



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

TITLE OF PAPER

**Self-Esteem Levels Among Students in a Mixed Ability 10th
Grade Class at Santo Domingo de Guzmán School in
Guayaquil.**

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PROJECT ADVISOR

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CERTIFICATION**

We certify that this research project was presented by **ZAHRA TAYARANI** as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in Educational Management**.

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HEREBY DECLARE THAT:

The Senior Project: **Self-Esteem Levels among Students in a Mixed Ability 10th Grade Class at Santo Domingo de Guzmán School in Guayaquil**, prior to obtaining the **Bachelor Degree in English Language with a Minor in Educational Management**, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of my full responsibility.

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To all people who supported me in this new success.

To my mother, Hajar Mohammadi Doust Kasmaee and also my grandmother who is in Heaven,
Shahr Banu.



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GRADE

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ABSTRACT

The title of this project is **Self-Esteem Levels among Students in a Mixed Ability 10th grade Class at Santo Domingo de Guzmán School in Guayaquil**. The purpose of this project is to recognize the characteristics of the self-esteem levels identified in a mixed ability 10th grade Class at Santo Domingo de Guzmán of Guayaquil. The methodological scheme of this study comprises the use of a qualitative and quantitative approach, exploring qualitative information such as opinions and motivations which highlight the problems or sometimes helps to develop ideas, as well as considering the quantitative data gathered. The process of gathering information for this project was based on observation, interviews and surveys. The participants of this study are the students, mainly, as well as the teachers from the school and the psychologists. One of the most important conclusions of this project is that there are several levels of self-esteem in an EFL classroom and they present specific characteristics: 1) a high level of self-esteem is characterized by students participating during the class, sharing information and being active in all activities; 2) a medium level of self-esteem is recognizable because their degree of participation was average; and, 3) and a low level of self-esteem presents a lack of motivation of students who seem to be frustrated while watching their classmates participating.

Keywords: self-esteem, levels of self-esteem, EFL class, mixed abilities class, high self-esteem, medium self-esteem, low self-esteem

1. INTRODUCTION

The education field is one of the most valuable and complicated areas of study that involves the life of students with a leader called a teacher in a classroom, a person who has not only to convey the knowledge daily but also must know each student's abilities and disabilities, adapting with each student's attitude.

This role can be more difficult if the teacher has a mixed ability group in a classroom. Mixed ability classes are a fact of not only language classes, but of all courses. Since no two students can be the same in terms of language background, learning speed, learning ability and motivation, it is a utopian view to think that classes could be homogeneous in terms of these aspects; no matter where we live in the world or at which school we teach. Therefore, language teachers should be aware of the different levels of self-esteem that take place in a classroom and their solutions to identify the source of many problems that might appear.

It is important to remember that all students will get something out of the class, but not necessarily the same things, and not necessarily what you aim to teach them. In the following pages, there is a description of each level of the self-esteem, their characteristics and their effects on students' behavior.

TOPIC AND JUSTIFICATION

The topic of this study is Self-Esteem Levels among Students in a Mixed Ability 10th grade Class at Santo Domingo de Guzmán School in Guayaquil. The study of this topic is necessary because this is a reality all the schools face. Some institutions offer different methodologies to reduce the effect of mixed ability classes and its consequences on self-esteem. However, others just continue with their own old style and they do not consider this issue as important in the student's future life.

Self-esteem and its different levels are necessary to be studied in the educational field, due to its importance on students' life. The role of teachers in the school is not only educating and sharing knowledge with students, but also to evaluate each student's ability and talents and according to this information adapt different tasks and apply appropriate methods in order to give chance to all students to participate in class. If teachers identify each student's weaknesses that can help them to take better decisions according to the students' need.

Thousands of teenagers graduate daily from all institutions around the world. Schools have the duty to provide meaningful learning. The aim of the students is not only to receive the degree, but also to reach their future goals.

It is important to study and investigate about the self-esteem level and its influence on students' life. All the institution members are responsible to adapt their teaching style to the student's learning style.

In this way we can reduce the number of the students with low self-esteem.

PROBLEMS

STATEMENT OF THE PROBLEM

The present project is going to be conducted in Santo Domingo de Guzman High School in Guayaquil, Ecuador. The Santo Domingo de Guzman High School is located in Urdesa central, a middle class neighborhood. There are 1500 students there, with an approximate population per classroom of 34 to 37. The participants of this project are the students from 10th grade of this school. According to the observation and analysis of students' scores at the end of each partial, there are some clear evidences which show different levels of accomplishment among students.

The group identified for this project is the 10th grade of the Santo Domingo de Guzman High School. In this group there are 33 students. There are five teachers who provide instruction in English to them, covering diverse areas of knowledge in this language. The problem that we identified is the presence of several behaviors indicating that several levels of self-esteem coexist. This situation might have a relation to the diversity of academic performances that the official documentation of the school evidences. Therefore, in order to identify the problem we resorted to interviews to the teachers, class observations and documentation of the scores of the students.

According to the experiences shared by the teachers, in this mixed-ability class there are girls with marked differences regarding their behavior in class. The teacher Alexandra Pavón said that “there are some students that participate with enthusiasm during the class, while others remain silent.” The teacher Karla Leyton mentioned that “there is a specific group of girls who act with confidence and joy in all the classes, but at the same time there is a group of girls who demonstrate lack of self-confidence and they say that they cannot do the tasks because they are not good enough for that.” Finally, the teacher Ana Cristina Paredes confirms what her peers said and argued that “while the girls with best the scores in her English subject show openness, high levels of energy and feel highly competent for the tasks they are asked to do; the girls with the lowest scores are the ones who show all the opposite during the class. They are reluctant to learn and participate and they feel incapable to perform

the tasks they are asked to do. These students, that are so negative in class, might have problems of self-esteem.”

During the class observations we confirmed the comments provided by the aforementioned English teachers. For example, in October 20th, 2016 during a class related to the Second World War, some students evidenced confidence when responding and participating, while others did not participate at all and their body language demonstrated lack of confidence. Some of these body language signals were the lack of eye contact, an uncomfortable position while sitting and some tics like nail-biting and nervous movements. Furthermore, the same students who showed these body language signals evidenced poor social skills. For instance, when organizing groups of work, they did not integrate with their classmates in a proper manner. Finally, these same students showed some peculiar behaviors in small details. For example, they drew dark, grotesque and sad pictures; in contrast with other students whose drawings were pleasant. In conclusion, there were several indications during the class observations that led us to believe that one important element of the differences among students is related to their levels of self-esteem.

By analyzing the scores of the students, we noticed that there is a contrast between students whose participation is with enthusiasm during the class and the students who demonstrate lack of self-confidence. The first group has the average between 9 to 10 in all English subjects , meanwhile the other groups have the average of 5 to 6.

According to Lawrence (2006, pp. 9, 10), *“The child with low self-esteem (...) will lack confidence in his/her ability to succeed (...) he/she may try to avoid situations which he/she sees as potentially personally humiliating (...) some students prefer to do nothing even though knowing they are likely to incur the teacher’s displeasure.”* Pierangelo and Giuliani (2008, p. 57) mention that students with low self-esteem constantly make negative remarks about themselves in order to support their inability to do the activities in class. Therefore, taking as a reference the comments provided by English teachers, the class observations, the scores of the students and the information provided by the aforementioned authors there is a substantial number of indications of the problem identified. It is necessary to describe the different levels of self-esteem that might exist in the class selected for this research project. This description can provide clarity to the situations that English teachers are facing in the class and might lead us to generate interesting conclusions and recommendations around this topic.

