

SELF-ESTEEM IN RELATION TO THE ENGLISH ACADEMIC PERFORMANCE OF
FOURTH SEMESTER FROM THE ENGLISH-FRENCH PROGRAM IN MODERN
LANGUAGES SANTANDER DE QUILICHAO



MARIA CAMILA PAZ BURITICA
ENNA JULIETH HERNANDEZ VALENCIA
LEIDY ROXANA AYALA MONTERO

UNIVERSITY OF CAUCA
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
BACHELOR DEGREE PROGRAM IN MODERN LANGUAGES ENGLISH FRENCH
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María Camila Paz Buritica
Enna Julieth Hernández Valencia
Leidy Roxana Ayala Montero

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The undersigned committee of Human and Social Sciences School approves the project developed by Enna Julieth Hernández Valencia, María Camila Paz Buritica, and Leidy Roxana Ayala Montero entitled:

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LANGUAGES SANTANDER DE QUILICHAO

Mg. Aura Patricia Ortega

Mg. Karim Vergara Malfitano

Mg. Mauricio Andres Manrique

Approval Date

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ABSTRACT

This research project analyzed the relation between self-esteem and academic performance, two highly relevant factors in the foreign language learning process. The objective of this research was to determine the relationship between self-esteem and the academic performance in the area of English of students of the fourth semester PLLMIF in Santander de Quilichao. This project employed a mixed approach of non-experimental design. The tools used were: the class observation, the assessment of students' self-esteem through the Rosenberg Self-esteem Scale (RSE), the collection of the students' English record grades of last period and a semi-structured interview. When analyzing the information, the result was that none of the instruments showed a direct relation between the factors, self-esteem and academic performance of the students. It means, these factors were independent and there was not any relationship between the factors that inferred in English learning process.

Key words: Self-esteem, academic performance, students in training, analysis.

RESUMEN

El presente proyecto de investigación analizó la relación entre dos factores altamente relevantes en el proceso de aprendizaje de una lengua extranjera, estos son Autoestima y rendimiento académico. El objetivo de esta investigación se enfocó en determinar la relación entre la autoestima y el rendimiento académico en el área de inglés en estudiantes de cuarto semestre del Programa De Licenciatura En Lenguas Modernas Inglés- Francés (PLLMIF) en Santander de Quilichao, en el cual se empleó un enfoque mixto de diseño no experimental, las herramientas usadas fueron, la observación de los estudiantes en el salón de clase, la evaluación de la autoestima de los estudiantes mediante La Escala de Autoestima de Rosenberg (RSE), la recolección del registro de notas del área de inglés de los estudiantes del semestre anterior, y la realización de la entrevista semi- estructurada. Al analizar la información recolectada se obtuvo como resultado que ninguno de los instrumentos arrojó una relación directa entre las variables, autoestima y rendimiento académico de los estudiantes. Es decir, que estos factores fueron independientes y no hubo una relación entre los mismos que infiriera en el proceso de aprendizaje del área de inglés.

Palabras claves: Autoestima, rendimiento académico, estudiantes en formación, análisis.

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Introduction

Learning a second language has become a key goal in all social areas, as this process allows expansion of the knowledge of the target culture and facilitates interaction with all English speakers.

Part of the mission of the degree Program in Modern Languages English-French (PLLMIF) at the University of Cauca aims for the integral development of the students as future teachers and implies not only optimal performance in the area of languages, but as human beings capable of contributing to the transformation of society, starting in the school context.

It should be noted that, during the learning of a foreign language such as English, in the educational context, factors can be found that might affect in some way this process. One of them is self-esteem, defined by Douglas H. Brown (1941) as one of the most important factors in human behavior, because no cognitive activity carry out by man successfully is possible without self-esteem, self-efficacy or self-confidence. The author mentions that self-esteem can be defined as a subjective experience that reflects each person through its behavior and speech.

This research proposal arose from a question that, as language learners and educators in training, was formulated to determine the relationship between self-esteem and the academic performance in the area of English, with students of the fourth semester PLLMIF of Santander de Quilichao.

According to the methodology of this research, to achieve this purpose, a mixed approach of non-experimental design was used. This project was carried out in four stages; in the first stage, the observation group was used as a scientific method observation with a non-participating

and unstructured technique, where the main objective in the practice was to identify 10 characteristics of the students that help to learn more about their behavior, their level of language and its performance in the area of English. In the second stage, the main objective was to evaluate the self-esteem of the students using the Rosenberg Self-Esteem Scale (RSE) and collect the English records grades of last period. After getting the test results they were compared statistically with student achievement data in the English area, in order to know if there is a relationship between the self-esteem and the academic performance. In the third stage, the students who, according to statistics demonstrated lower levels of self-esteem, were selected. These students were interviewed using a semi-structured interview supported with observation and analysis tools. In the interview the participants answered a series of questions related to the learning process in the PLLMIF and later narrated their experience about the learning process. Finally, after having the test information and grades, semi-structured interviews were performed that helped support the previously collected data.

Regarding theories, it was found some journals and articles that served as support for understanding the issue of self-esteem, learning process and personality factors, among others, and likewise were found theories in the implementation and analysis data collected the above instruments.

1. Justification

Self-esteem is a psychological factor that can affect the emotional state of a person if it is not found in normal levels within the standards of psychology, according to Coopersmith (1967); cited by Carmona (2013). Therefore, as university students and future teachers, it has been observed during the educational process that this factor can signally influence student performance and even more when it refers to learning and training in modern languages. This process requires not only the development of communication skills in the target language, but also the construction of the sociolinguistic field which involves being in constant contact and interaction with others, with other ways of thinking and acting and establishing consensus for coexistence. Based on the Educational Project Degree Program in Modern Languages English - French University of Cauca (2011).

On the other hand, it becomes relevant as researchers, students, and educators in training to learn about how a personality factor such as self-esteem could affect the academic performance of PLLMIF students; this research could contribute to the language learning process today and also help future students.

Finally, by conducting this research project to determine the relationship between the self-esteem and the academic performance in the area of English with students of the fourth semester PLLMIF of Santander de Quilichao it will help to improve educational processes within the degree program in modern languages and that the results of this research will serve as the basis for future research focused on improving the learning processes of students from the human side.

2. Description of the problem statement

Throughout the learning process it has been evident that there are different factors that influence it. One of them is self-esteem, which according to Branden (2001) cited by Penafiel, O and Martrus, M (2006), can affect the performance of a person in a positive or negative way. It is noteworthy that influence may vary for different reasons such as the role of self-esteem above mentioned, the motivation and the anxiety, among other personality factors that have been studied on several occasions.

During the learning process, future educators have experienced different situations such as: lack of participation in class, inhibition to express ideas, anxiety episodes during curricular activities, fear of the reaction of the teacher versus performance and the negative assessment which could contribute the factor of low self-esteem, which element is considered that could have a significant negative impact on student achievement, considering that self-esteem directly affects how the person feels and how it perceives itself in the educational context.

For these situations evidenced within the PLLMIF, it is appropriate to determine the relationship between the self-esteem and the academic performance in the area of English with students of the fourth semester PLLMIF of Santander de Quilichao.

3. Objectives

3.1 General objective

To determine the relationship between the self-esteem and the academic performance in the area of English with students of the fourth semester PLLMIF of Santander de Quilichao.

3.2 Specific objectives

- To characterize the students through observation in English classes.
- To establish the relationship between students' academic performance and their self-esteem by relating them statistically.
- To analyze the narrative of the students regarding to their self-esteem and academic performance through a semi-structured interview.
- To perform a global analysis of the information collected during the investigation.

4. Limitations

To carry out this research, potentially limiting factors were considered, such as the authorization required to access the grades from students, since the population could refuse to release their records for this purpose, becoming a major obstacle to research. As a possible solution to this limitation it was considered appropriate that there was complete clarity of the subject, primarily to begin activities and to ensure that students were prepared to perform it in order to continue the project.

On the other hand, it could also be that during the investigation the sample of the population would express that they do not have time available to carry out the activities required during the investigation. In the event that it could be presented, the precise time when everyone is available to develop the proposed activities will be sought and to comply with the necessary actions to carry out the research project.

Finally, it was thought that it might be complex through research that some of the people chosen using statistical studies and who had the ideal conditions to test the hypotheses would decide not to cooperate with the research, not attend activities, and/or withdraw their personal information from the project. In this case, the project would take into account only the other students who were inside the range conditions required for the research and to perform the initial proposed activities and to continue with the research proposal.

5. Methodology

This research project is focused on determining the relationship between self-esteem and the academic performance in the area of English of students of the fourth semester PLLMIF of Santander de Quilichao.

To carry out this investigation the following methodology will be used:

5.1 Type of research

It was an investigation of mixed nature with non-experimental design with an explanatory model.

Johnson and Onwuegbuzie (2004), cited by Perez (2011), defined the mixed research as "the type of study where the researcher mixes or combines research, methods, techniques, approaches, concepts, and quantitative or qualitative language in one study." In other words, the mixed approach is a process to collect and analyze data, incorporating at the same time qualitative and quantitative components in order to strengthen the study of the phenomenon.

On the other hand, Sampieri, Collado and Lucio (1991), declared non-experimental study design as "systematic and empirical research in which the independent variables are not manipulated because they have already happened. Inferences about the relationships between variables are performed without direct intervention or influence and those relationships are seen as have in their natural context. " Considering that, it is important to mention that, self-esteem being the independent variable of this research project, it will not be intentionally operated, because this is a psychological factor that develops and consolidates throughout life, which is

present in the target population and will only be analyzed indirectly within the educational context with students of fourth semester PLLMIF in Santander de Quilichao.

For Frank Morales (2010), explanatory research is the one that investigates the reason for the facts through a cause and effect relationship, it means that explanatory studies can be used to determine causes or analyze effects, which makes this type of research is the most appropriate when determining the relationship between self-esteem and academic performance.

Finally, one of the reasons why it was decided to plan this research project using the mixed approach with non-experimental design was because this method involves both qualitative and quantitative data that allowed study of the issue in question broadly to identify it and to establish the possible relationship between the variables.

5.2 Population

The population of the research project were the 21 students of fourth semester of the degree program in Modern Languages English-French at the University of Cauca in Santander de Quilichao, who were initially observed for 10 sessions in the classroom during English classes. Then it was apply the Rosenberg self-esteem Scale (RSE) and finally it was selected three students who had the lowest levels of self-esteem in the group according to test results. The reason why this population was chosen was because, according to the curriculum of the program, they were in the intermediate level of language acquisition, where according to the objectives in the curriculum of the degree program In Modern Languages, at this level the student has the necessary tools to develop the discursive skills that will allow him or her to understand, explain, and communicate using the language successfully, as opposed to the students of the first semesters of the career who do not have the necessary bases to use these competences. For this

reason, for this study, it was ideal to have the students of fourth semester since they were considered to be at the appropriate level to study the variables in this research project.

5.3 Instruments

The project was developed in four stages with the implementation of four data collection instruments, which are described below: Observation, Rosenberg Self- esteem Scale, document review and interviews.

Stage 1 characterization: The first implementation stage of the research project used observation of the target population (the students of fourth semester of PLLMIF in Santander de Quilichao) was used; considering that observation is for Lidia Diaz Sanjuan (2011), one of the most important instruments in most investigations that contain qualitative and psychological characteristic like this, because it is a useful instrument to collect information in investigations. There are different types of observation: the one used in this study is scientific observation with a non-participant mode and unstructured, because this type of observation is used when a defined phenomenon is observed particularly in this case being self-esteem and academic performance in the area of English the phenomena. On the other hand, this observation is not participating because the population is observing and analyzing without intervening in the social group and it is not structured because the data collection is done freely without the use of any technical element in particular. Also, for this process, the key steps of the observation presented by the author mentioned above are: is said to be not participating because it observes and analyzes the population without intervening in the social group and is not structured because data collection is done freely without the use of any technical element in particular. Also for this process was had in mind the key steps of the observation presented by the author mentioned above, these steps are:

- Determine the object, situation, event to be observed.
- Determine targets of observation (why they are to be observed).
- Determine how the data will be recorded.
- Observe carefully and critically.
- Record the observed data.
- Analyze and interpret the data.
- Draw conclusions.

Stage 2 instruments implementation: During this stage of the research the self-esteem levels of the population were measured with the test (The Rosenberg Self-esteem Scale (RSE) see p.102) created by Rosenberg, 1965 was evaluated; According to, Atienza, Balaguer and Moreno, 2000; this test is one of the most used instruments to measure self-esteem. It has been validated and adapted to the Colombian population since 2016 by a study conducted in a partnership with the University of the Rosario in Colombia, the University Foundation Konrad Lorenz in Colombia and the University Miguel Hernandez of Spain. This test can be apply in adolescents and adults, and its main objective is to measure levels of self-esteem; the use of test self-esteem scale of Rosenberg (RSE) in this project was aimed at assessing self-esteem of the target population, showing the levels of self-esteem in each person. After, the record of grades of the last period of the students in the English area were collected. Then the results of the test were related statistically with academic performance data in order to know whether or not there was a relationship between academic performance and self-esteem.

Step 3 narrative analysis: Students, who according to statistics showed to have lower levels of self-esteem, were selected to answer a semi-structured interview where they answered questions related to their learning process in the PLLMIF and they recounted details about this

experience, in order to obtain information about their perceptions and feelings about their academic performance during their learning process, these stories were vital to conclude and to validate the research. (See p. 50).

Step 4 global analysis: In this stage the results of analysis of the data was supported with information gathered during the semi-structured interview and the evidence recorded by researchers.

6. Referencial framework

6.1 Contextual framework

6.1.1 Santander de Quilichao

According to the Health Situation Analysis of the Model of Social Determinants (2017), the municipality of Santander de Quilichao is located in the north of the department of Cauca, 97 km north of Popayan and 45 km south of Santiago de Cali - Valle del Cauca, bounded on the north by the municipalities of Villarrica and Jamundí, the West with the Municipality of Buenos Aires, to the east with the municipalities of Caloto the South with the Municipality of Caldono.

According to the projection DANE 2005 Census 2017 "The municipality has 96,518 inhabitants, more than 16,236 inhabitants registered in 2005". It should be mentioned also that "in the town of Santander there are three primary ethnic groups, distributed in the following proportions: 36% AfroColombian, 21% indigenous and 43% mestizo".

6.1.2 University of Cauca, in Santander de Quilichao

Universidad del Cauca mission

University of Cauca is a public higher education institution, autonomous, national order, created in the origins of the Republic of Colombia. University of Cauca, founded in tradition and historical legacy, is a cultural project that has a vital and permanent commitment to social development through critical, responsible and creative education. The University of Cauca strives to form people with ethical integrity, relevance and professional qualifications, democrats committed to the welfare of society in harmony with the environment. University of Cauca produces and socializes science, technology, art, culture in teaching, research and social projection.

University of Cauca vision

University of Cauca, true to its device "PosterisLvmenMoritvrvsEdat" (Those who dies must leave their light for posterity), it has a historic, vital and permanent commitment to build a fair and just society in the formation of an integral human being, ethical and solidarity.

6.1.3 Faculty of Humanities and Social Sciences

Mission of the Faculty of Humanities and Social Sciences

Faculty of Humanities and Social Sciences aims to promote and develop the study and cultivation of human sciences in an environment of comprehensive and ethical training, which allows people here to form, be professionally qualified, committed to society, development, with respect for communities and the natural environment.

Vision of the Faculty of Humanities and Social Sciences

Permanent commitment to build a fair, critical and proactive society with its own development. In this context and position glimpse programs and projects of social and human development in education, research, and social projection.

Objectives of the Faculty of Humanities and Social Sciences

- To promote the construction and development of a just society conducive to improve the people quality of life.
- To contribute to the education of students, in order to train citizens able to positively interact in society on ethical and democratic principles, based on human rights.
- To develop plans, programs, projects, vocational training levels undergraduate and graduate, with high standards and academic quality, which contribute

effectively to the socio-cultural development, science and technology in the region and the country.

- To profit coordination strategies and support inter-institutional, in order to articulate the University with the processes appropriation of science, technology, social, cultural and productive development at the regional, national and international levels.
- To promote and foment joint strategies and academic qualifications to levels of formal, non-formal and informal to contribute to fulfilling the objectives, purposes and aims of Law 115 of 1994.
- To promote, encourage and strengthen research groups and interaction with academic peers, in order to produce and validate specific knowledge of science, technology, humanities, art and culture, so as to effectively contribute to solve environmental problems and improve conditions life of the community.
- To develop educational projects aimed at creating and strengthening environmental awareness for environmental conservation, cultural and historical heritage of the region.

6.1.4 Modern Languages Bachelor program in English-French

According to sources offered by the University of Cauca, this academic program aims for the training of teachers and researchers in Foreign Languages (English-French), trained to take on educational activities in preschool, elementary and vocational secondary. Moreover, it privileges the research as a teaching process and knowledge, materializing in the educational practice done

by students in different academic institutions, during eighth and ninth semester of studies and quality of graduates.

At the same time, the program envisages the study and analysis of language in all its dimensions and possibilities, inquiring about its substance, codes, structural elements, modes of use and operating in areas or situations of interaction.

Mission of the Degree Program in Modern Languages

The Degree Program in Modern Languages English-French, according to its educational work and mission of the University of Cauca, it is committed to the professional and social development of students through research leading to the construction of specific knowledge, pedagogical and humanistic, making it a creative and perfect human being.

The Degree Program in Modern Languages English-French is based on the articulation of the various fields, areas and subjects that constitute it, guided by concepts materialized by methodologies, activities and practices that lead to scientific knowledge of the different aspects system the socio-linguistic and cultural reality in order to contribute to the development and qualitative transformation of Education Educator Languages.

Vision of the Degree Program in Modern Languages

The Degree Program in Modern Languages English-French is committed to contribute to the educational community in languages forming full, competent, critical and supportive educators.

Objectives of the Degree Program in Modern Languages

General objective

- To contribute to the educational and social development of the Department of Cauca and the nation; to form suitable graduates in foreign languages English and French with a critical view of the world, achieved through solid articulation of specific, pedagogical and socio-humanistic knowledge, which encourage and support the comprehensive training of students and seek necessary conditions to achieve this objective.

Specific objectives

- To develop in the students' pedagogical qualities, linguistic and communicative competence in foreign languages English and French so they can serve as professional educators in the area.
- To ensure the continued development of educational, linguistic, communicative and socio-humanistic knowledge in the professional performance of education in the area.
- To design and compile teaching materials and support methodological work with foreign languages.
- To develop communication strategies and techniques that make the process of learning foreign languages more dynamic the process of learning foreign languages.
- To enrich student communication skills through the study of the structures and practice of languages in different socio-cultural contexts.
- To understand interculturality by exploring the cultural and social peculiarities in national and foreign cultures.

Profiles Training of the degree Program in Modern Languages

Profile vocational training

The Degree Program in Modern Languages at the University of Cauca aims to form a professional to be linked effectively to the educational, cultural and social processes in the region and the nation, fulfilling work in the fields of training, with the following characteristics:

- An educator with a comprehensive training and a spirit of excellence, investigative and critical for taking over the educational work in foreign languages as an action that favors the permanent integral development and qualitative transformation of the educational community in the context in which to work.
- A professional in foreign languages with a communicative and linguistic competence that enables a competent performance both in the teaching field and in other spaces psycho-social and labor which it performs.
- A professional educator aware of the role of language and foreign languages in the transformation of society, able to establish relationships between language and thinking in the fields of their educational and productive action.
- A professional capable of understanding and analysis of cultures with a healthy and objective assessment of the national and foreign values.

Profile vocational training

Professional and occupational Graduate Degree Program in Modern Languages profile fits the training, current educational policies under Law 115. According to this perspective, the graduate of the Degree Program in Modern Languages, English - French, for their theoretical knowledge - practical, may exercise the following functions:

- Serve as a professional educator in English and / or French at various levels and forms of our education system, mainly in primary and secondary.
- Develop and produce technical and methodological approaches to streamline the acquisition and production process of foreign languages.
- Address translation and interpretation of oral and written texts and the development of tourist guides according to its line of emphasis.

Curricular Program Structure of Modern Languages Degree.

The English-French Modern Languages Program comprises two training fields that groups five (5) areas of knowledge. It approaches, on the one hand, the study and analysis of language in its dimensions and possibilities, as well as the reflection of educational work; on the other hand, it focuses the work towards the identification of problems related to language, its usage, and what it means to the integral development of the person. These two fields are:

- The specific training field is composed by two (2) areas: Modern Languages area and Pedagogy area.
- Scientific and investigative foundation field which groups three (3) areas: Linguistics area, Socio-Humanistic area and Investigation area.

Likewise, two (2) stages have been established which integrate the area and its subjects; regarding to the foundation from first to sixth semester and concerning to the deepening from seventh to tenth semester.

In the same way and being coherent with the pedagogical and methodological orientation which PLLMIF subscribes, it suggests ways of work that give account of it to create:

1. Activities that has to do with the development of the academic work, in which class projects are proposed, the journal's experiences, the Orientation of the Educational Process (OPE), degree project, among others.
2. Resources assessment methods offered by the program such as: its curriculum, requirements and teachers, for which spaces have been established for the analysis of the educational process and the work from the plan of committee which receives, studies and proposes solutions for the suggestions.

6.2 Theoretical framework

Students personality factors can be very important during the foreign language learning process; for this reason, it was decided to guide this degree project to determine the relationship between the self-esteem and the academic performance in the area of English with students of the fourth semester PLLMIF of Santander de Quilichao. Therefore, to achieve the main objective, elements that provides a better knowledge and understanding of the subject have been investigated.

6.2.1 Self-esteem

For Douglas H. Brown (1941), self-esteem is arguably one of the most important factors in human behavior, since any cognitive activity carried out successfully can't be possible without a degree of self-esteem, confidence or self-efficacy. The author mentions that self-esteem can be defined as a subjective experience that each person reflects outward through the behavior and the speech. It is also said that self-esteem depends on the development of the individual's personality.

According to Branden (2001) cited by Penafiel, O and et Al (2006) "La autoestima, es la confianza en nuestra capacidad de pensar, en nuestra capacidad de enfrentarnos a los desafíos básicos de la vida". That is, if a person trust in its abilities, he or she can feel safer at the moment of carrying out their tasks, whereas if the person does not have enough confidence it will be difficult to get desired things.

Authors like Quiles and Espada (2004) and Duclos (2011) mentioned by Rabell, M (2012) consider that "el origen de la autoestima se sitúa en los primeros años de vida a partir de los mensajes e imágenes que los padres devuelven al niño con los que él forma su primer concepto

de sí mismo, ya que sus padres son el primer referente”. Self-esteem is acquired as a response to the experiences and is established in the early years of life, so that it has a good level in adolescence; however, this is a factor that evolves over time and it is affected by different circumstances throughout life. For Duclos (2011), adolescence is the most important stage to consolidate self-esteem. During this stage, a new meaning of self-concept is formulated in view of the changes found such as: a friend’s opinion, not being accepted by partners, physical changes, criticism of the way of dressing, early paternity, betrayal of love or friendship, job, independent life, among others, which can affect a person’s self-esteem if these are not treated; (based on Matus, P et al (2002)).

On the other hand, Alcantara (1993) cited by Rodriguez et al (2013) defines self-esteem as “Actitud hacia uno mismo, la forma habitual de pensar, amar, sentir y comportarse consigo mismo. Es la descripción permanente según la cual nos enfrentamos como nosotros mismos”.

According to Misitu, Roman and Garcia (1988) self-esteem express the concept that each person has about himself, according to some qualities that are susceptible to valuation and subjectivity. The person evaluates him/herself according to the particularities conceived throughout life and experiences. The result of self-assessment is the concept that the person has about self-esteem, which can be low or high. (Garcia, F. and Misitu, G, 2014).

