



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA
ELENA**

**SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

**“THE COMMUNICATIVE APPROACH TO
ENHANCE LISTENING SKILLS IN VIRTUAL
EDUCATION”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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La Libertad, February 7th, 2023

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "THE COMMUNICATIVE APPROACH TO ENHANCE LISTENING SKILLS IN VIRTUAL EDUCATION" prepared by Eduarda Geomar Tigrero Prudente, an undergraduate student of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University 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,

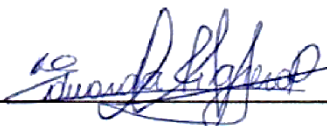
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Statement of Authorship

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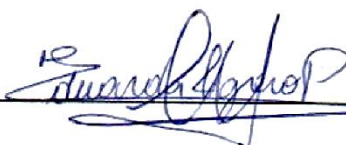


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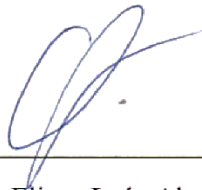
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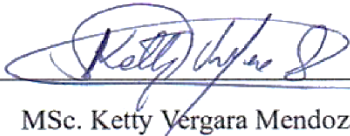
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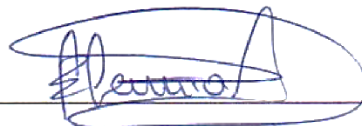
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I would like to take the opportunity to thank God and my family for their support throughout the years. Additionally, I want to thank my university buddies for providing me with the inspiration I need to continue forming. Finally, I would want to express my gratitude to all of the university teachers for patiently and lovingly imparting their expertise.

Tigrero Prudente Eduarda Geomar

Dedication

I want to dedicate this to my parents who have never failed to give me financial and moral support, for giving me all my needs during the time I developed my studies, and for teaching me that even the largest task can be accomplished if it is done one step at a time.

I dedicate this project to all the people who have worked hard to help me complete this goal.

With love

Eduarda Geomar Tigrero Prudente.

Abstract

The study was conducted because one of the problems in the English language teaching-learning process is the development of different skills. However, the most frequent is the listening comprehension skill in students, where much emphasis is placed on deficiencies. This skill is essential because it promotes interaction with the linguistic aspect, thus integrating the rest of the language skills in a virtual environment. The objective was to identify how the communicative approach was applied in teaching the development of the listening comprehension skill of the English language in virtual education students of the "Unidad Educativa John F. Kennedy." The study had a qualitative method of descriptive process based on the theory and the experimentation of a specific group for the execution of the interview, which was the base technique within this study for collecting data where the theoretical foundation was also found.

KEYWORDS: Ability, comprehension, listening, education, and virtuality.

Resumen

El estudio se realizó porque uno de los problemas en el proceso de enseñanza-aprendizaje de la lengua inglesa es el desarrollo de diferentes destrezas. Sin embargo, la más frecuente es la habilidad de comprensión auditiva en los alumnos, donde se hace mucho hincapié en las deficiencias. Esta habilidad es fundamental porque promueve la interacción con el aspecto lingüístico, integrando así el resto de las habilidades del idioma en un ambiente virtual. El objetivo fue identificar cómo se aplicó el enfoque comunicativo en la enseñanza del desarrollo de la habilidad de comprensión auditiva del idioma inglés en estudiantes de educación virtual de la "Unidad Educativa John F. Kennedy". El estudio tuvo un método cualitativo de proceso descriptivo basado en la teoría y la experimentación de un grupo específico para la ejecución de la entrevista, que fue la técnica base dentro de este estudio para la recolección de datos donde también se encontró el fundamento teórico.

PALABRAS CLAVES: Habilidad, comprensión, escucha, educación y virtualidad.

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Introduction

Globalization today requires people who can communicate through different media, thus making communication necessary in various media, thus making it essential to communicate in more than one language. The research entitled "THE COMMUNICATIVE APPROACH TO ENHANCE LISTENING SKILLS IN VIRTUAL EDUCATION" was conducted at the "Unidad Educativa John F. Kennedy," located in the Salinas canton, province of Santa Elena.

