



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

**“RANDALL'S ESL CLL TO ENHANCE LISTENING
SKILLS IN EFL LEARNERS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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Advisor's Approval

In my role as Advisor of the research paper under the title **Randall's ESL CLL To Enhance Listening Skills In EFL Learners** prepared by **Alvia Mejillon Yulissa Alexandra and Panchana Gonzalez Yaritza Michelle**, undergraduate students of the Pedagogy of national and foreign languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

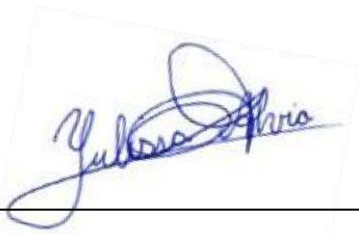


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Statement of authorship

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Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.

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Acknowledgement I

I thank God first of all for allowing me to get to this point without giving up, my parents Victor Alvia Zambrano and Maritza Mejillón Perero for their effort, dedication, for not ceasing to support me in all these years and being my fundamental pillars to continue, my siblings Jonnathan Alvia and Nubia Alvia for giving me their advice and being my examples to follow in this university process. To my classmates, for encouraging me in the moments when it was difficult for me to follow and for making this journey a lighter and more fun learning process. Thank you to everyone who supported me and encouraged me not to give up and to continue with my goal.

- Yulissa Alexandra Alvia Mejillon

Acknowledgment II

First, I want to thank God for giving me the strength, health, and wisdom to overcome challenges and achieve my goals. To my parents, for their unconditional love. I thank my dear mother, Maria Gonzalez, for always believing in me even when I doubted I could do it, for her advice, and for being my greatest inspiration to keep fighting for my dreams. To my dear father, Antonio Panchana, for every effort and sacrifice made on my behalf to ensure a better future, and for teaching me never to give up. To my dear brothers, Cristhian, John, and Darwin: I thank you with all my heart for being there at every stage of this journey and for making my life more fun.

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- Yaritza Michelle Panchana Gonzalez

Dedication I

This thesis is dedicated to my parents, Victor Alvia Zambrano and Maritza Mejillón Perero, and siblings Jonnathan Alvia and Nubia Alvia, who always encouraged and supported me to achieve my goal, for being in the moments I needed the most giving me their love, keeping me motivated, and believing in me to complete my career. My most sincere thanks to my family.

- With love, Yulissa Alexandra Alvia Mejillon

Dedication II

With all my heart and gratitude, I dedicate this achievement to my parents, Antonio Panchana and Maria Gonzalez, since in every effort, sacrifice and moment of dedication I always had the same purpose: to make them feel proud of me. You have been my greatest inspiration and refuge in difficult times, therefore, this achievement does not only belong to me, it also belongs to you, because behind every goal achieved are your sleepless nights, His patience, His teachings and also the immense love that you have given me throughout my life.

I dedicate this work to my brothers John, Darwin and Cristhian, who are the people I appreciate the most and the most important in my life. I hope this small achievement inspires the 3 of them so that they can pursue their own dreams, with effort and perseverance. I wish with all my heart that you can achieve goals more than mine and that you never stop believing in your potential, which I know you have.

Finally, I dedicate this achievement to myself, because no one knows better than me all the effort, every day and every night of tiredness, moments in which I had to learn to combine work with studies. Today I feel on a roller coaster of emotions, happy, with gratitude, and I recognize that this achievement also reminds me how much I have improved and that I am stronger than I ever imagined.

- With love, Yaritza Michelle Panchana Gonzalez

Abstract

One of the most complex skills for English as a Foreign Language (EFL) learners to develop is listening comprehension, which limits their academic performance. One of the main factors that limits this skill is the poor integration of pedagogical resources and strategies that promote their continuous practice and autonomous learning. Within this context, Randall's ESL Cyber Listening Lab is consolidated as an online platform that offers listening activities with authentic materials and interactive exercises, designed for language learning. However, its contribution within the university environment has received very little attention. This qualitative study aims to explore college students' perceptions of using Randall's ESL Cyber Listening Lab for listening comprehension development, analyzing students' experiences with the platform, and describing how the platform influences autonomous learning habits. The study was conducted using a qualitative research method; semi-structured interviews were used to collect data from students who had used Randall's ESL Cyber Listening Lab in their learning. Students found Randall's ESL Cyber Listening Lab to be an engaging tool for learning English by providing authentic materials that provide varying degrees of grammar explanation and immediate feedback on listening skills.

Keywords: listening, Randall's ESL Cyber Listening Lab, autonomous learning.

Resumen

Una de las habilidades más complejas de desarrollar para los estudiantes de inglés como lengua extranjera (EFL) es la comprensión auditiva, lo que limita su rendimiento académico. Entre los factores principales que limitan esta habilidad se distinguen la escasa integración de recursos y estrategias pedagógicas que fomenten su práctica continua y aprendizaje autónomo. Dentro de este contexto, Randall's ESL Cyber Listening Lab está consolidada como una plataforma en línea que ofrece actividades de escucha con materiales auténticos y ejercicios interactivos que han sido diseñados para el aprendizaje de idiomas. No obstante, su contribución dentro del ámbito universitario ha recibido muy poca atención. El presente estudio cualitativo indagó las percepciones que los estudiantes universitarios tienen acerca del uso de Randall's ESL Cyber Listening Lab para trabajar la comprensión auditiva. Así mismo, exploró las experiencias de los y las estudiantes con la plataforma, para describir de qué manera influye la plataforma en los hábitos de aprendizaje autónomo. Los datos fueron recogidos mediante entrevistas semiestructuradas a estudiantes que utilizaron la plataforma como parte de su proceso de aprendizaje. Los resultados indicaron que los estudiantes perciben a Randall's ESL Cyber Listening Lab como un recurso atractivo y eficaz, destacan la autenticidad de los recursos, así como sus niveles de complejidad, las explicaciones gramaticales y la retroalimentación inmediata que ayuda a mejorar la comprensión auditiva.

Palabras clave: comprensión auditiva, Randall's ESL Cyber Listening Lab, aprendizaje autónomo.