To conclude, there are big differences in sense of behavior among the students of 10th grade of Santo Domingo de Guzman high school. After the analysis of class observations, reviewing students' scores and talking with teachers who are in charge of this group, we noticed that the students who have self-confidence and participate during the class are more motivated and enthusiastic while performing their activities. According to the available data, these students obtain better scores than the ones who evidence a lack of self-confidence among other indicators of low self-esteem.

Since the identified problem -the possible coexistence of several levels of self-esteem in the class- has not been studied before in the given context, we consider that an appropriate description of these levels of self-esteem is necessary. If we focus our efforts on the description of these levels in the classroom of the 10th grade of Santo Domingo de Guzmàn High School, we will be able to pose results that can be useful for further research on related topics. Likewise, the description would lead us to specific recommendations that can help the aforementioned institution to overcome the inherent limitations that a heterogeneous group represents. If the problem is not studied, the lack of information will continue and it will be difficult to pose a clear solution when managing the diversity of the group.

RESEARCH QUESTIONS

1. What are the Self-Esteem Levels among Students in a Mixed Ability 10th grade Class at Santo Domingo de Guzmán of Guayaquil?
2. What are the Characteristics of each level of self-esteem in a Mixed Ability 10th grade Class at Santo Domingo de Guzmán of Guayaquil?
3. What are the typical behaviors associated to high levels of self-esteem in a Mixed Ability 10th grade Class at Santo Domingo de Guzmán of Guayaquil?
4. What are some common behaviors associated to low levels of self-esteem in a Mixed Ability 10th grade Class at Santo Domingo de Guzmán of Guayaquil?

OBJECTIVES

GENERAL OBJECTIVE

To describe the self-esteem levels among students in a mixed ability 10th grade class at Santo Domingo de Guzmán of Guayaquil to provide elements to the teachers to identify students with low, medium and high levels of self-esteem, to increase the understanding of a heterogeneous group and to provide a starting point for further research.

SPECIFIC OBJECTIVES

To recognize the characteristics of the self-esteem levels identified in a Mixed Ability 10th grade Class at Santo Domingo de Guzmán of Guayaquil.

To identify, among teenagers, the behaviors associated to a high level of self-esteem in a Mixed Ability 10th grade Class at Santo Domingo de Guzmán of Guayaquil.

To determine among teenagers the behaviors associated to a low level of self-esteem in a Mixed Ability 10th grade Class at Santo Domingo de Guzmán of Guayaquil.

LITERATURE REVIEW

This study is about the students' self-esteem in a mixed abilities EFL 10th grade classroom. There are some concepts to be analyzed in this literature review such as second language, mixed ability class, ability, skills, and self-esteem. All of them are associated with the main topic of the project.

Foreign language

Each person is born with a mother tongue or native language which characterizes him or her. On the other hand, the language which each person learns and it is totally different from his or her mother tongue is called a foreign language.

According to Litterwood (2006, p. 2), there is a clear difference between a foreign language and second language. The process of learning the second language is within the community, on the other hand a foreign language will be learned outside one's own community. Gass and Selinker (2001, p. 345) say that schools play an important role in the students' process of acquiring the second language.

Shafaei (2011, p. 514) explains that not only motivation but also attitude is an important concept in foreign language learning. The attitude toward learning a new language changes the speed of learning and the enjoyment of the subject. High motivation and engagement in learning result in students' success.

To sum up, students learn a foreign language with different process and speed than the first language. Factors such as motivation and attitude toward learning influence in this process. Indeed, schools play an important role in transferring the L2.

Mixed ability classes

A mixed ability class refers to a class where pupils of different abilities or skills are taught together.

Tice (1997, p. 57) defines mixed ability classes as a learning area where there is a very clear difference not only in language among the students but also concerning background knowledge and their level of motivation. Field (1998, p. 124) explains that there are some advantages and disadvantages of mixed ability grouping. One of the disadvantages is the teaching demands. Teachers need to ensure that they cater for the full ability range through individualized teaching. On the other hand, the advantage of mixed ability grouping is to

provide opportunity for all pupils with equal access to a common curriculum, teachers and resources.

According to Hallam, Ireson and Davies (2002, p. 45) teachers influence a lot in a mixed ability class. They have to consider that in a whole class there are some children who have different abilities and the teacher sometimes needs to help some students more. Sargent, Perner and Cook (2012, p. 29) mention that teachers form groups to do specific activities with specific purposes, such as working on a project or a presentation because in this way the students who are not feeling competent in a mixed ability class can participate freely.

Ability

Ability is the power of doing something by using one's own energy.

According to Brooks, Sperber, and McCauley (1984, P. 270) students learn in different ways, some might learn more slowly. However, if teachers practice with them and reinforce their weak ability they would learn the same topic faster and easier.

Hyltenstam and Obler (1994, p.42-43) explain that children's ability toward learning the first language and the second language vary. Children's linguistic talents also vary, however there are many reasons for difficulty in learning the second language. For instance, immigrant's children have the ability to learn easier the second language.

Rosenthal (2000, p. 78) recommends some effective methods to reinforce the ability of learning the languages among students. Silent Way, Suggestopedia, community language learning and Total physical response are some of those methods of teaching which show positive results in the learning process. Students have different learning styles, teachers can work differently with each student according to their style.

Green, S. (2015, P. 5) explains different ways to learn a language by using the proper skills. One of the methods recommended by Green is to practice the conversation skills with a native speaker. According to him the best way to find your mistakes meanwhile practicing speaking is face to face conversation with a Native speaker. Honig (2001, p. 48) defines that reading is one of the essential skills which children by the age under kindergarten years must practice. Obviously, children need a basic level of phonemic awareness, knowledge of some specific letter shapes and names and a smattering of specific letter /sound correspondence.

(Davis, 2017) says most people know that hearing and speech are very important in a child's development. What is as important is the skill of listening. Some people think hearing and

listening are the same skill, but they are not. Hearing is simply the physical act of receiving sound stimulation through the ear and sending it to the brain for reception. Listening, however, involves a mental process of tuning into a sound, recognizing its importance, and interpreting the information in the brain. For the developing child, both hearing and listening are important, since a child can have good hearing, and not have good listening skills.

According to (David, 2009) students with good writing abilities have an edge over the others. They generally score better than the other students as they can effectively convey what they have learned in the written examination.

In summary, all students have different abilities to learn a language. For instance, some are fast learners and some others learn better in a slower speed. In addition, they also differentiate according to their linguistic talents.

Self-esteem

According to Wagner, R. the people's state of mood can vary according to their feelings, if they have self-worth or confidence enough, their self-esteem level is high. People's success and achievements also depend on their self-esteem level. Too little self-esteem can cause depression and sometimes it leads to make wrong decisions.

According to the "University of Queensland"(n.d.) Self-confidence or self-esteem are related to someone's belief in oneself and abilities, it mentions what we think and feel about ourselves. This state is changeable according to the situation around us. People sometimes feel quite confident in some circumstances and less confident in others. Events which have happened in our past also influence in this process. Self-esteem refers directly to whether or not we appreciate and value ourselves. Human react different to meet with life's challenges and these reactions mark their self-esteem level in a future.

Psychology Glossary (n.d.) states that self-esteem is how a person creates his or her worth. This is based on situation in life in which this person fits or performs. For example, being a good runner can make a person's self esteem more positive and bad course grade could make a person's self esteem more negative. Self-esteem is a fluid idea and can change frequently.

