



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

**“VIRTUAL LEARNING ENVIRONMENT TO
IMPROVE LISTENING SKILLS IN YOUNG
STUDENTS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

Authors: Christian Enrique Siguencia Solano, Jorge Andres
Morales Salas

Advisor: MSc. Patricio Calle León

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La Libertad, February 6th, 2023

ADVISOR'S APPROVAL

In my role as Advisor of the research paper called "VIRTUAL LEARNING ENVIRONMENT TO IMPROVE LISTENING SKILLS IN YOUNG STUDENTS" carried out by Jorge Andres Morales Salas and Christian Enrique Sigüencia Solano, ungraduated students of the Pedagogy of National and Foreign Languages Major, 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,



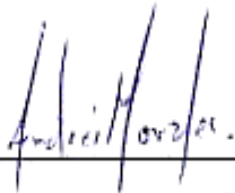
Lcdo. Sara González Reyes, MSc

ADVISOR

La Libertad, February 6th, 2023

STATEMENT OF AUTHORSHIP

We, CHRISTIAN ENRIQUE SIGUENCIA SOLANO with ID number 2450882440 and JORGE ANDRES MORALES SALAS with ID number 2450586561, students from Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of research project "VIRTUAL LEARNING ENVIRONMENT TO IMPROVE LISTENING SKILLS IN YOUNG STUDENTS" certify that this work is of our authorship, except for the quotes and reflections used in this research project.



JORGE ANDRES MORALES SALAS

AUTHOR

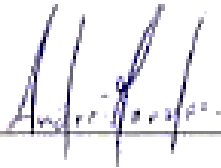


CHRISTIAN ENRIQUE SIGUENCIA SOLANO

AUTHOR

DECLARATION

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



JORGE ANDRES MORALES SALAS

AUTHOR



CHRISTIAN ENRIQUE SIGUENCIA SOLANO

AUTHOR

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DEDICATION

I want to dedicate this research to the most important women in my life, Cecilia, Jennifer, Odalys and Nicole. You are my everything.

Jorge Andres Morales Salas

I dedicate this work to my family. They give me constant support to achieve any objective in my life.

Christian Enrique Siguencia Solano

ABSTRACT

The lack of resources and innovation are the biggest limitations for students when developing the Listening skills. In the present research describes the relationship that exists between the Virtual Learning Environment and the improvement of the Listening skills in young students. Likewise, the main objective of this study is analyzing the incidence of VLEs in a specific population through the data collection together with the bibliography. For the collection of data and information, a literature review and a focus group were carried out in order to compare said information and make a deduction. In the final reflections of the study, the importance of the Listening skills is reflected and why it is necessary to use the appropriate tools, in this case the VLEs. In addition, the different benefits that these offer to students and the disadvantages that could arise from improper use of these resources are described.

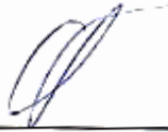
Key words: listening, virtual learning environment, learning process, innovation

RESUMEN

La falta de recursos y de innovación son las mayores limitaciones de los estudiantes a la hora de desarrollar la habilidad de Escuchar. En la presente investigación se describe la relación que existe entre el Entorno Virtual de Aprendizaje y la mejora de las habilidades de Escucha en estudiantes jóvenes. Asimismo, el objetivo principal de este estudio es analizar la incidencia de los EVA en una población concreta a través de la recogida de datos junto con la bibliografía. Para la recolección de datos e información se realizó una revisión bibliográfica y un grupo focal con el fin de comparar dicha información y realizar una deducción. En las reflexiones finales del estudio se refleja la importancia de la habilidad de Escuchar y por qué es necesario utilizar las herramientas adecuadas, en este caso los EVA. Además, se describen los diferentes beneficios que estos ofrecen a los estudiantes y las desventajas que podrían derivarse de un uso inadecuado de estos recursos.

Palabras clave: escucha, entorno virtual de aprendizaje, proceso de aprendizaje, innovación

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INTRODUCTION

According to the Ministerio de Educación (2016) the development of listening is essential to enhance other skills such as writing, reading and speaking. In addition, listening skills help to acquire new vocabulary, improve pronunciation and understand conversation according to the context. Therefore, students at the High School level will understand foreign listening material as well as they do in their mother tongue (L1).

Based on the previous information, students who are in 2do High School were exposed highly to virtual learning environments due to the pandemic. Teachers use this strategy to continue with the student's learning process. Alzamil (2021) declared that student learners could experience different problems such as anxiety, stress, grammar complexity, distraction, and confusion with accents when they are practicing listening skills, and those problems affect the student's performance in the development of these activities.

However, those problems are mainly evident in traditional classrooms where teachers must have and use the variety that a virtual environment offers to work, mainly developing listening skills. Megat-Abdul-Rahim et al. (2021) state that nowadays, technology has a vital role in education. A virtual environment encourages students to use and practice by applying those tools. Also, this environment has more flexibility and adaptability to the diversity of students' needs due to that methodology allows teachers and students to be flexible.

The research purpose is to analyze students' perceptions of using a virtual environment for developing listening skills in High School students, establish the different advantages and disadvantages, and determine the characteristics that the learning process presents using a virtual environment.

Chapter I: The Problem

This section describes the problem statement, the research objectives, the research questions, and the justification.

Chapter II: Theoretical Framework

This section includes background, pedagogical basis, theoretical basis, legal basis, and the variables of the study.

Chapter III: Methodological Framework

This part explains the method applied in the research, the type of research, instruments, data collection processing and resources, and the population and sample.