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Introduction

Listening is recognized as one of the most difficult skills for English as a Foreign Language (EFL) learners. Effective communication and academic success are essential to the study of English; however, many college students experience difficulties in their comprehension due to the speed of spoken English, unfamiliar vocabulary, accents, and lack of opportunities for practice.

Traditional practice is often insufficient in terms of providing the necessary resources to develop the skill, for this reason, the need to incorporate digital resources that complement and promote autonomous learning is growing. "Randall's ESL Cyber Listening Lab" has become a widely used platform for listening comprehension thanks to its recordings, comprehension exercises, and immediate feedback, with a structured organization that allows students to progress gradually while practicing autonomously.

This research, titled "Randall's ESL Cyber Listening Lab" explores college students' perceptions of using the platform. The study seeks to analyze students' experiences and identify their perceptions of its effectiveness, and describe how it influences autonomous learning habits through a qualitative interview-based approach. The findings are expected to contribute to the understanding of how the digital environment supports the listening comprehension and autonomy of the university student.

Chapter I

The Problem

Research Topic (General/Category)

Strategies and Didactic Resources

Write the title of your project. (Specific/Centered on your research)

Randall's ESL Cyber Listening Lab to enhance listening skills in EFL learners

Problem Statement

Currently, the development of listening comprehension has become one of the most complex skills to develop, resulting in limited academic and communicative performance. Listening comprehension is one of the most complex skills to master within the teaching of English as a foreign language. The root of this problem lies on the limited pedagogical strategies and the lack of integration of digital tools that promote and facilitate the practice, assessment, and development of listening skills.

One of the factors that exacerbates the situation is the fact that autonomous learning habits are not developed to reinforce skills outside the classroom. Therefore, it is necessary to explore technological alternatives that promote autonomy in language learning.

For this reason, it is important to explore how the use of Randall's ESL Cyber Listening Lab supports the development of listening comprehension among university students, as its application in higher education has received limited attention. This study also seeks to better understand how this digital platform contributes to strengthening students' listening skills through their learning experiences.

Fatikhoh et al. (2026) Randall's ESL Cyber Listening Lab is a popular online resource designed to help learners of English as a Second Language (ESL) improve their listening, vocabulary, and speaking skills. It is a very useful tool for those learning English as a foreign language, as it provides structured listening practice and combines vocabulary growth and oral expression in an interactive environment. Due to its accessibility and diverse levels, it is especially effective in promoting autonomous learning in students.

This study focuses on university students learning English as a foreign language who have used Randall's ESL Cyber Listening Lab as part of their learning process. It aims to explore their perceptions and experiences with the platform and understand how they believe it supports the development of listening comprehension. The findings are expected to provide useful information for teachers interested in integrating technology-based strategies that also encourage autonomous learning in the classroom.

Justification

Learning English as a foreign language at university is important for students. One of the most important skills is listening because it helps students understand English and communicate better. However, many students have problems with listening, and this can affect their studies and their communication. For this reason, it is important to find new ways and useful resources to help students improve their listening skills.

The restricted use of technology in listening instruction is a major motivator for this study. Despite being widely accessible, digital resources are not usually incorporated into teaching methods. Students consequently do not get adequate exposure to real-world listening

resources or chances to practice on a regular basis. Furthermore, a lot of pupils consequently do not get adequate exposure to real-world listening resources or chances to practice on a regular basis and fail to form independent study habits, which are essential for strengthening their abilities outside of the classroom. They find it more challenging to gradually enhance their listening comprehension due to this lack of individual practice.

Randall's ESL Cyber Listening Lab is a useful substitute in this situation. Students can enhance their vocabulary, speaking, and listening skills with the help of this online platform's interactive exercises, structured listening activities, and varying degrees of difficulty. This tool works well because it offers a flexible and interesting learning environment. Students can practice at any time and from any location thanks to its accessibility, which promotes the growth of independent learning.

The findings of this study may help teachers use digital tools in their English classes. By learning about students' experiences with Randall's ESL Cyber Listening Lab, teachers can improve their lessons and support students' listening practice in a better way.

In summary, this study is significant since it tackles an actual educational issue and suggests a workable technological solution. It seeks to assist educators and learners in attaining better outcomes in the growth of listening comprehension.

Problem question**General question**

- How does Randall's ESL Cyber Listening Lab contribute to the development of listening skills in university students?

Specific questions

- What are students' experiences using Randall's ESL Cyber Listening Lab to develop their listening skills?
- How do students perceive the effectiveness of Randall's ESL Cyber Listening Lab in developing their listening skills?
- How does Randall's ESL Cyber Listening Lab support students' autonomous learning habits?

Objectives**General Objective**

- To explore university students' perceptions regarding the use of Randall's ESL Cyber Listening Lab for developing listening skills and promoting autonomous learning in EFL.

Specific objectives

- To explore students' experiences using Randall's ESL Cyber Listening Lab to improve listening skills.

- To identify students' perceptions regarding the effectiveness of Randall's ESL Cyber Listening Lab in developing listening skills.
- To describe the ways in which the platform influences students' autonomous learning habit.

Chapter II

Theoretical Framework

Background

This chapter discusses the development of listening skills for college students using a digital platform called Randall's ESL Cyber Listening Lab and how this method helps improve listening comprehension in students learning English as a foreign language. Learning English has visibly undergone many changes, due to current technologies such as websites, digital platforms, and different online courses, which have modified the learning and teaching of students. These tools facilitate teaching by making it more flexible and accessible, and they also manifest challenges. This section allows students to explore and integrate into their English language learning through Randall's ESL Cyber Listening Lab as a tool to improve listening skills that modify students' academic performance. In addition, this platform promotes autonomous learning, which allows students to practice independently at their own pace.

International perspective

Internationally, the use of digital tools, in this case Randall's ESL Cyber Listening Lab, provides students with a better education, and numerous studies have confirmed that Randall's ESL Cyber Listening Lab strengthens students' listening comprehension. Chaikovska (2020) remarked that the use of websites improves listening comprehension in learning English as a foreign language. The results obtained showed that this skill is one of the greatest challenges for students thanks to its complexity and the multiple factors that influence its development.

