



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“FACTORS THAT CAUSE DISTRACTION AND LACK
OF CONFIDENCE IN ENGLISH LANGUAGE STUDENTS
AND ITS INCIDENCE ON CLASS PARTICIPATION”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

Author: MARIA GABRIELA MOLINA PARRAGA

Advisor: MSC. SANDRA CAAMAÑO LÓPEZ

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La Libertad, August 8th, 2022

Advisor's Approval

In my role as Advisor of the research paper and title **“FACTORS THAT CAUSE DISTRACTION AND LACK OF CONFIDENCE IN ENGLISH LANGUAGE STUDENTS AND ITS INCIDENCE ON CLASS PARTICIPATION”** prepared by **MARIA GABRIELA MOLINA PARRAGA** an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



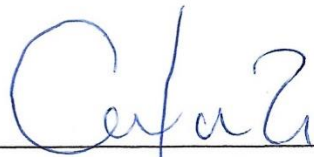
.....
Sandra Caamaño López

ADVISOR

La Libertad, August 8th, 2022.

Statement of Authorship

I, MARIA GABRIELA MOLINA PARRAGA with ID number 2450061664 undergraduate student from the Universidad Estatal Península de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research project "FACTORS THAT CAUSE DISTRACTION AND LACK OF CONFIDENCE IN ENGLISH LANGUAGE STUDENTS AND ITS INCIDENCE ON CLASS PARTICIPATION" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

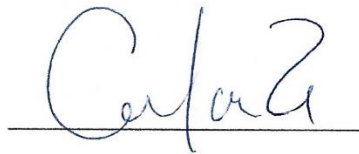


MARIA GABRIELA MOLINA PARRAGA

AUTHOR

Declaration

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.

A handwritten signature in blue ink, appearing to read 'M. G. Molina Parraga', is written over a horizontal line.

Maria Gabriela Molina Parraga

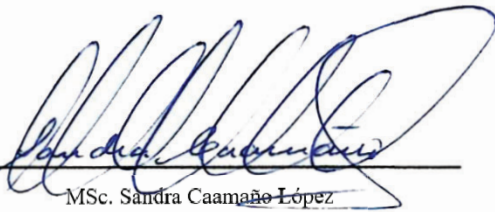
Board of Examiners



MSc. Eliana León Abad
**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES CAREER DIRECTOR**



MSc. Ketty Vergara Mendoza
SPECIALIST PROFESSOR



MSc. Sandra Caamaño López

TUTOR



MSc. Xavier Almeida Briones

UIC PROFESSOR

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My first thought of gratitude is for God, he is the one who has helped me throughout this college journey.

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I am grateful to the people who were part of this learning process, my teachers who, rightly or wrongly, taught me the value and quality of the professional I want to be and the examples I should not follow, to all my students who taught me the value of teaching.

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Dedication

After so much effort and tears,

I would love to dedicate my work to the one who gave me the wisdom and strength to finish this, to my God who never left me and who always wiped away my tears and helped me to continue, because for him I am fulfilling this dream.

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Finally, I dedicate this work to myself, because only I know what I suffered, what I cried, and everything I sacrificed to do it.

With love

Maria Gabriela Molina Parraga

Abstract

Nowadays, studying a different language than our mother tongue is not difficult, schools, high schools, and colleges in Ecuador offer the opportunity to learn a new language, this is the English language.

However, in colleges know English has become a requirement, which is why Universidad Estatal Peninsula de Santa Elena offers its students from various majors the opportunity to see the English modules, from which this research project is called "Factors that cause distraction and lack of confidence in English language students and its incidence on class participation". Where qualitative research was carried out in which the main objective is to analyze the factors that can affect the concentration of students in the English class, as well as to identify the emotions that infer the lack of confidence to participate in class.

The research project consists of five chapters where there are shown theories that contribute to supporting this research, within which in the last chapter the results are given where it is mentioned that everything comes from our mind, emotions, feelings, and thoughts, to develop strategies to improve our students' skills, first we must take into consideration their mental status, our brain does not work in a better way when it is stressful or has a lot of stuff in there.

Keywords: lack of confidence – factors – distractors – emotions.

Resumen

En la actualidad estudiar un idioma diferente a nuestra lengua madre no es difícil, las escuelas, colegios y universidades en Ecuador brindan la oportunidad de aprender un nuevo idioma, este es el idioma inglés.

Sin embargo, en las universidades se ha vuelto un requerimiento tener conocimiento acerca de este idioma, por esto la Universidad Estatal Península de Santa Elena brinda a sus estudiantes de las diversas carreras la oportunidad de ver los módulos de inglés, de donde nace este proyecto de investigación el cual tiene por nombre “Factores que causan distracción y falta de confianza los estudiantes de Inglés y su incidencia en la participación en clase”. En donde se llevó a cabo una investigación cualitativa minuciosa en la cual su objetivo principal es analizar los factores pueden afectar la concentración de los estudiantes en la clase de inglés, así mismo identificar las emociones que infieren en la falta de confianza para participar en clase.

El proyecto de investigación consta de cinco capítulos donde se muestran teorías que aportan y brindan soporte a la investigación, dentro de la cual en el último capítulo se dan los resultados donde se menciona que todo sale de nuestra mente, emociones, sentimientos, pensamientos, para desarrollar estrategias para mejorar las habilidades de nuestros estudiantes, primero debemos tomar en consideración su estado mental, nuestro cerebro no funciona de mejor manera cuando está estresado o tiene mucho estrés. cosas ahí.

Palabras claves: Falta de confianza – factores – distractores – emociones.

Index

Acknowledgment.....	6
Abstract.....	8
Index.....	10
Figures.....	13
Introduction.....	14
Chapter I.....	16
The Problem	16
1.1 Research Topic	16
1.2 Title of the Project.....	16
1.3 Problem Statement	16
1.4 Problem question.....	18
1.4.1 General Question	18
1.4.2 Specific questions	18
1.5 Objectives.....	18
1.5.1 General Objective	18
1.5.2 Specific objectives	18
1.6 Justification.....	19
Chapter II.....	21
Theoretical Framework.....	21
2.1 Background.....	21
2.2 Pedagogical basis.....	21
2.2 Definitions	26
2.2.1 Distraction	26
2.2.2 Lack of confidence	26

2.2.3 Socioeconomic Status	26
2.2.4 Emotions	26
2.2.5 Strategies	27
2.2.6 Educational environment.....	27
2.2.7 ADHD/TDH.....	27
2.2.8 Technology	27
2.2.9 Social media.....	28
2.2.10 Motivation	28
2.3 Legal basis.....	28
2.3.1 Constitution of Ecuador	28
2.4 Variables of the study	29
2.4.1 Dependent Variable	29
Chapter III.....	30
Methodological Framework.....	30
3.1 Methods	30
3.2 Type of Research	31
3.2.1 Phenomenological method	31
3.3 Data Collection Techniques.....	31
3.3.1 Techniques.....	31
3.3.2 Focus group	32
3.4 Data Collection Processing and Resources	32
3.5 Population and sample.....	33
Chapter IV	34
Analysis of findings.....	34
4.1 Interpretation of data from the interview or focus group	34

4.2 Interpretation of bibliographic review.....	37
4.3 Analysis and Discussion of the Interview vs Bibliographic review.....	39
Chapter V	41
Reflexions of the study.....	41
References.....	45
ANNEXES	50
CERTIFICADO SISTEMA ANTIPLAGIO	51

Figures

Figure 1 Gabriela Molina. - 2022.Interview.PNG	34
Figure 2 Gabriela Molina. - 2022.Interview.PNG	35
Figure 3 Gabriela Molina. -2022.Interview.PNG	35
Figure 4Gabriela Molina. - 2022.Interview.PNG	36
Figure 5 Gabriela Molina. - 2022.Interview.PNG	36
Figure 6 Gabriela Molina. - 2022.Interview.PNG	37

Introduction

English as a resource to get a job or communication need is taking part in our globalized world; Schools, high schools, and even colleges have English as a necessary subject in their academic formation giving the chance to the students to acquire a higher knowledge, for college students it brings the opportunity to put this into the curriculum vitae.