Chapter IV: Analysis of Findings

This section describes the interpretation of data from the focus group, the analysis and discussion of focus group vs bibliographic review.

Chapter V: Reflections of the Study

In this section, the writer mentions the experience during the research process, the perks and challenges, and what the writer will do differently for further research on the same topic.

CHAPTER I

THE PROBLEM

Research Topic

Educational Innovation of the English Language.

Research Title

Virtual Learning Environment to Improve Listening Skills in Young Students.

The Research Problem

Problem Statement

Ecuador is one of the Latin American countries with a low English level which occupies the 82nd position among 111 countries, and the results are mainly evidenced. The majority of Ecuadorians need help communicating effectively using the primary skills in English, such as Listening, writing, speaking, and reading, due to failures in the educational system. (EF Education First, 2022)

Ecuadorian public schools have been using a traditional approach to teaching students, where teachers mainly use face-to-face classes. The use of resources, techniques, strategies, and tools is focused on this area. These Schools need more resources, and English teachers must prepare for the correct application of innovative technology, such as a virtual learning environment. (Pastor et al. 2016)

According to an investigation carried out in 2018 by English teachers from the Universidad Estatal Peninsula de Santa Elena (UPSE) to schools in the province of Santa Elena. Most institutions need more resources or specialized materials which constitute fundamental tools for developing and enriching the teaching-learning process of students in English classes. Likewise, using virtual spaces for teaching is not a common strategy in schools and colleges in this sector,

which limits the acquisition of the necessary skills in the English language. In addition, the interaction, participation, and evaluation of students in traditional classrooms are usually limited due to the number of students. With as mentioned earlier, one of the most affected by these factors is the listening skill. (Gonzales et al. 2018)

According to the educational curriculum, graduated students from Bacalaureate will get a B1 level in English. They will be able to communicate without effort with native English speakers and understand clearly what foreign people or audios say. Nevertheless, students from public schools still need to fulfill those objectives. Teachers continue applying traditional learning strategies in public schools. On the other hand, private schools have shown a difference from public schools in English, especially in listening skills. Students can effectively complete different tasks of listening comprehension. (Ministerio de Educacion, 2016)

By the argument set out previously, it is crucial to know the impact of using a Virtual Learning Environment for acquiring the English language in the learning process, especially on listening skills, and the information collected will provide a guide for understanding how the use of those tools can affect this process.

Research questions

Problem question

How does the Virtual learning environment affect students' listening skills at Unidad Educativa “Academia Naval Cap. Leonardo Abad Astudillo” La Libertad, Province of Santa Elena?

Specific questions

- How do students use a virtual environment in the development of listening skills?
- How does a virtual learning environment help the development of listening skills?

- What is the impact of a traditional classroom and a Virtual Learning Environment on developing listening skills?

Objectives of the research

General Objective

To analyze the incidence of a Virtual Learning Environment to improve listening skills of High School students at Unidad Educativa “Academia Naval Cap. Leonardo Abad Astudillo”.

Specific objectives

To determine the different characteristics that the learning process of the English language presents in a Virtual Learning Environment.

To establish the differences, advantages, and disadvantages between education in a traditional classroom and a Virtual Learning Environment.

To understand students' performance in listening skills in a Virtual Learning Environment.

Justification

The relevance of this study lies in understanding students' performance when they are or are not in an environment conducive to learning the English language, specifically in listening skills. Therefore, it is necessary to know the different factors involved in the learning process and if the space where they operate significantly impacts the specific skill selected for this research. Moreover, “the need to learn a foreign language is necessary since it allows the interaction between new cultures, new thoughts, customs, lifestyles, and other factors that motivate people to learn a new language” (Sosa, 2016).

With the implementation of VLE, sharing resources, being in contact, assigning activities, and presenting classes in a more didactic way are easier. In addition, these platforms make the learning experience more manageable for teachers and students.

Learning through technology had become the core focus for researchers in language learning since the 1970s when the Computer Assisted Language Learning (CALL) approach took on a meaningful role. The main concern has been whether technology can bring positive or negative results to students' learning processes and whether computer-mediated learning may facilitate foreign language learning. (Mosquera, 2017)

The purpose of this research is to establish the differences, advantages, and disadvantages of the use of a virtual learning environment and to determine how this strategy influences to improve of listening skills of High School students at Unidad Educativa “Academia Naval Cap. Leonardo Abad Astudillo”, also to describe what are the benefits of the use of this strategy.

CHAPTER II

THEORETICAL FRAMEWORK

Background

Listening

Listening in English is an active skill requiring listeners to deal with various complicated tasks, for example, discriminating between sounds and interpreting stress and intonation.

In addition, listeners utilize a variety of mental processes to give meaning to the information they listen to. (Namaziandos et al. 2019)

According to Tyagi (2013), "Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person talking. Listening is a skill of Language". This skill requires active participation from each group member participating in listening comprehension. This skill activates the recognition of words and phrases and the whole activity of the brain.

Real et al. (2022) mention that listening skills are related to the participation of others' skills, such as writing, speaking, and reading skills. It allows people to communicate effectively and helps to develop pronunciation, comprehension, vocabulary, and syntax and understand the message according to the voice tone and accent.

Furthermore, Sejdiu (2017) states that listening comprehension is a complex process where individuals receive information through words and must make them into thoughts, with the final objective of creating a sense in different conditions. This skill has had a long history, especially from the era of audio tape until the digital realm.

