



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

**“The Influence of the Virtual Environments in the  
Teaching Process of the English Language to PINE  
Major Students”**

**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 the Advisor of the research paper under the title **“The Influence of the Virtual Environments in the Teaching Process of the English Language to PINE Major Students”** prepared by Jordy Richard De La A Rivas, undergraduate students of Pedagogy of National and Foreign Languages Major, School of Educational Science and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the research project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Elena', enclosed within a large, loopy oval shape.

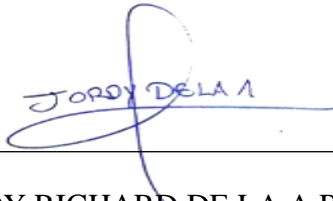
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## Statement of Authorship

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## **Declaration**

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

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## **Dedication**

I would like to dedicate this research project to my grandparents who, while they were alive, were a great emotional support, continually encouraging me to achieve my goals. To my parents who have never stopped supporting me in my studies and for always taking care of my emotional stability. My siblings admired my dedication to my studies and for always encouraging me with their words of encouragement. Finally, to all my classmates who motivated me to continue my studies and not to give up.

With love,

Jordy Richard De La A Rivas

## **Abstract**

This research project explores the influence of virtual environments on the teaching process of the English language to PINE major students. The integration of virtual environments in language instruction has garnered significant attention in recent years, offering unique opportunities for interactive and dynamic learning experiences. The objective of this study is to describe the influence of virtual environments on English language instruction. The research adopts a qualitative approach in which one seeks to understand the reality of the influence of the virtual environments in the teaching process of the English language, by examining the opinions and experiences of the participants, employing interviews with PINE major teachers who have experience teaching English in virtual settings. The data collected through one-to-one interviews are analyzed experiences and perspectives of the participants while teaching English in a virtual environment. The findings of this study contribute to the understanding of how virtual environments can enhance motivation, engagement, and interaction among students. Through integrating virtual environments effectively, teachers can foster a strong desire to learn and improve language skills in PINE major students.

**KEYWORDS:** Virtual environments, English language teaching, motivation, engagement, interaction.



## **Resumen**

Este proyecto de investigación explora la influencia de los entornos virtuales en el proceso de enseñanza de la lengua inglesa a estudiantes de la especialidad de PINE. La integración de entornos virtuales en la enseñanza de idiomas ha suscitado una gran atención en los últimos años, ya que ofrece oportunidades únicas para experiencias de aprendizaje interactivas y dinámicas. El objetivo de este estudio es describir la influencia de los entornos virtuales en la enseñanza del inglés. La investigación adopta un enfoque cualitativo, un marco fenomenológico, en el que se pretende comprender la realidad de la influencia de los entornos virtuales en el proceso de enseñanza de la lengua inglesa, mediante el examen de las opiniones y experiencias de los participantes, empleando entrevistas con profesores de la especialidad de PINE que tienen experiencia en la enseñanza del inglés en entornos virtuales. Los datos recogidos a través de entrevistas individuales se analizan las experiencias y perspectivas de los participantes mientras enseñan inglés en un entorno virtual. Los resultados de este estudio contribuyen a la comprensión de cómo los entornos virtuales pueden mejorar la motivación, el compromiso y la interacción entre los estudiantes. Mediante la integración eficaz de los entornos virtuales, los profesores pueden fomentar un fuerte deseo de aprender y mejorar las habilidades lingüísticas en los estudiantes de la especialidad de PINE.

**PALABRAS CLAVE:** Entornos virtuales, enseñanza de inglés, motivación, compromiso, interacción.

## **Index**

Acknowledgment .....	6
Dedication .....	7
Abstract .....	8
Resumen.....	9
Introduction.....	13
Chapter I.....	16
Research topic .....	16
Title of the project.....	16
Problem Statement .....	16
Problem Question.....	19
General question .....	19
Specific questions .....	19
Objectives .....	20
General objective .....	20
Specific Objectives .....	20
Justification .....	20
Chapter II .....	21
Theoretical Framework.....	21

Background.....	21
Teaching through Virtual Environments .....	23
Pedagogical basis .....	24
Theoretical Basis.....	25
Integration of Virtual Environments.....	25
Virtual learning environments .....	26
Teaching English .....	26
Collaborative learning.....	27
Blended learning .....	27
Motivation.....	28
Engagement.....	28
Interaction .....	29
Variables of the study .....	30
Dependent variable .....	30
Teaching English .....	30
Independent variable.....	30
Virtual environments .....	30
Chapter III.....	30
Methodological framework.....	30
Methods.....	31

Type of Research .....	31
Population and Sample .....	34
Chapter IV.....	35
Analysis of Findings .....	35
Interpretation of data.....	35
Analysis and Discussion .....	43
Chapter V .....	46
Reflection of the Study .....	46
References.....	51
Annexes.....	55
Annex A:.....	55
Annex B:.....	56
Annex C: Interview transcription.....	57
Annex interview recordings.....	79

## Tables

Table 1 .....	33
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## Figures

Figure 1 .....	36
Figure 2 .....	37
Figure 3 .....	38
Figure 4 .....	39
Figure 5 .....	40
Figure 6 .....	41
Figure 7 .....	42

## **Introduction**

In recent years, the integration of virtual environments into the teaching process of the English language has gained considerable attention, particularly in the context of PINE major students. Virtual education offers unique opportunities for language learners to engage in interactive and dynamic learning experiences. Moreover, the implementation of virtual environments in language instruction has the potential to foster motivation, engagement, and interaction among students. Therefore, it is crucial for educators to explore the influence of virtual environments on the teaching process and adapt their pedagogical strategies to incorporate innovative technologies.

This research project aims to investigate the impact of virtual environments on the teaching process of the English language to PINE major students. This study emphasizes the importance of the field of English language teaching and learning within virtual environments. While the influence of virtual environments on education plays an important role, there is still a need to deepen our understanding of how these environments specifically affect students' motivation, engagement, and interaction. Therefore, this research will provide insights into how the integration of virtual environments can enhance students' enthusiasm and motivation to learn English.

Virtual environments offer language learners the opportunity to engage in interactive and dynamic learning experiences. The incorporation of online learning has expanded beyond academic and business education, now encompassing primary education as well. The global presence of the COVID-19 pandemic took a shift from face-to-face to virtual education, leading to increased accessibility for teachers and students to interactive digital educational content,

multimedia resources, and evaluative activities. The Ministry of Education, throughout Latin America, has undergone significant reforms to adapt to this new educational landscape.

This research project adopts a qualitative research method employing interviews to explore and collect information on the influence of virtual environments in the teaching process of English language to PINE major teachers. Phenomenology serves as the philosophical and methodological framework, aiming to understand and interpret participants' knowledge. The technique for data collection is one-to-one interviews which allow for gathering in-depth information from the interviewees regarding their experiences in teaching English in virtual environments.

The research was conducted with the teachers of the PINE major at UPSE University where there are sixteen educators in total, located in the province of Santa Elena, chosen for their current experience in teaching English language using virtual environments. Five teachers with experience in teaching the English language using virtual learning environments within the PINE major participated in the study and provided relevant elements for this research project.

This research project is organized into five chapters: The first chapter explains the problem statement which is to explore the influence of virtual environments defining the benefits and challenges of integrating virtual environments into English language teaching and learning teaching the English language. The second chapter compiles the investigations carried out by previous authors that constitute the basis of this investigation. The third chapter defines the methods that were applied to explore the factors that influence the English language teaching process, the data collection techniques, the instrument, and the description of the sample, to collect information about the influence of virtual environments in the teaching process of teachers of English language PINE major through open-ended questionnaires. In the fourth

chapter, the data collected is analyzed on the influence of factors such as motivation, engagement, and interaction in teaching English in virtual environments by the students and their relationship with the theories presented in the second chapter in the correlation between the literature review and the data gathered from the interviews. Finally, the fifth chapter presents reflections from the authors regarding the research process, the knowledge acquired, and the experiences learned along this journey.



## Chapter I

### **Research topic**

Virtual Environment and EFL Teaching

### **Title of the project.**

“The influence of the virtual environments in the teaching process of the English language to PINE major students”

### **Problem Statement**

Virtual education in the English language learning process is a topic that has attracted a deal of attention in recent years. Virtual environments offer unique opportunities for language learners to immerse themselves in an interactive and dynamic learning environment. Moreover, to implement virtual environments into the teaching process, educators can create motivation, engagement, and interaction. In fact, to explore the impact of virtual environments on language teaching is crucial for educators to adapt their teaching strategies and adopt innovative technologies.

A study conducted in Ecuador focused on the influence of virtual environments on English language learning in high school students (Avila, 2020). The research analyzed the main components of virtual environments, such as content management, planning and mapping of the curriculum, participation, and administration of students, communication and collaboration, and real-time communication. The study found that most students lacked knowledge about virtual environments but believed that using this alternative educational technology would help improve the learning process.

Despite the growing use of virtual environments in English language teaching, there is limited understanding of how these environments influence students' motivation, engagement,

and interaction, for English language learning. This study aims to explore the influence of virtual environments based on these factors, defining the benefits and challenges of integrating virtual environments into English language teaching and learning.

Therefore, the implementation of virtual environments for English language teaching has several benefits for student motivation. According to Zhang (2020), virtual environments can greatly stimulate students' enthusiasm for learning English. They provide an immersive learning experience that is almost indistinguishable from the real world, which can improve the learning effect by 26-32%.

One of the key factors to consider in the research is the impact of virtual environments on learner motivation. Motivation plays a vital role in language learning, as it determines the extent to which learners actively participate and invest effort in their studies. In the context of virtual environments, it is essential to understand how the use of technology influences students' motivation to learn English. Therefore, by exploring this aspect, educators can develop strategies to create a motivating and supportive virtual learning environment that encourages students to learn English.

