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SCHOOL OF ARTS AND SCIENCES  
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**Universidad de El Salvador**

*Hacia la libertad por la cultura*

**RESEARCH PROJECT TITLE:**

**“A Diagnosis on motivation, anxiety, and self –esteem which influence students´oral skill”.**

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## ***INTRODUCTION***

The learning process of a second language concerns to the development of four skills (listening, speaking, writing and reading). So, speaking English fluently is to express a wide range of ideas without unnecessary pauses or breakdowns in communication, and speaking English accurately is to use an acceptable standard of pronunciation and grammar when communicating.(Richards & Sandy, 1998)

In the Intensive English courses at the Foreign Language Department, the students have the chance to develop their speaking skill by practicing new vocabulary in the classroom, explaining a topic, oral discussions, performing role plays, etc. However, during those courses there are different factors that influence in the students' oral practice. Some of these factors are: motivation, anxiety and self- esteem which are relevant in the learning process.

Some psychologists such as Krashen suggest that a number of affective variables play a facilitative, but non casual role in second language learning. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-imaged and a low level of anxiety are better equipped to success in second language acquisition. Low motivation, low self-esteem and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for learning.

So, this last report describes the main findings obtained at the end of the research where those factors make an influence on students' learning since the affective side of the learner is of great importance not just the cognitive side because learning a second language implies to take into account how the students feel at the moment of practicing English in class. Thus, learners must be seen as people with likes, dislikes, fears, weaknesses, strengths and prejudices.

## **OBJECTIVES**

### **GENERAL OBJECTIVE:**

- To make a diagnosis on motivation, anxiety and self-esteem that possibly influence in the students when speaking English in the classroom.

### **SPECIFIC OBJECTIVES:**

- To analyze if motivation, anxiety and self-esteem influence the students when speaking English in the classroom.
- To determine how motivation, anxiety, and self –esteem influence in the students' English speaking.

## **STATEMENT OF THE PROBLEM**

The field of education has been seen as a significant component in human beings growth since education transforms the way of thinking, analyzing and managing situations. So it is relevant to take into account that the learning and teaching process in second and foreign language classrooms demand effectiveness, action and assessment.

In the process of learning a second language, it is relevant to realize that in the classroom there are some variables that can influence the students' English speaking; one of those factors can be when the students feel anxious at the moment of developing oral activities. [Horwitz, \(1986:127\)](#) defined language classroom anxiety as, "a distinct complex of self-perception, feelings and behaviours related to classroom language learning arising from the uniqueness of the language learning process." If anxiety rises above a certain level, it is an obstacle in the learning process. Thus, if a student feels anxious, that can become an obstacle to be effectively at speaking in English.

## RESEARCH QUESTIONS

Some questions regarding the problematic situation are stated to guide the inquiry:

1. Do motivation, anxiety, and self-esteem influence in English speaking of the students? If so how?
2. Do students know about those issues and how they influence them?
3. Which of these aspects influence the most in the students' English speaking?
4. What other aspects influence in students' speaking?

## ***JUSTIFICATION***

When people learn English, it is important to work on the development of the following skills: listening, speaking, reading and writing. In this learning process students must learn how to master them properly, in order to communicate in a proper way according to what is demanded by the language.

The speaking skill is an essential part in the learning process when learning English. But speaking a language is especially difficult for foreign language department learners because effective oral communication requires the ability to use the language appropriately in social interactions. It is too often assumed that spoken language skill can be developed by assigning students general topics to discuss or by getting them to talk on certain subjects. Evidently, not enough attention is given to the variables that inhibit the production of spoken language.

For that reason, the research on motivation, self-esteem and anxiety as possible factors that influence in the students' English speaking is of great importance, since in the classroom every single student has its own feelings, and attitudes, those can work on their side or against them, increasing or decreasing their learning. And it can be stated that the learning process of a second language and the affective side of learners are related since human beings can be stimulated to be effective at communicating in English.

Finally, no research has been done on motivation, self-esteem and anxiety as possible factors that influence in the students' English speaking that do not allow students to produce the language effectively in oral activities in the classroom.

## THEORETICAL FRAMEWORK

Speaking is a productive and active skill which is absolutely vital for every single student, since it is necessary for him to communicate effectively in any situation where English is spoken. Speaking has been regarded as one of the most important skills to deploy in the Foreign Language classroom. However, in many contexts it is usually neglected in favor of the other skills, namely, writing. Speaking a foreign language is a critical skill. Thus in the natural order of school language acquisition, speaking is usually the last skill that is acquired, since it not only involves knowing the language, but using it for communication.

Speaking requires the speakers to pronounce some sounds their speech organs are not used to articulating. Speaking occurs spontaneously, so learners have little time to process the information. In most cases, speaking involves listening, which is also difficult to acquire if the speaker is unfamiliar or the speech is not accommodated (see Ross and Berwick 1992, for instance, for further information on discourse accommodation).

In any language classroom, the quantity and quality of language classroom will vary from student to student. While some students are on the edge of their seats, eager for a chance to use the target language, others are more reticent, listening and waiting until the time is right. What is it that makes one student jump out of his seat in the anticipation of participating in the language while another reflects silently, absorbing the action going on in the classroom, there are certain individual differences (including affective factors) that each group shares. How children and adult people acquire native language (L1) and the relevance of this to foreign language (L2) learning has long been debated.



Although evidence for L2 learning ability declining with age is controversial, a common notion is that children acquire L2 easily and older learners rarely achieve fluency. When talking about the English speaking in the classroom the affective side of the learner is one of the most important influences on language learning success or failure (Oxford 1990). Feelings take an important part in the learning process. Learners must be seen as people with likes, dislikes, fears, weaknesses, strengths, and prejudices.

The learning of a language is an emotional experience, which is why feelings that the learning process evoke will have a positive (success) or negative (failure) impact on the learning. The way in which the learner perceives (sees) the learning experience will affect the learning process. If learning is seen as an enjoyable and satisfying experience, learning is more likely to happen. On the contrary, if learning is seen as a difficult or uninteresting experience, learning will have a negative impact which will result on students' failure. That is why Humanistic theory in psychology has placed great importance on emotions and feelings. Because of that is relevant to mention specifically the affective factors (motivation, anxiety and self esteem) that this study focuses on.

Before making emphasis on the affective issues. It is relevant to consider some aspects regarding the Humanistic Theory because it takes into account some important details that support the affective factors. Humanistic "Theory" of learning tends to be highly value driven and hence more like prescriptions rather than descriptions. They emphasize the "natural desire" of everyone to learn. They maintain that learners need to be empowered and to have control over the learning process. The focus of the humanistic perspective is on the self, which translate into "YOU", and "your" perceptions of "your" experiences. This view argues that you are free to choose your own behavior, rather than reacting to environmental stimuli and reinforces.

Issues dealing with self-esteem, self-fulfilment, and needs are paramount. The major focus is to facilitate personal development. Two major theorists associated with this view are Carl Rogers and Abraham Maslow. Carl Rogers feels that each person operates from a unique frame of reference in terms of building Self Regards on their self concept. Self concept is one's own belief about themselves. These beliefs stem, in part, from notion of Unconditional Positive Regard and Conditional Positive Regard. Unconditional Positive Regard occurs when individuals, especially parents, demonstrate unconditional love. Conditioned Positive Regard is when that love seems to only come when certain conditions are met.

Rogers' theory states that psychologically healthy people enjoy life to the fullest; hence, they are seen as fully functioning people. Rogers emphasizes achieving a full understanding of the other person as is possible. This involves a willingness and ability to enter "the private conceptual world of the client without fear and to become thoroughly conversant with it" (Thorne 1992:31). Here we might argue that in conversation, the task is not so much to enter and understand the other person, as to work for understanding and commitment. This is not achieved simply by getting into the shoes of another. Conversation involves working to bring together the insights and then questions of the different participants; it entails the fusion of a number of perspectives, not the entering into of one.

There is also a theory that is related to affective issues in second language learning. This is the affective filter theory which embodies Krashen's view that a number of affective variables play a facilitative, but non casual role in second language learning. These variables include: motivation, self confidence and anxiety. Krashen claims that learners with high motivation, self confidence, a good self image and a low level of anxiety are better equipped to success in second language learning.

Low motivation, low self esteem, and debilitating anxiety can combine to raise the affective filter and form a “mental block” that prevents comprehensible input from being used for learning. In other words when the filter is up it impedes language acquisition. This hypothesis also examines outside factors that made affect Second Language Learning. These include various societal and emotional issues. Krashen notes that students can be affected by levels of motivation, self confidence, and anxiety. While inputs may be the direct avenue to language learning, these affective qualities can impede or facilitate the input delivery. Thus, Second Language Learning classrooms should not only tailor pedagogical techniques to supplying comprehensible input for all students but also creating an environment that encourages a low affective filter. Part of language learning, then, is the formation of safe, caring environment of learning.

Now it can be deeply defined the three factors that are significant in this research. The first affective factor to define is motivation. The role of motivation in Second Language Learning has been the subject of extensive scholarship, closely influenced by work in Motivational psychology . Some research has shown that motivation correlates strongly with proficiency, indicating both that successful learners are motivated and that success improves motivation. The word motivation is derived from the Latin verb “movere” and means to move (Pintrich & Schunk 2002, p.5).