Self-esteem being one of the central concepts in this research project, it is appropriate to have a clear definition of this, because as it has been evidenced during the search of information about the subject, it has been complex to study.

The complexity requires trying to understand the human being’s operation; for this reason, theories like those described above from Alcantara, Misitu, Roman and Garcia, provide

significantly more precise definition of self-esteem, and it facilitated the development of the research proposal.

6.2.2 Bases of self-esteem

Wilber, (1995), cited by Huaco, I, Mamani, O, and Ichpas, R (2013), contributed that self-esteem is founded on these three fundamental bases:

Total, unconditional and permanent acceptance: Each subject has numerable own qualities and defects, from which one can learn and discover deeper aspects of the being; parents must accept children as they are, without forgetting to correct mistakes in an appropriate manner; in this way, the child feels accepted from the most important place, it means home, feeling the necessary peace to act with self-sufficiency in the outside world.

Love: Company and unconditional support to the person from the moment of birth, rejecting unpleasant situations and giving the possibility to correct them are synonymous of love; it allows the individual to reflect and grow personally and positively in front of the mistakes, but it is important to limit what is wrong.

Assessment: This foundation is closely linked with love; to flatter the achievements and successes will always be more enriching than a negative opinion; in this way, the person can endure difficulties or can accept mistakes and at the same time, it is possible to make the person understand that love is not only for its skills but also for all the characteristics that constitutes its being.

The previous aspects were participant in this research, because it is clear that these factors are grown in the person from home. Parents are the child's primary emotional and interaction pattern

from the moment of birth; therefore, they are the ones responsible for the consolidation of self-esteem, which is positioned in the early years of life through the Figures and concepts that adults give to the children about themselves.

6.2.3 Components of self-esteem

According to Branden (2011); cited by Carmona (2013), self-esteem comprises two main factors:

- **Personal efficiency:** Consists of the aptitude that humans own to reflect, think and understand the events linked to themselves and the ability to know to make a decision in a crucial moment, briefly, the author points out the ability to face different challenges and obstacles occurred at some point in life.
- **Respect for oneself:** According to the author's view, this component talks about positive thoughts that the person has about his/her own value and what constitutes being; it means the feeling of peace and satisfaction of the individual with itself.

Similarly, Murk (1999), cited by Carmona (2013), confirmed that self-esteem consists of three parallel principles:

- **Cognitive component:** It holds that all knowledge that the individual has about itself emerges and is formed from thoughts, judgments, opinions or impressions that constitute the nature of the person.
- **Affective component:** The author refers to the value that the subject has about its personality, which is based with self-knowledge and way of perceiving the criteria of others.

- **Behavioral component:** It is said that it is result of the individual's actions, which represent and define him significantly since it determines the Figure that outsiders have about the subject and its own conception.

In other words, these contributions expose a number of similar characteristics, such as thoughts, perceptions, abilities and actions that define and distinguish the individual in its nature; it was a substantial element that contributed to the expectations of this research project.

6.2.4 High and low self-esteem

Clemes (1999) cited by Cerna Dorregara proposes that human beings have to satisfy four needs to successfully develop self-esteem; these are: linkage, uniqueness, power and norms, concepts that defined ensuring that for those who have these four components will have a good self-esteem or high self-esteem, and for those who do not possess these four elements, will have a low self-esteem. To support his model, he produced the following table which contains the characteristics that work to identify if a person has low or high self-esteem:

Tabla 1. High and low self-esteem

CON MUCHA AUTOESTIMA	CON POCA AUTOESTIMA
Se siente orgullosa de sus logros	Evita las situaciones que le provoquen ansiedad
Se comporta con independencia	Desprecia sus dotes naturales
Asume responsabilidades con facilidad	Siente que los demás no lo valoran
Afronta nuevos retos con entusiasmo	Echa la culpa de su propia debilidad a los demás
Se siente capaz de influir sobre otros	Se deja influir por otros con facilidad
Muestra amplitud de emociones y sentimientos	Se pone a la defensiva y se frustra fácilmente
Siente que puede solucionar los problemas	Se siente impotente
Se preocupa por los sentimientos de los demás	Tiene estrechez de emociones y sentimientos

6.2.5 Self-concept

Another term that is closely related to self-esteem is the self-concept. Rosenberg (1979) cited by Garcia and Misitu, (2014) the self-concept “es la totalidad de los pensamientos y sentimientos de un individuo que hacen referencia a sí mismo como un objeto”.

Shavelson, Hubner and Stanton (1976) cited by Garcia and Misitu, G (2014) developed a theoretical model in which: “el autoconcepto como la percepción que el individuo tiene de sí mismo, la cual se basa directamente en sus experiencias en relación con los demás y las atribuciones que el mismo hace de su propia conducta”.

As mentioned above, self-esteem also includes the knowledge that a human being has of him/herself; that is to say that self-concept, which can be demonstrated through specific terms such as academic/labor self-concept. It was used during this research project to recognize the perception that the student has on its own self in relation to social behavior.

6.2.6 Dimensions of self-concept

Oñate, (1989); Villa and Auzmendi, (1922); and Alcantara, (2003); cited by Carmona (2013) mentioned in their research that self-concept has three psychological dimensions:

- **Cognitive dimension:** It refers to the different symbolic representations used for the individual to establish the information that he has about himself.
- **Affective or evaluative dimension:** It is closely linked with the concept of self-esteem, that is, with the self-valuation.
- **Behavioral dimension:** Refers to the particular behaviors and habits of the person, which convinced the person of his/her skills and virtues; also to acquire an assessment from outsiders.

Within this context, it is important to emphasize the great importance of these three principles to this research because they make great allusion to the main characteristics that a person uses throughout his life to build the vision or perception that he has about himself; it shows that, having dominion over these significant concepts, made easier to know more about the personality of the population.

6.2.7 Low self-esteem

Novoa 1991; Ortuño 1978, cited by Montes de Oca, R (2004), maintains that “los individuos con autoestima baja presentan menos estabilidad emocional y confianza en sí mismos; por otro lado, presentan mayor grado de ansiedad, hipertensión, crisis, conflictos y menos tolerancia a la frustración. Son más tímidos, poco populares y su necesidad de aprobación es muy alta. Presentan alto temor al fracaso y a la muerte, gran tendencia a soñar despiertos y a posponer sus labores. También son muy conformistas, sumisos, conservadores, dogmáticos y susceptibles de cambiar de opinión y de actitud”.

The concept suggested by these authors was relevant in this investigation because it facilitated to identify the levels of self-esteem within the population.

6.2.8 Academic / Laboral self-concept

According to Lila et al. (1991) cited by Garcia, and Misitu F, G (2014) self-concept refers to the “percepción que el individuo tiene de la calidad del desempeño de su rol, como estudiante y como trabajador. Esta dimensión gira en torno a dos ejes: el primero se refiere al sentimiento que el estudiante o el trabajador tiene del desempeño de su rol a partir de sus profesores o superiores (buen trabajador, buen estudiante...) y el segundo se refiere a cualidades específicas valoradas especialmente en ese contexto (inteligente, estima, buen trabajador/a)”.

It was relevant to the project to mention this theory because it directly refers to the view that the individual has about its performance, in this case, academically, what is appropriate when investigating the population this study subjectively, and the search for answers about the topic were deeper.

6.2.9 Emotional self-concept

It refers to the perception that a person has about his/her emotional state and its responses to specific situations, with a degree of commitment and involvement in daily life. The factor has two sources of meaning: the first refers to the general perception of his/her emotional state (soy nervioso, me asusto con facilidad) and the second one refers to more specific situations (cuando me preguntan, me hablan etc.), where the other person involved is in a higher rank (profesor, director, etc.). Garcia, F and Misitu, G (2014)

Emotional self-concept was an analyzed constituent within the test, which allowed to identify easily if the person shows to have a control over its thoughts and emotions and if it reacts adequately facing the different events and situations experienced throughout its existence; in this case, experiences related to the educational context, more specifically, during the English learning process.

6.2.10 Social self-concept

According to Garcia, and Misitu F, G (2014), social self-concept refers to the perception that a person has of his/her performance in social relationships. Two axes define this dimension: the first refers to the social network of the individual and its ease or difficulty to maintain and expand; the second axis refers to some important qualities in interpersonal relationships (cheerful and friendly). Social self-concept correlates positively with psychosocial adjustment with

psychosocial well-being, with academic and work performance, prosocial behavior and universalist values; and negatively with disruptive behavior, aggression and depressive symptoms.

The statement discussed above revealed a great importance in this research project because the social self-concept is part of the representation or Figure that a person has on the role within the social context, for example, if you have the ability to discern good and bad things, which is closely linked to different social, academic and occupational characteristics.

6.2.11 Familiar self-concept

According to Abril, et al (1996) cited by Garcia, F and Misitu, G (2014) familiar self-concept refers to the perception that a person has about its amplification, participation and integration in the familiar environment. The significance of this factor is articulated around two cores.

The first refers specifically to the parents in two important domains of family relationships such as trust and affection. The second core refers to the family and home with four variables, two of them formulated positively (*me siento feliz y mi familia me ayudaría*), it refers to the feeling of happiness and support, and the other two, are formulated negatively (*my family is disappointed and I am criticized*) it refers to the feeling of not being involved or not being accepted by the other family members. This is an important aspect of self-concept as the family environment can positively or negatively influence depending on the view that the student has about his family. In a positive way it can be reflected in good academic performance, being motivated for its closer people, in this case its parents, and in a negative way, when the student feels rejected by someone of its family.

6.2.12 Physical self-concept

According to Garcia et al (1993) cited by Garcia, F and Misitu, G (2014) this factor refers to the perception that a person has about its physical appearance and fitness. The factor hinges on two cores which are complementary in its meaning. The first refers to the sport in its social aspect (física y de habilidad -soy bueno)... The second refers to the physical appearance (atracción, gustarse, elegante).

6.2.13 Academic performance

Chadwick (1979) cited by Reyes, Y (2003) defines academic performance as the expression of the abilities and psychological characteristics of the student developed and updated through the process of teaching and learning that enable to obtain a level of performance and academic achievement over a period or semester, which is synthesized in a final qualifying (quantitative in most of the cases) evaluator of a reached level.

According to Carlos Figueroa (2004) cited by Panduro L and Ventura Y (2013), “El Rendimiento Académico se considera como el conjunto de transformaciones operadas en el Educando, a través del proceso enseñanza-aprendizaje, se manifiesta mediante el crecimiento y enriquecimiento de la personalidad en formación” in other words academic performance demonstrates the progress that the student acquires and also the improvement of its academic skills, it is not only reflected in the grades but also on student’s development in the process of teaching and learning. According to Figueroa (2004) there are different types of academic performance:

Individual Academic Performance: “Es el que se manifiesta en las adquisiciones de conocimientos, experiencias, hábitos, destrezas habilidades, aptitudes, aspiraciones, autoestima,

motivación, etc.” This kind of learning is divided into general and specific performance. The first of these is presented in the behavior and learning of rules of the place of study which the student attends and the other is about the student's life and the relationship with the teacher and classmates.

Academic social performance: This kind of performance is based on strengthening in which the student is situated because society is important in the development of students and their human quality growth part.

Also, according to the article published by (Garbanzo, G, 2007), conducted by the studies of Vélez et al (2007) “el rendimiento académico es un factor que está asociado a ciertos aspectos los cuales intervienen en el proceso de aprendizaje de manera tanto externa como interna” These aspects are classified in the next three categories: personal determinants, social determinants and institutional determinants.

In the category of personal determinants “se incluyen aquellos factores de índole personal, cuyas interrelaciones se pueden producir en función de variables subjetivas, sociales e institucionales” Velez et al (2005). Factors such as “competencia cognitiva, Motivación, Condiciones cognitivas, Autoconcepto académico, Autoeficacia percibida, Bienestar psicológico, Satisfacción y abandono con respecto a los estudios, Asistencia a clases, Inteligencia, Aptitudes, Sexo, Formación académica previa a la Universidad, Nota de acceso a la universidad ”, form part of this category as they have a cognitive order and it refers to the ability, dedication, effort, among other aspects that each student possess to achieve its goals and succeed in the development of its activities as the main objective of the educational context.

Social determinants are next, which interact with the academic life of the student. These include: “Diferencias sociales, Entorno familiar, Nivel educativo de los progenitores o adultos

responsables del estudiante, Nivel educativo de la madre, Contexto socioeconómico, y Variables demográficas. Estos aspectos de tipo externo están íntimamente relacionados con el estudiante ya que siempre estará percibiendo todo lo que hay a su alrededor; una buena convivencia familiar, un entorno tranquilo hacen que el estudiante se sienta motivado y consiga sus logros propuestos”.

Finally, in the last category institutional determinants are situated, named in this form because they refer to the place of study; being the following: Election of studies according to student's interest, complexity in studies, institutional conditions, institutional support services, student environment, student – teacher's relationship, specific tests for admission to the degree program or career. These factors allow to have a concise order on the factors that get involve in the academic performance of college students; in this case, the different aspects that can be evident and important from the adolescence to adulthood were taken into account.

6.2.14 Learning a L2

6.2.14.1 Learning

H. Douglas Brown is a recognized author interested in teaching languages; he created a book entitled Principles for Learning to Learn in which he developed 12 principles of a second language learning. These principles are divided into three categories, which are the cognitive, affective and linguistic principles, which were very important in this project because they allowed expanse of knowledge about general aspects to learn a foreign language.

Brown considers that cognitive principles are highly associated with mental and intellectual functions of the learner. These principles are authenticity, which is based on whether the student gets to cross step by step learning a second language through an efficient process; that is to say, grammar rules, the student crosses by a peripheral of attention making an automatic change to

process the forms of language. Then there is the principle of meaningful learning, this is reflected in student interest to learn, a mechanism that's structures the student has already learned are associated with memory systems to strengthen and retain more new information. The third principle is the anticipation for reward, an important principle which is positioned on the teacher who should encourage students and provide support through different strategies with the objective of progress in the second language learning. The fourth principle is intrinsic motivation, which indicates that if students are self-motivated to learn a second language, they will get most valued achievement that will come out of their own needs. The fifth and final principle of this category is the investment strategy; it refers to the effort and dedication that the student shows for a successful second language learning. (Brown, 2000).

According to Krashen, S (1983), specialist in language acquisition and development, cited by Cerdas, G, and Ramirez, J (2014) “El aprendizaje de un idioma se refiere al conocimiento explícito de las reglas, siendo consciente de ello y teniendo la capacidad de hablar de ello”. It means that learning a language is a conscious process in which the formal is need to learn all the information about the language that the person is acquiring.

Montes de Oca (2004) “El aprendizaje de un idioma priva al individuo de su medio normal de comunicación, de su libertad para cometer errores y su habilidad para conducirse como gente normal” Concerning this, learning a foreign language can be frustrating because of the changes that a student has to face, mainly in communication; for this reason, students who have normal self-esteem tend to be on risk and those who have a lower self-esteem would have difficulties in the English learning.

According to the Diseño Nacional Curricular- DNC (2009) et al (2013) “la perspectiva actual plantea al aprendizaje del idioma inglés dentro de un enfoque comunicativo, dinámico y fluido

en el que se considera el desarrollo de las diferentes habilidades comunicativas.” In this way, the objective is that the student can develop the communicative competence and he can work in any context, whether in written or oral production and reading comprehension; that is why it is important that students develop their skills and get a progress in their learning process. The previous statements allowed to do a more detail research, considering that each student has a particular way and strategy of learning.

6.2.14.2 Significant learning

From the field of psychology it is possible to observe a founded theory about significant learning. According to Rodriguez, M (2004), “El aprendizaje significativo es el proceso según el cual se relaciona un nuevo conocimiento o información con la estructura cognitiva del que aprende de forma no arbitraria y sustantiva o no literal”. (Based on Ausubel, D (1976), (2002); Moreira (1997).) To see this through, it takes full responsibility from both students and professionals in the field. This type of learning requires a high commitment from the student because, in this case, learning a second language is extremely important to the relationship between what the student is learning and what he/she already knows to have a better understanding of the topics and getting a significant learning. For this reason, it is important to mention this kind of learning because some students do not feel comfortable or present low self-esteem and for reasons like these they do not achieve to accomplish the academic objective, having as a result a low academic performance.

6.2.14.3 Autonomous Learning

There are different authors who are interested in the conceptualization of autonomous learning, whose connotation had great importance in this research project.

Solórzano (2005) cited by Altamirano (2014), Defines autonomous learning as “la facultad de tomar decisiones que permiten regular el propio aprendizaje para aproximarlos a una determinada meta; gobernarse a uno mismo cuando se aprende” (Pg. 90).

In the same way, Martin and Moreno (2009), cited by Altamirano (2014, p. 90) Indicate that “la competencia de aprender a aprender se precisa de tres elementos fundamentales como los son: los cognitivos que hacen referencia al manejo de las habilidades básicas que permiten obtener y procesar nuevos conocimientos; los afectivos, decisivos para crear una situación propia para aprender a aprender; y los sociales porque aprender es una tarea colectiva, un proceso de aprendizaje activo a través de la guía y el apoyo en los otros más componentes en algún ámbito”.

Based on the previous statements, autonomous learning is mainly founded on a number of strategies which the individual / student directs or plans his way of learning, in order to satisfy his needs and achieve his goals proposed during certain learning process, developing cognitive and metacognitive skills which facilitate the planning of these strategies and improving the ability to familiarize or memorize concepts, reflect, self-evaluate or communicate with others and feeding the human essence reflected in social relationships; these factors benefit and constitute autonomous learning, where responsibility and self-development are reflected.

6.2.15 Motivation

Pekrun (1992) cited by Garcia, F and Domenech, F (sf) “también analizó el carácter prospectivo y retrospectivo de las emociones positivas experimentadas en la tarea. Si la emoción

se experimenta antes o después, no se puede asumir que sus efectos sobre el procesamiento de la información (uso de estrategias, procesos atencionales, etc.)”. While the performance is analyzed, the student can show positive or negative influences.

Motivation refers to the drive to achieve a goal and it is closely linked with emotions; so that self-esteem levels can change according to the type of motivation with which a person carries out a job; for this reason, this concept had great significance within this research proposal.

6.2.16 Observational research

During the development of this research project observation was used as a tool to study the phenomenon, which allowed to improve and enrich the analysis of the data that has been previously established as the primary concern of this research.

6.2.17 Observation

According to Sierra and Bravo (1984), cited by Diaz Sanjuan (2011, p. 7), observation refers to "la inspección y estudio realizado por el investigador, mediante el empleo de sus propios sentidos, con o sin ayuda de aparatos técnicos, de las cosas o hechos de interés social, tal como son o tienen lugar espontáneamente.” In other words; the observation facilitates the researcher to obtain information and relevant data necessary for the study of the phenomenon within the context in which it is being carried out.

According to the type of research and the intervention of researchers, observation can be classified in different ways. Diaz Sanjuan (2011, p.7) affirms that there are two classes of observation:

Scientific observation: “Significa observar un objetivo claro, definido y preciso; el investigador sabe que es lo que desea observar y para que quiere hacerlo, lo cual implica que debe preparar cuidadosamente la observación”.

Nonscientific observation: “significa observar sin intención, sin objetivo definido y por tanto, sin preparación previa”.

By comparing these theories, it becomes clear that implementing this proposal research will resort to scientific observation to identify the characteristics raised in the variables, taking into account the requirements and components that characterize this tool, to obtain accurate information that allows researcher to identify low self-esteem in target population. In this sense, Lule Martinez Campos and Covarrubias (2012, p.53) argue that, to carry out an investigation by observation, different modalities can contemplate within which is the most appropriate for the development of this research project:

Non-participant observation: “Se trata de una observación realizada por agentes externos que no tienen intervención alguna dentro de los hechos, por lo tanto, no existe una relación con los sujetos del escenario; tan solo se es de espectador de lo que ocurre, y el investigador se limita a tomar nota de lo que sucede para conseguir sus fines”. In other words, non-participant observation, as its name indicates, the researcher analyzes the population with a specific objective of remaining unaware to interactions or relations with the subjects within the study group.

Unstructured observation: Unstructured observation is also called simple or free, which is performed without special technical element support.

6.2.18 mapping

Mapping can be defined as the action of making a map with a group of elements that possess a certain spatial distribution. According to Higgins 2005; Horne-Martin, 2004; Woolner, 2010 cited by Cardellino and Araneda (2014) mention the importance of spatial design in the quality of communication and teaching. On the other hand, for Hall (1969) the set of spatial conditions within the classroom such as architecture, lighting, ventilation, noise, climate, furniture distribution in the classroom, and also the relation between tables and seats areas of the students and teachers have an impact, either positive or negative, within teaching and communication processes. For the above, it becomes relevant in this investigation to make use of mapping within the classrooms observed in order to show the usual positions of students in the classroom and in this way to do a deeper analysis of its behavior.

6.2.19 Qualitative method

Ryan and Bernard, (2013 p. 260) cited by Fernandez, L (2005) indicate that qualitative data refers to texts, such as: newspapers, movies, life histories, and others. In this order, it distinguishes the sociological tradition also consider them as a window to human experience; besides it includes two kinds of written text, one of them are words generated through technical systematics and the other ones is about free texts. In this case the answers to semi-structured interview and observation of the classroom were qualitative recollected data which were analyzed in a systematic order. Alvarez et al. (2005), cited by Fernandez, L (2005), consider four stages to do an analysis of qualitative data; the first one is to obtain the information through a register such as interviews, observations or others. The second is to capture, transcribe and order the information; in this case observations and interviews were registered by notes and records

done by the researcher. The third stage is to codify the information; in this stage the information is assorted in categories which allows to identify and organize concepts in the analysis and finally the fourth stage is to integrate the information, it means, to relate the information with the theatrical concepts of the research.

7. Background

The interest of studying self-esteem in relation to the academic performance of students is not recent. There are several investigations concerning this topic in contexts similar to this research project. However, during the bibliographic search no local or national studies related to this topic were found. For this reason, the four studies mentioned here have been taken from international contexts.

A first investigation responds to Parra, K, Hernandez, N, Caro, J, Angulo, M (2014) who developed the research entitled *Factores que inciden en el aprendizaje del idioma ingles en los alumnos de segundo año medio de la ciudad de Chillán*, which was directed to investigate a number of factors that could affect English learning in high school students. As a result of this research, the factor that most affects the English learning in second year students of the city of Chillan is the sociocultural level, because it determines the lack of opportunities that the target population have to learn the second language. On the contrary, it was shown that self-esteem has no major impact on the English learning process.

The second investigation, from researchers Huaco, I, Mamani, O, Ichpas, R (2013) called *La autoestima y su relación con el aprendizaje del idioma Inglés del segundo grado de secundaria de la Institución Educativa N° 20799, Huaral, 2013*, which had as result that self-esteem is related to English learning in a meaningful way of the population analyzed, its correlation is high, direct and meaningful in terms of oral expression and comprehension, while understanding English text is direct, significant and moderate; that is, according to this study, self-esteem plays a representative role during learning a foreign language process.

The third investigation made by Panduro, L and Ventura, Y, (2013) entitled *La Autoestima y su Relación con el Rendimiento Escolar de los Estudiantes de Tercer Grado de Secundaria de la*

Institución Educativa José María Arguedas del Distrito de San Martín de Porres, showed by statistical evidence that there is no significant correlation between school performance and self-esteem dimensions, these being physics, ethics, academic, emotional, and social, concluding that these dimensions do not determine students school performance; they considered that other factors could be intervening in school performance of the target population. Although this research is not focused on English learning, information was found that has brought a better knowledge of academic performance and self-esteem which are factors of great interest in this research.