Engagement is another critical aspect that is affected by the integration of virtual environments in English language teaching (Uygun, 2022). In a traditional classroom, engagement can be fostered through face-to-face interactions, group work, and hands-on activities. However, in virtual environments, educators must find innovative ways to promote student engagement and sustain their interest in the language learning process (Hassan, 2021). Self-directed learning becomes especially relevant, as learners must take responsibility for their learning process and actively seek out resources and activities that enhance their language skills (Zhu, 2022). Understanding how virtual environments influence learner engagement can help

educators design interactive and stimulating online activities that suit individual learning styles and preferences.

Interaction between teachers and learners is a fundamental component of the English language learning process (Willermark, 2021). In a physical classroom, teachers can provide immediate feedback, clarify doubts and guide students in the language acquisition process. Virtual environments, on the other hand, introduce new dynamics to this interaction. Educators must adapt their teaching strategies to ensure effective communication and meaningful interaction with learners in the online space (Xie et al., 2022). Exploring how virtual environments influence teacher-student interaction can shed light on best practices for fostering a supportive and communicative online learning environment.

To address these issues, it is necessary to gather information based on the experiences of teachers who have taught the English language in virtual environments. Their insights and perspectives can provide information on the challenges they face in motivating students, promoting engagement, and facilitating meaningful interaction. By collecting and analyzing this data, I aim to contribute to the improvement of the English language learning process in virtual environments. The findings of this study will provide information on educators' experiences which will help to enhance student motivation, engagement, and interaction, ultimately improving the overall language learning experience in virtual environments.

The main objective of this research is to examine how virtual environments influence the motivation, engagement, and interaction of students majoring in Pedagogy of National and Foreign Languages (PINE) during the English language learning process. Motivation, engagement, and interaction are significant factors that impact the effectiveness of language

instruction; understanding their influence in the context of virtual environments is key to improving the English language learning experience.

This study will explore the specific ways in which virtual environments influence the motivation levels of PINE students. The aim is to explore how motivation influence in virtual environments can enhance students' enthusiasm and drive to learn English. Additionally, this research will define how virtual environments facilitate student engagement. Lastly, it will analyze the impact of virtual environments on the interaction between PINE students and their teachers, focusing on the effectiveness of communication, feedback, and collaborative learning in the online setting.

### **Problem Question**

#### ***General question***

How does the use of virtual environments influence the teaching process of the English language to PINE major students in Santa Elena province, Ecuador?

#### ***Specific questions***

1. How does the implementation of virtual environments influence the English language teaching process for PINE major students in Santa Elena province?
2. Which strategies do educators apply in virtual environments to influence PINE major students' motivation, engagement, and interaction in the English language learning process?
3. What are the benefits and challenges of using virtual environments for teaching English to PINE major students?

## **Objectives**

### ***General objective***

To explore the influence of virtual environments on the teaching process of the English language to PINE major students.

### ***Specific Objectives***

To describe the influence of virtual environments on the teaching process of English to PINE major students.

To define the teaching strategies educators, apply in virtual environments to influence PINE major students' motivation, engagement, and interaction.

To identify the benefits and challenges of virtual environments for English language learning.

## **Justification**

The present study holds significance in the field of English language teaching and learning within virtual environments. The influence of virtual environments on language education has gained significant attention in recent years, yet there is still a need to deepen our understanding of how these environments specifically impact students' motivation, engagement, and interaction. Therefore, this research will provide information on how the implementation of virtual environments can increase students' enthusiasm and motivation to learn English. Understanding the factors that positively impact motivation in virtual environments can inform educators in creating engaging and supportive online learning environments that foster a strong desire to learn and improve language skills.

Engagement is another aspect affected by the integration of virtual environments in language teaching. Furthermore, the interactions and hands-on activities promote student

engagement. However, in virtual environments, new strategies are required to sustain student interest and active participation. This study aims to investigate how virtual environments facilitate self-directed learning and personalized language acquisition experiences, allowing students to take ownership of their learning process.

In addition, the interaction between teachers and learners is a fundamental component of the language-learning process. On the one hand, virtual environments introduce new dynamics to this interaction, necessitating the adaptation of teaching strategies to ensure effective communication and meaningful interaction online. On the other hand, examining how virtual environments influence teacher-student interaction will contribute to the development of best practices for creating a supportive and communicative online learning environment.

The present research will be carried out through an interview to a group of teachers using virtual environments in the Pedagogy of National and Foreign Languages (PINE) major at Universidad Estatal Peninsula de Santa Elena. This context adds value to the study as it explores the experiences and challenges faced by language educators, allowing for insights that will serve as a basis for reporting the development of effective teaching strategies within virtual environments.

## **Chapter II**

### **Theoretical Framework**

#### ***Background***

Virtual education has become a popular topic in recent years, especially in the context of language learning. Virtual environments provide opportunities for language learners in an interactive and dynamic learning environment.

Virtual education mentions different forms of education that are not involved “students and instructors collaborating in person, at least not in the same room. While some of these forms of education involve real-time meetings, the teacher and student usually are in different locations and connected via computer” (Christensen, 2023).

Sarkar (2020) mentions that online learning is no longer just for academic, institutional, or business education, but also for primary school and that it is increasingly being incorporated into educational planning. At the same time, it has proven to be a good technological resource for teachers who see it as an effective alternative to teaching.

According to Dhawan (2020), virtual education can be defined as a tool that can make the teaching-learning process more student-centered, more innovative, and even more effective. Virtual education can take many forms, including online courses, video conferencing, and multimedia content.

As a result of the presence of the Covid 19 pandemic worldwide, and incidentally, throughout Latin America, the Ministry of Education had to implement and reform its education system from face-to-face to virtual, teachers and instructors were able to get access to interactive digital educational content, multimedia resources, recreational and evaluative activities, as well as monitoring and feedback being key elements of the class.

According to SVadmin (2022), in response to the COVID-19 pandemic, the Ministry of Education in Ecuador suspended face-to-face classes and swiftly implemented a remote emergency educational model. The education system in Ecuador encompasses the Bilingual Intercultural System and the Higher Education System, covering levels such as initial, basic general, high school, and higher education.

Virtual education in Ecuador has encountered challenges and limitations regarding methodology, technological resources, and assessment techniques. The specific beginnings of virtual education in Ecuador are unclear in the given source. However, it is likely influenced by global education trends and technological advancements.

### ***Teaching through Virtual Environments***

Singh et al. (2021) studied online language learning resources, evaluating websites on parameters including language availability, placement tests, accessibility, purpose, level, activities, content, assessment, and usability. The study found that websites are offering virtual classes and creative courses in different subjects, becoming increasingly interactive for users.

A study by Carrió-Pastor (2019) emphasizes that in the educational area of foreign language teaching with technological resources, teachers play a very important role in training and updating their knowledge with appropriate equipment to improve education methods, techniques, and strategies. The author, in turn, highlights that there are many demands of students' requirements to learn a foreign language, which should be prioritized by teachers and by experts in education so that they have the necessary importance.

The main idea of the cited studies is that virtual environments significantly impact the teaching process of the English language. The availability of virtual classes and the advancement of online resources offer diverse and accessible learning opportunities.

As a result of the pandemic, UPSE University's PINE program in Ecuador embraced virtual education for teaching English, providing educators with virtual settings, tools, and training. This move aimed to meet PINE students' needs by offering interactive activities and multimedia resources, while also training teachers for virtual instruction.



### *Pedagogical basis*

Virtual environments in language teaching emphasize the importance of learner-centered instruction and understanding individual learner needs, based on constructivist theories. This theory and social learning suggest that learning is an active process in which learners construct their own knowledge through collaboration and feedback.

The Constructivist theory (2023) believes knowledge is generated through experience and observation. It enhances learning effectiveness and confidence. It promotes a positive environment of self-knowledge and learning at one's own pace, shaping their perspectives, this type of learning gives tasks a better perspective when solving problems.

According to Vygotsky's sociocultural theory, learning is a social process that occurs through interaction with more knowledgeable others, such as teachers and peers (Vygotsky, 1978). This theory highlights the importance of collaborative learning and the role of feedback in the learning process based on one of the principles of Constructivism.

Vygotsky believed that human development learning originates in social and cultural contexts, and that language is an essential tool in the learning process. These ideas have influenced psychological education theories and continue to affect educational practices today. Vygotsky's social constructivism emphasizes pupil-centered learning in the classroom, and cognitive functions are supported by social interaction.

In summary, virtual environments in language teaching are consistent with constructivist theory, focusing on learner-centered instruction and individual needs. It emphasizes the active role of learners in building knowledge through reflection and hands-on activities.

## *Theoretical Basis*

### *Integration of Virtual Environments*

In education, teachers recognize the importance of integrating virtual environments into the teaching process. These environments serve as powerful tools to which educators can apply strategies aimed at fostering key aspects such as motivation, engagement, and interaction among students. Additionally, according to Edly (2023), other strategies to motivate learners in an online learning environment include personalizing learning, rewarding students' success, providing meaningful feedback, allowing self-monitoring, setting clear goals, and learning paths, encouraging collaboration with others, using a variety of learning tools.

Effective strategies for engaging students in virtual education include being present, using interactive materials, encouraging group work and discussions, and offering regular feedback. Educators can promote student motivation by setting clear goals, providing timely feedback, and building a sense of community through instructional immediacy.

Yining and Lin (2019) found that students' satisfaction with foreign language learning in virtual environments is linked to their expectations and teacher-student interaction. This text highlights the risks of educators having complete control over teaching without considering results, but only personal satisfaction in teaching the class.

Educators use strategies that generate certain aspects such as motivation, engagement, and interaction to implement virtual environments into the teaching process. In summary, the integration of virtual environments into the teaching process has revolutionized teaching, allowing educators to adopt strategies that promote learning.

### ***Virtual learning environments***

VLEs (Virtual Learning Environments) encourage educational institutions to adopt innovative teaching methods in higher education (Caprara & Caprara, 2021). VLE and LMS are computer applications that promote remote teaching and learning through virtual realities, enabling more effective communication, and understanding.

