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**SELF-ESTEEM AND EXTRINSIC MOTIVATION INFLUENCE OVER THE ENGLISH ORAL-LANGUAGE
PRODUCTION IN FIRST YEAR ENGLISH TEACHER EDUCATION PROGRAM STUDENTS**

SEMINARIO PARA OPTAR AL TÍTULO DE PROFESOR DE EDUCACIÓN MEDIA EN INGLÉS

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CHILLÁN, 2014

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Abstract

This is a quantitative-based research study, which examines to what extent Self-Esteem (SE) and Extrinsic Motivation (EM) affect the Second Language Teaching Education (SLTE) oral-language production of first year English Teacher Education Program students. After conducting a structured survey to forty students, data collected revealed that the SE and EM have a positive impact on students as they showed to feel confident to overcome all difficulties and to use their oral-language skills.

Keywords: Self- Esteem – Extrinsic Motivation – SLTE- Oral-language Production.

Resumen

La siguiente investigación cuantitativa estudia en qué medida la Autoestima y Motivación Extrínseca afecta la Producción Oral en estudiantes de primer año de la Carrera de Pedagogía en Inglés. Después de aplicar una encuesta estructurada a cuarenta estudiantes, los resultados revelaron que la Autoestima y la Motivación Extrínseca tienen un efecto positivo en los estudiantes, ya que ellos se mostraron seguros al momento de superar las dificultades orales del idioma inglés.

Palabras claves: Autoestima – Motivación Extrínseca – Enseñanza de un segundo idioma – Producción Oral del Idioma.

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1. - Introduction

Today, English is used widely. It has become the most popular language of communication between countries and in many fields of human life. Because of foregoing mentioned, the Chilean government is determined to guarantee all students learn English as a second language. However, as students of the English Teaching Program and practitioners of the field -we are about to finish our student teaching- we see how hard it seems to be to communicate and express in a second/foreign language for a regular high school student. As Severino, Rosario and De León's study shows (2012) the difficulty in expressing in a foreign language lies not only on unspecialized teachers or professors but also on the use of inaccurate material, which demotivate students to practice the language in the classroom (p. 13).

Our study aims to examine to what extent student's Self-Esteem (SE) and Extrinsic Motivation (EM) impact the students' oral-language production (OLP) by getting reliable data to confirm or reject the existing relation among the variables to study: EM, SE and OLP. This is a quantitative study based in a non-experimental transactional expo-facto design, by applying a questionnaire to a sample of 40 first year students in the English Teacher Education Program at Universidad del Bío- Bío. Data collected showed significant impact of the variables.

This study is useful for teachers, faculty member or practitioners of the field, who, in an attempt to facilitate language learning, can recognize if these factors, SE and EM affect the oral practice of the English language in the classroom. Also, they may take interest in the results found in order to analyze their students and practices of the OLP in the classroom to reach higher learning outcomes.

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2. - Contextual Framework

Chilean education has been always a difficult point to discuss, due to the social, economic and qualitative diversity of all kinds of institutions through this country. At the moment to select the institution where you want to study, it is very important to consider these factors before to choose; overall the accreditation process which measures the quality of higher education programs by a peer evaluation of external experts remains the most relevant factor when making school choices.

Recently, the government has launched a standardized test for pre-service teachers called INICIA (2012), which consists in the measurement of the knowledge learned through the whole university training period, in order to give a diagnostic of the professional reality of new teachers. For ESLT, this test has an experimental stature this year and the results will be part of a further analysis to improve teacher's education programs (2014).

One of the most important abilities for teachers is the socializing role, which helps the teacher-student relationship in many aspects. Theories addressing the socializing function of education attempt to describe the processes by which teachers, in simultaneously meeting the intellectual and social needs of students can encourage students to adopt a lifelong learning perspective (Brophy, 1998; Deci & Ryan, 1985; Galbo, 1994; Wentzel, 1999). By the same token, Deci and Ryan (1985) argued that described the process of "internalization", whereby behaviors and values that are initially external and other-determined (i.e., by a teacher or parent) transformed into internal beliefs and values, and self-determined behaviors. Being self-determined is not the same as being

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intrinsically interested in an activity. Rather, when students choose to engage in activities because they perceive them as personally relevant or important, it is a more sustaining form of motivation (1985; Deci, Vallerand, Pelletier, & Ryan, 1991; Ryan, Connell, & Deci, 1985; Ryan & Stiller, 1991) (as

cited in Davis 2003, pp.215). Moreover, the quality of this relationship lies on factors such as Extrinsic Motivation (EM) and Self-esteem (SE).

The role of Extrinsic Motivation (EM) as part of communication is relevant for the participants who need a kind of first impulse to get interested in a communicative moment. . In their research called: “An investigation into the factors affecting the use of language learning strategies by Persian EFL learners” Rahimi, Riazi and Saif (2008) show that when students are really motivated tend to adapt more learning strategies and using them more frequently, as a consequence, they can create their own strategies in order to learn English in a closer and easy way. This factor depends on what people concern to speak in a specific time (p. 35).

In OLP, SE is also relevant due to the people’s reaction to the judgment of the rest of the people; it can be crucial at the communicative moment, especially in the classroom when students have to participate in oral activities. Regardless what affects the other, what most researchers agree upon is the effect of teachers on building or harming student's self-esteem (Heyde, 1979; Stevick, 1990; He, 1996; Brown, 2000; Kirstein, 2001). Based on that, it is the EFL teacher's role to create a comfortable, relaxed and non-threatening environment and adopt different strategies to enable students to achieve well because the possibility to make mistakes in foreign language learning is greater and learners are more exposed to affective problems.

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3. - Literature Review

To become a Certified Teacher of English it is necessary to show a number of abilities that are extremely important for the professional development. According to Brunner (2013), in Chile there are more than 150 Initial Teaching English Curricula offering a wide variety of teaching directions according to the schools priorities.

For our case, the Universidad del Bío- Bío English Teacher Education Program exposes students to use the language from the very beginning despite the students' language entrant backgrounds. However, it seems to be difficult to promote classroom work or participation when students have been trained under a teacher –centered curriculum. In order to examine explain this phenomenon we are going to center the discussion in the following concepts; (i) Oral-language production (OLP) as one of the most important abilities in ESL where we can identify two relevant factors which could interfere with its accurate development; (ii) Extrinsic Motivation (EM), defined as external factors which encourage the achievement of a goal, and (iii) Self-esteem (SE), defined as an emotional evaluation of his/her own worth.

3.1 Concepts

3.1.1 Self – Esteem

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A historical view with modern relevance

William James (1890) is a famous American psychologist who has made beneficial contributions to self-esteem. He believes that the origin of self-esteem begins by factors such as history, culture, family and circumstances. These factors shape identity of one's self. He connects self-esteem with

values, success and competence i.e., if a person manages his identity competently or if he is unable to do so, the level of self-esteem will be developed accordingly. Success enhances self-esteem and failure decreases it (as cited in Al-Hattab, 2006, p. 22).

The Role of Self-esteem in Academic Achievement

Self-esteem plays a crucial role in academic achievement. The positive relationship between these two variables was explored in different studies (Daniel & King, 1995; Hoppe, 1995; Caruso, 1997; Shan, 1999; Reasoner, 2004b). The relationship between a student's concept of himself and his performance in school is investigated. Students who hold good thoughts about themselves and their abilities have a big chance to succeed. Regardless what affects the other, most researchers agree upon is the effect of teachers on building or harming student's self-esteem (Heyde 1979; Stevick, 1990; He, 1996; Brown, 2000; Kirstein, 2001). Based on that, it is the EFL teacher's role to create a comfortable, relaxed and non-threatening environment and adopt different strategies to enable students to achieve well because the possibility to make mistakes in foreign language learning is greater and learners are exposed more to affective problems (as cited in Al-Hattab, 2006, p. 25).