Lawrence (2006, p. 17) focuses on the importance of the self-esteem of children in the classroom, not only regarding the relationship with other children but also through practical activities. Barrow, Bradshaw and Newton (2001, p. 13) say our personality is formed around

three important parts, which are: parent, adult and child. Each of them influence in our daily life, parent (mothers, fathers and other caregivers), adults (grownups) and children. According to Barrow, Bradshaw and Newton how we grow up also influence in our personality and that affects our self- esteem. Many problems of the students in a classroom have the roots from their first days of their life.

To conclude, each person's self-esteem is connected to different situations and events that face in his / her daily life. Some people feel confident and some others react differently when facing with some challenges. One of these situations is the classroom, where children spend hours there.

Self- esteem level

There are three levels related to self-esteem. According to Hill, Z. (2007) high, medium and low are the levels of self-esteem. It is important to distinguish each level in order to have a clear idea to identify each one, to find appropriate solutions and to avoid perpetuating inadequate practices in the classroom. Through the following lines, the levels of self-esteem will be briefly explained.

According to Jones, FC. (2006) low self esteem results from different factors such as bullying, peer pressure and socioeconomic status. It shows itself with some characteristics: General negative outlook, fear of mistakes, unwilling to displease any petitioner and defensiveness and irritability without any proximate cause. Besides, Hill, Z. (2007) mentions that there might be clinical factors for low self esteem, such as anxiety, depression and abuse. Poor health and criminal behavior are some of the consequences of low self esteem Trzesniewski, et al. (2006). According to the Encyclopedia of Children's Health, children who suffer from low self-esteem cannot deal with their problems easily, this may cause depression and reluctance to try new things so they become easily frustrated and pessimistic about themselves and their life. However, they can manage their problem and face it if they have the support of their parents including encouragement and praise for accomplishments.

Silverstone and Salsali (2003) say low self-esteem has been shown to be correlated with a number of negative outcomes, such as depression. According to Rosenberg and Owen (2001) people with low self-esteem are more troubled by failure and tend to exaggerate events as being negative. Children with low self-esteem rely on coping strategies that are counterproductive such as bullying, quitting, cheating, etc. Although all children will display

some of these behaviors at times, low self-esteem is strongly indicated when these behaviors appear with regularity.

Baumeister et al. (2003) say that teachers, parents, therapists and others influence a lot in controlling the self-esteem. However, they believe that high self-esteem, enhance their success and it causes many positive outcomes and benefits. The authors indicate that the influence of the school plays an important role in children's attitude. High self-esteem is partly the result of good school performance. Moreover, people with high self-esteem are more attractive and have better relationships than people with low self-esteem. In addition, people with high self-esteem are more willing to speak up in groups and to criticize the approach of the group. To conclude, there are some essential factors such as mood, daily activities and the people who have contact with children every day can influence on their level of self-esteem.

According to Baumeister et al., 2003 to contrast with low and high self-esteem, middle level of self-esteem is the one that comes with the feeling of competence in different situations and also to increase in unpredictable behavior. The people with middle self-esteem are often more likely to allow strong emotions to override his better judgment. The people of this level are more conscious of their actions and taking decisions. Robins et al., (2002) say self-esteem continues until the age of adolescence (particularly for girls). Researchers have explained this decline in body image and other problems associated with puberty. Although boys and girls report similar levels of self-esteem during childhood, a gender gap emerges by adolescence, in that adolescent boys have higher self-esteem than adolescent girls.

Family backgrounds

Each student comes from an environment where her or his parents raise them in different style.

According to Lippman, McArthur and Burns (1996, p. 3), teachers have some challenges in a classroom, not only conveying the content of the subject but also know and identify each student's family background. Vegas and Petrow (2008, p. 84) define that socioeconomic status also matters for learning outcomes. Students who come from a middle-and high-income families have a higher result of understanding the content than the ones who come from a low-income. They have the opportunity to receive extra classes in different institutions to empower their English level and the ones who come from a low socioeconomic level have problem in paying the school tuition.

Family plays an important role in the development and expression of a child's life. For children, the family is the most important context because its major function is the socialization and care of children. Parents are the mentors of the family and their behaviours and attitudes influence directly in children's future life. According to (Tapia & Enríquez, 2015) from a total number of mothers in Ecuador 32% are divorced, separated, widowed or they are single with babies. Unfortunately, children do not have the opportunity to receive the feelings and emotion of the united family. Self-esteem seems to affect a child's ability to learn and to behave in class. Self-esteem also seems to affect motivation. Children who grow up in this environment have some deep problems in school and other social areas for interaction with others. They prefer to spend more time outside of the house rather than in union of their family.

Students' Interests

Some students are interested in learning new languages, and they are motivated to study in any particular courses beside their school.

Tin (2016, p. 13) says that there are terms such as affect, emotion, enjoyment, liking, curiosity and motivation which are related to interest. The importance of interest in students learning process is as essential as techniques and methodologies applied by teachers, in other words, if students are not willing and motivated to learn a new language, as much as the teacher's intention is to help them to continue and learn more but the result will be useless.

According to Arnold, J. (2007) students need a motivation in order to achieve their goals, if they have the imagination of the self they want to become, they are successful learners in a language. Moreover, what students feel about themselves will affect the way they approach the learning experience and also their relationship with others.

According to Guilloteaux & Dörnyei (2001, P. 55) motivation is one of the most important concepts in psychology. The way how human behave, think and do is connected to their level of motivation. The motion is also of great importance in language education. The term that commonly uses among teachers and students is what causes success or failure in learning. Indeed, motivation is the response to initiate second or foreign language(L2) learning.

METHODOLOGICAL APPROACH

Cameron, R. (2010, P. 96) explains that every research proposal requires to be defined in terms of the philosophical framework, the research approach and the method. The present study is not the exception. Considering its characteristics the philosophical framework that best agrees with it is the constructivism. Likewise, the most appropriate approach is a mixed one, with predominance of qualitative data analysis. Finally, the selected method is the case study because the research concentrates on the experiences of a particular grade in a particular school. Through the following lines the three aspects will be explained in detail in order to define the methodological approach of this project.

Figueiredo (2006, P. 16) explains the importance of a Philosophical framework for understanding the essence of learning contexts. The first step is to write a brief explanation about the evolution of the problems of context in learning. Next step is the presentation of the simple model, which includes learner, content and context. In this step there is an analysis of the answers to three key philosophical questions that discriminate between the positivist and the constructivist worldviews.

In this study, we consider constructivism, essential and necessary because it is based on the observation of human interactions. Figueiredo (2006, P. 16) constructivism has a relation between new knowledge and the learner's prior knowledge. People learn by constructing knowledge and using their previous understanding. In this way they come to a new understanding by thinking and working through differences.

According to (Olusegun, 2015) in the planned research project people construct their own understanding and knowledge based on experiencing things and reflecting on those experiences. In this study a group of students will be observed in a classroom. Constructivism encourages to gain understanding while the activities are developed in the classroom, with the teacher as researcher fully involved in the project. The project is oriented to approach knowledge through the personal experience of the teacher/researcher and the students involved in a mixed abilities classroom.

(Kim, B. 2001) emphasizes on the importance of the learners actively in a learning process, which is called social constructivism. However, the student's goal and motivation are other essential factors to keep in mind in the process of learning. For the same purpose, we give students time for controlling their own discussion, discussion skills are important, everyone

must be aware of how to get this discussion rolling and keep it rolling and interesting. Therefore, students acquire knowledge and learn based on their experiences.