This research wanted to identify the practices in teaching English in a virtual environment, taking into account the methodologies, methods, strategies, techniques, instruments, and resources used by teachers in the acquisition and development of listening comprehension skills from the communicative approach to improving the performance level of students in this second language. It also influences communicative competence, which implies knowing how to use the language according to the environment and the participants, producing and understanding different types of text, and maintaining communication even if linguistic knowledge is limited.

Chapter I: This section details the problem statement, the general and specific objectives of the research, the research questions, and the justification.

Chapter II: This fragment details the essential theories of different researchers with their respective researchers, and these studies also support the research topic. It also describes the pedagogical basis, theoretical basis, legal basis, and variables of the study.

Chapter III: this fragment exposes the method applied to obtain an effective and reliable work. It also contains the type of research, the population, the sample, and the treatment and resources for data collection.

Chapter IV: In this section, the analysis and interpretation of collected data are carried out and correlated with the theoretical foundation.

Chapter V: In this chapter, the analysis of the execution of this research work is described, in addition to mentioning the experience during the research process, the challenges and all the strategies that the researcher went through, and also how he would do this research on the same topic in the future.

Chapter I

The Problem

Problem Statement

In the teaching-learning process of English language acquisition, methodologies, pedagogies, strategies, and approaches have been implemented to improve different skills (speaking, writing, reading, and listening) to obtain good communication in a social-real context.

The Ecuadorian national government undertakes strategies that seek to strengthen the teaching of English as a foreign language with teacher training and curricular updating, use of active methodologies, among others; in this sense, the national English curriculum is designed for students of General Basic Education and General Unified Baccalaureate, recognizing that not all students are Spanish speakers and that there are varying degrees of bilingualism (Ministry of Education of Ecuador, 2016).

In Ecuador, the use of the communicative approach in recent years has been more demanding due to the support of the development of different linguistic skills for the English language. This approach also contributes to virtual and face-to-face learning.

One of the problems in the teaching-learning process of the English language is the development of different skills. However, the most frequent is listening to comprehension skills in students, where there is a high emphasis on deficiencies. This skill is essential because it promotes interaction with the linguistic aspect, thus integrating the rest of the linguistic skills.

In this sense, this study investigates how English teachers in a private institution teach listening comprehension skills to students and whether they follow the guidelines given by the

national English curriculum, which emphasizes the communicative approach, also known as communicative language teaching (CLT).

In this way, the study will identify the practices in the teaching of English in a virtual environment, taking into account the methodologies, methods, strategies, techniques, instruments, and resources used by teachers in the acquisition and development of listening comprehension skills from the communicative approach, to improve the performance level of students in this second language.

Consequently, the communicative approach is applied in English classes at "Unidad Educativa John F. Kennedy," located in Salinas county, Santa Elena province, to improve the student's mastery of a second language. The research aims to identify how the communicative approach was applied in teaching the development of listening comprehension skills in virtual education to the students of this institution.

Problem question

How did the communicative approach teach the development of listening comprehension skills of the English language in virtual education with the students at "Unidad Educativa John F. Kennedy"?

Specific questions

- What are the particularities of the communicative approach to English language teaching?
- What are the strategies, techniques, resources, and tools used in the teaching practice for teaching English listening skills?

- What results were obtained using the communicative approach in teaching English listening skills in virtual education?

General Objective

To identify how the communicative approach was applied in teaching the development of listening comprehension skills of the English language in virtual education students at "Unidad Educativa John F. Kennedy."

Specific objectives

- Analyze the characteristics of the communicative approach in teaching English.
- To know the strategies, techniques, resources, and instruments used in the teaching practice for the teaching-learning process of the listening skills of the English language.
- To determine if the use of the communicative approach helps teach English listening comprehension in virtual education.