Finally, the research of Quea, N (2017 titled *La autoestima y el aprendizaje del idioma inglés en los estudiantes de educación secundaria 2017*, analyzed through the design of non-experimental correlational research which had as purpose to determine the relations between self-esteem and English language learning in 4th grade high school students of La EI 3045 Jose Carlos Mariategui during 2017 school year, carried out by surveys in order to strengthen the education quality, as obtained results was the existence of weak correlations between the variables studied which indicates that the correlation was direct between variables, which means that self-esteem is a factor that intervenes in learning but it is not decisive for success or failure since other factors may be present which may be the possible determinants.

8. Data analysis

In the chapter discussed below, the results of the instruments of fourth semester students of PLLMI-F in the University of Cauca in Santander de Quilichao are presented:

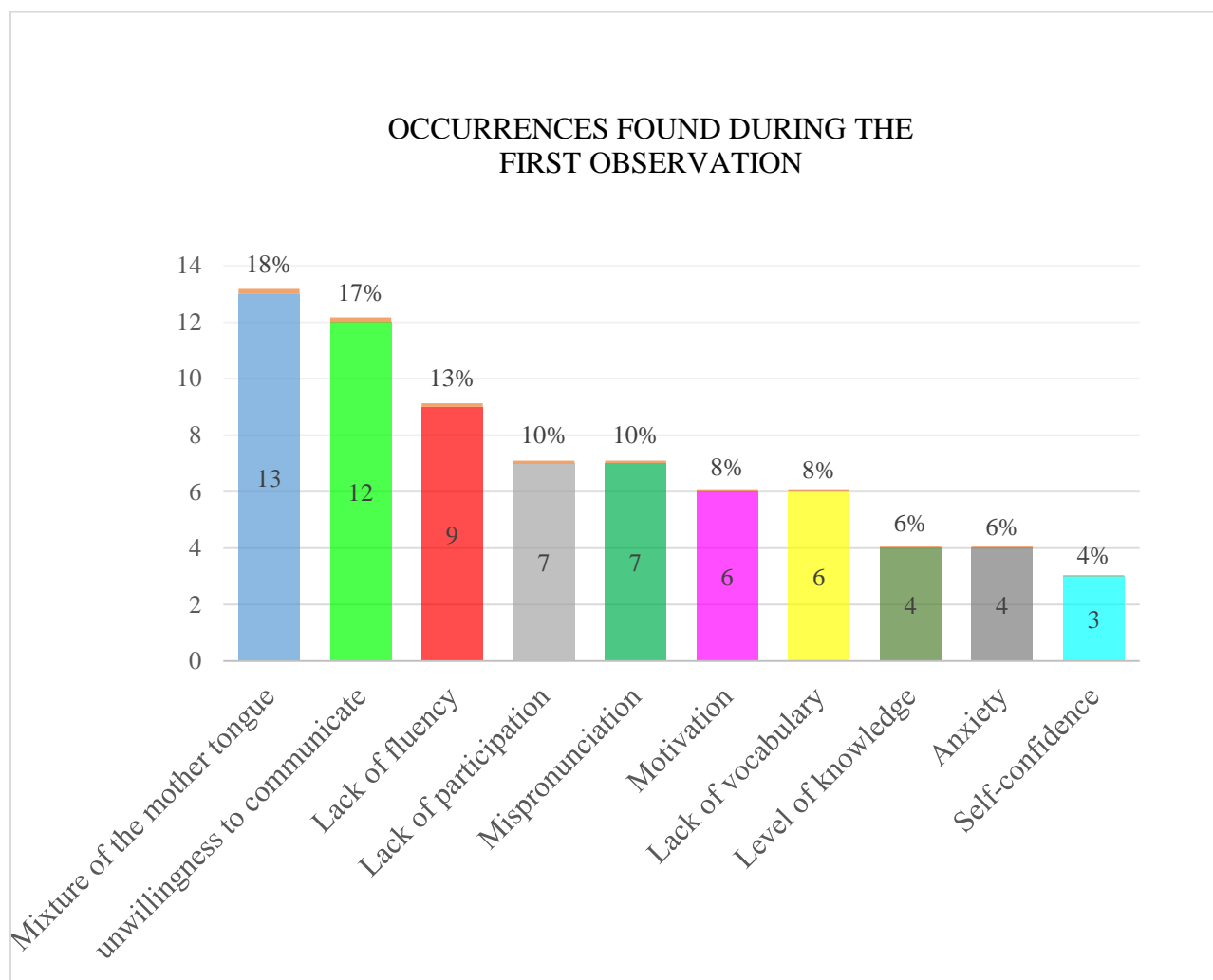
According to the purposes and methodology set out in the research, the observation results, the Rosenberg Self-Esteem Scale, the relation between self-esteem test and final grades of the English area of the semester prior to the research and finally the semi-structured interview were analyzed.

8.1 Step 1: Analysis of the observation and analysis of the mappings

According to the methodology exposed in this first stage, researchers proceeded to observe the group of fourth semester students of PLLMI-F of the University of Cauca in Santander de Quilichao for 10 sessions of English classes. This observation was carried out with a nonparticipating method, without any intervention by the researchers, the purpose was principally identify 10 characteristics that allowed the researchers to do an analysis observation. Within this observation, the mapping technique was also used defined by Higgins 2005; Horne-Martin, 2004; Woolner, 2010 cited by Cardellino and Araneda 2014 as an action of making a map with a group of elements that have a specific spatial distribution to explain some phenomena that could be evidenced by observing the classroom.

Given the above, the graphs of the observations and maps of the classroom, where the information collected were studied during the sessions and their respective analysis are presented:

Analysis of the observation



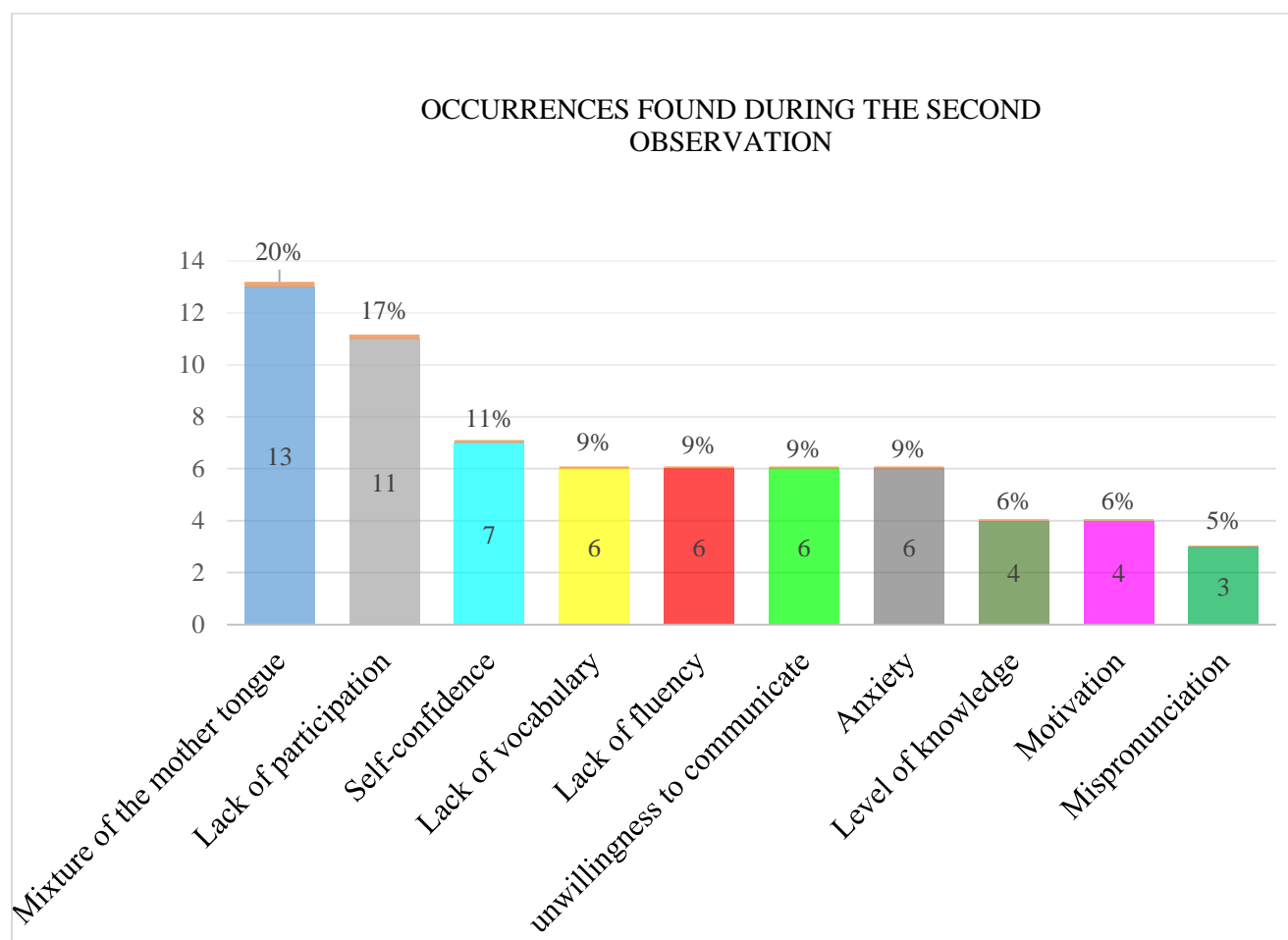
Graph 1: Occurrences found during the first observation.

The characteristics found during the first observation carried out on May 20, 2019 with the fourth semester students of PLLMIF of University of Cauca in Santander de Quilichao during the English class were represented in this first graph.

As shown in the graph, the highest code found in this observation refers to the mixture of the mother tongue with 13 occurrences in total and a percentage of 18%; this result was perceived because students were unable to ask about topics in English but they preferred to do it

in Spanish even when they did not ask the teacher but classmates. Next, there is unwillingness to communicate, with 12 occurrences and a percentage of 17%; this characteristic showed that students did not want to participate in class activities and they were not willing to give their opinions about the topics that were doing. A third characteristic is lack of fluency, with 9 occurrences and a total percentage of 13%; it was noted because, while students pronounced word by word, they did not produce complete sentences in English. The following characteristic is lack of participation in class, with seven occurrences in total and a percentage of 10%; it means that students did not participate in English class and they were not comfortable using the second language to communicate. Mispronunciation followed with seven occurrences and a percentage of 10% that related to the above because students did not practice the second language in the classroom; for that reason they were unable to express and link their ideas clearly without repeating the pronunciation of words and asking other classmates. A sixth characteristic found is motivation with six occurrences and a percentage of 8%; it showed that some students were encouraged to participate in activities that they were doing in class. In this order followed lack of vocabulary with six occurrences and a percentage of 8%; it was noted because students had little vocabulary to communicate and wrote simple texts in English. The level of knowledge, one of the latest characteristics reflected on the graph was represented with four occurrences and a percentage of 6%; that characteristic showed that students who had good level in English were often giving or expressing their knowledge on topics studied in class; in continuity is anxiety with 4 occurrences and a total percentage of 6%, which showed that students often had worry or fear when they talked in front of classmates or the teacher; and finally, there was the characteristic with the lowest results, which was self-confidence with three occurrences and a percentage of 4%. This characteristic was distinguished because students showed interest for

learning a second language, even no matter the mistakes that they make during the class or the reviews they received as a result of them.



Graph 2: Occurrences found during the second observation.

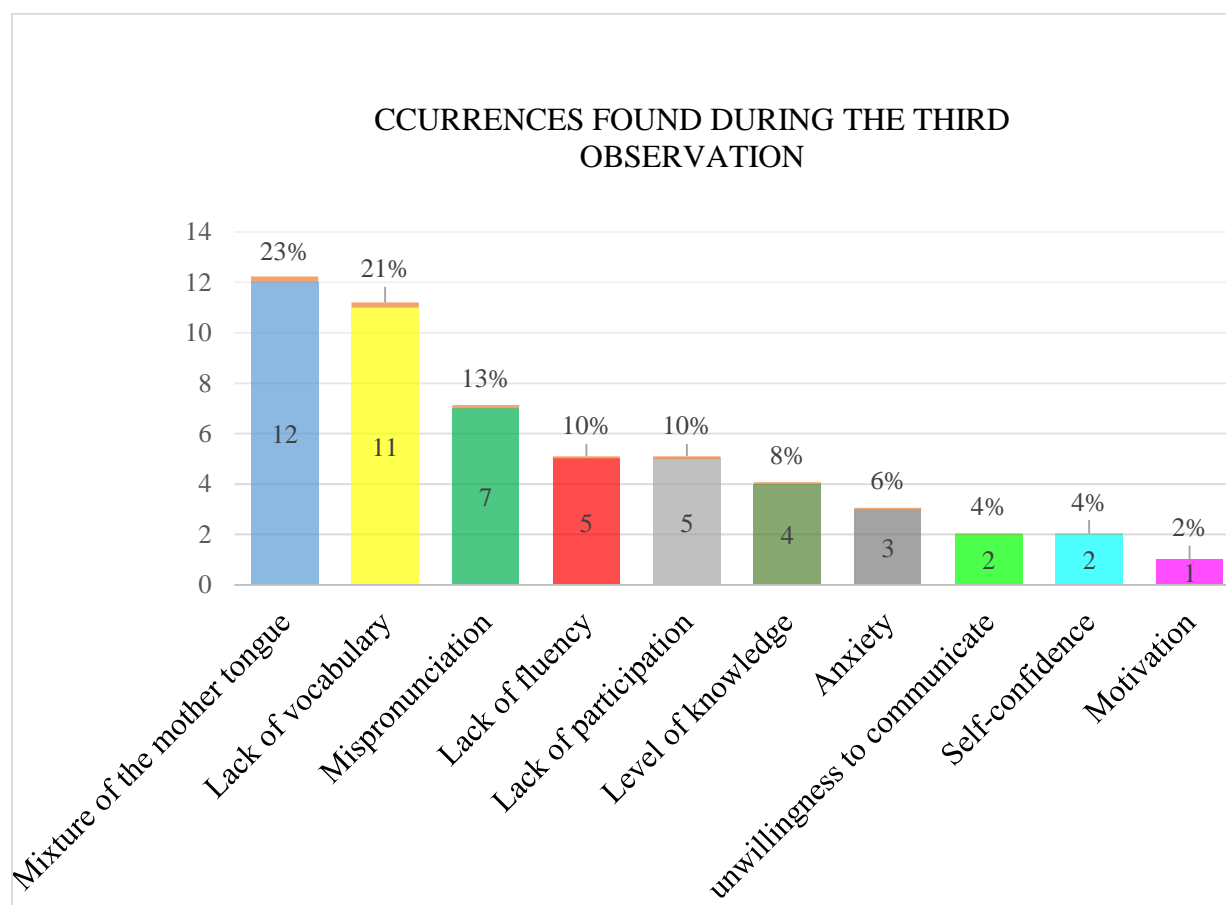
In this second graph are reflected the characteristics, occurrences and percentages of the second observation carried out on May 21, 2019 in Santander de Quilichao with fourth semester students at the University of Cauca during the English class.

As seen in the graph, the mixture of the mother tongue represented the characteristic with a higher code of occurrences and percentage, this characteristic had 13 occurrences and a

percentage of 20%; this particularity found in the classroom showed that most students preferred to talk in Spanish to resolve their questions and receive better understanding of the topics. The second characteristic presented is lack of participation, with 11 occurrences and a percentage of 17%; this characteristic was seen in class because teachers had to call students by name to participate. Also, in most cases, they waited for another person to participate. A third characteristic represented refers to self-confidence with seven occurrences and a percentage of 11%; this characteristic could be perceived because students showed a positive attitude in activities and trusted in activities developed in classroom. Lack of vocabulary, lack of fluency, unwillingness to communicate and anxiety present the same number of occurrences and percentage, each with six occurrences and a percentage of 9%. However, lack of vocabulary was noted in this observation since students were not able to link a conversation between them, and also they were slow expressing their ideas. Then, lack of fluency was reflected in this observation because students did not practice in the English class, for that reason they did not achieve communication without breaking; therefore, unwillingness to communicate was noticed because students did not show a high interest in reading activities, possibly by the corrections that classmates suggested them and also they did not have a good posture which reflected a disinterest to read. Another observed characteristic is anxiety which was perceived that students get stressed when they went to talk in front of the group in English, also showed some repetitive physical behaviors such as moving hands when they were reading or talking to the teacher.

Next, are presented level of knowledge with four occurrences and a percentage of 6% which was reflected in some of the students who had good English level, also it was noted when students made good use of the language and were frequently looked to by their classmates to resolve questions about topics studied in class. Motivation is also represented with four

occurrences and percentage of 6% which showed that some students had interest of learning a second language both inside and outside the classroom; finally mispronunciation with the lowest percentage of 5% and three occurrences; this characteristic was noted in classroom because some students mispronounced unknown words and they were not able to pronounce these words without asking they classmates about the correct pronunciation for that reason they did not achieve to communicate.

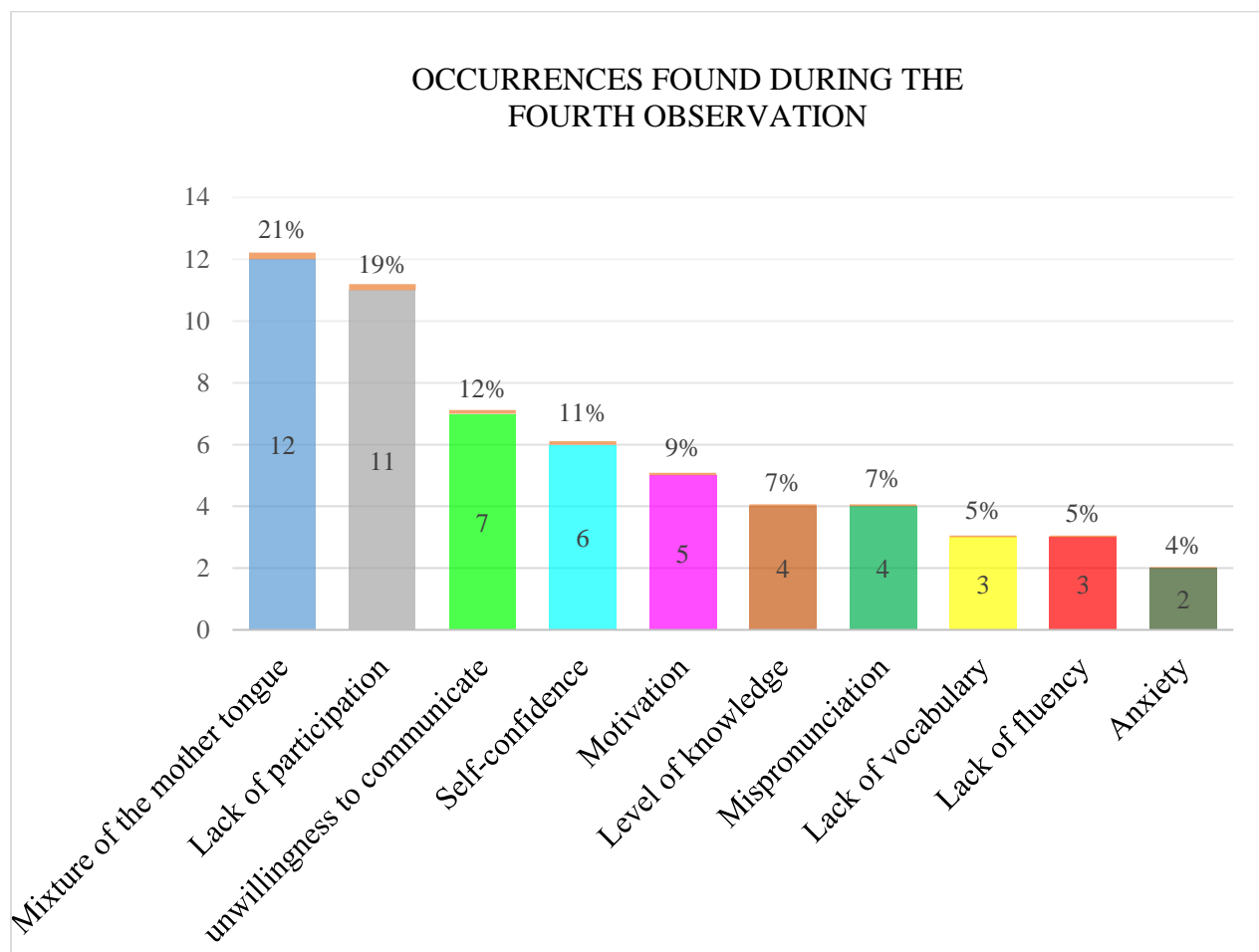


Graph 3: Occurrences found during the third observation.

In this graph are reflected the observation results carried out on May 16, 2019 with fourth semester students of PLLMIF University of Cauca in Santander de Quilichao.

At the beginning, this graph indicated that the code with the highest number of repetitions presented by students during English class refers to the mixture of the mother tongue, with a percentage of 23% and 12 occurrences, it was because students used mother tongue to address between teachers and classmates to clarify questions or participate in the proposed activities. Second, it is located lack of vocabulary, a code whose percentage was 21% and 11 repeat occurrences; from which it could be inferred that students did not have enough vocabulary to express ideas, thoughts or knowledge related with topics studied in class. Subsequently, mispronunciation was a factor found with a highest percentage during this session, which presented a percentage of 13% and seven occurrences; this code was noticeable in some students who made mistakes in their speech during the class. In this order, it is represented the lack of participation, reflected with a frequency of five occurrences which was equivalent to 10%. Therefore, it can be inferred that students refrained from participating due to low levels of fluency and lack of vocabulary.

Then there is the level of knowledge, this distinctive characteristic reflected a frequency of five repetitions and a percentage of 10%. It means that students demonstrated having a good level of knowledge related to the topics studied in English class. Anxiety was a factor presented with a percentage of 8% and four occurrences in students who showed in their body language to be restless. Among the codes with lower repetitions is represented in the graph as unwillingness to communicate, with three occurrences in total and a percentage of 6%, which referred to the lack of will that students had to express ideas related to the area, since this session some students participated for own achievement not by teacher demanding. Finally, there is self-confidence, which occurred twice (4%); this is related to motivation, which had 2 occurrences and a percentage of 4%, it meant that students expressed a disinterest attitude from English class.



Graph 4: Occurrences found during the fourth observation.

