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

''Teenagers' Perceptions of English Learning in Virtual Settings''.

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Author: Elianie Yaritza Banchón Cedeño

Advisor: Ing. Tatiana García Villao, MsC
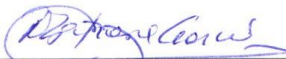
La Libertad- Ecuador

2023

La Libertad, February 7th, 2023

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title " **TEENAGERS'**
PERCEPTIONS OF ENGLISH LEARNING IN VIRTUAL SETTINGS" prepared by
ELIANIE YARITZA BANCHON CEDEÑO an undergraduate student of the Pedagogy of
National and Foreign Languages Career, Major of Educational Science and Language at Peninsula
of Santa Elena State University I declare that after oriented, studied and reviewed the project, I
approve it in its entirety because it meets the requirements and is sufficient for its submission to
the evaluation of the academic tribunal.

Sincerely,

_____

Ing. Tatiana García Villao
ADVISOR

La Libertad, February 7th, 2023

Statement of Authorship

I, ELIANIE YARITZA BANCHON CEDEÑO with ID number 2400245441 undergraduate student from the Universidad Estatal Península de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtain a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research project "TEENAGERS' PERCEPTIONS OF ENGLISH LEARNING IN VIRTUAL SETTINGS" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

Elianie Banchon C

ELIANIE YARITZA BANCHON CEDEÑO

AUTHOR

Declaration

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA.
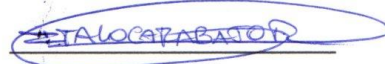
Elianie Banchon C

ELIANIE YARITZA BANCHON CEDEÑO

BOARD OF EXAMINERS

_____
Msc. Eliana León

**Pedagogy of National and
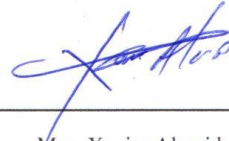Foreign Languages Career Director**

_____
Msc. Italo Carabajo Romero

SPECIALIST PROFESSOR

_____
Msc. Tatiana Garcia

TUTOR

_____
Msc. Xavier Almeida

UIC PROFESSOR

ACKNOWLEDGMENT

I would like to thank God for being with me every second of my life. I would like to thank everyone who has supported me in this process. I want to express my gratitude to all the people who contributed to make this research possible and who in some way were with me in the difficult, happy and sad moments. These words are addressed to you. To my parents, for their example of carrying on in spite of circumstances. Thank you for giving me the freedom to develop as a human being.

I want to thank my grandfather, Isaías, who has accompanied me to the university since the first day of school. At the same time, I want to thank my sincere friend Alex, for his words of encouragement at times when I thought I could not go on any longer. Tattiana Garcia Villao, MSc. who supported and guided me throughout the whole process.

To my friends, with whom I have shared inside and outside the classroom. Those friends from the University, who become lifelong friends, and those who will be my colleagues, thank you for all your support and fun.

DEDICATION

First of all, I would like to dedicate this work to God, for being our creator and helping me to accomplish this great goal of my life. He was there for me every second, listening to my anguish and filling me with encouragement and strength.

Secondly, to my children Nicolas and Darla, you were my greatest inspiration to become a professional, I love you deeply.

To my husband Darling, thank for always believing in me and encouraging me to keep going. Your support is a blessing beyond measure.

Last but not least, Alison, thank you sister for helping me and encouraging me to keep going to the last pedal, I know I always counted on you.

With love

Elianie Yaritza Banchon Cedeño

ABSTRACT

Due to the global health crisis caused by the COVID-19 pandemic, the educational system changed to virtual mode. This paper shows the results of a research conducted at Unidad Educativa 'Teodoro Wolf', on the perception of 7 students and 5 teachers. As a matter of fact, perception is a broad topic and essential for learning, understanding and perceiving our environment and context. Through online education we can make objects attractive so that they can and want to be perceived by learners. However, the truth is that they are not always taken into account. Therefore, the present research project was developed with the aim of investigating perceptions of English language learning in virtual environments.

This academic work included as methodology the qualitative method, and also involved bibliographic research and phenomenological study. The sample stated that the instrument has a sufficient degree of reliability and accuracy. It was concluded that according to the results, the students received a solid vision of virtual education.

KEY WORDS: Perceptions, virtual settings, learning, Covid-19, problems, connection.

RESUMEN

Debido a la crisis sanitaria mundial provocado por la pandemia del COVID-19, el sistema educativo cambió a la modalidad virtual. Este trabajo muestra los resultados de una investigación realizada en la Unidad Educativa 'Teodoro Wolf', sobre la percepción de 7 alumnos y 5 profesores. De hecho, la percepción es un tema amplio y esencial para aprender, comprender y percibir nuestro entorno y contexto. A través de la educación en línea podemos hacer atractivos los objetos para que puedan y quieran ser percibidos por los alumnos. Sin embargo, lo cierto es que no siempre se tienen en cuenta. Por ello, el presente proyecto de investigación se desarrolló con el objetivo de indagar sobre las percepciones del aprendizaje del idioma inglés en entornos virtuales. Este trabajo académico incluyó como metodología el método cualitativo, e involucró también la investigación bibliográfica y el estudio fenomenológico.

En la muestra se constató que el instrumento posee un grado suficiente de confiabilidad y precisión. Se concluyó que, de acuerdo con los resultados, los estudiantes recibieron una visión sólida de la educación virtual.

PALABRAS CLAVES: Percepciones, entornos virtuales, aprendizaje, Covid-19, problemas, conexión.