Justification:

This research is essential for the parameters of the teaching-learning process of the English language, which allows finding out how the communicative approach helped in life education in the development of listening comprehension as an improvement in students.

Kashmir (2022) mentions that in communitive approach implements communicative language teaching through synchronous online learning by teachers where it has three main aspects such as:

- Implementation of CLT through synchronous online learning.

- The challenges faced by teachers in conducting CLT through synchronous online learning.
- The effectiveness of CLT through synchronous online learning.

The study of this project is essential to analyze how the communicative approach is applied in teaching listening skills. It is to know the skills, tools, and techniques used for teaching.

With this, we will know how the communicative approach is applied as indicated in the national curriculum of the Ministry of Ecuador, in the " Unidad Educativa John F. Kennedy."

Chapter II

Theoretical Framework

For years, various methods have been proposed to improve specific language skills, such as the listening skill; in this case, however, "Communicative competence entails knowing how to use the language according to the setting and participants, knowing how to produce and understand different types of text, and maintaining communication although one's language knowledge is limited. This paper presents basic methods to help develop learners' language communication at the secondary level. Communicative Language Teaching (CLT), an approach to teaching second and foreign languages, emphasizes interaction as both the means and the goal of learning a language, and it is also referred to as the "Communicative Approach". Communicative Language Teaching, CLT has been seen as a response to the Audio-Lingual Method (ALM) and as an extension or development of the Notional-Functional Syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerable popularity (Xavier et al., 2020).

This is one of the many methods that are used in virtual meetings, but three points must be clarified before continuing with this investigation in the first place as one of the main objectives of the techniques and strategies to improve listening, context education of virtual education, and third but not least the role of the teacher in these methods.

Techniques and strategies to improve listening

According to Hishon (2020), the teaching-learning process in distance education students can sometimes be frustrating; in other words, it can be tedious for students to concentrate in virtual classes, as there are many distractions in the environment. However, as we know, distance

learning is related to technological advances, which allow students to have more tools to practice listening comprehension and actively participate in class.

The Editorial Team study (2020) mentions that listening is essential for good communication. Listening can improve relationships, make decisions more effectively, and reach agreements with others more quickly. There are other reasons why listening is essential.

- It demonstrates the ability to pay attention to a person's thoughts, actions, and feelings.
- It enhances the ability to effectively influence, serve, motivate, or develop people.
- Improves fundamental human interactions and builds personal and professional relationships

There are fundamental problems within distance education in foreign language teaching and the learning process for which new strategies and methods of teaching listening in virtual classrooms have emerged. One of the methods initiated to solve this problem was podcasting for English Language Teaching (ELT). Podcasting is a teaching tool that helps students develop internal and external listening comprehension (Barrera, I. O. 2019). The current generation has grown up coexisting with digital technology the fact. Most of today's students are digital natives and are familiar with digital platforms and pages that provide audio files from the internet and owning audio players, which makes adopting this learning method almost easy and automatic. ELT podcasts are particularly suitable for extensive listening to motivate learners' interest in listening to the English language and to provide them with exposure to native speakers. However, podcasting, as a technological toolkit, has enormous potential in English language learning, allowing the ease of downloading podcasts of authentic materials for learners to practice and develop listening skills. Educators need to consider that technology in English

language teaching motivates students to develop their English language skills and creates a playful atmosphere between teacher and student, stimulating participation and the development of listening skills. A good teacher should not place him/herself in the context of a virtual classroom without first identifying what kind of problem the learner has and what strategy or method to use; in addition, the teacher should know the types of listening that will be put into practice for the development of the skill.

Types of listening that can be given in an English language class where this skill is developed are;

Informative listening: The sole purpose of informative listening is to obtain the correct information, that is, to collect the critical points in the story and understand the message being sent.

Appreciative listening: It is done to enjoy the story, music, or information being conveyed. The American Society for Training and Development (2002) recommends that to truly engage in appreciative listening, "participation in other communications and focus exclusively on the sounds you are hearing the impact complete."

