



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

**“THE EFFECTS OF LACK OF VOCABULARY ON
STUDENTS’ CONFIDENCE”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "THE EFFECTS OF LACK OF VOCABULARY ON STUDENTS' CONFIDENCE" prepared by MARIA PAULA YAGUAL DE LA CRUZ an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Science and Languages at Universidad Estatal Peninsula 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,

A handwritten signature in blue ink, appearing to read 'Tatiana García Villao', is written over a horizontal line.

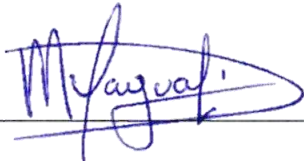
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Declaration

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DEDICATION

I want to dedicate this research project to my family, especially to my parents, who have been my biggest support and gave me strength when I thought of giving up, and they are the ones who continue to give me their unconditional love. I do not know what I would have done without them.

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To my pets, Jacob and Aleu, who always tell me that I am "GUAU".

With love

Maria Paula Yagual De la cruz

ABSTRACT

Vocabulary in the process of learning a new language is essential. Having a large amount of vocabulary gives students confidence when using a foreign language. The lack of vocabulary does not allow students to express themselves freely, which decreases confidence when using the English language. The general objective of this research is “To analyze how the lack of vocabulary affects students’ confidence in the fourth Grade Elementary School at Unidad Educativa Academia Naval “Cap. Leonardo Abad Astudillo” and the specific objectives are: A) To determine the most common factors that affect the students' confidence in the fourth Grade Elementary School at Unidad Educativa Academia Naval “Cap. Leonardo Abad Astudillo”. B) To establish how the lack of vocabulary affects the students learning process in the fourth Grade Elementary School at Unidad Educativa Academia Naval “Cap. Leonardo Abad Astudillo”. C) To analyze the importance of increasing the vocabulary in fourth Grade Elementary School at Unidad Educativa Academia Naval “Cap. Leonardo Abad Astudillo”. The following research is phenomenological research which has a qualitative approach. The results of this phenomenological research show the effects of the lack of vocabulary makes students feel insecure or makes them think that they have not learned anything, which affects the learning process.

KEY WORDS: The lack of vocabulary, confidence, learning process.

RESUMEN

El vocabulario en el proceso de aprender un nuevo idioma es esencial. Tener un conocimiento de vocabulario les provee a los estudiantes confianza cuando usan el idioma extranjero. La falta de vocabulario no les permite a los estudiantes expresarse libremente, lo cual disminuye su confianza cuando usan el idioma inglés. El objetivo general es Analizar como la falta de vocabulario afecta la confianza de los estudiantes de cuarto grado de educación básica en la Unidad Educativa Academia Naval “Cap. Leonardo Abad Astudillo” y los objetivos específicos son: A) determinar los factores más comunes que afectan la confianza de los estudiantes de cuarto grado de educación básica de la Unidad Educativa Academia Naval “Cap. Leonardo Abad Astudillo”. B) Establecer como la falta de vocabulario afecta el proceso de aprendizaje de los estudiantes de cuarto grado de educación básica en la Unidad Educativa Academia Naval “Cap. Leonardo Abad Astudillo”. C) Analizar la importancia de incrementar el vocabulario de los estudiantes de cuarto grado de educación básica en la Unidad Educativa Academia Naval “Cap. Leonardo Abad Astudillo”. La siguiente investigación es una investigación fenomenológica la cual tiene un enfoque cualitativo. El resultado de esta investigación fenomenológica muestra que los efectos de la falta de vocabulario hacen sentir a los estudiantes inseguros o los hace pensar que los ellos no han aprendido nada lo cual afecta el proceso de aprendizaje.

PALABRAS CLAVES: La falta de vocabulario, confianza, proceso de aprendizaje.

INDEX

ACKNOWLEDGMENT	6
ABSTRACT	8
INDEX	10
Figures	11
Introduction	12
Chapter I	14
The Problem	14
Research Topic	14
Problem Statement	14
General Objective	16
Chapter II	18
Theoretical Framework	18
Chapter III	26
Methodological Framework	26
Methods	26
Type of Research	26
Chapter IV	30
Analysis of Findings	30
Chapter V	37
Reflexions of The Study	37
References	40
ANNEXES	45

Figures

Figure 1.4 <i>First Question</i>	30
Figure 2.4 <i>Second Question</i>	31
Figure 3.4 <i>Third Question</i>	32
Figure 4.4 <i>Fourth Question</i>	33
Figure 5.4 <i>Fifth Question</i>	34
Figure 6.4 <i>Sixth Question</i>	36

Introduction

This research investigates how the lack of vocabulary affects the students' confidence. To learn a new language has different factors that can affect the students learning. The research is focused on identifying the effects of lack of vocabulary and analyzing how these effects affect students' confidence.

There is a related study about the effects of confidence and vocabulary mastery on students' speaking ability made by Suryadi (2018), but not specifically on how lack of vocabulary affects students' confidence. The aforementioned study deals with the correlation between self-confidence and mastery vocabulary when using the speaking skill. Current research deals with the effects of lack of vocabulary on students' confidence in using the English language either orally or in writing.

This research arose with the intention of obtaining qualitative data about a specific problem. The researcher collected information to affirm or deny the importance of vocabulary in the English language learning process. It is known that vocabulary is important in learning the English language, but the objective is to know how the lack of vocabulary affects it, if it is important or not to dedicate time to it.

The objective of the research is "To analyze how the lack of vocabulary affects students' confidence in the fourth Grade Elementary School at Unidad Educativa Academia Naval "Cap. Leonardo Abad Astudillo". It is also relevant to identify which the most common factors that affect students' confidence are and how the lack of vocabulary affects the students' learning process.

For the development of this research it was necessary to use a questionnaire to conduct an interview using a focus group as a research technique. The objective of the interview was to obtain qualitative information which will be compared with previous research.

Chapter I

The Problem

Research Topic

EFL learning

Title of the project.

The effects of lack of vocabulary on students' confidence.

Problem Statement

Learning new vocabulary plays an extremely important role in foreign language acquisition. It is known that not having a wide vocabulary variety affects students' ability to express ideas, thoughts, feelings, or opinions, and this brings with it negative consequences that affect the students' confidence by not being able to use their productive skills in the English language. According to Richard Sinatra, Vicky Zygoris-Coe and Sheryl Dasinger (2011), the diversity of vocabulary meanings affects students' ability to understand and use words properly at the moment of applying English skills.

After the covid-19 pandemic, the students' performance decreased thanks to the return to face-to-face classes. It was evident the lack of confidence in the students since they could no longer hide behind a screen when participating in classes. Currently, students feel insecure when participating in class because they do not know how to express themselves in the English language, the fact that students do not participate in classes does not mean that they do not know English; they only lack vocabulary to develop their ideas or thoughts and feel unsure to being able to express them.