INDEX

TABLES

FIGURES

INTRODUCTION

Learning English as a Foreign Language (EFL) is very important in Ecuador. It is recognized in several education policy documents, such as the National Curriculum Guidelines and English as a Foreign Language (Jenny Villalba Zambrano, NATIONAL CURRICULUM GUIDELINES, 2014) . The recognized need to learn English as a global language provides a solid foundation for authentic and culturally appropriate language production, as per the document titled Compulsory Level Curriculum changes aimed at (Education, 2016).

The global COVID-19 pandemic declared in March 2020 has contributed to the rise of online learning, requiring students to adapt and adapt to online and distance learning. Currently, virtual education is taking a predominant place in our society, beyond what was once foreseen, and it is very common to hear that this teaching modality. This is consistent with the fact that virtuality is highly beneficial for students who, due to their work and occupational responsibilities, cannot access a face-to-face training system, so it becomes a favorable alternative for them to develop their academic activities and achieve their professional goals.

Virtual education is a non-face-to-face educational modality that emerges from distance education and in which learning is mediated by the use of technologies, through digital tools, virtual spaces and platforms.

Then, it refers to the teaching process where teachers and students are physically and temporally separated, however, it is the former who provide the contents of the courses through applications, multimedia resources, internet, videoconferences, etc. Currently, the actual learning is done through real-time (synchronous) collaboration and can be delivered through various videoconferencing applications such as Google Meet, Zoom, WebEx, WebEx, Microsoft Teams,

etc. and instant messaging, immediately such as WhatsApp, Messenger, Telegram, Hangouts, etc. Similarly, this happens in a slow way (asynchronous), characterized by the fact that interaction does not occur in real time, e.g., forums, wikis, activities, etc. have been created to provide virtual education.

Chapter I: The Problem

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

Chapter II: Theoretical Framework

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

Chapter III: Methodological Framework

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

Chapter IV: Analysis of Findings

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

Chapter V: Reflections of the Study

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

CHAPTER I

THE PROBLEM

Research Topic:

Educational Innovation of the English Language.

Research Title

''Teenagers' perceptions of English learning in virtual settings''.

The Research Problem

The English language is a simple and easy-to-understand language. However, it is full of grammatical rules, phrases, and concepts that can complicate English learning for non- native speakers. The English language is broad and dynamic, which means it changes from time to time and adopts new words from various sources. The language is full of rules and exceptions to the authorities. This can be complicated for those who want to learn the language.

The English language plays an essential role in facilitating the student's access to multiple digital resources and opportunities for personal growth, such as scholarships, seminars, lectures, etc. In addition, English is one of the most widely spoken languages in the world. Therefore, it is essential to master the communicative skills that make the student capable of transmitting and encoding a message. Students, teachers, and administrators from many institutions realized that the COVID-19 virus made it necessary to use digital media to continue educating children, teenagers, and adults. However, the implementation and adaptation of digital platforms, like radio and television, have created challenges in their appropriate use and marking social and economic inequalities.

The pandemic caused different effects on students, and this issue was brought on by the inappropriate use of strategies to encourage students' participation in extracurricular activities. In

addition, massive Internet accessibility has given computers the upper hand in language instruction, leading some to speculate that both teachers and students have updated traditional teaching methods, especially in the case of English, which was one of the forerunners in the use of technology in language instruction. We were interested in their perception of this period of learning English online. In Ecuador, schools and colleges have closed due to the fight against Covid-19, and learning is taking place online. The new online modality challenged most students in the educational setting; young people had problems with online assessments because most needed more adequate instructions. The pandemic made a tremendous turnaround; technology helped teach English classes in every institution, students and teachers had to adapt to the new modality and the challenges generated by Covid-1. The COVID-19 pandemic has introduced uncertainty into major aspects of national and global society.

This situation is experienced by Unidad Educativa 'Teodoro Wolf,' where 10th-Grade students have also taught online classes through digital platforms, which is helpful for students. However, many students had complications at the time, needing the Internet and not knowing the proper use of the media.

Problem question

General question

How did the pandemic affect the perception of the English language learning process in virtual environments in the students at Unidad Educativa 'Teodoro Wolf'?

Specific questions

What are the most common problems in learning English in virtual environments?

How effective are technological advances for online learning?

What are the teachers' perceptions about virtual settings practices?

Objectives

General objective

- To investigate the perceptions about the learning of the English language in virtual settings.

Specific objectives

- To identify the most common problems students have in learning English in virtual settings.

- To analyze technological advances for online English language learning.

- To recognize teachers' perceptions about the use of appropriate tools in virtual settings.

JUSTIFICATION

The current research project will focus on the perceptions of the English language learning process in virtual environments of the 10th graders at Unidad Educativa 'Teodoro Wolf" to identify the most common problems that affect online education for the acquisition of the English language, which is usually fundamental in the educational eld. The students at this institution need the technological tools or advances for the necessary learning that they should implement.

This can be counterproductive when they want to do homework or research. Teachers must learn to teach the proper use of technology and the new modality. The most effective solution from a professional standpoint is to recognize the perceptions that students and teachers crave help in online classes in times of pandemic.

Nowadays, many technological advances, such as the Teams Platforms, make it easy for students to connect to their online classes to learn a foreign language through platforms that aid in language learning.

However, they often need to be made aware of the new updates in the use of technology by students and teachers. This project will provide insight into student perceptions because it is crucial to investigate and identify many problems with English language learning during the pandemic. Sometimes students consider English a complex or tedious subject due to the lack of technology.

This project aims to analyze this perception for students; it will be excellent as they can learn in a fun way, hand in homework on time, be less stressed, and be effective. This qualitative study aims to describe adolescent students' motivating concerns, attitudes, and beliefs toward learning.