Critical listening: is learning to listen to information and then identify key points and arguments, solidifying your opinion on a topic. Through critical listening, you learn to analyze the speaker and decide whether to agree or disagree with what the speaker says. Critical listening is known as therapeutic listening or empathetic listening, i.e., helping friends overcome a problem, resolving conflicts between co-workers, and understanding relationships by being supportive and open in an honest way.

Discriminative listening: According to Collaguazo Vega, W. P. (2021), the response to discriminatory listening is due to the discriminatory listener's ability to "translate" the message and understand what the other person is saying or when listening to audio. If a person cannot hear the difference, he or she cannot understand the meaning expressed in the message.

Moreover, discriminative listening plays a fundamental role in language learning because it distinguishes between two sounds. Therefore, discriminative listening is essential when learning a new language.

STRATEGIES FOR EFFECTIVE LISTENING

Be open-minded: The speaker and the listener should be open-minded. **Control Emotions:** It is important to keep emotions in control while listening. Neither the speaker nor the listener should react impulsively.

Listen for the gist or the central theme: The listener should not stress only facts and must listen for the gist or the central theme of what the speaker says. **Concentrate on the non-verbal cues:** The listener must concentrate on the non-verbal cues of the speaker in addition to the content of what is being said. **Pay attention to implied content:** The speaker may make certain presumptions about the knowledge of the listener and his/ her familiarity with the subject being discussed. The listener must pay attention to such implied content in the message and ask for necessary clarifications wherever required.

Make a note of the significant points: A good listener takes notes. It is difficult to remember everything a speaker communicates, so note the significant points, keywords, etc., as this will help you retain information for future use.

Feedback: Feedback is essential to keep the communication process going: A good listener gives immediate feedback in the form of queries, clarifications, or requests for extra information (UNIT-I. LISTENING SKILLS INTRODUCTION, n.d.).

E-learning

According to Al- Noori (2020), Rapid transfers in the field of technology have led to the emergence of new patterns of learning and education, which have further entrenched the concept of individual or self-taught education, in which the learner continues the learning process according to the capacity and speed of learning from previous experiences and skills. E-learning is one of these evolving patterns of so-called distance education in general and computer-based education in particular. E-learning mainly relies on computers and networks to transfer knowledge and skills. Its applications include online learning, computer-based learning, virtual classrooms, and digital collaboration. Online tutorial content, audio tapes, videos, and discs are offered.

E-learning is a fundamental approach to learning in the information age, as it provides flexible and resource-rich environments for learners. Furthermore, e-learning relies on digital electronic tools and media used in distance education, primarily through computers, to transfer optimal learning of knowledge and skills. Li, X., Xia, Q., Chu, S. K. W., & Yang, Y. (2022) Computer-based e-learning originates from BF Skinner's idea of programmed instruction and extends to various subsets of learning, such as online learning, distance learning, blended learning, and mobile learning, as well as the use of information and communication technologies (ICT) as teaching resources for educational purposes has increased. The interaction of an evolved teaching-learning process.

There has been much research into learning and its benefits from education and corporate training perspectives. (Pandey, 2013) "suggests that four main benefits of learning can be seen by students: learner control, accessibility, availability, and personalization. With e-Learning, students can learn at their own pace, from anywhere and at any time". Through delivery methods such as games and social media, e-learning makes learning more immersive and interactive.

Role of the teacher

Saihi (2012) says, "The fact in classrooms shows that students studying English as a second language face a huge variety of challenges, especially cases of language difficulty in terms of vocabulary, grammar, or pronunciation. In addition, complex sentences and idiomatic expressions may be considered obstacles that prevent students from understanding development. Help students in their learning progression; teachers are the most important responsible who give students this opportunity because "All students need to acquire the specialized vocabulary and language skills (English as a Second Language and English Literacy Development, pag.18)."