EFL Teacher's Role in Building Students' Self-esteem

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The teacher's role in building self-esteem is integral. EFL teachers must create a climate where students can develop their self-esteem, make them experience success and try to increase their self-confidence. Finch (2001) indicated, "success depends less on materials, techniques and linguistic analysis and more on what goes on inside between the people in the classroom" (p.133) (as cited in Al-Hattab, 2006, p. 26).

It is the EFL teachers' responsibility to create a positive and supportive learning environment. They can increase students' achievement through applying different strategies that make students express themselves freely, feel comfortable and believe that the teacher cares about them. In this regard, Sano et al. argued that warming-hearted "interaction between teachers and learners as well as among learners themselves, this friendly interaction is, in our opinion, the most essential factor in successful language learning" (as cited in Finch, 2001, p.135).

Students can achieve well and do their best if they feel safe. This occurs when the teacher behaves modestly, be a good listener, cares about their participation and makes them feel they are worthy and efficient. Dornyei (2001) suggested some strategies for ESL/EFL teachers to create a supportive atmosphere in the classroom:

- 1- Establish a norm of tolerance.
- 2- Encourage risk-taking and have mistakes accepted as a natural part of learning.
- 3- Bring in and encourage humour.
- 4- Encourage learners to personalize the classroom environment according to their taste (p.31).

Furthermore, Kirstein (2001) suggested more strategies:

- 1- Create a positive classroom environment.
- 2- Encourage your learners.

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- 3- Know your learners.
- 4- Encourage interactions with other learners.
- 5- Structure learning to be flexible and supportive.
- 6- Help your learners acknowledge success (pp. 85-89).

What EFL teachers should believe in is that they can affect students' whole life and may change their future (Moskowitz, 1978). They should allow students to talk about their interests, feelings and do not consider this as deviation from the subject but it is to enrich the subject. When students believe that their feelings are important to their teachers, then teachers become important to them and they will not consider school as a waste of time.

Moreover, besides enhancing students' self-esteem, teachers have the power to harm it. For instance, criticizing them or making them feel inferior leads students to underestimate their abilities and be unable to succeed. In brief, EFL teachers should encourage their students and establish a positive environment not only for low self-esteem students but also for high self-esteem ones to maintain confidence (as cited in Al-Hattab, 2006, p. 26).

3.1.2 Motivation

According to FengXia Wang (2008) (p.634) Extrinsic Motivation (EM) is motivation induced by rewards or punishment dependent upon success or failure in the task.

We know that teaching English from an early age can contribute in the development of student's confidence. There are some studies that show how motivation and self-esteem help in the

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learning of a new language. Damacio (1994) and Sternberg (1994) mention that some cognitive aspects (motivation and self-esteem) affect and also contribute to the learning of the English language by giving students more security in their performance. (As cited in Hood, 2006, p. 4).

By the same token, Leon (2003) mentioned how the classroom environment plays a very important role in the motivation of the students when they are learning a second language (as cited in Hood, 2006, p.4).

On the other hand, Burke (2004), believes that motivation is directly connected with the improvement of some competences that are necessary in the process of learning a new language, because is not only important that the students manage all the subjects but also how to communicate them in a good way (p. 34).

Lamb (2011) highlights the importance of the teacher's role to foster student's motivation. He argues that whenever the teacher offers autonomy and some control over the process of learning, students tend to show more motivation to learn by choosing classroom activities that fit themselves (p.71). Rahimi, Riazi and Saif (2008) explained that when students are really motivated tend to adapt more learning strategies and using them more frequently, as a consequence, they can create their own strategies in order to learn English in a closer and easy way (p. 35).

3.1.3 Oral-Language Production

Generally, the EFL teaching is focused on grammar and vocabulary, leaving behind the oral expression. According to Benítez et al. (2010), the student must not be only a spectator or a receiver of the information given by the teacher, rather, they must have a leading role in every communicative process thus to solve a communicative task effectively. In addition, there are

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students who feel forced at the moment of speaking because they think they have to do it well at the very first try, rejecting the error as an opportunity of learning.

Benítez et al. (2010) concluded that:

A second language learning, traditionally, results stressful for the students, but it is important to revert that condition and to transform the classroom into a pleasant learning space where the student feels motivated to participate without fear, that is why

it is important to create a cooperative classroom environment, where the habits and skills are transformed gradually through a process which includes not only the study and practice but the creativity, and the problem-solve where risks must be taken at the moment to learn a second language. There must be tolerance towards mistakes and not to consider them as such, but as a part of the progressive language learning process (p. 5).

A teacher role has an important part in the development of oral production. According to Benítez et al. (2010) The teacher must create a trustful and safety environment, as well as to expose students to conversations with native speakers, real speakers of the English language, in order to give students real contexts and authentic opportunities to practice a second language, encourage to all students to participate and to use errors to create strategies of teaching. Besides, we must not forget that conversations among students are an important part of the process. For this, the teacher must use activities to foster speaking and so every student has the ability to listen and to learn from the errors made by their classmates.

Benitez et al remarkably points out that it is not enough that students know how to say words correctly they must be able to choose the right information and to transform it into a understandable message for the rest of the people. This message must be created quickly

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enough to allow a dynamic and fluent conversation. Students must adapt what they know with what they try to say according to their own level of English and develop strategies to say with other words what they cannot express directly. At the same time they need to create accurate messages regarding to word order, pronunciation, tenses, and so on, in order to the recipient understands the message. But, this does not mean the student has to be a hundred per cent accurate all the

time. They just have to approach an ideal and must have the courage of taking risks, accept possible errors and to make use of the language they know entirely.

As students are exposed to the English language they acquire a considerable variety of expressions which are very useful to use in plenty of situations. Nevertheless, it is a teacher duty to teach in which situations students must make use of these expressions, since students can be, without knowing, disrespectful or be involved in a difficult situation.

When people communicate, they exchange and share information, ideas, and values and get to know about other cultures. To know and to speak a second language allows people to think in a different way, to get to know other realities, other ways of thinking, and the most important thing, to learn from the others.

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4. Methodological Framework

In order to show the relationship between the variables, and taking in mind the time and the resources, which is directly connected with our professional academic development, we can establish the following:

4.1 Research Paradigms and Methodology.

This study is considered to be a No Experimental transactional co -relational ex post –facto. When translated literally, ex post facto means “ from what is done afterwards” in the context of social and educational research the phrase means “ after the fact” or “retrospectively” and refers to those studies which investigate possible cause-and-effect relationships by observing an existing condition or state of affairs and searching back in time for plausible causal factors. In effect, researchers ask themselves what factors seem o be associated with certain occurrences, or conditions, or aspects of behavior. *Ex post facto* research, then, is a method of teasing out possible antecedents of events that have happened and cannot, therefore, be controlled, engineered or manipulated by the investigator (Cooper & Schindler, 2001, P. 136). Researchers can report only what has happened or what is happening by trying to hold factors constant by

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careful attention to the sampling. (As cited in Cohen, Manion and Morrison, 2007, p. 264). The aim of the study was to examine the relationship between those variables: Extrinsic Motivation, Self-Esteem and Oral-language-Production.