CHAPTER II

THEORETICAL FRAMEWORK

Background

To begin with, virtual learning is something relatively "current." However, in many countries, the use of technology is already quite frequent. However, it was not until 2019 that learning through digital media gained significant importance. Since 2019, many people, students, and teachers, along with others, have been interested in this topic. Therefore, recent studies can contribute meaningful information to this research project. Some of the most relevant are the follows as ones:

First, according to their experiences, some university students agree that online learning systems are interactive, enjoyable for people, and save time and effort. But on the other hand, different researchers (Dhawan, 2020) discovered some restrictions of online learning that may cause specific drawbacks in the teaching process. One of the most obvious was the shortage of digital tools in particular sectors. However, using media to teach classes in the establishments gave good results since teaching in this way was novel and easier to overcome for students who are nowadays very familiar with the technology.

Secondly, (Yadav, 2017) discusses the benefits and drawbacks of using computer systems and the Internet in education and alleges the crucial role of instructors in internet education.

Yadav states how the Internet and the web lead to academic adjustments and innovations and the increased use of communication tools that help students adapt to the needs of the new world.

He mentions that digital education is a new form of knowledge that, this time, is fundamental; scholars point out that using the Internet and its tools can be considered a valuable gift for students. In addition, he states that the constant use of these digital information and communication tools between instructors and university students is helpful in asynchronous online since it allows maintaining contact in near real-time despite not being in the same physical environment. In addition, he concludes that virtual training is necessary and that not giving it importance should be considered a risk for education.

Pedagogical basis

Foreign language

Foreign language acquisition by students does not occur spontaneously like the acquisition of their native language. However, it is systematically carried out in three stages: preschool education (kindergarten), school education (junior high school, junior high school, and high school), and university. Foreign languages, in contrast to their native language, represent a specific social, cultural, and cognitive reality for students to which they do not have constant access. Therefore, many scholars de ne this kind of multilingualism as artificially formed educational multilingualism.

The Importance of Learning English

In this 21st century, it is undeniable that English has become a universal language. Although it is difficult to determine precisely how many people speak this lingua franca worldwide since the previous studies in which it was said that there were about 1.5 billion speakers, today, it is estimated that it has grown to 2 billion. With these numbers as a reference, we can infer that approximately one in four of the world's population speaks English (Crystal, 2019). English is now part of the curricula in about 140 countries, including Latin America 2 (Nishanthi, 2018).

Moreover, policymakers recognize the power of English (Alizadeh, 2016) and the prospects it offers. For example, a myriad of research shows a correlation between a country's economic performance and the English proficiency of its population (Rahayu, 2019). In addition, English proficiency offers opportunities on a personal level as well. This also applies to people living in emerging countries such as Brazil and Mexico.

Online Learning

Increasing access to the Internet and technology is driving the shift from traditional classrooms to online learning. Online learning enhances the teaching and learning process by allowing learners to be more engaged through the various educational tools offered by the Internet and digital platforms.

Online learning can be defined as mobile learning through computing devices ranging from small cell phones to more complex equipment such as desktop computers. Technological advances have made it possible to learn anytime, anywhere, as long as you have an electronic device. Mobile devices such as smartphones, laptops, and tablets have become an integral part of our lives, and education is no stranger to this positive change. Technology-based learning is recognized as an innovative way of learning in primary and secondary schools. However, it is more common in higher education. Teaching and learning with technology make the process more interactive and collaborative.

Online learning has become an alternative to traditional knowledge, and education is no longer limited to the classroom. Internet access has transformed education, ushering in a new era in which technological tools replace traditional teaching with a more fun and straightforward process for students to master. These techniques have many advantages. First, students can

communicate interactively with the teacher on the virtual platform of their choice. Teachers can quickly grade and comment on students' papers and exams online and track their progress.

Online learning also transfers skills and knowledge to a large number of recipients simultaneously, which is not possible in traditional classroom practices. Learners can access knowledge anytime, anywhere, with a single click, with a stable Internet connection and available electronic devices. Finally, online learning is acceptable for users.

The impact of the pandemic on learning

The March 2020 pandemic has changed how most students worldwide teach and learn, schools and colleges were temporarily closed for most students, and learning often took place at a distance. However, vulnerable children and the children of working-class citizens were able to continue "attending" school during these periods thanks to digital platforms school.

Technology came to the rescue in countless elds, including education, during this global health crisis. Platforms for virtual meetings, platforms for receiving homework, media, or platforms for sharing educational material were some of the tools used during this time.

Although it was complicated to manage this new teaching and learning process in the beginning, with time, teachers and students could adapt and progress through this unique educational approach.

The forms of learning that took place during the closure of schools and universities can be divided into "online" and "offline" learning. Online education refers to the use of real-time Internet-based resources in which students participate in live "online classes "Online learning was typically conducted through online conferencing software and sometimes included text chats and verbal interactions with professors and peers. Offline learning is learning that takes place outside

an "online classroom" and independently of a teacher. It usually consists of worksheets, completing projects or assignments, or watching instructional videos.

These synchronous and asynchronous activities allowed students to put into practice what they learned during lectures effectively. In addition, this methodology greatly bene ted those who needed to make interaction an integral part of their learning process; for example, foreign language learners had a wide variety of material and opportunities to practice and develop during class.

Ways to promote autonomous learning

Activities on independent learning could be encouraged, such as independent study in the library, learning outside the classroom, independent work in a self- study center, and homework outside of class that focuses on Internet use.

There are ways to foster student teaching and learning of English languages (Cakici, 2017) such as using cooperative learning that includes teaching strategies, assessment sheets, self-reporting, portfolios, and teacher assistance. To foster teacher and learner autonomy and have tools. In addition, some approaches to promote learner autonomy or autonomous learning are classified under six significant headings (Benson, 2007), namely: resource-

THEORETICAL BASIS

Definition of perception

Perception is a psychological process of experience gained from the five senses, and individuals can process responses into positive or negative perceptions. There are stages of choice, interpretation, and reaction to getting the answer. (Erin, 2018) Otter ((in Ghadirian, 2017) described perception as a behavioral process for obtaining information. This acquisition can result

from the environment to which the student is exposed. Another de definition of Nugroho (in Saifuddin, 2020) is that perception is the process of organizing and interpreting what is being perceived, beginning with using the five senses in receiving stimuli.