However, many factors are involved in an English class, especially in college students' emotions, thoughts, and feelings are not considered in many cases in a class. In addition to this, distractors in a virtual class are taking advantage and having negative effects on the student's development.

This research project is focused on analyzing the factors that cause distraction and lack of confidence in English language students from Module and its incidence in-class participation, there are few international research about lack of confidence in a class and factors that cause distractions but there are not one including both, based on that this research is supported by two theories.

Cannon's Bard theory of emotion is the first theory that supports this research, it relates those emotions are a psychological process that has an impact on the student's behavior. (Cherry, 2020)

In addition to this, there are other factors such as distractors that are involved in our environment, social learning theory, which is the second one by Albert Bandura, teaches us the importance of creating an environment that facilitates the desired behavior change, which means that teachers conduct this change to a well-developed environment. (*Social learning theory*, n.d.)

This research project aims to show why is important to take into consideration emotional health and the factors that can affect the student's improvement in an English class.

This research project is divided into five chapters to state the information clearly:

Chapter I: The problem. - Title, problem statement, problem question, general objectives, specific objectives, justification.

Chapter II: Theoretical Framework. - Pedagogical basis, theoretical basis, definitions, legal basis, variables of the study.

Chapter III: Methodological framework. - Methods, type of research, data collection techniques, data collection processing and resources, population and sample

Chapter IV: Analysis of findings, interpretation of data from the interview or focus group, analysis, and discussion of the interview or focus group vs bibliographic review.

Chapter V: Study's reflection, references, annexes.

Chapter I

The Problem

1.1 Research Topic

Strategies and Didactic Resources and factors that affect English language learning.

1.2 Title of the Project

Factors that cause distraction and lack of confidence in English language students and its incidence on class participation.

1.3 Problem Statement

Through time, students tend to get distracted for many reasons, it could be familiar, social, or economic problems. However, it is not the only cause that has been happening; Many students do not want to participate in class due to the lack of confidence that exists at the moment of intervening. According to Vocabulary distraction means: “Something that takes your attention away from what you are supposed to be doing. If you just cannot keep from checking your email every ten seconds, that is a distraction that is going to interfere with doing your homework.” (Distraction - definition, meaning & synonyms, n.d.)

Over time there has been a lot of research about it, according to Lary D. Rosen, smartphones could be one of the main causes because students spend less time paying attention to class:

In 2016, they replicated this study (in this they ask their students to record their own behavior) and got the same results, they found that students tend to be distracted for at least five out of every 15 minutes they set aside to study. "Only this time, just a few years later, we found that when students were off task, their attention was absorbed by

the technology (they found in particularly texting and navigating in social media) more than three or fourth times. (Jacques, 2017)

In addition to that, the American Psychological Association web page wrote:

Lack of confidence leaves which infers that lack of confidence leaves students doubting their capabilities, in the previous interview students mention that they do not participate in class because they do not feel secure, they did not feel confident in themselves to participate, and they doubt after and before to participate. (APA Mental Health Primers, 2020)

Nowadays, there is a shred of evidence in which most of the students could have in mind a lot of other distractions, not just cellphones, our world passed through a difficult disease, and we are not the same according to the World Health Organization:

The COVID-19 pandemic leaves a severe impact on the mental health and well-being of people around the world, even though many of them had suicidal thoughts. In addition, access to mental health services has been impeded most of the time. (Headquarters, 2022)

This research project aims to show why is important to take into consideration emotional health and what factors can affect the student's improvement in an English class. Modules at UPSE are required in all majors; To take into consideration students must have to acquire a good level, for that it has been essential that they attend all the classes and have good participation to improve their skills. Through this analysis, this research will put into consideration all those factors that have affected concentration and have an impact as well as distractions.

1.4 Problem question

1.4.1 General Question

How can distraction and lack of confidence affect a student's participation in an English class?

1.4.2 Specific questions

- What can affect students' confidence to participate in an English class?
- How can teachers break down students' hindrance to paying attention in English class?
- What are the limitations that teachers have in the classroom to improve their student's confidence?

1.5 Objectives

1.5.1 General Objective

To analyze the factors that cause distraction and lack of confidence in English language students from Module and its incidence on class participation.

1.5.2 Specific objectives

- To identify strengths and weaknesses in the English learner's confidence.
- To study what are the main causes of students' distractions and how to handle them.
- To look for ideas about how to work in order to help the student be comfortable participating.

1.6 Justification

English around the world is still one of the most important languages, at least 57 countries have this language as the official or the second language official in their countries, for that our future professionals must have knowledge about this language.

However, when someone is studying English as a new language, it could be a little bit challenging, emotion and personal feelings can play an important role in the acquiring knowledge process. According to Cori Hildebrandt, “emotions are psychological states comprised of thoughts, feelings, physiological changes, expressive behaviors, and inclinations to act.” (Hildebrandt et al., 2020)

Actually, it is important to recognize that nowadays the hardest part of a class is catching the student’s attention and trying to encourage them to participate and learn more about the language.

In fact, according to the Learning Environments Methodology Team, “a good learning environment is important because: a physical and theoretical environment is specifically structured and designed to fit the learning needs and the diverse characteristics of the students.” (Bravo et al., 2018)

This means that by having a good physical and emotional space students could develop in a better way all their skills in the English class.

Taking into consideration many factors such as socioeconomic, emotional, and physical status, which directly affect the learning process in college students, it is taken away the student’s concentration, determination, and feelings to learn and be part of that process.

Therefore, Universidad Estatal Peninsula de Santa Elena (UPSE) has the major Pedagogy of National and Foreign Languages (PINE) which is the one in charge of preparing the other majors’ students for English knowledge acquisition. Also, it is important to mention

that in many cases students for the last semesters who do their Pre-Professional Practices are in charge of this; PINE's students have been prepared to be in charge of module classes.

However, there are many challenges that module teachers must face during the teaching process, for that this research has the main purpose to observe, analyzing, and giving some tips to endure these challenges, having tools such as interviews, and focus groups as well as observation, to develop in the best way possible this research.

For that this research will be focused on showing these problems: Factors that cause distraction and lack of confidence in English language students and its incidence on class participation.

Chapter II

Theoretical Framework

2.1 Background

There are many challenges in education, English teachers as educators of a foreign language are the ones who have a big challenge to bring all the necessary knowledge to the students.

However, there have been many difficulties to face especially in virtual classes, the Covid-19 pandemic gave the world a big change, technology took place everywhere, and education was one of the first to adapt to this modality.

For English teachers represent a big challenge because in face-to-face classes many students did not understand and tend to be distracted, now in virtual classes it was worst.