4.2 Research Methods

In order to collect all the necessary data for our investigation, one instrument to provide consistency data was included. The particular instrument was a questionnaire with close questions in order to simplify the analysis of the result and its conclusions. Previous to the actual administration of the questionnaire, we test it out to a group different for the given sampling in order to gain feedback on the validity of the questionnaire items. (Cohen, Manion and Morrison, 2007, p. 341). Further details of the questionnaire are going to be described on page 17.

4.3 Sampling procedures

Our investigation was focused on first year student in the English Teaching Program at Universidad del Bío- Bío. In this study, 40 out of a total of 70 students voluntarily accepted to participate in the investigation. The main reason of the sample selection process was the first total exposure into an English language environment of fresh students. This useful sample of participants allows us to obtain the necessary data for the investigation.

4.4 Research Questions

The research sought to determine the influence of Self – Esteem and Extrinsic Motivation in first year students at the Universidad del Bío- Bío at Chillán Campus.

- ✓ Does the English teacher motivate their students?

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- ✓ Are first year students conscious about their knowledge?
- ✓ Do first year students create their own learning strategies?
- ✓ Do first year students feel comfortable in oral activities?
- ✓ To what extent Self- esteem and Extrinsic Motivation impact the oral-language production of first year students?

5. - OBJECTIVES

5.1 General Objective

Examine the impact of self-esteem and extrinsic motivation on the oral-language production in first year students of the English Teaching Program at the Universidad del Bío- Bío at Chillán Campus.

5.2 Specific Objectives

1. - Identify through a questionnaire the impact of self- esteem in the oral-language production of first year student at the Universidad del Bío- Bío at Chillán Campus.
2. - Identify through a questionnaire the impact of Extrinsic Motivation in the oral-language production of first year student at the Universidad del Bío- Bío at Chillán Campus.

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6. Research Limitations:

Attendance was the only research limitation during the development of the study. For that reason only forty students were able to participate in the study.

Because this limitation may have had some type of effect on data gathered in this study, this must be mention. As the methodological framework has now been explained, the following sections discuss the data analysis.

7. Analysis and Discussion

Three strategies were used for the data analysis. Firstly, the data were thematically coded. The data were analyzed identifying two codes, Extrinsic Motivation (EM), and Self-Esteem (SE). Secondly, the two codes identified in the data were grouped into eight themes. Within the EM code, we identified four themes:

- Confidence: teacher-student rapport;
- Confidence: Student-student rapport;

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- Methodology: Teacher-student rapport;
- Impact: Student-student himself/herself.

The SF code reported four themes as well:

- Confidence: Teacher-student rapport;
- Confidence: Student-student himself;
- Room for the interaction: Student-student rapport;
- Room for flexibility: Teacher-student rapport.

After reading the different data collected through the structured survey including 25 closed-response questions, domains were further coded and categorized. Thirdly, the 25 given domains were used to outline the impact of students' Self- Esteem and Extrinsic Motivation over the ESL oral-language production. Thus, the students' impact was applied onto the 25 domains as shown in Table 1 on page 19.

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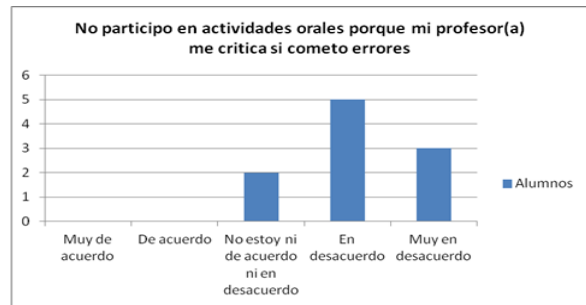
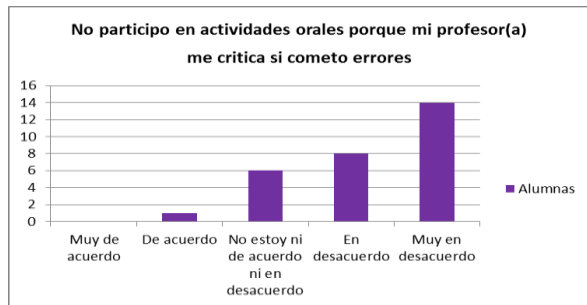
Image caption: Table 1 Data collecting codes

CODES	THEMES	DOMAINS
<p>1.EXTRINSIC MOTIVATION (EM): External agents to encourage the achievement of a goal.</p>	<p>1.1 Confidence: teacher – student rapport</p>	No classroom participation because of teacher’s comments.
		Willingness to participate in oral activities despite teacher’s positive or negative attitudes.
		Positive school classroom atmosphere in oral activities.
		Teacher’s enforcement of activities to work under students’ language weaknesses.
		Teacher’s activities to enhance students’ language strength.
		Teacher’s comments to enhance students learning.
	<p>1.2 Confidence: Student - student rapport</p>	Avoiding speaking because of peers’ negative comments.
		Preference to group work to interact with peers.
	<p>1.3 Methodology: Teacher -Student rapport</p>	Making classroom participation upon teachers’ methodology.
		Teacher’s topics adjustment done under students’ likes and backgrounds.
		Teacher’s enhancing of students’ interaction.
	<p>1.4 Impact: student- student himself</p>	Students’ language command as a guarantee to classroom work.
Openness to participation in extracurricular activities upon certification.		
<p>2.SELF - ESTEEM (SE): An emotional evaluation of his/her own worth.</p>	<p>2.1 Confidence: Teacher –student rapport</p>	Limited teachers’ offerings to express myself.
		Extensive teacher’ offerings to express myself.
		Hesitating upon teacher’s questions.
	<p>2.2 Confidence: Student – student himself</p>	Showing confidence in communicating ideas.
		Showing confidence in expressing feelings.
		Unwilling to participate despite knowledge.
	<p>2.3 Room for the interaction: Student - student rapport</p>	Avoiding speaking because of errors and peers’ comments.
		Preference towards mate groups’ classroom work.
		Preference toward s small group classroom work.
	<p>2.4 Room for flexibility: teacher -student rapport</p>	Teacher ’s varied activities to foster speaking.
		Teacher’s activities adjusted to students’ backgrounds.
		Teacher’s Spanish use during classroom work.

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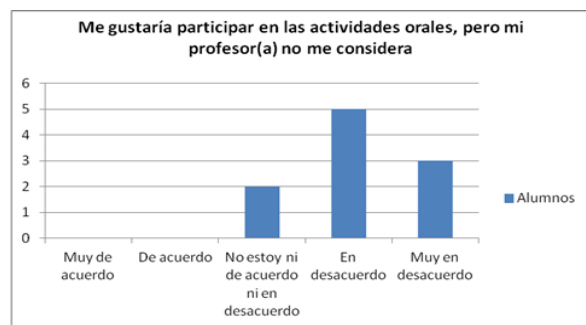
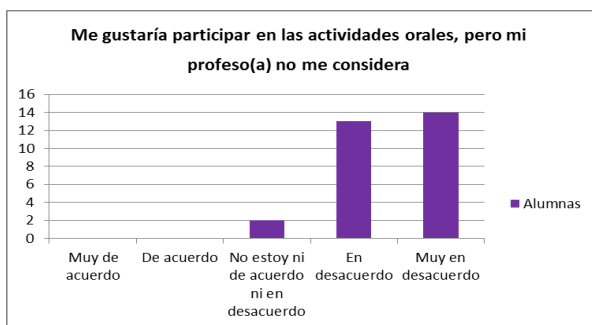
In the Extrinsic Motivation Code (external agents which encourage the achievement of a goal), we have four themes, the first one in “Confidence: teacher – students rapport”, where we can find six domains.