Choque and Neyra (2023) demonstrated that the use of Randall's ESL listening Lab digital platform facilitated the development of listening comprehension in secondary school students, which had a before-and-after comparison in which quite significant progress in student performance was shown, which confirms that the inclusion of these digital tools can improve listening skills and promote effective learning progress of English language teaching strategies.

Regional and local perspective

In Ecuador, numerous studies have shown that implementing digital resources has a beneficial impact on English-language learning. Velazquez & Solis (2025) stated that the use of digital platforms in the academic performance of students learning English as a foreign language employs a mixed approach with descriptive and correlational designs, resulting in digital tools used in this process promoting learning and ensuring students' interest, thus improving listening skills.

Lara and Vilema (2022) mentioned that technological resources, such as Randall's ESL Cyber Listening Lab, can help students develop their listening skills. They explained that these digital tools provide useful listening activities that can be adapted to students' learning needs. They also highlighted the importance of planning the listening stages carefully to help students improve their learning.

Finally, Solis (2022) mentioned that students can improve their listening comprehension through a detailed and structured listening process, which facilitates learning in the various stages of assessments. The listening activities found on the platform help stimulate prior knowledge and

introduce vocabulary. This incentivizes the effective development of listening comprehension and interaction with learning materials, providing a meaningful outcome.

Pedagogical basis

Pedagogical basics focus on the practice dimension of teaching, usually on how learning is facilitated through specific strategies practiced in the classroom. English as a second language specifically is about creating opportunities for students to actively interact in language situations. According to Richard & Rogers (2020), effective teaching is not only about explaining information but also about creating an interactive learning environment where communication is the priority.

This platform promotes autonomous learning, allowing students to choose activities according to each student's interest and language level, as well as increasing their participation and motivation. The design is structured through a process of pre-listening, listening, and postlistening phases that guide students throughout the listening comprehension process. In addition, the use of authentic materials, different speakers, and natural speech rhythms provides students with realistic linguistic information that allows them to develop strategies for dealing with real-life communication situations. Therefore, the platform not only improves listening comprehension but also helps to develop critical thinking, independence, and the ability to use English in a practical way by students in many contexts.

Listening comprehension

Listening comprehension is an essential part of language learning because it provides the information needed to develop oral expression. Repeated practice of audio materials improves fluency as well as comprehension. Nation (2021) argued that students who continuously engage in listening comprehension develop a better understanding of language structures and are better able to produce this skill. Randall's ESL Cyber Listening Lab platform promotes gradual improvement and strengthens listening comprehension skills.

Auditory comprehension also involves active cognitive processes in which students interpret sounds, can identify words, and construct meaning from a spoken message. Field (2008) assured that efficient listening requires students to simultaneously process linguistic information and contextual cues; this makes listening an active skill rather than a passive one. The benefits for students include making inferences and monitoring their comprehension while listening.

In addition, audio materials play a crucial role in improving students' effective communication. One of the British Council digital platforms states that the use of audio resources helps students to become familiar with natural speech and accent, connecting with real life, thus increasing confidence and their listening performance in English. Because Randall's ESL virtual listening platform features authentic conversations, supplemented by comprehension exercises and immediate feedback, they are valuable opportunity for students to practice in a realistic context.

Technology- listening skills

The integration of technology into language teaching has been transformed into a way for students to develop listening comprehension skills. Digital resources provide access to a number of authentic tools, such as audio, videos, podcasts, and different interactive platforms that promote continuous language learning. According to Richards (2002), the use of technological resources helps students practice listening comprehension in a real-life context, thus improving their ability to recognize different accents, pronunciation, and speaking speeds. In addition, it provides a flexible environment that It helps students learn at their own speed and in a way that is good for their learning.

Likewise, computer-assisted learning is an effective strategy to improve the listening skills of foreign language learners. Warschauer (2020), argues that computer-assisted language learning (CALL) promotes more interactive and autonomous learning by offering multimedia activities that combine sound, information, and images. These resources increase student motivation and provide immediate feedback that helps identify errors and gradually improve listening comprehension. In this context, platforms such as Randall's ESL Cyber Listening Lab contain a valuable resource, therefore they offer activities organized by levels for all needs, allowing for gradual and meaningful learning.

On the other hand, different international institutions affirm that the inclusion of digital tools strengthens the development of language skills. According to UNESCO (2023), educational technologies help improve the availability of high-quality learning materials, which facilitates student participation and strengthens autonomous learning. In the specific case of listening comprehension skills, digital platforms allow the audio to be repeated as many times as the

student needs, and the speed of reproduction can be controlled. These elements contribute positively to a better understanding of spoken language and favor the development of communicative competence.

Authentic language learning

Learning a language through authentic input is one of the fundamental pillars of the communicative approach in the teaching of English, as it promotes the use of linguistic systems in real communication situations. Unlike materials designed exclusively for educational purposes, these resources allow students to experience language as it is used by native speakers in a variety of social, cultural, and professional contexts.

Gilmore (2007) argues that authenticity in learning is not limited to the use of original texts, but also directly involves the nature of the activities and, above all, the educational context. By incorporating resources such as pedagogical materials that reflect real speech, natural language features are integrated, as well as language expressions and cultural elements, transforming the learning experience. This is because students allow them to develop a more comprehensive educational capacity by learning to interpret and generate messages in situations identical to reality outside the classroom, which makes the learning more meaningful and applicable.

In addition, teaching based on real-world contexts helps students learn and understand texts and discourses. However, the impact of this approach is not only on the resources, but also in how the teacher plans the dynamics so that this practice makes sense. Researchers have shown in their studies that exposing students to truly interactive tools increases their motivation,

optimizes their participation in everyday environments, and reduces uncertainty when expressing themselves in another language. This is important for listening comprehension because it prepares them to recognize different intonations, speeds, and everyday language for good learning.

Theoretical basis

The theoretical foundation provides knowledge of the conceptual functioning that underpins English language learning. The most influential perspective is the theory of constructivism, according to Vygotsky's proposal, which argues that learning occurs through interaction and social cooperation. On the other hand, an important perspective of Piaget's cognitive constructivist approach is that proposed that students actively construct knowledge through experience in learning the English language. This means that students develop their understanding by interacting more with information, deepening it and applying it in different contexts.