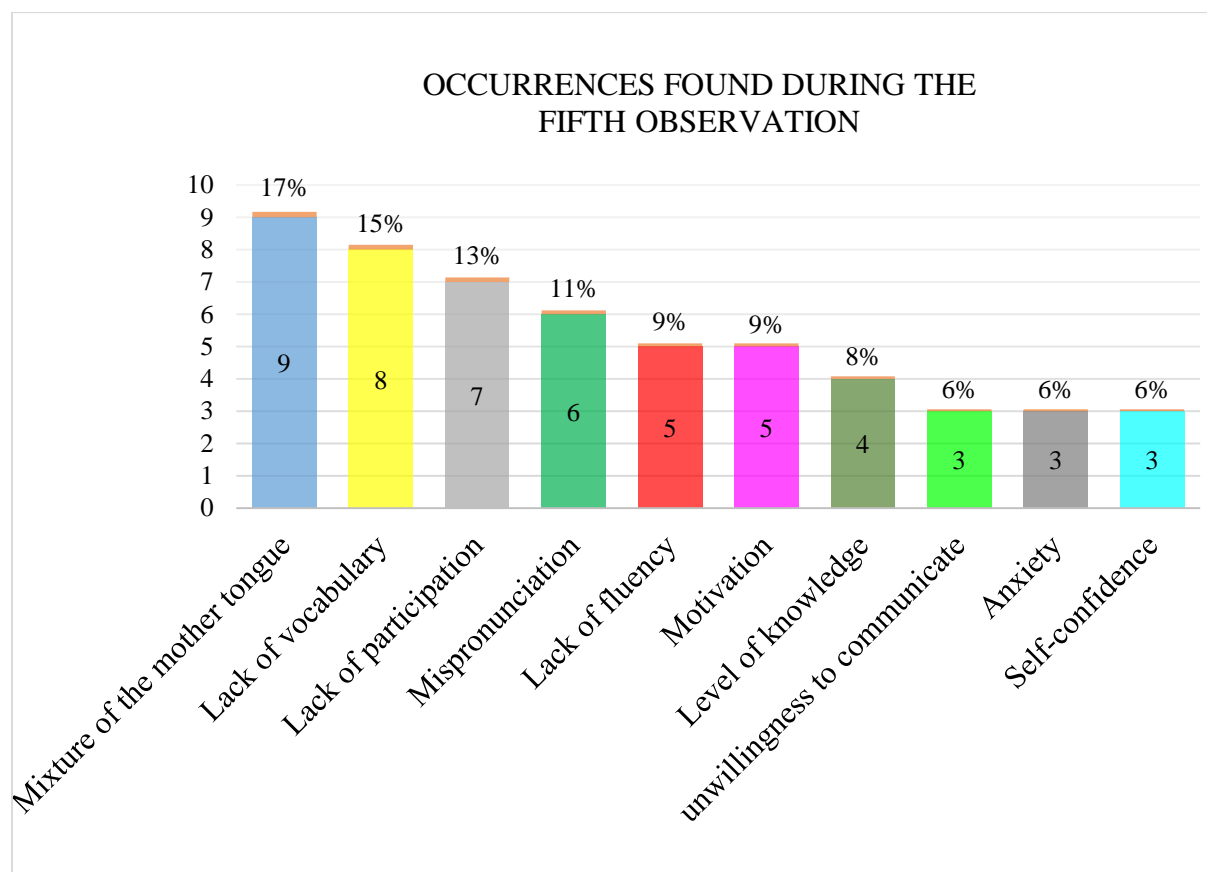
In this graph are represented the characteristics found in the fourth observation carried out on June 4, 2019 in Santander de Quilichao with fourth semester students at University of Cauca.

The characteristic found with a higher number of occurrences and percentage shown in the graph corresponds to mixture of the mother tongue with 12 occurrences and a percentage of 21%; according to observation, students used their native language to answer all that the teacher

asked in English; in addition to this the students were most part of the time speaking in Spanish about topics unrelated to the class. Second is represented lack of participation with 11 occurrences and a total percentage of 19%; this characteristic was very noticeable in this observation since most students did not participate in the activities proposed by the teacher. Third, unwillingness to communicate was observed with seven occurrences and a percentage of 12%; these results are highly related because students were not willing to develop the class and they often out of the classroom. A fourth characteristic found refers to self-confidence, represented in the graph with six occurrences and a percentage of 11%; this characteristic was perceived because some of the students were able to write text and give opinions in English demonstrating ability and confidence. Motivation is presented with five occurrences and a percentage of 9%, which was noted during the class when some students encouraged their classmates to participate in activities for learning the topics presented by the teacher. The sixth characteristic correspond to level of knowledge with four occurrences and a percentage of 7%, which indicated that students who had good level in English. They easily achieved a better understanding of the topics; also they made a good speech in English.

Another characteristic represented in the graph with four occurrences and a percentage of 7% is mispronunciation, which was perceived because students were restricted to express themselves in English since most words were unknown to them, which generated difficulty to communicate and they feel frustrated. Lack of vocabulary, with three occurrences and a percentage of 5%, was noted in class because some students had insufficient English vocabulary and they regularly were interrupting their classmates to know the meaning of words or grammatical structures. The next characteristic found is lack of fluency with three occurrences and a percentage of 5%, which was distinguished in this observation because students did not

establish a coherent and stable communication about basic topics in English, the last characteristic found is anxiety with two occurrences and a percentage of 4%, which was reflected in this observation as some students showed fear because of possible bullying from students.

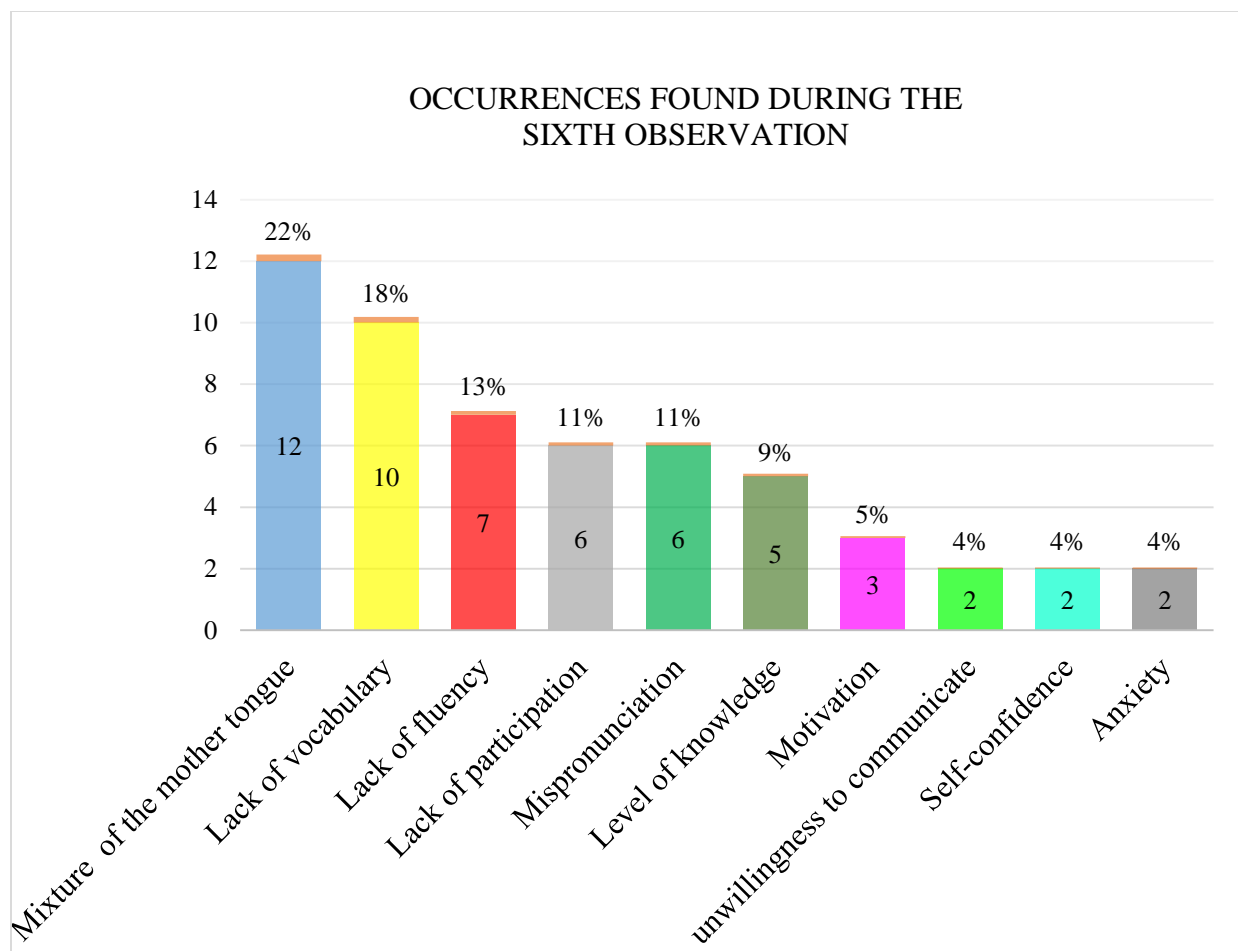


Graph 5: Occurrences found during the fifth observation.

This graph shows the occurrences presented on the observation carried out on June 6, 2019 in Carvajal with fourth semester students of PLLMIF in Santander de Quilichao.

Mainly, the high percentage reflected is mixture of the mother tongue with a total of nine occurrences and 17% of the group; this factor had a great relevance in this since students showed comfort making use of Spanish most time to communicate inside the classroom. This factor is

directly related to the following codes located in the graph, that is the lack of vocabulary, with an occurrence of eight and a percentage of 15%, then lack of participation with seven repetitions and a percentage of 13%, of students who lack the vocabulary to make use of language within their speech or otherwise simply decided not to participate in the class. Following is mispronunciation, with a total of six occurrences and a percentage of 11%; during observation it could be inferred that students did not make good use of the oral competence, since they presented phonetic mistakes during their interventions. The next code reflected is lack of fluency, which presented five occurrences equivalent to 9% of the population; this is an element that is related to the lack of vocabulary, because students did not have enough vocabulary so they did not produce sustained sentences speaking. Motivation is located with a percentage of 9% and a total of five occurrences, where it was possible to observe that students were encouraged to participate when the teacher used a methodology that encourages them to participate in the activities. Then there is level of knowledge, which reflected a percentage of 8% and a total of occurrences of four replications; this factor showed that it varied according to the topics studied in class. Subsequently, unwillingness to communicate is reflected with a frequency of three and its rate of 6% of students; this code is related to motivation, since some of the group did not show willingness to participate if the class was not interesting or if the teacher did not demand it. In the following place is anxiety with a low percentage of 6% and a total of three occurrences during the observation; this factor was reflected in students who presented low level of participation and lack of vocabulary indicating that students were inhibited, nervous to socialize and face a possible error.

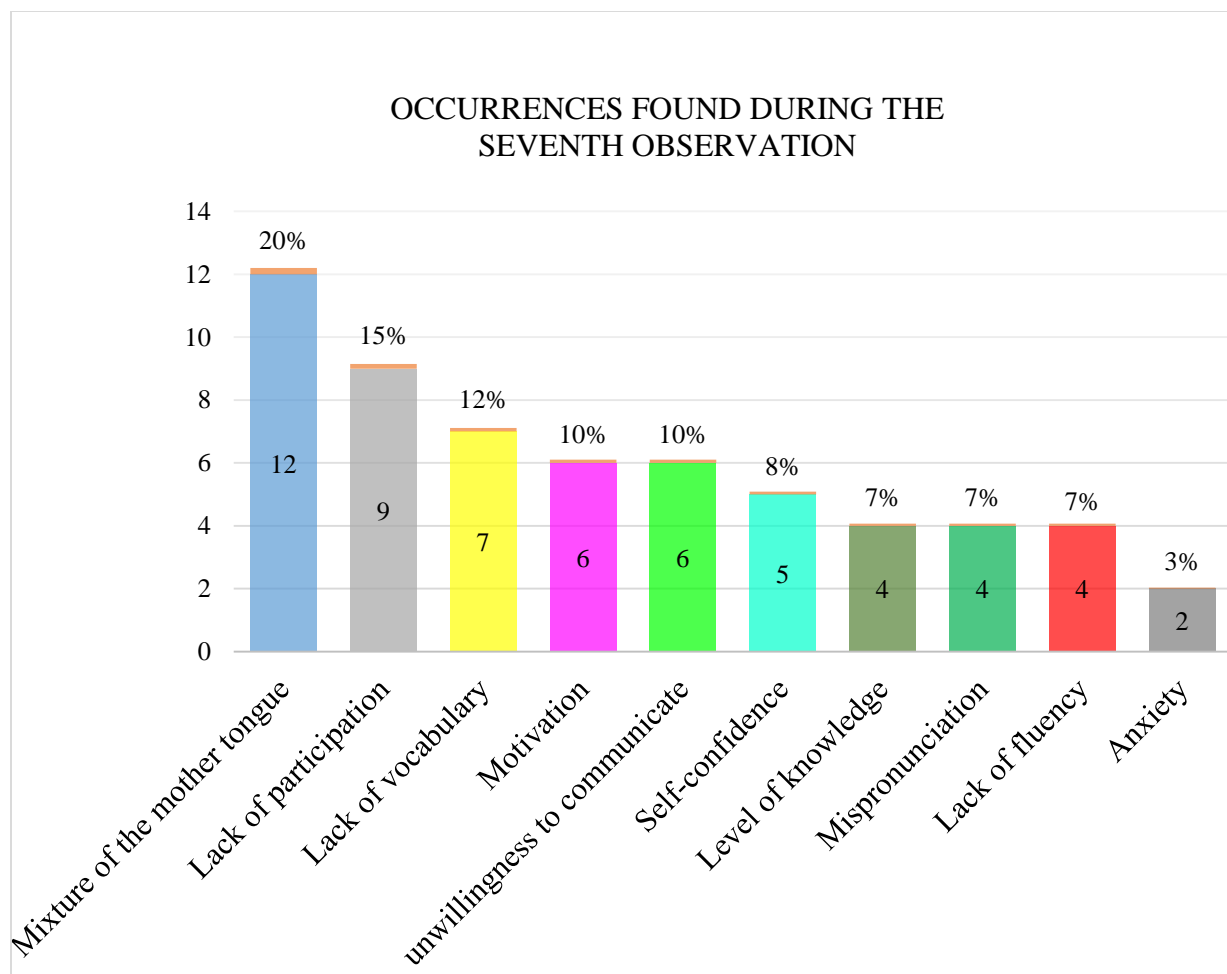


Graph 6: Occurrences found during the sixth observation.

The data shown in this graph show the information collected during the observation carried out on June 11, 2019 with fourth semester students of PLLMIF University of Cauca in Santander de Quilichao.

As has been throughout the observations, mixture of the mother tongue is the characteristic with the highest percentage, in this case 22% of the students, which is equivalent to 12 occurrences presented; from which it has been possible to infer that students of this group tended mostly to use Spanish as a language of communication in English classes and they did not make effort to put into practice their knowledge of English within the classroom. Next, the

characteristic is lack of vocabulary with a total of 10 occurrences and 18%; which indicated that this is a highly repetitive feature within this group of students who demonstrated sufficient vocabulary to express themselves and interact with their classmates and teachers. In this order, lack of fluency has seven repetitions; that is 13% of students showed a lack of fluency and this could be analyzed when they participated in oral activities developed in the classroom, since at the time of producing sentences they used tags or paused to think while talking. Then there is lack of participation, a characteristic presented with a total of six occurrences, which indicated that 11% students abstained from participating during the class development and it was inferred that this was due to factors mentioned above. The next characteristic in the graph is mispronunciation, with six occurrences and 11% of students. They made pronunciation mistakes when answering the questions posed by the teacher. Then there is level of knowledge with a percentage of 9% and five occurrences; this characteristic was observed in students who participated and demonstrated clarity about topics despite negative factors such as lack of fluency and mispronunciation. It was concluded that level of knowledge is certainly associated with motivation which presented a total of three occurrences and 5% of students; since having knowledge of the topics they showed encouraged to participate in class. Finally, the characteristics observed in this session with the lowest percentages are unwillingness to communicate, self-confidence and anxiety, with a total of two occurrences and 4% of students each. These characteristics have presented different percentages over the observation because this changed depending on the topics studied or classroom activities.

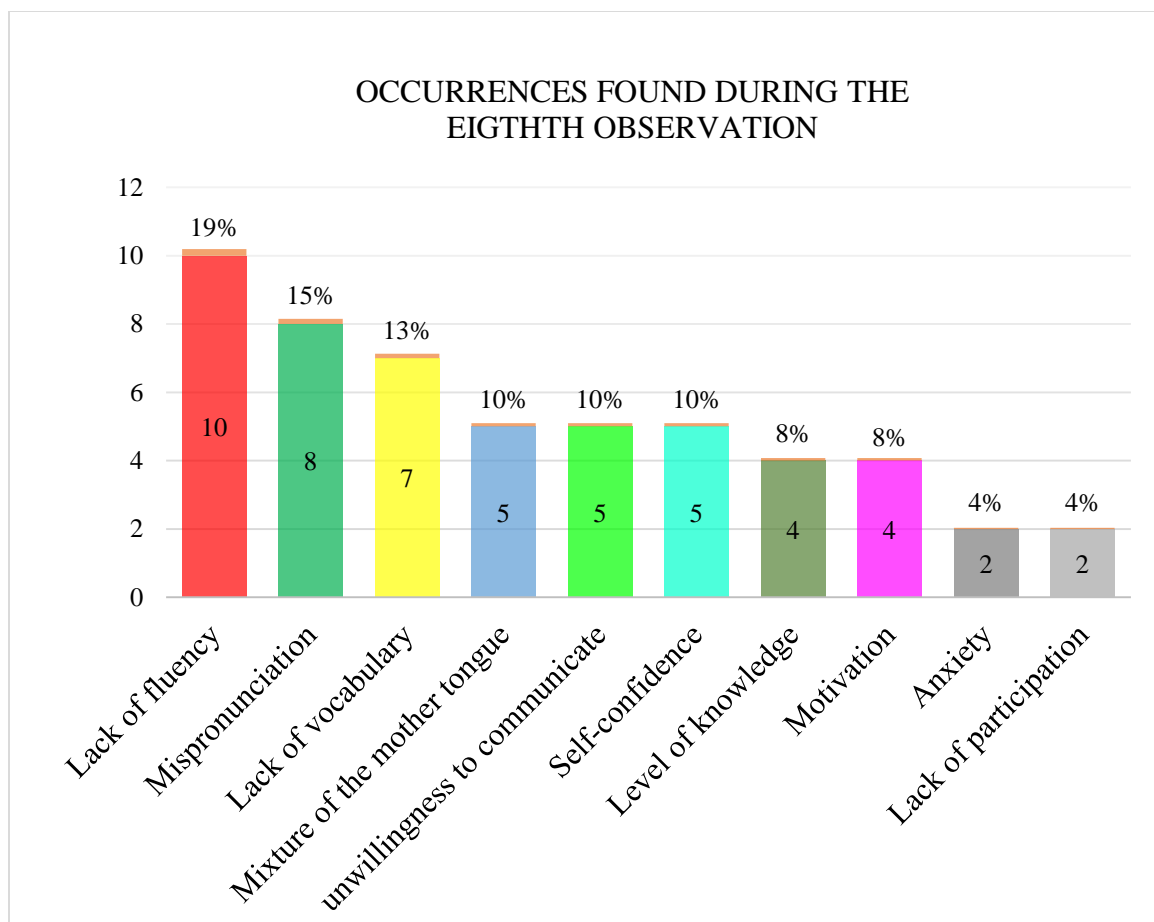


Graph 7: occurrences presented during the seventh observation

The data shown in this seventh graph were the result of the observation carried out on June 13, 2019 with fourth semester students of PLLMIF University of Cauca in Santander de Quilichao.

According to the occurrences, mixture of the mother tongue was identified in this observation with a total of 12 occurrences (20%), which has been highly noticeable within this group of students who commonly resort to their mother language to communicate instead of using English within this learning context. Lack of participation is present with a total of nine occurrences represented in 15% which indicated that most students refrained from participating in English classes. Lack of vocabulary has seven occurrences in total and a percentage of 12%; it

had been part of the characteristic largely observed as the two previous ones. Then, motivation is presented with a total of six occurrences and a percentage of 10% which indicated that rates motivation in the group are low because half of the population proves to be motivated during the class; unwillingness to communicate has the same numbers, it refers to six occurrences which is represented by a 10%; it means that there are several students unwilling to communicate in class. After, there is self-confidence with a total of five occurrences represented by 8%, which could explain the high percentage of lack of participation and willingness to communicate. So, level of knowledge, mispronunciation, and lack of fluency are punctuated with a total of four occurrences and a percentage of 7%, it can be said that these characteristics were represented in smaller part of the population in comparison with the others. Finally, there was anxiety with a total of two occurrences represented in 3% which indicated that some students were anxious during this class.

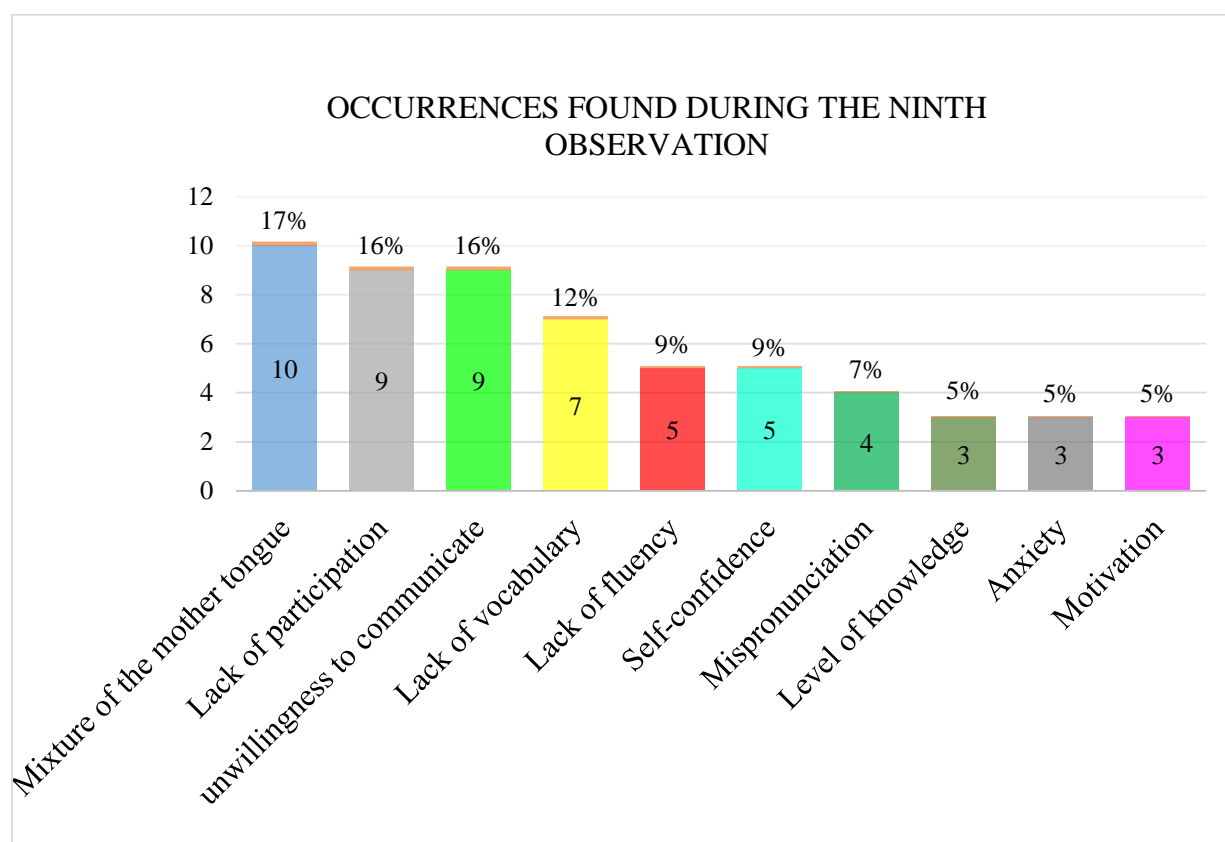


Graph 8: Occurrences found during the eighth observation.

The data shown in this graph eighth were the result of the observation made on June 20, 2019 to the fourth semester students of PLLMIF of University of Cauca in Santander de Quilichao.