There were many factors that affect teacher students' interaction, one of the most visible problem were the factors that caused a distraction in the English class, however it comes with another, lack of confidence. It has an incidence in the learning process and class well development.

There is not too much research about this invisible but real problem, but in this research, it is going to be analyzed through theories and information.

2.2 Pedagogical basis

In our changing world, education has suffered significant changes that the Covid-19 pandemic gave us; The teaching process was one of the most affected fields because it has been carried out many difficulties from face-to-face classes, and adding virtual problems makes a big challenge for teachers.

However, Covid-19 was not the only cause of many challenges, lack of confidence and distractors plays an important role, according to the American Psychological Association (APA) “lack of self-confidence causes students to doubt their ability to succeed, making them reluctant to engage in learning or take the risk for appropriate academic development. Self-esteem is often built and reinforced by deserving deeds and achievements, even the smallest ones.” (APA Mental Health Primers, 2020)

Face-to-face and virtual classes during the times have had the challenge to improve their learning environments, in order to create a good space for students; College students are not the exception, according to Erick Erikson-s stages of psychosocial development from 18 to 40 ages, people past through a process of intimacy and isolation which Saul McLeod describe as a stage:

We begin to share ourselves more intimately with others. We explore relationships that lead to a long-term commitment with someone other than family members. Completing this step can lead to happy relationships and feelings of commitment, safety, and interest in the relationship. Avoiding intimacy, and fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression.

"Success in this stage will lead to the virtue of love. (McLeod, 2018)

This means that during college most of the students pass through this stage, and it has taken place in our students' feelings, emotions, and social development.

Research from the Pakistan Journal of Medical Sciences about the potential effect of technology and distractions on undergraduate students' concentration gives the conclusion:

They found that the use of intelligent devices in the classroom has had a negative impact on the student learning process. As they did not investigate the nature of use henceforth, they can say that based on these results that the use of laptops or

cellphones in the classroom is distracting for the students. This distraction can affect the ability to learn and develop the class in a better way. (Attia et al., 2017)

Online classes have this main problem, students have been distracted most of the time by their cellphones or social media, and it causes that when they must take a surprise oral or writing test, they cannot obtain good results.

In addition to this, another factor that is involved in the student's development is self-confidence (Akbari & Sahibzada, 2020) in his journal *Students' Self Confidence and Its Impacts on Their Learning Process* mentioned that:

Sihotang, Setiawan, & Saragi investigated the impact of learning strategies and confidence on students' learning outcomes. They found that students' performance was related to learning strategies and self-confidence. Their research further shows students with high confidence had better academic outcomes than students with low self-confidence. (Sihotang et al., 2017)

This research demonstrated that self-confidence has an important impact on the way that students develop their thoughts and learning outcomes, it has taken part in the mental process as an important step that teachers should take into consideration in every lesson plan. In addition to that there are other factors such as socioeconomic, emotional, and physical status, which directly affect the learning process in college students, according to Marybeth W:

Students from low Socioeconomic Status (SES) attending four-year colleges and universities work more, study less, participate, and report lower Grade Point Averages (GPAs) than their high socioeconomic status peers. In addition, low SES students have lower incomes, lower levels of educational attainment, and lower academic aspirations than their peers from higher social class peers nine years after college

entry. The ability of students with low socioeconomic status to convert their college education and experience into social and economic benefits may be greater than for students with low socioeconomic status who did not attend college, but it is lower than their high socioeconomic status college peers. (Walpole, 2003)

Socioeconomic status has a negative impact on the students learning process, which means also that is hand in hand with emotional and physical issues, because in there are a lot of meaningful aspects that cause distraction and lack of confidence

Theoretical basis

Cannon-Bard's theory of emotions redacted by Kendra Cherry also known as the Thalamic theory of emotion is a physical explanation of emotion developed by Walter Cannon and Philip Bard. This theory states that we feel emotions and experience physiological reactions such as sweating, trembling, and muscle tension simultaneously. (Cherry, 2020)

This theory of emotions supports this research because distractions and lack of confidence are involved with factors that have been caused by a reaction to something in our environment.

In addition to that Cannon-Bard's theory of emotion argues that we respond to a stimulus and feel the corresponding emotion at the same moment.

The emotional response is independent of physical response, and vice versa. The thalamus sends messages to the amygdala when an event occurs. A small, oval part of the brain called the amygdala is essential for processing emotions, even strong emotions like fear and anger. The thalamus also sends signals to the automatic nervous system, causing physical responses such as muscle tension, trembling, and sweating. (Cherry, 2006)

Through this theory, we can recognize some factors and analyze that without a psychological process in our student's brains, without analyzing the structures that our students have been armed in their life, such as fear, lack of confidence, loneliness, sadness, anxiety, because of something in their environments, their past class, or just because a bad experience, we cannot act in order to force to our students to participate.

In addition to this, all those emotions make that student will prefer to do something different than pay attention to the class or participate to clarify or clear their minds and for that, there are many distractors which we have found everywhere, such as cell phones, laptops, iPods, students' environment, among others.

To support the emotion theory, the social learning theory provided by Albert Bandura in 1977 states that behavioral and cognitive theories are the ones that help the learned to develop in a higher way learning process. (Discovers, 2018)

Social learning theory (SLT) refers to the behaviors that are heavily influenced by the physical and social environment within which the individual lives. This tells us the importance of creating a supportive environment, which facilitates desired behavior change. It also refers that seeing the behavior in practice it can help others adopt it.

(Social learning theory, n.d.)

Social learning theory has three determiners: cognitive, environmental, and behavioral factors which are closely related to this research project.

2.2 Definitions

2.2.1 Distraction

According to Collins dictionary, a distraction means something that turns your attention away from something you want to concentrate on it means that could be anything in a student environment. (Dictionary, n.d.)

2.2.2 Lack of confidence

In many cases, students in English class feel that fear to make mistakes in their pronunciation. It is a feeling that WebMD Editorial Contributors defined as: When someone has a lack of self-confidence doubting about himself. They often feel that they cannot do anything, they feel incompetent, unloved, or inadequate. People who struggle with low self-esteem are often afraid of making mistakes or letting other others down. (WebMD Editorial Contributors, 2020)

2.2.3 Socioeconomic Status

(SES) is an economic and social combined total measure that assesses a person's economic and social position relative to others, based on income, education, and occupation; However, socioeconomic status is more commonly used to describe economic differences across a society. Socioeconomic status is often divided into three levels (high, medium, and low) to describe the three positions a family or an individual might rank about other people. (Bourkiza et al., 2020)

2.2.4 Emotions

All those feelings that came from our minds and thoughts because of a situation and play an important role in our decisions and learning process.

2.2.5 Strategies

Strategies are all those resources which the main purpose is to enhance the learning process. In education, strategic instruction is an instructional practice that shows students how to learn the content or skills they need to acquire. "To teachers, it brings the chance to make explicit to the students' unique strategies to help them to process information, remember, and express the information that they have to learn". (Kyle Redford, 2022)

2.2.6 Educational environment

It is important to know that a good environment creates good learning responses from the students, for that according to the Learning Environments Methodology Team it is a: physical and theoretical environment structured and specifically designed to adapt to the learning needs and the various characteristics of the students. (Bravo et al., 2018)

2.2.7 ADHD/TDH

Some of the symptoms according to the web page Attitude Editors (2022) mentioned poor time management and concentration, procrastination, and forgetfulness can and do make school and the workplace difficult to navigate. (Dodson & LF-APA, 2019)

2.2.8 Technology

According to the Britannica Encyclopedia technology is the application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment. (Britannica, T. Editors of Encyclopedia, 2022)

One of the most distractors for young people and young adults, it helps to acquire more knowledge, however, if it is not used in a controlled way it may be a problem to be focused on class.