Confidence is an important pillar in the students learning process, that is why it is important to know the effects of lack of vocabulary on students' confidence. Vocabulary plays a significant role in enhancing the students' abilities. Students do not have confidence to interact with their own friends and also with their English teachers in or out of class. (Suryadi, 2018)

Clement, Dornyei and Noel (2001) said that self-confidence comes from students who have a combination of high self-esteem and low anxiety. For this reason, it must be studied this problem, in order to make students feel safe, confident and take risks in language acquisition. Rubio in Al Hebaish (2012) quoted that foreign languages learners who have confidence achieve well results and probably think they are capable.

Therefore, the objective of this research is to determine how the lack of vocabulary affects the students' confidence which will be achieved thanks to investigations and interviews that will be carried out with the objective of obtaining relevant information that will be used for academic and investigative purposes.

Problem question

How the lack of vocabulary affects students' confidence in the fourth Grade Elementary School at Unidad Educativa Academia Naval "Cap. Leonardo Abad Astudillo"?

Specific questions

- What are the effects of the lack of vocabulary on Students' confidence in the fourth Grade Elementary School at Unidad Educativa Academia Naval "Cap. Leonardo Abad Astudillo"?

- How does the lack of vocabulary affect the learning process of fourth Grade Elementary School Students at Unidad Educativa Academia Naval “Cap. Leonardo Abad Astudillo”?
- Why is learning new vocabulary important?

General Objective

To analyze how the lack of vocabulary affects students' confidence in the fourth Grade Elementary School at Unidad Educativa Academia Naval “Cap. Leonardo Abad Astudillo”.

Specific objectives

- To determine the most common factors that affect the students' confidence in the fourth Grade Elementary School at Unidad Educativa Academia Naval “Cap. Leonardo Abad Astudillo”.
- To establish how the lack of vocabulary affects the students learning process in the fourth Grade Elementary School at Unidad Educativa Academia Naval “Cap. Leonardo Abad Astudillo”
- To analyze the importance of increasing the vocabulary in fourth Grade Elementary School at Unidad Educativa Academia Naval “Cap. Leonardo Abad Astudillo”.

Justification: The proposed research seeks to identify how the lack of vocabulary affects students' confidence. Learning new vocabulary is one of the utmost important steps when learning a new language since it allows students the possibility of expressing ideas or thoughts freely.

Currently, students do not have a wide variety of vocabulary, they feel insecure when using the English language, one cause of this problem is due to the covid-19 pandemic. The lack

of confidence seriously affects students because it prevents them from properly understanding and using English language skills.

The lack of vocabulary of the students actively affects their productivity, even if the students want to participate in class, they will not be able to do so due to their lack of vocabulary, and they will be afraid to have a conversation with their classmates or with the teacher.

It is important to carry out this research to understand how this problem affects students and help them feel confident in the English class. If a student cannot create sentences in English, it does not mean that the student does not know how to do it. They only need to improve their vocabulary. Teachers must know the reasons to help students. In other words, this research not only help students but also teachers to understand certain attitudes of our students.

The beneficiaries of this project are students in the Fourth Grade Elementary School at Unidad Educativa Academia Naval “Cap. Leonardo Abad Astudillo”. This project also will help teachers to identify how the lack of vocabulary affects the students' confidence to counteract this problem. The result of this project will serve as a reference for future researches.

Chapter II

Theoretical Framework

Vocabulary

Vocabulary is a predominant aspect of English learning. Vocabulary is the knowledge of the word meanings that helps understand readings, listening, speaking, and produce writings. Vocabulary means all words in a specific language that are understood by an individual or group of individuals. (Nordquist, 2019). Without enough vocabulary, a foreign individual will not be able to communicate with a native speaker of the language. Vocabulary is connected with all the English skills; listening, reading, writing and speaking; vocabulary helps the development of the mentioned skills.

Vocabulary plays an important role in English Learning. There are some definitions of vocabulary that are proposed by the experts. Hatch and Brown (1995) define that vocabulary as words for a specific language or group of words that each language speaker could use. Every native speaker can use a specific group of words that are understood by a specific group of people to communicate.

Laufer (1997) says learning vocabulary is needed for learning and using languages. It means vocabulary is the center of the language. Who does not learn the meaning of the words is not able to transmit messages or communicate with the rest of the people in the same language. Which would not be possible the communication in any aspect nobody could understand, even in the same language. There is different vocabulary that is used in different contexts. For example, a lawyer uses a different vocabulary than a doctor. Even if they speak the same language, they will not be able to understand each other since they do not use the same vocabulary.

The size of the vocabulary refers to the amount of vocabulary required for comprehension and use of the language (Karakoçe & Kose, 2017). Vocabulary provides the opportunity for a better understanding of the receptive skills of the English language.

Identifies vocabulary as one of the skills without constraint, which means that it is a skill that we continue to develop in the course of our lives (Paris, 2005). There is an infinity of words that a person cannot learn during their life. It is impossible to know all the words of a mother tongue. That is why it is necessary to continuously learn vocabulary and practice it so as not to forget it.

Lehr, Osborn and Hiebert (2004) define vocabulary as the knowledge of words and the meanings of words that they have two form of oral and print. Oral words are those vocabulary words that the learner recognizes and utilize in listening and speaking. Print vocabulary words incorporate the elements of vocabulary the learner recognizes and uses in reading and writing.

Konza (2016) expresses the importance of vocabulary learning to help students become confident in using words in the context of each situation. Knowing in which situations words should be used gives students the confidence to be able to express themselves better and freely without the fear of making mistakes.

Hill (2012) says that vocabulary plays a significant role in the development of spoken language and early literacy. Knowledge of the vocabulary helps the student to communicate effectively and even helps improve fluency which improves confidence when they speak in the English language.

Schmitt maintains that vocabulary plays a vital role in second-language instruction and learning because lexical knowledge is essential for effective communication. (Schmitt, 2002)

Human speech depends on the vocabulary used or acquired. With the lack of vocabulary, students will be discouraged from using the language. (Richards & Renandya, 2002).

Pullido & Hambrick (2008) believe that knowledge of vocabulary is an indicator of how good a person's vocabulary is. Knowing the vocabulary is a reference when it comes to writing, reading, listening and speaking. Vocabulary knowledge gives an idea of how a student can use the four English language skills; reading, writing, listening, and speaking. Indicates the student's level in using the language and their knowledge of it.

Wilkins (1983) summarizes that knowledge of the language requires a command of its vocabulary as well as its grammar. He suggests that learners need to be significantly exposed to the language. Therefore, vocabulary, as a carrier of meaning, is seen as very important the process of acquiring the language. For the correct use of grammar, the use of vocabulary to be effective, since the words are divided into nouns, verbs, adverbs, and adjectives, and the correct use of each one improves the writing and speaking of the students when speaking and writing in English.