Importance of Listening skill

Listening is one of the indispensable abilities in the language. As a kind of input, listening is the foundation of speaking and writing. If a student does not receive practical listening input, He or She may not perform well in writing and speaking since the two output abilities are more complex. Listening is essential because listening helps students lay the foundations of speaking and writing. Students can acquire decent pronunciation and many valid words, phrases, and sentences through listening. (Listiyarningsih, 2017)

In the case of listening skills, it has been shown how important it is for the effective development of other skills, such as writing and speaking. Through this skill, Learners will be able to understand and learn the correct pronunciation, sounds, phrases, and words according to a specific context.

Listening process

“The listening process is the continuing construction of interpretation to the spoken input. Listening requires the ability to adjust the interpretation in response to new information; this ability is especially crucial in second language/foreign language (L2/FL) listening” (Chen, 2013, as cited in Namaziandos et al. 2019).

Also, teachers must apply different strategies to avoid the problems that students present at the moment of completing the listening task. Valencia Robles (2014) described three stages that students must apply in the listening comprehension process. First, the pre-listening stage allows students to think about the topic, context, vocabulary, pronunciation, and phrases that could be in the task. If students know what to expect to do, they will work more effectively than students who do not have a previous active strategy. The second stage is while-listening, where students try to make a prediction, contextualization, and inference about the audio while completing the task. In

this stage, learners apply metacognitive strategies such as note-taking, which helps identify keywords and keeps the brain focused on the task. In the last stage, the post-listening stage, students finally realized the mistakes they made, but they also received feedback that could give to them by peers or groups to improve their perception and understanding process.

Difficulties with listening skills

Walker (2013) mentioned that students have difficulties in listening skills due to the complex change in the spoken language and the written part, especially when students want to identify which words have been used in the oral discourse. Also, the influence of intonation, where the stress falls, weak forms, and strong forms influence learners' understanding of the oral passage.

However, these difficulties that the learners present in listening skills are related to more than just the change of words in pronunciation. For example, Alzamil (2021) states that English learners face difficulties in fulfilling the listening comprehension process: lack of concentration, anxiety, speed of speech, accents, poor vocabulary, speakers' accents, and poor quality recording. These several problems affect the listening performance of students. Moreover, teachers' environment and listening material affect how learners will do the different listening tasks.

Students' problem with listening skills is that teachers must apply this ability more frequently. As a result, learners are focused on the development of other skills further than listening skills. Also, teaching strategies for completing listening skills should be taught by the teacher.

Listening comprehension needs to be addressed in many English language programs. Listening comprehension is a complex process. The strategies of listening comprehension must be used simultaneously. We must understand the text as we listen to it, keep the information in memory, combine it with what follows, and adjust our comprehension of what we hear through previous knowledge and the following information. Teachers should teach students suitable

listening strategies. There is no ideal method that fits all types of English classes. Listening activities should be arranged from basic to more complex as the learners learn English. (Gilakjani & Sabouri, 2016)

E-learning

In recent years, society has undergone a radical change because of the use of Information and Communication Technologies (ICT), especially the Internet. This has implied a shift in how people do daily tasks, i.e., purchase things, search for information, interact with friends, etc. Likewise, due to its close relationship with society, education has also been affected by technology. In this regard, using new technologies has allowed teachers to move beyond the blackboard by creating new learning activities supported by computers, e.g., WebQuests and wikis. Moreover, ICT has enabled new teaching-learning modalities, such as online education. (Solorzano, 2013)

Virtual Learning Environment

Arteaga & Rodas (2018) declare that in a world where digital literacy is necessary, creating a virtual learning environment (VLE) can be a challenge for teachers, as they need to be aware of all the access devices to students and think about the objectives they have to achieve in a Virtual learning environment. There is a belief in English teachers that nothing can be learned without the help of a teacher.

The teaching and learning process is constantly transforming due to ever-increasing globalization. In the educational sector, information and communication technology (ICT) is constantly changing due to the increasing trend in globalization. This has resulted in the change and transformation of education in the 21st century. Using technologies and other learning materials that have been extensively used has created a medium where students can be interactive

because it is learner-centered, and the online learning environment is more open and flexible. (Megat-Abdul-Rahim et al. 2021)

When it comes to students' perceptions of the use of a VLE in their language learning process, it can be concluded that the number of students who regarded the use of the Internet and the resources that come with it as useless, confusing, and overwhelming decreased significantly after gaining experience with it. These students see using a VLE as beneficial and find the applications used during the process easy and functional. As may be expected, most students prefer using ICT resources over the traditional textbook; however, a portion of the student population still needs to be convinced of this choice despite the emergence of modern technologies. (Mosquera, 2017)

According to Trafford & Shirota (2011) a VLE is a collection of software tools supporting academic administration, teaching, and research using the Internet, particularly the World Wide Web. As information and communication are increasingly conducted online, such systems have become part of the essential educational infrastructure in many higher education establishments. However, just as with e-mail, VLEs are centrally provided services delivered right across the institution to enhance existing academic practices, not to replace them.

However, like many fashionable words, some authors use it comprehensively, including websites with static Web pages. Is a «virtual learning environment» restricted to systems including some 3D / virtual reality technology? No. Some environments include less sophisticated interfaces, namely text-based. Between these over-general and over-specific definitions, a range of environments varies along the criteria listed below. Our goal is not to decide which environments deserve the «virtual learning environment» label but to provide an understanding of their specificity. (Tiwari & Manuja, 2008)

Kumar et al. (1998) propose that, as with any technology used in teaching and learning, VLEs have no intrinsic educational value in themselves. However, how online courses and activities are designed and delivered can add value and increase effectiveness. Below are some commonly perceived advantages and disadvantages of using VLEs.