Domain n°1: No classroom participation because of teacher’s comments



We can notice that both female and male students’ answers, student’s participation in oral activities doesn’t lie on the teacher’s comments. The students receive the teacher’s comments as a means to complement their skills.

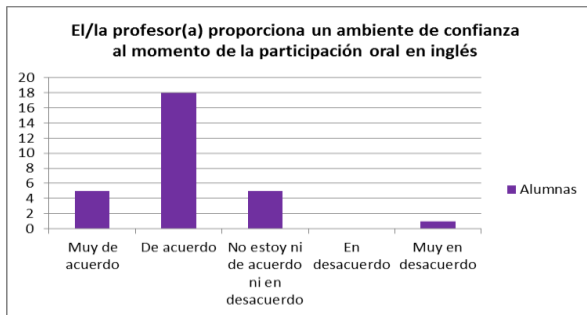
Domain N ° 2: Willingness to participate in oral activities despite teacher’s positive or negative attitude.



We can observe that female and male students have the opportunity to participate to show their abilities in oral activities in the classroom.

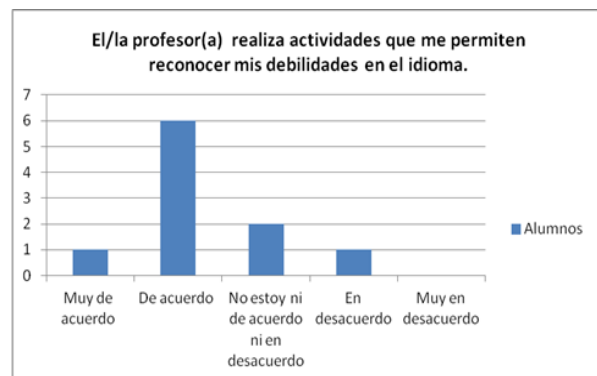
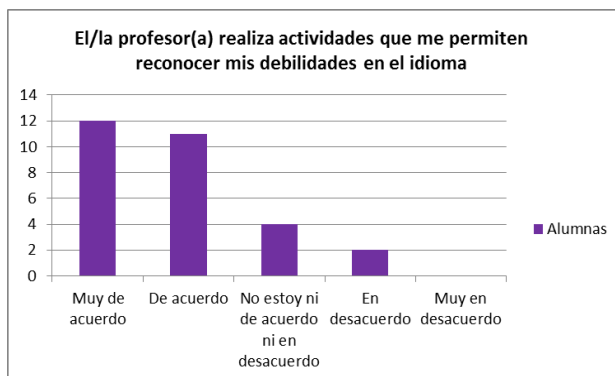
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Domain N° 3: Positive school classroom atmosphere in oral activities



Both male and female students show comfort with the classroom atmosphere that the teacher provides during oral activities.

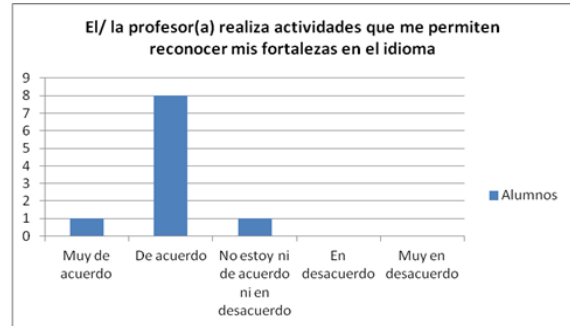
Domain N° 4: Teacher's enforcement of activities to work under students' language weaknesses



We can notice that the activities that the teacher provides are focused on the recognition of student's weaknesses.

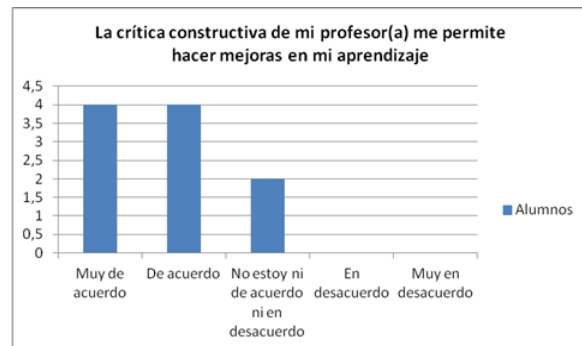
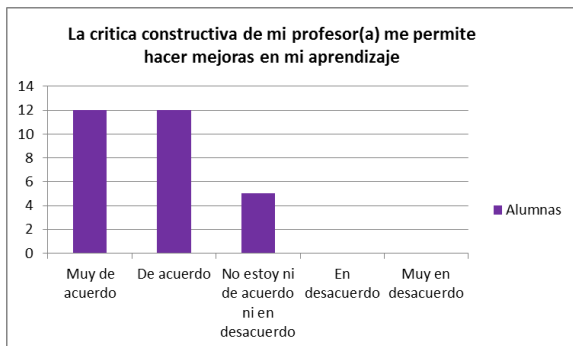
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Domain N°5: Teacher’s activities to enhance student’s strength



We can observe that the activities that the teacher provides are focused on the recognition of student’s strength to foster students’ use of English inside and outside the classroom.

Domain N ° 6: Teacher’s comments to enhance students learning

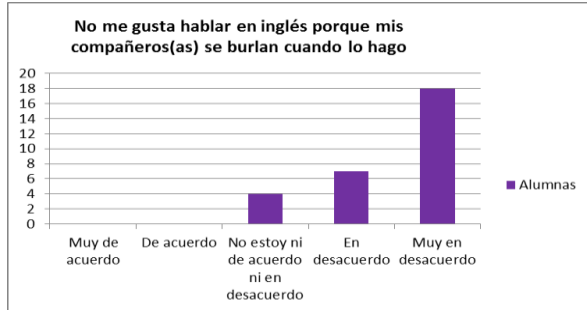


In both cases, female and male students think that the teacher’s comment contribute to the development of their own skills by promoting their own learning strategies.

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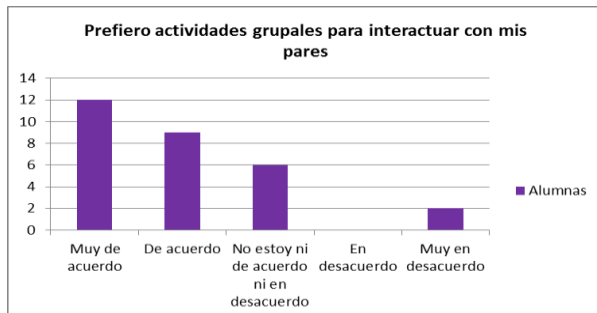
The second theme is “Confidence: Student – student rapport, here we can find two domains.

Domain N° 1: Avoiding speaking because of peers’ negative comments.



Despite peers’ negative comments, both male and female students show confidence at the moment of expressing their ideas in English.

Domain N° 2: Prefer group work to interact with peers.