This idea holds that the achievement of the learning process depends on the success of the teaching process, even for such simple things as selecting relevant tasks. There are specific language aspects that directly influence the teaching process, especially teaching listening skills. Those aspects are exclusively related to EFL teachers' talk: pitch, stress, intonation, speech rate, simplification, and difficulty."

As stated above, listening comprehension is one of the four language skills. Therefore, it is essential to understand that in real life, there is no such thing as "listening ."There are different types of hearing, which are called sub-skills. The sub-abilities Listening comprehension involves listening for the gist, listening for specific information, listening for details, listening intensely, and listening extensively.

According to (Martínez & Abreus, 2020), "foreign language teachers can enrich their classes with effective extensive listening through well-chosen materials appropriate to different levels, genres, and topics ."Creative teachers can recommend certain listening materials and ask students to discuss the ones they enjoy the most. To encourage this type of listening, students can be asked to make a list of tasks such as:

- Record their responses to what they have heard.
- Evaluate the level of difficulty.
- Summarize the content of the material used.
- Write comments in a special comment box to consult them and meet learning needs".

Along with teaching and explaining the features of spoken language to the learners, designing listening lessons contributes significantly to the success of teaching listening. To help learners get the most from a listening lesson, a lesson plan of listening is usually divided into three stages: things learners do before listening, things learners do during listening, and things learners do after listening. In other words, the procedure of a listening lesson consists of three stages: pre-listening, while–listening, and post-listening.

Tong (2019) mentions that “Along with teaching and explaining the features of spoken language to the learners, designing listening lessons contributes greatly to the success of teaching listening. To help learners get the most from a listening lesson, a lesson plan of listening is usually divided into three stages: things learners do before listening, things learners do during listening, and things learners do after listening. In other words, the procedure of a listening lesson consists of three stages: pre–listening, while–listening, and post-listening”.

Although we have established theoretical bases, we must remember the psychological part of the listening acquisition process. Metacommunication theories observe that effective listeners often use techniques that call attention to the act of communication itself. These may include anticipatory remarks ("This is what I want to talk about today"; "Tell me what you hope to get out of this conversation"), adaptive comments ("You seem uncertain about what I just said - can I help clarify?") and reflective statements "Let us review the points you made earlier"; "I would like to hear your perspective on how our conversation went" (Phillips, n.d.).

Ngwoke, F. U., Ugwuagbo, W., & Nwokolo, B. O. (2022) mention in their study that listening is an essential linguistic skill is indispensable in human communication, language teaching, and learning and that listening skills and strategies for the development of language learning are independent of great importance, Many auditory reception skills are associated with each of the fundamental purposes for developing listening comprehension, e.g., as mentioned above, discriminative listening is using phonological awareness skills, and if one listens with a critical goal, one can improve essential listening with strategies applied within this skill. According to (Susilowati, 2020), "Some research found that the use of WhatsApp (WA) is favorable for college students and considered to be more accessible. Fauzi & Angkasawati (2019) found in their research that the students claimed the Journal Elsa, Volume 18, No. 2, September 2020 62 use of WA gave positive feedback, it is easier to communicate with the teachers and the rest of the class, and it was fun as well. In addition to the importance of using WA in learning activities found in the other research, younger students thought it was more favorable".

The researcher found that the condition of the home environment disturbs the students in concentrating during listening in a virtual classroom. (Aldina, 2020)

LEGAL BASIS

According to (Nivel BACHILLERATO, n.d.), “The curricular proposal is designed for students from 2nd to 10th grade of Basic General Education and from 1st to 3rd of Unified General Baccalaureate, whose mother tongue is other than English. Since the Ecuadorian population is made up of groups from different cultural and linguistic backgrounds, this curriculum recognizes that not all students in Ecuador are L1 Spanish speakers, and there are varying degrees of bilingualism in communities. In keeping with the needs of a linguistically and culturally diverse population, this proposal presents a justification and framework for learning English while recognizing and facilitating the educational inclusion of students, regardless of their Mother Tongue (L1). The curricular proposal is flexible, worked by sub-levels, and developed in five (5) curricular blocks aligned with the exit profile and the values of justice, innovation, and solidarity that it promotes, as well as with the Common Framework of Reference for Languages (CEFR). “

Correa et al. (2015), "Reglamento general de la ley orgánica de educación intercultural" stipulated in Art. 26 the distance modality: is the one that proposes an autonomous learning process of students for the fulfillment of the national curriculum, without face-to-face attendance to classes and with the support of a tutor or guide, and with pedagogical support tools, through any means of communication.