Henri Holec's theory

Independent learning is known as an educational modality in which the student plays an active role and assumes full responsibility for their own learning. In addition, they can manage the process of acquiring knowledge. This implies that the student takes control of their learning instead of relying entirely on the teacher by setting goals, choosing learning methods, managing time, and evaluating results.

Holec (2017), a pioneer in this field, explained that learner autonomy means taking responsibility for one's own learning. Students decide what they want to learn, how they want to

learn, and how to evaluate their progress. When students have a positive attitude toward learning, they become more independent and more committed to their learning process.

Phill Berson later developed this concept further, arguing that student autonomy is not synonymous with learning in isolation; rather, it consists of developing the ability to manage one's own learning process, both inside and outside the classroom. According to Benson (2011), an autonomous student uses various resources and strategies to continue acquiring knowledge, even without the constant guidance of the teacher. This ability is especially important in English language teaching, as it allows students to practice the language using digital tools such as online platforms, audio-visual materials and podcasts, as well as other resources that continuously strengthen their listening comprehension.

Alex Gilmore's theory

A language approach based on authentic materials prioritizes the acquisition of knowledge through communicative content and situations that reflect the use of the language in the real world. Gilmore (2007) explained that these materials allow students to become familiar with the syntactic structures, vocabulary, and phonological and cultural elements of everyday communication, thus encouraging the development of more practical communication skills. In addition, these materials stimulate the interest of students, since they perceive a direct link between what they study and the situations they will encounter outside the classroom.

In terms of listening skills, there are a number of advantages to using authentic materials. It helps students listen to different accents, different speaking speeds, and natural English. Online platforms with real audio, interviews, conversations, and news give students more chances to

practice listening. These resources help students understand English better and feel more confident when they use the language in everyday situations.

Base legal

The legal basis for this study covers the Constitution of the Republic of Ecuador, which establishes that education is a fundamental right and an inevitable responsibility of the State.

Artículo 26.- “La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo”.

Artículo 27.- “La educación estará centrada en el ser humano y garantizará el desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia: será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz: estimulará el sentido crítico, el arte y la cultura física, la iniciativa y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar”.

Artículo 347. Numeral 8.- “Será responsabilidad del Estado: incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales”.

Artículo 355.- “El Estado reconocerá a las universidades y escuelas politécnicas autonomía académica, administrativa, financiera y orgánica, acorde con los objetivos del régimen

de desarrollo y los principios establecidos en la Constitución. Se 0reconoce a las universidades y escuelas politécnicas el derecho a la autonomía, ejercida y comprendida de manera solidaria y responsable. Dicha autonomía garantiza el ejercicio de la libertad académica y el derecho a la búsqueda de la verdad, sin restricciones; el gobierno y gestión de sí mismas, en consonancia con los principios de alternancia, transparencia y los derechos políticos; y la producción de ciencia, tecnología, cultura y arte (Constitución de la República del Ecuador (2008))”.

The articles of the Ecuadorian Constitution mentioned above constitute a solid foundation for the objectives of this study, as they determine the positive and negative impacts of digital learning platforms on students' academic participation. The law provides knowledge about the importance of the Ecuadorian State guaranteeing universal access to inclusive and linguistically diverse higher education.

Chapter III

Methodological Framework

Research Method

This study adopts a qualitative research methodology to explore in detail the use of Randall's ESL Cyber Listening Lab digital platform with a wide range of topics that allows to experience different listening situations, therefore students can use it as a listening comprehension tool in English as a Foreign Language (EFL) students.

Nassaji (2020) asserts that qualitative research aims to obtain a deep understanding of participants' experiences, perceptions, and behavior, seeking to interpret and identify patterns that emerge in the research process. In this case, learning a second language, this approach is valuable because it makes it easier for researchers to explore different and complex concepts that cannot be evidenced by statistical data alone. Through the use of mechanisms such as interviews, observations, field notes, the qualitative method provides detailed information that contributes to a more complete interpretation of the students' experiences.

Type of research

This study used a phenomenological research design to inquire into the experiences of students at Universidad Estatal Península de Santa Elena using Randall's ESL Cyber Listening Lab as an innovative resource for developing listening comprehension, which aims to understand how students interpret a phenomenon based on their personal experiences. Using this approach, it is possible to better capture the interpretations, feelings and opinions of the students with the use of the platform and their auditory development.

Data collection techniques

Data was collected through semi-structured individual interviews, which allowed participants to describe in detail their experiences and opinions. This technique provided an opportunity to gain individual opinions on the benefits, challenges, and utilization of Randall's ESL Cyber Listening Lab digital platform in the learning process.

Instruments

A semi-structured interview was used as a data collection tool. It consisted of 8 open questions designed to explore students' perceptions and experiences of the students.

This research was designed to analyze how students use Randall's Virtual English as a Second Language Listening Lab and its effect on the development of their listening ability. To do this, a semi-structured interview guide with eight open-ended questions was used.

The semi-structured interview protocol consisted of eight open-ended questions, which aimed to collect comprehensive data on students' opinions and experiences with Randall's ESL Cyber Listening Lab. Open-ended questions were chosen to obtain deeper qualitative data, as they allowed participants to express their thoughts, feelings and ideas in their own words.

The aim of the interview was to investigate how the platform supports vocabulary development, listening comprehension, student autonomy and overall English language acquisition. The data collected was directly relevant to the study's primary goal: to examine how Randall's ESL Online Listening Lab improved college students' listening comprehension.

Type of Questions: Open-ended.

Questions: 8.

Application method: The semi-structured interviews were conducted in through Zoom online platforms to ensure accessibility and flexibility for participants.

Purpose: The goal of this research was to examine how Randall's ESL Cyber Listening Lab fosters improved listening skills in college students. Thus, the study investigated the experiences of the students with the platform, the advantages and obstacles they encountered, and the extent to which interactive exercises, listening activities and authentic audio material contributed to improving their listening comprehension. The study also looked at participants' opinions about vocabulary acquisition, confidence in listening to English comprehension, and independent learning.

Data Collection Procedure and Resources

The information was collected at Peninsula Santa Elena State University (UPSE) from students who have used Randall's ESL Cyber Listening Lab as part of their English language learning process.

What: Qualitative data on students' perceptions, experiences, and challenges related to using the platform.