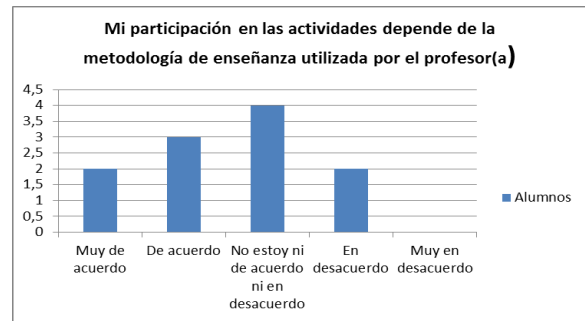


We can notice that female and male students prefer group work in order to interact with their peers and chose their future collaborators.

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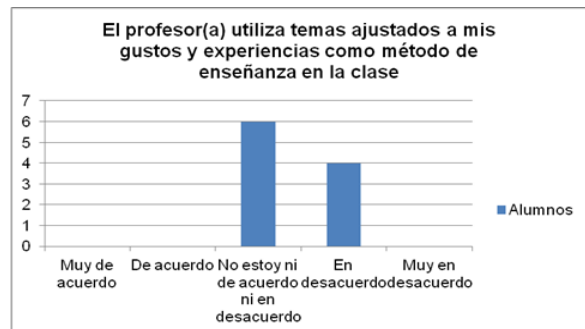
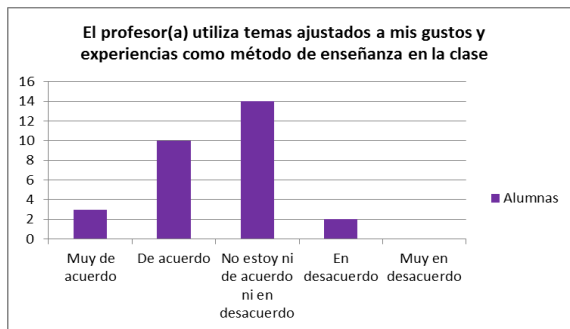
The third theme “Methodology”: Teacher – students rapport, here we can find three domains.

Domain N° 1: Making classroom participation upon teachers’ methodology.



The previous graphics show a different reaction between female and male students towards how the teacher shows the content. Meanwhile female students give relevance to the way the teacher performs his/ her classes, male students think that the methodology is not as important as female students did.

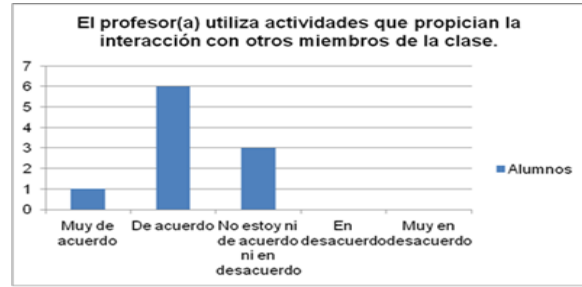
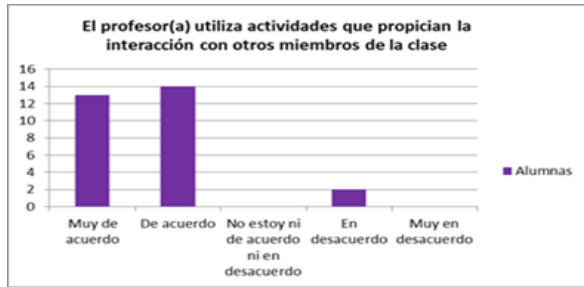
Domain N° 2: Teacher’s topics adjusted to student’s likes and backgrounds.



In both cases, the students feel that they can participate in an active way during classroom work despite the classroom given topics.

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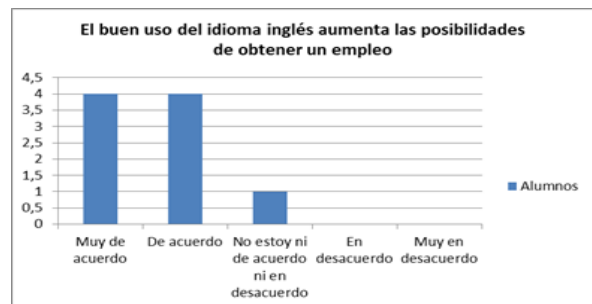
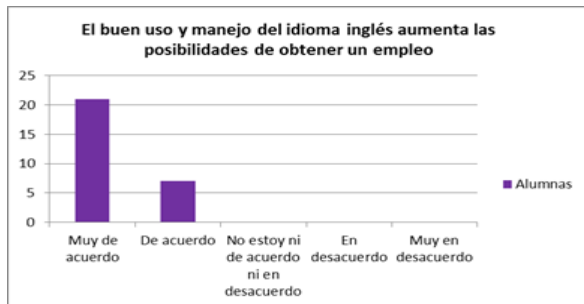
Domain N° 3: Teacher’s enhancing of students’ interaction.



Male and female students have the opportunity to interact with their peers during classroom, promoting their confidence and collaboration.

The fourth theme is “Impact”: Student – student himself

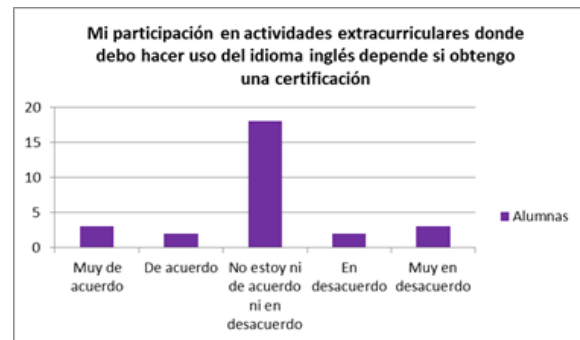
Domain N° 1: Students’ language command as a guarantee to get a job.



The students are conscious about the possibilities that they have if they manage another language, specially, as a means to guarantee job immersion.

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Domain N° 2: Openness to participation in extracurricular activities upon certification.

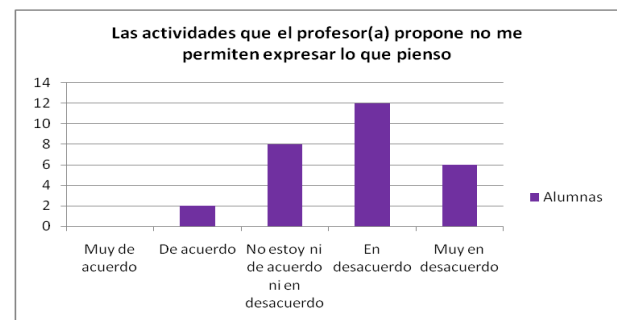
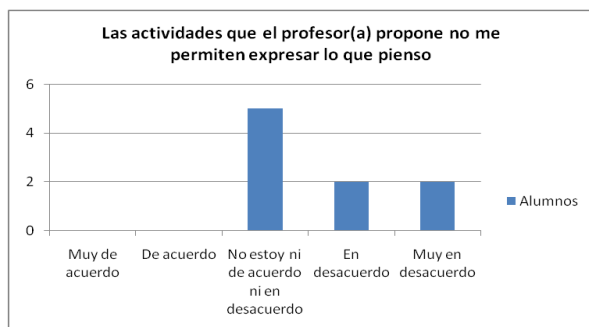


The previous graphics show that the students are not really interested in certifications; they attend seminars or conferences for their own sake.

Within Self-Esteem category, which means respect for yourself and your abilities, 4 subcategories emerged.

The first is: "Trust: teacher-student relationship" where we can find 3 domains, which we analyze:

Domain 1: Limited teacher' offerings to express myself.