For some proved reasons the use of qualitative and quantitative approach is recommended for this study. Gussy et al (2006) say qualitative research explores opinions and motivations which highlight the problems or sometimes helps to develop ideas. As the title of this paper mentions how student's lack of knowledge affects their self-esteem on their learning in a mixed ability classroom, give a certain and clear meaning of observing the behavior and opinion of the students, as well as their feelings toward their learning process. However, this only gives us half of the questions answered, so the use of quantitative approach generates numerical data which give us the specific amount of variables and results which help us formulates facts and uncover patterns in this research. Therefore, applying both methods in one study reflects the clear result and understanding at the end of this paper.

According to Stake (1995, p.2) many things can be a case for a research for instance a child in a classroom, or maybe a teacher or simply a classroom can be a case study. The first educational ethnographers, defines the case as "a bounded system".

Hammersley, Foster and Gomm (2000, p.1) mention the notion of case study as not restricted to the research context. In other words, the case method has been an influential component of several fields of professional education.

The case study method for this project is a classroom of the 10th grade students from Santo Domingo de Guzman high school in Guayaquil, around 35 students. This research investigates about the real-life phenomenon through detained contextual analysis of a condition, which consists of student's behaviour in a mixed ability class. Learning conditions vary from one place to another and these changes can affect student's self-esteem.

RESEARCH INSTRUMENTS

In this study, instruments such as survey, interview and some observations were applied. The main participants of this study were students from 10th grade in Santo Domingo de Guzmán high school. 16 students were part of this process, 5 with a high English level, 5 with an average level and 6 with a low English level. The survey was designed in different sections to identify students' background (their personal information), their point of view about teacher's style and the most important part, their level of participation and their attitudes in class. The objective of these instruments was to measure the students interest and motivation.

The second instrument, which was applied in this study, was an interview. In this step our participants were 3 different groups: students, an expert and school psychologists. Students from different English levels participated in this interview. Some questions of the survey were: 1. How often do you participate? 2. How do you feel in class? 3. Do you feel as competent in Spanish class as in English class?

Ms. Mariella Vázquez, English teacher from the Catholic University of Santiago de Guayaquil Faculty of Arts and Humanities, School of English Language and also two psychologists (Cindy Velez and Deicy Coello) from the Santo Domingo de Guzmán High School. In this interview some questions were designed to be answered by participants, such as: 1.- What are the consequences of having students with different skills in one course? 2.- How mixed ability class can affect student's self esteem? 3.- What is the best solution to reduce the effect of self esteem in a mixed ability class? And for psychologists: 1.- How can we identify a student with a high level of self-esteem in the classroom? 2.- What are the factors that increase the level of self-esteem in the classroom? 3.- How can we identify a student with a low level of self-esteem in the classroom? 4.- What are the factors that decrease the level of self-esteem in the classroom? 5.- Is there a relationship between academic performance and self-esteem in the classroom?

In addition, other research instrument was three observation protocols, which helped us a lot to define clear findings, since in observation the students' behaviour is notable. In this step we gathered information about students' self-esteem level inside a classroom, their participation time in class and also their level of comprehension from a new topic. The content of 2 of these

observations was based on organization of class, students sitting arrangement and their behavior during class. Another observation was about how different changes in sitting arrangement and methodologies can influence on students' self-esteem.

Finally, the last research instrument was analyzing the students' academic record. In this step we observed each student's score to analyze possible correlations between academic performance and levels of self-esteem as a starting point for further research.

FINDINGS

In order to analyze the results of this research project, some activities were conducted: data gathering from the literature review, observation of the students in class, surveys and interviews. The compound of all these resources together provides the researcher valuable information for the analysis. Through the following lines the results are presented in a manner that seeks to answer the research questions posed for this project.

Levels of self-esteem among students

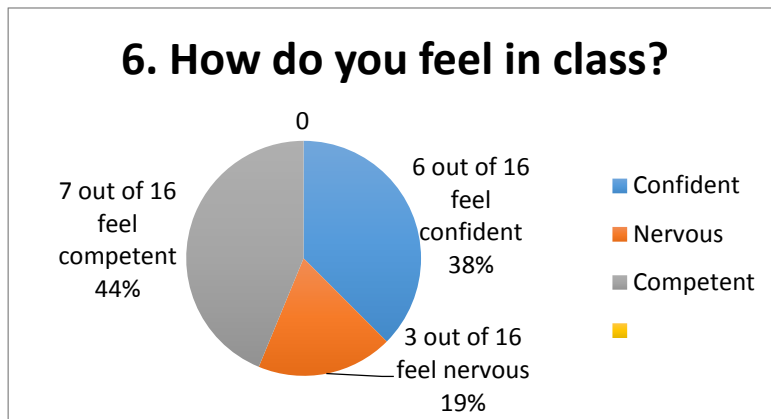
There are three levels of self-esteem: high, medium and low. Each student, according to her behavior, her family background and her interest in learning has a different position within the levels of self-esteem. Past events and the way people face their problems and how they struggle to challenge with them also influence on these levels.

According to the results of the first class observation conducted on October 20th the students of the 10th Grade of the Santo Domingo de Guzman School, we noticed different reactions and behaviors among students during class participation. The class was divided into 3 groups of different English levels (low, average and high). The topic of the class was about the Second World War. According to the teacher's explanation the students took notes in order to do the task and answer the questions.

During this observation, 80% of participations were performed by students with a high level of English, while average and low levels represented only 20% of the class participation. All of the members of the group with high range of participation showed pride and were willing to be the first to answer the next questions. They were sociable and good leaders. They felt satisfied and happy to come to school because they never fail classes at least they are really sick and the way how they greet teachers indicate that they are in the category of high self-esteem level. The group of average English level was trying to reach the high level by reading from the notes taken during the explanation. They did their best in order to get the higher score. Their relationship with their classmates and teachers was nice and pleasant. What makes their behavior different from the girls with high level of self-esteem is the way they feel bad and disappointed with lower scores so they are in the category of medium self-esteem level. But the students with a low English level felt frustrated and annoyed about missing questions. Their score of participation was 1 over 10 questions asked by the teacher. They

showed a lack of eye contact with the teacher and were not sociable with school members and classmates so their category is low self-esteem level.

According to trzesniewski, et al. (2006) children who suffer from low self-esteem have difficulty to solve simple problems, this may cause depression and reluctance to try new things so they become easily frustrated and pessimistic about themselves and their life.



According to this class observation, we noticed about these 3 levels of self-esteem, low, medium and high. Student's behavior during class and their motivation differ them from each other.

The second instrument of analysis was an interview with teachers and psychologists of the school. According to one of the psychologists of the school, Cindy Velez, there are different ways to identify a student with a high level of self-esteem. For example, a student who participates in class and does not feel bad if her score is not always 10 or the one who loves to be a leader in class and also helps her classmates in order to achieve a good academic performance. The other psychologist of the school, Deicy Coello, mentions that a high self-esteem is notable for the way a student behaves in class and this is something she will bring it from home, not only in school. She also said that what surrounds a student in her life can identify her as an individual with a high level of self-esteem.

One of the teachers, Jean Medina says the existence of different self-esteem levels among the students of 10th basic is noticeable. She mentions some points to recognize these levels such as lack of self-confidence and motivation as low self-esteem evidence. On the other hand, participation, happy mood during class and presenting class activities in a neat format are also indicators of a high level of self-esteem.

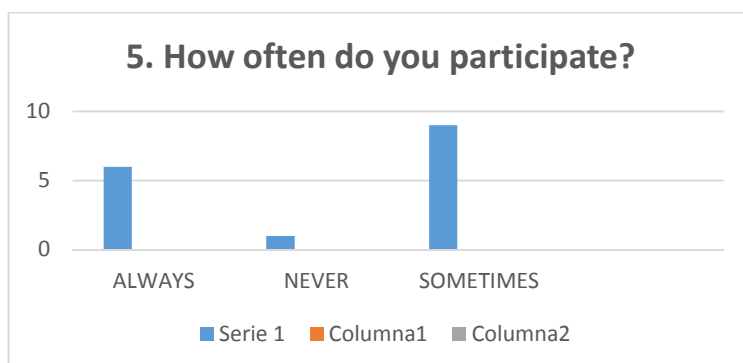
Tice (1997, p. 57) defines that in a mixed ability class, there are some factors such as students' background and their motivation which influence on their self-esteem.