Within an educational environment, virtual learning environments (EVA) are more dynamic and functional platforms that facilitate learning in a better way. In turn, this creates a spark of student interest in a certain subject to provide a more flexible and interactive learning experience, where educators can better manage teaching strategies.

### ***Teaching English***

According to Aldulaimi (2022) through virtual classes the educator of a foreign language allows students to send a series of questions or information according to the topic to be discussed, generating a debate on different opinions. within the educational meeting. In turn, some websites are designed to provide sources that the student can review and remember through links that contribute to the formation of new knowledge, watching video tutorials, slides, mind maps, and others. The following subtopics are methods for language teaching that are applied in virtual environments.

According to Nguyen et al. (2022), the communicative approach is beneficial in a virtual classroom because it emphasizes communication and interaction between students and teachers. Educators can use strategies to implement the communicative approach in virtual education, such as using chat to check for understanding, flipping the classroom to stimulate deeper discussion, and adapting think-pair-share to virtual platforms.

The communicative approach can be effectively implemented in virtual education using various strategies and technological tools to promote communication and interaction between students and teachers.

### ***Collaborative learning***

Collaborative learning is an approach to education that emphasizes group work and interaction among learners, and it can be effectively implemented in virtual education. Additionally, a research article analyzed how the use of online collaborative learning strategies can enhance postgraduates' learning outcomes in science education. Collaborative online learning activities have been found to be effective in fostering additional learning experiences where learners can interact, collaborate, and take part.

### ***Blended learning***

According to Ferlazzo (2021), blended learning is an approach to education that combines traditional face-to-face instruction with online learning. In the same way, it is described as a teaching model that combines classroom and online education, enhanced by synchronous and asynchronous learning.

Additionally, online interaction between teachers and students is the most important type of interaction, and a frequent and healthy exchange helps students feel a greater connection with the environment. Blended learning also raises the level of engagement because it allows activities to be personalized and provides time for clarification and idea exchange (Ferlazzo, 2021). This research focuses on the influence of virtual environments in the English teaching process, there are three aspects that are studied as follows.

### ***Motivation***

Motivation is a factor in virtual education, as it affects students' willingness to participate in learning and their success and performance in the learning process. Additionally, motivation to learn in online distance-learning environments has been explored using self-determination theory as a framework and can also be defined as what inspires students to dedicate time to a certain task freely.

Self-Determination Theory (Deci & Ryan, 1985): Self-Determination Theory focuses on individuals' intrinsic motivation and basic psychological needs for autonomy, competence, and relatedness. In the context of virtual environments, understanding the role of autonomy, competence, and relatedness can shed light on how to create a supportive and motivating online learning environment.

### ***Engagement***

Meanwhile, these authors emphasize (Hocutt, M. & Livestorm, 2023) some ways to improve participation in virtual learning include the use of fun online participation tools, sharing learning objectives, encouraging participation and discussion, simplifying collaborative projects, breaking the ice, fostering a community, create individual learning plans, and develop a curriculum that is relevant and meaningful to students.

The principles of engagement in virtual education for English language teaching are critical for student success. According to Cavanagh (2019), engagement is a critical first step for student learning. Active learning encourages student participation in activities that foster critical thinking and problem-solving skills.

Collaboration involves students working together towards a common goal, promoting communication and teamwork. Relevance connects the learning material to real-world situations,

making it more meaningful and applicable to students' lives. These principles aim to enhance student engagement and facilitate effective learning in virtual English language classrooms.

### ***Interaction***

Furthermore, according to this study carried out Lynch (2020), online interaction between teachers and students is the most important type of interaction, and a frequent and healthy exchange helps students feel a greater connection with the environment and leads to better retention and engagement. There are three types of interaction during online learning: student-content interaction, student-educator interaction, and student-student interaction.

**Social Learning Theory (Bandura, 1977):** Social Learning Theory emphasizes the role of observation, imitation, and social interactions in learning. It suggests that individuals learn by observing others and imitating their behaviors. In the context of virtual environments, this theory can help explain how students' motivation, engagement, and interaction can be influenced by observing and interacting with peers and instructors.

In summary, educators can create supportive and motivating online learning environments that enhance student learning experiences and outcomes by understanding and applying these theories.

**Legal Basis:** It is important to consider the legal aspects to ensure compliance and ethical practices in the use of virtual environments in the teaching process. The Constitution of the Republic of Ecuador establishes the right to education throughout life and the State's obligation to guarantee a quality and warm education, centered on the human being and responding to the public interest (articles 3, 26, 27, and 28).

The Organic Law of Higher Education (Article 1) regulates the higher education system and aims at academic and professional training with a scientific and humanistic vision, scientific

and technological research, innovation, promotion, development, and dissemination of knowledge and cultures, and the construction of solutions to the country's problems.

### **Variables of the study**

#### ***Dependent variable***

#### ***Teaching English***

For purposes of this study, English language teaching is the dependent variable because it relies on the use of digital resource technology, the type of language tasks integrated into the virtual environment, or the level of immersion-based teaching provided by the virtual environment to determine whether the teaching process is achieved or not.

#### ***Independent variable***

#### ***Virtual environments***

Integration of virtual environments in English language teaching refers to the independent variable since it is not manipulated or changed by the researcher. This variable is working only as a type of education that will influence on the dependent variable, which is the outcome being measured.

## **Chapter III**

### **Methodological framework**

This research project adopts a qualitative method to get non-numerical analysis, using interviews to explore and collect information about the influence of virtual environments in the teaching process of teachers of English language PINE major through open-ended questionnaires.

### ***Methods***

This research project uses the qualitative method. According to Creswell and Poth (2017), qualitative research is a method for collecting and evaluating non-standardized data, used when investigating feelings, motives, points of view, or expectations. It is a method that focuses on people's daily lives and experiences and lends itself to the formation of new theories through the methods, which can then be tested with another research. Qualitative research is used when the research question is exploratory and when the researcher wants to understand the meaning of a phenomenon in its natural setting.

The study is conducted through a qualitative method because it aims to explore the perspectives and experiences of educators teaching English to PINE major students in virtual environments. Throughout utilizing qualitative research, the study seeks to understand the meaning and essence of these experiences, providing detailed insights into the challenges and opportunities posed by virtual environments in English language instruction.

### ***Type of Research***

This research is a phenomenological study. According to Gill (2019), phenomenology is both a philosophical movement and a family of qualitative research methodologies. It aims to uncover the essence of human experiences and the meanings individuals ascribe to those experiences. Phenomenological research explores how individuals make sense of their lived experiences and focus on the unique perspectives of the individuals involved.

This research uses a phenomenological approach to explore the experiences of educators teaching the English language through virtual environments. Using a phenomenologically inspired interpretive approach and drawing on relevant examples, this study aims to uncover aspects of these experiences.



Techniques and Instruments According to a study by Leeds-hurwitz and Kendon (2021), interviews are a research technique that allows researchers to gather in-depth and detailed information about a particular topic or phenomenon. Interviews can provide rich data that is difficult to obtain through other research methods. Additionally, interviews allow researchers to clarify responses and ask follow-up questions to gain a deeper understanding of the participant's perspective.

This project uses one-to-one interviews because are the most adequate to gather information from the interviewees which is important to know about teacher`s experiences related to the teaching process in virtual environments. Besides, one-to-one interviews provide an opportunity for in-depth and personalized conversations with the participants, allowing for a rich exploration of their perspectives, experiences, and thoughts.

The questionnaire used for the interviews will consist of seven open-ended questions. Open-ended questions allow participants to provide detailed and descriptive responses, providing rich insight into their experiences teaching English to PINE Major students in virtual settings. The questions considered for this research project will consist of 7 questions to focus on the main topic of how virtual environments influence English language instruction. The questionnaire can be administered in person, annotated with information collected, and supported by voice recordings. The questionnaire is intended to gather educators' perspectives on the influence of virtual environments on the teaching process and the specific challenges and opportunities they have encountered.

Data Collection Processing and Resources Qualitative research typically involves interviews, group discussions, or observation techniques. These methods facilitate the collection of rich and detailed information, enabling researchers to gain a deeper understanding of the

participants' perspectives. The data collected in qualitative research is interpreted within its context and is not represented numerically or quantitatively. Instead, the findings are presented descriptively and narratively, providing valuable insights into the participants' experiences and perceptions.

Data will be collected through individual interviews with educators who have experience teaching students in virtual environments specifically third-semester PINE major students. Interviews will be conducted in an appropriate setting that ensures privacy and comfort for both the researcher and the participant. Interviews will be audio recorded with the consent of the participants. These audio recordings will be the primary data collection and analysis resource.

***Table 1***  
*Question and answers for Chapter III*

<b>Questions</b>	<b>Explanation</b>
What?	One-to-one interviews
Where?	PINE Major
When?	2023
How?	Questionnaires: seven open-ended questions

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What for?	To describe the influence of teaching the English language to PINE major students in virtual environments.
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*Note:* This table presents single answer for the question in the chapter III

### ***Population and Sample***

A population in a research project refers to a group of people or things that a researcher wants to study. A population is an entire population from which a researcher wishes to conclude, and it is important to clearly define the population to ensure that the research results are valid and reliable. Population can be defined based on various characteristics such as age, gender, ethnicity, occupation, and location (Majid, 2018).

This research project places its population on sixteen professors of PINE major at UPSE University, Santa Elena province, because of their current experience in teaching English through the use of virtual environments. Therefore, teachers are actively involved in teaching English through virtual environments, their insights and experiences are valuable in this research.

The sample is selected by taking into consideration a group of professors who are currently teaching online courses in PINE major at UPSE University, ensuring a variety of experiences and perspectives. The sample size consists of five teachers with experience in teaching the English language using virtual learning environments within the PINE major, the selected teachers are precisely those who meet the experience required by this research project which makes them the right sample for a group of teachers. The goal is an overall understanding of the influence of virtual environments on the process of teaching the English language to PINE major students.