2.2.9 Social media

Social media are any online social network. Those are website or apps that allow a person to create and share content online, for example, Facebook, Twitter, or Instagram. This most of the time involves sharing and commenting on personal information through messages or publications. It is one of the most powerful distractors for students in virtual classes. (OAIC, n.d.)

2.2.10 Motivation

Motivation is defined as the enthusiasm stated for doing something that you must enjoy. It is the ‘why’ behind every single good action. Motivation is the reason to act or express emotions in a particular way. It allows us to keep in mind a goal and go for it. (Hawthorne, 2021)

2.3 Legal basis

2.3.1 Constitution of Ecuador

This research project has as its legal basis the Organic Law of Intercultural Education.

(LOEI) which is mentioned in Article N° 2. Principles. Literals: b, c, bb

b. Education for change. - Education is an instrument for transforming society; contributes to the construction of the country, life projects, and the freedom of its inhabitants, peoples, and nationalities; recognizes human beings, in particular children and adolescents, as the center of the learning process and subjects of rights; and is organized based on constitutional principles. (Ejecutiva, 2018)

2.4 Variables of the study

2.4.1 Dependent Variable

- Concentration, lack of confidence.

2.4.2 Independent Variable

- Distractors

Chapter III

Methodological Framework

3.1 Methods

This research project has a qualitative method, according to Steven Tenny, et al (2021)

Qualitative research could be a sort of research that explores and provides deeper information about real-life in world problems. Instead of collecting data through numerical points or making introductions similar to quantitative research, qualitative method helps to generate a critical hypothesis as well as further investigate and understand quantitative information.

(Tenny et al., 2022)

Qualitative research gathers participants' experiences, perceptions, and behavior. It shows the how's and whys rather than what number or what proportion. It may well be structured as a stand-alone study, purely hoping on qualitative data or it may be part of mixed-methods research that mixes qualitative and quantitative data. The review introduces the readers to some basic concepts, definitions, terminology, and application of qualitative research. (Tenny et al., 2022)

In addition to this, qualitative research is used for collecting and evaluating non-standardized data.

Qualitative and quantitative methods sometimes are seen as opposites between or competitors, but it is not the truth, these two types of methods are not inherently opposed they can work together without any difficulty, and it could be called mixed research.

Even though qualitative approaches are different, they are not always opposed to each other. As an example, qualitative research can aid in enhancing and counting on comprehension of data findings from the quantitative analysis.

3.2 Type of Research

3.2.1 Phenomenological method

The type of research that is going to be used is a phenomenal method, phenomenology is the study of human experience and of the ways things present themselves to us in and through such experience (Sokolowski 2000, 2). "Phenomenology study the structures of consciousness such as experiences from the first-person view." (Gallagher, 2012)

In another research, Guillen F. mentioned that the "phenomenological method assumes exploring in the person's consciousness, it is for understanding the essence itself, the perspective of perceiving life through experiences, the meanings around them and are defined in the individual's psychic life. (Fuster Guillen, 2019)

For that, it is important to mention that phenomenological theory is the base to know about how emotions affect the learning process.

3.3 Data Collection Techniques

3.3.1 Techniques

In this research the data collection technique was a qualitative interview, it had the purpose of recollecting the necessary and specific information.

According to the web page Smart Survey (2020)

Quantitative research refers to the amount and analysis of the subject. It's used to understand quantities, how many, and how frequent an occurrence might occur. "In

fact, if we can reduce it to a number it is going to be quantitative research."

(Quantitative and qualitative research, 2020)

It means that through this survey the data obtained is more specific and it could be qualified as a qualitative method because also Smart Survey said that

So, it is not the case of quantitative vs qualitative research, they both have their uses and can complement each other (Quantitative and qualitative research, 2020)

3.3.2 Focus group

The questions were closed in, in which the students had the options to choose according to what they felt, there were 6 questions, and the method applied was online. The reason why for this interview was because, through this, the research had a fundamental base, in relation to the study that has been presented in this research project, to support the ideas and also in there were found more factors that contribute positively to this research.

3.4 Data Collection Processing and Resources

The process of data collection is based on the following questions and answers:

1. What?

Interviews

2. Where?

At Universidad Estatal Península de Santa Elena, Santa Elena's Province

3. When?

Academic Period 2022-1

4. How?

Interview, opened-ended questions

5. What for?

To analyze the factors that cause distraction and lack of confidence on English language students from Module and its incidence on class participation

3.5 Population and sample

Population: 11 students from module III at Universidad Estatal Peninsula de Santa Elena, Telecomunicaciones major, class 5/1, academic period 2022-1

Sample: 11 students will take part in the data collection process in this research work.

The sample and population size are viable for this work, all of them will take part in the collection data process.

Chapter IV

Analysis of findings

4.1 Interpretation of data from the interview or focus group

The interview applied to the sample about factors that cause distraction and lack of confidence in an English class obtained the necessary information to carry out this research. It is important to mention the fact that the interview was in Spanish in order to have deep answers and also because the interviewers' mother tongue is Spanish.

1) What is your first thought when the English teacher asks you for class participation?

The majority of the interviewees said: “nervios por miedo a fallar y prestar atención a lo que se le está preguntando”, which is “nerves for fear of failing and pay attention to what they were asking for to respond”. The analysis from this information is that students are not always comfortable and tend to have a lack of confidence to participate.

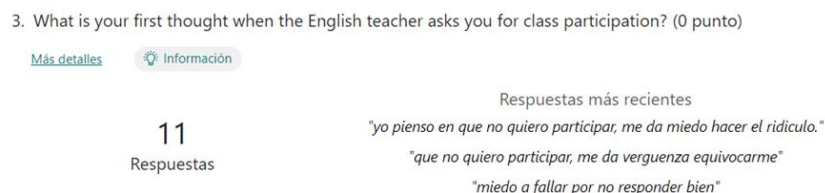


Figure 1 Gabriela Molina. - 2022.Interview.PNG

2) For you: What are the main distractors in an English class?

The majority of the interviewees conclude that: “internet, celulares, la Familia, ruidos en su entorno y las mascotas”, “internet, cellphones, family, environmental noises, and

pets” are the main distractors. From this information, most of the interviewees answered almost the same and it gives a name to the main distractors.

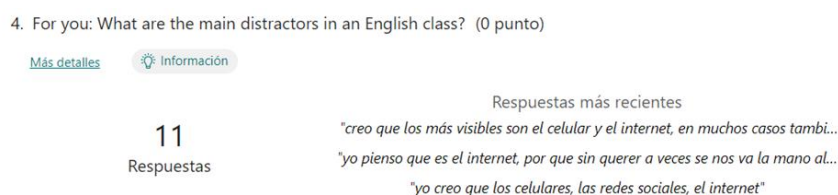


Figure 2 Gabriela Molina. - 2022.Interview.PNG

3) Why sometimes you do not want to participate in an English class?