According to (Rama & Der), n.d.) "Compulsory processes will be developed for evaluation and accreditation of distance education, and an expansion of the areas subject to regulation in the distance education, as well as the development of international regulatory mechanisms on the cross-border Education."

The government signed the Agreement Ministerial: Provision of Telecommunications Services During a State of Emergency, in which the provisions established in it will be mandatory for providers of the general regime of telecommunications, the governing body, and the regulatory body of telecommunications by the attributions and competences recognized for each one in the Ecuadorian legal System (Villamarín, 2021).

The best scenario would be one in which the number of accesses to the virtual classroom by students and teachers is very high, for at least one daily access; in this way, the communication between the parties would be very active.

VARIABLES OF THE STUDY

The role of the student and teacher in the acquisition and teaching of listening.

The research has been able to realize that the student becomes the leading player in this learning method; when we acquire listening skills, the teacher becomes a facilitator. Although analyzing our legal framework, other factors such as the lack of resources, the level of knowledge of the teacher and other details that we will be analyzing.

Behavior in a digital world

This is a different reality from what we are used to, not only at an educational level but also at a cultural level. Learning a new language may be an advantage that should be discarded or included for learning methods in acquiring oral comprehension in virtual classes.

Chapter III

Methodology

The present research is descriptive, critical, and explanatory with a qualitative method perspective since it seeks a deep understanding of a phenomenon within its natural environment; that is, this method assumes a subjective, dynamic reality composed of a multiplicity of contexts and factors that affect some phenomena, Mey (2022) mentions that "qualitative research follows different logical assumptions compared to quantitative research and works with a smaller number of cases, requires an adequate general framework of the respective research project."

The objective of the qualitative method is to collect and analyze non-numerical data to understand concepts, opinions, or experiences, as well as data on lived experiences, emotions, or behaviors with the meanings that people attribute to them. For this reason, the results are expressed in words; Adler (2022) says that the quality of qualitative research is to understand the meaning, and the data to be analyzed are words and observations.

Data Collection Techniques

One-on-one interview: A one-on-one interview is when the interviewer asks a contributor a series of questions about behavior, preferences, attitudes, and experiences on a topic or item of interest. Interviews can be conducted in person or online; Hassan (2022) says that individual interview is often used in qualitative research as a data collection tool. This type of interview has several advantages over other research methods, such as:

- It provides a more personal interaction between the interviewer and interviewee, which helps build trust and encourages interviewees to share more information.
- Allows for a more in-depth conversation, which can generate richer data.

- It allows interviewees to ask the interviewer questions, which can help them better understand the research process.
- It allows for clarification of responses and further exploration of issues that may have yet to be initially addressed.

In this format, it is much easier for the interviewer to ask additional questions to understand responses better and to gauge the accuracy of the answer.

Instruments

Questionnaire for interview

The interview is elaborated with an open-ended questionnaire, contains eight questions, and will be applied in person. This questionnaire will allow identifying how the Communicative approach works to enhance listening skills in virtual education.

Data Collection Processing and Resources

Data collection is the method of gathering information on variables of interest in a given area in a systematic and established manner, which allows answering the questions posed in the research, using as a technique the interview to be conducted with the English teachers of the "Unidad Educativa John F. Kennedy." The main objective of the interview is to analyze and identify how the Communicative approach is used to enhance listening skills in virtual educational work.