This meant that five teachers share their experiences, opinions, knowledge, and insights on how virtual environments are impacting English teaching. Therefore, to support this work with useful tools for dealing with the problems of the virtual environment of the educational process, it is necessary to consider the links between the field of work and the corresponding technology.

## **Chapter IV**

### **Analysis of Findings**

In this chapter, there is an analysis of the results obtained from the interviews about the influence of factors such as motivation, engagement, and interaction in teaching English in virtual environments. The interviews were conducted face-to-face and virtually with five professors of the PINE major at UPSE University; therefore, the interviewees were carried out in English.

#### ***Interpretation of data***

The data gathered is analyzed and presented through figures. Each one relates the questionnaire applied with the research objectives. The following figures represent the most important information for each aspect.

**1. Can you describe your experience of teaching English through virtual environments? How has this virtual modality influenced the teaching process for PINE major students? Please provide some examples that highlight this influence.**

**Figure 1**

*Description of keywords about the English teaching experience in a virtual environment.*



*Note: The most representative strategies for this question are “student-centered”, “flipped”, “communicative”, and “shifting”.*

The interviewees shared their experiences and opinions about teaching English in virtual environments, emphasizing various positive and negative experiences of this approach such as autonomy in learning, the discovery of new resources, and teaching strategies. The need for self-motivation, lack of preparation of students for virtual classes. In turn, the influence of virtual teaching was palpable, as students became more responsible for their learning and had to study independently. In addition, the participants pointed out a negative aspect of the lack of preparation of the Ecuadorian cultural context for online teaching.

**2. What are the strategies you apply in virtual environments to influence PINE major students' motivation?**

**Figure 2**

*Description of keywords about approaches used in motivation in virtual environments.*



*Note: The most representative strategies for this question are “student-centered”, “flipped”, “communicative”, and “shifting”.*

For question number two interviewees mentioned several strategies for motivating students in virtual English classes. These include shifting the focus to learner-centered learning, using flipped classrooms and the communicative language teaching method which are applied to encourage active participation and practice, emphasizing intrinsic motivation, and providing effective learning materials. The consensus is to engage learners, foster their motivation and create a conducive learning environment in virtual environments.

**3. What strategies do you apply in virtual environments to enhance students' engagement in your PINE major courses?**

**Figure 3**

*Description of keywords about students' engagement in virtual environments.*



*Note: The answers collected show that “participation”, “attractive resources”, “communication”, and “interaction” are common answers for question 3.*

Participants mentioned that they employ various strategies to engage students in virtual environments. One strategy mentioned is to emphasize the importance of punctuality and discipline, with the aim of developing learners' sense of responsibility. Another strategy is to actively interact with learners, ensuring their presence and engagement by addressing them when their cameras are turned off. In addition to this, the teachers indicated that they create small spaces, groups, or rooms within the classroom so that students can interact and can supervise each student's participation, teachers mentioned that virtual environments such as the "Zoom" platform let them apply those strategies. Moreover, the teacher creates a set time limit for the activity within the virtual classroom. Also, teachers mentioned the use of technology and engaging resources such as videos, readings, and a well-designed virtual platform to create a comfortable and familiar learning environment for students.

**4. How do you promote interaction among PINE major students in virtual environments? Can you provide some examples of these strategies and elaborate on how they influence the student’s learning experience?**

#### Figure 4

*Description of the keywords about the interaction of students in virtual environments according to English teachers.*



*Note: The graph shows that the most stressed words are: “interaction”, “groups”, “forums”, and “discussion”.*

This question provides information on strategies used by English teachers to foster interaction and engagement in virtual environments. One of the strategies mentioned is collaborative work through the use of discussion rooms, where students are divided into smaller groups to encourage interaction and collaboration. The teacher visits each room to monitor and participate in the discussions, ensuring that students feel supported and engaged.

An additional strategy mentioned is pair or group work, which allows students to share ideas, discuss issues and learn from each other. Online forums and discussion boards are stressed as platforms for continuous interaction and knowledge sharing among students.

**5. Based on your experience, what are the benefits of using virtual environments for English language learning? How do these benefits contribute to the overall learning outcomes of PINE major students?**



### Figure 5

*Description of the keywords about the benefits of using virtual environments for English language teaching.*



*Note: The more common words are “convenience”, “benefits”, “resources”, and “accessibility”.*

From the interview responses, several key advantages of using virtual environments for teaching English stand out from the interview responses. First, the convenience and comfort of learning from home is highlighted. Students can save money on transportation and other expenses associated with attending face-to-face classes. In addition, the virtual environment ensures their safety, to avoid the need to travel in potentially risky situations.

In addition, virtual environments offer the flexibility to study from anywhere, even abroad, which expands learning opportunities. Teachers also benefit from virtual environments as they can provide a wide range of resources, such as online materials, videos, and lecture recordings, allowing students to access and review content at their convenience. However, it is important to note that not all students may perceive the same advantages. Some students may prefer face-to-face classes because of the increased interaction, immediate clarification of doubts, and social connections with classmates.

**6. Which limitations have you encountered when using virtual environments for English language teaching? How have these challenges affected the teaching process and the student learning experience? Please share some examples.**

**Figure 6**

*Description of the keywords about the challenges encountered when using virtual environments for teaching English.*



*Note: The most common words in the picture are “internet”, “factors”, “technological” and “connections”.*

Several key points are suggested in this question. First, the teachers interviewed in the sixth question have shared their responses on the advantages and challenges they perceive from the use of virtual environments. These include the comfort and convenience of learning from home, cost savings by eliminating transportation costs, and access to a wide range of resources and materials. The virtual environment also allows flexibility in studying from different locations and encourages the development of listening skills through video content.

However, some challenges have arisen. Some students face barriers due to a lack of technological equipment or reliable Internet connections, which may hinder their participation and involvement in virtual classes. In addition, issues related to student responsibility and discipline in the use of virtual resources are mentioned. Teachers are concerned that students

may not be fully engaged or serious about their virtual studies, which can lead to gaps in learning and academic performance.

**7. In your opinion, what are some potential improvements or recommendations for using virtual environments in the teaching of English to PINE major students? How can these environments be further optimized to enhance the student’s language learning journey?**

**Figure 7**

*Description of keywords about possible improvements or recommendations for the use of virtual environments in teaching English to PINE students.*



*Note: This illustration shows that “improvements”, “connecting” and “methods” are the most repeated words among the answers provided by the interviewees.*

Based on the information provided in the interviews, there have been significant improvements in virtual learning environments in Ecuador. Teachers and academic institutions have made progress in adapting to online platforms and in the use of technological equipment. Both teachers and students have become proficient in the use of these tools. Interviewees are optimistic about the future, citing technological advances and increasing student motivation.

Challenges remain, however, including the need for varied resources and addressing issues such as Internet connectivity and device compatibility. Cultural factors and students' individual circumstances, including economic and social challenges, also influence their

engagement and success in e-learning. It is emphasized that both teachers and learners share the responsibility for creating an engaging and conducive learning environment.

### *Analysis and Discussion*

The present study is based on the research variables, virtual environments as an independent variable. This variable allows us to explore the influence of virtual environments on the English language teaching process. The dependent variable in this context is English language teaching, which is influenced by various factors related to digital resource technology, the integration of language tasks into the virtual environment, and the level of immersion-based teaching offered by the virtual environment. These factors serve as determinants that impact the effectiveness and outcomes of English language teaching.

Carrió-Pastor (2019) highlights that in the educational field of foreign language instruction using technology resources, instructors play a critical role in training and upgrading their knowledge with proper equipment to enhance education methods, approaches, and strategies. In comparison to Carrió's statement, the interviewees agree with this affirmation since they faced changes with technological resources, so teachers had to adapt to the new technologies to continue with the teaching process and therefore new methods and strategies had to be changed as well.

Self-Determination Theory (Deci & Ryan, 1985) focuses on the intrinsic motivation of individuals and the elementary psychological requirements of autonomy, competence, relatedness, and relational needs. In the second question, it was mentioned that motivating active participation and practice, emphasizing intrinsic motivation, and providing effective learning materials, interviewees mentioned strategies applied to motivate students are for example sections for speaking where students talk about the topic students want to talk. In summary,

teachers promote student participation by making use of their strategies such as interaction between the students.

The principles of engagement in virtual education are important for student achievement. According to Cavanagh (2019), engagement is a critical primary stage for student learning. Active learning inspires student participation in activities that foster thinking and problem-solving skills. In the third question, it was mentioned active learning was a common answer where interviewees do not talk all the time and students are divided into groups to discuss any topic.

According to authors Salarvand, Mousavi, and Rahimi (2023), the communicative approach is a language teaching method that emphasizes the importance of communication and engagement in language acquisition. Moreover, this strategy can be used effectively in virtual language teaching, including recognizing collaboration problems in the online classroom. In turn, the interviewees mention that they promote student interaction by creating rooms on the Zoom platform for students to learn from each other, as well as using forums to share knowledge. Strategies such as these make students feel more motivated to interact in the virtual classroom.

According to Dhawan (2020), virtual education is a technology that can make the teaching-learning process more learner-centered, innovative, and successful. Online classes, videoconferencing, and multimedia content are examples of virtual education. In comparison to what Dhawan mentioned, interviewees mentioned that there are several benefits such as the flexibility to study from anywhere, and the wide variety of resources they can use in virtual environments such as educational videos. In addition, another benefit that was mentioned was the cost savings for education and the teaching and learning process. The education process,

regardless of whether it is funded by the government, requires extra resources that students must finance themselves, however, carrying out the education process can reduce or alleviate the economic expenses that arise during the study process.