Types of Perceptions

According to (Shandi's, 2020), perception is divided into two, those are positive and negative perceptions.

a) Positive cognitions describe all knowledge and reactions that advance the effort to use them. This continues by activating or accepting and supporting the perceived object.

b) Negative cognition is cognition that accounts for all cognitions and responses that are inconsistent with the cognitive object. It passively proceeds or rejects and resists perceived objects. Therefore, perceptions can be positive or negative and permanently affect the person doing something. Positive or negative perception depends on how the individual describes all knowledge about the perceived object.

Factors that Affect Perception

The explanation is as follows: Functional factors (Rahmat in Ari n, 2017):

Functional factors arise from needs, experiences, and other things that are included in personal aspects. Structural factors:

Structural factors derive from the nature of physical stimuli and their neurological effects on individual nervous systems.

Legal Basis

Constitución de la República del Ecuador

In the "Constitución de la República del Ecuador" (CRE.), the following articles are mentioned:

Art. 26. - Education is an individual's lifelong right. It is also an inescapable and inexcusable duty of the State. This is a priority area for public policy and government investment. It guarantees equality and social inclusion and is indispensable for a good life. People, relatives the community have the right and the responsibility to participate in the educational process. (CRE, 2008) art26.

Art. 27. - Education puts people first. It will ensure their integrated development with respect for human rights, a sustainable environment, and democracy. Education is participatory, compulsory, intercultural, democratic, inclusive, and diverse, with quality and warmth. Promote gender equality, justice, solidarity, and peace. It stimulates the development of critical thinking, artistic, physical culture, individual and community initiative, creativity, and work skills and abilities (CRE, 2008) art. 27.

Art. 28. - Education will respond to the public interest and will not be at the service of individual and corporate interests. Therefore, universal access, permanence, mobility, and graduation 29 without discrimination and compulsory at the initial, primary, and baccalaureate levels or the equivalent will be guaranteed.

VARIABLES OF THE STUDY

Dependent variable

Speaking skills

Speaking is a skill required for oral communication in foreign language classes. People communicate verbally while talking to others and giving an unsolicited speech. It is a skill that everyone should have to effectively to express their feelings and thoughts in a foreign language effectively. Acquiring speaking skills is a challenging process (Rao, 2018). Speaking will help you better to understand the spoken language with different accents and intonations. In this way, your variety in the language will improve, and you will be able to understand more concepts when you are studying.

To acquire speaking skills, you need to learn the correct grammar and vocabulary to use when speaking. Speaking affects multiple people and can be seen as a productive skill. (Hussain, 2018). Therefore, learners take longer to master these skills. The incompetence of learners, especially those in higher education, who need more verbal fluency to function well in the workplace. (Sudarmaji, 2021).

Independent Variable Perceptions

Perception is selecting, receiving, organizing, and interpreting information from the external environment to make sense of it.

The input of this meaningful information leads to decisions and actions.

CHAPTER III

METHODOLOGICAL FRAMEWORK

The methodological framework for the study about the Teenagers' perceptions of English learning in virtual settings for 10th-graders students at Unidad Educativa "Teodoro Wolf" will determine how to collect, order, and analyze the data obtained. The proper choice of research methodology aids the researcher in understanding potential causes for the issue under investigation. Furthermore, a practical approach enables precise and organized data collection, producing a study with valid data and findings.

Methods

A thorough investigation is conducted in the case study using information about any event, person, or process. According to (Bhandari, 2020), the qualitative approach collects non-numerical data to understand concepts, viewpoints, and contexts.

Additionally, this process is mainly used to understand how other people view various components of the outside environment. When more than one data source is available, and the current condition and context need to be fully described, the case study approach is utilized. It allows researchers to thoroughly explore the case by concentrating on the how and why of the scenario.

TYPE OF RESEARCH

Bibliographic Research

A bibliographic search can be defined as a search that requires gathering information from public sources. These materials may include more traditional sources such as books, periodicals, magazines, and reports, electronic media such as audio and video, and online resources such as websites and blogs. It may also be configured.

Phenomenological Studies

Phenomenological studies are detailed studies of what experiences mean to people. Essentially, it is about examining everyday human experiences for a sound understanding of people and the meanings they attach to their own experiences and those of others. According to Michael J. Gill (Gill, 2020). Phenomenology is a philosophical method of reflection and research aimed at understanding a person's lived experience. In phenomenological research, researchers need to focus on people's experiences of phenomena to obtain the comprehensive details that provide the basis for the reflective structural analysis that ultimately reveals the nature of the incident.

Data Collection Techniques:

For this research work, information is collected based on a focus group. Focus groups are commonly used in qualitative research; the people involved are selected based on specific characteristics.

This type of interview makes it easy to ask more precise and detailed questions, and one person's answers do not influence another's answers. A particular participant's solution is independent of other participants. In this way, in individual interviews, it is possible to collect

necessary and reliable information from questionnaires for conducting interviews aimed at problem areas. All data collected by the principal investigator are presented in the work using the interpretation section.

Focus group

The data collection technique for gathering information for this scientific study is based on focus groups. Focus groups are commonly used in qualitative research. Stakeholders are selected based on specific characteristics. Additionally, it is essential to ask interactive questions in focus groups. (George, 2021).

Instruments Questionnaire

The questionnaire is an instrument that enables the collection of data in a survey. It consists of specific questions that vary from study to study. Due to its ease of use, it is one of the most widely used tools for collecting and analyzing information.