Everyone associated with education agrees that motives are inner psychological drives that impel people to action. Or, to put it another way, psychologists have invented the concept of motivation to account for certain observable behaviors. These behaviors are more readily observed and therefore more easily accounted for when they relate to physical needs such as hunger and shelter than when they relate to abstracts concepts such as the motivation to learn. Motivation from a developmental viewpoint mainly refers to Piaget on the one hand and to Vigotsky’ s research.

According to Piaget (1985) children are more motivated to develop their cognitive or mental abilities in a predictable set of stages (Piaget cited in Oxford1994, p.23). Thus, motivation is a built in, unconscious striving toward more complex and differentiated development of the individuals' mental structures (Piaget cited in Oxford1994, p.23). Vigotsky is of the opinion that motivation can only exist if the input given to students is challenging and relevant (Vigotsky cited in Oxford 1994, p.23). He calls the distance between the learner' actual development and the level of potential development the Zone of Proximal Development (Vigotsky cited in Oxford 1994, p.23). Thus, motivation can only occur within this zone. As a result, a straightforward definition should include these possible approaches indicated.

Moreover, Gardner (Gardner 1994, p.361) states that a specific L2 learning motivation is "the combination of effort plus desire to achieve the goal of learning the language". Motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Thus, a motivated individual shows favorable attitudes toward learning the language (Gardner 1994, p.361).

Oxford summarizes Gardner's definition as a composition of four elements as follows: a goal, a desire to attain the goal, positive attitudes toward learning the language, and effortful behavior to that effect. A person's motivation behind learning a second language L2 and the views she holds regarding the L2 speaking community both come into play in speed of Second Language Learning and degree of proficiency achieved. Gardner and Lambert argue that there are two basic types of motivation, instrumental and integrative motivation. Motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes and Schmidt 1991).

Motivation is differentiated along a continuum integrative at one end and instrumental at the other. Integrative motivation is seen in language learners whose desire to learn is rooted in wanting to become part of the L2 speaking community, wants more contact with it, or is genuinely interested in it. It is thought that students who are most successfully when learning a target language are those who like the people who speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk 1978). When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language.

It becomes a necessity, in order to operate socially in the community and become one of its members. It is also theorized that integrative motivation typically underlies successful learning of a wide range of registers and a native like pronunciation (Finegan 1999: 568). In contrast to integrative motivation is the form of motivation referred to as instrumental motivation. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000). With instrumental motivation the purpose of language learning is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status.

Instrumental motivation is often characterized of second language learning, where little or no social integration of a learner into a community using the target language takes place, or in some instances is even desired. Instrumental motivation drives the learner to acquire another language for money, career, or power. Integrative motivation, on the other hand, arises out of a desire to identify with the culture or community that speaks the language. Gardner and Lambert argue that integrative motivated learners will do better than instrumental motivated learners.

The results from the earlier studies indicate that learners with a higher integrative orientation are likely to achieve greater proficiency than those with instrumental motivation; but those results were contradicted by Gardner and Lambert themselves when they studied learners of English in the Philippines and found that “when there is a vital need to master a second language, the instrumental approach is very effective, perhaps more so than the integrative” (1972). Sometimes when a student who sees language as a means to obtaining some reward (good grades, employment, a diploma or for mere appreciation) would reflect instrumental motivation.

Integrative motivation is more helpful in SLA and proficiency because there is more desire for interaction with the community and the language that helps learning. Those students with mainly instrumental motivation are less likely to seek out situations where their language skills will be needed and will be improved, like social occasions in the L2 community, readings in the L2, or friends in the L2 community. While both the integrative and instrumental motivation are essential elements of success, it is integrative motivation which has been found to sustain long term success when learning a second language (Taylor, Meynard and Rheault 1977; Ellis 1997; Crookes et al 1991)

In some of the early research conducted by Gardner and Lambert integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation (Ellis 1997). In later studies, integrative motivation has continued to be emphasised, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language learning. It has been found that generally students select instrumental reasons more frequently than integrative approach to language study are usually more highly motivated and overall more successful in language learning.

Two other kinds of motivation are described as follow:intrinsic motivation: occurs when people are internally motivated to do something because it either brings them pleasure; they think it is important, or they feel that what they are learning is morally significant. The intrinsic motivation is when people engage in an activity, without obvious external incentives, such as a hobby. And extrinsic motivation comes into play when a student is compelled to do something or act a certain way because of factors external to him or her (like money or good grades).

When students are intrinsically motivated, they are genuinely interested and involved in what they are learning and hence are likely to actively process the information with which they are presented. Conversely, students who are extrinsically motivated are concerned mainly with their grades and often adopt a more passive processing approach (Meece, Blumenfeld et al. and Pintrich 1992; Williams, Schullo et al 1992). Perhaps their preference for active learning is what makes intrinsically motivated students more likely than their extrinsically motivated counterparts to choose novel and challenging tasks (Deci and Ryan 1985)

The second factor that can be included is anxiety. Anxiety is a physiological state characterized by cognitive, somatic, emotional and behavioural components (Seligman, Walker & Rosenhan, 2001) These components combine to create the feelings that we typically recognize as fear, apprehension, or worry, Anxiety is often accompanied by physical sensations such as heart palpitations, nausea, and chest pain, shortness of breath, stomach aches, or headache. The cognitive component entails expectation of a diffuse and certain danger. Somatically the body prepares the organism to deal with threat (known as an emergency reaction): blood pressure and heart rate are increased and immune and digestive system functions are inhibited.

Externally, somatic signs of anxiety may include pale skin, sweating, trembling and papillary dilation. In an environment where learners feel anxious or insecure, there are likely to be psychological barriers to communication. Horwitz et al. (1986:127) defined language classroom anxiety as, “a distinct complex of self-perception, feelings and behaviours related to classroom language learning arising from the uniqueness of the language learning process (Littlewood, 1984) Manageable amounts of anxiety is said to be facilitory, thus motivating the learner to attack the new learning task and gear him emotionally to confront it.

When anxiety becomes unmanageable, it is said to be debilitating, motivating the learner to flee from the new learning task and adopt avoidance behavior (Scovel, 1978). Although a low level of anxiety damages students’ prospects for successful learning. Anxiety is often related to a sense of threat to learner’s self-concept in the learning situation, for example if a learner fears being ridiculed for a mistake. Research into anxiety in language learning has a history spanning over three decades (Curran, 1976; Gardner et a., 1976; Kleinmann, 1977; Stevick, 1980).

According to Guiora (1983, p. 8), “the task of learning a new language is a profoundly unsettling psychological proposition”, a view reinforced by Horwitz, (Horwitz & Cope) and which “does not appear to bear a strong relation to other forms of anxiety” (MacIntyre, 1999, p. 30) Language anxiety is said to have a ‘subtle’ and ‘pervasive’ effect on cognitive processing (Maclintyre & Gardner, 1994; Oxford, 1999) and to be associated with “deficits in listening comprehension, impaired vocabulary learning, reduced word production, low scores on standardized tests, low grades in language courses or a combination of these factors” (Gardner, Tremblay & Masgoret, 1997, p. 345).



In response to their critics (notably Sparks & Ganschow, 1995, 2000) who do not accept a causal relationship between anxiety and learning, MacIntyre (1995a, 1995b, 1999) in the 90s and, more recently, Horwitz, (2000, 2001) strongly argue that anxiety is a multifaceted variable that can be both a cause and a consequence of poor language learning and remind us (Horwitz, 2000, p. 256) that “ the potential of anxiety to interfere with learning and performance is one of the most accepted phenomena in psychology and education”. According to Krashen (1985a, 1985b) anxiety inhibits the learner’s ability to process incoming language and short-circuits the process of learning.

An interaction is often found among anxiety, task difficulty, and ability, which interferes at the input, processing, retrieval, and at the output level. If anxiety impairs cognitive function, students who are anxious may learn less and also may not be able to demonstrate what they have learned. Therefore, they may experience even more failure, which in turn escalates their anxiety. Furthermore, Crookall and Oxford (1991) reported that serious language anxiety may cause other related problems with self-esteem, self-confidence, and risk taking ability, and ultimately hampers proficiency in the second language. Foreign language anxiety is a complex psychological construct, difficult to precisely define, perhaps due to the intricate hierarchy of intervening variables as noted by Trylong (1987).

“Second language learning occurs when comprehensible input is delivered in a low-anxiety situation, when real messages of real interest are transmitted and understood.” Krashen “A very interesting hypothesis is that we learn best only when the pressure is completely off, when anxiety is zero, when the acquirer’s focus is entirely on communication; in short, when the interchange or input is so interesting that the acquirer `forgets` that it is in a second language.” (Krashen). Language anxiety is fear or apprehension occurring when a learner is expected to perform in the second language. (Gardener and Macintyre).

This anxiety is linked directly to performing in the target language, so it is not just a general performance anxiety. Language anxiety ranks high among factors influencing language learning, regardless of whether the setting is informal (learning language `on the streets`) or formal (in the language classroom.) Anxiety is quite possibly the affective factor that most pervasively obstructs the learning process. It is associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension, and tension.

Heron (1984:33) makes reference to what he terms existential anxiety, which arises out of a group situation and has three interconnected components that are relevant to the language classroom: acceptance anxiety: will I be accepted, liked, wanted? Orientation anxiety: will I understand what is going on? Performance anxiety: will I be able to do what I have come to learn? It is not always clear how foreign language anxiety comes into being. For some people it maybe a case of having been ridiculed for a wrong answer in class; for others it may have to do with factors unconnected in the language class itself.

