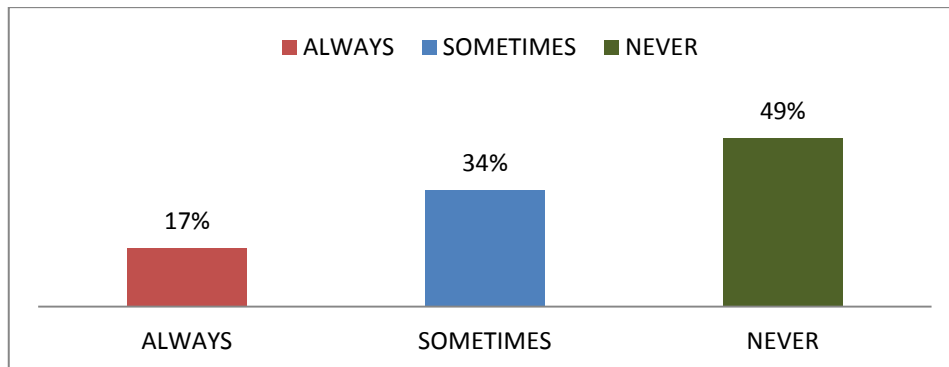
6. I didn't know what to say when I have to talk?

Chart No.4. 6

OPTION	FREQUENCY	PERCENTAGE
Always	6	17%
Sometimes	12	34%
Never	17	49%
TOTAL	**35**	**100%**

Resource: Survey applied to students of tenth year of Basic Education at Riobamba High School
Prepared by: Aída Melo, Verónica Salazar

Graphic No.4.6

Resource: Chart No.4.6
Prepared by: Aída Melo, Verónica Salazar

a) Analysis: In the applied survey 17% students always talked, while 34% students only spoke sometimes. On the other hand, around 49% students did not speak.

b) Interpretation: According to the graph, it shows that students do not know what to say when they have to speak in English because they do not have the confidence in class.
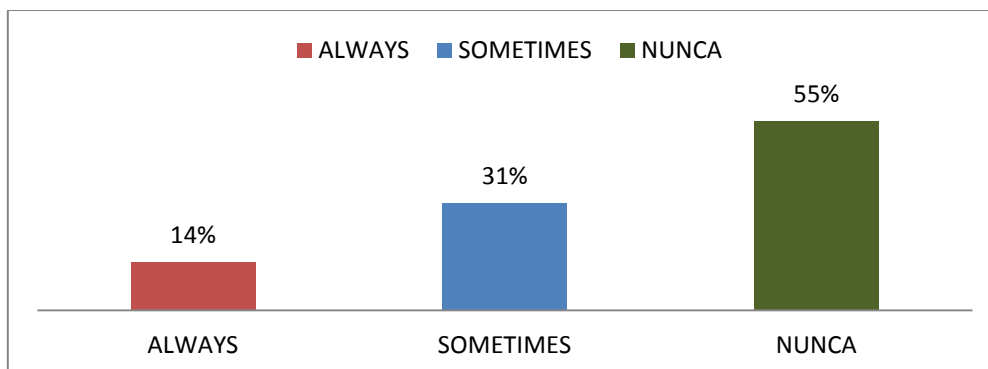
7. I can keep a dialogue with my classmates?

Chart No.4. 7

OPTION	FREQUENCY	PERCENTAGE
Always	5	14%
Sometimes	11	31%
Never	19	55%
TOTAL	**35**	**100%**

Resource: Survey applied to students of tenth year of Basic Education at Riobamba High School
Prepared by: Aída Melo, Verónica Salazar

Graphic No.4.7

Resource: Chart No.4.7
Prepared by: Aída Melo, Verónica Salazar

a) Analysis: In the applied survey 14% students could maintain a dialogue with their classmates, while 31% students sometimes could maintain a dialogue. On the other hand, around 55% students did not know how to establish and keep a dialogue.

b) Interpretation: It can clearly see that the highest percentage of students cannot maintain a dialogue among their classmates, because they cannot pronounce and speak well.
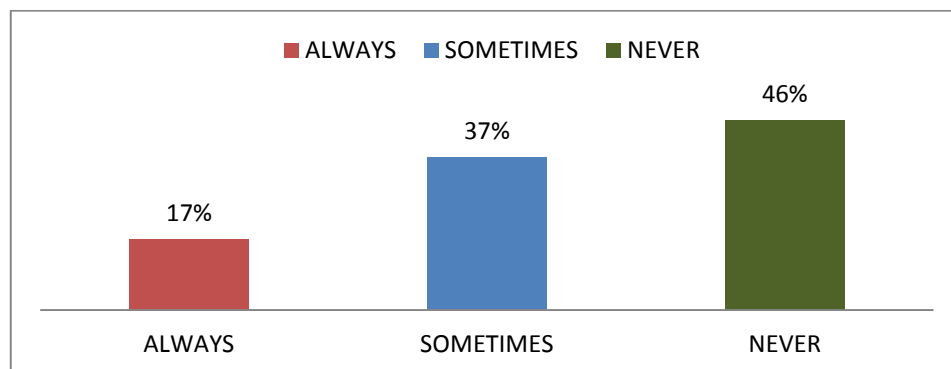
8. Can you express your ideas orally?