Data Collection Processing and Resources

Table 1

Basic Questions	Explanation
What?	Focus group
Where?	At Unidad Educativa "Teodoro Wolf", Santa Elena- Santa Elena Province
When?	January ,2023
How?	The questionnaire, opened-ended questions
What for?	To investigate the perceptions about the learning of the English language in virtual settings.

Note: This table shows the data collection process and resource issues. First, relevant questions are displayed, and information, where the question is asked, and the date the survey was submitted are retrieved. Now let's talk about how and why we get the data.

POPULATION AND SAMPLE

Population

Explanations are provided by researchers specifically for the A2 level group. The study population is focused on students at Teodoro Wolf High School in Santa Elena. At this school, English is one of priority subjects in the education of students.

Sample

The sample to be considered for this research project comprises seven students and five teachers at Unidad Educativa 'Teodoro Wolf". All of them will take part in the development of this project.

CHAPTER IV

ANALYSIS OF FINDINGS

Interpretation of Data from the Focus Group Students:

Interviews conducted with a sample population showed that each student gave an open-ended opinion on the question and that the data analysis. Each question relates to the objectives and variables presented in the project, so their development and research are fundamental to their interpretation. The students gave their answers with voice recordings made over the phone.

Figure 1

Question 1: *Are you comfortable taking virtual English classes?*

NubeDePalabras.es

Elianie Yaritza Banchon Cedeño

Note. The data are represented by word cloud numbers generated by NubeDePalabras.es.

This tool analyzes what respondents say and shows you the most relevant words.

The most frequent words: learning, effective, easy, stress.

The interviewees   agreed that virtual classes are elementary   and comfortable for them. Some elements are mentioned, such as comfort, concentration, organization, and students'

ease of research. Online learning has resulted in a more accessible and effective learning system.

It also allows them to consult the materials whenever they want, enabling them to learn.

Figure 2

Question 2: *How did the pandemic affect the English language learning process in virtual environments?*

NubeDePalabras.es

Elianie Yaritza Banchon Cedeño

Note. The data are represented by word cloud numbers generated by NubeDePalabras.es.

This tool analyzes what respondents say and shows you the most relevant words.

The most frequent words: virtual, affect, technology, knowledge.

For those interviewed, one of the processes that affected learning was that, at the time, they were adopting the virtual world. Students were quickly distracted and fell asleep in class. Therefore, the pandemic affected learning significantly since they did not have the necessary conditions to carry it out, in addition to the fact that each of the students, being at home, was living their own reality. On the other hand, a small number of respondents stated that the learning process in virtual environments in the vast majority needed more material and financial resources to change the way of teaching classes using technology from one day to the next. In addition, very few

students had computer equipment; some started taking their online sessions through a cell phone, which further complicated the learning process.

Figure 3

Question 3: *According to you, which is the impact of the pandemic on learning?*

NubeDePalabras.es

Elianie Yaritza Banchon Cedeño

Note. The data are represented by word cloud numbers generated by NubeDePalabras.es.

This tool analyzes what respondents say and shows you the most relevant words.The most frequent words:

zoom, time, problems, connection, mental health

According to interviewees, the pandemic significantly impacted learning, including mental health. This demonstrates that overall well-being is not independent of academics; trauma and other mental health issues can influence children's attendance, ability to complete assignments, and learning. Because they did not have the technological tools to be able to listen to their classes, mostly there are impacts

during this time; students faced multiple schedule changes, new teachers' mid-year, connection issues, zoom fatigue, and more problems that educational institutions experienced between virtual hybrid, and in-person learning. These challenges caused unfinished education for many students.

Figure 4

Question 4: *Do you agree that English language learning is a common problem in virtual environments?*

NubeDePalabras.es

Elianie Yaritza Banchon Cedeño

Note. The data are represented by word cloud numbers generated by NubeDePalabras.es. This tool analyzes what respondents say and shows you the most relevant words.

The most frequent words: difficult, appropriate, learning, support.

Most interviewees mention many learning problems in virtual settings because only some have the same learning pace. It also depends on who teaches it, how it

reaches the student, and how they interact. One of the main factors is the motivation

of students who have problems, with adequate support from the teacher, because

learning English requires much practice with the teacher and dialogue between the

student and the teacher to achieve better learning.

Figure 5

Question 5: *How virtual classes are affected in English learning, if teachers do not have*

adequate training in the use of technology?

NubeDePalabras.es

Elianie Yaritza Banchon Cedeño

Note. The data are represented by word cloud numbers generated by NubeDePalabras.es.

This tool analyzes what respondents say and shows you the most relevant words.

The most frequent words: disadvantages, difficult, experience, teaching.

Responses to question five allude to the fact that all of the interviewees responded in

agreement with their experience. Some of them expressed that it affects quite a lot for the student

and the teacher; students would not be able to listen to their classes. Therefore, it is affected

teaching because there would not be a better understanding. Also, they do not teach their classes because they need to learn how to handle the technology. Some of them only help themselves by passing the course slides for their students and do not implement activities for the type to be successful.

Figure 6

Question 6: *What do you think about classes online?*

NubeDePalabras.es

Elianie Yaritza Banchon Cedeño

Note. The data are represented by word cloud numbers generated by NubeDePalabras.es.

This tool analyzes what respondents say and shows you the most relevant words.

The most frequent words: crankiness, fatigue, homework, depression, stress.

The participants mentioned that they did not like them at all, but at the same time, they were interested beyond the situation (COVID-19). Online classes were a very valid instrument. However, most indicated they needed to learn how to handle them well. On the other hand, they

had a headache because they spent a lot of time with their eyes on the screen, with up to six hours a day of online classes and homework. In addition, online classes were more difficult because of the need for more contact between classmates and teachers.