When anxiety is present in the classroom there is a down-spiralling effect. Anxiety makes us nervous and afraid and thus contributes to poor performance. The feelings of fear and nervousness are intimately connected to the cognitive side of anxiety which is worry. Worry wastes energy that should be used for memory and processing on a type of thinking which in no way facilitates the task at hand. (Eysenk). Anxiety sometimes arises in response to a particular situation or event (situational or state anxiety); but it can be major character trait. Language anxiety can start as transitory episodes or fear in a situation in which the student has to perform in the language; at this time, anxiety, is simply a passing state.

Ideally, language anxiety diminishes over time. However, language anxiety does not decrease over time for all students. If repeated occurrences cause students to associate anxiety with language performance, anxiety becomes a trait rather than a state, social anxiety can include speech anxiety and communication apprehension. The research on anxiety suggests that, like self esteem, anxiety can be experienced at various levels. At the deepest or global level, Trait anxiety is a more permanent pre disposition to be anxious.

Some people are predictably and generally anxious about many things. At a more momentary, or situational level, State anxiety is experienced in the relation to some particular event or act. It is important in the classroom for the teacher to try to determine whether it comes from a particular situation at the moment. A somewhat more relevant aspect of research on anxiety lies in the distinction between Debilitative and Facilitative anxiety (Alpert & Haber, 1960. cited by Scovel, 1978). Facilitative anxiety helps a learner to be more alert to a task and this is considered as positive factor in order to accomplish a task. Debilitative anxiety, on the contrary is negative, where a learner becomes too anxious and may not perform a task to the optimum level.

We might be inclined to view anxiety as a negative factor, something to be avoided at all costs. The notion of facilitative anxiety is that some concern –some apprehension-over task to be accomplished is a positive factor. Otherwise, a learner might be lacking the facilitative tension that keeps one poised, alert and just slightly unbalanced to the point that one can not relax entirely. The feeling of nervousness before giving a public speech is, in experienced speakers, often a sign of facilitative anxiety, a symptom of just enough tension to get the job done. In Baley's ( 1983) study of competitiveness and anxiety in the second language learning, facilitative anxiety was one the keys to success, keys and closely related to competitiveness.

Roger's humanistic theory of learning promotes low anxiety among learners and non-defensive posture where learners do not feel they are in competition with one another. Bailey found in her self analysis, however, that while competitiveness sometimes hindered her progress (for example the pressure to outdo her peers sometimes caused her to retreat even to the point of skipping class), at other times it motivated her to study harder (as in the case of caring out an intensive review of material in order to feel more at ease in oral work in the classroom). She explained the positive effects of competitiveness by means of the construct of facilitative anxiety.

So the next time your language students are "anxious you do well to ask yourself if that anxiety is truly debilitating. It could be well be that a little nervous tension in the process is a good thing. Once again, we find that a construct has an optimal point along its continuum: both too much and too little anxiety might hinder the process of successful second language learning. According to Horwitz (1991) learning foreign language is more anxiety provoking than any other subject. In case of speaking, Horwitz & Young (1991) pointed out that "difficulty in the speaking in class is probably the most frequently cited concern of anxious foreign language students".

Therefore, finding a way to avoid speaking anxiety is paramount. Also, when a student avoids speaking the foreign language it is because his level of proficiency is very low. Some problematic students usually try to hide within the group, so as not to be seen by the teacher, and they do not tend to speak loudly. In an environment where learners feel anxious and insecure, there are likely to be physiological barriers to communication.

The last but not the least factor to include is the self esteem. Self-esteem is defined as “the worth persons place upon themselves”. He believes that people develop it from the accumulation of experiences they have with themselves, others, and from the evaluation of external world around them. Defining self esteem as, “a self- judgement of worth or value, base on feeling of efficacy and sense of interacting effectively with one’s own environment, ”Scracella and Oxford(1992:57) add that feelings of self-esteem arise from self-perceptions of competence and a personal assessment of the importance of what is being assessed. Self-esteem is the emotion or feeling a person has with regard to his /her self-worth which is composed of his/her self-competence and self- respect.

It is the limiting factor on a person’s performance. Simply said, a person’s performance will not exceed his/her “comfort zone” or range of activities in which the person feels comfortable or believes he/she is competent to do. Consequently, the larger a person’s comfort zone or Self-esteem, then fewer activities, environments or situations will produce stress or discomfort. Those activities outside a person’s comfort zone are considered “threats “ or things to be feared and doing an activity outside a person’s comfort zone means taking a risk.

Research has demonstrated that the self-confident, secure person is a more successful language learner (Dulay et al, 1982). This is based upon the suggestion that self–confident people have the advantage of not fearing rejection and are therefore more likely to repeatedly put themselves in varied learning situation. High self-esteem learners are less likely to suffer personal turmoil over mistakes than their more self-conscious counterparts. Thus, learners who are eager to try new and predictable experiences, and who are willing to guess before knowing whether they are right, are likely to be less anxious in speaking out opportunities to interact that require real communication in the target language.

There are some characteristics that can be mentioned when talking about self-esteem: for example a person with high or positive self-esteem can:

1. Believe strongly in certain principles and values.
2. Be capable of acting in his/her own best judgement.
3. Genuinely enjoys him/her self-esteem and participates in a wide variety of activities.
4. Feel equal to others as a person.
5. Resist efforts of peers to dominate or sway them.
6. Feel confident in the ability to deal with challenging situations, despite failures and setbacks.
7. Be sensitive to the needs of others; cares about others.
8. Be more flexible and adaptable in changing situations.
9. Be happy, energetic, enthusiastic, and enjoys life.

A person with low or negative self-esteem can:

1. Be overly sensitive to criticism, and afraid to make a mistake.
2. Be overly critical of others and self.
3. Blame others.
4. Have a fear of competition and/or is reluctant to try new things.
5. Be over-responsive to praise.
6. Be shy, timid or withdrawn.
7. Be uncertain of own opinions and values.
8. Have difficulty entering into classmates relationships. <sup>1</sup>

<sup>1</sup>([self-esteemresourcecenter.com/a/languageacquisitionandself-esteem.html](http://self-esteemresourcecenter.com/a/languageacquisitionandself-esteem.html))

Be in the language classroom attention to self-esteem can help to direct learner energy which has been diverted from the learning task and focused on non-productive identity beliefs back to a state which is productive for acquisition. However, it is extremely important to make clear from the outset that work with self-esteem does not include empty praise, which may create unreasonable expectations and an inaccurate sense of reality. Confidence comes from competence. Realistic concern with learner self-esteem in the language classroom does not focus on creating false beliefs of a positive nature to replace the negative ones.

Rather, it is a question of providing learners with the means to succeed in their language learning while at the same time reducing any limiting false beliefs about their worth and their abilities that keep them from reaching their potential, Learners must both be competent and feel competent. Similarly, we cannot lead students to expect the road toward language learning to be free of obstacles. Obstacles exist and they help us develop our muscles as we overcome them. Once again, effective work with self-esteem must be realistic. It is also valuable to recognize that lack of self-esteem in learners can in short order become a lack of confidence in language teachers. When advanced language learners become language teachers, low self-esteem can limit the experiences they offer to their students (Horwitz 1996).

In language learning, more than in most other areas of the curriculum, our self-concept can often be truly endangered. When we are trying to learn a second language, the self is especially vulnerable because it is deprived of its normal, familiar vehicle of expression. In fact, language shock may occur when learners “fear that their words in the target language do not reflect their ideas adequately, perhaps making them appear ridiculous or infantile”(Arnold and Brown 1999, 21 22). When students are learning a foreign language, speaking in the language involves taking risks.

In any situation we may be judged by what we say. Since we know that when we speak in the Foreign Language we can not yet express ourselves fluently, we see the self that we present as a limited version of our real self. If the classroom atmosphere is not supportive, it will be that much more difficult for students to take the necessary risk involved in attempting to communicate. Teachers often underestimate the discomfort students experience when required to display their ability to speak in the language in front of their peers. Insistence by the teacher on unrealistic models of perfection will only increase their feeling of self-consciousness and inadequacy. In no way it is not say that we do not demand the best of our students, but we cannot get the best from them if there is affective interference in their cognitive processing.



## ***METHODOLOGICAL FRAMEWORK***

The type of study was descriptive, since descriptive studies search to specify important properties of people, groups, communities or any phenomenon that is submitted to analysis (Dankhe, 1986). So this study was directed to determine possible factors such as motivation, anxiety and self –esteem that influence in Advanced II students, by means of documentation review since this study required many sources of evidence in this case the review of magazines, books and web pages that also supported the research.

The population studied in this research was the students who were taking Advanced II courses in the Foreign Language Department at the University of El Salvador, in the year 2008. From that population a sample was selected: the sample was specifically 94 students of the 123 who took Advanced II courses in the first semester of 2008, in order to collect and analyze the factors regarding the issue under study.

There were three techniques used for collecting the data regarding the issue under study so that the questions stated at the beginning of this research were answered at the end of it. First, a document analysis was done in order to get relevant information to create sufficient evidence that was helpful to complement the data gathered. This allowed the researchers to know specific and accurate data as a guide to the possible findings on the field as well as the possibility to enrich the knowledge concerning the topic. And a survey was administered to the Advanced II students in order to get the most factual information regarding the project under study.