Data collected shows that students do not feel that the teacher's activities affect their oral-language production work. Thus, they seem to be sure of what they do despite the teacher's comments.

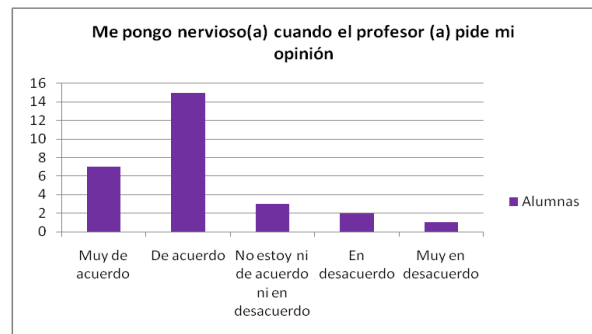
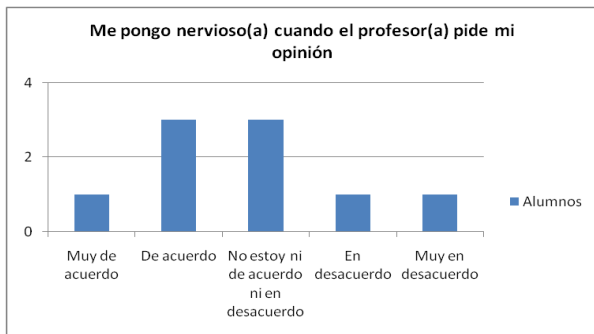
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Domain 2: Extensive teacher offerings to express myself.



According to the graphs, students feel confident when expressing their feelings during classroom work.

Domain 3: Hesitating upon teacher's questions.

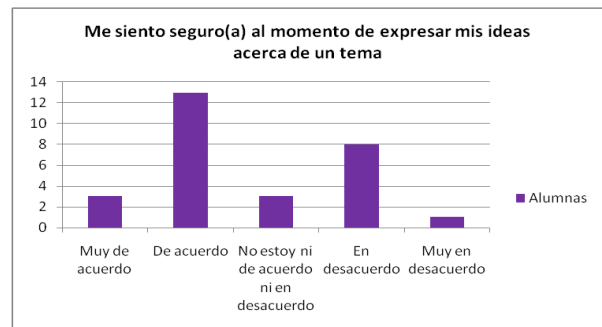
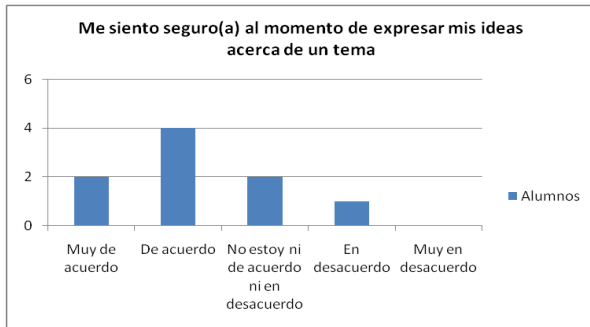


According to the information we get from the graphs, the majority of female students admits to be afraid of expressing their views in front of the teacher whereas a wide range of male students admits not to agree nor disagree with the statement.

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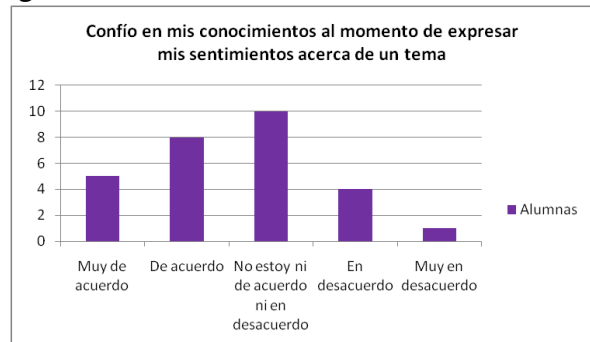
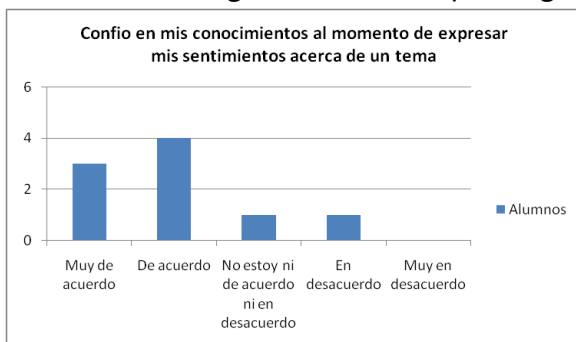
The second theme is "trust: student with him/herself", of which 3 domains emerge, which are discussed below:

Domain 1: Showing confidence in communicating ideas.



According to the graphs we can deduce that the students are not afraid of expressing their opinions in a group, although female students report to feel afraid of.

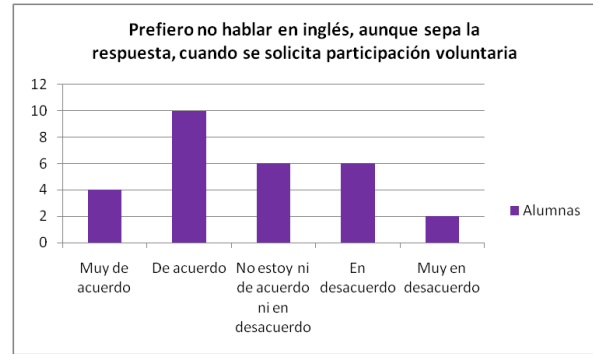
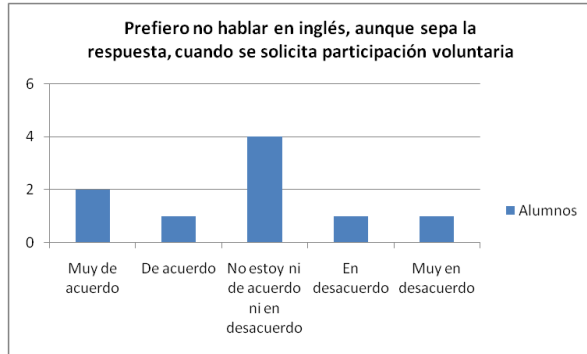
Domain 2: Showing confidence in expressing feelings.



In both graphs, we understand that students feel confident when talking about themselves and what they feel since they can deal with the topic in a comfortable way despite their English Language level.

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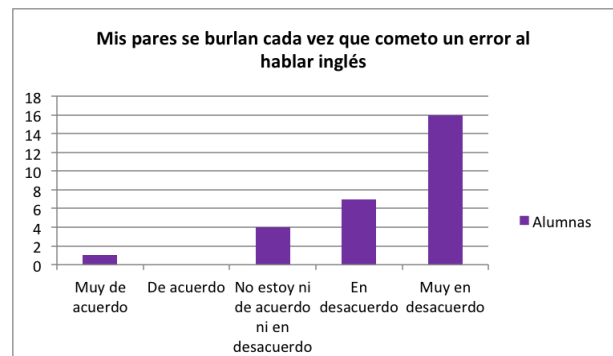
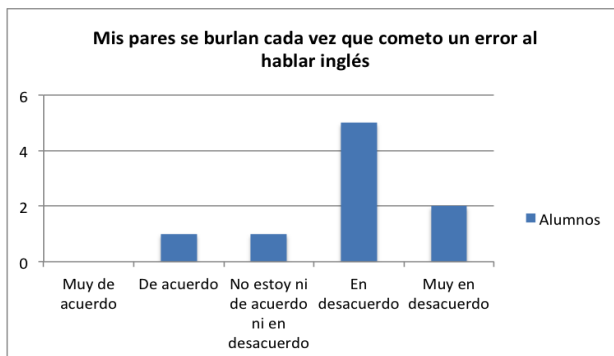
Domain 3: Unwilling to participate despite knowledge.