Figure 7

Question 7: *Do you get stressed with autonomous work?*

NubeDePalabras.es

Elianie Yaritza Banchón Cedeño

Note. The data are represented by word cloud numbers generated by NubeDePalabras.es.

This tool analyzes what respondents say and shows you the most relevant words.

The most frequent words: time, instrument, partners, hours, difficult.

According to the interviewees, they were stressed by freelance work, were less motivated, and had low productivity. The interviewees mentioned signs of stress, irritability, lack of concentration, tiredness, depression, sleeping difficulties, physical problems such as digestive disorders, headaches, not submitting homework on time, or lack of Internet. While the remaining mentioned that they did not get stressed with freelance work because they measured their time and

handed in all assignments on time. To begin with, it is significant to mention that to obtain better and more accurate results, the focus group with five Teachers from Unidad Educativa 'Teodoro Wolf '. The results and interpretations of the five open-ended questions are explained below.

Interpretation of Data from the Focus Group teachers:

To begin with, it is significant to mention that to obtain better and more accurate results, the focus group with five Teachers from Unidad Educativa 'Teodoro Wolf.' The results and interpretations of the five open-ended questions are explained below.

Table 2

Question 1 *Are you comfortable teaching virtual English classes?*	The interviewees agreed that the virtual classes were stressful because they had to adapt to the (digital) school cycle, the technical problems, and the uncertainty characteristic of the moment. The teachers tried as hard as they could. However, they also got tired, and there were days when they did not even want to turn on. Hence, the webcam, but they did it.

Question 2	According to the interviewers' responses, they said that the pandemic affected learning in different ways, one of which was that they did not have the appropriate equipment to teach English and that planning was handled differently than in person. The challenges of the teacher became a virtual tutor in the face of the pandemic. Education was greatly affected because face-to-face classes abruptly moved to the virtual environment, teachers were not used to implement this issue, it is worth mentioning that virtual classes were generated with different sources or resources for students to have quality education. On the other hand, they mentioned that it affected greatly because not all teachers had space to give classes and they were looking for ways for all their students to connect even though they did not have fixed internet.
How did the pandemic affect the English language learning process in virtual environments?	

Question 3 *According to you, which is the impact of the pandemic on learning?*	Most interviewees mention that youth from low-income families were at greater risk of being excluded from online learning because they could not afford sufficient internet or devices. Schools with insufficient resources, and with students already facing greater barriers to learning, had to work especially hard to reach students across the digital divide.
Question 4 *What role do teachers play in the online learning environment?*	The participants mentioned that the role of the teacher is to facilitate learning, that is, to design situations for students to learn and guide them in carrying out the activities. What helped me to know concerning them the virtual activities that were carried out with the students, choosing the virtual environment tool(s) to be used, creating the digital materials used as didactic resources, setting work times, and establishing evaluation strategies and instruments.

Question 5	The teachers said they had to adapt and that at the beginning, they felt uncomfortable, insecure, or anxious; they felt exhausted and had muscular and eye pains. On the other hand, they mentioned difficulties with the virtual modality, lack of elements, or outdated elements. Online learning has risen to a more complex learning system.
Do you get stressed with the use of technology?	

Analysis and Discussion of the Interviews. Bibliographic Review

Understanding student awareness is important. Qiong (2017) explains how perception helps us understand people's situations and helps teachers create better learning environments for students. This information provided important information about the factors that reveal the performance of virtual classes such as. Student participation in classes, common types of questions they had, and problems students had in attending these classes. Based on the bibliographic review and the interviews done to collect relevant data for the project, perceptions indicate that virtual classes have advantages and disadvantages depending on the experiences of each student. Students express their liking for using the Internet for learning, and many also recognize that it favors the teaching and practice of a foreign language. However, they do not consider computer-mediated knowledge the ideal way to educate themselves.

Student's behavior in the virtual classroom corresponds to their time working in the virtual classroom. The student's behavior in the virtual classroom corresponds to their time working in it. The interest in knowing and understanding the factors and affectations that make it difficult for students to learn English in virtual environments was fundamental in the choice of the topic of

inquiry for this research. The work was guided by the intention of deepening and analyzing with a study the knowledge on the subject of perceptions in virtual environments. For this purpose, most of the time students entered classes, they did not interact with teachers.

They also agreed on the most common problems in learning virtual environments. First, each student has a different way of learning, and it was difficult for them to understand the classes because they needed adequate knowledge. Secondly, the students mentioned that each teacher's motivations were vital because they were unfocused.

For example, the teachers did not develop strategies to make the classes fun because, according to the students, English requires much practice to achieve better learning. The results show that students and teachers are interested in using technology. However, there are different obstacles, such as lack of time, stress and lack of Internet, fatigue, and lack of ability to use technology. These aspects mentioned in each interview were the change of schedule, long hours in front of a computer, teaching processes, autonomy, and collaborative work.

CHAPTER V

REFLEXIONS OF THE STUDY

This chapter is based on the reflections obtained from the research project.

Thanks to the responses of teachers and students, it was possible to receive information, experiences, and difficulties according to the variables and objectives set out during the study. This research project was called "Perceptions of adolescents about learning English in virtual environments," whose goals were to investigate and identify the most common problems affecting online education for English language acquisition because this learning environment was the one used during the pandemic and due to certain factors, students were affected by them.

Firstly, it was necessary to formulate the main and specific questions to collect information. First, the central question: How did the pandemic affect the perception of the English language learning process in virtual environments?

Thanks to in-depth research, the conclusion is that several theories affect learning through virtual classes. In other words, lack of Internet, problems, and lack of digital resources prevent students from having favorable learning. In the author's findings, many respondents agreed that they did not have a choice in the activities when learning English, which made it more difficult to assimilate the language skills and had severe repercussions for them.