The majority of the interviewees said: “por miedo a equivocarme, por vergüenza, y por el ruido al rededor” which means “because they are afraid to make a mistake, because of shame, and because of the noise in their environments”. From these words, most of the answers conclude that students do not feel secure participating in an English class.

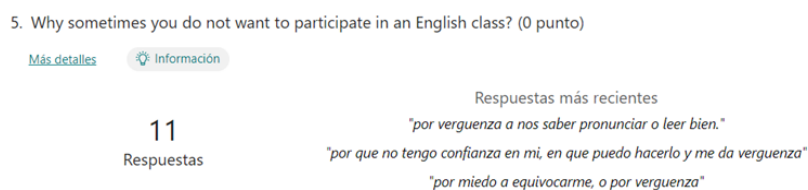


Figure 3 Gabriela Molina. -2022.Interview.PNG

4) What do you think are the main reasons why you do not pay attention to the English class?

The majority of the interviewees said: “ruido, falla de internet, celular, mascotas, distracciones alrededor, están desconcentrados”, which means “because of the noise, bad internet connection, cellphone, surround distractions, they are lost in their thoughts”. This means that various factors in their environment affect students’ concentration.

6. What do you think are the main reasons why you do not pay attention to the english class? (0 punto)

[Más detalles](#)

[Información](#)

11

Respuestas

Respuestas más recientes

"por desconcentrarme, ya sea por los ruidos que hace mi familia o por falla ...

"por lo general es por que me distraigo con el celular y cuando me doy cuen...

"por que hacen bulla en mi casa, o a veces me distraigo con el celular "

Figure 4 Gabriela Molina. - 2022.Interview.PNG

5) Do you think that emotions play an important role when you are receiving the class?
Why?

The majority of the interviewees said: si, por hay momentos Que se pasan situaciones antes de la clase que afectan y no dejan concentrarse”, “si afecta demasiado, porque nunca se sabe la situación que se está pasando y no dejan entender la clase”, which means “yes, there are moments that we passed through situations before a class that affects and do not allow us concentrated in the class”. “Yes, it affects a lot because we never know about others situation, what they are passing through and it does not allow us to pay attention to class”.

Through these answers, the most important part is that for students emotions have the power to give them the chance to be active in the class or just to be there without motivation.

7. Do you think that emotions play an important role when you are receiving the class? Why? (0 punto)

[Más detalles](#)

[Información](#)

11

Respuestas

Respuestas más recientes

"si por que si respondí algo mal y el docente en vez de ayudarme me hace q...

"si, en mi caso si me siento mal no me dan ganas de hacer nada ni de estar ...

"Si, por que a veces uno entra a clases desmotivado por los problemas y no qui...

Figure 5 Gabriela Molina. - 2022.Interview.PNG


6) How important is it for you to have confidence in an English class?

The majority of the interviewees conclude that: “es muy importante la confianza de parte del estudiante y del docente, porque si el docente no tiene confianza en lo que está enseñando, como estudiante no estaré seguro de lo que estoy aprendiendo” “si el docente no

da seguridad, como estudiante no tendré seguridad para participar”. “es muy importante para crear un espacio seguro de aprendizaje”, “si no tengo seguridad o no siento confianza no voy a participar”. Which means “it is very important confidence from the students and the teacher, because if the teacher has not confidence in what he/she is teaching, as a student I will not be sure about what I am leaning”, “If the teacher does not give us security, as students we will not have security to participate”. “It is very important; it will help to create a safe learning environment”, “If I have not security or I do not feel confidence in myself I won’t participate. From the information obtained, having confidence is one of the most important steps for students in a class.

8. How important is it for you to have confidence in an English class? (0 punto)

[Más detalles](#)

 Información

11

Respuestas

Respuestas más recientes

"si, por que si no tengo confuanza en la clase no voy a poder hacer bien las ...

"es muy importante, hoy en día a los docentes no les importa, pero como est...

"Es muy importante, por que si no siento que tengo la confianza suficiente p...

Figure 6 Gabriela Molina. - 2022.Interview.PNG

4.2 Interpretation of bibliographic review.

Our world has been constantly changing, even in our daily routine, we have changed since the Covid-19 pandemic, which supposes a lot of challenges for education.

One of the biggest challenges in education according to the APA is that Covid -19 left a lot of psychological problems such as depression, anxiety, lack of confidence, and low self-esteem.

Virtual classes in many cases have a negative impact on the student’s life, in this case, colleges students from 18 to 40 ages according to Erik Erikson’s theory are in the isolation stage, Saul McLeod mentioned that: "Successful completion of this stage can result in happy relationships and a sense of commitment, safety, and care within a relationship." Avoiding

intimacy, and fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression. "Success in this stage will lead to the virtue of love." (McLeod, 2018)

For that is important to take into consideration the psychological factor involved in the classroom, virtual classes have given space to isolation in the student's brain, taking off the chance to be able to develop their emotions, thoughts, and feelings.

In addition to this, virtual classes involve other factors like distractors, which has been the main problem for a long time, and it's a real problem for students who have ADHD/TDH, it has been an invisible problem because nobody talks about it in classes, not just people who have that condition tend to be distracted, could be also that the student's educational environment in most of the cases has not the necessary privacy or is inadequate to receive classes.

However, according to researchers from the Pakistan Journal of Medical Science, technology is the most potential distractor, it could be cellphones, laptops, or smart devices. In addition to that there are a lot of other distractors such as social media and games which are demonstrated that directly affect the student's concentration in a class.

Another important factor mentioned is socioeconomic status which also is another important distractor that has taken part in the student's development, affecting the emotional part and also in many cases physically.

The strongest theory that supports the emotional and psychological part of this research is Cannon-Bard's theory, which argues that the human body responds to a stimulus and corresponds to it through emotions. Also, this theory mentioned that emotional response is not reliant on the physical response and vice versa. (Cherry, 2020)

Emotions such as lack of confidence to participate in the class, feeling nervous, and anxiety are the ones that affect the way that students can react, other emotions have been influenced but motivation could be a powerful strategy to face those inconvenient. In addition to these, learning theories which bases are behavior, emotions, the mind, and society gives support to Cannon's Bard theory in special Social learning theory which has been apported information about how important is motivation, social learning theory in which Albert bandura proposed that this type of learning involved four different stages: attention, retention, reproduction, and motivation these stages are related to the theory of the emotions because it mentions that the learning process is effective when the person fully complete their feelings.

4.3 Analysis and Discussion of the Interview vs Bibliographic review

The research project "Factors that cause distraction and lack of confidence on English language students and its incidence on class participation" was done base on the objectives presented which purpose is to analyze how distraction and lack of confidence can affect a student's participation in an English class.

There were some international investigations by the American Psychological Association which infers that lack of confidence leaves students doubting their capabilities, in the previous interview students mention that they do not participate in class because they do not feel secure, they did not feel confidence in themselves to participate, they doubt after and before to participate.

Erickson mentioned in his research that at this stage from 18 to 40 people have a lot of emotions, and those are changing; Based on the information obtained from the interview applied to module students from Technological Information 5/1, academic period 2022-1 at

Universidad Estatal Peninsula de Santa Elena are passed through this stage, they are students from 22 to 25 years old.