Chart No.4. 8

OPTION	FREQUENCY	PERCENTAGE
Always	6	17%
Sometimes	13	37%
Never	16	46%
TOTAL	**35**	**100%**

Resource: Survey applied to students of tenth year of Basic Education at Riobamba High School
Prepared by: Aída Melo, Verónica Salazar

Graphic No.4. 8

Resource: Chart No.4.8
Prepared by: Aída Melo, Verónica Salazar

a) Analysis: In the applied survey 17% students could express their ideas orally, while 37 % students sometimes could express their ideas orally ; on the other hand, around 46% students couldn`t express their ideas orally.

b) Interpretation: It is clear that most students cannot express their ideas, this occurs because they do not pay attention in class. Therefore they do not give their points of view when the teacher asks questions about any topic.
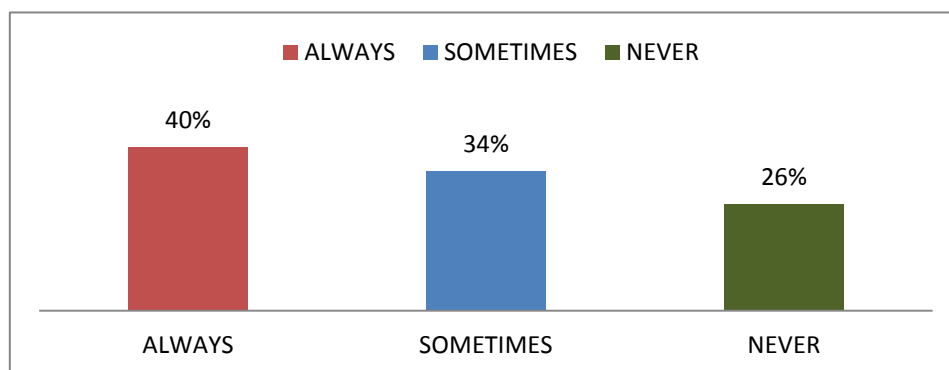
9. It is difficult to find vocabulary when I talk

Chart No.4. 9

OPTION	FREQUENCY	PERCENTAGE
Always	14	40%
Sometimes	12	34%
Never	9	26%
TOTAL	**35**	**100%**

Resource: Survey applied to students of tenth year of Basic Education at Riobamba High School
Prepared by: Aída Melo, Verónica Salazar

Graphic No.4. 9

Resource: Chart No.4.9
Prepared by: Aída Melo, Verónica Salazar

a).Analysis: In the applied survey, 40% students had difficulty to find words in English, while 34% students sometimes had difficulty to find words ; while 40% students did not have difficulty to find and express words in English.

b) Interpretation: It can be said that most students have difficulty to find words and communicate in English, it occurs because they don't know enough vocabulary.
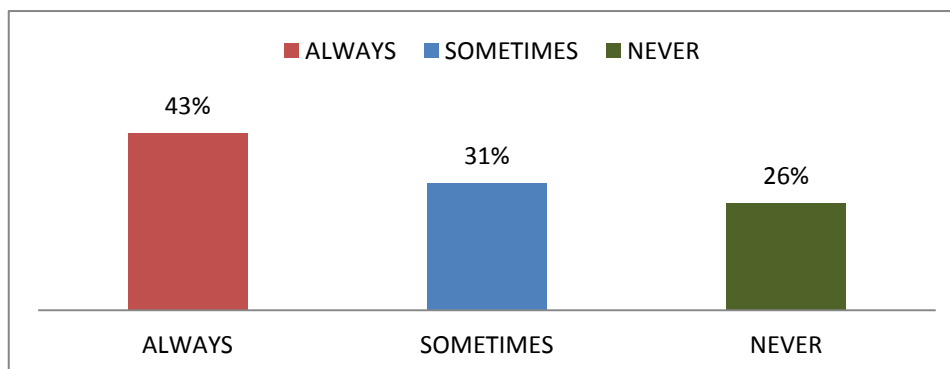
10. It is difficult for me to communicate with others

Chart No.4. 10

OPTION	FREQUENCY	PERCENTAGE
Always	15	43%
Sometimes	11	31%
Never	9	26%
TOTAL	**35**	**100%**

Resource: Survey applied to students of tenth year of Basic Education at Riobamba High School
Prepared by: Aída Melo, Verónica Salazar

Graphic No.4. 10

Resource: Chart No.4.10
Prepared by: Aída Melo, Verónica Salazar

a) Analysis: In the applied survey, 43% students could not communicate with others in English, while 31% students sometimes had difficulty communicating; while 26% students did not have difficulty communicating with other people.

b) Interpretation: It can be said that most students have difficulty communicating in English, this occurs because they are shy to speak.