Zhang and Lin (2020) discovered that students' happiness with virtual foreign language learning is related to their expectations and teacher-student interaction. On the one hand, for question 6, the interviewees mentioned that students face some barriers due to the lack of resources to access virtual teaching and learning environments, which hinders student participation. On the other hand, the interviewees show concern about low engagement in learning. In addition, the issue of cultural factors that greatly influence the students' mindset to engage in learning was raised. Cultural factors play an important role in virtual classrooms in the interview this question mentioned this issue as a factor that influences the learning process of students as lack of discipline is not part of their cultural environment, this means that students are influenced by their culture where getting the discipline to complete their responsibilities with their knowledge acquisition is low specifically in the virtual modality.

According to Edly (2023), other strategies for motivating learners in an online learning environment include personalizing learning, rewarding students' success, providing meaningful feedback, allowing self-monitoring, setting clear goals and learning paths, encouraging collaboration with others, and using a variety of learning tools. The answers given by the interviewees, in question 7, agree that one of the best recommendations to expand virtual environments consists in improving learning tools that allow better development of the English language teaching process. In addition, another situation that is repeated a lot among the interviewees and in which they agree is the improvement of Internet networks.

In conclusion, the study mentions the benefits of virtual education, such as the flexibility to study from anywhere, the wide variety of resources, and cost savings. However, the study also highlights the barriers faced by students due to the lack of resources to access virtual teaching and learning environments, which hinders student participation. The discoveries of this study indicate that the motivation of students plays a significant role in the process of teaching the English language, exerting a profound influence on their learning outcomes.

While teachers undoubtedly contribute to this process through their dedicated work, it is crucial to recognize that the responsibility of fostering motivation lies with the students themselves. Creating a strong sense of commitment to learning necessitates the active participation and engagement of students. To achieve this, it is essential to promote meaningful interaction between teachers and students, emphasizing student-teacher dynamics as a key strategy for enhancing motivation and ultimately facilitating successful learning outcomes. Therefore, teachers should prioritize fostering an environment that encourages and nurtures such interactions in their instructional practices.

## **Chapter V**

### **Reflection of the Study**

This chapter explores the impact of virtual environments on the English language teaching process for PINE majors through a reflection on the research project. It discusses the experiences, challenges, and knowledge gained on the topic and compares the initial ideas with new outcomes as a result of this study.

This research project titled “The Influence of Virtual Environments in the Teaching Process of the English Language to PINE Major Students”, focused specifically on some of the factors that influence the process of teaching English to PINE major students. With the

knowledge acquired during the research process, I have been able to reflect on the influence of virtual environments with factors of motivation, engagement, and interaction, and as these elements make a difference in the process of teaching English both positively and negatively, these elements are some of the many factors that influence the optimal process of English classes.

In brief, PINE major teachers recognize the significance of motivation, engagement, and interaction in the classroom, and they acknowledge that these factors can both impact and be affected by virtual environments. It is crucial to implement strategies that address these challenges and break down barriers. Among these strategies, prioritizing student motivation is of utmost importance, as it serves as the foundation for a successful learning experience in virtual environments.

In virtual teaching and learning settings like ZOOM, it is possible to apply techniques like breakout rooms for students which facilitate interaction. This interactive approach generates motivation among the students, which is recognized by teachers as a sign of their dedication to learning the English language. Nevertheless, the outcomes of the interviews aligned with one of the obstacles impeding student motivation, participation, and interaction: the inadequacy of resources required for delivering lessons. The absence of appropriate devices and internet access stands as a crucial factor influencing student motivation negatively.

Therefore, creating an advantageous educational atmosphere to facilitate second language acquisition involves minimizing the factors that impede improving the conditions for the teaching and learning experience. This depends to a large extent on the use of appropriate strategies by teachers and access to the necessary resources, as this may depend to a large extent on the motivation of students and teachers to fulfill their responsibilities, a teacher with all his



resources can correctly apply his strategies and students can be active participants in the learning process and teachers can sustain the teaching process.

Regarding my research experience, I encountered challenges that included the willingness of teachers to participate in the interviews, but I faced significant time coordination obstacles.

Out of the planned 5 interviews, only 2 could be conducted in person, while the remaining 3 had to be conducted using video conferencing tools, which resulted in occasional technical issues leading to a loss of understanding of certain words during transcription, for example, when giving a certain answer to the specific question, the teacher deviated from the central idea, however, one more question was added to be clear about the answer within it. Furthermore, conducting this research was not devoid of difficulties.

The process involved meticulous data collection, analysis, and interpretation, which demanded patience and perseverance. Additionally, navigating through the existing literature and synthesizing the information required critical thinking and a discerning approach. The most valuable lesson learned during this research has been to delve into the influence of motivation, engagement, and interaction in the English teaching process, and the challenges that must be addressed to facilitate their integration. It has become evident that teachers need to update their strategies to enhance their classes, while students must take responsibility for their own learning.

The teacher fulfills their duty, but without the commitment from students, the attainment of learning goals becomes elusive. This research has shed light on the importance of fostering a collaborative and dedicated learning environment, where both teachers and students actively participate in the teaching and learning process. Looking ahead, it is essential to delve deeper into effective strategies that foster active student participation in their language learning process.

Finally, continuous professional development is necessary to update knowledge on new strategies that can be used in the process of teaching the English language. Teachers should be aware of the importance of updating teaching techniques. In addition, students should commit to the learning process, which includes not only having desire or motivation but also maintaining a proactive attitude and constant discipline. Students should understand that learning the English language requires effort and dedication and that their personal commitment is essential to achieve success.

Moreover, it is essential that teachers promote a supportive and motivating environment, providing constructive feedback and opportunities for active participation. In summary, both teachers and students play a key role in the process of teaching and learning the English language, and it is crucial that both commit and collaborate to achieve positive results. Continuing to update the pedagogical strategies and fostering a constant commitment from the students are crucial aspects of a successful learning process in the English language.

For further research on the same topic, there are some aspects that might be done differently. I would aim to increase the sample size by including a larger number of participants, such as students and teachers from different educational institutions or regions. This would provide a more comprehensive understanding of the topic and enhance the generalizability of the findings.

I might consider using a mixed-methods approach that combines qualitative and quantitative research methods. This would allow for a more holistic examination of the topic, capturing both the subjective experiences of individuals and statistical data for a broader perspective.

To ensure more comprehensive data collection, I would incorporate multiple data sources such as observations, surveys, interviews, and student performance assessments. This would provide a richer understanding of the factors influencing the impact of virtual environments on English language teaching.

Through implementing these modifications, I consider the research would provide more comprehensive and insightful findings, contributing to the existing knowledge on the influence of virtual environments on English language teaching.

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**Annexes*****Annex A:*****CERTIFICADO ANTIPLAGIO**

La Libertad, 19 de julio de 2023

En calidad de tutor del trabajo de investigación titulado “**The Influence of the Virtual Environments in the Teaching Process of the English Language to PINE Major Students**” elaborado por el estudiante Jordy Richard De La A Rivas, egresado de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciadas en Pedagogía del idioma inglés, me permito declarar que una vez analizado en el sistema anti plagio Compilatio, luego de haber cumplido con los requerimientos exigidos de valoración, el presente proyecto ejecutado se encuentra con 4% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,




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Lcda. Elena Niola S. MSc.

ADVISOR



## Annex B:



**CERTIFICADO DE ANÁLISIS**  
Integrity

**RESEARCH PROJECT TO REVIEW THE PLAGIARISM**  
 Córdoba y De la A

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**5%** Texto entre comillas  
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**Número de palabras:** 8798





**Número de caracteres:** 65.111

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### Fuentes

#### Fuentes principales detectadas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 <b>Documento de otro usuario</b> #111476 El documento proviene de otro grupo 3 fuentes similares	<b>25%</b>		Palabras idénticas: 22% (210 palabras)
2	 <b>Documento de otro usuario</b> #43262 El documento proviene de otro grupo 1 fuente similar	<b>18%</b>		Palabras idénticas: 13% (154 palabras)

#### Fuentes con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 <b>Documento de otro usuario</b> #17481 El documento proviene de otro grupo	<b>&lt; 1%</b>		Palabras idénticas: < 1% (17 palabras)
2	 <b>purehost.bath.ac.uk</b> <a href="https://purehost.bath.ac.uk/ws/portal/12188285/Conjatos_PDF_The_possibilities_of_petrochronology_D...">https://purehost.bath.ac.uk/ws/portal/12188285/Conjatos_PDF_The_possibilities_of_petrochronology_D...</a>	<b>&lt; 1%</b>		Palabras idénticas: < 1% (12 palabras)

***Annex C: Interview transcription***

The authors of the research undertake to maintain the commitment of confidentiality of the information and material obtained by virtue of the interview, for an indefinite period of time after the termination of the following study.

**1. Can you describe your experience of teaching English through virtual environments? How has this virtual modality influenced the teaching process for PINE major students? Please provide some examples that highlight this influence.**

**Answer 1:** Virtual environments. They have positive and also negative aspects. As far as the educational environments, I believe. I truly believe that here in Ecuador students are not prepared for virtual environment classes. OK, you are asking me as a personal opinion. I have been teaching in virtual environment for three years already.

And the results not only for English classes but also for other subjects at the university are not positive or are not the grades that we are looking for. Virtual environments are for those students that have their own motivation. They have internal motivation to be in class, to open in open the camera and to participate.

And this is something that we are not receiving just yet.

**Answer 2:** okay, I would like to express that I like to work in in a beautiful environment. But for me, it is a good experience just that are a problem here because not all the students like to work in a beautiful environment, not all of you want to study in a beautiful environment, the biggest problem that we have because this modality or these virtual classes is not for all the people because we need to be autonomous we need to have we need we need to have that encouraged to our personnel goals do need to want to study in a virtual environment but it's not all of them want to work in a virtual environment that is maybe the problem but I like to work in

but for me it's a good experience. So, in this influence in the pine major students that the problem is a good process for me because they have the opportunity to work with different strategies to work in in a virtual environment.