Montalbo & Chua (2014) mentioned that "The VLE can facilitate learning and improve students' performance. Thus, the need for a periodic and continuous evaluation to identify strengths and weaknesses of such learning system is essential"

According to Wongpornprateep & Boonmoh (2019) "It can be seen that integrating VLE websites as supplementary materials could provide more opportunities for students to practice their lessons. Also, using VLE websites could help students improve their weaker skills and prepare for their exams"

Blended Learning

When discussing language learning, it is necessary to discuss blended learning which combines traditional face-to-face learning and specific aspects of distance learning like the usage of supplementary materials in the form of online tutorials, tests, assignments, and various resources which can be accessed in the classroom or from home. The significant advantages of implementing blended or distance learning into language courses are course management and administration (grading assignments, students attendance, communication between student and teacher, etc.); delivery of content (up-to-date content students can access, multimedia materials in targeted language); target language communication (opportunities to interact in the target language with other students, tutor, and native speakers); collaborative work. (Seljan et al. 2006)

In the educational context, the teacher must design a learning environment to facilitate the student's learning process. Modern educational technology enables the creation of innovative

learning environments adaptable to different learning styles. For this reason, the teacher often designs the virtual learning environment without the instructional design guidelines; therefore, the advantages of introducing e-learning technology into the educational process still need to be fully realized. The application of the instructional design model requires the knowledge of pedagogy and technology, which are very complex, and teachers need to be offered help in these aspects while creating the virtual learning environment. (Babic, 2017)

Virtual Platform

Bohórquez Bejerano & Jiménez Benito (2015) affirm that in the student's learning process, that at the moment of using the virtual platform, most students get interested in the virtual practicing of English and how to work or do activities from different places could be good in terms of time-saving and acquiring new information.

CALL (Computer-Assisted Language Learning)

As expressed by Graham (2006) CALL/TELL has entered the integrative phase where the computer is not only used as a media for delivering instructions as in the behaviouristic phase or as a tool in the communicative phase but integrates multimedia packages, CDROMs, and Internet supporting skill-based activities, interactive learning, and self-access as an approach in teaching and learning.

Listening Skill

Learning is one of the critical skills that students should have learned in learning a language, such as learning English, but learning to be good at listening is more challenging than it seems. This cannot be separated from the influences of listening in constructing students' vocabulary and enhancing language usage. Listening has the potential to develop students'

pronunciation, word stress, and syntax acquisition. It also contributes to language expertise and proficiency. (Aldina et al. 2020)

Pedagogical Basis

Authentic learning reaches the heart of the human being through learning beliefs. Through learning, it can do something that was not possible before. Through learning, one perceives the world and its relationship with it again. Through learning, the ability to create, to be part of the generative process of life, inside each being human, there is a deep hunger for this kind of learning. (Senge, 2004)

The analysis of the advantages and disadvantages of virtual learning is significant to find appropriate measures to enhance the quality and effectiveness of the courses. On the part of the students, keeping up the motivation to study and maintaining self-discipline to participate in online sessions are among the utmost measures. As for the instructors, there are several suggestions from this study to help teachers enhance the course's quality. (Doan, 2020)

Axiological Basis

The values usually discussed in educational theories coincide with aims that are usually urged. They are utility, culture, information, preparation for social efficiency, mental discipline or power, and so on. The aspect of these aims in virtue of which they are valuable has been treated in our analysis of the nature of interest, and there is no difference between speaking of art as an interest or concern and referring to it as a value. It happens, however, that discussion of values has usually been centered on a consideration of the various ends subserved by specific subjects of the curriculum. It has been a part of the attempt to justify those subjects by pointing out their study's significant contributions to life. (Dewey, 2001)

Legal Basis

The legal basis of this research is supported by the official L.O.E.I. in Ecuador and the Constitution of Ecuador.

The Constitution of Ecuador, in its articles 26 and 27, establishes that

Art. 26. - Education is people's right throughout their lives and an inescapable and inexcusable from the state. It constitutes a priority area of public policy and state investment, a guarantee of equality and social inclusion, and an essential condition for good living. People, families, and society have the right and responsibility to participate in the process educational (Asamblea Constituyente de la Republica Del Ecuador, 2008).

Art. 27.- Education will focus on the human being and will guarantee its holistic development in the framework of respect for human rights, the sustainable environment, and democracy; will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, of quality and warmth; it will promote gender equity, justice, solidarity, and peace; will stimulate the critical sense, the art, and physical culture, individual and community initiative, and the development of skills and abilities to create and work (Asamblea Constituyente de la Republica del Ecuador, 2008).

“Art. 4. - Education is a fundamental right for the human being assured by the Ecuador Republican” (Asamblea Nacional Republica Del Ecuador, 2021). This article stresses that all people in Ecuador have the right to receive a quality education. That is one of the reasons why this research is on the route to adding an enhancement and an alternative to make a better education.

Art. 31. - This article has multiple literals that are essential to mention. First, the literal "d" says, *“Elaboration of strategies to enhance the pedagogical area, including the development of teachers”* (Asamblea Nacional Republica Del Ecuador, 2021).