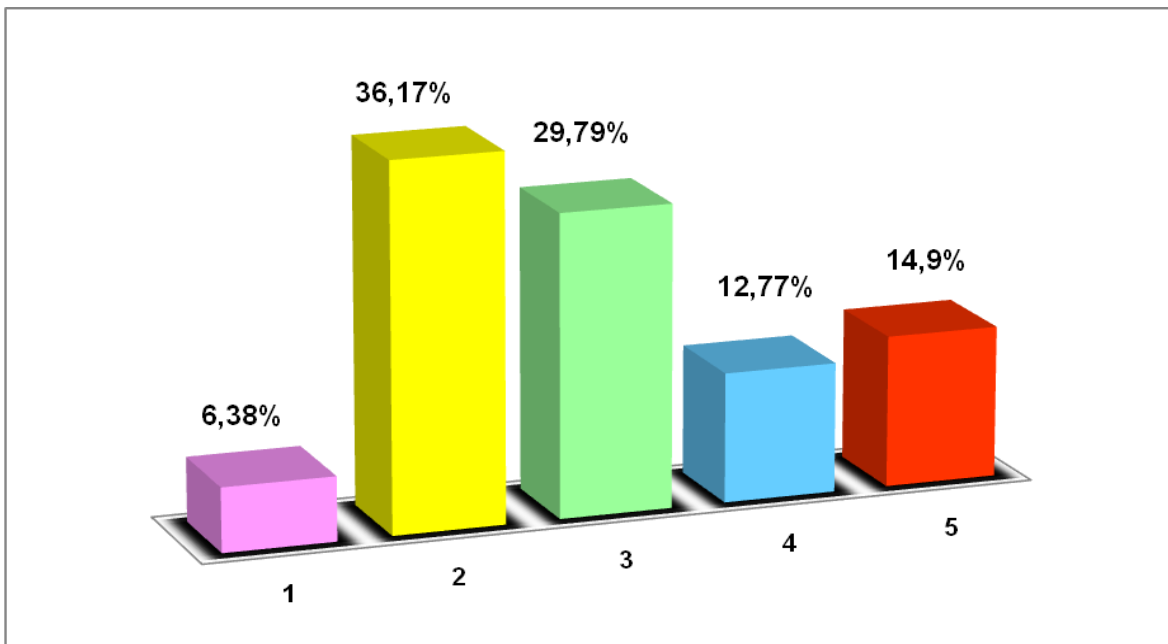
Also, three interviews were considered, one interview was addressed to Lic. Angel Meléndez who was in charge of Unidad de Evaluación Psicológica Del Departamento de Psicología From de University of El Salvador, who gave orientation to the research team, in order to get specific details on the issues under study. Another interview was addressed to Dra. Gloria Caliendo, who came to help the Foreign Language professors to enrich their knowledge about self-esteem in the teaching field. As well as M<sup>te</sup>. Edgar Nicolás Ayala who is in charge of the Foreign Language Department and who has a lot of teaching experiences and knowledge about the issues under study.

Finally, the observation technique was considered with the purpose that the researchers got a record of the students' attitude and motivation in the classrooms. Besides, the researchers administered two surveys. (See annex) The first one to know if the factors mentioned influenced in the Advanced II students' speaking. The second one to professors from the Foreign Language Department in order to know their point of view about the issues under study.

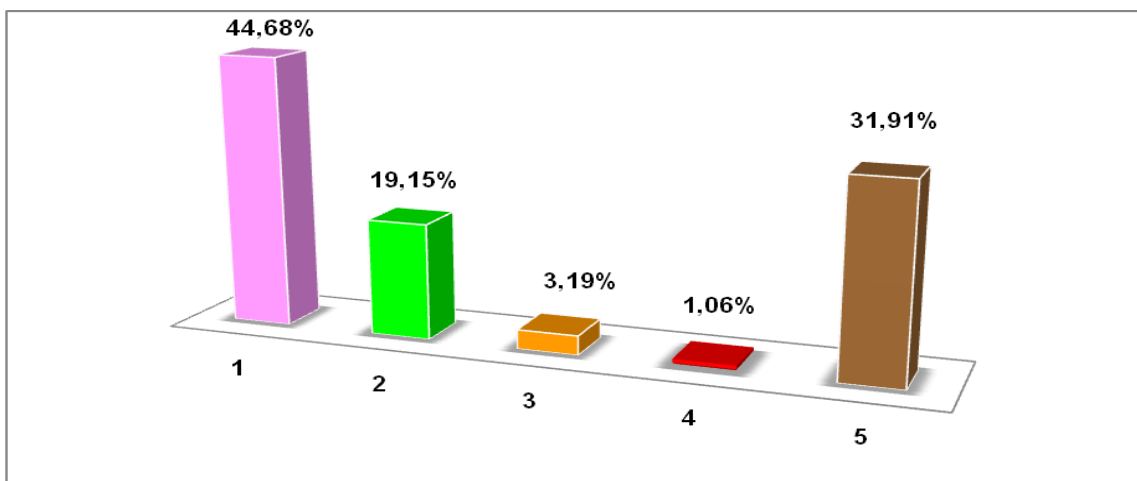
## DATA ANALYSIS

The population that was selected for this survey was 122 students from the Advanced II courses in the first semester of 2008, from the Foreign Language Department at the University of El Salvador, the sample gotten at the end was: 94 students.

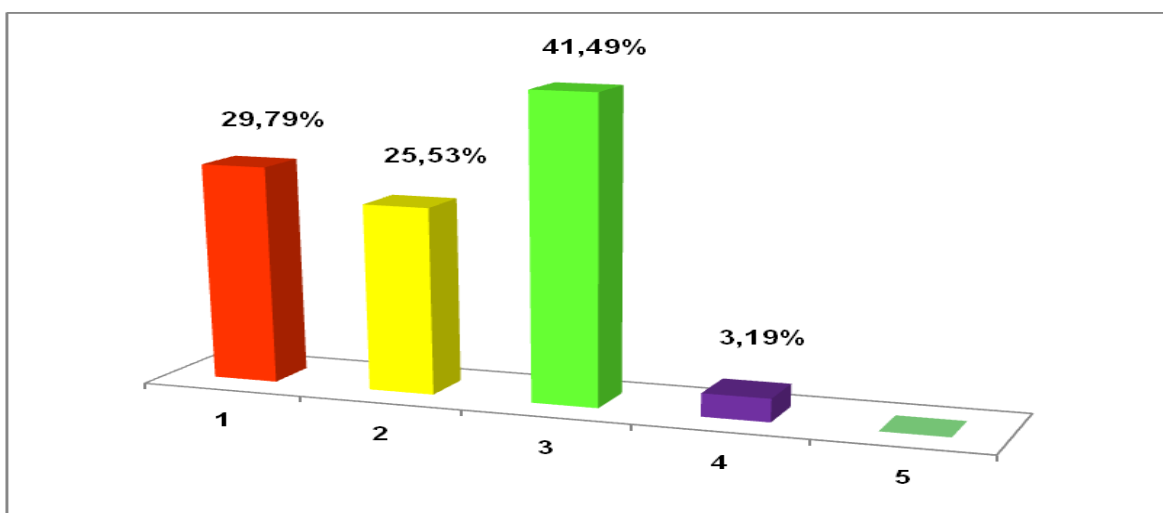
Based on students' answers some results about motivation, anxiety and self-esteem can be stated: first of all, when the Advanced II students were not motivated a 36.17% of the students did not like the topics, a 29.79% of students answered that they also did not care about the activities done in class, a 14.99% of students considered that they did not make the best effort at communicating, a 12.77% mentioned that they did not want to participate in class and finally a 6.38% said that they did not like the teacher's corrections.



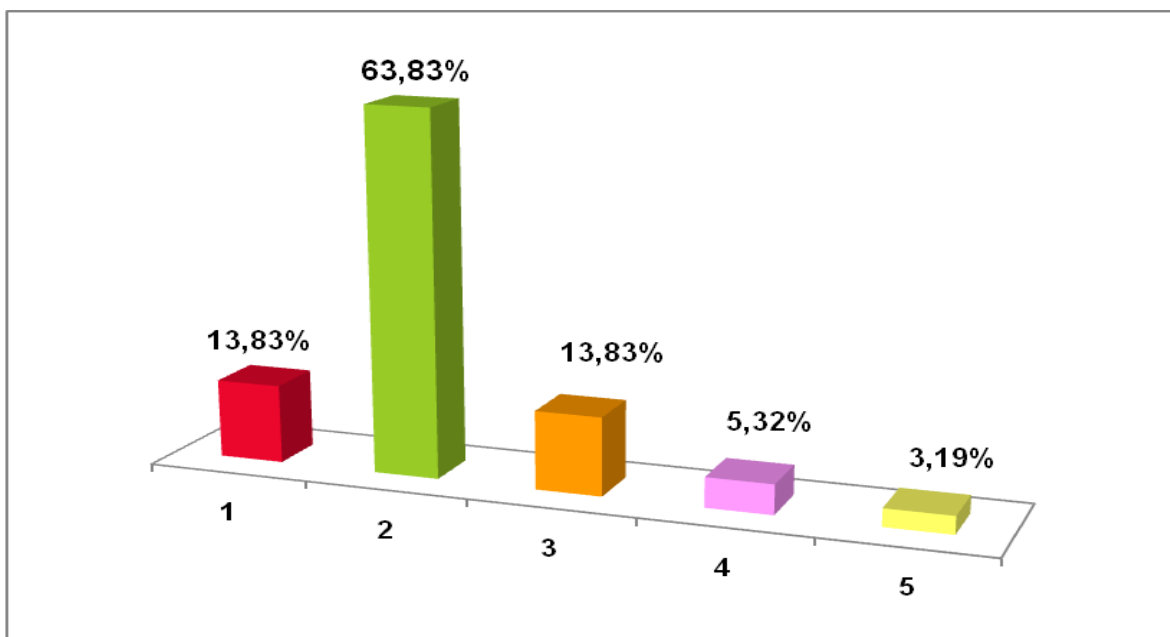
On the other hand, when the students were motivated a 44.68% answered that every single topic called their attention; a 31.91% mentioned that they really wanted to learn new things, a 19.15% of students said that they participated in all the activities, a 3.19% of them made their best effort at talking and a 1.06% stated that they participated without expecting rewards.