Where: On campus and via the zoom app to facilitate student access and participation.

When: During the 2026 academic period to ensure that the information reflected current teaching methods.

How: Conducting semi-structured individual interviews using an interview guide with the consent of being able to record them in order to be able to transcribe and carry out a thematic analysis.

Why: The purpose of this research was to analyze how Randall's ESL Cyber Listening Lab program helps students improve their listening skills, with an emphasis on concentration, participation, and comprehension. The information collected helped the researchers understand teaching practices better. It also gave useful information to support the study..

Population and Sample

The participants in this study were university students who were taking English classes at the Universidad Estatal Península de Santa Elena (UPSE). This study used a qualitative phenomenological approach. The main goal was not to study a large number of students, but to collect useful information from students who had experience with the topic.

Therefore, a purposive sampling technique was employed. Five university students who had previously used Randall's ESL Cyber Listening Lab as part of their English learning process were intentionally selected because they were able to provide detailed information about their experiences, perceptions, and opinions regarding the use of the platform. Their firsthand experience was considered essential for addressing the research objectives and gaining a deeper understanding of the phenomenon.

Chapter IV

Analysis of Findings

Brief explanation of the findings

This chapter explains the information gathered through interviews with university students on the topic of “Randall’s ESL Cyber Listening Lab to Improve Listening Skills in EFL Learners.” The objective of the chapter is to analyze the responses obtained from the students, offering a detailed view of the results and understanding their significance within the real-world context of the research.

The data collected shows how the use of the website helps students develop, enrich, and improve their listening skills and what key aspects they consider fundamental when using the website during their learning process.

Interpretation of Bibliographic Review

Question 1: How would you describe your experience using Randall’s ESL Cyber Listening Lab?

Table 1

Experience using Randall’s ESL Cyber Listening Lab

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee
Question 1	The website as an interesting and rewarding experience that helped support the	Practice English in a more dynamic way and get used to hearing	It's interesting because it doesn't just use textbook English,	My experience using Randall’s ESL Cyber Listening Lab has been good. The platform is	My experience has been very positive, as the Listening Lab has been good. The platform is

improvement of their English listening comprehension.	different accents and speeds.	making the user accustomed to the language as it's spoken in real life.	easy to use and has many interesting exercises that have helped me improve my listening comprehension, especially in English.	easy to use and has many interesting exercises that have helped me improve my listening comprehension, especially in English.
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The students said that Randall's ESL Cyber Listening Lab was helpful and gave them a good learning experience to improve their English listening skills. They explained that the platform offers interesting and enjoyable activities that make them want to keep practicing. They also said that the different listening activities help them hear English in real-life situations and become more familiar with the language. Overall, the students described the website as useful, easy to use, and effective because it helps them learn English and practice by themselves. These perceptions suggest that Randall's ESL Cyber Listening Lab not only contributes to the development of listening comprehension but also fosters a more active and autonomous learning experience, reinforcing its role as a supplementary resource for language study.

This finding is supported by Castillo and Vargas (2023), who explained that authentic materials are useful tools for teaching English because they help students develop their listening skills. The authors found that students were able to predict the content of the audio, identify the main idea, recognize important vocabulary, and understand the order of events while listening.

Question 2: What difficulties have you encountered when using this tool?

Table 2

Difficulties in using the tool

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 2	The website is a fairly accessible and easy-to-use tool.	He has trouble understanding some words when the audios are very fast or when they use vocabulary he doesn't know.	The speed of the local accents was a bit frustrating, and the interface seemed a little outdated and static compared to modern applications.	Some recordings were a little difficult to understand because the speakers were speaking quickly.	At first I had difficulty understanding some audio recordings, especially those at intermediate and advanced levels, due to the speed at which the native speakers spoke.

The students said that they had some challenges when using Randall's ESL Cyber Listening Lab. They explained that the website was easy to use and easy to access, but the difficulties were in the listening activities, not in the platform. They said that some audio recordings were difficult because people spoke very fast, there were new words, and they heard native English accents. These challenges were more common in the intermediate and advanced levels. The students also said that these activities were not easy, but they helped them improve their listening skills and learn more English.

Similarly, Al-Bakosh & Toubot (2026) concluded that authentic listening materials expose learners to natural language and improve listening comprehension despite presenting challenges such as unfamiliar vocabulary and variations in speech. These difficulties are considered an essential part of developing effective listening skills in EFL contexts.

Question 3: What do you think about the effectiveness of Randall’s ESL Cyber listening Lab in improving listening comprehension skills?

Table 3

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 3	The participant believes learning English is important because it creates opportunities in various professional fields.	It is a useful tool because it allows you to practice constantly and gradually improve your listening comprehension.	Randall's ESL Cyber Listening Lab is a very effective tool for improving listening comprehension.	It is a very effective tool because it offers audio recordings of real-life situations and activities that help develop listening comprehension.	It is extremely effective, as the combination of audio with immediate comprehension exercises forces the brain to process information actively rather than passively.

Effectiveness of Randall’s ESL Cyber listening Lab

The students described Randall's ESL Cyber Listening Lab as an effective resource for improving listening to comprehension, highlighting that the platform offers various opportunities for continued practice through listening activities based on everyday, real-life situations. They

felt the exercises encouraged active information processing, helping them become more engaged in listening tasks. They emphasized the importance of learning English in the workplace due to the opportunities it provides, implying that the platform offers more than just language practice; it also significantly supports academic and professional development.

This finding agrees with Alamri (2025), who stated that authentic listening materials help students listen to real English. These materials increase students' motivation and help them improve their listening skills in meaningful learning situations.

Question 4: How does Randall's ESL Cyber Listening Lab support your autonomous learning compared to other learning resources?

Table 4

Autonomous learning compared to other learning resources

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 4	Understands better what's happening around him when someone else is speaking English.	It allows me to practice on my own, at any time and at my own pace, without depending on a teacher.	While other platforms only offer a video or podcast to listen to, Randall's Lab guides you step-by-step through preparation steps, quizzes with instant feedback, and explanations.	It greatly supports my self-directed learning because I can study at my own pace and choose the topics that interest me most.	The page offers instant feedback, which is vital for selfdirected learning.