CHAPTER III

METHODOLOGICAL FRAMEWORK

Methods

Qualitative Methodology

The qualitative method focuses on answering the "why" and collecting information that is not numerical. According to Anas (2022) "Qualitative method is used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It generates non-numerical data. Integrating qualitative research into intervention studies is a research strategy that is gaining increased attention across disciplines". In addition, this model seeks the understanding of a phenomenon within a specific environment.

Qualitative research is primarily exploratory. This research method is commonly used to understand the opinions and motivations of the participants. In addition to that, this research method provides proposals and helps develop ideas and hypotheses. Qualitative data collection methods vary in the use of unstructured or semi-structured techniques. The sample size is usually smaller in qualitative market research since the data collection method is based on personal interaction.

The core property of qualitative research is that it examines the way people make sense out of their concrete, real-life experiences *in their minds* and *their own words* and subsequently analyses these understandings in the sense of a behavioral science such as psychology, sociology, politics, education, health sciences or, nowadays, business and management, decision making, or innovation, to give some examples. People usually answer in everyday language using everyday concepts when asked about how they understand some particular aspect of their lives (Cropley, 2019).

Type of Research

By Lester (1980) the purpose of the phenomenological approach is to illuminate the specific to identify phenomena through how the actors in a situation perceive them. In the human sphere, this translates typically into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions, and participant observation and representing it from the perspective of the research participant(s). Phenomenology is a philosophy and a research method to understand the lived experiences of human beings in an environment.

On the other hand, it is imperative to point out that qualitative research methods are gaining popularity outside the traditional academic and social sciences, particularly in public health and international development research. Qualitative methods have become essential tools within this broader approach to applied research, in large part because they provide valuable insights into the local perspectives of study populations. Qualitative data is relevant to determining the particular frequency of traits or characteristics. (Mack et al. 1989)

Likewise, the focus group technique is a space for opinion to capture individuals' feelings, thinking, and living, provoking self-explanations to obtain qualitative data. Focus groups provide insights into how people think and provide a deeper understanding of the phenomena being studied. While a valuable research tool, surveys generally ask closed-ended questions that may limit the feedback that can be gained from a respondent. A method to gain more in-depth information to supplement surveys is interviewing; however, conducting interviews can be expensive and exceed the available resources. Focus groups are group interviews that allow the researcher to capture deeper information more economically than individual interviews (Nagle & Williams, 2011).

From the perspective of Grudens-Schuck et al. (2004) the limitations of focus groups are widely known. We would pray for someone to invent a different method. It would be necessary to complain about focus groups' ineffectiveness in comprehensively measuring individuals' knowledge and perspectives. It was planned to create a tool to identify views on sensitive topics like sex, drugs, and weight loss. Society would long for the day when a small sample of people could yield data representative of the view of an entire county, state, or nation. Sadly, focus groups need to do more of this.

Instruments

Questionnaire

The application of a questionnaire was necessary for the collection of the data results on listening skills in two groups: students. In addition, the students' questions focused on how students feel in a virtual class in the process of learning listening skills and what are the positive aspects that a virtual classroom has in the development of listening skills. Also, how does a virtual environment influence learning listening skills, and what are the benefits of applying a virtual environment in developing listening skills?

Research from Roopa & Rani (2012) states that questionnaires are applied primarily in social research and marketing research. It works through the creation of several or many questions depending on the project's scope, and these questions are applied to a specific group, people, or population. The correct and structured application of these questions is a crucial instrument in which the collections of the results help in the comprehension of a phenomenon or problem. This questionnaire aims to ask students several questions, and the participants should answer those questions according to their perceptions.

Types of questions

Students participants are exposed to the application of open-ended questions where they will be able to feel free to expose what are their perceptions of a virtual environment in the process of learning listening skills, how a virtual environment influences the development of listening skills, and what are the positive aspects of a virtual environment in the learning process of listening skills. These are the reason for applying this questionnaire to students.

Data Collection Processing and Resources

Table 1

Basic questions to the data collection process and resources with the respective explanation

Basic Questions	Explanation
What?	To collect information about student's perception regarding VLE.
Where?	At Unidad Educativa "Academia Naval Cap. Leonardo Abad Astudillo", La Libertad-Santa Elena Province.
When?	Thursday 5 th , 2023.
How?	The questionnaire, open-ended questions.
What for?	To explain how a virtual environment influences the learning process of listening skills.

Note. This table shows the questions of the data collection process and resources. Firstly, the related questions appear to obtain the information, the place where it will take place, and the

date of the questionnaire application. Then, there is how the data will be obtained, and the why is explained.

Population and Sample

Population

The declaration will make by the researcher specifically of a group of A2 level. The population of this research is focused on students from ANCLA High School in Santa Elena province, where English is one of the subjects that the institution prioritizes in the education of the students.

Sample

A sample is a small representative group that the researcher contemplates to get deductions about the entire population. Accordingly, 12 students (6 men and 6 women) from 2nd year High School "A" are selected as a suitable sample for this research.

CHAPTER IV

ANALYSIS OF FINDINGS

Interpretation of data from focus group

To obtain the data, a focus group was carried out through a focus group interview with 12 students. The analysis and interpretation of the questions are below:

Figure 1

Question 1: How has your experience been using the virtual platform to practice listening skills?



Note. The data are expressed by Word clouds figures generated by nubedepalabras.ec. This tool analyzes the information given by the interviewees and illustrates the most relevant words.

The most frequent words: good experience, understanding the audio, practicing, and improving listening skills.

Analysis: In the process of analysis of the focus group, 3 out of 3 agreed that the experience of using a virtual platform to practice listening skills has been good and positive. Students can understand the audio and practice while listening skills are being improved.