As Nation (2002) says that vocabulary is an essential part of the language learning process and deserves to be deliberately planned, prepared, and monitored by teachers.

Lack of vocabulary

Without proper practical knowledge of words and their meaning, the written and speaking skills will be confused or misunderstood. (West, 2022). West indicates the importance of knowing vocabulary to the productive skills to be correctly interpreted.

According to Rohmatillah (2017) says that without vocabulary training, communicating in a second language becomes more difficult. Without having enough knowledge of vocabulary,

it becomes difficult to manage communication. Since the non-native will not know how to communicate effectively in the second language. Students need to have a wide vocabulary in order to comprehend or express their ideas or thoughts and use spoken languages for a range of social purposes. Focusing on vocabulary helps to develop knowledge in many language aspects such as fluency and confidence.

Maria Paula Yagual De la Cruz, during her pre-professional practices, noticed that new students did not participate during the class. At first, she thought that the reason was the students were shy, but it was not. Students participated in class using Spanish, but when the teacher asked them to speak in English, students did not want to participate because they did not know how to express their ideas in English. In other words, students wanted to participate, but they did not have enough vocabulary to do it. This Rohmatillah' theory is confirmed by the student, Maria, it will be difficult for the students to speak in English without enough vocabulary.

Loubazid says that some students often have few problems when they try to express what they think because they have limited words. (Loubazid, 2012). The lack of vocabulary actively affects the students' skill and make them feel incapable.

Lack of vocabulary is a serious problem for learners, making it difficult to learn English. (Alqahtani, 2015). It is impossible to learn a new language without continuous acquisition of vocabulary.

As the experts have indicated, vocabulary is essential for English learning. Improving students' vocabulary will improve students' understanding. Students who have a broad vocabulary tend to be more participative and express themselves in a better way. Getting a good vocabulary not only improves the students' speaking, but the four skills.

Vocabulary is the head of the language. It makes listening, reading, speaking, and writing skills easier to perform for the student will have the opportunity to explain their ideas or their thoughts with appropriate expressions. Vocabulary helps the students' performance in the English Learning Process and gives them a better experience with the language.

Now it is clear what the concept of vocabulary is, and how it is necessary for students to learn it. But what happens when the students do not have enough vocabulary to express themselves? The lack of vocabulary affects the students' confidence.

Confidence

Miguel Bazdresh (2019), researcher from Instituto Tecnológico y de Estudios Superiores de Occidente, defines confidence as the gateway to coexistence, since it opens the possibility of relating to others. Confidence is necessary for every life aspect. Without confidence, a person feels insecure doing anything. It is essential for relations with others.

In Brown's view (2000), confidence is one of the variables that has the most influence on learning. It is one of the central motors of the human being and can exert a decisive influence over a person's life. The thought of people who believe in themselves and their abilities will positively affect their lives as they believe in their potential. Carver (2012), defined the word confidence as the overall evaluation of the individual, whether they approve or disapprove of themselves, dislike or like themselves. Confidence is the perception that people have of themselves. It is the concept of each person about themselves.

He and Chen (2010) comment that one of the most common causes of the students' confidence is their ability to use the English language. In this case, they add that many students have a low level of English, which only increases their mistrust.

In the teaching of the English language, factors related to the students' emotions have been included. Emotions such as shame, lack of confidence, the feeling of insecurity cause negative effects on the student's relationship with the strategies and the learning process. (Abrahams & Mary Jane, 2004). The mentioned effects influence the students' learning process.

According to the mentioned concepts, a general idea of confidence could be, confidence is defined as the ability of each individual to believe in themselves. It is the self-evaluation that a person does, and this can have positive or negative results that will affect their lives. This belief makes the individual feel capable or incapable of achieving their goals.

Lack of confidence

Lack of confidence is an effect caused by the lack of vocabulary. Students feel embarrassed, and they do not trust their abilities when they are performing an oral presentation. Jamila mentioned that a student with lack of confidence is extremely fearful of expressing their opinions and is incapable of uttering a complete sentence in English class. Jamila also said that students with lack of confidence view oral activities as a threat and worry about being teased by their peers. (Jamila, 2014).

A cause of the students' lack of confidence is related to the lack of encouragement from the teachers. In this case, some teachers do not care if their students feel able or unable to speak English. Brown states (2001), teachers should show interest in their students since they feel the trust of the teachers in them, the students may feel more confident, and that will help the students psychologically. For this reason, it is important to encourage the students. To constantly tell them that they will be able to achieve the learning objectives. As teachers, our job is not only to make the student learn but to make the student not give up.

Lack of confidence not only occurs when a student is afraid of being teased, but also when he is shy. It is easier to confuse a shy personality with a lack of confidence. Teachers need to pay close attention to each of their students and notice when a student is just shy and when a student has learning problems. The students' confidence is affected when they cannot express themselves by the lack of vocabulary, and the lack of vocabulary brings with it some factors that affect the students' performance.

Students cannot say the correct answer in English because they do not know how to do it, and they are afraid that their classmates will make fun of them. The lack of confidence will not allow the student to move forward with their learning process since they will have the wrong idea that not being able to say an answer in English means lack of knowledge of the language. The teacher must affirm that making mistakes is part of the learning process.

The lack of vocabulary affects the learning process.

Vocabulary affects the learning process because as children move through the grades, the English level turns more difficult for students since they will meet with new complex texts. One of the most common mistakes teachers make is to isolate practical words. Most students would perform better results and higher marks if they were presented with words or phrases in a context or practical use. (Lynch, 2021)

Price (2001) said that one of the biggest causes of anxiety in students is being made fun by their peers. Anxiety is another effect of the lack of vocabulary since the students do not participate in classes because of the fear of being laughed at, and the rest of the classmates participate, students who do not participate will feel anxious because they will feel that they are the only ones who are not learning. And for that reason, teachers must be clear and tell their

students that making mistakes is correct because learning a new language is a process, and it is necessary to continue learning new vocabulary to avoid making mistakes.

The lack of vocabulary affects the students learning process since it does not allow the development of language skills; listening, writing, reading, and speaking. If the skills are not developed, the student will be unable to use receptive and productive skills as they will not understand the language.

The learning process is affected by lack of vocabulary since it weakens students' reading comprehension, writing production, and communication skills. It is not only the teacher's job to teach the vocabulary but also the student's. Learning vocabulary is a long process, and students must invest time and effort.

The lack of vocabulary affects students psychologically and makes them believe that they cannot use the English language when they want to communicate something, they will want to find the correct words to do so, but due to the lack of vocabulary, students will believe that they do not know English and those thoughts will increase their mistrust.