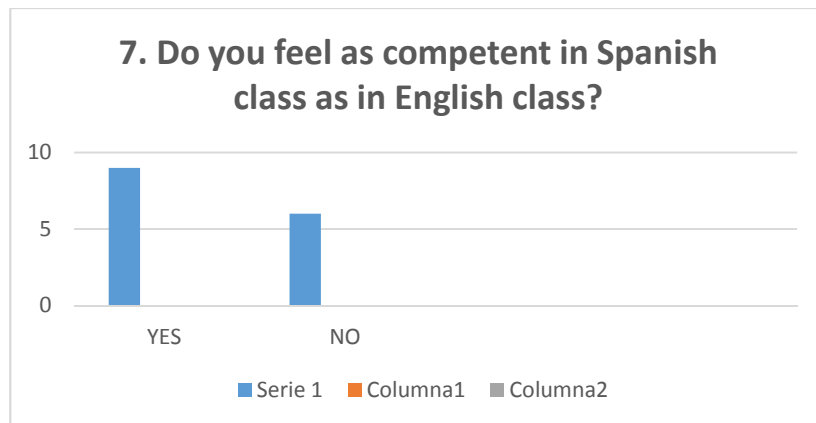
Characteristics of each level of self-esteem

Another instrument we used to analyze the problem was the survey, which was conducted among the students of the 10th Grade of the Santo Domingo de Guzman School. According to the analysis of the data, 3 students feel nervous and they prefer not to be in English class. On the other hand, 13 students feel confident and competent in the EFL class.

The information gathered from some questions of the survey indicate that their level of satisfaction with their teacher's style is an average of scale 7 out of 10 and they also say that the overall atmosphere of teacher relation with students in their class is at a high rate. Moreover, six out of 16 students expressed they feel confident during the EFL class. Considering this criterion, we analyzed the information shared by the students through the survey conducted. For example, 5 out of 16 students said that they do not know about their parents and they live with their grandparents. Of these five students, four of them have low scores and according to the observation conducted for this project, they do not participate during the class. Additionally, 3 out of 16 students said they feel nervous during the EFL class. During the observation conducted for this study, they did not participate in the class. Likewise, these three are among the students with lower scores in EFL.

During the observation of the class, we noticed that the students among this group are, in their majority, the ones who present high scores in their academic records. Moreover, we observed a desire to participate in the class answering the questions and using their background knowledge.





By analyzing students in class and their behavior during the observation, we noticed some similar characteristics compared to the result of the survey. The class was divided into 3 levels, through the observation we realized that the students with high English level participate feel motivated to share their background knowledge in class, they feel proud of themselves and raise their hands immediately as soon as the teacher asks a question. On the other hand, the low English level students feel frustrated to see their classmates participating and they cannot understand what is the main topic of the class.

Typical behaviors associated to high levels of self-esteem

According to McLeod, s. (2012) it is thought that an optimum level of self-esteem lies in the middle of the continuum. Individuals operating within this range are thought to be more socially dominant within relationships, social activities and interaction with others. The students with a high level of self-esteem are always willing to participate and leading their classmates. They do not lose hope when they face a low score every now and then.

According to Renee and Harte (2015, P. 23), students whose self-esteem is in a higher level, appreciate themselves and other people. They enjoy growing as a person and finding fulfillment and meaning in their lives. They are able to dig deep within themselves and be creative. They make their own decisions and conform to what others tell them to be and do only when they agree. They see the world in real terms, accepting other people the way they are, while pushing themselves to change in a more positive and confident direction. They can easily concentrate on solving problems in their lives. Their relationships are loving and respectful. They have thought about what their values are, identified them, and live according to these values every day. They speak up, calmly and kindly telling others their opinions and what their own wants and needs are. They endeavor to make a constructive difference in other people's lives.

Both psychologists Cindy Velez and Deicy Coello believe that the role of teachers in class is an essential factor to increase the level of self-esteem. Teachers must provide activities that let all students participate and recognize their talents and make them feel that all of them can be important in a classroom.

As the result of the observation we conclude that children act differently due to many factors that marked their past. Not only in the classroom and with teachers, they show their manner but also at home where they spend more time. Indeed the influence of teachers is something remarkable in their future life.

Common behaviors associated to low levels of self-esteem

After the analysis of class observation, we noticed that students who have lack of eye contact with teacher, the ones who feel nervous by moving their legs during class and the ones with low levels of class participation, which are indicators of a low self-esteem level.

The result of the survey has shown that the students who do not trust on themselves and the ones who prefer to do activities in pairs or group and also the students who feel more competent in their mother tongue language suffer from low self-esteem.

One of the teachers of the school, Jean Medina, says that in her class there are students who avoid doing tasks without even trying or giving up so fast, showing in class behaviors associate with a low self-esteem level.

There are some common behaviors with the students of low self-esteem in a classroom. They avoid a task or challenge without even trying. This often signals a fear of failure or a sense of helplessness. Jones, FC. (2006) mentions that children quit soon after beginning a game or a task, giving up at the first sign of frustration. They cheat or lie when they believe they are going to lose a game or do poorly. They show signs of regression, acting babylike or very silly. These types of behavior invite teasing and name-calling from other youngsters, thus adding insult to injury.

Child and adolescent services (2015) state that children become controlling, bossy, or inflexible as ways of hiding feelings of inadequacy, frustration, or powerlessness. They make excuses ("The teacher is dumb") or downplays the importance of events ("I don't really like that game anyway"), use this kind of rationalizing to place blame on others or external forces. Their grades in school have declined, or they have lost interest in usual activities. They withdraw socially, losing or having less contact with friends. They have difficulty accepting

either praise or criticism and become overly concerned or sensitive about other people's opinions of them.

One of the psychologists of the school, Deicy Coello, mentions some characteristics of a student with a low self-esteem level. A student who shows lack of motivation, most of the time is sad and disappointed, normally does not care about the subject and the school activities, is a student that might have a low level of self-esteem. Most of these characteristics can be recognized easily by her classmates. It is very necessary for teachers to ask that student about her feelings. Her problems are not only inside the school but she may have family problems as well, or simply she does not feel satisfied because of her scores.

According to psychologists of the school, Cindy Velez and Deicy Coello, there are some factors, which increase the level of self-esteem of the students. One of them mentions a book called "Efecto Pigmalión", which tackles the role of the teacher and his/her power on a student, teacher's power to motivate a low self-esteem student can have many positive results. They agree that all the members of the educational institution such as teachers, classmates, parents and psychologists can influence on student life.

CONCLUSIONS AND RECOMMENDATIONS

Observation and analysis have shown different levels of self-esteem (high, medium and low) in 10th grade Class at Santo Domingo de Guzmán of Guayaquil. Students whose interest toward learning a new language is higher than others, participate more in class and show indicators of a higher level of self-esteem, such as self-confidence and desire to cooperate. Another group of students shows indicators of a medium level of self-esteem, their scores are satisfactory and they constantly try to reach better results in class. Finally, the last group of students displays behaviors that suggest a low level of self-esteem, they show very limited social skills, do not participate in class and express through verbal and non-verbal signs their frustration and dissatisfaction.