The effects of distractors mentioned in the research from the Pakistan Journal of Medical Sciences tells that the use of laptops or cellphones in class produces a negative effect on the learning process, based on that the interview shows that it is true, one of the most powerful distractors for students are cellphones and in addition to that the internet. To support this Cannon's Bard theory of emotions explain that we respond to a stimulus in our environment, and respond with emotions at the same time, Bandura's theory in 1977 also explains the social learning theory which involves behavioral and cognitive theories, those are involved because it states that those help develop the learning process in a better way, it could be explained with the reason that through behaviors like interacting with the environment and mental process to understand the emotions and the process to learn and understand the human behavior, to add there is another theory called social learning theory with the aim is analyze the behaviors influenced by the physical and social environment. Through the information gathered in the interview, it confirms those research and theories, students act to what they feel, according to their emotions, and how their environment is developing.

Chapter V

Reflexions of the study

Many investigations look for ways to improve the four skills, create many resources, and develop innovative ideas to teach. There are a thousand ideas about how to improve students' behavior. However, there are few research on the importance of self-confidence and how the lack of this can cause an impact in the class or how distractors affect the learning process, there are not too many investigations about how emotions play important role in the attention and development in the students' improvement.

This research which has as name: "Factors that cause distraction and lack of confidence on English language students and its incidence on class participation" was developed through virtual modality, it helps to have deep research about students' opinions about virtuality and face-to-face classes.

Analyzing the general objective in this research project through the students' answers there is a possible solution, which is for virtual classes to start with a motivational video, student's confidence is affected when the teacher does not give them the chance to feel comfortable before the class, English teachers can break down students' hindrance to paying attention to the class giving the chance to participate giving words such as "do not worry if you are wrong, we are here to learn" and if the student is wrong the teacher should reinforce in the best way possible, it could be "Okay, that was nice, but, the correct answer is ..., you have your class participation" then explain the reason why of the correct answer and ask if there are any doubts. In that way, students feel that they do not have to feel shame or feel judged, it is going to make the class more interactive.

That is what Bandura's theory explains in sociology learning theory in which the last stage mentions motivation, of course, there are a lot of limitations such as the number of

students in the class, lack of internet connection, and boring topics. As English teachers there are a lot of challenges to improving student's confidence at the moment to ask for class participation, however in this research interview, the students shared that they feel the security to act in class because of the teacher's motivations, however, they said that they feel unmotivated when the teacher gives the chance to participate to the same persons who act always, for that the better way to improve that is trying to give the chance to everyone, especially to the ones whose no participate ever.

As personal experience carrying out this research was difficult because of the fact that as teachers most of the time we do not take into account that there are a lot of different factors that could affects our class, in past times we were students and sometimes we forgot that and our students past through the same scenarios that we passed before in a class that we did not like, we must take into account that module English class is a requirement for the other majors, and most part of the students do not like English, that is a big challenge also, but as personal experience I try to make my class interactive, I give the chance to my students to have some fun in the activities, for example, there was a topic "movies and entertainment", to make that an interactive and funny unit I sent them to make a video telling a funny o sad story, they made a really good homework, everyone enjoy that work and they share good opinions about that work, nobody feels shame, nobody feels lack of confidence to act, that was a marvelous experience because was the first time that everybody turn on their cameras, and activated their microphones to shared their opinions, I was surprised because TI students are shy and that was the most interactive class in the first two weeks. It was hard in virtual modality because I know all the distractors that we could have in our environment and this research confirms that but having an interactive class we can manage it.

The best way to make our students feel comfortable in our module English class is to remember how we feel when we received classes and try to avoid those bad examples.

The most challenging situation that I had to handle while I was doing this research was that as a module teacher and student, I also feel unmotivated, I feel the same stress as my students, and I passed through the same problems, such as lack of confidence, I had a lot of distractors around me, that is the Why I wanted to make a deep research about this.

Everything comes from our mind, emotions, feelings, and thoughts, to develop strategies to improve our students' skills, first, we must take into consideration their mental status, our brain does not work in a better way when it is stressful or has a lot of stuff in there.

As a personal life lesson I could say that this research brings me the opportunity to analyze what I want as a teacher for my students, that I need to remember that I was a student too, that everyone has something that is passing through, module students' give me the chance to analyze that there are a lot of different ways to leave a good mark in our student's life, we can make a positive change in one life, we have the power to encourage or to break down dreams with just one word.

I would like to encourage others to research something similar to this research, as teachers we should take into consideration the psychology part in our classes, the most powerful and beautiful part of this is that through this kind of research we can improve our way to give classes.

At the beginning of this research, my initial beliefs about this topic were that there are a lot of problems without solutions in virtual classes, lack of confidence, and distractors are just the iceberg bottom, and I was not wrong, however, I genuinely believe that in the future this topic will be taken into account.

For further research about this topic, I would like to use a mixed method, qualitative and quantitative, and develop a new strategy to enhance my student's confidence to create a better class, also I would like to investigate deeply this topic.

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ANNEXES



**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

MEMORANDO

REFERENCIA: PINE-042-2022

DE: Lcda. Sara González Reyes, MSc.
DIRECTORA DE CARRERA

PARA: Maña Gabriela Molina Párraga

CC: Sandra Caamaño López, MSc.

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 03 de junio del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SQ-FCEI-2022-015 Sesión ordinaria del 26 de mayo del 2022, fue aprobado el tema de su trabajo de integración curricular denominado "Factors that cause distraction and lack of confidence in class participation"; siendo designado como tutor la docente:

DOCENTE	CORREO	TELÉFONO
MSc. Sandra Caamaño López	scaamano@upse.edu.ec	0990794148

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto.

Recordarle que los docentes tutores deben enviar mensualmente el informe de avance de los estudiantes así como también que las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,



Lcda. Sara González Reyes, MSc.

Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (e).

c/c Archivo

CERTIFICADO SISTEMA ANTIPLAGIO

En calidad de tutora del Trabajo de Integración Curricular denominado **“FACTORS THAT CAUSE DISTRACTION AND LACK OF CONFIDENCE ON ENGLISH LANGUAGE STUDENTS AND ITS INCIDENCE IN-CLASS PARTICIPATION”** elaborado por la estudiante Maria Gabriela Molina Parraga , de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio OURIGINAL, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



SANDRA CAAMAÑO LÓPEZ MSc.

TUTORA

**INTERVIEW APPLIED TO STUDENTS ABOUT FACTORS THAT CAUSE
DISTRACTION AND LACK OF CONFIDENCE ON ENGLISH LANGUAGE
STUDENTS AND ITS INCIDENCE IN-CLASS PARTICIPATION FROM
TECHNOLOGICAL INFORMATION 5/1 MAJOR AT UNIVERSIDAD ESTATAL
PENINSULA DE SANTA ELENA, LA LIBERTAD, PROVINCE OF SANTA ELENA,
ACADEMIC PERIOD 2022-1**

1. ¿Cuál es tu primer pensamiento cuando el profesor de inglés te pide que participes en clase?
2. Para ti: ¿Cuáles son los principales distractores en una clase de inglés?
3. ¿Por qué a veces no quieres participar en una clase de inglés?
4. ¿Cuáles crees que son las principales razones por las que no prestas atención a la clase de inglés?
5. ¿Crees que las emociones juegan un papel importante cuando estás recibiendo la clase? ¿Por qué?
6. ¿Qué tan importante es para ti tener confianza en una clase de inglés?