Brown (2001) said that students feel that they cannot use the English language and believe that they do not have the ability to speak English but this is due to lack of vocabulary.

Students must learn vocabulary according to the student's level and relate it to the study topics. If the students do not learn vocabulary according to their level, they will not progress and will not be able to express themselves effectively. In other words, the student will be stuck without being able to advance. Students must learn vocabulary as they level up, this will allow them to use more information, give more details when speaking, and will build self-confidence. In this way, the learning process will not be interrupted.

Chapter III

Methodological Framework

Methods

In order to develop this project, it was necessary to apply a qualitative approach. Creswell (1994) states qualitative approach as an investigation method of comprehending a group or individual difficulties based on detailed point of view from the researchers and developed in a natural environment.

Some characteristics of this method are:

- Interpretation
- Elaboration of theories
- It is based in a natural environment
- It is based in the subjection
- Observation method

Type of Research

Phenomenology focuses on human experiences. (van Manen, 1997). As Van Manen had mentioned, phenomenology is centered in understanding the personal events of humans.

Carrying out a phenomenological research means understanding how people perceive their world as real. (van Manen, 1997). This research is focused in describing the meaning of all life experiences of a specific individual or group of individuals.

An important characteristic of phenomenological research: it is extremely descriptive in the research that is being carried out. The phenomenological research descriptions are based on how the participants experience the research carried out. (Eddles-Hirsch, 2015)

▫ **Data Collection Techniques:**

The technique which is used in this research is a **focus group** to be able to collect as much information as possible for the realization of the current project.

The focus groups were originally referred to as "focused interviews" or "group depth interviews". This technique was developed after the Second World War to assess audience response to radio programming (Stewart & Shamdasani, 1990).

A focus group interview is a qualitative technique used to gather data. According Anderson, a focus group is a group of individuals with unique characteristics that focus discussions on a specific issue or topic. (Anderson, 1990).

Casey and Krueger (2000) state focus groups supplies a more natural setting than the one-on-one interview because participants are influenced by each other, just like in real life.

▫ **Instruments:**

In order to collect the necessary information for the current quantitative research, it is necessary to apply instruments. For the current research the use of a **questionnaire** is necessary.

A questionnaire is a research instrument comprised of a series of questions designed to gather information from respondents. Questionnaires can be considered a type of written interview. They can be realized face to face, by phone, computer or by mail. Questionnaires are a relatively inexpensive, quick and effective way to obtain large amounts of information from a large sample of individuals. (McLeod, 2018)

▫ **The type of questions:**

The type of question which will be used are open questions. Since the type of research is qualitative, open questions will help the researcher collect reliable information from the interviewees.

Question which does not have a section of response items are called open-ended. Open-ended questions need interviewee answer these questions in their own words and express their ideas about it. The interview could be verbal or written. (Züll, 2016)

The interviewer used 6 questions in the questionnaire because the interviewees were children, therefore the number of questions was limited. The interview application method was in person and with the authorization of the institution authorities.

▫ **Data Collection Processing and Resources**

Table 1

Basic Questions

Basic questions	explanation
1. What?	Project based approach
2. Where?	Fourth Grade Elementary School Students at Unidad Educativa Academia Naval “Cap. Leonardo Abad Astudillo”.
3. When?	Current school year (2022-2023)
4. How?	Focus group

5. What for?

Obtain relevant information about how the lack of vocabulary affects students' confidence.

- **Population and sample**

The population and the sample were 12 students from fourth grade Elementary School at Unidad Educativa Academia Naval "Cap. Leonardo Abad Astudillo".

Chapter IV

Analysis of Findings

This chapter explains the interpretation of the questions and the relationship of the answers with the concepts of some experts. After implementing the focus group interviews with the specific group of people selected, the researcher obtained qualitative data with the help of Microsoft Forms platform as a tool to obtain the most repeated words and compare those words with the concept of some experts.

1. **Do you know what the word vocabulary means? / ¿Sabes lo que significa la palabra “vocabulary”?**

Figure 1.4

First Question



Nota. The figure represents the data obtained from the first question of the questionnaire.

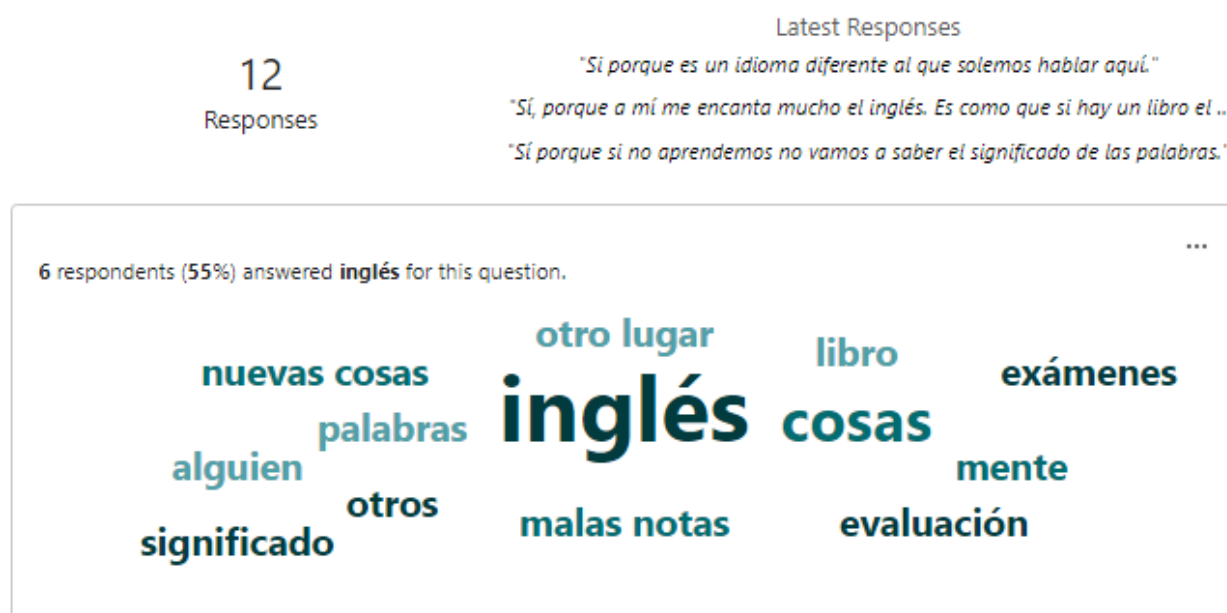
Regarding the first question, the word *palabra* is the one that is the most repeated in the interviewees' responses. All of the interviewees used this word to express their thoughts about

this question. Therefore, the interviewees agreed with the word *vocabulary*, they stated that the word *vocabulary* refers to learning new words or new things with their meaning, and thanks to that they can learn new synonyms to make sentences. As Lehr, Osborn and Hiebert (2004) mentioned, the word *vocabulary* refers all words and meanings. This means, vocabulary is basically all the knowledge of words with their meaning of a language that helps the non-native to be able to communicate.