Through the observations conducted and the information shared by the professionals in the field, there are some characteristics, which identify each level of self-esteem in 10th grade Class at Santo Domingo de Guzmán of Guayaquil. Students with a high level of self-esteem believe in values and principles, they are able to make choices, trust their own judgment, and do not feel guilty about choices if someone does not agree. They also believe in their capacity to solve problems by helping their classmates, adjust to failures, and ask for assistance, they never hesitate to ask teachers about the confusing topics. They are good leaders in the classroom and their intention is to support their classmates to achieve their goals.

Low self-esteem has opposite characteristics. Students within this level exaggerate the magnitude of mistakes or behaviors and are not able to reach self-forgiveness. They prefer to interrupt the class with different topics in order to not let the others learn more. They do not participate due to fear of making mistakes.

According to each level of self-esteem's characteristics, the students' behavior also varies from one level to another. For instance, the students with a high level of self-esteem are happy and these happiness is notable because of their attitudes in class toward other classmates and teachers, and they show their interest about subject in class. They investigate in advance about topics of subjects in order to participate and satisfy the expectations established for the course.

On the other hand, students who show signs of low self-esteem feel frustrated and sad, because first of all they do not understand the content of the subject due to their low English level, and also because they do not come to school motivated. This might have a foundation in their family life. For example, according to the survey analysis, we figure it out that students with low self-esteem even they do not know their parents and they live with their grandparents. This is a piece of information that could lead to do further research.

In order to recognize self-esteem levels among students, the recommendation would be an entrance test per student before starting the school year, in order to take special measures in class. In that way both students and teachers have identified their role and they will have better results at the end of the year.

For the second recommendation related to the characteristic of levels of self-esteem, we can offer a solution such as frequent meetings and sessions with the psychologists of the school and also students' parents to ask them for support at home. The students who suffer from the low self-esteem must have 100% support from their family.

Another recommendation for the typical behaviors associated with high levels of self-esteem in a Mixed Ability 10th grade Class at Santo Domingo de Guzmán of Guayaquil, is to ask for help from these students who have higher levels of motivation to join in class with the ones who their English level is low. In that way they feel supported and more confident.

Finally, the last recommendation for common behaviors associated with low levels of self-esteem in a mixed ability class would be the role of the teachers. The schools must ask the teachers to work harder and join forces with the psychologists identifying the causes of low self-esteem and implementing strategies for the work with them. Their tests, tasks, activities and their exams must be modified and different from others. In that way teachers can support them emotionally in order to reach the level they deserve.

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APPENDIX

CLASSROOM OBSERVATION PROTOCOL

UNIVERSIDAD CATÓLICA DE SANTIAGO DE GUAYAQUIL

FACULTAD DE ARTES Y HUMANIDADES

ESCUELA DE LENGUA INGLESA

Classroom Observation Protocol # 1

Date __20/10/2016__

Grade/Level __10th C__

Topic or topics: Religions and their influence on humanity

Purpose (objectives):

To observe students behaviour in different tasks.

To categorize the students according to their level. To analyze students participation and its effect on their self-esteem.

Intended outcomes:

To generate suitable tasks according to student's level.

To evaluate the factors which affect student's self esteem.

Materials Used (teacher-made, manufactured, district or department-developed; characterization of materials):

Picture cards, Masking tape, Board, Markers, Worksheet, Projector, Internet, Computer

How students will be seat (for this lesson):

For the first observation they work in the group according to their English level in order to observe how their learning process and their understanding will change during the future observations.

OTHER OBSERVATIONAL DATA

INDIVIDUAL PARTICIPATION (*Fill this out as you are observing classes.*)

1 - Description of the classroom:

The class was divided into 3 groups. Low, Average and High level. They had a warm up class and they participate according to their background knowledge. The first row was low level students. The second row was the Average students and the third row was the high English level students.

2 - Teaching aids/materials (per activity/task if appropriate):

Video/ Picture cards/ Audio / Internet / Worksheet

3 - Assessment strategies used (per activity/task if appropriate):

To observe students behaviour when they can not participate along the others.

4 -Student's behaviour in an Individual participation(How they react when they don't know what to answer)

They feel so nervous with the lack of eye contact, an uncomfortable position while seating and some tics like nail-biting.

PAIR WORK (*Fill this out as observing classes.*)

Introduction to Lesson:

First Activity/Task: Islam Consequences Duration : 10 Minutes

Content; nature of activity, what students doing, what teacher doing; interactions.

Ask and answering questions about topic of the unit, students take notes and teacher provide information on board, lack of interaction in some groups.

Second Activity/Task: Christianity Religion Duration: 10 Minutes

Content; nature of activity, what students doing, what teacher doing; interactions.

Video of Second World War/ Students took notes and participate in class.

Third Activity/Task: Writing Duration: 10 Minutes

Content; nature of activity, what students doing, what teacher doing; interactions.

They prepare a summary to present it in front of their classmates.

Teacher: Zahra Tayarani

(Fill this out during/after the classroom observation.)

1 - Number and gender of students; number of minorities/majority:

33 Female students

Student Behaviors:

Most students understand the task without any problem.

YES **NO**

Students interact with each other freely around content.

YES **NO**

Students actively and enthusiastically participate and follow teacher's instructions.

YES NO

Students talk only to teacher and ask help frequently.

YES NO

Teacher provides support to those who don't understand the content.

YES **NO**

Students use reasoning to claim their responses.

YES NO

Students use their previous knowledge to answer questions.

YES **NO**

Characterize students and their attitudes toward the subject matter and the teacher:

low English level: _____ 11 _____ (number of students)

Average English Level: _____ 7 _____ (number of students)

High English Level: _____ 12 _____ (number of students)

Notable non-verbal behavior:

Students of low level did not want to finish the task, their excuse was lack of knowledge about this topic and they are not good enough for this kind of activities. They tried to make themselves busy doing other activities.

Students reaction at the end of the class.

They were worried about their score. Some students feel nervous and frustrated.

CLASSROOM OBSERVATION PROTOCOL

UNIVERSIDAD CATÓLICA DE SANTIAGO DE GUAYAQUIL
FACULTAD DE ARTES Y HUMANIDADES
ESCUELA DE LENGUA INGLESA
Classroom Observation Protocol # 2

Date __19/12/2016__

Grade/Level ____10th C____

Topic or topics: Second World War

Purpose (objectives):

To observe students behaviour during class.

To categorize the students according to their level of interest and motivation.

Intended outcomes:

To generate suitable tasks according to student's level.

To evaluate the factors which affect student's self esteem.

Materials Used (teacher-made, manufactured, district or department-developed; characterization of materials):

Picture cards, Masking tape, Board, Markers, Worksheet, Projector, Internet, Computer

How students will be seat (for this lesson):

For the second observation they work in the same seat to compare changes with the first observation.

OTHER OBSERVATIONAL DATA

INDIVIDUAL PARTICIPATION (*Fill this out as you are observing classes.*)

1 - Description of the classroom:

For the second observation they work in the same seat order in order to observe how their learning process and their understanding will change during the future observations

2 - Teaching aids/materials (per activity/task if appropriate):

Video/ Picture cards/ Audio / Internet / Worksheet

3 - Assessment strategies used (per activity/task if appropriate):

To observe students behaviour when they can not participate along the others.

4 -Student's behaviour in an Individual participation(How they react when they don't know what to answer)

They feel so embarrassed and frustrated.

PAIR WORK (*Fill this out as observing classes.*)

Introduction to Lesson:

First Activity/Task: Islam Religion Duration : 10 Minutes

Content; nature of activity, what students doing, what teacher doing; interactions.