**Answer 3:** Okay, teaching English in virtual environments has been the goal for for future teaching, right. With a with a pandemic, all of us had to change the way of teaching. So, this was something that happened suddenly, at that time a we weren't prepared enough for a teaching in virtual environments, we were just thinking about that, but a it was something that happened suddenly and we have to change the way of teaching but a at this point after three years of teaching English through virtual environments, I can say that a this has been an experience that has a being authentic fit for the students and for teachers. So, how has this influence well, it it has made us discover new ways of resources to apply with the with the students and they it has changed maybe the way that students think they it has made them be more responsible of their learning also, and it has been an opportunity to a and to study in in a way that they have to study alone, okay. So, they need to start to study studying, they need to start to learn and to be more responsible and and learn by themselves also. So, this has been the way that this virtual modality has influenced teachers and also students.

**Answer 4:** At the beginning, it was hard and I think that it continues to be caught. Why? Because Different people don't have a culture. You're studying online, that's a first point. It doesn't mean that all of them, but most of them don't like or think that starting on line, in that case is easy so far.

In the other hand I can't say that the influence of the process of Teaching and learning is not appropriate for foreign students not only for bins or of PINE students or for all students. That I say before Ecuadorian culture is not prepared for that is very simple Because as I said before,

the accordion culture is not prepared for that racing. Because students don't, for example, when they are in class, say they don't pay attention. You have to ask them every time. Are you there? So, can you, can you tell me if you're there, so exaggerated etcetera, can you turn on the camera and maybe some of that eating. Some of them are lying or databases some of them are doing other things, listening to music, etc. And that is the reason that they don't pay attention, provide some examples. I said, I think that I said, some examples of them.

**Answer 5:** First of all a vital our aggregate data environment has no good pay it is a new modality see the really want to make it a conscious of our days this situation that many people have so suffer according waiting problems and after data all those activities included was completely that question about education was completely a different is a real and is a really important people can work maybe using the is special virtual environment, but I can see there that all is getting anxious about that situation. But for me, that is my personal opinion. But I don't know the follow his second authentic question about these two pieces worships is just an example to highlight the influence of beautiful environment. For me the most was this this tool technology was the best for education Yes and also why because this for me this is the the best of the didactic resources because you use the day that your personnel a laptop, but also Internet service you have a lot of pages yes you can say me because maybe to the formation looking for the best information, a lot of important pages in media says are what many students need that is for me the.

**2. What are the strategies you apply in virtual environments to influence PINE major students' motivation?**

**Answer 1:** There are many, there are many platforms. There are many strategies. There are many books that they have been reading about motivation. One of the motivation strategies that I use to teach English to my pine students.

Is the idea that the classes are not for the teachers anymore, the classes are for the students. The teacher is only a guide that can provide books, that can provide examples, that can provide subjects.

However, the motivation for the students that they have to read because they compromise that they have for learning, they have to read, they have to participate. So, my primal motivation is that I said if you answer particular a particular question, I will provide some extra points for you to keep participating.

**Answer 2:** Here are one that always we use is the communicative language levels in class these teachings the birth a collaborative approach the flipped classroom approach is implemented on clients with some activities patiently to the beloved stone skills in this case virtual environment is you're applying for motivation. A weight and motivation.

So I try to motivate my students with this kind of approach implemented flipped classrooms, competitive learning work, communicative language teachings Yeah, with all of these approaches the motivation is different things because if they don't feel motivated to learn in a virtual environment, this is a biggest problem. But always we've worked with the motivation.

**Answer 3:** Well we definitely use the communicative approach in virtual environments, because it is a because we spend less time in contact with the students with this with this mode, we just have a sometimes we just spend one hour or in other cases just half an hour with our students. So, it is necessary to a to make the students speak all the time and practice the

language. So, it is necessary to use the communicative approach to a to make the students will help the help the students to develop all the all the necessary skills to fully learn English.

**Answer 4:** Okay. So, one of the things that we have to keep in our minds is that we don't have to motivate the students to actually have to be motivated. So that is an intrinsic motivation means, interesting motivation. It means that the student has to be preferred for for classes online. So, for me that question is not good because we don't have as teachers, we don't have to motivate our students. They have to be motivated if they want to learn. If they want to be teachers so they have to be motivated. So, I don't I don't know what they. They hope for us what they want for us to be a clown so to Mr. Darcy to what they didn't know. They have to be motivated and after that if they are motivated obviously, we have to do something the extrinsic motivation. How to motivate them, maybe try to try to encourage them to continue learning. To continue practicing, Etc. So that's something that I have to be clear here because I don't agree. When somebody said that we have to motivate students. They have to be motivated. Mr. As a technique where front and vitamins. Some examples. Reference to motivate if we're talking about something some techniques or technological Tools in that in that case, so try to encourage students to use technology in order to learn more. As I said, as I said before or I always say my students so you have the power in your hands. It means that you have your cell phone, you can look for every time any time everywhere, some information and try to learn by experience, don't do that. So let's talk about motivation. So, try I to do you have internet connection, you have internet at home, you have a cell phone so you can do that. But you can do that sort of work. What else can we do? So, that's the point. Thank you.

**Answer 5:** For me the number one goal is this maybe this is the picture of all the elements inside a picture is the leader the number one and the teacher and teacher must be

prepared about maybe methodology is taking weeks and is darkness inside a class teacher if a teacher has this special training about their role teachers ago that was the best motivation for me and another one teachers can use this ability without preparation use the best tool included this maybe disable trial environment I consider that for me BSA waiver operation the training teacher and of course teacher can give or bring to the to the students the best didactic materials in this case like I consider that relevant.

**3. What strategies do you apply in virtual environments to enhance students' engagement in your PINE major courses?**

**Answer 1:** As an English teacher, I try to use only two or three in my classes. The first strategy is to motivate them to be right on time.

What is the? What is the primary example of? What is the message in this is that I encourage students' discipline? That particular discipline is going to help them not only in the academic environment but also in the professional environment. So that is the first strategy. The second strategy that I use is that I always interacting with the students as soon as I see that a camera in is off. I call the attention of the students to make sure that the students are okay, that make sure that the student is still connected, and to participate in class. And the last strategy that I use in order to motivate my student is that I do not talk too much in my class. I allow the student to participate by asking them questions so they can positively participate in an English class. I just want to catch you.

**Answer 2:** So, that is a big question because not all of the students as I told you before that like to work in a virtual environment, but always try to apply strategies to work in groups. Sometimes in groups sometimes individual because they like to work in individual. I try to find I'm interested in activities that I've maybe I put in according to the levels of time to apply

strategies or ether. And then other most difficult videos, try to put in different games. That is that the strategies that apply to engage the students, because as I told you before, in a bitterness environment, we have a blog, I always say, please turn on the cameras turn on the mic. Are you there? This is the way that I try to motivate my students applying different kinds of strategy that always engage there with videos, songs, games, interesting activities, that the ways that I apply out.

**Answer 3:** I think that it's it's necessary to have all of the material ready for the students. So, they can check these material all the time or whenever they they can according to the, to the time that they that they have and a we should try to use a material that is interesting for the students right now, nowadays a our students use a lot of technological they use a lot of technology in their lives. So, it is necessary to use the technology to for the students right to a material like or resources like videos, readings, but something that could be attractive for the students also, designing the platform is something that helps us to motivate our students to to use a the virtual environments and try to make it a a easy and a familiar for the students. So they feel comfortable a in an virtual in a virtual environment. Like if they were in in a classroom, okay the same way that they were in in a in a classroom, but the virtual environment is different, but it should be a it should be comfortable also for the students okay, but it was a true no specific district right that you apply to enhance the engagement with your students wanting a specific interface.

**Answer 4:** Okay. So, in that case, the I think that the most important or yeah, or the most useful strategies is that the breakout rooms When you separate the students and put in two small rooms and they're going to work, that's it, that's it. The the most useful strategy to use in beautiful environment because in that freaking room they can they can talk without pressure



because the teacher is that to be there. Every time you have to be seen in continuous eating the other Eureka rooms or the other rooms. I think that maybe it could help them because they feel free. I remember when I usually ended with a breakout rooms to see if they're working, some of them, they are not working. Some of them are speaking, Spanish, not in English because they stink and they say that the future is not here, so we can't speak Spanish but that's a the most useful.

**Answer 5:** first of all students month from now on alas these students was making a reflection about that important life a student is given risk conscious about what they will need to study day one to be a new teacher that is apart from that I consider that every in every moment teacher brings a lower the strategist read it because of this given needs it to encourage inside this hypnosis and also each need to learn a little more, because in the future this will be an English teacher and for that reason English teacher must provide a lot of this is nothing as dynamic the standard is to learn activities and different techniques to engage a more targeted theories or concepts or maybe all academic interrelated with that.

**4. How do you promote interaction among PINE major students in virtual environments? Can you provide some examples of these strategies and elaborate on how they influence the student's learning experience?**

**Answer 1:** And oops say uses the Zoom platform.

And within the zoom platform we can divide the classroom in different groups. The groups can be between 8 or 10 students or we can set up a classes for two or three different students. I promote interaction among students by separate them by group. During the process of the separation that the platform Zoom allows me to do that I visit every room.

I go visiting every single room and I listen to them how their participations are, and from time to time I also participate to encourage them more participation, to motivate them that the teacher is not living them alone there, that the teacher is always controlling every single room, that is, that is one of them in the strategies that are that I use.

To make students interact among themselves.