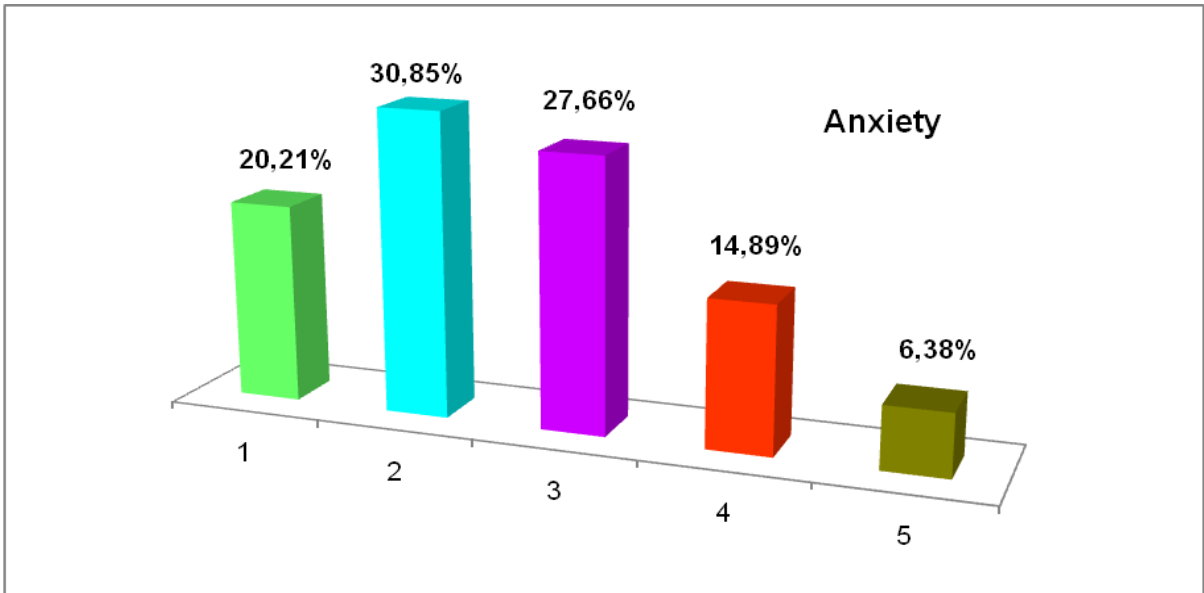
Regarding the students with high self-esteem, the 41.49% of students considered they could overcome their English deficiencies, a 29.79% felt confident at speaking, a 25.53% felt happy, energetic and enthusiastic in class and a 3.19% thought that their oral production was good.



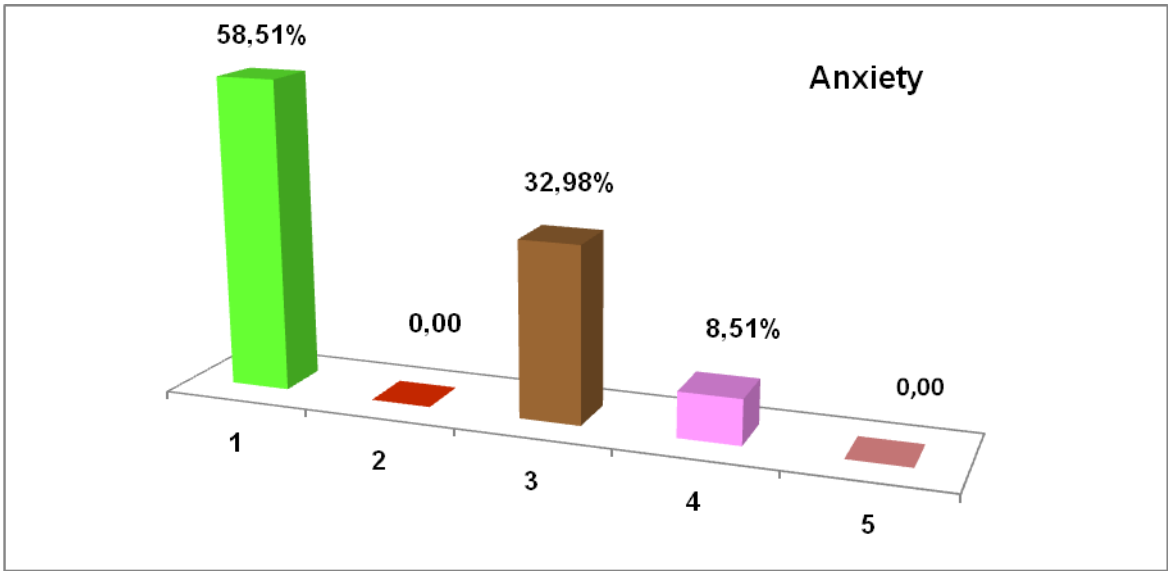
On the other hand, students with low self-esteem, a 63.83% of students were afraid of making mistakes when talking, a 13.83% cared about their classmates comments in oral practice, also a 13.83% said that the way the teacher corrected them in front of their classmates that made them felt ashamed, a 5.32% felt frustrated when their teacher did not appreciate their effort, and a 3.19% said that they were not good at speaking and made them avoid speaking.



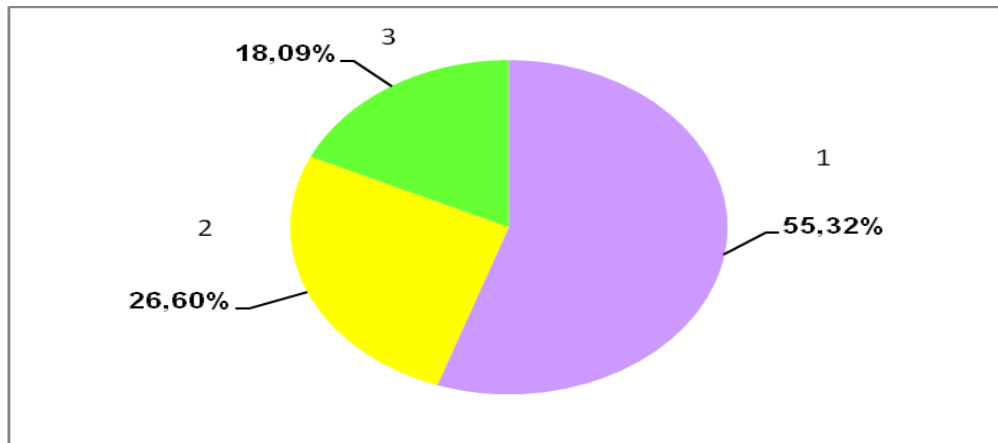
Taking into account the Anxiety factor, only the 30.85% of students considered that anxiety didn't influence in their learning since they got relaxed in the English class, a 27.66% expressed their ideas easily in class, a 20.21% took advantage of opportunities to speak in the classroom, a 14.89% nobody forced them to speak and they were not anxious and a 6.38% said that their teacher demanded them a lot in class.



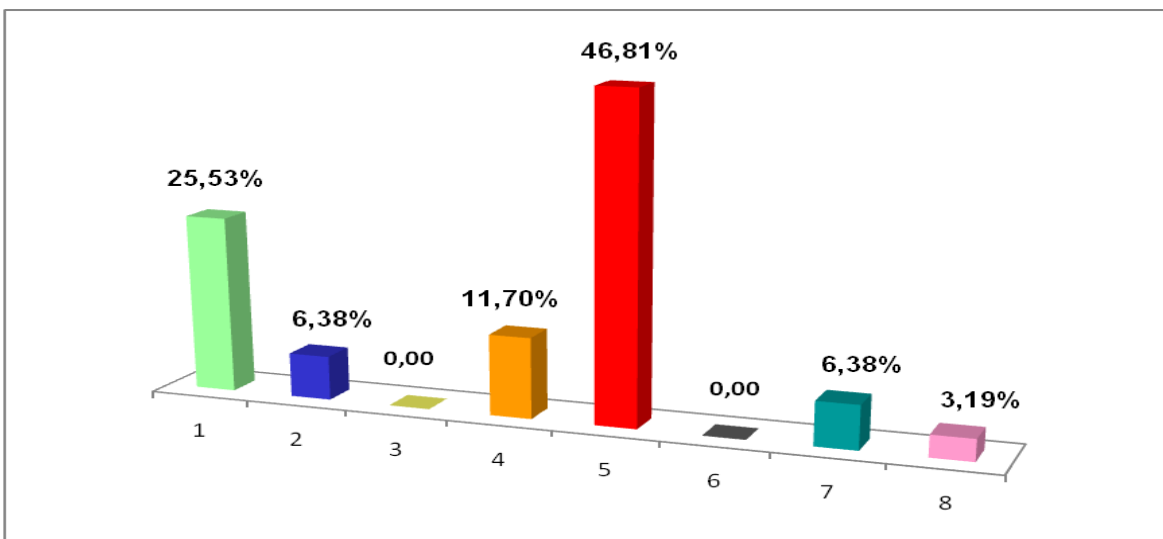
On the contrary, anxiety influenced in the students' speaking because a 58.51% got so nervous in oral activities in class and most of the time during those activities they forgot things they knew, in the same case another 32.98% stated that anxiety influenced them in oral activities to the point that they got paralyzed and they didn't find the words to express their ideas and a 8.51% started to panic even if they prepared in advance.