The students considered Randall's ESL Cyber Listening Lab a valuable resource that fosters self-directed learning, highlighting that the platform allows for independent study without relying solely on a teacher. They emphasized that the step-by-step features, vocabulary explanations, and feedback help monitor progress and thus better understand the activities. They mentioned that the skills developed through the platform improve their ability to understand the language in real-life situations. Based on the responses, they suggest that the platform not only supports development but also self-directed learning, as it provides flexibility and immediate feedback.

Similarly, Terzioğlu & Kurt, (2022) argue that digital learning environments incorporating interactive activities, continuous assessment, and immediate feedback encourage learners to take greater responsibility for their learning while improving listening performance and engagement.

Question 5: How has Randall's ESL Listening Lab influenced your autonomous learning?

Table 5

Influence of autonomous learning

Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
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Question 5	It is a website that is easy to navigate and work with.	It has helped me to be more consistent in practicing English and to have more confidence when listening to conversations in this language.	Has had a very positive impact on my self-directed learning.	It has had a positive influence because it has helped me to be more independent in my learning.	It has significantly improved my discipline and organization when studying English.
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The responses indicated that Randall's ESL Cyber Listening Lab has positively influenced self-directed learning by encouraging regular language practice, helping to develop consistent study routines, and increasing confidence when listening to conversations. They also highlighted that the website significantly improved discipline and organization while studying, demonstrating its contribution to developing self-regulation skills for independent learning. These responses confirm that the website helps students develop positive habits that strengthen their autonomy.

This is consistent with Fatih (2022) The students should be motivated to listen, whether in class or at home. The students should form a habit of listening by trying to understand contexts in English frequently. It is because the more they practice, the better their listening comprehension will be.

Question 6: Based on your experience, what advice would you give to students who are beginning to use Randall's ESL Cyber Listening Lab for autonomous learning?

Table 6

Advice for beginners

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 6	The participant advises new users to be patient, as Randall's ESL Cyber Listening Lab supports gradual learning at each individual's own pace.	I would recommend practicing frequently, starting with the easier levels, and not getting discouraged if you don't understand everything at first.	My advice is to be patient and not get discouraged if you don't understand something in the first audio recordings.	I recommend practicing often and not giving up if you do not understand everything the first time.	I recommend that students start with the basic level, practice regularly, and not feel discouraged if they do not understand everything at the beginning.

The students recommended that new users use the website with patience and keep practicing. They said that listening skills improve little by little, so users should not feel discouraged if they do not understand all the audio at the beginning. They stressed the importance of regular practice, starting from basic levels and progressing to more complex ones. With these recommendations, they suggested that students recognize the learning process.

Alamri (2025) notes that authentic listening materials may initially challenge learners because of their complexity; however, continuous exposure and gradual progression enable students to improve their listening comprehension and confidence over time.

Question 7: What aspects of using Randall's ESL Cyber Listening Lab would you advise new users to focus on, and why?

Table 7

Aspects of using Randall's ESL Cyber Listening Lab that users experienced

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 7	Suggests that learners should advance to higher levels once they master their current level in order to continue progressing in their learning.	Focus on listening carefully and repeating the exercises several times, because that helps you understand the audio better.	I would recommend paying special attention to the vocabulary section and the interactive conversational scripts.	I would advise you to focus on understanding the main idea of the audios before trying to understand each word.	I would suggest focusing first on the new vocabulary that appears in each lesson and on understanding the grammar within its realworld context

Participants identified several strategies they considered essential for effectively using the website, recommending progressing gradually and not rushing to advance to more complex levels without having mastered the previous ones. They also emphasized the importance of listening carefully, repeating the audio if necessary, and focusing on the main idea instead of guessing. They highlighted the value of the vocabulary sections, interactive scripts, and grammar presented, as these help reinforce understanding and language acquisition.

Question 8: Which aspects of Randall's ESL Cyber Listening Lab do you consider most useful to improving listening comprehension?

Table 8

Important aspects to improve listening comprehension

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 8	The listening exercise and the accompanying test, with grammar explanations.	The audios at different levels and the comprehension questions are the aspects I consider most useful because they help to assess what has been understood.	The different levels of difficulty and the quick responses of the questionnaires.	The most useful aspects are the authentic audio recordings, the comprehension exercises, and the variety of topics.	The different exercises require a high level of concentration and specific attention to the details of the audio.

They considered the value of the authentic audio recordings, as these expose students to real-life English in everyday situations, as well as the comprehension exercises and quizzes, because they facilitate feedback on their understanding. They highlighted the organization into levels, which allows for progressive learning, as well as the grammar explanations, the variety of topics, and the immediate feedback.

They emphasized that the website helps students develop essential cognitive skills for effective comprehension. With these findings, the students believe that the platform, beyond simply providing content, combines pedagogical materials that support the development of listening skills.

Terzioğlu & Kurt (2022) explained that digital environments with interactive activities and continuous assessment favor the learning of listening.

Chapter V

Conclusions and recommendations

This chapter presents the conclusions and recommendations derived from the analysis of the results of the research. Considering the general objective and the specific objectives, this study examined university students' perceptions of using Randall's ESL Cyber Listening Lab to improve their listening skills when learning English as a foreign language.. The results perceived that the platform is an important digital resource for developing listening comprehension, encouraging continuous practice through authentic materials, and promoting independent learning; all of these elements complement classroom instruction.

The results show that students have positive opinions about using Randall's ESL Cyber Listening Lab. Many students said that the interactive exercises on the platform help them improve their English listening skills. They also said that the website has real audio, interactive activities, and different levels of difficulty. The students believe that this digital platform helps improve listening comprehension and gives useful support for learning English.

Students' experiences with the platform provided useful information about their learning. The results showed that students enjoyed practicing with real English audio and learning at their own pace. They also appreciated the flexibility of the platform. These findings agree with previous studies, which show that digital tools support learning by using authentic and wellorganized materials.

Student evaluations of Randall's ESL Cyber Listening Lab website revealed that it not only serves as a platform for listening exercises but also as a tool that encourages the

development of listening strategies. In this way, the objective of collecting information on the effectiveness of the digital platform was achieved, demonstrating that its use provides tangible benefits to improve the listening skills of students learning English as a foreign language.