INTERVIEW TRANSCRIPT

Student 1

1. **¿Cuál es tu primer pensamiento cuando el profesor de inglés te pide que participes en clase?**

Yo pienso: quiero los puntos
2. **Para ti: ¿Cuáles son los principales distractores en una clase de inglés?**

El celular es mi mayor distractor en clases virtuales
3. **¿Por qué a veces no quieres participar en una clase de inglés?**

Yo siempre participaba en clases

- 4. ¿Cuáles crees que son las principales razones por las que no prestas atención a la clase de inglés?**

Siempre trato en lo posible de prestar atención

- 5. ¿Crees que las emociones juegan un papel importante cuando estás recibiendo la clase? ¿Por qué?**

Yo pienso que posiblemente, por que si estamos pasando por un mal momento no vamos a tener el valor necesario para estar en clase.

- 6. ¿Qué tan importante es para ti tener confianza en una clase de inglés?**

La confianza es muy importante porque ayuda a querer participar en clase incluso si cometes un error.

STUDENT 2

- 1. ¿Cuál es tu primer pensamiento cuando el profesor de inglés te pide que participes en clase?**

Responder bien la pregunta que nos hace el docente, para que se sienta motivado y saber que está explicando bien la clase

- 2. Para ti: ¿Cuáles son los principales distractores en una clase de inglés?**

Algunas palabras que no entiendo y me quedo

- 3. ¿Por qué a veces no quieres participar en una clase de inglés?**

Temor a decir la respuesta mal o no saber pronunciar una palabra.

- 4. ¿Cuáles crees que son las principales razones por las que no prestas atención a la clase de inglés?**

A veces la distracción

- 5. ¿Crees que las emociones juegan un papel importante cuando estás recibiendo la clase? ¿Por qué?**

Las emociones si juegan un papel importante porque cuando triste no queremos recibir clases pero cuando estamos feliz nos da gusto recibir clases

- 6. ¿Qué tan importante es para ti tener confianza en una clase de inglés?**

Es muy importante tener confianza contigo mismo y al momento de actuar también

STUDENT 3

- 1. ¿Cuál es tu primer pensamiento cuando el profesor de inglés te pide que participes en clase?**

Ayuda!! Ajajja pero después me calmo y respondo lo que me preguntan

- 2. Para ti: ¿Cuáles son los principales distractores en una clase de inglés?**

Cuando no entiendo algo, tiendo a distraerme más fácilmente

- 3. ¿Por qué a veces no quieres participar en una clase de inglés?**

Porque a veces pienso que mi respuesta esta incorrecta

- 4. ¿Cuáles crees que son las principales razones por las que no prestas atención a la clase de inglés?**

Ruido, celular, hambre

- 5. ¿Crees que las emociones juegan un papel importante cuando estás recibiendo la clase? ¿Por qué?**

Talvez, un poco por que a veces me siento triste y no quiero escuchar clases y sino quiero, tampoco entiendo nada.

- 6. ¿Qué tan importante es para ti tener confianza en una clase de inglés?**

Tienes que tener 100% de seguridad en lo que estas explicando en la clase, si no te muestras seguro de los que estás diciendo luego piensas que no estas en lo correcto.

STUDENT 4

- 1. ¿Cuál es tu primer pensamiento cuando el profesor de inglés te pide que participes en clase?**

Yo pienso en la clase pasada para ser capaz de responder las siguientes preguntas, pero así mismo me pongo nervioso.

- 2. Para ti: ¿Cuáles son los principales distractores en una clase de inglés?**

Puede ser por el ruido en la casa y la conexión del internet.

- 3. ¿Por qué a veces no quieres participar en una clase de inglés?**

Me da pánico.

- 4. ¿Cuáles crees que son las principales razones por las que no prestas atención a la clase de inglés?**

La conexión de internet a veces falla y no puedo entender claramente lo que están diciendo.

- 5. ¿Crees que las emociones juegan un papel importante cuando estás recibiendo la clase? ¿Por qué?**

Si, porque veces no nos sentimos bien, depende del estado de ánimo.

- 6. ¿Qué tan importante es para ti tener confianza en una clase de inglés?**

Demasiado, porque me gustaría estar seguro que entendí bien o que estoy haciendo las cosas bien.

STUDENT 5

1. ¿Cuál es tu primer pensamiento cuando el profesor de inglés te pide que participes en clase?

Yo pienso que es para a través de este medio seguir evaluando dichos conocimientos académicos y de esta forma darse cuenta el avance de aprendizaje como estudiante.

2. Para ti: ¿Cuáles son los principales distractores en una clase de inglés?

Una clase sólo de palabras, en donde sólo el docente habla y en donde la presentación sólo hay letras, y no hay interacción con el estudiante ni mucho menos algo llamativo en el material de formación.

3. ¿Por qué a veces no quieres participar en una clase de inglés?

Porque en ocasiones no me siento seguro de la respuesta que voy a dar, sin embargo en muchos casos resulta si estar bien.

4. ¿Cuáles crees que son las principales razones por las que no prestas atención a la clase de inglés?

En este caso por la virtualidad pues un medio de distracción está en la propia casa, cuando uno entra o no al lugar de estudio de uno.

5. ¿Crees que las emociones juegan un papel importante cuando estás recibiendo la clase? ¿Por qué?

Si, porque de esta forma se tiene química y comunicación entre el docente y estudiante, puesto que en casos hay que reír, pero en otras ocasiones hay que estar serios, así que yo pienso que si juegan un papel importante las emociones.

6. ¿Qué tan importante es para ti tener confianza en una clase de inglés?

Es muy importante, porque a través de aquello puedo tener las ganas de aprender y sobre todo interactuar dentro de clase, para así seguir evaluando cada vez mis conocimientos y aprendizajes.

STUDENT 6

- 1. ¿Cuál es tu primer pensamiento cuando el profesor de inglés te pide que participes en clase?**

Recordar lo que vi en la clase pasada

- 2. Para ti: ¿Cuáles son los principales distractores en una clase de inglés?**

El internet y el servicio de cable.

- 3. ¿Por qué a veces no quieres participar en una clase de inglés?**

Mucho ruido en casa

- 4. ¿Cuáles crees que son las principales razones por las que no prestas atención a la clase de inglés?**

Ruido

- 5. ¿Crees que las emociones juegan un papel importante cuando estás recibiendo la clase? ¿Por qué?**

Si, por que estando feliz, la felicidad se transmite a la clase

- 6. ¿Qué tan importante es para ti tener confianza en una clase de inglés?**

Es muy importante, si no tengo confianza no participo en la clase.

STUDENT 7

- 1. ¿Cuál es tu primer pensamiento cuando el profesor de inglés te pide que participes en clase?**

Me da nervios, me quedo en blanco

- 2. Para ti: ¿Cuáles son los principales distractores en una clase de inglés?**

Las tareas del semestre

- 3. ¿Por qué a veces no quieres participar en una clase de inglés?**

Porque me da vergüenza

- 4. ¿Cuáles crees que son las principales razones por las que no prestas atención a la clase de inglés?**

Porque tengo demasiadas tareas en este semestre, y los profesores no esperan

- 5. ¿Crees que las emociones juegan un papel importante cuando estás recibiendo la clase? ¿Por qué?**

No es importante porque solo es una clase

- 6. ¿Qué tan importante es para ti tener confianza en una clase de inglés?**

La verdad es muy importante pero no confié en mí mismo

STUDENT 8

- 1. ¿Cuál es tu primer pensamiento cuando el profesor de inglés te pide que participes en clase?**

Pensar en que me iré a equivocar en lo que el o ella pregunte.