There were some other facts to mention. The first one is that a 55.32% considered that anxiety influences the most in their speaking, a 26.60% said self-esteem and an 18.09% answered motivation.

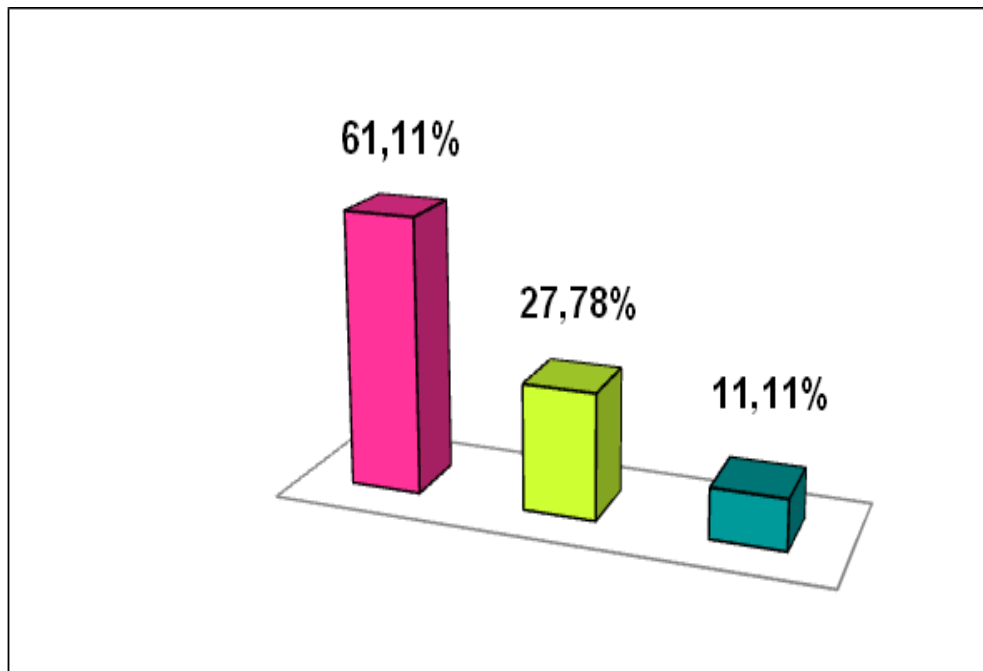


Finally, it is significant to mention that the affective factors mentioned before really influence in the students' speaking ability but there are some other aspects that also can influence in the students' English learning. For instance, a 46.81% of students that said that no previous knowledge about the language affected them, and a 25.53% said that low socio-economic status and the age with an 11.70% also made an influence.



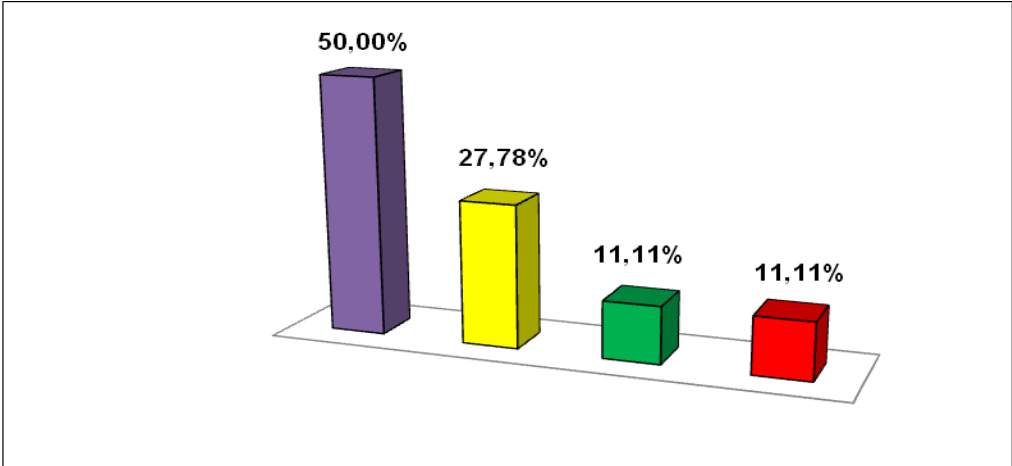
Besides, all the teachers who teach English in the Foreign Language Department were selected to know their opinions about the research project under study; but only 18 teachers filled the survey. And the facts that were found are:

In their English classes their students looked motivated when they volunteered to participate in class frequently with a 61.11% and when they did not avoid working when the teachers asked them to do it, with a 27.78% and an 11.11% said that the students paid attention in class.

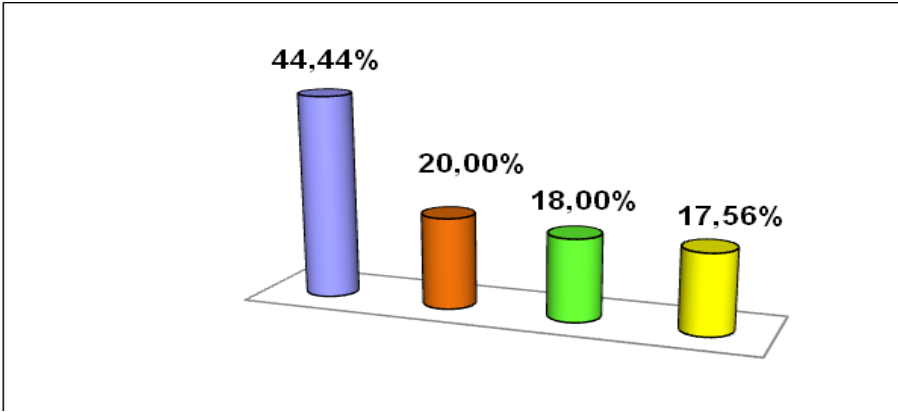




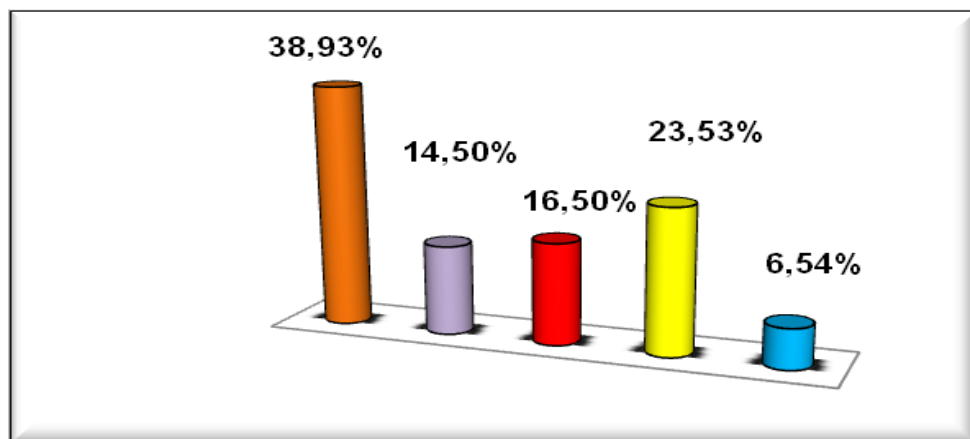
On the other hand; students who did not look motivated is because they did not show interest in any assignment to be done in class with a 50.0%, a 27.78% they were not happy at participating, an 11.11% they did not like the topic and an 11.11% said that the teacher did not develop dynamics.



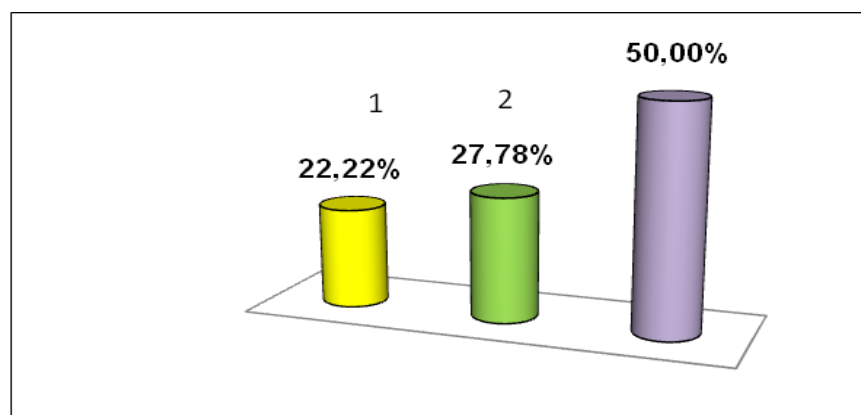
In addition; the teachers' opinion about anxiety was the following: according to them anxiety did not influence in their students English speaking skill because a 44.44% of the students were not apparently nervous in class, a 20.00% the students made eye contact with the audience in oral presentations, an 18.00% said that students were relaxed at speaking, and a 17.56% said that their students did not hesitate and began sweating in oral activities.