During this observation could be observed the following: first, lack of fluency had 10 occurrences, which represented in 19%, which indicated that half of the group presented lack of fluency when communicating during this class; next is mispronunciation, a characteristic that presented a total of 8 occurrences represented in a 15%, which means that many students had mispronunciation in activities developed in this class. After is lack of vocabulary, with seven occurrences and 13% which combined with the two previous characteristics that students did not have a good level of language to develop the communicative competence in the classes; then is

mixture of the mother tongue, this time with a smaller appearance compared to the other classes which of five occurrences represented in 9%; likewise is unwillingness to communicate and self-confidence — these characteristics identified with the same values of five occurrences represented in 9% each, which could be identified during the observation when students had to respond to the teacher a series of requirements through a listening activity. Knowledge and motivation were next, each with a total of four occurrences represented by 7%, which could be interpreted that for this class most students had high level of knowledge in the topic worked and also very few did not show motivation for the activities carried out respectively. Finally, are anxiety and lack of participation, each one with a total of two occurrences represented in 4%. These are the lowest percentages given in this class which means that most students did not show anxiety about the class development and what worked and participated most actively.



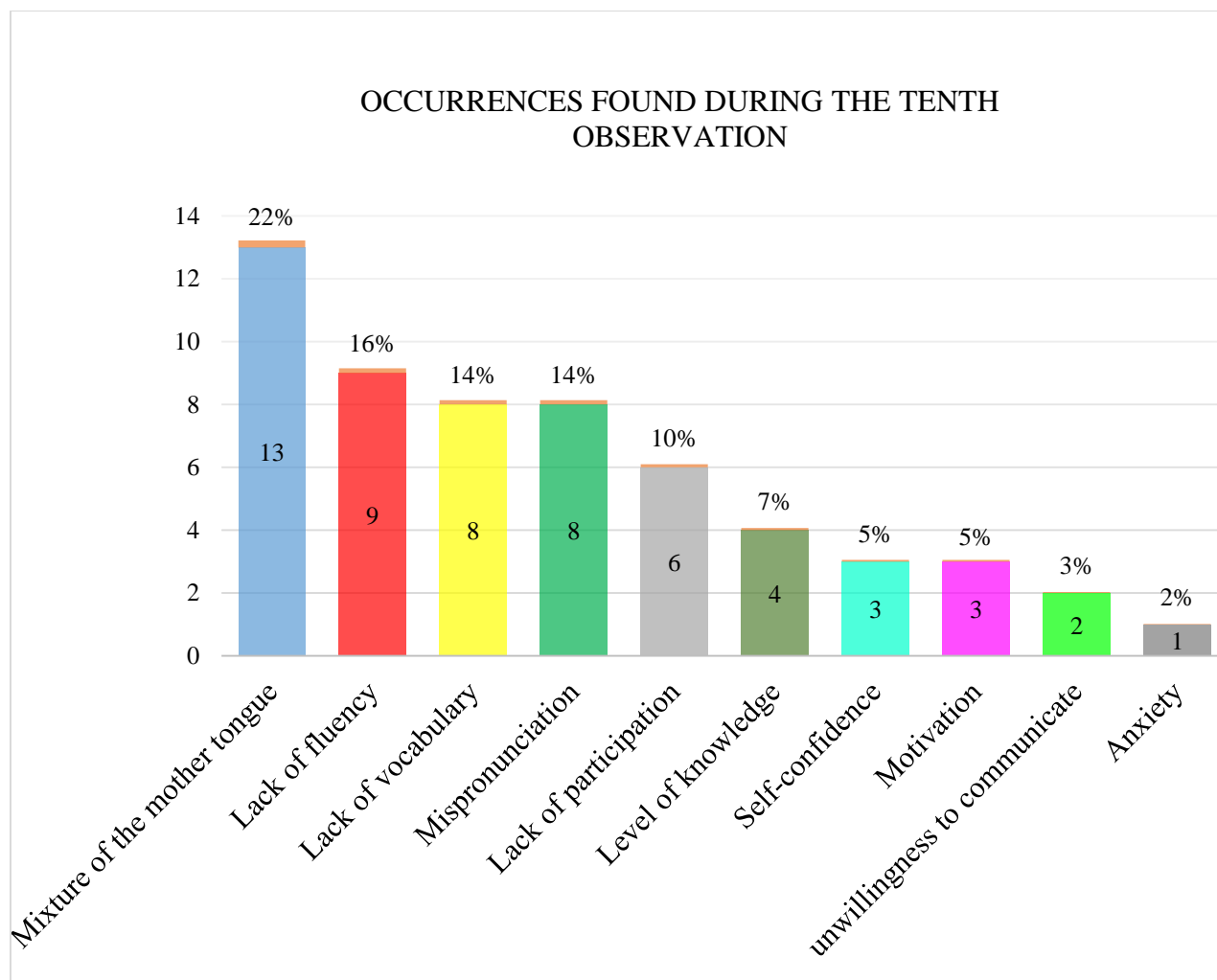
Graph 9: Occurrences found during the ninth observation.

In this graph are represented the characteristics found in the ninth observation made on June 25, 2019 in Carvajal, with fourth semester students of the University of Cauca in Santander de Quilichao during the English class.

As indicated in the graph, the characteristic with the highest percentage and number of occurrences correspond to the mixture of the mother tongue with a total of 10 occurrences and a percentage of 17%, which was perceived in the observation since students did not understand the topic in English and asked questions concerning the topic in their mother tongue. It was necessary that the explanation was made in Spanish. The second characteristic refers to lack of participation with nine occurrences and a percentage of 15%, which was very noticeable because in most cases students did not understand the topic in English. For that reason, they preferred to remain silent and not answer the questions the teacher asked them. The third characteristic found was unwillingness to communicate with nine occurrences and a percentage of 15%, from which it was perceived that students during this class had no intention of expressing themselves or asking the teacher because in most cases they were asking classmates. Lack of vocabulary, another characteristic shown in the graph, represents seven occurrences and a percentage of 12%, which indicated that students did not have enough vocabulary in English and did not show interest in acquiring it by not paying attention to the topics taught in classes. Next, with five occurrences and a percentage of 8% is found lack of fluency; this characteristic was perceived since students could not easily express themselves in English, which generated distraction by classmates and a communication without spontaneity. Also with five occurrences and a percentage of 8% is found self-confidence, which was noted that some of the students dared to participate and give their opinions about English topics because they thought that their answers were accepted by the teacher. Continuing with the information in the graph, mispronunciation is

a characteristic reflected with four occurrences and a percentage of 7%, from which it was perceived that students were not able to produce a correct pronunciation of the words, moreover, this generated a speech insignificant by classmates.

Last characteristics shown with the number of occurrences and lowest percentage refer to level of knowledge, anxiety and motivation, which each occurred three times and a total percentage of 5% for each one. Level of knowledge was distinguished in this observation because some students were able to communicate in English without much effort; anxiety was reflected as some of the students showed restlessness or distress when the teacher gave participation in activities that they were developing; finally, motivation was perceived as some students were encouraged to develop activities that the teacher posed for English class.



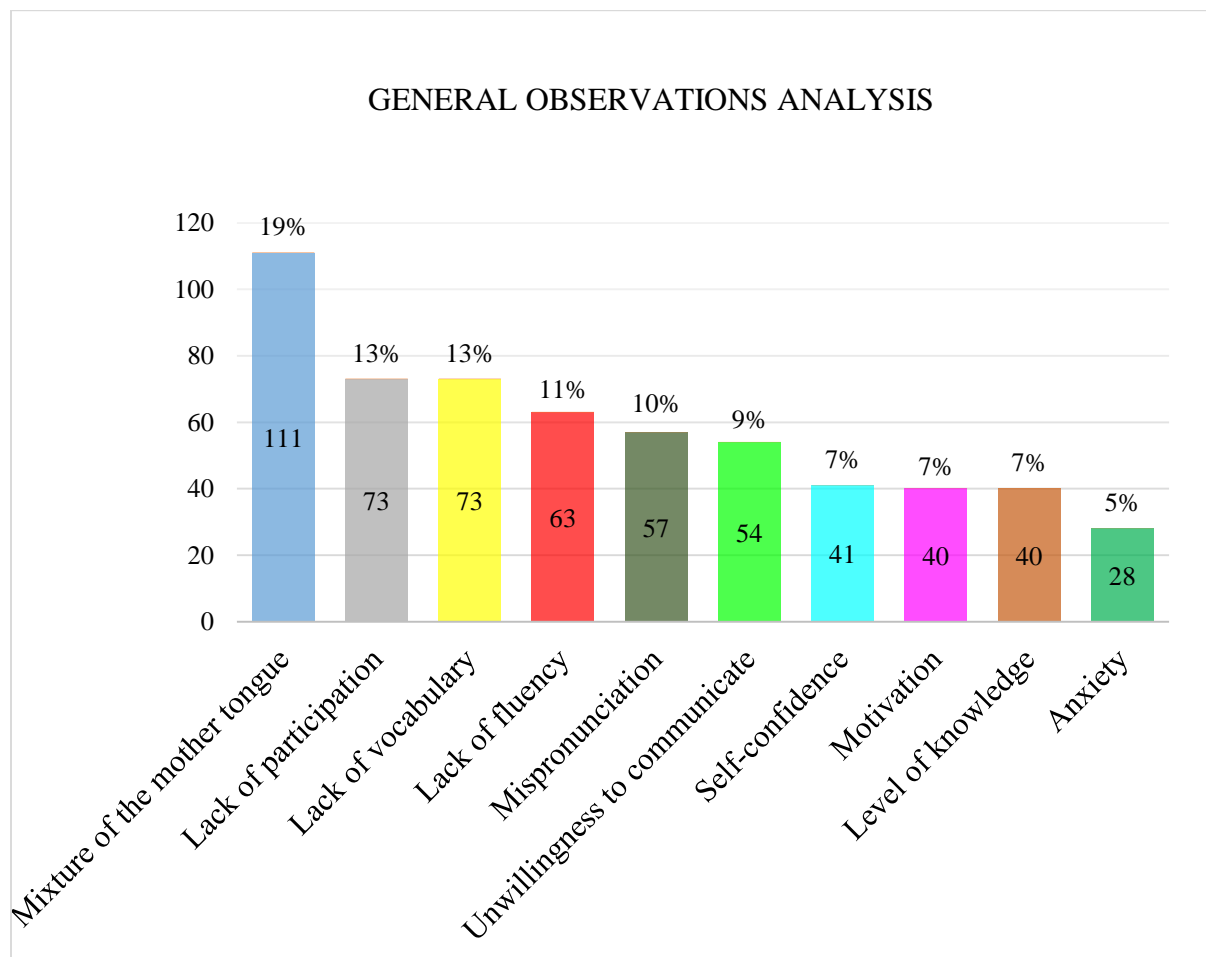
Graph 10: occurrences found during the tenth observation.

The data reflected in this graph show the information collected during the observation carried out on June 27, 2019 to the fourth semester students of the PLLMIF of the University of Cauca in Santander de Quilichao.

As reflected in this graph, the characteristic that presented a highest number of occurrences was mixture of the mother tongue with a total of 13 and a percentage of 22%; this factor presents more frequencies within this group, since the students frequently used the language when they participated, asked questions or started conversations during the English class. The next

characteristic with a high percentage observed during this session was lack of fluency, with a total of nine occurrences and 16% of the students; this characteristic was also maintained with high levels of frequency during observations and it was concluded that students did not have good fluency due to the lack of vocabulary, characteristic that in this case presented a total of 8 occurrences and a percentage of 14%, as well as mispronunciation, whose occurrences were observed in students who presented phonetic mistakes at the time of communication. In this order of ideas, there is lack of participation, whose frequency was six and its percentage of 10%; from this characteristic it could be inferred that it had variations during all stages of observation, since many times the interest was noted for the students, but this depended on the activities developed. The following code is level of knowledge with a total of four occurrences and a percentage of 7%; this characteristic did not present greater frequency variation, since most of the time it was students demonstrated to have knowledge about the topics seen during the class. Self-confidence occupies one of the places with lower percentage, with a total of 5% and three occurrences presented during this session, from this characteristic it was observed that some students showed confidence when responding during speech activities that took place in this class. Then, motivation was also found with a percentage of 5% and three occurrences; this characteristic had a low frequency since the students did not show motivation to participate in an activity where they had to go out to the board and write words related to the topic studied. After, is located unwillingness to communicate, with a total of two occurrences for 3%; this characteristic presented one of the lowest levels found during this session, which indicates that some students had difficulties to participate in the class and they were waiting for the teacher to demand or question them about the topics. Finally, anxiety is found with the lowest percentage presented in the graph, with only one occurrence (2%) showed uneasiness and nervousness at the

time of participating in the activity carried out on the board and it could also be inferred along the observations that this characteristic varies according to the topic, the teacher and the activities.



Graph 11: General observations analysis.

In this graph the general data of the characteristics found during ten observation sessions carried out in the classroom with four semester students of PLLM of University of Cauca in Santander de Quilichao are represented.

As shown in the graph, the factor with the highest number of occurrences and percentage refers to mixture of the mother tongue with a total of 111 occurrences and a

total percentage of 19% which indicates in general that students did not use English most of the time during the classes, next is represented lack of participation with 73 occurrences and a percentage of 13%, indicating that students were not in constant communication or participation about the topics presented in class. Lack of vocabulary is in the third place with the same percentage, it means 73 occurrences and a percentage of 13% which indicates that students did not have enough vocabulary to express themselves in English and therefore was appreciated in most cases that they did not have necessary knowledge to achieve the development of the subject presented. Next characteristic reflected in the graph is lack of fluency with 63 repetitions and a total percentage of 11% which could be perceived in classes since each time students had to participate they could not achieve a good communication due to their low fluency in English, mispronunciation is in fifth place with a total of 57 occurrences and a percentage of 10%, it means that in general the group did not pronounce correctly the words in English and it was so evident in the moment when students read or gave their opinions. Another characteristic found during the sessions is unwillingness to communicate represented with 54 occurrences and 9% which indicates that the population did not show an interest in learning English and also they preferred to remain silent than participate in class. Next is self-confidence with 7% and 41% occurrences found in the sessions, according to the observations this result indicates that four semester students did not trust their abilities or skills learned in the process since they not use them, they did not show confidence to establish a conversation neither classmates. Continuously, with the same percentage and number of occurrences there is motivation and level of knowledge, each one with 40 occurrences and a percentage of 7%, from this factor it was perceived that few students showed aptitude to

learn, concerning it was observed that some students did other activities not related to English class which generated distraction in the group, on the other hand, level of knowledge was perceived in some students but is important to say that they had good English level but they presented other languages problems such as lack of fluency and mispronunciation, finally there is anxiety, a characteristic reflected with the lowest percentage and total occurrences, it means a percentage of 5% and 28 occurrences, according to these results it can be mention that the group in general did not show anxiety although sometimes students felt frustrated to communicated.

Analysis of the mappings

By performing the observation students in the classroom in addition to ten characteristics analyzed and knowing that it is scientifically proven after a series of experiments carried out in a research entitled "Classroom seating location, student grades, and attitudes: environment or self- selection? " that distribution of the group in the classroom could have some influence on the academic performance of students, also was found that the place where they sat could relate to their level of self-esteem. Having all this in mind, the researchers proceeded to create the mapping of three classrooms where students received the observed sessions, besides the illustration of the respective location of people inside the classroom.

Given the research mentioned above, statements made by Hernandez, M (2018) in her article entitled "¿Por qué los estudiantes que se sientan en los primeros puestos logran mejores calificaciones?" This was based on diverse researchers on the configuration of the classroom and students' influence qualifications. The first phenomenon analyzed was the fact that good students, it means students who obtained better grades, participated

more, maintain better communication with teachers, and present a highest self-esteem, they generally sit in the front. The distribution of the students is repetitive and students who sit in front are grades greater than 4.0, which would be an outstanding performance.

On the other hand, the location of the students was analyzed. Students who sat on the sides of the room were students who did not participate, they did not establish good communication with the teacher besides they were distracted and had low grades. According to Jimenez (2018), this is not surprising because, since centuries ago, even in Plato and Aristoteles' academy, they found similar cases about descriptions made by Hipona in his confessions. This particularity was accepted in this group of students due to the appreciation during the observations since it was represented through graphs of observation because participation by students was low that, besides students who participated were those who sat in front, the others kept silent even when the teacher asked them they waited that another classmate answered for them.

Having said all, the maps of each classroom and the location of students during the observation sessions are presented below:

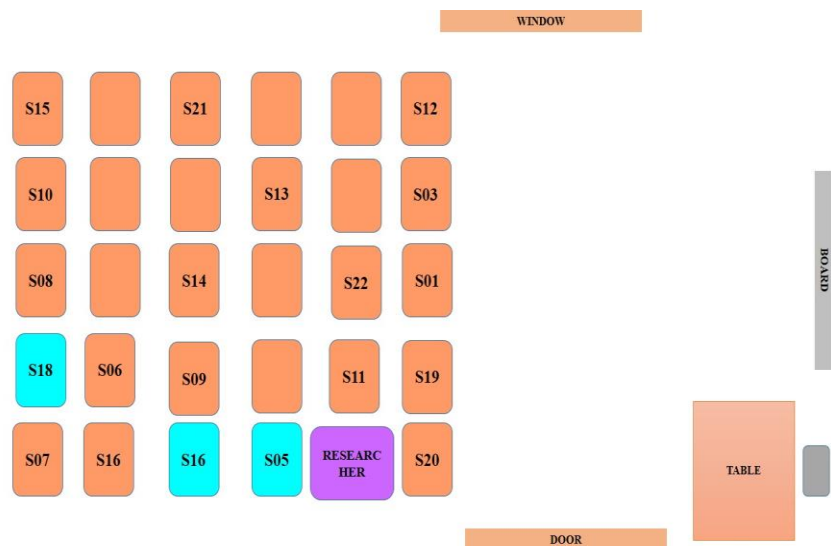


Figure 1: Mapping of the classroom # 4, Casona.

Mapping 1: it allowed to have a first perception of the positions that students take in this classroom during the English classes and the students who participated during this session.

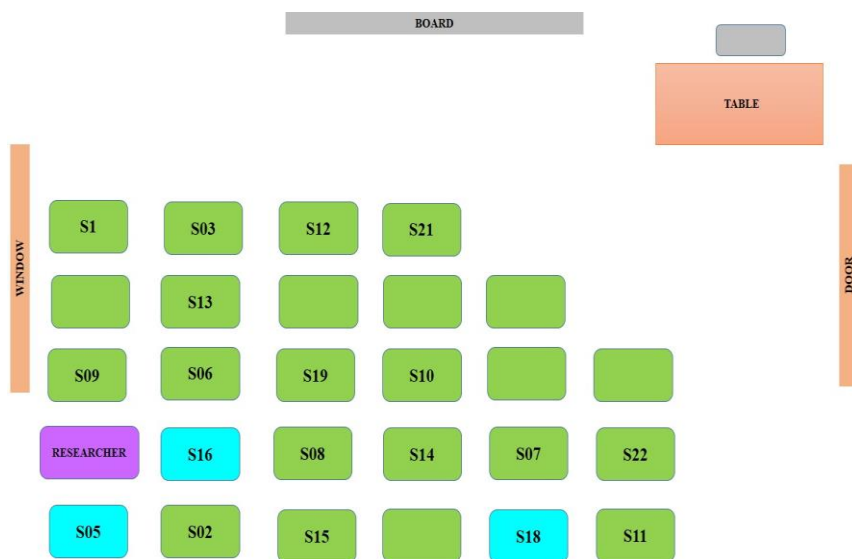


Figure 2: Mapping of the classroom #3, Casona.

Mapping 2: it reflected that some of the students took similar places to be in the English class and it was identified some important factors such as participation and skills.

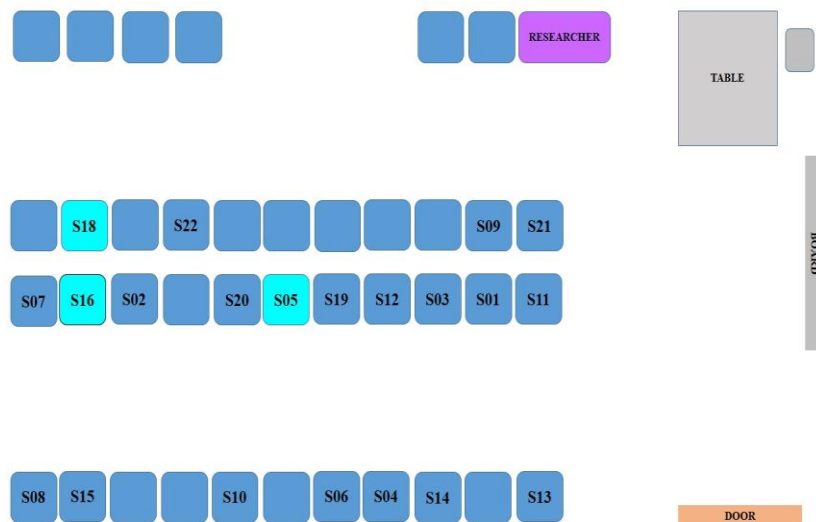


Figure 3: Mapping of the classroom #30, Carvajal.

Mapping 3: it allowed to identify that some of the student preferred to be dispersed and different factors that other students own at the moment of participate in the English class.

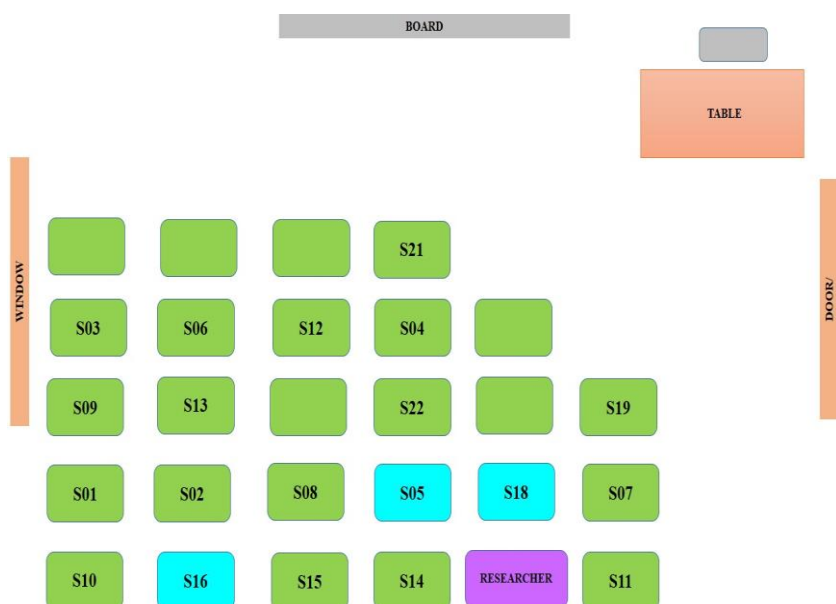


Figure 4: Mapping of the classroom #3, Casona

Mapping 4: With this mapping was easier to identify the behave and preferences of some students about the English class and their environment at the moment of take a particular place in the classroom.

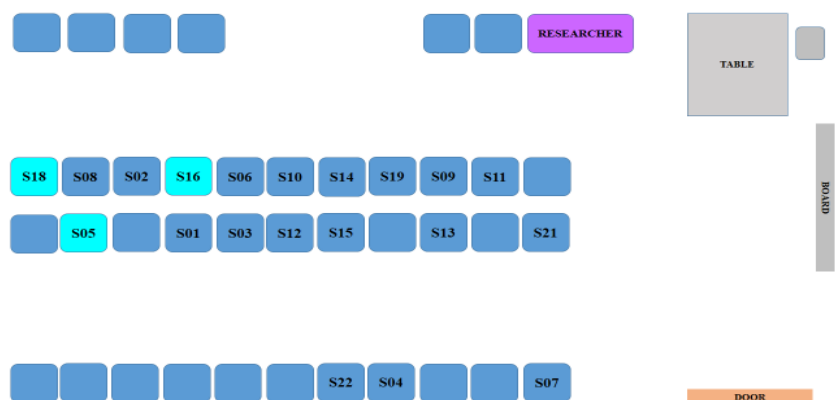


Figure 5: Mapping of the classroom #30, Carvajal.