Videos of Islam/ Teacher asks questions and each pair answer, talking about nature of this religion.

Second Activity/Task: Christianity Religion Duration: 10 Minutes

Content; nature of activity, what students doing,what teacher doing; interactions.

Video of Christianity/ Students took notes and participate in class.

Third Activity/Task: Writing Duration: 10 Minutes

Content; nature of activity, what students doing, what teacher doing; interactions.

They write a comparison and contrast of 2 religions they have watched. Islam and Christianity.

Teacher: Zahra Tayarani

(*Fill this out during/after the classroom observation.*)

1 - Number and gender of students; number of minorities/majority:

30 Female students

Student Behaviors:

Most students understand the task without any problem.

YES **NO**

Students interact with each other freely around content.

YES **NO**

Students actively and enthusiastically participate and follow teacher's instructions.

YES NO

Students talk only to teacher and ask help frequently.

YES NO

Teacher provides support to those who don't understand the content.

YES **NO**

Students use reasoning to claim their responses.

YES NO

Students use their previous knowledge to answer questions.

YES **NO**

Characterize students and their attitudes toward the subject matter and the teacher:

low English level: _____11_____ (number of students)

Average English Level: _____7_____ (number of students)

High English Level: _____12_____ (number of students)

Notable non-verbal behavior:

Students of low level feel shy to participate and worried if their answers were incorrect.

Students reaction at the end of the class.

They asked their classmates to explain what was the topic of the class about and what do they have to do at home as homework.

CLASSROOM OBSERVATION PROTOCOL

UNIVERSIDAD CATÓLICA DE SANTIAGO DE GUAYAQUIL

FACULTAD DE ARTES Y HUMANIDADES

ESCUELA DE LENGUA INGLESA

Classroom Observation Protocol # 3

Date __13/01/2017__

Grade/Level __10th C__

Topic or topics: Industrial revolution

Purpose (objectives):

To observe students behaviour in different tasks.

To categorize the students according to their level. To analyze student's participation and its effect on their self-esteem.

Intended outcomes:

To generate suitable tasks according to student's level.

To evaluate the factors which affect student's self esteem.

Materials Used (teacher-made, manufactured, district or department-developed; characterization of materials):

Picture cards, Masking tape, Board, Markers, Worksheet, Projector, Internet, Computer

How students will be seat (for this lesson):

For the third observation they work in the horseshoe arrangement.

OTHER OBSERVATIONAL DATA

INDIVIDUAL PARTICIPATION (*Fill this out as you are observing classes.*)

1 - Description of the classroom:

The class was arranged to sit in a horseshoe to observe how seat arrangement can influence on students' self-esteem level.

2 - Teaching aids/materials (per activity/task if appropriate):

Video/ Picture cards/ Audio / Internet / Worksheet

3 - Assessment strategies used (per activity/task if appropriate):

To observe students behaviour when they can not participate along the others.

4 -Student's behaviour in an Individual participation(How they react when they don't know what to answer)

They tried to ask their friend next to them for the answers.

PAIR WORK (*Fill this out as observing classes.*)

Introduction to Lesson:

First Activity/Task: compare and contrast Duration : 10 Minutes

Content; nature of activity, what students doing, what teacher doing; interactions.

Discussion about the topic and some disagreement between students.

Second Activity/Task: Role of women in society Duration: 10 Minutes

Content; nature of activity, what students doing, what teacher doing; interactions.

Video of Industrial revolution.

Third Activity/Task: presentation Duration: 10 Minutes

Content; nature of activity, what students doing, what teacher doing; interactions.

They work on the task provided by teacher.

Teacher: Zahra Tayarani

(*Fill this out during/after the classroom observation.*)

1 - Number and gender of students; number of minorities/majority:

33 Female students

Student Behaviors:

Most students understand the task without any problem.

YES

NO

Students interact with each other freely around content.

YES NO

Students actively and enthusiastically participate and follow teacher's instructions.

YES NO

Students talk only to teacher and ask help frequently.

YES **NO**

Teacher provides support to those who don't understand the content.

YES NO

Students use reasoning to claim their responses.

YES NO

Students use their previous knowledge to answer questions.

YES NO

Characterize students and their attitudes toward the subject matter and the teacher:

low English level: _____11_____ (number of students)

Average English Level: _____7_____ (number of students)

High English Level: _____12_____ (number of students)

Notable non-verbal behavior:

The average of the Low English level was reducing in the third class observation due to many factors: 1. Seat arrangement 2. Less stress 3. Type of task and activities
4. explanation of the topic

CLASS MODEL FOR LOW SELF-ESTEEM LEVEL

UNIVERSIDAD CATÓLICA DE SANTIAGO DE GUAYAQUIL

FACULTAD DE ARTES Y HUMANIDADES

ESCUELA DE LENGUA INGLESA

Classroom model # 1

Date __08/02/2017__

Grade/Level __10th C__

Topic or topics: Modern Europe

Purpose (objectives):

To overcome the problem of the low self-esteem among students.

Intended outcomes:

To adapt methodology and generate suitable tasks according to student's level.

Materials Used (teacher-made, manufactured, district or department-developed; characterization of materials):

Newspaper, Brochure, Picture cards, Masking tape, Board, Markers, Worksheet, Projector, Internet, Computer

How students will be seat (for this lesson):

For the third observation they work in the horseshoe arrangement.

OTHER OBSERVATIONAL DATA

INDIVIDUAL PARTICIPATION (*Fill this out as you are observing classes.*)

1 - Description of the classroom:

For this especial session we focus on students with low self-esteem.

2 - Teaching aids/materials (per activity/task if appropriate):

Video/ Picture cards/ Audio / Internet / Worksheet / World Map

3 - Assessment strategies used (per activity/task if appropriate):

The teacher focuses 100% of attention just to selected students.

The teacher uses Spanish (students' native language) to explain some important parts.

The teacher provides activities to do in class according to students' level.

The students were free to choose their partners to work in group.

The teacher asked students to read about the new topic and gather information before coming to class.

The teacher informs the students that the result of the activities done in this class will not affect their average.

4 - Student's behaviour in an Individual participation (How they react when they don't know what to answer)

They feel relax and not feeling sad when they did not know the answers.

PAIR WORK (*Fill this out as observing classes.*)

Introduction to Lesson:

First Activity/Task: Tourist attractions Duration : 10 Minutes

Content; nature of activity, what students doing, what teacher doing; interactions.

Recognizing some places to visit in 3 different countries of Europe.

Second Activity/Task: Influence of religion in Europe Duration: 10 Minutes

Content; nature of activity, what students doing, what teacher doing; interactions.

Go through the world map to locate the countries.

Third Activity/Task: Speaking activity Duration: 10 Minutes

Content; nature of activity, what students doing, what teacher doing; interactions.

To work in pairs and share what they learned in class.

Teacher: Zahra Tayarani

(*Fill this out during/after the classroom observation.*)

1 - Number and gender of students; number of minorities/majority:

11 Female students

SURVEY

UNIVERSIDAD CATÓLICA DE SANTIAGO DE GUAYAQUIL

FACULTAD DE ARTES Y HUMANIDADES

ESCUELA DE LENGUA INGLESA

Name: _____ Date: _____

SURVEY FOR THE RESEARCH WORK “Essential factors which affect students’ self-esteem at mixed ability 10th grade class at Santo Domingo de Guzmán of Guayaquil, Ecuador.”

Personal information:

AGE: _____

Circle the artifacts that you use at home. TV COMPUTER CELLPHONE

Do you have family car? Yes No

What are the professions/occupations of the people that live with you?