2. Knowing vocabulary is important for learning English? / ¿Saber vocabulario es importante para aprender inglés

Figure 2.4

Second Question



Nota. The figure represents the data obtained from the second question of the questionnaire.

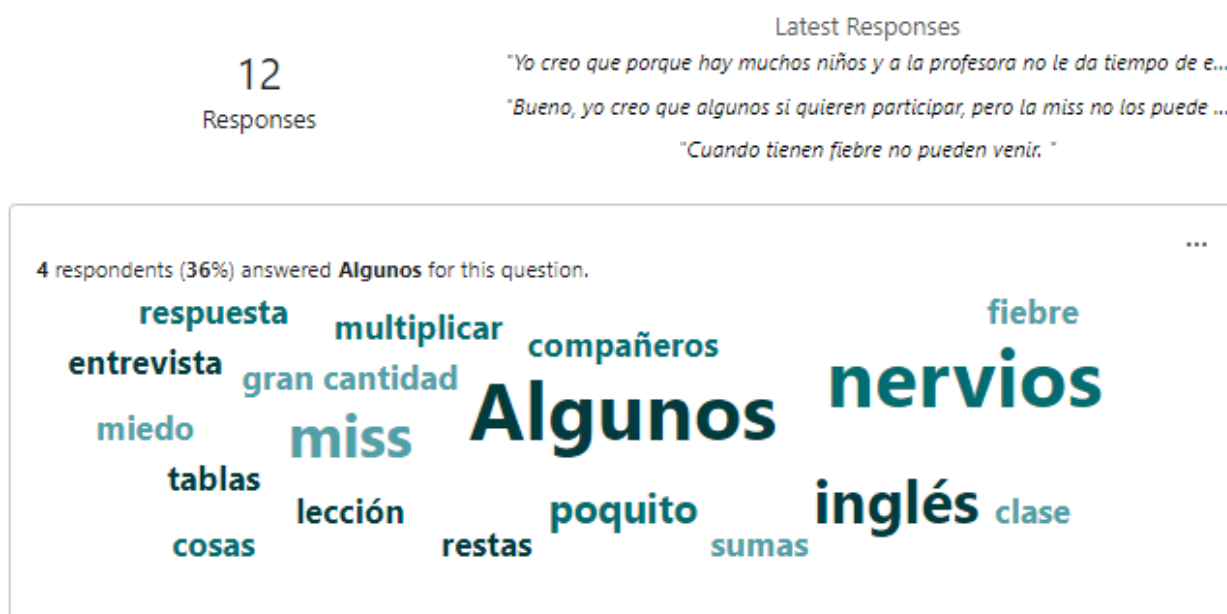
Second question was focused on introducing interviewees to the topic and helping the interviewer have a general idea about what interviewees think about learning English. The interviewer had different responses. The interviewees had different ways of thinking about

vocabulary in learning English; some of them think of that as a way to communicate with others, get good grades in their exams, or as a way to improve their English. In this case, the most repeated word is *English*. Related to this, Hill (2012) said that vocabulary is important for the development of spoken language and helps students communicate effectively and even improve fluency.

3. Why do you think some students do not participate in the English class? / ¿Por qué creen que algunos alumnos no participan en la clase de inglés?

Figure 3.4

Third Question



Nota. The figure represents the data obtained from the third question of the questionnaire.

The responses help the interviewer obtain information about the problem of the research, and the interviewees provide relevant information about the topic. According to interviewees, some students do not participate in class because they feel nervous, feel scared because they do not how to say something in English, they do not understand too much English, and other factors

such as time or not being chosen to participate. The word that is repeated the most in this case is *algunos* since the interviewees used that word to refer to the students group who do not participate in class. According to this information, it can be inferred that nerves, fear, not knowing how to say something in English or not understanding the English language are some factors that prevent students from participating in class. The lack of vocabulary generates lack of confidence in students which causes these factors that limit students. Jamila (2014) states that a student with a lack of confidence is afraid to express their opinion or feels unable to say a sentence in English.

4. Why does the lack of vocabulary affect the students' confidence in the English class? / ¿Por qué falta de vocabulario afecta la confianza de los estudiantes en la clase de inglés?

Figure 4.4

Fourth Question



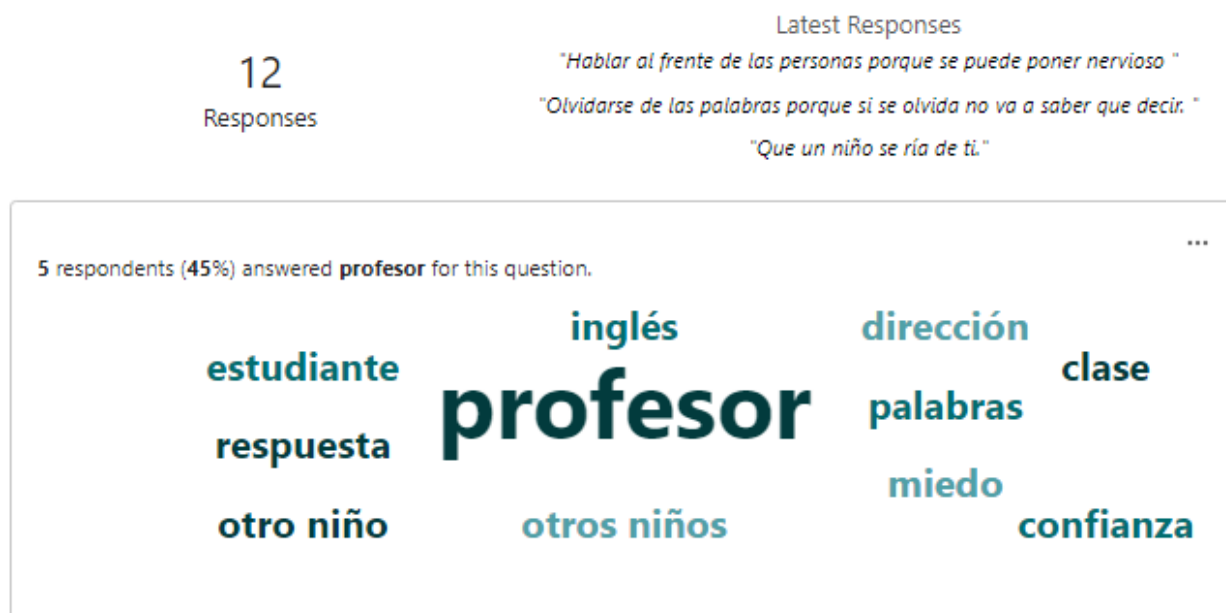
Nota. The figure represent the data obtain from the fourth question of the questionnaire.