Mapping 5: This mapping showed that most of the students took the same place in this classroom and it started to be evident that the position that the student chooses at the moment of take an English class was very influential for the participation and the development of her/his skills.

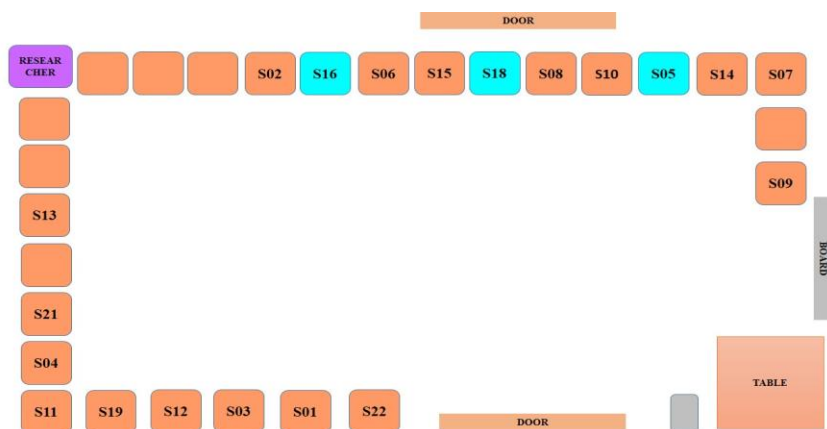


Figure 6: Mapping of the classroom #4, Casona.

Mapping 6: it was particular because if the activities proposed by the teacher and it was observed that students looked for a comfortable position because they were totally opened to the sight of the teacher, although the distribution of the classroom they took similar places than previous sessions.

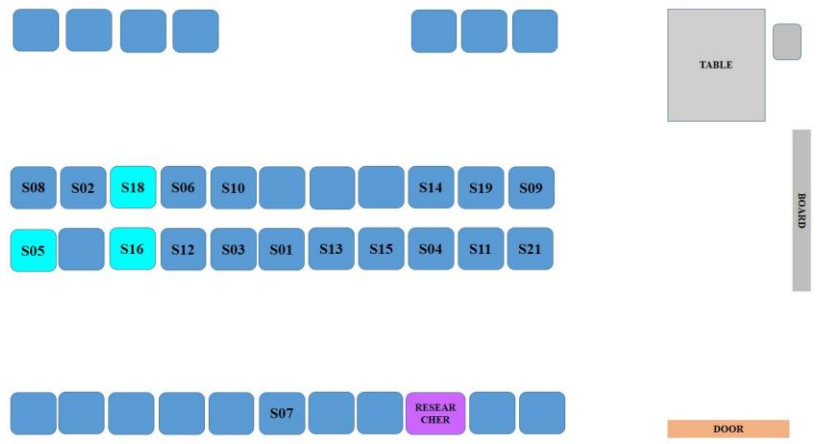


Figure 7: Mapping of the classroom #30, Carvajal.

Mapping 7: With the mapping carried out during this session allowed to infer the different position of interrelations that students had during the observed session, their behavior and perception of the developed topic.

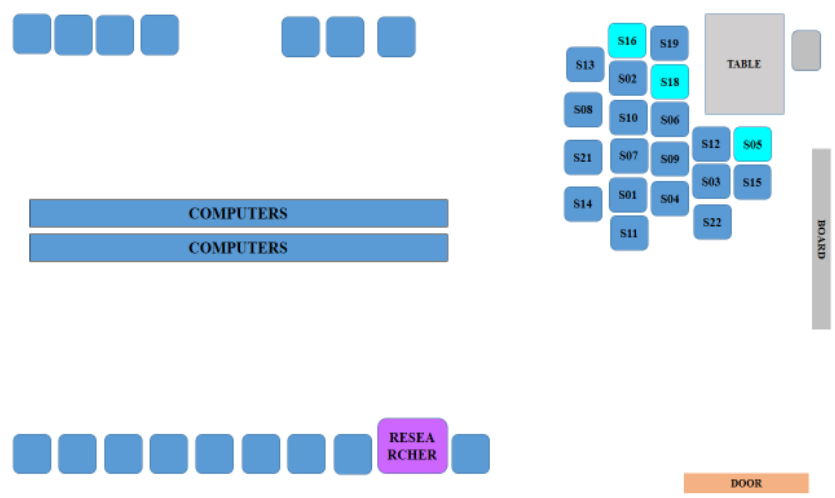


Figure 8: Mapping of the classroom #30, Carvajal.

Mapping 8: The mapping elaborated in this session was particular because of the activities and it was possible to observe that students looked places where they could be near to the same partners and the students who participated all the time took the first sits.

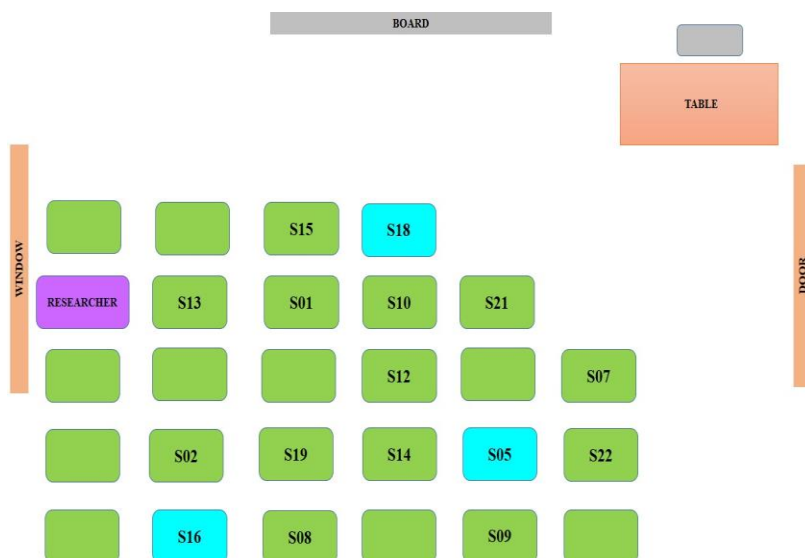


Figure 9: Mapping of the classroom #3, Casona.

Mapping 9: With this mapping it was possible to have a clear perception of the profile of the students and their preferences, habits and behave inside the classroom during the English classes.

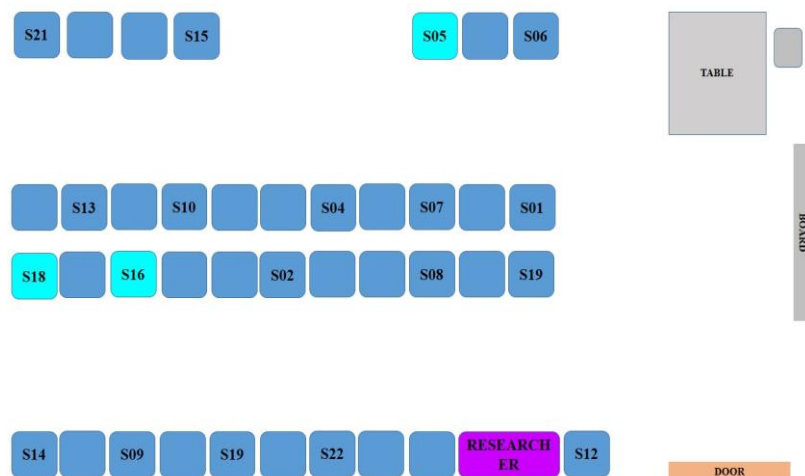


Figure 10: Mapping of the classroom #30, Carvajal

Mapping 10: showed that most of the students always took the same places o they looked to be surrounded by the same people and there was a clear conceptual camp of the population whom demonstrated particular habits and skills

8.2 Step 2: Test Rosenberg self-esteem scale and Registration Notes

During the second stage of the Project, and taking into account the suggested methodology, the Rosenberg Self-esteem scale or RSE was applied to the students of fourth semester of the PLLMIF. This test was used according to Alex Figueroa, psychologist and researcher of the University of Barcelona, to measure the self-esteem as much as the clinical practice and the scientific investigation. This test was used to know the level of self-esteem that student had at that moment. It consists of 10 statements about the personal worth, five of these suggested in a positive way and the other five in a negative way. These statements are graded from 1 to 4, representing 1 strongly disagree, 2 disagree, 3 agree, 4 strongly agree. To understand the results of this test, it is important to take into account that a score between 30 and 40 points is considered a high or normal self-esteem, while a score between 26 and 29 points is considered a medium self-esteem and finally a score of 25 points or less is considered a low self-esteem. Below, it is attached the results of the test.

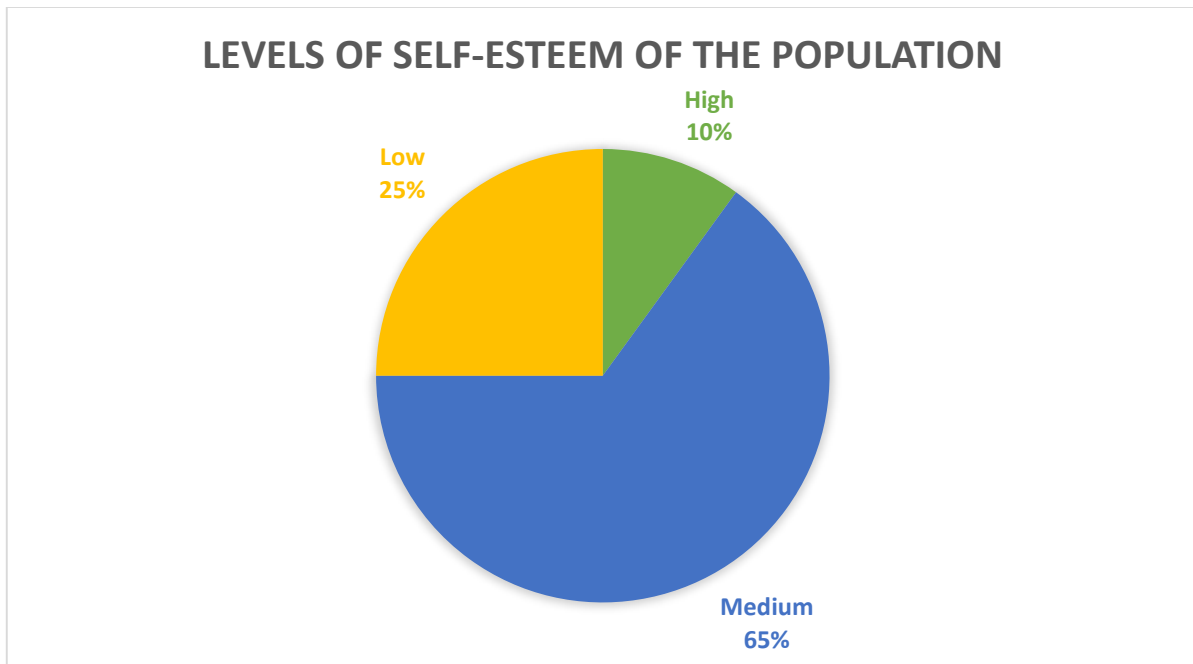
Table 2

Results of the Self-Esteem Scale RSE

<u>Students</u>	<u>Score obtained</u> <u>from the test</u>
S1	27
S2	29
S3	27
S4	25

S5	23
S6	30
S7	26
S8	27
S9	29
S10	29
S11	27
S12	25
S13	29
S14	27
S15	30
S16	23
S17	Retired
S18	22
S19	29
S20	Retired
S21	26
S22	26

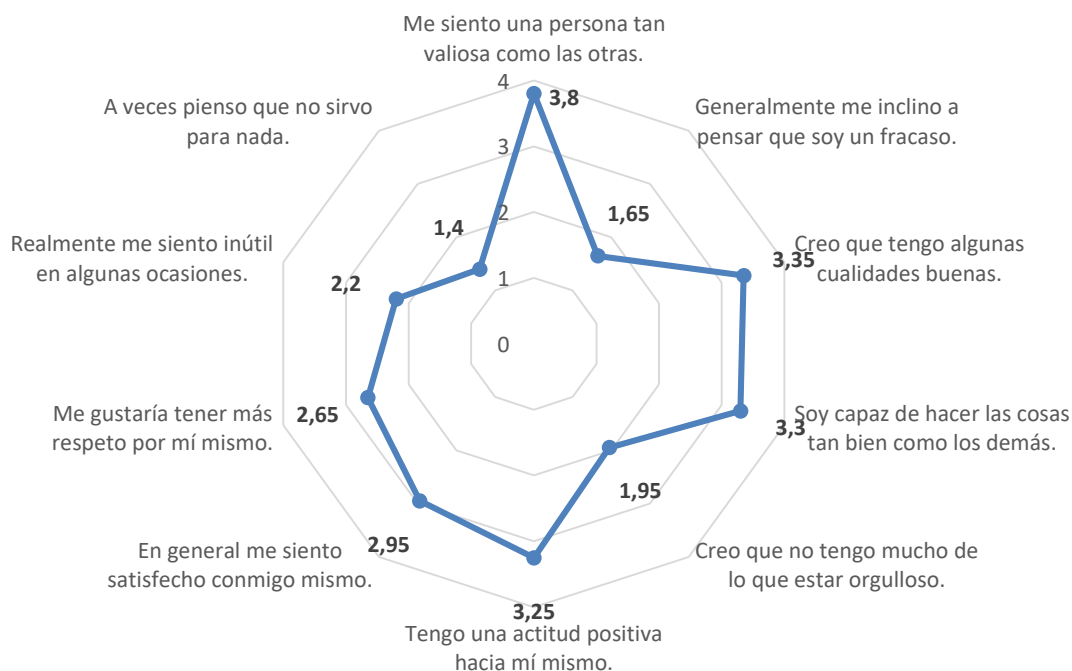
From the previous information, 10% of the students of fourth semester have a high self-esteem, 65% of the population have a medium self-esteem and 25% have a low self-esteem, this data is reflected in the next graphic:



Graph 12. Population's self-esteem levels

On the other hand, the student's general results obtained from the test are reflected in the next table that shows which were the average answers from the students in each question.

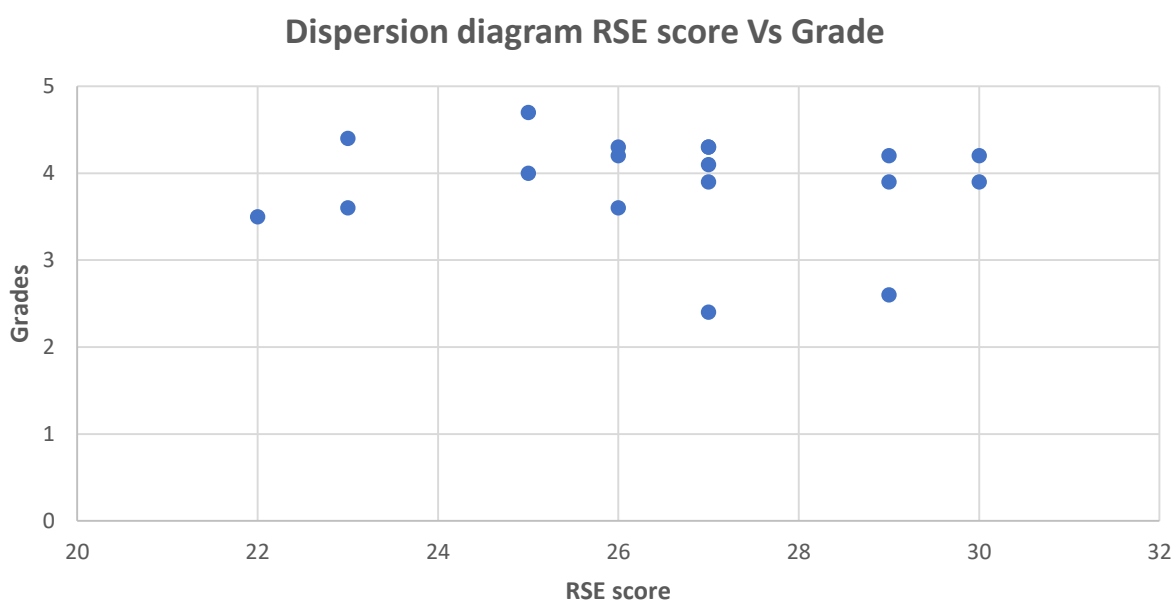
Average score from the Rosenberg scale



Graph 13. Average score from the Rosenberg scale

After realizing the results of the self-esteem test and obtaining the scores and counting with the student's consents the previous semester's final grades were collected. When this information was obtained, these two quantitative variables were statistically related using the Pearson's correlation coefficient, a statistic measure created to know if there is a linear relationship between two random quantitative variables, which showed as a result the next graphic where a dispersion diagram shows the grade versus the score from the RSE. No trend exists of the data neither growing or decreasing, indicating graphically that the variables grade and RSE score are independent. This is supported in the results of the Pearson's correlation coefficient, which showed a score of -0.09 , which value is very close to zero (0), thus it indicates that there is not a relationship between the variable grades and RSE score.

Then, it can be said that in spite of the theory and the different studies to support this research the self-esteem does not have a linear relationship with the grades that a student can obtain, in this case in the area of English, although, it does not mean that it does not exist a relationship between these two variables expressed in other way.



Graph 14. Dispersion diagram RSE score vs grades

8.3 Stage 3: Interview's analysis

During the third stage and after recollecting the data about the level of self-esteem of the students and its relationship with the academic performance, three students were chosen with the lowest levels of self-esteem whom were subjected to a semi-structured interview that supported the information found in the previous stages of this research.

The collected data belong to three students from the group under investigation, whom showed to have low levels of self-esteem according to the Rosenberg self-esteem scale (RSE).

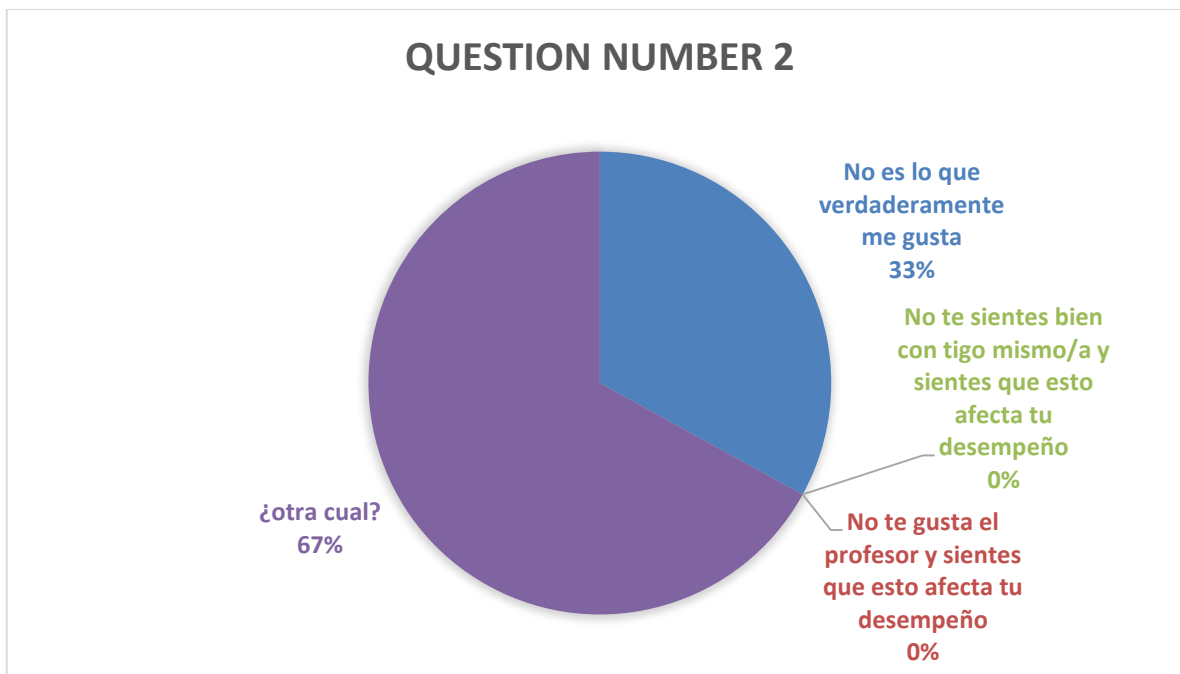
This interviews were recorded on audio and carried out by the researchers on July 2 and 3, 2019 in Casona, University of Cauca Santander de Quilichao.

To carry out the analysis of the answers from the semi-structured interviews accomplished with the students identified with low self-esteem, codification techniques that belongs to the qualitative method were used, which allowed to have explicit conclusions from the research through its three phases. The first is the reduction of the information, the second the descriptive analysis and the third the realization of interpretations.

Question number 1: How do you feel in the English classes?

In this question, students 16 and 18 answered that they feel good during the English class, they agreed that it is because of the good methodology used by the teachers to teach the classes more dynamicly; on the other hand, the student 5 said he/she felt stressed and confused during some classes, but did not manifested the reason of these feelings.

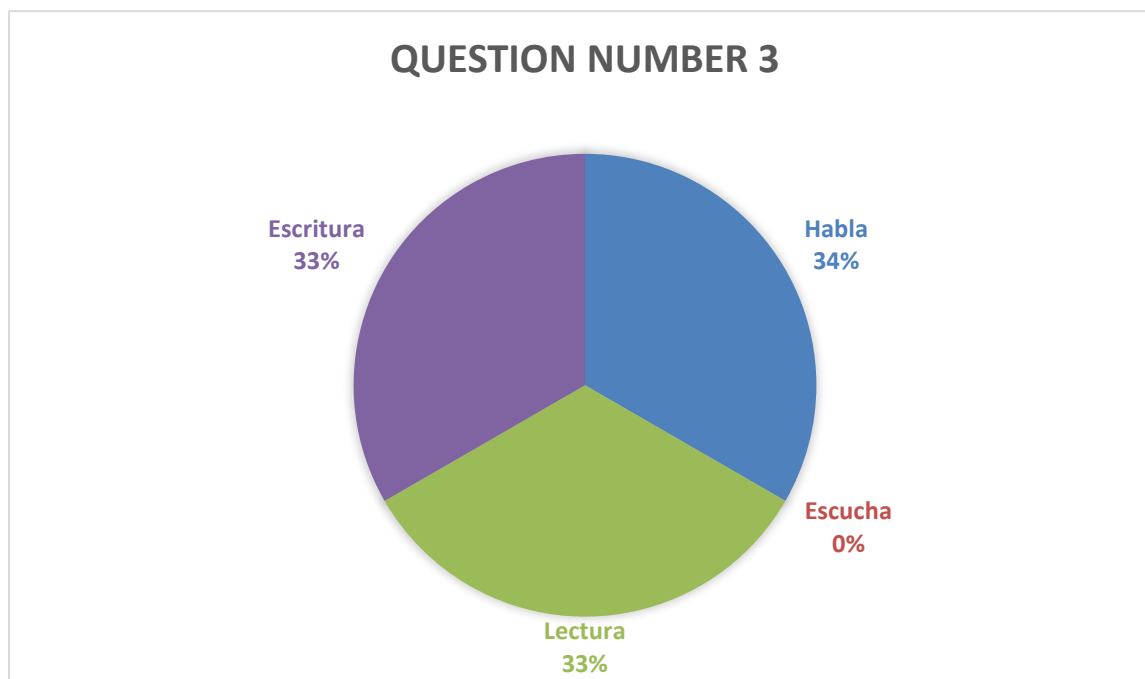
Question number 2: Do you consider that your process of learning has been difficult?