Figure 2

Question 2: What do you like to do in the virtual platform to practice listening skills?



Note. The data are expressed by Word clouds figures generated by nubedepalabras.ec. This tool analyzes the information given by the interviewees and illustrates the most relevant words.

The most frequent words: like listening to a conversation, watching videos, and using daily dictation.

Analysis: According to the information obtained from the different focus groups. 1 out of 3 groups mentions that they like using the website daily dictation to practice listening while working in the virtual platform. In contrast, the last 2 out of 3 groups state that they like listening and watching different conversations or dialogues. Knowing the pronunciation and learning new vocabulary, expressions, and structures are reasons the three focus groups like doing these activities in a virtual platform.

Interpretation of bibliographic review

To complement and have a better understanding of the results obtained by the questionnaire, a focus group was used as a data collection instrument to give answers to the issues raised.

Virtual learning environment. - During the focus group, students have diverse knowledge and opinions about VLE; however, they constantly use platforms, web pages, apps, and other sources in the school's English lab to practice listening skills.

Experience

"We think that our experience using VLE was great, good, and positive because our teacher did the possible to make her classes more interactive, so that was so good; I love her classes and participated there. Another thing that I like is that we could cover many topics, not only listening skills in English. Also, we can understand very well what the audio is saying. However, not every moment was good enough. For example, sometimes the platform does not work well, and the audios have no sound or replay at any moment. In a few words, it is good, and the errors are less than more" (Group #2: 4 students)

When it comes to students' perceptions of the use of a VLE in their language learning process, it can be concluded that the number of students who regarded the use of the Internet and the resources that come with it as useless, confusing, and overwhelming decreased significantly after gaining experience with it. These students see using a VLE as beneficial and find the applications used during the process easy and functional. As may be expected, most students prefer using ICT resources over the traditional textbook; however, a portion of the student population still is not convinced of this choice despite the emergence of modern technologies. (Mosquera, 2017)

Practice

"Well, we like using a website named Daily dictation for practicing listening skills because we can listen to the correct pronunciation and learn new vocabulary. This is a helpful tool, and even we feel comfortable. Also, we like watching videos and listening to different kinds of conversations" (Group #3: 4 students)

According to Wongpornprateep & Boonmoh (2019), "It can be seen that integrating VLE websites as supplementary materials could provide more opportunities for students to practice their lessons. Also, using VLE websites could help students improve their weaker skills and prepare for their exams"

Satisfaction

"In this case, we feel delighted that not only practicing here but we using some extra tips that are very useful for us, like listening to music or watching movies in English, and the application of different activities help in the improvement of the listening skills" (Group #1: 4 students)

Montalbo & Chua (2014) mentioned that "The VLE can facilitate learning and improve students' performance. Thus, the need for a periodic and continuous evaluation to identify strengths and weaknesses of such learning system is essential"

VLE vs. Traditional Classroom

"We prefer practicing the listening skills in the platform because you can find various virtual and electronic resources that can help you develop listening skills. Additionally, we are concentrated because it is only you, and you cannot get distracted easily" (Group #2: 4 students)

In the educational context, the teacher must design a learning environment to facilitate the student's learning process. Modern educational technology enables the creation of innovative

learning environments adaptable to different learning styles. For this reason, the teacher often designs the virtual learning environment without the instructional design guidelines; therefore, the advantages of introducing e-learning technology into the educational process are not fully realized. The application of the instructional design model requires the knowledge of pedagogy and technology, which are very complex, and teachers need to be offered help in these aspects while creating the virtual learning environment. (Babic, 2017)

Advantages and disadvantages

"Well, there are many advantages. For example, making activities and homework easier, and we can see the mistakes, so we try again to understand where we were wrong. Also, we have access to the Internet and can search for any information that we could need and as well on the Internet, there are endless methods to improve our English skills, one of them is the website Daily Dictation. The disadvantage is that there is much noise when we have a listening activity in the house, so we cannot focus. These are some factors that make you distract and lose focus on what you are doing in this environment" (Group #3: 8 students)

Analyzing the advantages and disadvantages of virtual learning is significant in finding appropriate measures to enhance the quality and effectiveness of the courses. On the part of the students, keeping up the motivation to study and maintaining self-discipline to participate in online sessions are among the utmost measures. As for the instructors, there are several suggestions from this study to help teachers enhance the course's quality. (Doan, 2020)

CHAPTER V

REFLECTIONS OF THE STUDY

For complete understanding during English classes, it is necessary to improve English language skills. In this case, listening skill is a fundamental pillar to developing tasks in a specific space such as a virtual learning environment. From what was evidenced in the focus group, related to the research objectives, it is essential to develop listening if students want to understand, deduce and summarize audio or conversations. In addition, VLE offers multiple benefits to students, such as independence when practicing their skills and prioritizing individuality, and this environment is ideal for encouraging students to seek information on their own.

Regarding the limitations that students face when developing listening skills, they are concentration and access to an internet connection. Concentration is highly relevant when hearing details and understanding the context in conversations, audios, songs, and presentations. On the other hand, having the necessary resources is essential so students can carry out the different activities assigned as homework and practice.

During the research process, various works suggest that VLE can be used to improve listening skills through the different platforms and applications available. However, a structured environment and teacher support are also necessary. These resources are recommended to provide students with an up-to-date and personalized experience. The teaching environments are but are not limited to: the institution's website, platform (Moodle, Google Classroom, Adventure Learning, etc.), and external links, among others.