**Answer 2:** Okay, to promote interaction is working in pairs. Yeah, sometimes this is because I have the biggest topic. They have different questions working in pairs, and then they return to the principal rooms that we always use soon as that tool to work in class. And they interact with their partners, that this is the interaction that they have not always the payers, rewards, they build motivators with interesting topics, again, that they want to share ideas, but it's difficult to work in a better environment, especially with the students in the time major because they don't have the level in first semester second semester after semester, they don't have the will leveled English. And so, it is a little difficult to promote interactions in their classes. But I try to motivate with working payers, group wars, interested in topics talk about their own experience, and I always I say my students, what is your suggestion for today? What would you like to learn? Now? They tried to speak in class, but did you study yesterday? What did you do this week? What are you going to do this questions that they interact in classes which are fine.

**Answer 3:** There are several strategies that can be employed to foster interaction and engagement. Let me provide you with a few examples:

Group Discussions and Collaboration: Encouraging students to participate in virtual group discussions and collaborative projects is a great way to promote interaction.

Assigning group tasks or projects that require active communication and cooperation among students can help them engage with one another and exchange ideas.

Online Forums and Discussion Boards: Creating online forums or discussion boards specifically for PINE major students can facilitate ongoing conversations and knowledge sharing. Students can ask questions, share resources, and engage in discussions related to their coursework. This platform allows for continuous interaction and supports a sense of community within the virtual environment.

**Answer 4:** By the way. So, I'm going to answer with the same answer because it is the same question. It has a synonym between questions by the way. So, how to promote the interaction as I said before, by using the breaker room? Because in that case, they are going to interact among students or each other. They're going to Interchange ideas are going to work in pure. So, they're going to research, they're going to do many things. So that's one of the best and most useful strategy to use in virtual rooms. So, when they are in the breakroom, they can talk freely They are going to have interaction among them.

**Answer 5:** Things is beach also is really stupid that students don't show together with decent information like general answer, what I'm looking for is specific for example, there was a teacher says Who says I use the inverter in my mind when I use like roads, some of you are seeing rooms where the students meet to talk with their communication in production is it really a brilliant idea surprised me about what the situation is that we handled that we can find a neutral situation like social factors economic quality and prospects. But for me, I can see that this this activity is about interaction sharing information with the students according with this topic, for example, students Yes, this is done to be magazine article I remember that maybe this is a book in novels, storytelling or maybe this is our museum associated with our environment or our real situation because English with each areas we must deal with real aspect with real situations. Why because in the future, this will be all those all those activities will be really relevant not only like

professional by the latter personally I like a human Yes, yes activities are not about things relevant for me.

**5. Based on your experience, what are the benefits of using virtual environments for English language learning? How do these benefits contribute to the overall learning outcomes of PINE major students?**

**Answer 1:** Well, the word benefits, it has to be applied for all those students that they do have the motivation. As a person in a personal experience as an English teacher, there is never a 100%. However, the majority of students do have the motivation to learn. Therefore, the benefits that I see using virtual environment is that the students is in the comfort of their own home. They don't have to go out. That's number one. Number two, they save a lot of money by staying home. They don't have, they don't have to spend for transportation, they don't have to spend money for extra clothing. And the most important part nowadays here in our country is the safety reasons the students do not have to risk themselves. What in to come to in by bus, to come to say by motorcycle, risking their life to come to classes. Therefore, they stay at home, in their own environment and with the only motivation that they need to learn.

**Answer 2:** Okay, the benefits of the beautiful classes is that you can study in any places, if you want to be in another country, you can continue to study that's the real benefit you want to learn in another site, you can but with MIT students might consider that I need to say that not all of my students feel that they contributed with benefits because they don't like to work in a better environment. Sure, I liked working with firemen. But not all of my students like to work. So at the end of the learning code is good because you can apply it acting grenade activities, you can promote the listening skill, especially in watch videos. Yeah, makes sense. That is the benefit that I've gained with my learning how to code my students. They will love the listening feel,

maybe they are going to read not always working face to face classes is different. But maybe this is my experience. And I consider that the virtual environment contributed to the developer to the macro love the language.

**Answer 3:** The benefits a for the students and the benefits for teachers I think they are they are similar. Because a they can they learn learning through a virtual environment. A world they can that means less resources maybe for them, because a they don't have to spend maybe a money to go to the university or a maybe a they do not have to go from one city to another they don't spend too much money in that are some people that are there are some students that are from other cities in in Ecuador. So, they do not respond they do not spend a much money for transportation or for or for food, okay that that's one of the benefits also that a they could have all the other resources in the platform and they could study whenever they need whenever they want also as teachers we can provide the students with all kinds of materials for listening for visual materials for writing and we can find everything from the web and they also as for any reason they can't a attend to any of the classes, they have a the resources in the platform they have the real recordings of the class. So, that permits them to be updated all the time, okay. So, they can they can see the videos whenever they can they have a specific time for sending their own work. So, so, I think a there are many benefits for students and also for teachers with using virtual environments.

**Answer 3:** A recent study that I did actually study that I did some months ago. So what are the same benefits? So, some benefits, I remember that I write a chapter book. It was in 2021 in, it was in the pandemic and one of the 02 to the most important benefits where that students don't have to move from house to the university. Come back. That's the first one. And the second one saves money because they're going to spend money by paying the bath or buying paying the

taxi, or paying the motorcycle Etc. So that could be the two benefits. On the other hand.

Contribute to the learning outcomes of mine because when I, when I said my my research project, Most the 80% of the student that they were. So very, they told me that they prefer face-to-face classes instead, instead of online classes, very simple, why? Because in online classes, they don't have too much time for asking for asking some doubts that they have and the teacher can repeat. Every time by using the Whiteboard Etc. and individually, they don't do that because they don't have too much time. They don't have the interaction between. Between students or between and among them, or between teacher and student. Maybe they don't have the social relation with the reservoir classmates. So, benefits. Not according to my study obviously, and that said, okay.

**Answer 5:** So prevented by the use of the didactic materials, especially all those information with information related with language, because these are made to analyze different topics, different topics, this can be topics about civil engineering, Geology about education about agronomic aspect or maybe this is any topic but in English, that for me is a really, really one that I have for example, a textbook Yes, my textbook is only one didactic resource, but I have a lower of the according with a virtual maybe a trial information, I have a logo for material Yes, when different topics with different subjects by the mean is and also that is that is an enriching experience, a learning areas that is culture that I perceive the feedback for me, this is relevant for me is positive and very useful to us is kind of a have to wait among us to wait, we don't need to use our textbook. Like there's so many strategies yes, no, no that is this is this special didactic resource that institution brings to you and maybe I don't know maybe if a teacher or another person said yes to you, okay. Or they look at the institution brings to you this book, you must work with this book, but you only Yes, you can use the textbook, but apart from that, you have a

lot of didactic resources, I consider relevant, that all didactic the didactic resources, they are the support about a textbook I can see that.

**6. Which limitations have you encountered when using virtual environments for English language teaching? How have these challenges affected the teaching process and the student learning experience? Please share some examples.**

**Answer 1:** Well, the challenges that I've seen is so far this is my third-year teaching in virtual environments and the challenges that I have seen.

Is that many times students lack of technological equipment to log on to classes? However, some of these some of these technological environments can be can be acquired and they are valid excuses. So otherwise they are not they are not valid excuses. That's number one, number two.

In our region, many times the Internet is not, is not a correct Internet speed that we have here in the peninsula. That's also the monetary resource. Many students here in the peninsula do not have the monetary resources in order for them to acquire.

The best equipment for them to lag on from home and be in a virtual class and participate like every other teacher would like to have.

**Answer 2:** I'm okay, I'm a threat. Maybe it is the use of the technology. Now, that is a big problem. But no for me as a teacher is for my students. Yeah, the use of the technology sometimes there the internet connection there because you know that here in Ecuador, not not the places that are good don't have connection. Yeah, they use the devices. Sometimes you don't have data telco breaks out there, I want to apply an activity. And I send you the link of the activity, and you have their cell phone or mobile phone and you connect it to run a model to this

link. They don't have all of the didn't have a computer a laptop did good, a big problem that I would wake up. So, may I can say that is a big exam to answer this.

**Answer 3:** I think the most common threads that that teachers encounter with their trial environments is that a maybe that are that are some students that a are not responsible enough about using these resources or these environments, right, we are in a virtual class, we know that we could have a maybe 50 students in the in the classroom, but a maybe just some of them are paying attention or some of them are working we don't know exactly how much a attention you are receiving from the students and how engaged maybe at what point they are engaged enough to study or to fulfill the activities. So, that is the thread I think that we could we can find right and they this a could affect the learning process. Because the experience for example, that we have in this term is that they are the courses that we are giving a virtual classes that they are receiving virtual classes. Okay, we interact with them in class but not with all the students just with a few students that participate all the time. But a, a they participate okay. We can ask if they have any questions or everything seems that is okay. But when the time that we went to the to the classroom to take the exams, the results were completely different. Okay, so we don't know at what point if they are responsible enough as to do what they have to do as a student to study to practice that's what teachers expect from them, but maybe some of them do. are the easiest they exchange their homework and sometimes they aren't in a in a virtual test okay they send the answers we don't know at what point who you are a engaged with learning who want really to learn English especially. So, that is an accurate that I think we have right in the teaching process.

**Answer 4:** I said, so. The culture. I think that that's it. That's it. The first one and the last one and the eunuch at the most important, the culture. Because if a student has a culture of the study, they can learn a lot of So, I always call it an example of putting balance. My example,



when I was a student, I haven't got internet connection, I have to go to a cyber cafe. But when, when I was maybe in second, or third year of University, because he doesn't have access to Internet, we have to go to the library, to ask, for some books, to read to write or marriage to get some copies. It was hard for us, but maybe it is Help us to learn more. So, as I said before, you have you have the they were in your heart, you have that cell phone, you have to connect to everywhere, to any time to everybody, but you don't do that.

So that's I think the culture if you shouldn't have a good culture to study online, believe me We can we can increase our language. We can increase English; we can increase over current other languages because we have everything at home. That's it. First point, apart from that.