Graph 15 Difficulties in the language learning process

The students 5 and 18 answered to the previous question that the process of learning has been difficult for them, while the student 16 said that it has not been difficult. On the other hand, the given option to justify their answers it was found that 67% gave a different reason to the previous mentioned for its answer and only 33% which represents just one student, assured that the process has been difficult because it is not what he really likes.

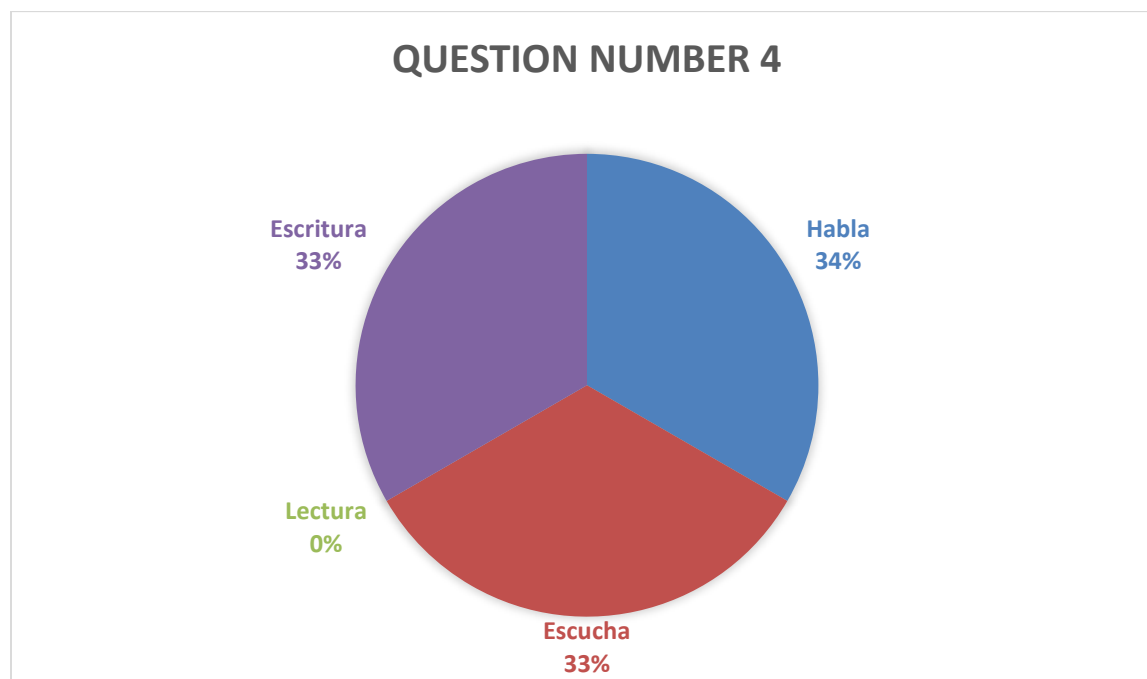
Question number 3: Which skill has been the most difficult for you in the English learning process until now?



Graph 16 Difficult skills in the language learning process

As it observed on the graph each one of the interviewed students affirmed to have difficulties in different skills, which gave as a result the next information: 33% writing, 33% speaking, 33% reading and 0% listening.

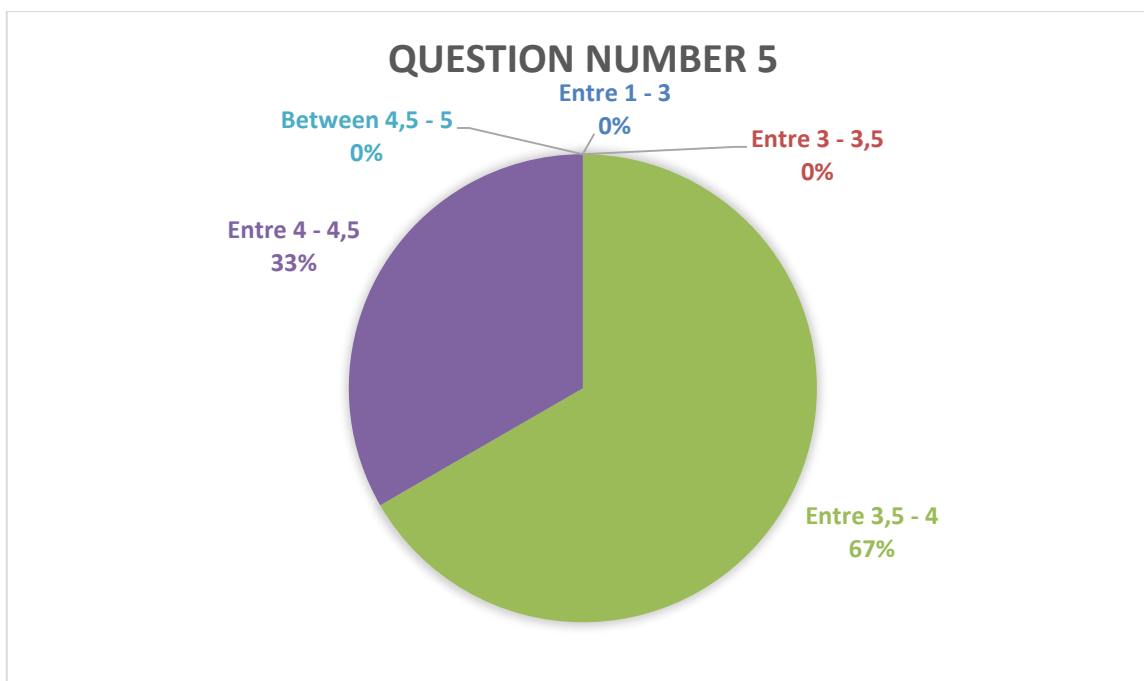
Question number 4: Which skill do you believe that is your strength in the English area?



Graph 17 Strength skills in the English area

The reasons given for the students to this answers were the next: S5 said “Yo me considero buena por ejemplo cuando nos dejan trabajos libres que escribir o algo así que podemos improvisar o escribir historias, me considero buena; porque me gusta mucho escribir y cuando es tema libre pues siento que me expreso más y pues expreso todo lo que se y eso”. In the same way S16 justified his answer saying that “El speaking diría porque hay muchas palabras que con el listening uno como que cuando hacen los slangs o cuando se comen letras o algo así, uno ya como que no la agarra tan fácil porque no tiene profesores nativos o la gente que está hablando ya y nosotros hablamos como muy cada palabrita entonces pues en eso... Entonces en el habla sí creo que tengo fluidez, aunque me invente cosas jajajaja”. Finally S18 manifested that “la escucha, si siempre entiendo lo que me dicen”.

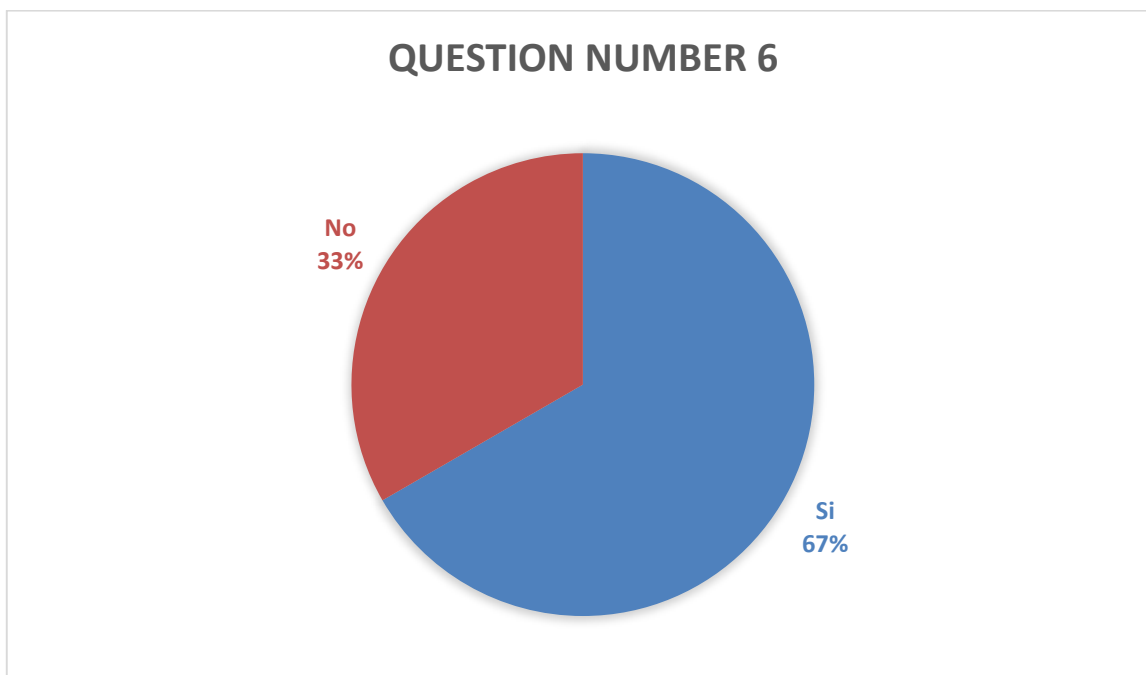
Question number 5: How are your grades in general? Low-medium-high, why do you think it is like that?



Graph 18 Grades

Students answered the next to this question: S5 “Pues, pues mira que eee a veces a veces que me va bien y saco bueno nota, pero hay otras que no entonces como que queda ese balance y me queda como en ese promedio. Entonces pues no muchas veces me va bien en exámenes o algo así o cuando las exposiciones entonces pues me queda ese promedio”. S16 said “¿En inglés? son sobre cuatro. Si porque la vagancia hace que mis notas sean esas y por los ejercicios que hacen” finally S18 did not give a reason for his/her grades.

Question number 6: Do you consider that this grades reflect your performance in the subject?



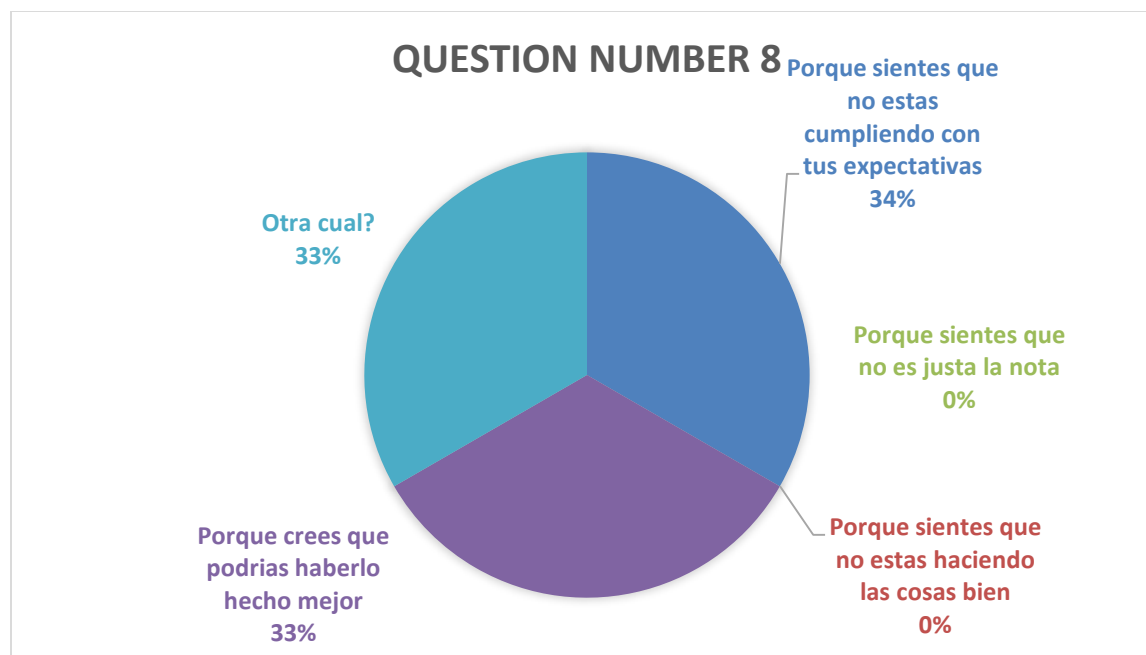
Graph 19 Do you consider your grades reflect the performance?

Analyzing this question, it was found that students coincide that the grades reflect their learning level, although they admitted that many times a low grade can be due to the lack of discipline more than the lack of knowledge. As student 16 said: “Si porque una nota de cuatro es como que sabes, pero no te esfuerzas lo suficiente como para cumplir los objetivos”. Although, for student 5, the grade did not reflect his/her skills because it could be other factors that affected the grades and it does not mean that he/she is not smart. Citing his words he said: “Mira que yo siempre he dicho que una nota no refleja pues lo que uno sabe, muchas veces uno comprende el tema y uno siente que uno sabe y eso y saca una mala nota, pero pues a mí no me afecta porque yo sé que esa nota no refleja mi inteligencia o lo que yo sé.

Question number 7: In a scale from 1 to 10 (*where 10 is very important and 1 means nothing important*) How important do you believe that is the grade for you?

The answer of the students for this question were between 3 and 7 according a 1 to 10 scale. Students 5 and 16 consider that the grade is important for them because of the average and overcome the semester, since they must continue the program, while S18 believes that it is most important the process that is reflected in the course of the career than the grade itself.

Question number 8: Do you feel emotionally affected if your grades are low? Why?



Graph 20: Do you feel emotionally affected by low grades?

Students 5 and 18 manifested in this question that they feel emotionally affected when they get low notes as the graph reflects, while S16 followed the other option which supported that he/she did not feel emotionally affected by the grade and said: “No, después de que aprenda no importa, puede que en una clase haya aprendido un tema y lo maneje bien, pero porque no entregue el trabajo o porque me olvide hacerlo eso no refleja que no sepa y yo sé que sí sé”

Question number 9: Do you feel that your performance of English is affected by the teacher?

As an answer to this question, the students affirm that the performance in English is affected by the teacher. According to their answers, student 16 believes that the explained topics are not the expected and it does not have use in the reality, meaning that it is not focused in the daily life which is he/she considers important. On the other hand, S5 thinks that there is not an approach with some of the teachers affecting in class, and S18 considers that the performance is affected in cases where the teacher does not develop in the classes.

Question number 10 Do you have a story that you would like to share that you consider that marked negatively in your English learning process?

Analyzing this question, students affirm to have stories that marked negatively their English learning process. Student 16 shared that some exercises from copies do not reflect a help in the process because it is mechanically handle. Next, S5, who considers English frustrating, said that it is not important and it is not a career that contributes to society. He/she mentions “yo a veces pienso por ejemplo que uno que puede aportar a la sociedad al enseñar inglés? por ejemplo yo vengo de una comunidad indígena donde a uno no le enfatizan como esa importancia del inglés, a uno siempre le dicen que uno siempre tiene que preservar su cultura su idioma entonces a nosotros siempre nos han inculcado que el Nasayuwe es lo que nos identifica.” As a last answer, S18 mentions that presents problems at the moment of expressing in English and this has affected his language learning process.

Question number 11: Do you feel that your experience in the PLLMIF could be different, why?

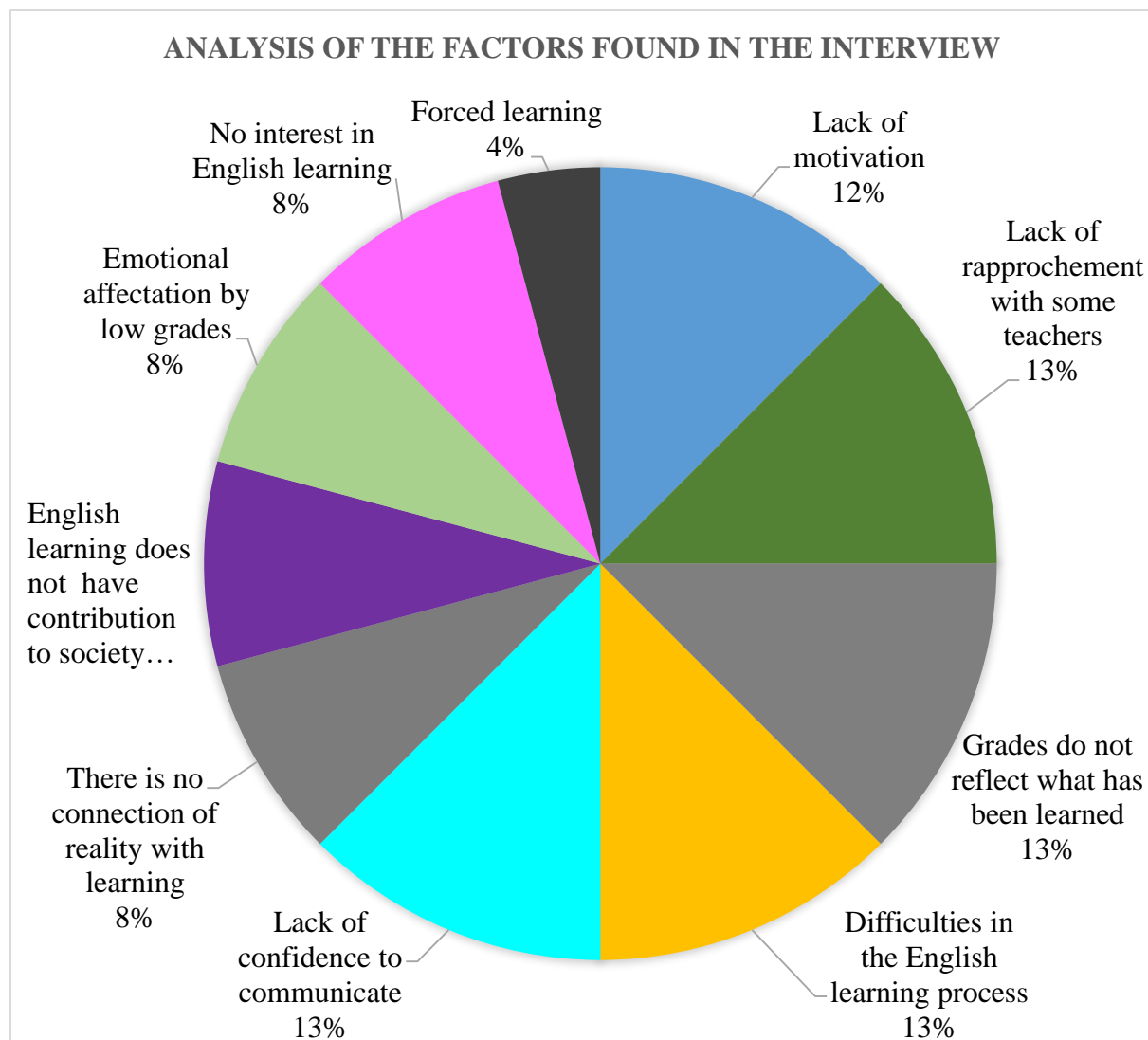
In this question two of the students answered that their experience in the PLLMIF could be different and the other students consider it does not. According to their answers, S16 considers relevant the reality that people live and the importance that he feels for learning English, on the other hand S5 considers that: “Yo digo que si a mí realmente me gustara la carrera, me apasionara participaría más buscaría más como más ayuda para aprender”, which means that this subject is not his/her preference and for this reason he/she does not try hard for improve learning. The last answer from S18 considers that it could be different but in a positive way having English native teachers in the process since they have only had one native teacher.

Table 3.

Factors found in the interview

<u>Factors</u>	<u>Student 05</u>	<u>Student 16</u>	<u>Student 18</u>
Lack of motivation	X	X	X
Lack of			
rapprochement with	X	X	X
some teachers			
There is no			
connection of reality		X	X
with learning			
Forced learning	X		
English learning			
does not have	X	X	

contribution to				
society				
Grades do not reflect				
what has been	X	X		X
learned				
Difficulties in the				
English learning	X	X		X
process				
Lack of confidence				
to communicate	X	X		X
Emotional				
affectation by low	X			X
grades				
No interest in				
English learning	X			X



Graph 21. Factors found in the interview

This graph represents the factors found in the semi-structured interview carried out with some of the fourth semester students of the PLLMIF of University of Cauca in Santander de Quilichao.

As shown in the graph, the first factor found in the interviews is lack of motivation, with a total percentage of 12% which indicates that the students did not feel motivated to carry out the

activities proposed by the teacher in the English class; then, with a total percentage of 13%, there is lack of rapport with some teachers; this result showed that during English classes the students did not feel comfortable to address teachers or participate in class. A third factor named Grades do not reflect what has been learned is represented with a total percentage of 13%, which indicated that grades did not reflect the learning of the topics taught by the teachers and these were not important for students. In the fourth place is the factor named difficulties in the English learning process with a percentage of 13% which indicates that students had complications with skills affecting their learning process; in the fifth place is located lack of confidence to communicate with a total percentage of 13%, this factor indicated that students did not feel totally safe when expressing themselves in English to the teacher, for that reason in most cases they preferred ask their classmates and clarify their concerns. To continue, the factor named there is no connection of reality with learning is represented with a total percentage of 8%, which indicated that students learned English but they felt unaware to learn this language. English learning does not have contribution to society is the seventh factor represented in the graph with a total percentage of 8%, which indicated that learning English is not an important contribution to society. On the contrary students consider that there are careers which have a function and significant value in society; for them, in this case English is not one of them. Another of the factors is emotional affectation of the low grades which shows in the graph a total percentage of 8%, from this factor it can be said that the students were not affected by the results of low English grades since grades do not affect their performance and these do not demonstrate a person's learning for them; another factor named no interest in English learning with a total percentage of 8% is a factor which indicated that students were not interested in learning English; the last factor represented in the graph refers to forced learning with the lowest

percentage of 4% which indicated that learning English was not so important for students as they learn it by meeting family or economic requirements and not by the pleasure of learning.

8.4 Stage 4: Results

With the objective of determining the relation between self-esteem and academic performance in the English area, the following instruments were applied to the students from fourth semester of the PLLMIF.

The first instrument used was the observation, which was carried out with the objective of examining the behavior and the academic performance of the students during the English classes and make possible to get a characterization from this population based on the observed aspects inside the classroom. From this characterization carried out during 10 sessions from the English classes it can be said that taking into account that in the 10 studied characteristics it was found firstly that it could vary in each class depending on the teacher, the activity and the different methods used during the session that the investigators witnessed. Although, analyzing inside the classroom with the created observation file, which contained 10 characteristics, it was evidenced that during all the sessions the mixture of native language it means Spanish with English was the highest occurrence with 111 in total, next by the lack of participation which was a repetitive factor in most of the cases with 73 occurrences in total. With the same number it was found the lack of vocabulary in L2 with a total of 73 occurrences, next the lack of fluency with a total of 63 occurrences, in the same way the mispronunciation with 57 occurrences registered. Next, by the unwillingness to communicate with 54 occurrences, after the lack of self-confidence which obtained a total of 41 occurrences, on the other hand the motivation and the level of

knowledge obtained the same number of occurrences with 40 in total and last the anxiety that presented just a total of 28 occurrences.

The second instrument applied was the Rosenberg self-esteem scale used with the objective of knowing the levels of self-esteem of the students, which showed the next results, the 10% of the students have a high self-esteem, 65% of the population has a medium self-esteem and 25% low self-esteem.

After, using the Pearson's correlation coefficient it was related the scores of the self-esteem test and the final grades of the students, which showed a score of -0.09 which means that it does not exist a relation between these two quantitative variables.