- 2. Para ti: ¿Cuáles son los principales distractores en una clase de inglés?**

El ruido de nuestro entorno, a veces por estrés de otras cosas que te han pasado en el transcurso del día, agotamiento "no dormir bien", incluso el propio móvil.

- 3. ¿Por qué a veces no quieres participar en una clase de inglés?**

Porque a veces no entiendo lo que pregunta o simplemente es porque muchos ya están con su manito arriba jajaja que desean participar.

- 4. ¿Cuáles crees que son las principales razones por las que no prestas atención a la clase de inglés?**

Agotamiento o el ruido.

- 5. ¿Crees que las emociones juegan un papel importante cuando estás recibiendo la clase? ¿Por qué?**

Si, porque a veces estás con ese pensamiento de lo que te sucedió y no prestas atención a dichas clases.

- 6. ¿Qué tan importante es para ti tener confianza en una clase de inglés?**

Que la Miss sea comprensible ante la situación de cada estudiante, quizás muchos no estamos al mismo nivel que otros.

STUDENT 9

- 1. ¿Cuál es tu primer pensamiento cuando el profesor de inglés te pide que participes en clase?**

miedo a fallar por no responder bien

- 2. Para ti: ¿Cuáles son los principales distractores en una clase de inglés?**

yo creo que los celulares, las redes sociales, el internet

- 3. ¿Por qué a veces no quieres participar en una clase de inglés?**

por miedo a equivocarme, o por vergüenza

- 4. ¿Cuáles crees que son las principales razones por las que no prestas atención a la clase de inglés?**

por que hacen bulla en mi casa, o a veces me distraigo con el celular

- 5. ¿Crees que las emociones juegan un papel importante cuando estás recibiendo la clase? ¿Por qué?**

Si, por que a veces uno entra a clases desmotivado por los problemas y no quiere hacer nada

- 6. ¿Qué tan importante es para ti tener confianza en una clase de inglés?**

Es muy importante, por que si no siento que tengo la confianza suficiente para participar yo no lo hago

STUDENT 10

- 1. ¿Cuál es tu primer pensamiento cuando el profesor de inglés te pide que participes en clase?**

que no quiero participar, me da vergüenza equivocarme

- 2. Para ti: ¿Cuáles son los principales distractores en una clase de inglés?**

yo pienso que es el internet, por que sin querer a veces se nos va la mano al celular

- 3. ¿Por qué a veces no quieres participar en una clase de inglés?**

por qué no tengo confianza en mi, en que puedo hacerlo y me da vergüenza

- 4. ¿Cuáles crees que son las principales razones por las que no prestas atención a la clase de inglés?**

Por lo general es porque me distraigo con el celular y cuando me doy cuenta están participando en algo que no sé por qué me desconcentre

- 5. ¿Crees que las emociones juegan un papel importante cuando estás recibiendo la clase? ¿Por qué?**

sii, en mi caso si me siento mal no me dan ganas de hacer nada ni de estar en clases

- 6. ¿Qué tan importante es para ti tener confianza en una clase de inglés?**

es muy importante, hoy en día a los docentes no les importa, pero como estudiante siento que es importante que en la clase se sienta que me van a juzgar por equivocarme

STUDENT 11

- 1. ¿Cuál es tu primer pensamiento cuando el profesor de inglés te pide que participes en clase?**

yo pienso en que no quiero participar, me da miedo hacer el ridículo.

2. Para ti: ¿Cuáles son los principales distractores en una clase de inglés?

creo que los más visibles son el celular y el internet, en muchos casos también el ruido de las personas al rededor.

3. ¿Por qué a veces no quieres participar en una clase de inglés?

por vergüenza a nos saber pronunciar o leer bien.

4. ¿Cuáles crees que son las principales razones por las que no prestas atención a la clase de inglés?

por desconcentrarme, ya sea por los ruidos que hace mi familia o por falla del internet

5. ¿Crees que las emociones juegan un papel importante cuando estás recibiendo la clase? ¿Por qué?

sí porque si respondí algo mal y el docente en vez de ayudarme me hace quedar mal, otro día obviamente no voy a tener la confianza de participar me daría miedo y vergüenza.

6. ¿Qué tan importante es para ti tener confianza en una clase de inglés?

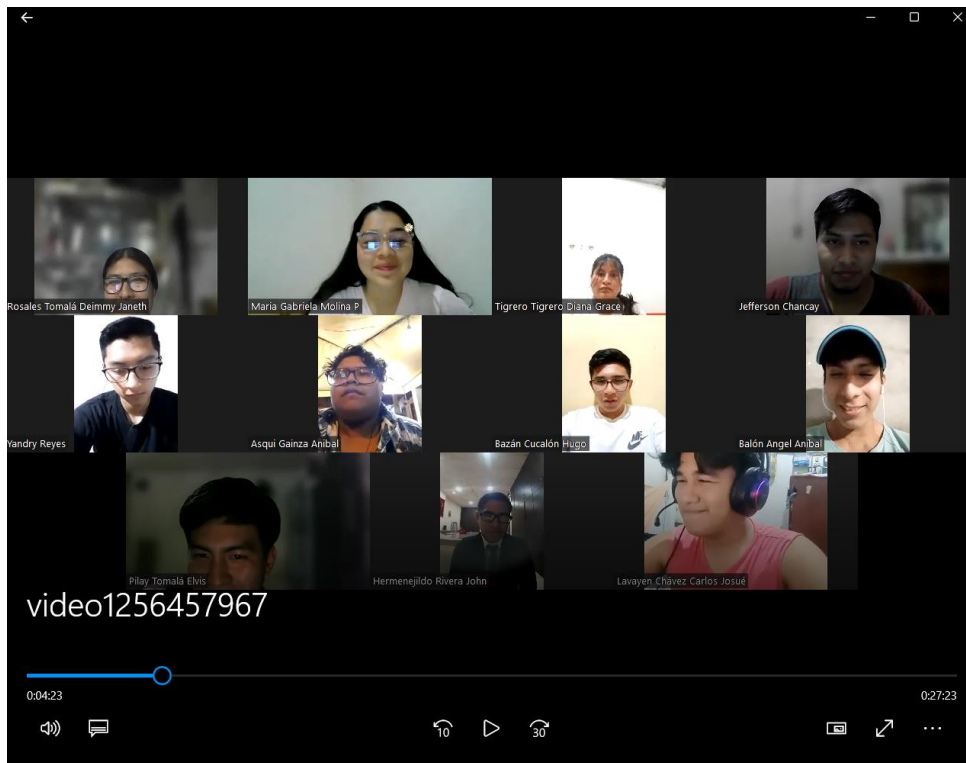
si, porque si no tengo confianza en la clase no voy a poder hacer bien las cosas en la clase.

ANSWERS LINK

<https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=HyAIaQg2H0e6b1sHrYmH1QSt6F4BmkBHsMKWrG73wM5URVRTRVNJSII4RUtCU0MyS0ZEQVEzRjA5VC4u&Token=ba6b38102691448fabfd405fcd5e5b6>

VIDEO LINK

https://drive.google.com/file/d/1rFcICZfBjrdZo2n3F2UWz_42DWD0_zLU/view?usp=s_haring



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