How have these challenges affected teaching process yet? They have effective because they don't want to learn. They said, because they say that it's easy. But why? Because I believe me that happened to me. When I was giving a subject in fourth semester, it was renamed. Rated-R, intermediate, everybody has 18 and 19 and 20. Click on lessons, so perfect. But I remember that some of them to be specific, tennis students didn't do the exhibitors because they forgot because they have many do they heated connection was bad, electricity, run out, Etc. They didn't do okay. Said okay, don't worry, I'm going to pick again, but you have to come to the university. Are they did it face-to-face? Next day, the maximum rate of them was eight over. Twenty it was not 20 over 20. What I said that very simple because online Here we are talking about the values. Everyone cheats. Everyone cheats. If I don't understand something, I wouldn't go to Google and I write something and I get information and I copy and paste that's it. There is a reason that most of the shoe that the 95% of the student passes or past the courses online, but when they come to the university, most of them feel the court, especially English. For that reason, they cheat every time because they are online, but when they are effectively, they can do that. In return.

**Answer 5:** Each person make conscious each one words this day the site is given federally sacred Why do you want to go by the need is a really want to use techniques like this with different techniques and using different strategies because of all those resources to learn a teacher learning process really useful for me consider it inside a class to continue practicing activities, continue practicing activities if you have one hour two or three you can use maybe three activities about 80 Okay, one activity per hour. Maybe this is an activity that is like this for example. Yes. Okay. Let us say this word for me to develop the skills that you know that practice and listening writing and speaking, writing. At the same time when you read something you've been analyzed and bringing your critical thinking your opinion or the way you're onboard with your personal experience, according when this is done for me, that is there is a focus at the adventure with your question. Sometimes you will provide some topics to the class. But in this case once you When you provide the topic is in order to get participation with the children. Right. But there are some times that your children don't want to participate. What do you think about that? That is a challenge. Yes. On this specific unit is going to be crying. Yes. Also, yes. Also, a data topic. This is so strong for me, but I don't see them in nowadays. Many people, many people is conscious about violent situations and edges students when you when as each student gives you their special opinion about this real moment that people harbor maybe disorder we are living nowadays. Sometimes I encourage my Ischia when they when they go on, they don't want to say nothing. Yes, please tell me your personal opinion. This is an important role about teacher to encourage a student to participate in the best way. Yes, with respect and dignity. Joe important words for me we must have a spec to bring security because in the same way a student cannot speak and say I don't want I don't I don't have that experience. I don't know nothing about that maybe, but he or she can give this special answer about a question or about a

topic, but for me is irrelevant, because I asked a question about this have you ever suffered something like this violence like this like this? How many of you Okay, how many wars the unit Do you maybe this is a known about the URL for example prime and many students can say oh, at least our vocabulary and also the associated with a personal screening. So familiar experiences, but I was in college the minus given please say something else to be pleased What do you yes laid out that is that is that for me? That is the best the best point what you will discover.

**7. In your opinion, what are some potential improvements or recommendations for using virtual environments in the teaching of English to PINE major students? How can these environments be further optimized to enhance the student's language learning journey?**

**Answer 1:** Great question. Again, the improvements that we as teachers, the improvement that we as academic institution, the improvement that Ecuador has made as far as virtual environment classes has been steadily going up.

We started from the very beginning, learning of how to use Internet learning or how to use platforms, learning how to use technological equipment. Nowadays we I truly believe that not only teachers but also students know how to use all this technological equipment. Therefore, the improvements are great.

And the path that we are following, we are going to be greater because technology improves every day. The virtual environment and the motivation plus the motivation with the students are going to be varied as the time goes by to finalize. I believe that the path is clear and if we have a very good future.

Based on our planning students to learn more English in our virtual environment.

So that has been our interview I would like to thank you to.

**Answer 2:** To prove the use of environments stitching is through a is that maybe to have access to create different resources? or resources that we can apply to all of the students? Yeah. And so, because virtual environments to learn English and good strategies and good approach, no, not it's an approach. But this is good strategy. And Don says so that is made in my opinion, that recommendation that I have to have the opportunity to create resources to work with all of my students, because sometimes they can work because they have different devices or even a problem connection. That maybe that is the way that we can improve and have more hours to teach in English because nowadays in Pine major, we work with a student three hours of the week to learn. But not all the students like to work as an autonomous they are not out to the doctor or maybe tried to apply in a cold, how to work an autodidact, maybe better, maybe more hours for teaching English in better environments because I told you as a student, Please edit go to work. Tomorrow you're going to have this activity in the Moodle platform. You are going to work with this and don't like that. But you don't want to work with that activity. Maybe you can say okay, I am going to answer these questions or I am going to wait and my partner finished the activity and tell me the answers. Yeah, so maybe to prepare a better platform or Moodle is a good platform. But we can have other good platforms. Maybe that can be improved the bitumen via but this depends on the level knoji loan it in different semester. So I told you in PINE major, we teach English in a better environment just English one English two and then Melissa three not only knows the semesters, yeah, English one, they come from the back calorie. They want they come to the ministerial kacian. Or they don't have a good English level, anywhere last year, they try to improve first semester, maybe we try to motivate to learn the language. But not all of the students want to learn English because as you know, being a Latin American is difficult the

learning of the language they don't want sometimes learning or they just in the buying major because it's a fantasy it Mendiola I saccharide about I don't want to study English. That's the way then in second semester are the students I want to learn, for example, am first semester my trees, I have a student that they have a good English level, they do all of the activities. They want to learn English. And that is a motivation as a teacher, and they have the motivations unit. But there are students that they don't say me good morning, Hello, I am fine. Or say what did you do yesterday? They didn't say no. in English. Now, that's difficult because they don't have that at the basis of the length, the breadth and depth in a better environment by major telco with angled one, two or three. So, no matter if there's anything Yeah, yes and no.

**Answer 3:** Okay, a recommendations well I think we have to continue working as teachers and they and they talk to our students a lot a we have to make them realize that this is for the benefit of them for their future and that they are a happiness and opportunity to improve and to learn the same way as if they were we were all together a in face to face a class right, it is the same, but a they need to be conscious about a the importance of a learning right no matter what environment they are, what they have to be conscious is about a is that they are a learning to develop to become professionals, and that this is something important especially for them and that they have to keep working and they have to work hard to reach the goals that they want How can these environments be optimized? Well, I think that a way that teachers and students should be should always try to learn new things, new methods to apply with the students that is something that a we have to work on an all the time, right. So, to engage to make the students engage with them with their classes. And they and that a be more conscious about a the importance of a receiving these kind of classes, the beautiful classes that they are receiving, it is

the same way so they the responsibility that teachers and students have it is the same all the time. And we have to work on that.

**Answer 4:** Somewhat Mission improvements. Yes. First of all, the dressing motivation. If they want to learn a language, they have to be motivated. They have. They have to say Okay I want junior English because I want to be teacher way to teach the students. Okay, that's the motivation, the first one. Think they increase the not the exchange, the intrinsic motivation to be motivated to do something. After that psychological I have to think that I'm going to learn visually. So, it means that I have to read for my own. I have to practice for my own. I have to be seated many websites in order to learn English or do you have more fluently, hope to practice something. So that's another point. But also, Improvement What is so how can this environment, Etc.? That's a little difficult to do that. How do we come? Enhance. Maybe we can use. Okay, we can use many platforms. We can use many social networks, we can use many apps but what will happen if they shouldn't put their effort, nothing is going to happen. So, it's equal by taking my experience, it's difficult. But again, I'm going to repeat and many times. I'm going to repeat the same culture. It's very important. So, imagine trying to put in Balance, why you Korean people? Don't learn not just English. So many subjects or many mirrors in a color, but why some people in the United States? Why some people in in in Spain or Europe they learn and they started building Early. That's very simple. Because the bay They pay here in English free. That is the reason that it doesn't matter. And they'll all say that student. If they have a disability, he has to prove be promoted Etc. So that's other things that maybe kind of fake the Improvement of every student because I think that everything is free, I don't have to pay so I don't have to put my effort but in every country have to pay and if I'm going to pay means, I have to study because if I if I, if

I fail, I have to repeat. I have to pee again. So maybe those things are fake because I will culture continue thinking in that in that way.

**Answer 5:** I use this specialist to see what's happening with you but anything? Yes, let me give you this moment to do each of these in your favor with zero. So that is after that is insane, you're dead? Yes. Okay, this is a situation where pieces of paper that permit that is a relevant that is this. Boy I can see them the most importantly this is to respect another. Yes, yes. And this the trade the treatment? Yes, that was they use their respect with other people. And also I like maybe to call my name to the students and also So, when security and apart from guided, yes is given kind of gave you maybe, maybe insurance or a legal opinion about my question. I don't I don't have problem with that situation I don't have publicly some Chinatsu I encourage my students to participate in class in their base. But for me, I consider the war the audible speech is the basis started you can also want someone or maybe to know other people to know or their person, but inside the class, I need to use my own experiences because each one of our students is a special world and is completely different from others. And also, they have deeper illnesses, they have problems to them, these problems can be economic, social, psychology, and Mike first of all emotion. Yes. See, that is for me. And another one point is economic situation. Yes, but I'm a situation. So, are familiar from the old loss equation, we must check we only we only see this equation like a teacher, but it is incorrect. The young human being we are human beings and also be that is the first of all, first of all, we must we must to be map excuse me with maths as a cautious about a one about one situation. For example, this is a I am a pitcher, yes, my teacher balls, but I see my mistake. Because the body language is one important aspect of the contact militia, we will avoid all those aspects are connected with guests. We only we want to see this

addition like a piece of bad behind them, we can find a lot of troops that is a really important feature muscle mustn't forget that he or she is a human being on his students.

**Annex interview recordings**

[https://drive.google.com/drive/folders/10i6SkMbGzDDiDm\\_8r53WgAGpOdC7DESA?usp=sharing](https://drive.google.com/drive/folders/10i6SkMbGzDDiDm_8r53WgAGpOdC7DESA?usp=sharing)