On the contrary a 38.89% of the students were really anxious because they got so nervous that forget the things they knew, a 14.50% said that the students avoided speaking English in front of their classmates, a 16.50% said that the students got paralyzed and they did not find the words to express their ideas, a 23.57% even if they were prepared they started to panic, and a 6.54% their students avoided eye contact with the audience. Lic. Matthew Alvarado's opinion is that "anxiety promotes English learning on one side and affects in a negative way to others".



Finally; there were other aspects of vital importance in this research that can be stated: a 22.22% of the teachers answered that motivation, a 27.78% said that self-esteem and finally a 50.00% answered that anxiety is the factor that influenced them at the moment of communicating in English.



An observation was carried out with the purpose of identifying how motivation, anxiety and self-esteem influence in the students English speaking, their attitude in the classroom, when they were developing activities and how frequently and observable those aspects were. The observation took into account the Advanced II courses that were in the afternoon from 1:00 pm to 3:00 pm during three weeks starting on March 31<sup>st</sup> and ending on April 17<sup>th</sup>. There are some findings that can be mentioned: first of all the observation was divided in three parts: at the beginning of the class, at the middle and at the end. The first two weeks one of the two groups was observed. There were 45 students in that group and the important details regarding the findings are:

Regarding motivation, some of the students looked intrinsically motivated in class because: they participated actively in the class activities but not all of them did it for they were unwilling to cooperate in such activities, they did not like the topic or simply they did not want to do it. Instead; they did not show interest in oral practice. In the other course, students did not arrive on time for class or enter the class with evident reluctance. They found study materials and learning activities boring or complained about them not being useful.

As a result it can be said that motivation influence in the students' learning depending on their attitudes because as Gardner states "motivation is "the combination of effort plus desire to achieve the goal of learning the language" (Gardner 1994, p.361). It means that, motivation to learn a second language is seen as referring to the extend to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Thus, a motivated individual shows favorable attitudes toward learning the language (Gardner 1994, p.361).

Some signs of anxiety in the classroom were observed: impatience to finish the work done in class, inability to relax in oral presentations and activities, sweating in the palms in oral evaluations, for example some students in an evaluated presentation forgot what they were going to say, they got tongue tied, got so nervous and at the end they got frustrated and tried to finish as soon as possible no matter errors at speaking, their tone of voice changed and in other activities while sitting they were foot tapping, and they lose eye contact with the audience when speaking.

It is vital to mention that in such case anxiety inhibited students' oral performance making them to have problems at communicating their ideas. So; in that case anxiety played a debilitating role. However, Facilitative anxiety helps a learner to be more alert to a task and this is considered as positive factor in order to accomplish a task. Debilitative anxiety, on the contrary is negative, where a learner becomes too anxious and may not perform a task to the optimum level. We might be inclined to view anxiety as a negative factor, something to be avoided at all costs.

Some attitudes related to self-esteem were: some students participated in the activities and when the teacher corrected them, they accepted the corrections. In one group most of the students were confident when speaking, on the other hand in the other group; they did not get involved in the class discussions neither to clarify doubts nor to ask for more explanations. And some of them sat at the back of the classroom apparently because they wanted to avoid participations in class discussions and not to let their classmates know their deficiencies when speaking that is why their self-esteem was low.

Also, some of them enjoyed and participated in different activities directed by the teacher while some others did not do it, because they had a fear of competition and were reluctant to try new things. They were shy and timid and had difficulty entering into classmates relationships. In this case it is concluded that self-esteem is a limiting factor on a person's performance. Research has demonstrated that the self-confident, secure person is a more successful language learner (Dulay et al, 1982). This is based upon the suggestion that self-confident people have the advantage of not fearing rejection and are therefore more likely to repeatedly put themselves in varied learning situation.

## INTERPRETATION

- **Research Questions**

At the beginning of this study there were stated some questions regarding to the problematic situation that concerned the affective factors such as: motivation, anxiety and self-esteem as possible factors that influence in the students English speaking at the Foreign Language Department. Those questions are the following those are answered based on the data analysis results.

1. **Do motivation, anxiety and self-esteem influence in the English speaking of the students? If so, how.**

According to the results the three factors influence them in the second language learning; but, the one who really influences at the moment of speaking is anxiety. There are two of them that are related to each other as in the case of motivation and self-esteem because if a student has a very good image of himself and he is intrinsically and extrinsically motivated as well, he is going to make an effort to success at learning English.

So, as Stephen Krashen stated in his affective filter theory: “learners with high motivation, a good self image and low anxiety level of anxiety are better equipped for success in second language learning.” The three aspects under study influence in the students English speaking in some cases in a negative way and in some others in a positive way this depends on every single student. Because if students are motivated, have low anxiety and have high self-esteem they are going to deal with those factors at the moment of communicating in English and those issues will work in favour of the speaking skill.

It can also be included that the final result is that anxiety is the only one that influences and interferes at the moment of communicating either in a positive and negative way depending on the level a student has for example if a student has low anxiety this will be facilitative for them because it is going to be helpful for sharing ideas but, on the contrary a high level of anxiety, it is going to be debilitating for the student since that is an obstacle in her speaking skill. A 55.32% considered that motivation influences the most in their English learning but the one who really influences at the moment of speaking is anxiety this is shown by a 76.60%. Moreover, the majority of students were aware about those aspects really influenced them when speaking.

## **2. Do students know about those issues and how they influence them?**

Most of the students know that those issues influence them but, they do not know how to deal with them in certain circumstances, and of course they can not compare if those work in favor or against them.

## **3. Which of these aspects influence the most at the moment of speaking?**

The factor that really influences the most at speaking is anxiety. Specifically in oral activities anxiety is an obstacle when talking because it impedes the students to express coherently what they want to say. Sometimes, they fear, worry, get nervous, sweat, loose eye contact and tongue tied. When those symptoms become unmanageable it is said to be debilitating which can make the students fail.

Some of the students forget the things they know when speaking and that impedes them to succeed at communicating. Krashen also said that “when anxiety rises above a certain level, it is an obstacle in the learning process”. A very interesting hypothesis to be mentioned about anxiety and that Krashen points out is that “we learn best only when the pressure is completely off, when anxiety is zero, when the interchange input is so interesting that the acquirer `forgets` that it is in a second language”.

#### **4. What other aspects influence in students´ speaking?**

There are also some other factors that influence in the students´ learning process not only the affective factors but also: economic status, age, and familiar condition, no previous knowledge about the language; some students know the basic structures about the language but they are not well appointed yet to face the challenges at speaking. Also, the students´ social economic status can interfere because sometimes the students do not work yet and they do not have money to get books, or other materials to work in class.

The most relevant findings of the research are:

Regarding anxiety, it can be mentioned that during the Advanced courses the anxiety was too high, and in that case it was debilitating and inhibited the communication process. So, second language acquisition was affected because there was pressure from the students, when anxiety level was high. Also, it can be stated that anxiety was the most observable factor at the moment of speaking because there were some visible signs to identify the level of anxiety students had.



Motivation affected the learning process depending on every single student, and the individual attitudes toward the language. The intrinsic motivation is more important than extrinsic motivation since, no matter the extrinsic rewards the learning is going to depend on the learner, to success at learning to speak English the students have to be motivated by themselves.

Self-esteem influenced in the students depending if it was positive or negative. Because it made the students feel confident or non confident about themselves. Learners with high self-esteem are able to deal with different circumstances and risk at challenging situations, on the contrary learners with low self-esteem are afraid of overcoming difficult task and give up easily. Also, they are vulnerable to critics and corrections.

It is really essential to consider not only the cognitive side of the learner but also the affective part in the acquisition of a second language. The learning process considers 3 domains: the cognitive, affective and psychomotor. So, affective variables influence on students English speaking. "When talking about the English speaking in the classroom the affective side of the learner is one of the most important influences on language learning success or failure." (Oxford 1990). On the contrary, if students are not motivated, have high anxiety and low self-esteem those factors will have a negative impact on students for them to speak in English.