Population and sample

Majid (2018) mentions that the population is the one that is intended to be studied or addressed, i.e., in research studies, it is often not appropriate or feasible to recruit the entire population of interest. Instead, researchers will recruit a sample of the population of interest to

include in their study. Therefore, the research is about generalizing the results of the sample to the population of interest.

The sample consisted of five English teachers of different levels, who were used for data collection. The population for this research consisted of English teachers at "Unidad Educativa John F. Kennedy."

Chapter IV

Analysis of Findings

This chapter includes interpreting the data obtained from the interview with the teachers on "The communicative approach to enhance listening skills in virtual education." In addition, in order to obtain and collect relevant data, an interview was designed according to what we wanted to know about the research.

The interviews were conducted online through the zoom platform, where each teacher provided the time to conduct the interview. It is important to emphasize that this chapter analyzes the responses obtained from the samples vs. the literature review of chapter II to compare the information.

Analysis of results

1. How would you define the communicative approach in online education?

Figure 1



Author: Eduarda Tigrero

The most frequent words: Approach, communicative, education, language, and students.

Analysis: Teachers defined that the communicative approach in online education is prevalent mainly when they discover ways or strategies for students to find ways to communicate ideas in a meaningful way, as well as the fact that classes are taught through technology (cell phones, computers, laptops, etc.) they see it as an imperative part for students. This response is related to the study by Alnoori (2020), where he says that "Rapid transfers in the field of technology have led to the emergence of new patterns of learning and education, which have further entrenched the concept of individual or self-taught education, in which the learner continues the learning process according to his or her ability and speed of learning from previous experiences and skills."

2. In your opinion, what is the teacher's role in the communicative approach?

Figure 2



Author: Eduarda Tigrero

The most frequent words: Teacher, role, process, and guide.

Analysis: The interviewees mentioned that the role of the teacher is significant because it depends on how the activity is promoted so that their students feel motivated to express ideas and interact among themselves and with the teacher to

Figure 4

Author: Eduarda Tigrero

The most frequent words: Language, learning, material, aspects, and listening.

Analysis: It is essential to apply the communicative approach in teaching and learning English online since it consists of working on speaking, listening, and writing aspects and using materials that are close to real situations. In addition, the emphasis is on helping students to use a language other than their mother tongue in different contexts, considering of great relevance the learning of the functions of the language.

5. **Based on your experience, are there advantages or disadvantages of using the communicative approach in English language teaching activities? Why?**

Figure 5



Author: Eduarda Tigrero

The most frequent words: Listening, e-learning, activities, comprehension, and self-confidence.

Analysis: The most relevant factor of the communicative approach in teaching listening comprehension in English in e-learning activities is that teachers do not apply the right way for listening skill learning activities, moreover learners, when practicing listening comprehension in e-learning activities, should understand that they probably need to be self-confident about what they are doing and confident in their learning.

7. **What resources can be used to practice teaching listening comprehension in English using the communicative approach in virtual education?**

Figure 7



Author: Eduarda Tigrero

The most frequent words: Practice, listening, comprehension, virtual, and associations.

Analysis: In virtual education, you can repeat, paraphrase, and visualize; for example, you can show images or videos where you can ask students what they see in the image or what they heard as these two activities work to develop listening skills, you can also practice question and answer associations, and thus activate prior knowledge and practice predictions according to listening comprehension in virtual classrooms.

8. **In your opinion, do you think there are benefits to teaching English listening comprehension virtually? Why?**

Figure 8



Author: Eduarda Tigrero

The most frequent words: Benefits, English, online, flexibility, and real.

Analysis: There are different benefits of teaching English to develop listening comprehension in a virtual environment because some students enjoy the flexibility of online learning. As a teacher, you can give us the space students need to develop more progress that is real by using a song or using idioms.

Chapter V

Reflections of the study

This chapter presents personal reflections that are the result of the work done by the author of the project on "The Communicative Approach to enhance listening skills in virtual education," whose objective was to identify how the communicative approach was applied in teaching the development of listening skills in English in virtual education. Results are an essential part of the individual experience related to the research, where the initial thoughts, expectations, and delimitations presented during the process influence. Also, this chapter will verify if the questions posed could be answered.