In terms of advances in listening comprehension, a significant aspect of the research focused on the role of platforms in promoting autonomous learning. Students can access different activities at any time, select levels according to their needs, and practice as many times as needed. This allows them to actively participate in the learning process. This perspective is consistent with the existing literature that emphasizes the importance of autonomy as an important factor for the ongoing development of language skills.

Recommendations

The results suggest that Randall's ESL Cyber Listening Lab can be very effective if the site is integrated into the curriculum rather than simply used as a supplemental resource. In practice, this means that educational institutions and teachers should facilitate such integration through structured listening exercises. This allows students to overcome difficulties in understanding authentic auditory material, expand their vocabulary, and gain the confidence they need to act in difficult real-world communication situations.

Universities could promote the continued use of digital resources with a focus on listening comprehension by adopting hybrid learning planning. Integrating these tools into curricula would create more opportunities for practice outside the classroom and promote the gradual development of student autonomy, which is a fundamental skill in language learning.

Students are encouraged to start at an introductory level of the platform, and thus gradually progress as they improve their skills. Repeatedly listening to audio material, focusing on key content, and conducting exercises that provide immediate feedback promote effective learning and steady progress. This approach prevents initial difficulties from reducing interest and motivation.

Future studies could explore the use of Randall's ESL Cyber Listening Lab with a larger number of students or compare students' listening skills before and after using the platform. This could provide a better understanding of how the platform supports listening development and other English language skills.

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Annexes

Annex A: Certified Anti-Plagiarism System

Certificado sistema anti plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “RANDALL'S ESL CLL TO ENHANCE LISTENING SKILLS IN EFL LEARNERS” elaborado por las estudiantes ALVIA MEJILLON YULISSA ALEXANDRA y PANCHANA GONZALEZ YARITZA MICHELLE de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 8 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente



MSc. Diana Terán Molina

TUTOR



Informe de análisis

Compilatio Magister+ | UPSE-ECU

Tesis Yaritza Panchana and Yulissa Alvia

ID : b1c0bae293ece2046de489da071effe8bb50bff5



8%

Textos sospechosos

Nombre del fichero : Tesis Yaritza Panchana and Yulissa Alvia
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Resumen (sección 1/3)

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Annex B: Questionnaire

Topic: Randall's ESL Cyber Listening Lab to enhance listening skills in EFL learners **Open-ended questions:**

- 1.- How would you describe your experience using Randall's ESL Cyber Listening Lab?
- 2.- What difficulties have you encountered when using this tool?
- 3.- What do you think about the effectiveness of Randall's ESL Cyber Listening Lab in improving listening comprehension skills?
- 4.- How does Randall's ESL Cyber Listening Lab support your autonomous learning compared to other learning resources?
- 5.- How has Randall's ESL Cyber listening Lab influenced your autonomous learning?
- 6.- Based on your experience, what advice would you give to students who are beginning to use Randall's ESL Cyber Listening Lab for autonomous learning?
- 7.- What aspects of using Randall's ESL Cyber Listening Lab would you advise new users to focus on, and why?
- 8.- Which aspects of Randall's ESL Cyber Listening Lab do you consider most useful to improving listening comprehension?

Annex C: Transcription

Interview #1

1.- How would you describe your experience using Randall's ESL Cyber Listening Lab?

My experience using Randall's ESL Cyber Listening Lab has been good. The platform is easy to use and has many interesting exercises that have helped me improve my listening comprehension, mostly in English. On the other hand, the different levels of difficulty allow me to advance little by little.

2.- What difficulties have you encountered when using this tool?

At first, some recordings were a bit difficult to understand because the speakers spoke fast. However, with consistent practice, I was able to get used to the rhythm and improve my ability to understand spoken English.

3.- What do you think about the effectiveness of Randall's ESL Cyber Listening Lab in improving listening comprehension skills?

I think it is a very effective tool because it offers audio of real situations and activities that help develop listening comprehension. Thanks to it, I have improved my ability to identify words, expressions, and important details in conversations.

4.- How does Randall's ESL Cyber Listening Lab support your autonomous learning compared to other learning resources?

This platform is very supportive of my autonomous learning because I can study at my own pace and choose the topics that interest me the most. In addition, the activities and answers allow me to evaluate my progress without the need for constant help from a teacher.

5.- How has Randall's ESL Cyber listening Lab influenced your autonomous learning?

It has influenced me in a positive way because it has helped me to be more independent in my learning. I now practice English more often and am more confident in understanding English conversations and audios.

6.- Based on your experience, what advice would you give to students who are beginning to use Randall's ESL Cyber Listening Lab for autonomous learning?

I would recommend them to practice regularly and not get discouraged if they don't understand everything at first. It is also important to listen to the audios several times and review the answers to learn from mistakes.

7.- What aspects of using Randall's ESL Cyber Listening Lab would you advise new users to focus on, and why?

I would advise them to focus on understanding the main idea of the audios before trying to understand each word. This helps develop a better overall understanding and makes learning more effective.

8.- Which aspects of Randall's ESL Cyber Listening Lab do you consider most useful to improving listening comprehension?

I consider authentic audios, comprehension exercises and the variety of topics to be the most useful aspects. These elements allow you to practice different real situations and gradually improve your listening skills in English.

Interview #2

1.- How would you describe your experience using Randall's ESL Cyber Listening Lab?

My experience has been good. It has helped me to practice English in a more dynamic way and to get used to hearing different accents and speeds.

2.- What difficulties have you encountered when using this tool?

Sometimes I find it difficult to understand some words when the audios are very fast or when they use vocabulary that I don't know.

3.- What do you think about the effectiveness of Randall's ESL Cyber Listening Lab in improving listening comprehension skills?

I think it's a useful tool because it allows you to constantly practice and gradually improve your listening comprehension.

4.- How does Randall's ESL Cyber Listening Lab support your autonomous learning compared to other learning resources?

It allows me to practice on my own, at any time and at my own pace, without depending on a teacher.

5.- How has Randall's ESL Cyber listening Lab influenced your autonomous learning?

It has helped me to be more consistent in practicing English and to be more confident in listening to conversations in this language.