In relation to the information given by the graphs, there is a different reaction between students according to their gender. On the one hand, male students tend to be unclear in their responses about their participation in oral activities because of their fear of making mistakes or because of their fear to teacher’s corrections. On the other, the female students are afraid of expressing themselves orally.

The third theme is: “Room for the interaction: student-student rapport”. This theme is divided into three domains:

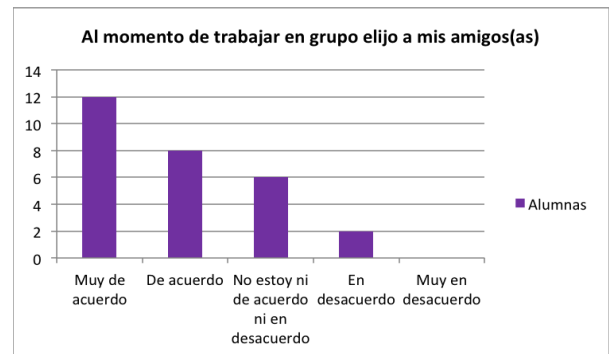
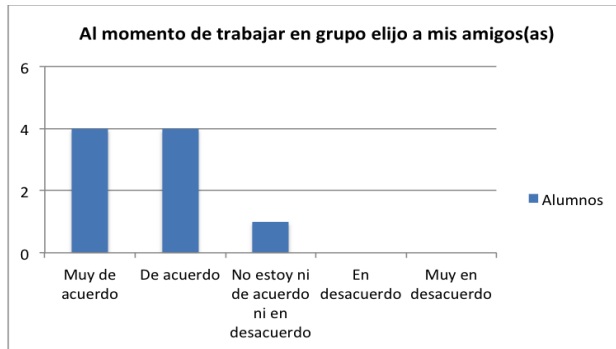
Domain 1: Avoiding speaking because of errors and peer’s comments.



The majority of students disagrees about the negative comments coming from their peers when they speak during classroom work. This is due to all first year students are in the same learning stage. Besides, they feel whatever comment they raise during classroom can compromise their school standing.

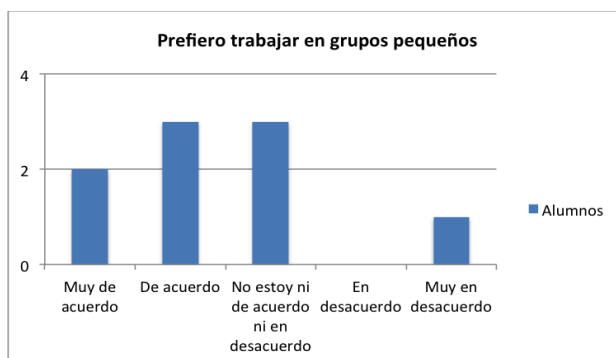
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Domain 2: Preference towards mate group's classroom work.



The majority of students responds they prefer to do classroom work with their mates. This is a natural reaction since students are more relaxed speaking English with their friends.

Domain 3: Preference towards small group classroom work.

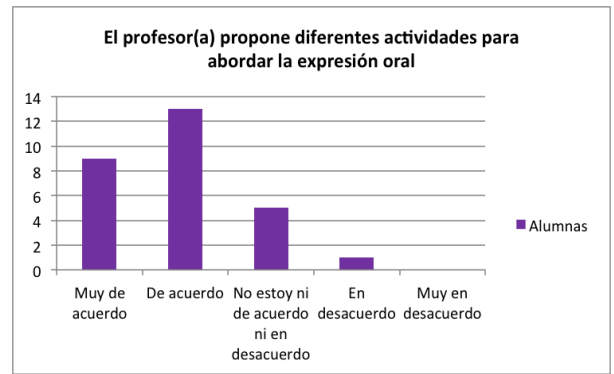
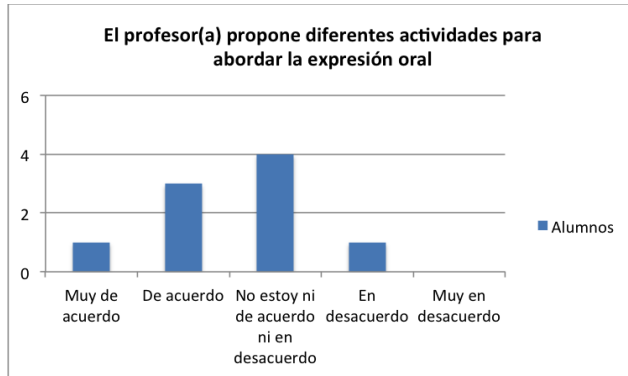


The majority of students prefers to work in small groups. Working in small groups makes the language learning easier since students can be focused on the peers' errors and learn from them. In addition, students have more time to participate in oral activities when they work in small groups.

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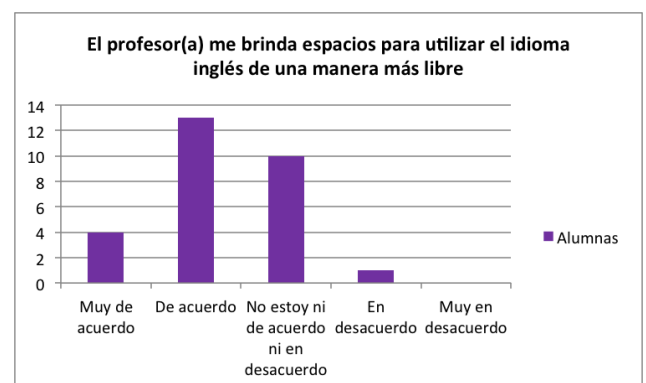
The fourth theme is: “Room for flexibility: teacher-student rapport”. This theme is divided into three domains:

Domain 1: Teacher’s varied activities to foster speaking.



The majority of female students agrees with the variety of teaching methodologies offered by the teacher to foster the language learning. They also believe this makes classroom work more dynamic.

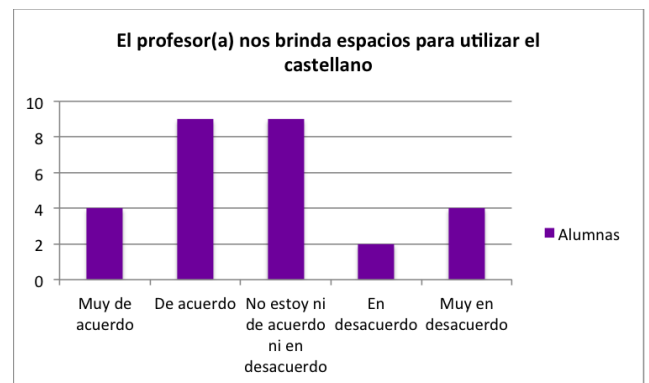
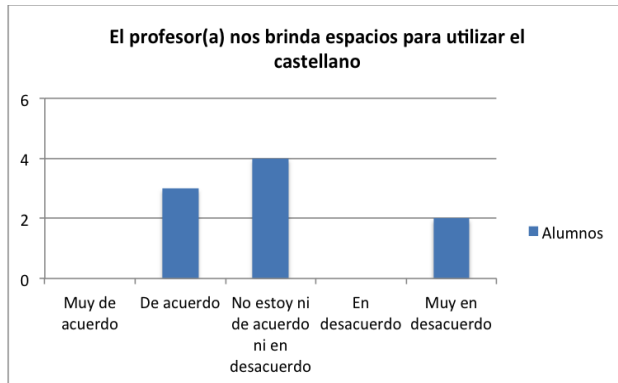
Domain 2: Teachers’ work to use the English language in an individual way:



The majority of students neither agrees nor disagrees with the flexibility of classroom work. Every student has an individual way to acquire the English language, and different rhythms of learning, giving the chance to show different learning strategies priorities.