Mother: _____ Father: _____ Other:
_____ (who?) _____

Instructions: Read each question carefully and circle the answer that you consider most resembles the truth from your particular point of view.

1. Did you take a placement test before enter the course?
 - a) Yes
 - b) No
2. What is the easiest way for you to learn English?
 - a) Reading books
 - b) Listening to music
 - c) Watching movies
 - d) Speaking with friends
3. Compared to how you felt about English subject this year, would you like to continue with the same teaching style for the next year?
 - a) Yes
 - b) No
4. How important is group or pair activity for your comprehension?
 - a) Extremely important
 - b) Very important
 - c) Slightly important
 - d) Not at all important
5. How often do you participate?
 - a) always
 - b) never
 - c) sometimes
6. How do you feel in class?

- a) confident
- b) nervous
- c) competent

7. Do you feel as competent in Spanish class as in English class?

- a) Yes
- b) No

8. What kinds of class activities do you enjoy and benefit from? (You can choose more than one answer)

- a) Writing
- b) Singing a song
- c) Grammar activities
- d) Vocabulary tasks

9. Which language skill do you most wish to develop?

- a) Listening
- b) Reading
- c) Speaking
- d) Writing

10. How do you understand better the lesson of a class? If you work

- a) Individually, or
- b) With a partner?

11. How would you like to attend your teacher's lesson?

- a) In a group
- b) Sit alone
- c) In pairs

12. How does your teacher correct your mistakes in class?

- a) You do Self correction / Peer correction.
- b) She corrects each student's error individually.
- c) She doesn't correct the errors in class.

13. How is your seat arrangement in class?

- a) According to student's English level
- b) The tall students seat on back
- c) The teacher organizes each class the seats according to the activity
- d) Other.....

14. How many days per week do you do a project?

- a) Every day
- b) Twice a week
- c) Once a week

INTERVIEW of UNIVERSITY TEACHER

1.- What are the consequences of having students with different skills in one course?

For teachers it is annoying since the textbook is designed for a level of knowledge, with this it comes the activities and quizzes, but the main problem for teachers is the attitude towards the students, They see them like problematic, and it becomes a stressing situation.

The grading is also a problem. In order to keep faifulness, the grades should be acknowledged in terms of effort not in terms of final product. This is an issue that should be taken in account, but not all teachers are willing to do it, since it needs and extra work from teachers.

2.- How mixed ability class can affect student's self esteem?

For students it becomes like a kind of handicap that they have to struggle with, they often present.

- Poor self-esteem, students see other's success and not theirs.

- Self image becomes affected.

- Rejection to the language. Things that come together are associated. So the bad moments with the language learning are transformed into bad reference of the language. This could be the beginning of a life-long hate to the target language.

3.- What is the best solution to reduce the effect of self esteem in a mixed ability class?

There is a methodology called "Differntiated Learning", by which students with different level of knowledge can be in the same classroom learning all together but at their own pace. But this needs two elements: school authorities comprehension and teacher willingness to experiment with change (something difficult to find).

INTERVIEW of SCHOOL TEACHER

1.- ¿Cuáles son las consecuencias de tener estudiantes con diferentes habilidades en un curso?

Cuando hablamos de diferentes habilidades eso me quiere decir diferentes alumnas con distintas niveles en dominio de idiomas. Eso realmente es un tema muy complejo y para la consecuencia puedo decir que no podemos avanzar en mismo ritmo con las alumnas dentro de aula.

2.- ¿Cómo puede afectar la habilidad mixta la autoestima del estudiante?

Se puede reconocer la autoestima de las alumnas desde muy temprano, cuando simplemente se enjonan cuando no pueden responder una pregunta o vean que sus compañeros estan avanzando y ellas no. las alumnas con autoestima baja se sientan en burla de otras.

3.- ¿Cuál es la mejor solución para reducir el efecto de la autoestima en una clase de habilidad mixta?

El mayor solucion puede ser tomar prueba de diagnostic para poder reconocer cuales son las alumnas que necesitan un serie de metodologia diferentes y de acuerdo de eso aplicar mejores soluciones.

PSYCHOLOGISTS' INTERVIEW

1.- ¿Cómo podemos identificar a un estudiante con un alto nivel de autoestima en el aula?

Eso se nota fácilmente, cuando una alumna participa en clase o que actitud tiene en momento de fracaso y eso quiere decir que este alumna no esta estable en su estado de autoestima y también se nota cuando colabora o ayuda a otros para lograr a mejorar sus notas de sus compañeros.

2.- ¿Cuáles son los factores que aumentan el nivel de autoestima en el aula?

Es importantsnte que maestros conocen los logros y tambien esfuerzo de cada alumna y que no solo un grupo participa sino todos ponen su grano de arena y no solo sacar las mejores alumnas a pizarra sino otras que tienen tambien dificultades academic. Quizas ellas no logran puntaje alto pero si pueden hacer otra cosa o enseñar su habilidades en diferentes maneras.

3.- ¿Cómo podemos identificar a un estudiante con un bajo nivel de autoestima en el aula?

Puede ser un studiante que se complica participar en clase o se siente triste o deprimida y también falta de entusiasmo. En este caso es recommendable acercar a este alumna y preguntar lo que siente . En algunos casos bajo autoestima se puede notar en rebeldia o agrecion o quizas no solo en escuela sino tener problema en aspecto familiar o personal.

4.- ¿Cuáles son los factores que disminuyen el nivel de autoestima en el aula?

Hay un studio que se llama “efecto pigmalion” donde dice que un maestro presenta fé en sus alumnos y manifiesta que todos sus alumnos pueden lograr cualquier actividades y eso ayuda y aummenta motivacion en alumna.

5.- ¿Existe una relación entre el rendimiento académico y la autoestima en el aula?

Si tiene mucho relacion porque una persona tiene que valorar uno mismo, por ejemplo una persona triste tiene autoestima baja y no puede tomar decisions para su futuro. No solo en un lugar pero tambien en familia y en casa o en colegio, es donde una alumna se forma su nivel de autoestima. Siempre hay que recordar que un ser humano se conecta con autoestima.



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Yo, **ZAHRA TAYARANI**, con C.C: # **0930090253** autor/a del trabajo de titulación: **Self-Esteem Levels Among Students in a Mixed Ability 10th grade Class at Santo Domingo de Guzmán in Guayaquil** previo a la obtención del título de **LICENCIADA EN LENGUA INGLESA MENCION GESTION** en la Universidad Católica de Santiago de Guayaquil.

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Guayaquil, **21 de Marzo de 2017**

f. _____

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RESUMEN/ABSTRACT

The title of this project is **Self-Esteem Levels among Students in a Mixed Ability 10th grade Class at Santo Domingo de Guzmán School in Guayaquil**. The purpose of this project is to recognize the characteristics of the self-esteem levels identified in a mixed ability 10th grade Class at Santo Domingo de Guzmán of Guayaquil. The methodological scheme of this study comprises the use of a qualitative and quantitative approach, exploring qualitative information such as opinions and motivations which highlight the problems or sometimes helps to develop ideas, as well as considering the quantitative data gathered. The process of gathering information for this project was based on observation, interviews and surveys. The participants of this study are the students, mainly, as well as the teachers from the school and the psychologists. One of the most important conclusions of this project is that there are several levels of self-esteem in an EFL classroom and they present specific characteristics: 1) a high level of self-esteem is characterized by students participating during the class, sharing information and being active in all activities; 2) a medium level of self-esteem is recognizable because their degree of participation was average; and, 3) and a low level of self-esteem presents a lack of motivation of students who seem to be frustrated while watching their

classmates participating.		
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