6.- Based on your experience, what advice would you give to students who are beginning to use Randall's ESL Cyber Listening Lab for autonomous learning?

I would recommend them to practice frequently, start with the easiest levels and not get discouraged if at first they do not understand everything.

7.- What aspects of using Randall's ESL Cyber Listening Lab would you advise new users to focus on, and why?

I would advise them to focus on listening carefully and repeat the exercises several times, because that helps to better understand the audios.

8.- Which aspects of Randall's ESL Cyber Listening Lab do you consider most useful to improving listening comprehension?

The audios of different levels and the comprehension questions are the aspects that I consider most useful because they help to evaluate what has been understood.

Interview #3**1.- How would you describe your experience using Randall's ESL Cyber Listening Lab?**

My experience has been very positive, as the platform has allowed me to practice listening comprehension in a dynamic and organized way. The different levels of difficulty have helped me to progress gradually and gain greater confidence when listening to conversations in English.

2.- What difficulties have you encountered when using this tool?

At first I had difficulty understanding some audios, especially intermediate and advanced level ones due to the speed with which native speakers spoke. However, with consistent practice and the support of transcriptions, I was able to overcome those difficulties and improve my understanding.

3.- What do you think about the effectiveness of Randall's ESL Cyber Listening Lab in improving listening comprehension skills?

I think it has been a very useful tool because it has allowed me to get used to different accents and contexts of communication. In addition, comprehension questions and follow-up activities help me check what I have understood and identify areas that I need to reinforce.

4.- How does Randall's ESL Cyber Listening Lab support your autonomous learning compared to other learning resources?

It allows me to learn at my own pace, choose the topics that interest me the most and repeat the audios as many times as necessary. I can also assess my progress through the exercises and review transcripts when in doubt, which encourages more independent learning.

5.- How has Randall's ESL Cyber listening Lab influenced your autonomous learning?

It has improved my discipline and organization when studying English. I now regularly spend time practicing listening comprehension and am more responsible for my own learning, as I can identify my strengths and work on my weaknesses without completely relying on a teacher.

6.- Based on your experience, what advice would you give to students who are beginning to use Randall's ESL Cyber Listening Lab for autonomous learning?

I would recommend them to start with the basic level, practice frequently and not get discouraged if they don't understand everything at first. It is also important to repeat the audios several times, review the transcripts and learn new vocabulary to improve progressively.

7.- What aspects of using Randall's ESL Cyber Listening Lab would you advise new users to focus on, and why?

I would advise them to focus on understanding the main ideas before trying to understand each word. In addition, they should take advantage of vocabulary activities and comprehension questions, as they strengthen both listening and the acquisition of new English expressions.

8.- Which aspects of Randall's ESL Cyber Listening Lab do you consider most useful to improving listening comprehension?

I find transcriptions, comprehension questions, vocabulary exercises, and level sorting to be the most useful features. These tools make it easier to understand the audios and allow you to learn new words within a real context.

Interview #4

1.- How would you describe your experience using Randall's ESL Cyber Listening Lab?

It was a really interesting and rewarding experience, since I was looking for a website to help me improve my English listening comprehension.

2.- What difficulties have you encountered when using this tool?

None it is a fairly accessible and easy-to-use tool.

3.- What do you think about the effectiveness of Randall's ESL Cyber Listening Lab in improving listening comprehension skills?

I think it's a good idea because it's something that's necessary for everyone these days—knowing and understanding another language opens many doors in different industries.

4.- How does Randall's ESL Cyber Listening Lab support your autonomous learning compared to other learning resources?

As my listening comprehension improves, I get a better sense of what's going on around me when someone else is speaking English.

5.- How has Randall's ESL Cyber listening Lab influenced your autonomous learning?

Pretty good it's a website that's easy to navigate and work with.

6.- Based on your experience, what advice would you give to students who are beginning to use Randall's ESL Cyber Listening Lab for autonomous learning?

Please be patient, as everyone progresses at a different pace, but this progress is natural thanks to the learning opportunities provided by Randall's ESL Cyber Listening Lab.

7.- What aspects of using Randall's ESL Cyber Listening Lab would you advise new users to focus on, and why?

If they already have a good grasp of a level, they should move on to the next one so they can continue making progress in their learning.

8.- Which aspects of Randall's ESL Cyber Listening Lab do you consider most useful to improving listening comprehension?

The listening exercise and the accompanying test, with grammar explanations.

Interview #5**1.- How would you describe your experience using Randall's ESL Cyber Listening Lab?**

My experience has been very positive and productive, as the platform stands out to offer a clear structure that allows you to move from basic to advanced level exercises, ideal for measuring real progress.

2.- What difficulties have you encountered when using this tool?

At first, the most difficult thing was to adjust the ear to the different accents and the natural speed of native speakers, but constant repetition and the use of hyphens help to overcome this barrier little by little.

3.- What do you think about the effectiveness of Randall's ESL Cyber Listening Lab in improving listening comprehension skills?

It is extremely effective, because the combination of audio with immediate comprehension exercises forces the brain to process information actively and not passively.

4.- How does Randall's ESL Cyber Listening Lab support your autonomous learning compared to other learning resources?

This page offers instant feedback, which is vital for autonomous learning, as you don't depend on a teacher to know if you made a mistake.

5.- How has Randall's ESL Cyber listening Lab influenced your autonomous learning?

It allowed me to develop a habit of "active listening" that I didn't have before, making my study much more focused and efficient.

6.- Based on your experience, what advice would you give to students who are beginning to use Randall's ESL Cyber Listening Lab for autonomous learning?

My biggest advice is to be consistent about intensity: it is better to dedicate 15 or 20 minutes a day than to try to do hours of exercise only once a week.

7.- What aspects of using Randall's ESL Cyber Listening Lab would you advise new users to focus on, and why?

I would suggest focusing first on the new vocabulary that appears in each lesson and understanding grammar within its real context, as understanding why a certain structure is used in a conversation helps more than just memorizing grammar rules.

8.- Which aspects of Randall's ESL Cyber Listening Lab do you consider most useful to improving listening comprehension?

I consider authentic audios, comprehension exercises and the variety of topics to be the most useful aspects. These elements allow you to practice different real situations and gradually improve your listening skills in English