Finally, the semi-structured interview, which contained questions about the academic performance and self-esteem of the students in relation to the daily experiences in the PLLMI-F reflected that the students generally feel good during the English classes, and second, for most of them, the English learning process has been difficult although this answer could not be generalized because each one of the students had a different reason to describe its difficulty. Third, the most difficult skills are different for them and according to the observation these can vary depending on the learning style and the language acquisition process that the person brings, fourth the skill that is a strength for the students could not be generalized because it was different in each student, fifth their grades are in an average from 3.5 and 4.5, sixth most of the students feel that the grade truly reflected its performance on the area, seventh and with an average of 5.6 in their responses it can be said that for those who did the interview the grade is very important. Eighth, the students manifested that they feel emotionally affected if the grades are low. Ninth, they think that their performance in the area can be affected by the teacher. Tenth, the students think that they have had experiences which marked them negatively in the language learning and

according to them it is directly related to the way of teaching, the grades that in some times make them feel frustrated and demotivated. Eleventh, most of the interviewed students consider that its experience in the PLLMIF could be different and, although the reason that they gave were varied, the most relevant to mention is that they say not having felt equality regarding to the native teachers that each course in the English area offer to them.

9. Conclusions

The present investigation had the general purpose to determine the relation between self-esteem and the academic performance in the English area in the students of fourth semester of the PLLMIF of the University of Cauca in Santander de Quilichao. Next are presented the conclusions found during the process of analysis of data.

First, from the process of observation carried out, it can be concluded that the target population of the investigation had shortcomings in the English learning that could be evidenced through the activities carried out during the observed classes. Thus it can be said that these shortcomings could affect their academic performance in the area in a negative way, even without self-esteem being a determining factor for this. More than characteristics of persons with low self-esteem such as the self-esteem would be and the lack of self-confidence which were factors with very few reported occurrences, these students presented other marked characteristics such as unwillingness to communicate, lack of participation and low motivation that indicated the reason of its low academic performance are others and not the self-esteem.

On the other hand, it can be said that in spite of the 25% of the population showed to have a low self-esteem according to the results obtained from the RSE, realizing the interviews some students reflected in their answers that having low self-esteem was not for them a decisive factor for their academic performance in the English area, because they manifested that it was more relevant at the moment having a grade other factors such as the motivation, the way of evaluating the teacher and the level of knowledge that they had got about the topic.

Finally, according to the analysis done with the RSE and the recording of final grades of the English area it can be said that for this investigation self-esteem did not have a direct relation with grades and the academic performance of the students.

10. Recommendations

Once concluded this investigation it is relevant to take into account the next recommendations to next investigations that can be related to this topic.

1. To expand the population which the investigation is directed, since it is considered that in a higher population the results could be different in a positive way and obtain more finds.
2. To use a more detailed clinical test with respect to some concepts related to the self-esteem.
3. To work on improving the file of observation created to carry out this investigation.
4. To look for more theories or precedents to support the investigation.
5. To do an interview focused on the feeling of the student with respect to their learning process where they can reflect more about them as a person and their way of learning, to try to understand in an easier way how can be affected the performance from the states of self-esteem that a person has.

Pedagogical Recommendations

The following pedagogical recommendations are thought to be helpful for teachers to improve their classes and the student learning English process.

1. According to Cordero C (2016) Teachers should know about gamification in class in order to boost students' motivation towards learning.
2. For Robertson J (2017) author of the book *Dirty Teaching: A Beginner's Guide to Learning Outdoors*, it is important that educators can give innovative uses to different

- spaces outside the classroom looking for them to encourage their students to create and learn.
3. Taking into account the observations made within the classroom, it is also suggested that teachers innovate in different aspects of education taking into account the learning styles and needs of the students.
 4. Now, Mazur E (1991) Forerunner of the flipped classroom suggests that teachers should create a class where students are the protagonists, using new technologies and going from being a single person who gives the information to be a facilitator, looking for greater voluntary interaction by students in the classroom.
 5. Likewise, it is suggested to teachers to try to create a relationship of respect and kindness with their students in search of having a classroom free of fear and inhibition due to lack of empathy; said in other words by the author Linda Tickle-Degnen and et Al (2018) that define it as rapport and they literally said “Rapport is similar to trust. You can build trust and rapport simultaneously, but rapport focuses more on establishing a bond or connection, whereas trust relies more on establishing a reputation for reliability, consistency and keeping your promises.”
 6. Finally, it is recommended to take the generational leap through technology, taking into account what is meaningful, attractive and fun for students because it is a good way that the students learn according to their age.

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Annexes

1. Escala de Autoestima de Rosemberg (RSES)

A continuación, encontrará una serie de frases, lea cada una de ellas cuidadosamente y marque con una X enunciado que considere más apropiado:

	Totalmente en desacuerdo	En desacuerdo	De acuerdo	Totalmente en desacuerdo
1. En general estoy satisfecho/a conmigo mismo/a.				
2. A veces pienso que no soy bueno/a para nada.*				
3. Creo que tengo buenas cualidades.				
4. Soy capaz de hacer las cosas tan bien como la mayoría de las personas.				
5. Pienso que tengo muchas cosas de las cuales sentirme orgulloso/a.				
6. A veces me siento inútil.*				
7. Creo que soy una persona igual de valiosa a la mayoría de la gente.*				
8. Quisiera respetarme más a mí mismo /a.*				
9. Tiendo a pensar que soy un fracasado /a.*				
10. Tengo una versión positiva sobre mí mismo/a.				

*Los ítems con asterisco deben invertir su escala de respuesta.

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Transcrip of the interviews

Researcher: ¿Cómo te sientes en las clases de inglés?

S5: Bueno en la clase de X me estreso, me enredo y con X muy bien porque él se preocupa por los estudiantes, por si aprenden o no los temas que él explica. Yo siento que me falta pronunciación porque me frustró con los audios, hay unos que si puedo hacerlos, pero los otros no.

Researcher: ¿Consideras que ha sido difícil tu proceso de aprendizaje de la lengua, porque?

- No es lo que verdaderamente me gusta
- No te gusta el profesor y sientes que esto afecta tu desempeño
- No te sientes bien contigo mism@ y si sientes que esto influye en tu desempeño
- Otra cuál ?

S5: No es lo que me gusta, a mí me llama la atención lo de la salud, pero esto no.

Researcher: ¿Qué habilidad ha sido la más difícil para ti hasta el momento durante el proceso de aprendizaje del inglés?

- Habla
- Escucha
- Lectura
- Escritura

S5: La pronunciación. Se me hace muy difícil o a veces confundo por ejemplo a veces pronuncio la “O” en francés entonces es más que todo la pronunciación que se me dificulta bastante.

Researcher: ¿Qué habilidad crees que es tu fortaleza en esta área de inglés?

- Habla
- Escucha
- Lectura
- Escritura

S5: Yo me considero buena por ejemplo cuando nos dejan trabajos libres que escribir o algo así que podemos improvisar o escribir historias, me considero buena; porque me gusta mucho escribir y cuando es tema libre pues siento que me expreso más y pues expreso todo lo que se y eso.

Researcher: ¿Cómo son tus calificaciones en general? Baja-media-alta

- Entre 1 - 3
- Entre 3 - 3.5
- Entre 3-5 – 4
- Entre 4 – 4.5
- Entre 4.5 – 5

S5: Pues tengo un promedio de 3.6 a 3.8., pues, pues mira que eee a veces a veces que me va bien y saco buena nota pero hay otras que no entonces como que queda ese balance y me queda como en ese promedio. Entonces pues no muchas veces me va bien en exámenes o algo así o cuando las exposiciones entonces pues me queda ese promedio.

Researcher: ¿Consideras que dichas calificaciones reflejan verdaderamente tu desempeño en el área?

- Si

- No

S5: Mira que yo siempre he dicho que una nota no refleja pues lo que uno sabe, muchas veces uno comprende el tema y uno siente que uno sabe y eso y saca una mala nota pero pues a mí no me afecta porque yo sé que esa nota no refleja mi inteligencia o lo que yo sé.

Researcher: En una escala de 1 al 10 (*donde 10 es muy importante y 1 es nada importante*)

¿Que tan importante crees que es la nota para ti?

S5: Yo diría que un 7, pues yo digo que es importante sacar buenas notas tener un buen promedio y más porque tengo ese fondo entonces tengo que responder porque cuando llegue a bajar pues me lo quitan y entonces por eso y dependo mucho de ese fondo.

Researcher: ¿Generalmente te sientes afectado emocionalmente si tus notas son bajas, porque?

- Porque sientes que no estás cumpliendo con tus expectativas
- Porque sientes que no estás haciendo las cosas bien
- Porque sientes que no es justa la nota
- Porque crees que podrías haberlo hecho mejor
- Otra cuál?

S5: Mira que si porque a veces siento que pues no sé qué estoy perdiendo el tiempo que estoy perdiendo plata también y que pues en cierta manera tengo que responder a mi familia pues por tenerme aquí y eso entonces pues tengo que responder a ellos sacando buenas notas.

Emocionalmente me afecta porque siento que pues estoy como perdiendo el tiempo estoy perdiendo dinero entonces es como esa motivación de responder a lo que se me está dando porque pues yo solamente estudio entonces muchas veces en la casa me dicen usted tiene que

sacar buenas notas porque usted solamente estudia usted no trabaja no hace otras cosas entonces como va a sacar malas notas entonces esa frustración de la familia también.

Researcher: ¿Sientes que tu rendimiento en el área de inglés se ve afectado por el docente orientador?

S5: Yo digo que si, por ejemplo X no se presta como para uno ir y hablar con ella porque es como muy grosera entonces como que mejor busco por otro lado ooo en internet el tema que ella dio entonces yo digo que sí que eso afecta, X es un docente que se preocupa porque vos, porque vos entendes el tema, va donde estas vos y te pregunta entendiste y si no entendiste te lo vuelve a repetir hasta que uno entiende, sea el caso que uno ya no entiende nada le explica en español entonces con el no.

Researcher: ¿Tienes alguna anécdota que quisieras compartir que consideres que te marco negativamente tu proceso de aprendizaje del inglés?

S5: Ay yo siento que el inglés, el inglés es muy frustrante porque en el colegio, en el colegio uno no salía de los mismo del verbo TO BE, uno no salía del verbo TO BE entonces no, uno como que se cierra que hay más cosas en el inglés entonces los profesores en el colegio eran muy normales que solamente se preocupaban por enseñar lo que uno podía saber y por ejemplo a mí en las pruebas ICFES me fue mal en inglés, y por eso yo nunca imagine estudiar inglés o sea por lo general si me parece chévere las lenguas pero nunca me imaginé estar estudiando lenguas. La verdad me he sentido con ganas de retirarme pera veces pienso como que ya voy muy avanzada de todo este tiempo y de dinero entonces como que no. Yo mire, yo evalué como que carreras habían y fui descartando por ejemplo derecho no me

gustaba y fui descartando entonces leguas me parecía como interesante y dije voy a intentarlo a ver que tal y dije sino me gusta pues voy a intentar en primer semestre a ver si me gusta o no me gusta igual estoy a tiempo y pues como vi que me estaba yendo bien deje de un lado la idea pero a veces siento como que no se si esto sea para a mí, a mí me gusta enseñar pero yo nunca me veía enseñando inglés, enseñar otra cosa; yo a veces pienso por ejemplo que uno que puede aportar a la sociedad al enseñar inglés? por ejemplo yo vengo de una comunidad indígena donde a uno no le enfatizan como esa importancia del inglés, a uno siempre le dicen que uno siempre tiene que preservar su cultura su idioma entonces a nosotros siempre nos han inculcado que el Nasayuwe es lo que nos identifica, y por ejemplo allá el inglés casi no pues para las personas no es muy importante, entonces también me parece pues razonable eso porque igual también estoy en el proceso de aprender pues mi idioma propio y eso entonces yo a veces me pongo a pensar como que puede aportar uno a la sociedad con inglés o sea hay otras carreras que aportan hacen como un impacto social entonces a veces pienso eso.

Researcher: Sientes que tu experiencia en el PLLMIF pudiera haber sido mejor, porque?

S5: Yo digo que si a mí realmente me gustara la carrera, me apasionara participaría más buscaría más como más ayuda para aprender y eso, es como esa motivación también porque a uno cuando le gusta algo o a uno le apasiona uno hace lo posible por entender y aprender.

Second interview

Researcher: ¿Cómo te sientes tu durante las clases de inglés?

S16: ¿En general, sin decir nombres? jajajaja eh... Pues bien, porque en general son como dinámicas... Tratan de... de integrar la cotidianidad de nosotros, no es como que nos apeguemos a tanto a las estructuras sino es más la... la práctica o a la pragmática de lo que vamos a hacer,

entonces eh no sé, cuando nos ponen a inventar historias o pues cosas de... con lo que tenemos que hacer diariamente, ya sea si ya vamos a ser profesores o como conversaríamos sobre algún tema en particular como más que todo trabajar la fluidez, si ves.. ¡Entonces esa parte está bien!

Researcher: ¿Consideras que ha sido difícil tu proceso de aprendizaje de la lengua, por qué?

- No es lo que verdaderamente me gusta
- No te gusta el profesor y sientes que esto afecta tu desempeño
- No te sientes bien contigo mism@ y si sientes que esto influye en tu desempeño
- Otra cuál ?

S16: No... Yo llevaba varios añitos, pues desde pequeño, mi papá más que todo trataba de... de inculcarme eso, de que pues era importante el inglés, pues comenzaba con los libritos de niños y no “pues apréndase los números, apréndase tal cosa”... y luego ya la influencia también de los medios, uno asocia el inglés a que si quiere leer, no sé un libro muy importante de quien sea escrito ya sea por Norteamericanos o Europeos y va a estar en Inglés entonces uno decide si uno quiere pues adentrarse en algunas áreas que solo ciertas personas pueden investigar..

Researcher: ¿Qué habilidad ha sido la más difícil para ti hasta el momento durante el proceso de aprendizaje del inglés?

- Habla
- Escucha
- Lectura
- Escritura

S16: La escritura... Porque... yo siento que puedo decir cosas que no sé cómo escribir y que asocio las escrituras mentales más fácilmente, entonces como las asocio puedo escuchar algo, saber que están tratando de decir, usar la expresión de mis palabras pero no como tal escribir, me

cuesta mucho escribir, de hecho hasta en Español me cuesta más escribir que escuchar o hablar entonces así es en Inglés.

Researcher: ¿Qué habilidad crees que es tu fortaleza en esta área de inglés? ¿Por qué?

- Habla
- Escucha
- Lectura
- Escritura

S16: El speaking diría... Porque hay muchas palabras que con el listening uno como que... cuando hacen los slangs o cuando se comen letras o algo así, uno ya como que no... no la agarra tan fácil porque no tiene profesores nativos o la gente que está hablando ya y nosotros hablamos como muy cada palabrita entonces pues en eso.. Entonces en el habla sí creo que tengo fluidez aunque me invente cosas jajajaj!

Researcher: ¿Cómo son tus calificaciones en general? Baja-media-alta Porque crees que son así?

- Entre 1 - 3
- Entre 3 - 3.5
- Entre 3-5 – 4
- Entre 4 – 4.5
- Entre 4.5 - 5

S16: ¿En Inglés?.. Son sobre cuatro. Si porque la vagancia hace que mis notas sean esas... y por los ejercicios que hacen.

Researcher: ¿Consideras que dichas calificaciones reflejan verdaderamente tu desempeño en el área?

- Si
- No

S16: Si... Si porque una nota de cuatro es como que sabes pero no te esfuerzas lo suficiente como para cumplir los objetivos.

Researcher: En una escala de 1 al 10 (*donde 10 es muy importante y 1 es nada importante*) ¿Que tan importante crees que es la nota para ti?

S16: Ehhh... Respecto a que obviamente estoy acá y tengo que pasar semestres, diría que un seis, siete... Pero en mi vida cotidiana diría que un tres, pues no sé, muchos de los ejercicios que ponen como decir una oración o pásame esto, no influyen en que... o sea uno puede hablar con personas de los últimos semestres y te van a saber hablar fluido de temas como de la academia, pero si tú les preguntas cosas normales de cómo es asear la casa o como uno pediría las cosas o como reflejaría el mismo comportamiento cotidiano que tienen, en inglés no lo tienen, entonces ahí pues se pierden habilidades y lo que sería evitar como adquirir, no sé lo que sería como un C1 un C2 dentro de los marcos.

Researcher: ¿Generalmente te sientes afectado emocionalmente si tus notas son bajas, por qué?

- Porque sientes que no estás cumpliendo con tus expectativas
- Porque sientes que no estás haciendo las cosas bien
- Porque sientes que no es justa la nota
- Porque crees que podrías haberlo hecho mejor
- ¿Otra cuál?

S16: No, después de que aprenda no importa, puede que en una clase haya aprendido un tema y lo maneje bien, pero porque no entregue el trabajo o porque me olvide hacerlo eso no refleja que no sepa y yo sé que si sé!

Researcher: ¿Sientes que tu rendimiento en el área de inglés se ve afectado por el docente orientador?

S16: Ahhh... Si! Si porque si las clases no van como a lo que yo espero de la clase, de que sea como de que me... de que traten de enfocarlo a habilidades más prácticas, más cotidianas, pues no tiene... no tiene uso como para mí, o que me expliquen temas que no voy a manejar o que sí, puedo manejarlos o saberlos pero si no están enfocados a algo como un punto a la realidad pues no va a tener como impacto conmigo.

Researcher: ¿Tienes alguna anécdota que quisieras compartir que consideres que te marco negativamente tu proceso de aprendizaje del inglés?

S16: Hummm... Como completar esos ejercicios de las fotocopias, porque es muy mecánico, uno ni siquiera las lee, uno es como no pues esto... Por ejemplo si te preguntan el presente continuo, uno ni siquiera tiene que leer la oración sino que uno sabe, el verbo TO BE, ya está, el ING ya, entonces hay cosas que uno ya no lo piensa, entonces uno lo hace ya de manera tan mecánica que no está viendo como un avance en uno..

Researcher: ¿Sientes que tu experiencia en el PLLMIF pudiera haber sido diferente, por qué?

S16: Ehh... ¿A como estoy en este momento?... Claro si, si porque en este momento aun seguimos como muy apegados a muchas cosas que sí, hay que cumplir los objetivos pero esos objetivos pueden ir siendo más, o sea a la realidad de cada persona, es como lo que mencionaban ellas ahorita en la sustentación de que sí, hay niños que no han comido o que están así, pero ¿Por qué importa que ellos... o sea que es tan importante que de ellos aprendan el inglés? Porque que

aprendan inglés no va a hacer que ellos cambien su realidad y no porque sepan inglés, porque tengan conocimientos mínimos van a poder relacionarse en un ambiente en donde tenga que utilizarlo como obligatoriamente, o sea que viajen, que tengan que hacer algo... Si habrá digamos posibilidades a nuevos conocimientos, pero eso no quiere decir que se hayan curiosidad simplemente por conocerlo, entonces, cuando dicen eso de no si es que estamos dando el impacto, las clases y que está ayudando mucho no... Hay que ver la realidad de las personas, porque un campesino que toda su vida va a estar allá y el no aspira ni quiere salir de allá porque eso es lo que le gusta, ¿Por qué va a tener que conocer el inglés?, porque tiene que como imponérsele que si no es que usted tiene que ver inglés.

Third interview

Researcher: ¿Cómo te sientes en las clases de inglés?

S18: pues yo veo con X y con X sí, pero me gusta más con X que con X, entonces es la metodología, es que X es como más activo, como más, el entiende más los problemas que uno tiene a la hora de aprender un idioma en cambio con X es como mas ummm no se uno, si son buenas las clases, ella es buena profesora, pero no se me gusta más con X, pero en general me siento bien en las clases de ingles.

Researcher: ¿Consideras que ha sido difícil tu proceso de aprendizaje de la lengua, por qué?

- No es lo que verdaderamente me gusta
- No te gusta el profesor y sientes que esto afecta tu desempeño
- No te sientes bien contigo mismo/a y si sientes que esto influye en tu desempeño
- ¿Otra cuál?

S18: si, porque yo salí del colegio y era el inglés del colegio no había hecho nada más y me cuesta todavía.

Researcher: ¿Qué habilidad ha sido la más difícil para ti hasta el momento durante el proceso de aprendizaje del inglés?

- Habla
- Escucha
- Lectura
- Escritura

S18: la lectura, ummm no la, si si si la lectura.

Researcher: ¿Qué habilidad crees que es tu fortaleza en esta área de inglés? ¿Porque?

- Habla
- Escucha
- Lectura
- Escritura

S18: Mmmm la escucha, si siempre entiendo lo que me dicen.

Researcher: ¿Cómo son tus calificaciones en general? ¿Baja-media-alta Porque crees que son así?

- Entre 1 - 3
- Entre 3 - 3.5
- Entre 3-5 – 4
- Entre 4 – 4.5
- Entre 4.5 – 5

S18: yo diría que intermedio mmm cuanto ¿fue?... no sé yo creo que entre 3.5 y 4.0

Researcher: ¿Consideras que dichas calificaciones reflejan verdaderamente tu desempeño en el área?

- Si
- No

S18: Si, pero lo que pasa es que por ejemplo un examen uno estudia para el examen, pero ya cuando te lo entregan uno ahhh yo sabía eso, pero en el momento no me acorde o no lo hice bien, entonces pues yo creo que son los nervios que lo traicionan, pero la mayoría del tiempo si es, no sé si es falta de atención o que le pasa a uno en ese momento.

Researcher: En una escala de 1 al 10 (*donde 10 es muy importante y 1 es nada importante*)

¿Que tan importante crees que es la nota para ti?

S18: Mmmm por ahí un 5, porque ehhh pues pienso que el proceso o pues tiene que ver el esfuerzo, pues a veces los resultados de ese esfuerzo no se muestran de una un algunos casos son muy lentos en otras personas mientras en otras personas son más visibles y en otras no, ósea que para mí es más importante el proceso que la nota.

Researcher: ¿Generalmente te sientes afectado emocionalmente si tus notas son bajas, porque?

- Porque sientes que no estás cumpliendo con tus expectativas
- Porque sientes que no estás haciendo las cosas bien
- Porque sientes que no es justa la nota
- Porque crees que podrías haberlo hecho mejor
- Otra cual?

S18: Pues a veces sí, obvio si afecta psicológicamente, porque pues uno siempre busca que le vaya bien y entonces como la medida que si como que lo clasifican a uno entonces como que uno nunca quiere estar abajo.

Researcher: ¿Sientes que tu rendimiento en el área de inglés se ve afectado por el docente orientador?

S18: ummm si porque uno con el docente avanza más y hay casos que ummm o con otros que uno no avanza o al menos uno no lo ve, y por a uno le va mejor con algunos.

Researcher: ¿Tienes alguna anécdota que quisieras compartir que consideres que te marco negativamente tu proceso de aprendizaje del inglés?

S18: Negativamente ummm, si me pasa algo de que me toca hablar y yo tengo todo en mi cabeza ya lo de hablar, pero cuando tengo que pasar al frente me pongo roja, sudo, y la mente literal se me pone en blanco, en blanco, en blanco y que lo que digo lo digo sin pensar es como si mi cerebro se desconectara de mi habla.

Pues lo que fue el semestre pasado en tercero yo no sé en una entrevista emmm me fue muy mal, me fue muy mal porque no hable en el tiempo que era, si me fue mal por eso.

Researcher: Sientes que tu experiencia en el PLLMIF pudiera haber sido diferente, porque?

S18: Nooo no creo, ahhh hablando con una compañera que ella pues perdió un semestre ósea ella estaba, pues era para que ella en estos momentos estuviera en quinto pero pues está en cuarto con nosotros ella nos contaba estaba hablando y ella decía que en todos los semestres habia tenido profesores nativos de inglés, cosa que a nosotros no nos ha tocado solo en segundo que tuvimos a uno que fue Todd y eso fue en segundo y solo teníamos dos horas con entonces yo creo que hace falta como mas, no sé yo creo que hubiera sido diferente positivamente, y ya del resto ya no.