The fourth question helps the interviewer to know how students feel when they do not have enough vocabulary. There were different responses, all stated that the lack of vocabulary makes a student feel afraid and nervous, and they lose confidence at the moment of speaking or writing in English since the lack of vocabulary makes them think that they have not learned anything. That is important to take into consideration because these are the real students' feelings. And also, some students emphasized that it is important to feel confident to speak in English. Brown (2001) says some students think they do not have the ability to speak English but only have limited vocabulary.

5. What other factors could affect students' confidence in the English class? / ¿Qué otros factores podrían afectar la confianza de los estudiantes en la clase de inglés?

Figure 5.4

Fifth Question



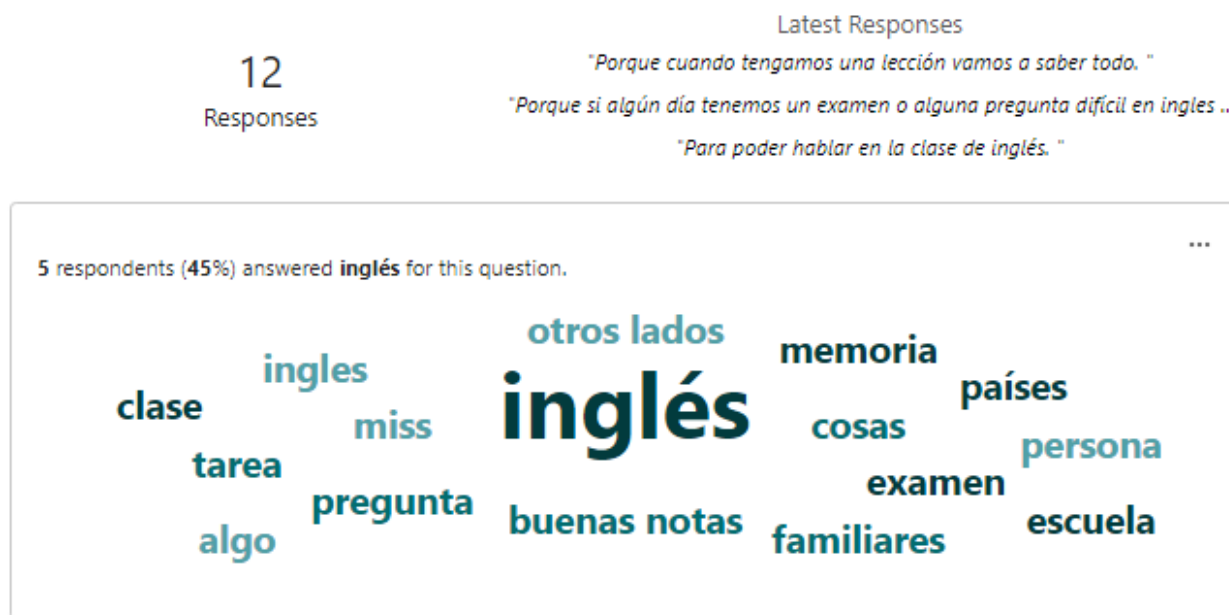
Nota. The figure represent the data obtain from the fifth question of the questionnaire.

This information allows the interviewer know other common factors that can affect the students' confidence. One of the factors was that a student loses confidence when another student makes fun of them in English class, so the student feels insecure. Another factor is related to the teacher, students stated that they feel insecure when a teacher reprimands a student. Brown (2000) stated that confidence is one of the factors that influences learning. Which means that a student must feel safe in the class to be able to getting on in a satisfactory way. Abraham and Mary Jane (2004) agree that emotions or feelings of insecurity do not allow the student to have a good relationship with the learning process. Confidence is not something that is easily developed, in this case the teacher must make their students feel safe. "Students must feel that their teachers trust them" (Brown, 2001). Teachers should encourage students to participate and affirm that if any of them make a mistake remind them that this is part of learning and therefore it is okay.

6. Why does learning new vocabulary every day is important? / ¿Por qué aprender vocabulario nuevo todos los días es importante?

Figure 6.4

Sixth Question



Nota. The figure represents the data obtained from the sixth question of the questionnaire.

Students stated that it is important because they can improve their English to travel to different places and be able to communicate with other people in the English language, and it is important to participate in class and get good grades.

Chapter V

Reflexions of The Study

Based on the information obtained from interviews for the development of this research is clearer the effects of lack of vocabulary on students' confidence.

Thanks to fourth Grade Elementary School students from Unidad Educativa Academia Naval "Cap. Leonardo Abad Astudillo", who were the interviewees, the researcher was able to identify the effects of the lack of vocabulary on the students' confidence.

The interviewees declared that it is important having a certain level of confidence when students are in the English class, and this confidence could be affected by the lack of vocabulary. These effects related with the lack of vocabulary are: nervousness, fear of saying a wrong word, fear they feel if classmates laugh at a student, and not knowing how to say something in English. These effects affect the students' confidence and prevents a student from participating in class. These effects make them feel insecure, make them feel incapable and, in the students' own words, make them think they have not learned anything.

A factor that is not related to the lack of vocabulary and that also affects the students' confidence is that a teacher reprimands a student. A teacher must make the classroom a safe place to learn, where mistakes are welcome and where students see them as part of the learning process and not as something that causes fear or insecurity.

An interesting fact that went unnoticed because of how common it is, and it is not related with how the lack of vocabulary affects the students' confidence, but the researcher considers it important to mention is "time". It is not related with confidence but time is the reason why students do not participate in the English class. Some classroom has too many students, and for a

teacher it is almost impossible to work with all students. And thanks to the interviewees the researcher could realize this common factor. A possible solution could be making groups, with a specific number of students so that everyone participates in the group. It is easier for the teacher to work with groups than with individual students.

The lack of vocabulary not just affects the students' confidence but also the learning process. Knowing vocabulary is important to learn a new language. Without enough vocabulary is difficult to obtain a significant English level, and this statement is also known by students at Unidad Educativa Academia Naval "Cap. Leonardo Abad Astudillo". Students stated the only way to write or speak English is with vocabulary. Without enough vocabulary students will also be unable to understand readings or audios in English. In other words, continuing to learn the English language will be difficult. For this reason, it is essential to motivate students to learn new vocabulary and one of the easiest ways to achieve this is through games. Any student likes to play, teachers should take advantage of that to teach vocabulary to students.

When someone talks about the importance of learning vocabulary, it is usually thought that it is important to have fluency, to be able to understand better and that is fine, but when talking about fourth grade students it is important to take into account their feelings. Fourth grade students are not yet fully aware of the opportunities offered by English, they should be motivated to learn.