4.2 VERIFICATION OF THE HYPOTHESIS

SYSTEM HYPOTHESIS

"Self Esteem as emotional factor influences positively on the Learning and Teaching English development in speaking skill in the students of tenth year of Basic Education at Riobamba High School, during the academic year 2013-2014."

According to these results we can see that through the use of surveys to students of tenth year of Basic Education at Riobamba High School, it was found that questions 1,2,3,4,5,9 and 10 between 40% and 51% of students always feel nervous, shyness, and fear at the time to interact in the classroom with classmates and teacher; this because they do not have enough confidence in themselves.

On the other hand in questions 6,7 and 8 between 40% and 55% of students have many problems when they want to express and to dialogue their ideas in English and cannot communicate with others, due to not to want to be judged by other students.
In the end, the hypothesis is tested by the above reasons.

4.3 SUMMARY OF ANALYSIS AND INTERPRETATION OF RESULTS

Nº	CHECKLIST	# students	ALWAYS	# students	SOMETIMES	# students	NEVER
1	Do you get nervous when you have to talk English in class?	14	40%	11	31%	10	29%
2	Are you embarrassed to answer in English when your teacher asks a question?	16	45%	10	29%	9	26%
3	Are you afraid that the teacher corrects every mistake you make?	18	51%	9	26%	8	23%
4	Are you afraid that others laugh at you when you speak English?	15	43%	13	37%	7	20%
5	Do you think other people speak English better than you?	15	43%	13	37%	7	20%
9	It is difficult to find vocabulary when I talk	14	40%	12	34%	9	26%
10	It is difficult for me to communicate with others	15	43%	11	31%	9	26%

Resourse: Summary of survey applied to students of tenth year of Basic Education at Riobamba High School
Prepared by: Aída Melo, Verónica Salazar
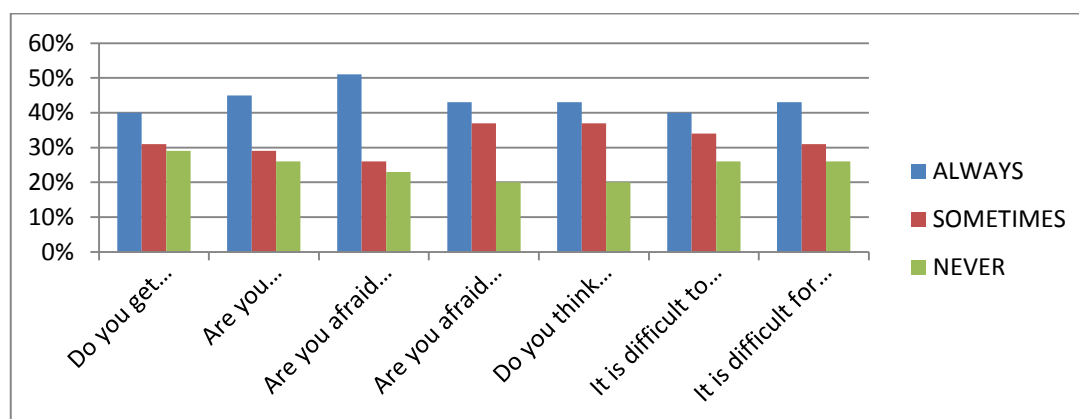
Resource: Graphic of summary of survey applied to students of tenth year of Basic Education at Riobamba High School
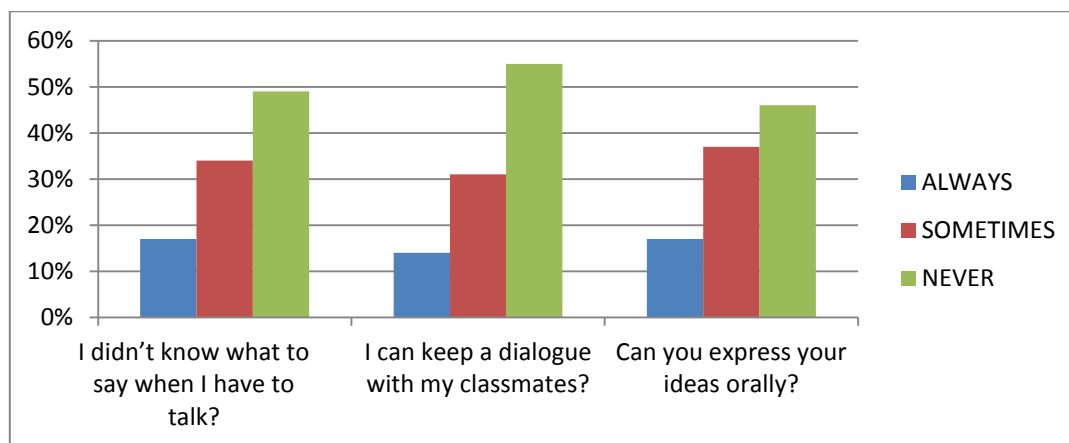**Prepared by:** Aída Melo, Verónica Salazar