Based on the experience at the time of conducting this investigation, it was an enriching experience because it allowed us to discover that this particular population is familiar with the VLE and their teachers have successfully mixed it with the traditional teaching-learning processes

that consist of reproducing the audio of a talk and then questioning the students about the content of the listening material. While in virtual environments, students have complete autonomy, and the teacher or author of the resource has already established the instructions.

On the other hand, it is easier for teachers to rate students' individual and group performance on assignments since the results are managed by the website or platform used. In addition, students and teachers can use these interfaces to practice inside and outside of class hours.

During the study, various challenges arose that made this work complex. One of those challenges was finding reliable information on the Internet because what is necessary for this research is related to graduation thesis and scientific articles from which the required authors were obtained. Another was to formulate the questions for the questionnaire because the questions had to be related to the research question, in addition to the fact that their answers had to provide information that could be used in the analysis.

Furthermore, the last challenge during the focus group questionnaire was that the students deviated a bit from the main topic of the questions, so it was necessary to guide them to answer appropriately. However, explaining each question to students before starting with the questionnaire helped them answer appropriately without losing their sense of it.

Consequently, one of the most important life lessons that writers learned in this process was that students are surrounded by a modern era where technology is a necessary tool that must be taken into consideration not only for developing listening skills but optimizing the student's learning process, especially in the whole English context. Nevertheless, constant support from the teacher would eventually increase the student's performance with the application of these technological tools, such as a virtual learning environment and different equipment that are related to it.

Finally, what the writers will do dissimilarly in the future for the subsequent development of this research based on the same topic is to create a virtual English platform with the primary purpose of helping students develop listening skills. Also, this virtual environment will be aimed at students who are in public schools to fight against the poor English level at these institutions.

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ANNEXES

Annex 1: Tutor Assignment



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

MEMORANDO

REFERENCIA: PINE-223-2022

DE: Ing. Eliana León Abad, MSc.
DIRECTORA DE CARRERA

PARA: Jorge Andrés Morales Salas
Christian Enrique Siguencia Solano
ESTUDIANTES CARRERA PINE

Cc: Patricio Calle León, MSc.
DOCENTE

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 02 de diciembre 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-SO-FCEI-2022-033, efectuado el 28 de noviembre, fue aprobado el tema de su trabajo de integración curricular denominado "Virtual Learning Environment for the Development of Listening Skills in Young Students", siendo designado como miembros de tribunal los siguientes docentes:

DOCENTE	CORREO	TELÉFONO	DESIGNACION
MSc. Patricio Calle León	pclalle@upse.edu.ec	0987758641	Tutor
MSc. Elena Niola Sanmartín	niola@upse.edu.ec	0986350535	Especialista

Recordarle que el docente tutor debe enviar mensualmente el informe de avance, además las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,



Ing. Eliana León MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

C/c Archivo

Annex 2: Anti -plagiarism Report




UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
BIBLIOTECA

Formato No. BIB-009 CERTIFICADO ANTIPLAGIO
La Libertad, 03 de Febrero de 2023

En calidad de tutor de trabajo de integración curricular denominado “VIRTUAL LEARNING ENVIRONMENT TO IMPROVE LISTENING SKILLS IN YOUNG STUDENTS” elaborado por los estudiantes Jorge Andres Morales Salas y Christian Enrique Siguencia Solano egresados 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 Licenciado en Pedagogía del Idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 4% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

f) 

MSc. Sara González Reyes

C.I.: 05109710865

DOCENTE TUTOR

THESIS Christian Siguencia & Andres Morales(3)

4% Similitudes

9% Texto entre comillas
 < 1% similitudes entre comillas

1% Idioma no reconocido

Nombre del documento: THESIS Christian Siguencia & Andres Morales(3).docx
 ID del documento: eec0ee9c662f3fb49919e9310e03cbb14263a534
 Tamaño del documento original: 50,91 ko

Depositante: PATRICIO CALLE LEÓN
 Fecha de depósito: 3/2/2023
 Tipo de carga: interface
 fecha de fin de análisis: 3/2/2023

Número de palabras: 8009
 Número de caracteres: 54.951


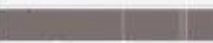




















Ubicación de las similitudes en el documento:



Fuentes principales detectadas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 edtechbooks.org Educational Values - Democracy and Education https://edtechbooks.org/educational-values-democracy-and-education 1 fuente similar	1%		Palabras idénticas: 1% (127 palabras)
2	 Documento de otro usuario #415403 El documento proviene de otro grupo 5 fuentes similares	1%		Palabras idénticas: 1% (91 palabras)
3	 www.mmgconnect.com http://www.mmgconnect.com/project-studies/files/FocusGroupBref.pdf	1%		Palabras idénticas: 1% (86 palabras)
4	 www.extension.iastate.edu http://www.extension.iastate.edu/Publications/PW1999B.pdf	1%		Palabras idénticas: 1% (96 palabras)
5	 Documento de otro usuario #414434 El documento proviene de otro grupo 3 fuentes similares	1%		Palabras idénticas: 1% (82 palabras)

Fuentes ignoradas Estas fuentes han sido retiradas del cálculo del porcentaje de similitud por el propietario del documento.