Taking into account the evidence collected from the interview conducted with a specific group of English teachers, these interviewees were able to answer the questions posed in a clear and precise way to the research topic that resembles the general objective, which was to define how the communicative approach was applied in the teaching of the development of listening skills in English in virtual education. The communicative approach was applied to make correct use of technology. It was also affirmed that this virtual educational approach requires class planning since they can use resources within their reach. In addition, the role of the teacher is only that of a guide so that the student is the one who actively practices in class and thus generates self-education on their part to develop this skill within the language.

In addition, in the first chapter, it is mentioned that the problem in the teaching-learning process of the English language is the development of different skills. However, the most frequent is the listening comprehension skill in students, where much emphasis is placed on the deficiencies since this skill is due to virtuality, where the doubt arises if a possible solution to the

research problem was found or what is needed to solve it, thanks to the information of the data analyzed in the interview in questions 6 and 7, it mentions that there are tools within the virtuality that help the development of this skill and are feasible for the development of the same where it also applies the skill of speaking, that is to say, that two to three English language skills can be developed at the same time.

In the same way, it is affirmed that if the research questions were answered, as the particulars of the communicative approach in the teaching of the English language that implies both how the teacher dictates his lecture and how the student develops, in other words, the teacher sees what strategies, technical resources and tools he uses when practicing the required skill and from there depends what the results that a virtual class will have when using this approach and what is the improvement and improvement of the development of the auditory ability of the students are.

Finally, the author is experienced in conducting this research and can reflect on the Communicative approach in the English language; that is, this approach helps to develop one skill and others that are interrelated for the optimal teaching-learning process of the student. The advantages and disadvantages of the research were three aspects, and the first one did not know how to distribute the type to conduct the interviews; the second was little progress in the thesis and the advantage I had by conducting the interviews through the zoom platform since thanks to the interviewees who gave the schedule and their account to be able to conduct the interview.

As a whole, this project taught many things: how to look for essential information according to the topic, how to perform the analysis based on the qualitative method, how to conduct the interviews (write a permission letter and ask for authorization for the recording of

the interview by the professor), in short, it helped me to change my initial perspective with the research of the topic.

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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-241-2022

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

PARA: Eduarda Geomar Tigreiro Prudente
ESTUDIANTE CARRERA PINE

Cc: MSc. Ketty Vergara Mendoza
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 "Communicative Approach to Enhance Listening Skills in a Virtual Environment", siendo designado como miembros de tribunal los siguientes docentes:

DOCENTE	CORREO	TELÉFONO	DESIGNACION
MSc. Ketty Vergara Mendoza	kvergara@upse.edu.ec	0982856822	Tutor
Tatiana García Villao; MSc.	rgarcia@upse.edu.ec	0968452695	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



Document Information

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Annex 3: Interview – Questionnaire

INTERVIEW

This research project focuses on a qualitative approach by collecting information and data through open-ended questions to English teachers from the "Unidad Educativa John F. Kennedy." This research aims to analyze the participants' responses to identify "The Communicative Approach to enhance listening skills in virtual education." All the information collected will be confidential.

1. How would you define the communicative approach in online education?
2. In your opinion, what is the teacher's role in the communicative approach?
3. In your opinion, what is the role of the learners in the communicative approach?
4. Do you think it is important to implement the communicative approach in the online English language teaching-learning process? Why?
5. Based on your experience, are there advantages or disadvantages of using the communicative approach in English language teaching activities? Why?
6. As an English teacher, in your opinion, what is the most relevant factor of the communicative approach in teaching English listening comprehension in e-learning activities?
7. What resources can be used to practice teaching listening comprehension in English using the communicative approach in virtual education?
8. In your opinion, do you think there are benefits to teaching English listening comprehension virtually? Why?