# **ATTACHMENTS**

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## Experts Interview Analysis

<b>Questions</b>	<b>Dr. Caliendo</b>	<b>Mti. Nicolás Ayala</b>	<b>Lic. Angel Melendez. Psychologist</b>
<p>1. Do you consider that affective factors: motivation, anxiety and self-esteem influence in the learning process? Why or not why not?</p>	<p>Yes, for me, they absolutely influence.</p>	<p>Obviously, but it is not everything. They are just some factors that are essential to create a lucky atmosphere for teaching and learning a second language or foreign language.</p>	<p>Yes, they influence a lot in the learning process. Because the learning has two components: the cognitive or intellectual domain and the affective. One depends from the other. If people want an effective cognitive development they need: health, feelings and thoughts. Positive thoughts facilitate the learning process and negative thoughts obstacle it.</p>
<p>2. Do you think that motivation influences in the learning process?</p>	<p>The higher level of motivation, the higher possibility to success; the lower level of motivation: the lower possibility to success. Motivation influences in the learning of a language intrinsically (inside-out) is what really helps you to success. Extrinsically (outside-in) is limited and its potential to success.</p>	<p>Motivation influences in the learning because if you're not intrinsically motivated you're not going to do the best in classes and besides that if you're not extrinsically motivated either, so it is going to be a disaster, so you're not in the two kinds of motivation; it is going to be very difficult for learning. So motivation is important to keep people in classes, to do their best and that is a job that has to be done by teachers and students.</p>	<p>Motivation is like a motor inside a person this promotes the activity in the human beings. This is divided in two aspects: intrinsic and extrinsic motivation. If a person has an adequate intrinsic motivation, this is going to take the person to learn easily.</p>

<p>3. Could you please give your opinion about how anxiety influences in students English speaking?</p>	<p>Anxiety can be observed, when students are nervous and tense, their discomfort can be seen. "The higher anxiety, the lower level of potential to success at speaking; the lower anxiety, the higher level of potential to success. So; it is important to create a level of comfort in a learning situation.</p>	<p>Well, anxiety and self-esteem are so how connected because if you're self confident and you have a good image of yourself, you're going to feel comfortable at participating, anxiety shows up when you're not self confident and you become a little bit nervous you show up some signs of anxiety, so they are so how connected.</p>	<p>The principal component of anxiety is the fear, also negative thoughts, and fear of making mistakes or to forget something. The cerebral function must have a standard level of anxiety for a good development. When the level of anxiety is high; there is a block in the students: the memory, imagination, perception and attention do not work in an effective way. The brain needs a low level of stress and anxiety to be alert for learning and memorizing. Etc.</p>
<p>4. According to your opinion and experience do you think that self-esteem can influence in the English speaking of students?</p>	<p>Self-esteem influences everything in the life not only in the ability to learn how to speak English. If self-esteem is positive it can be helpful, if it is negative it can be very destructive. "Who you believe you are, is who you are." How you feel about yourself is going to influence every single decision you make in your life, which will influence who you become. The single most important factor that helps you to</p>	<p>People that have very healthy self-esteem; they are going to learn to speak up even though they make a lot of mistakes they are going to continue trying and trying; but those with very low self-esteem; they are going to give up easily and besides if you have a good professor that somehow affects your feelings by the way</p>	<p>If a student's self-esteem is high he is going to have more probabilities to success. On the contrary, if a student's self-esteem is low, he is going to give up easily.</p>

	<p>have success in your life or in education is self-esteem.</p>	<p>she or he corrects your mistakes or the way he or she reacts when you make mistakes, when you do not participate in classes it is going to hinder you 're participation in classes and consequently to affect you're learning process.</p>	
<p>5. Do you think those issues work in favor or against the students when they speak English? Explain</p>	<p>Motivation, anxiety and self-esteem influence in the ability to learn to speak English; in fact you have to realize about them.</p>	<p>Yes, they really influences but, some teachers just take into account the linguistic field not the humanistic. For example: negative self-esteem is going to affect. Self-esteem is essential: we have to think that you are capable of doing something well not to consider other people thinking. Or when you are tense, nervousness hinder the production of speaking. So, they can affect or help the students.</p>	<p>It depends on every single student. They work in favour when the students are high motivated, their anxiety is low and they have a very good image of themselves. It is not the same when the students are so anxious, they have low motivation and low self-esteem, in that way it is an obstacle for the students.</p>

<p>6. Do you consider that teachers and students should know about those aspects? Why or why not?</p>	<p>Most certainly all teachers should know about those aspects as being significant contributors or not.</p>	<p>The students should know about it because by knowing yourself you are equipped to face the challenges; but if you do not know yourself and how you ´re going to possible react in certain kind of stimulus you are in disadvantage.</p>	<p>That is essential. In my consideration if a teacher does not know how this affective factors influence in his or her students; he is not doing a good job. So, the learning process is not going to be effective.</p>
<p>7. Which of the three aspects influences the most in the students learning process?</p>	<p>The single most important factor that helps you to have success in your life or in education is self-esteem.</p>	<p>For me self-esteem and motivation are more important than anxiety because anxiety is a result of the ones I mentioned, mostly is a result of having a low self-esteem or healthy self-esteem or been prepared to participate in classes or not.</p>	<p>All of them influence in the learning process, they are joined to each other for example if somebody has low self-esteem, this person will have an inadequate motivation and that will provoke anxiety. The most independent is anxiety because this can appear by different reasons.</p>

## COMPARATIVE TABLE

This table shows the data analysis from the instruments that were administered to teachers from the Foreign Language Department, students and experts on the field under study.

ASPECTS	TEACHERS	STUDENTS	EXPERTS	CONCLUSION
<p>1. Does motivation influence in the students' English speaking? If so, how?</p>	<p>Yes, it influences in the learning process. Because the 100% of teachers said that: motivation influences because students with low motivation do not show interest in the activities to be done in class and they do not volunteer to participate in class frequently as well. But, not influences at the moment of speaking.</p>	<p>Yes, it influences in their learning since they think that the main reason why they were not motivated is because they did not like the topic and the teacher did not develop dynamics in class and those aspects made them not to be motivated at all. As a result of this they did not care about improving their deficiencies.</p>	<p>Yes, because all of them agreed that Motivation influences in the learning because if the students are not intrinsically motivated they are not going to do their best in classes, and if they are not extrinsically motivated, it is going to be a disaster because it is going to be very difficult for learning. So motivation is important to keep people in classes, to do their best and that is a job that has to be done by teachers and students.</p>	<p>All the people who were part of the sample agreed that motivation really influences because it has a positive or negative impact in the students' English learning which will depend on every single student. But when talking the factor that shows up is anxiety.</p>
<p>2. Does anxiety influence in the students English' speaking? If so, how?</p>	<p>Yes, the 94.44% of teachers agreed that anxiety really influences because the students get nervous that they forget things they know, and that make them not to speak fluently. Also, they get paralyzed when they do not find the words to express their ideas.</p>	<p>Yes, it does, because sometimes students felt nervous at oral evaluations and that made them to forget things they knew as a result their self esteem got low, They got frustrated and their oral proficiency is not effective.</p>	<p>They said that it influences since "The higher anxiety, the lower level of potential to success in learning; the lower anxiety, the higher level of potential to success. So; it is important to create a level of comfort in a learning situation.</p>	<p>All the people said that it influences specially in oral activities in the classroom because the students get so nervous that can not communicate properly; making the communication process a difficult task. This is more observable in oral evaluated activities in class.</p>



<p>3. Does self esteem influence in the students' English speaking? If so, how?</p>	<p>The 75.78% of teachers answered that self esteem influences in the students' speaking because students with low self esteem are afraid of making mistakes and take so much into account their classmates' critics. This makes them to avoid speaking instead they do not take the chance to participate and improve their problems at speaking.</p>	<p>Yes, it does because the 30.85% of students thought that they felt less confident because the teacher did not make them feel important in class. And another 25.53% because they cared about their classmates' critics.</p>	<p>They also agreed that: Self-esteem influences everything in the life not only in the ability to learn how to speak English. If self-esteem is positive it can be helpful, if it is negative it can be very destructive. "Who you believe you are, is who you are." How you feel about yourself is going to influence every single decision you make in your life, which will influence who you become. The single most important factor that helps you to have success in your life or in education is self-esteem.</p>	<p>All the people considered that self-esteem actually influences in the learner's speaking since students have to feel confident at speaking, but what it is going on is that students are sensible about the classmates' critics as a result their self-esteem goes down and causes them not to improve their deficiencies at speaking.</p>
<p>4. Which of the three factors influence the most?</p>	<p>Most of teachers considered that motivation is the factor that influences the most in the learning process; but the one who make the students not to produce the language properly is anxiety.</p>	<p>The 55.32% of students considered that motivation influences the most in their English learning but the one that really influences at the moment of speaking is anxiety.</p>	<p>All of them said that: The single most important factor that helps you to have success in your life or in education is self-esteem.</p>	<p>Most of them agreed that the factor that in fact influences is motivation when learning a second language but it can also be mentioned that anxiety is the result of motivation and self-esteem. If a student is not motivated and has low self-esteem; he is going to feel insecure and anxious toward the oral activities.</p>

<p>5. Which are some other factors that influence in the students' English speaking?</p>	<p>Some teachers said that: no previous knowledge about the language, age, and low socio-economic status also influence in the students' English speaking.</p>	<p>A 46.81% said that no previous knowledge about the language, a 25.53% considered that low socio-economic status, and an 11.70% was related to the age. These are some other factors that interfere in their English speaking.</p>	<p>Most of them considered that: the family condition; because the way in which people are treated at home, reflects the way people think and act.</p>	<p>Some other factors that were mentioned are: no previous knowledge about the language, age and low socio-economical status as the ones that also influence.</p>
<p>6. Do students know about the affective issues?</p>	<p>They said that the students know about them; but they can not deal with those factors.</p>	<p>They said that they knew of those issues but; sometimes it is difficult to deal with them.</p>	<p>They said that probably the students do not know about the influence those aspects have. As a result, they struggle to overcome their deficiencies.</p>	<p>Most of them agreed that the students have knowledge about those aspects but; sometimes the students can not deal with them.</p>