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 Documento de otro usuario #417465 El documento proviene de otro grupo	99%		Palabras idénticas: 99% (7973 palabras)
2	 Documento de otro usuario #249866 El documento proviene de otro grupo	83%		Palabras idénticas: 83% (6650 palabras)
3	 Documento de otro usuario #1010380 El documento proviene de otro grupo	83%		Palabras idénticas: 83% (6645 palabras)
4	 Documento de otro usuario #1010380 El documento proviene de otro grupo	62%		Palabras idénticas: 62% (4838 palabras)
5	 Documento de otro usuario #1010380 El documento proviene de otro grupo	62%		Palabras idénticas: 62% (4838 palabras)
6	 Documento de otro usuario #1154134 El documento proviene de otro grupo	40%		Palabras idénticas: 40% (3166 palabras)
7	 Documento de otro usuario #414366 El documento proviene de otro grupo	40%		Palabras idénticas: 40% (3164 palabras)
8	 repositorio.upse.edu.ec https://repositorio.upse.edu.ec/bitstream/46000/890244/1/PSI-TR-2022-0030.pdf	4%		Palabras idénticas: 4% (327 palabras)
9	 Documento de otro usuario #415404 El documento proviene de otro grupo	2%		Palabras idénticas: 2% (152 palabras)
10	 Documento de otro usuario #70189 El documento proviene de otro grupo	2%		Palabras idénticas: 2% (155 palabras)
11	 doi.org Approaching Listening and Speaking Skills Using Online to Facilitate Interac... https://doi.org/10.24191/MAE.V17I2.13400	2%		Palabras idénticas: 2% (128 palabras)

Annex 4: Interview Transcript

1. How has your experience been using the virtual platform to practice listening skills?

Group 1:

It has been good because, in the English platform, we can repeat any time we want, so if we do not understand something, we can listen to it repeatedly until we get it. Also, it's very useful and comfortable because we can learn to improve our listening and speaking, so for me, it is a significant part of our learning progress.

Group 2:

Our experience using VLE was great, good, and positive because our teacher did the possible to make her classes more interactive, so that was so good. I love her classes and participated there; another thing that I like is that we could cover many topics, not only listening skills in English. Also, we can understand very well what the audio is saying. However, only some moments were good enough. For example, sometimes the platform does not work well, and the audios have no sound or replay at any moment. However, in a few words, it is good; the errors are less than more.

Group 3:

It was a good experience because we could practice watching videos or listening to conversations and then practice our listening skills. Furthermore, it was incredible because we could hear some audio in British, so we could hear the pronunciation of the word that we did not know how to pronounce.

2. What do you like to do in the virtual platform to practice listening skills?

Group 1:

We like the "daily dictations" activities because we have to do a little sketch about

something, and also, on this page, you can hear the dialogues to improve your listening and learn how to pronounce some new words. Then, the teacher used some videos about something before starting the class and started asking fascinating questions because we could talk about the video and how it was in our own words.

Group 2:

Listen to different dialogues because we can learn a lot, like pronunciation, structure, some keywords to understand the conversation, etc. Furthermore, It can be using some music, for example, writing the lyrics. Therefore, it would be an enjoyable experience for young people like us.

Group 3:

We like using a website named Daily dictation for practicing listening skills because we can listen to the correct pronunciation and learn new vocabulary. This is a helpful tool, and even we feel comfortable. Also, we like watching videos and listening to different kinds of conversations.

3. Are you satisfied with your online learning experience when practicing listening skills? Why?

Group 1:

In this case, we are delighted that not only practicing here, but using some extra tips that are very useful for us, like listening to music or watching movies in English, and the application of different activities help improve our listening skills.

Group 2:

Yes, because this experience is most easily compared to other ways to practice, for example, reading a book in English. We have other ways to practice our listening or

speaking, such as listening to music or watching different movies.

Group 3:

Yes, because that is a new way to learn alone and maybe can be self-taught. However, when we were in virtual classes, we had problems with audio, and when we had good audio, the teacher's audio did not operate or work, but we could learn many things to improve our English.

4. Where do you prefer to practice listening skills in the classroom or the platform?

Group 1:

In the classroom platform, more noises make that we cannot hear well the listening audio, unlike the platform where we use headphones to hear the activities so we can understand better.

Group 2:

We prefer practicing listening skills in the platform because you can find various virtual and electronic resources that can help you develop listening skills. Additionally, we are concentrated because it is only you, and you cannot get distracted easily.

Group 3:

We prefer the platform because if we need help understanding something, we can search for some words on the web, and it is so easy to do activities.

5. What are the advantages and disadvantages of using virtual learning environments to practice listening skills?

Group 1:

There are significant advantages of practicing virtually, as you can practice or learn with a different country teacher or even a native teacher no matter the place you are or how far

you are from the other we can also mention that we have access to information online, like if we do not understand a word or a term we can look for the meaning online. However, for me, a disadvantage of virtual learning is, for example, the wrong connection to the Internet. This could be a big problem if you want to study online, such as not hearing good-quality audio. Another disadvantage could be any distraction you have near your study place, like your dog or a baby.

Group 2:

We have a lot of advantages and disadvantages. For example, we can search for a piece of information on the web, and it will be made to us find that information than search in a book, but one disadvantage is that we can be distracted by games, maybe chatting with our friends, listening music or surfing in our social media.

Group 3:

Well, there are many advantages. For example, making activities and homework easier, and we can see the mistakes, so we try again to understand where we were wrong. Also, we have access to the Internet and can search for any information that we could need and as well on the Internet, there are endless methods to improve our English skills, one of them is the website Daily Dictation. The disadvantage is that there is much noise when we have a listening activity in the house, so we cannot focus. These factors distract you and make you lose focus on what you are doing in this environment.