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Domain 3: Teacher's work to use Spanish:



The majority of students tends to agree with the use of L1 within the L2 classroom. On one hand, female students thinks the use of L1 can increase the students' participation and interaction. On the other, both male and female students agree on the use of L1 during classroom work.

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8.-Final Remarks

Today's students react differently from previous generations. Students are more confident, they are not worried or scared of speaking another language, nor making mistakes during classroom work: these factors are to consider for an English language classroom design. Students are really confident about their knowledge and skills what might indicate that learning English is not a problem for them, but a challenge they are ready to accept. By presenting a descriptive and comparative analysis of data collected from the given five research questions, we can show evidence of the given statements.

In EM, theme 1.1 and domain *No classroom participation because of teacher's comments*, we can observe that the majority of the students (female and male students) strongly disagrees with the statement, that means that the students want to participate despite of the teacher's opinion or comments, they receive the comments as an opportunity of complementing and enrich their knowledge.

In EM, theme 1.2 and domain *Avoiding speaking because of peer's negative comments*, we can mention that at the moment of using the English language, students are confident about their knowledge and performance, without paying attention to peer's negative comments or opinions, what might contribute to first year students good level of English.

In EM, theme 1.3 and domain *Making classroom participation upon teacher's methodology*, we can notice that there is a difference between male and female students. Male students do not show a clear opinion for the statement, that means that students participate despite the teacher's methodology, on the other hand, female students agree with the statement and they put special

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attention to the methodology that is used by the teachers. That is crucial at the moment of participating in class.

In EM, theme 1.3 and domain *Teacher's topics adjusted to student's likes and backgrounds*, we can show that female students tend to agree with the statement because they feel the teacher uses topics which are connected with their interests; whereas male students tend to be dissatisfied with the topics used by the teacher.

In SE, theme 2.2 and domain *Showing confidence in communicating ideas*, we can observe that the majority of female and male students agree with the statement. They are sure about their knowledge and the way in which they are going to communicate their ideas or opinions.

In SE, theme 2.3 and domain *Unwillingness to participate despite knowledge*, we can notice a difference between male and female students. Male students tend to be unclear in their responses about participation in oral activities because of fear of making mistakes or their teacher's corrections while female students feel afraid at the moment of use English orally despite their knowledge.

Results show that students seem to be sure and confident about their feelings, opinions and knowledge and they are not afraid of sharing this with their peers.

Few students do not participate in oral-language activities due to the lack of variety in teacher's activities. The age of teachers is an important factor when speaking because some teachers seem to work under old fashioned methodologies that do not attract students to engage in classroom work what ultimately makes students not to participate orally despite their knowledge. In the

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Extrinsic Motivation Code, theme Confidence: teacher – students rapport, domain 1 *No classroom participation because of teacher's comments*, students, both, male and female are confident about their knowledge and they are not afraid of being criticized by the teacher.

Students seem confident when speaking regardless their novice status. They choose their school major and feel motivated what seem to have a crucial impact on student's English oral-language production. As we can observe in in the fourth theme: Impact: Students – students himself in the Domain 2: *Openness to participation in extracurricular activities upon certification*. However SE is closely connected with oral production. They understand errors are part of the learning process and an instance for keeping learning as we can see in the third theme: Room for the interaction: student-student rapport in the Domain 1: *Avoiding speaking because of errors*.

In order to establish an additional comparison between both Extrinsic Motivation (EM) and Self-esteem (SE) codes, we can identify a sort of relation between some domains of each main code. First, making a paragon with the domain 1 belonging to the theme 1.1 of EM *No classroom participation because of teacher's comments* and the domain 3 belonging to the theme 2.1 of SE *Hesitating upon teacher's questions*, it's important to identify the outcomes that teachers' attitudes can trigger in student's language learning development, in this case, avoiding the class work participation.

Secondly, we can compare the domain 2 pertaining to the theme 1.1 of EM *Willingness to participate in oral activities despite teacher's positive or negative attitudes* and the domains 1 and 2 pertaining to the theme 2.2 of SE *Showing confidence in communicating ideas and showing confidence in expressing feelings*, this paragon emphasizes what the student thinks he/she is able to do at the moment of OLP.

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Thirdly, the domain 1 belonging to the theme 1.2 of EM *Avoiding speaking because of peers' negative comments* compared with the domain 1 belonging to the theme 2.3 of SE *Avoiding speaking because of errors*, it's important to consider the external factors which affect the student's confidence.

Fourth, the domain 2 pertaining to the theme 1.2 of EM *Preference to group work to interact with peers* compared to the domain 2 pertaining to the theme 2.3 of SE *Preference towards group classroom work*, it's necessary to remark the preference for working and sharing with more people, especially classmates, with whom students can feel a sort of confidence due to their likes and interests.

Finally, the domain 2 belonging to the theme 1.3 of EM *Teacher's topics adjustment to students' likes and backgrounds* compared with the domain 2 belonging to the theme 2.4 of SE *Teacher's activities adjusted to students' backgrounds*, we have to say that it's important for both students and teachers to find a starting point considering the students' interests at ESL classes, this can be crucial for a positive teacher-student relationship.

A review of research questions will help us to build a general conclusion of this research.

Question 1: Does the English teacher motivate their students?

We could observe a positive response according to the wide variety of methods used by English teachers, aiming to address students' learning strategies. It is important to remark the chance that the teacher provides to their students to participate in different ways in the class which implies the opportunity to receive feedback from the teacher.

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Question 2: Are first year students conscious about their knowledge?

English teaching program students have difficulties expressing their ideas or feelings, especially women, who feel afraid to participate in this stage of the program. This factor affects their self-consciousness about their knowledge and how far their abilities would develop during the program.

Question 3: Do first year students create their own learning strategies?

At this stage, first year students are witnesses of their teachers' classes, looking all the different methods and strategies that he/she can use. This is crucial for students who have not realized how they can learn in a better way, this is the opportunity to discover and apply these strategies to foster students' learning.

Question 4: Do first year students feel comfortable in oral activities?

According to the information collected, despite students feel comfortable with the classroom atmosphere in oral activities, they still seem to be afraid to participate in oral activities, especially women. One of the main reasons for this concern is the Self-esteem of each student which seems to be very important for their personal development, including their language skills.

Question 5: to what extent Self-esteem and Extrinsic Motivation impact the oral-language production of first year students?

Speaking in public seems to be the most difficult area to develop for first year students. To pretend being successful in this area, Self-esteem is a crucial factor, more than Extrinsic Motivation. If students do not feel comfortable and confident with their abilities, they will not be

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able to show and develop them in an appropriate way. If this problem is observed at this stage, teachers should provide necessary strategies to overcome students' difficulties.

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