The interviewees have very different perceptions that they mention in each answer.

Nevertheless, there are more factors such as stress, autonomous work, and motivation that the interviewees, from their experience, affirm that they affect learning during the virtual environment, and all interviewees mentioned the different difficulties experienced during the pandemic.

Secondly, the objective of having the opportunity to conduct a focus group discussion with the sample they have successfully achieved thanks to the interviews conducted with the students and teachers from 'Unidad Educativa Teodoro Wolf". Those who the researcher selected indicated their perceptions about learning English in virtual environments. The most exciting advantage of online studies is that students can have different resources and choose those that facilitate how they assimilate knowledge.

Undoubtedly, the author's experience was full of mixed feelings. One of them was fear while developing the research. Nowadays, the proper use of formal writing and knowing the precise words to make the project effective also at the time of citing. The APA norms have changed, and for research, these tools for the project need to be accepted. On the other hand, to investigate from various sources and to reflect on each response obtained from focus groups, the experiences that the interviewees suffered during times pandemic.

Similarly, it was understood that we were all affected by the change of modality, digital resources, and the lack of training to manage each platform. Utterly, the experience was satisfying because it will help me research throughout life. Another bene t was the different tutorials for this work that helped the author develop chapter by chapter here. Time predominates, not only to deliver on time but also to have coherence in each word or research of the topic to be treated.

During the research, the author was able to ascertain that the problem was plausible and that there were several factors significantly detrimental to student learning in virtual environments. Furthermore, the interviews conducted yielded information that corroborated these negative factors. Some of the elements identified were: poor Internet connectivity, computers with poor storage or outdated computers, and personal characteristics such as stress, anxiety, and distress caused by fear of the pandemic.

ANNEXES:

SANTA ELENA PENINSULA STATE UNIVERSITY SCHOOL OF EDUCATION

SCIENCES AND LANGUAGES MAJOR:

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

TITLE: 'Teenagers' Perceptions of English Learning in Virtual Settings''

OBJECTIVE: To investigate the perceptions about the learning of the English

language in virtual settings.

Focus Group Questionnaire STUDENTS:

1) Are you comfortable taking virtual English classes?

2) How did the pandemic affect the English language learning

   process in virtual environments?

3) According to you, which is the impact of the pandemic on learning?

4) Do you agree that English language learning is a common

   problem in virtual environments?

5) How virtual classes are affected in English learning, if teachers do not

   have adequate training in the use of technology?

6) What do you think about classes online?

7) Do you get stressed with autonomous work?

Focus Group Questionnaire TEACHERS:

1) Are you comfortable teaching virtual English classes?

2) How did the pandemic affect the English language learning

   process in virtual environments?

3) According to you, which is the impact of the pandemic on learning?

4) What is the role of the teacher in the online learning environment?

5) Do you get stressed with the use of technology?

Interview Transcript- Students

1. ***Are you comfortable taking virtual English classes?***

Our experience listening to English classes was amazing and comfortable, from home we concentrated and had all the encouragement to learn and participate, because the different English teachers made their classes more interactive. Our course was always managed to look for information and we organized ourselves so as not to miss classes, because the teacher made it easier for us to learn. Although, it was not the same to be behind a screen, everything was new for our course.

2. ***How did the pandemic affect the English language learning process in virtual environments?***

In this case, it affected us a lot because no one knew how to handle devices, we had to adapt to a new virtual world. The most irrelevant thing was that we were distracted and some classmates fell asleep because they did not eat well.0020Many classmates connected from their phones and did not listen to the classes because our devices were not appropriate for the applications that the teachers were teaching. It was also complex because the technologies were mostly up to date.

3. ***According to you, which is the impact of the pandemic on learning?***

Difficult to answer, but the big impact we had was mental health, and you might think, how? We all struggled to turn in or complete our homework on time, and that generated a lot of stress because the impact here influences our health, both emotionally and academically because

class attendance is also involved. Many of us did not have the tools to listen to the classes, the schedules, the problems with the connection, headaches and the fatigue of the zoom application. Virtual education had a great impact on learning.

4. ***Do you agree that English language learning is a common problem in virtual environments?***

Yes, because it is a new way of learning because each student learns differently, not all of us have the same learning pace. Another characteristic of learning problem is that teachers should interact more with us, it is important to motivate us so that the class is fun. It is also important to practice because it is not the same virtual than face-to-face, for example if we want to learn to speak, in our case, we prefer face-to-face, it is not the same to know what our partner reflects us, because in virtual most of them turned off the camera and we could not appreciate everyone's answers.

5. ***How virtual classes are affected in English learning, if teachers do not have adequate training in the use of technology?***

It is the most complex, most teachers were late in showing the slides because their device did not have enough memory and when they showed the slides they read the text of the slides, they did not inform, they did not explain. The virtual classes were also affected by the audio, nothing could be heard, and when they wanted to show a video, it was not appreciated. There was a lot of complaints which affected our learning, many teachers did not know how to handle the applications where the classes were taught.

*6. **What do you think about classes online?***

Our experiences with online classes had advantages and disadvantages, of course in our opinion, because we did not like it and on the other hand we did. Online classes were challenging, we did not know how to handle the devices, there were also complaints from everyone, because of the headaches, because most spent hours sitting in front of a device and it was not the same interaction with our classmates.

*7. **Do you get stressed with autonomous work?***

Yes, we all stressed about the different autonomous duties we did not have time for anything, we were not motivated, we had irritability, lack of concentration because we did not sleep, even depression and physical problems such as digestive disorders, believe it or not, because we did everything possible to present the duties on time, it was also involved that we do not have devices. In our course there was a group that had no problems because they had good internet connection and the right devices.