Fourth Grade Elementary School Students at Unidad Educativa Academia Naval "Cap. Leonardo Abad Astudillo", affirmed that learning vocabulary is important to be able to obtain good grades in the exams or in the tasks, to visit other places, and to be able to communicate with foreigners. This way, students can also be motivated to continue learning new vocabulary,

reminding them that learning new vocabulary will help them achieve their academic goals, which in this case is to get good grades.

The information obtained shows the importance of vocabulary in learning the English language. Learning vocabulary from an early age will allow students a better understanding and when they reach higher courses they will not see English as a difficult subject but as a subject that will help them in the future.

It is important to clarify that there were no problems during the interview. The authorities of the institution provided the researcher with the necessary ease for the development of the interview with the students.

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ANNEXES



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

La Libertad, August 8th, 2022

ANTI-PLAGIARISM REPORT

In my role as Adviser of the research paper entitled "THE EFFECTS OF LACK OF VOCABULARY ON STUDENTS' CONFIDENCE" prepared by MARIA PAULA YAGUAL DE LA CRUZ undergraduate student of PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES Major, School of Education and Languages at Peninsula of Santa Elena State University, I declare that after having analyzed in the URKUND anti-plagiarism system, and after having fulfilled the required assessment requirements, this executed project finds 0% of the permitted assessment, therefore this report is issued.

Sincerely,

ING. TATIANA GARCÍA VILLO MSc.

ADVISOR

Original

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Interview questions

QUESTIONNAIRE

The objective of this interview is to obtain relevant information that will be used for academic and research purposes.

The following questions are intended to gather information about the effects of lack of vocabulary on students' confidence in the fourth Grade Elementary School.

1. Do you know what the word vocabulary means?

¿Saben lo que significa la palabra vocabulario?

2. Knowing vocabulary is important to learning English?

¿Saber vocabulario es importante para aprender inglés?

3. Why do you think some students do not participate in the English class?

¿Por qué creen que algunos alumnos no participan en la clase de inglés?

4. Why does the lack of vocabulary affect the students' confidence in the English class?

¿Por qué falta de vocabulario afecta la confianza de los estudiantes en la clase de inglés?

5. What other factors could affect students' confidence in the English class?

¿Qué otros factores podrían afectar la confianza de los estudiantes en la clase de inglés?

6. Why does learning new vocabulary every day is important?

¿Por qué aprender vocabulario nuevo todos los días es importante?

Interview transcripts

Entrevista 1

1. ¿Sabes lo que significa la palabra vocabulario?

Estudiante 1: Palabras, Aprendemos palabras nuevas, vocabulario nuevo.

Estudiante 2: un grupo de palabras de vocabulario nuevo donde podemos aprender nuevas palabras.

2. ¿Saber vocabulario es importante para aprender inglés?

Estudiante 1: si, es muy importante porque como que tienes más cosas en la mente y puedes desarrollar más inglés.

Estudiante 2: Es importante porque ahí podemos saber más inglés y escribir más cosas.

3. ¿Por qué creen que algunos alumnos no participan en la clase de inglés?

Estudiante 1: todos o no tantos participan en la clase de inglés porque nos vamos a tomar tablas (lección de tablas de multiplicar) y de ahí se pasan un poquito de la clase de inglés.

O a veces no participan porque están enfermos o no pueden ir porque se les hizo tarde.

Estudiantes 2: algunos no participan porque van a practicar sumas y restas. O porque a veces la miss no los escoge.

4. ¿Es importante tener confianza en la clase de inglés?

Estudiante 1: si porque cuando tenemos confianza para hablar podemos aprender más, cuando yo digo mal una palabra después ya digo mejor la palabra.

Estudiante 2: si, porque cuando escuchamos podemos aprender más inglés porque cuando una persona nos pregunta tal cosa no vamos a saber.

5. ¿Qué pasa cuando un estudiante no tiene confianza en la clase de inglés?

Estudiante 1: yo diría que va a estar igualito porque si no habla puede que diga la misma palabra incorrecta, la dice incorrecta e incorrecta y de ahí ya no aprende inglés.

Estudiante 2: parecería que no supiera si le preguntan algo, estaría trabado.

6. ¿Qué otros factores podrían afectar la confianza de los estudiantes en la clase de inglés?

Estudiante 1: aunque un profesor venga enojado yo si participaría en la clase de inglés, porque aun que venga enojado hay que participar, aunque puede que nos de miedo o no nos de miedo.

Si un niño se ríe de otro se puede sentir un poquito, poquito desconfiado porque igual el niño le puede decir al profesor y pueden enviar al niño a la dirección. Tener confianza es algo que siempre debemos tener, no debemos desconfiar, aunque sea malo.

Estudiante 2: yo no tengo miedo porque así aprendo más inglés.

Si un niño se ríe de otro puede que el niño se asuste.

7. ¿Por qué aprender vocabulario nuevo es importante?

Estudiante 1: Porque podemos aprender cosas nuevas, y puedo decirle a la miss “miss, aprendí esta cosa nueva porque me pasé estudiando inglés”

Estudiante 2: porque puede que la miss no nos haya enviado una tarea de lo que aprendimos hoy, puede que nos envíe una tarea de cosas nuevas y ahí ya sabemos que poner en la tarea.

Entrevista 2

1. ¿Saben lo que significa la palabra vocabulario?

Estudiante 3: vocabulario nuevo, nuevas palabras. Podemos aprender nuevas palabras como have lunch, get up.

Estudiante 4: nuevas palabras y muchas tareas.

2. ¿Saber vocabulario es importante para aprender inglés?

Estudiante 3: **sí, porque si hay alguna evaluación ya sabemos. Si no aprendemos nos sacamos malas notas.**

Estudiante 4: sí, porque si no aprendemos nada nos van a salir mal las cosas. Si no aprendemos nos sacamos cero.

3. ¿Por qué creen que algunos alumnos no participan en la clase de inglés?

Estudiante 3: algunos no saben cómo decir las cosas. A mí a veces me da un poquito de miedo.

Estudiantes 4: porque están nerviosos, yo estaba nerviosa cuando me llamaron a la entrevista de inglés.

4. ¿Es importante tener confianza en la clase de inglés?

Estudiante 3: Sí, para no cometer errores, si no tiene confianza va a cometer tantos errores.

Estudiante 4: sí, porque después no sabe que decir.

5. ¿Qué factores podrían afectar la confianza de los estudiantes en la clase de inglés?

Estudiantes 3: cuando otro niño se burla de otro niño.

Estudiantes 4: cuando no saben la respuesta. Cuando no estudia las palabras no sabe que decir y tiene miedo.

6. ¿Por qué aprender vocabulario nuevo es importante?

Estudiante 3: para sacarnos 10 y para entender más inglés

Estudiante 4: para sacarnos buenas notas.