Analysis: 10 items are proposed to validate the hypothesis, 7 questions assert that students have low self-esteem; therefore it is difficult to learn English in the specific case of speaking skills. It occurs because students are embarrassed, they are afraid of being ridiculed by their classmates. Therefore they do not interact with each other.

 Interpretation: In the applied survey it was found that around 40% students have symptoms of low self-esteem. On the other hand, around 25 and 35% students sometimes have symptoms of low self-esteem. Approximately, 30% students never have presented symptoms of low self-esteem.

Nº	CHECKLIST	# students	ALWAYS	# students	SOMETIMES	# students	NEVER
6	I didn't know what to say when I have to talk?	6	17%	12	34%	17	49%
7	I can keep a dialogue with my classmates?	5	14%	11	31%	19	55%
8	Can you express your ideas orally?	6	17%	13	37%	16	46%

Resourse: Summary of survey applied to students of tenth year of Basic Education at Riobamba High School
Prepared by: Aída Melo, Verónica Salazar

Resource: Graphic of summary of survey applied to students of tenth year of Basic Education at Riobamba High School
Prepared by: Aída Melo, Verónica Salazar

Analysis: 10 items are proposed to validate the hypothesis, 3 questions assert that self- esteem is related to the speaking skill, because students cannot establish a conversation with their classmates.

Interpretation: In the applied survey it was found that around 49 and 55% students do not know what to say when they have to speak English. On the other hand, around 31 and 37% students can speak fluent. While 14 and 17% students have confidence to speak English.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

According to the information, many students have problems with their self-esteem that is why, they cannot develop the speaking skill in English therefore, they demonstrate high levels of shyness, suspicion and insecurity.

Students have difficulty to develop oral skills, because there are features of the skill that requires a high level of security and trust these are reflected in communication skills between classmates and exposure to teachers.

Emotional events require planning that can be crystallized with motivational talks which allow students to socialize their affectations or fears to communicate fluently.

5.2 RECOMMENDATIONS

It is recommended that students develop their autonomy emotional capacity to express themselves in another language.

It is suggested to develop in students habits of trust and confidence which will be reflected in communication skills between classmates and exposure to teachers.

Socialize motivational talks periodically whose main topic will be the improvement of self-esteem in young to develop their communication skills.

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ATTACHMENTS

ENCUESTA

EL AUTOESTIMA COMO FACTOR EMOCIONAL INFLUYE EN EL DESARROLLO DEL APRENDIZAJE Y ENSEÑANZA DEL IDIOMA INGLÉS EN LA DESTREZA DE HABLAR

Introducción

La presente encuesta se realiza con la finalidad de ver cómo influye el autoestima en el momento de hablar el inglés en clase. Con la información que se obtenga de esta encuesta, se verificará si el autoestima es alta, media, baja o muy baja al momento en que se habla el segundo idioma.

Instrucciones

Por favor lea la encuesta cuidadosamente, valore con siempre, a veces, o nunca y luego escoja una opción.

1. Te pones nervioso cuando hablas en ingles en la clase

   Siempre   A veces   Nunca

2. Te da vergüenza responder en ingles cuando pregunta el profesor

   Siempre   A veces   Nunca

3. Te da miedo que el profesor del área de inglés corrija cada error que cometes

   Siempre   A veces   Nunca

4. Te perturba que se rían de ti cuando hablas en ingles

   Siempre   A veces   Nunca

5. Crees que los demás hablan el inglés mejor que tu

   Siempre   A veces   Nunca

6. No sé qué decir cuando tengo que hablar

   Siempre   A veces   Nunca

7. Puedo mantener un diálogo con compañeros

   Siempre   A veces   Nunca

8. Puedo expresar mis ideas oralmente

Siempre   A veces   Nunca

9. Me cuesta encontrar las palabras cuando hablo

Siempre   A veces   Nunca

10. Me resulta difícil comunicarme con los demás

Siempre   A veces   Nunca

Gracias