Entrevista 3

1. ¿Saben lo que significa la palabra vocabulario?

Estudiante 5: nuevas palabras. Ahí podemos hacer nuevas palabras y aprendemos nuevos sinónimos.

Estudiantes 6: significa que vamos a prender nuevas palabras.

2. ¿Saber vocabulario es importante para aprender inglés?

Estudiante 5: si es importante porque cuando vayamos a algún otro lugar donde hablen inglés no sabremos, pero si ya estudiamos sí sabremos.

Estudiante 6: si es importante para los exámenes.

3. ¿Por qué creen que algunos alumnos no participan en la clase de inglés?

Estudiante 5: porque no entienden muy bien el inglés o no les gusta participar, tal vez porque tienen nervios.

Estudiante 6: porque llegan tarde.

4. ¿Es importante tener confianza en la clase de inglés?

Estudiante 5: sí, porque si no tenemos confianza nos quedaremos sin hacer nada.

Estudiante 6: sí, porque si no tenemos confianza no podremos participar.

5. ¿Porque la falta de vocabulario afecta la confianza de los estudiantes en la clase de inglés?

Estudiante 5: Porque sí no aprendemos nuevas palabras no tendremos confianza con las otras personas que hablan inglés. También porque les causa miedo de decir una palabra mal.

Estudiante 6: porque no pueden comunicarse con otros que hablan inglés. Porque les da nervios no saber qué decir.

6. ¿Qué factores podrían afectar la confianza de los estudiantes en la clase de inglés?

Estudiante 5: que un profesor apure a un estudiante a dar la respuesta.

Estudiante 6: que a un estudiante lo hagan participar y no sepa que decir.

7. ¿Por qué aprender vocabulario nuevo es importante?

Estudiante 5: si viene una persona de lejos y solo sabemos el inglés de la escuela no podremos comunicarnos con ellos.

Estudiante 6: para poder comunicarnos con nuestros familiares que viven en otros lados.

Entrevista 4

1. ¿Saben lo que significa la palabra vocabulario?

Estudiante 7: nuevas palabras, nuevas cosas para nosotros.

Estudiante 8: nuevas palabras con el significado

2. ¿Saber vocabulario es importante para aprender inglés?

Estudiante 7: sí, para pronunciar mejor las palabras. Y si viene alguien que habla inglés nosotros podemos hablarle.

Estudiantes 8: sí y también para entender mejor a los otros.

3. ¿Por qué creen que algunos alumnos no participan en la clase de inglés?

Estudiante 7: a veces todos participan, la miss intenta hacer que participen todos. Pero a veces yo tengo nervios porque no sé qué decir

Estudiante 8: porque tienen nervios porque todos los compañeros están viéndote esperando la respuesta.

4. ¿Porque la falta de vocabulario afecta la confianza de los estudiantes en la clase de inglés?

Estudiante 7: porque tiene miedo de hablar

Estudiante 8: porque no van a querer hablar con los otros.

5. ¿Qué factores podrían afectar la confianza de los estudiantes en la clase de inglés?

Estudiante 7: escuchar que otros niños están susurrando y ya no quieres hablar.

Estudiante 8: que el profesor nos regañe.

6. ¿Por qué aprender vocabulario nuevo es importante?

Estudiante 7: para aprender algo nuevo y practicar

Estudiante 8: para poder viajar a países que hablan el inglés.

Entrevista 5:

1. ¿Saben lo que significa la palabra vocabulario?

Estudiante 9: son palabras nuevas

Estudiante 10: Palabras nuevas que vamos a usar para hacer una oración.

2. ¿Saber vocabulario es importante para aprender inglés?

Estudiante 9: Sí porque después no podremos hablar en inglés.

Estudiante 10: Sí porque si no aprendemos no vamos a saber el significado de las palabras.

3. ¿Por qué creen que algunos alumnos no participan en la clase de inglés?

Estudiante 9: Porque algunos se enferman y no pueden hablar.

Estudiante 10: cuando tienen fiebre no pueden venir.

4. ¿Es importante tener confianza en la clase de inglés?

Estudiante 9: Sí porque si no tiene confianza no va a querer hablar

Estudiante 10: Sí porque si no se sentiría inseguro.

5. ¿Qué factores podrían afectar la confianza de los estudiantes en la clase de inglés?

Estudiante 9: que un profesor te regañe

Estudiante 10: que un niño se ría de ti.

6. ¿Por qué aprender vocabulario nuevo es importante?

Estudiante 9: Porque así aprendemos más rápido.

Estudiante 10: Para poder hablar en la clase de inglés.

Entrevista 6

1. ¿Saben lo que significa la palabra vocabulario?

Estudiante 11: nuevo vocabulario. Vamos a estar oyendo o escribiendo alguna palabra que no sabemos.

Estudiante 12: Palabras nuevas.

2. ¿Saber vocabulario es importante para aprender inglés?

Estudiante 11. Sí, porque a mí me encanta mucho el inglés. Es como que si hay un libro el libro me hace aprender nuevas cosas. Así es el inglés.

Estudiante 12. Si porque es un idioma diferente al que solemos hablar aquí.

3. ¿Por qué creen que algunos alumnos no participan en la clase de inglés?

Estudiante 11. Bueno, yo creo que algunos si quieren participar, pero la miss no los puede elegir porque somos una gran cantidad.

Estudiante 12. Yo creo que porque hay muchos niños y a la profesora no le da tiempo de elegir a todos.

4. ¿Porque la falta de vocabulario afecta la confianza de los estudiantes en la clase de inglés?

Estudiante 11. porque ellos no van a poder hablar o escribir. La única forma de que ellos aprendan inglés es con vocabulario.

Estudiante 12. Porque cuando alguien te pregunta algo y tú no eres capaz de responder vas a pensar que nos has aprendido nada.

5. ¿Qué factores podrían afectar la confianza de los estudiantes en la clase de inglés?

Estudiante 11. Olvidarse de las palabras porque si se olvida no va a saber que decir.

Estudiante 12. Hablar al frente de las personas porque se puede poner nervioso

6. ¿Por qué aprender vocabulario nuevo es importante?

Estudiante 11. Porque si algún día tenemos un examen o alguna pregunta difícil en inglés podemos resolverlo haciendo memoria con lo que aprendimos.

Estudiante 12. Porque cuando tengamos una lección vamos a saber todo.



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La Libertad, 11 de mayo de 2023

CERTIFICADO ANTI PLAGIO

En calidad de tutor del trabajo de titulación denominado “**THE EFFECTS OF LACK OF VOCABULARY ON STUDENTS’ CONFIDENCE**”, elaborado por la estudiante Maria Paula Yagual De la cruz egresada 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, previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

f) 

C.I.: 0913241279

ING. TATIANA GARCÍA VILLO MSc.



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