Interview Transcript- Teachers

*1. **Are you comfortable teaching virtual English classes?***

In theory, virtual classes were too stressful because we had to adapt to a new virtual world. In our case as teachers, we strive for our students to have an education of excellence, but not everything was easy, we got tired because we had to plan more than normal.

*2. **How did the pandemic affect the English language learning process in virtual environments?***

Learning affected because we did not have updated devices and the plans were different from face-to-face, we said again that it was a challenge to include new methodologies for our

teaching. Online education played a fundamental role because we were looking for tools and playful space for classes, each teacher asked if students had problems with the internet so that they could enter without problems.

3. *According to you, which is the impact of the pandemic on learning?*

As teachers we saw the impact that the pandemic generated in the learning for our young students and also to us because many did not have a safe job and this generated that they do not have enough internet and devices to listen to the classes, we as teachers did everything, we had in our power so that students do not lose the year.

4. *What is the role of the teacher in the online learning environment?*

In our case it was important to maintain our vocation and manage the role as teachers in this new virtual world. Our role as a teacher was to facilitate learning and find solutions for the new online modality, creating methodologies, didactic resources and tools for our students to have an excellent education.

5. *Do you get stressed with the use of technology?*

From our experience we had to adapt, s to the beginning we felt uncomfortable, insecure and anxious because we did not know how to handle technology, it was a total turn to our way of educating. We also had difficulties when we used the different platforms where we taught and it was complex for everyone.

REFERENCES:

(in Ghadirian, A. &. (2017). Definition of perception.

Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. http://ijreeonline.com/article-1-23-en.pdf.

Bhandari, P. (2020). What Is Qualitative Research? https://www.scirp.org/reference/referencespapers.aspx?referenceid=3087568.

Cakici, D. (2017). An Investigation of Learner Autonomy. https://www.sciedu.ca/journal/index.php/ijhe/article/view/11230/6879.

CRE, C. d. (2008). https://educacion.gob.ec/wp- content/uploads/downloads/2019/09/EGB-Superior.pdf.

CRE, C. d. (2008). https://educacion.gob.ec/wp- content/uploads/downloads/2019/09/EGB-Superior.pdf.

Crystal, D. (2019). Learning English. https://www.cambridge.org/elt/blog/2019/07/09/interviewing-david-crystal/.

Dhawan, S. (2020). Online Learning. *Educational Technology Systems*, https://scirp.org/reference/referencespapers.aspx?referenceid=3023420.

Erin, &. M. (2018). Definition of Perception.

George, T. (2021). Focus Group. https://www.scribbr.com/methodology/focus-group/.

Gill, M. J. (2020). Phenomenology as qualitative methodology. https://www.researchgate.net/publication/341104030_Phenomenology_as_qualitative_methodology.

Hussain, S. (2018). Teaching Speaking Skills in Communication Classroom. https://www.researchgate.net/publication/325650985_Teaching_Speaking_Skills_in_Communication_Classroom.

in Saifuddin. (2020). Definition of perception.

Jenny Villalba Zambrano, I. R. (2014). National Curriculum Guidelines. https://www.educacion.gob.ec/wp-content/uploads/downloads/2014/09/01-National-Curriculum-

Guidelines-EFL-Agosto-2014.pdf.

Jenny Villalba Zambrano, I. R. (2014). NATIONAL CURRICULUM GUIDELINES. *ENGLISH AS A FOREIGN LANGUAGE*.

Nishanthi, R. (2018). The Importance of Learning English in Today World. https://doi.org/10.31142/ijtsrd19061.

Online Learning. (s.f.). https://lmshero.com/what-is-online-learning/.

Rahayu, N. S. (2019). Students' Motivation in Learning English. https://www.researchgate.net/publication/337249596_Students%27_Motivation_in_Learning_English.

Rahmat in Ari n. (2017). Factors that Affect Perception.

Rao, P. S. (2018). DEVELOPING SPEAKING SKILLS IN ESL OR EFL SETTINGS. https://www.researchgate.net/publication/331825661_DEVELOPING_SPEAKING_SKILLS_IN_ESL_OR_EFL_SETTINGS.

Shandi's, I. i. (2020). Types of perceptions thesis.

Sudarmaji, I. (2021). Speaking Skills. https://www.researchgate.net/publication/352234391_Developing_Students'_Speaking_Skills_through_Flipped_Classroom_Model.

Yadav, R. T. (2017). Internet based learning. https://doi.org/10.1108/JIEB-10-2016-0035.

APPEDICES

Certificado Sistema Anti-Plagio

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
BIBLIOTECA
Formato No. BIB-009

CERTIFICADO ANTIPLAGIO

La Libertad, 12 de Mayo de 2023

TUTOR 2023

En calidad de tutor del trabajo de titulación denominado "Teenagers' Perceptions of English Learning In Virtual Settings", elaborado por la estudiante **Elianie Yaritza Banchon Cedeño**, egresada de la Carrera de **Pedagogía de Los Idiomas Nacionales Y Extranjeros**, de la Facultad de **Ciencias de La Educación e Idiomas** de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de **Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros**, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 4 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

f)

C.I.: 0913241279

DOCENTE TUTOR

Anti- Plagiarism Report

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

UPSE

Ouriginal
by Turnitin

Document Information

Analyzed document	Banchón Cedeño- Prueba de plagio.docx (D158080776)
Submitted	2023-02-07 19:41:00
Submitted by	GARCÍA VILLAO ROSA TATIANA
Submitter email	rgarcia@upse.edu.ec
Similarity	4%
Analysis address	rgarcia.upse@analysis.urkund.com

Sources included in the report

SA Capitulos_1_2_3_4_SDG.docx
Document Capitulos_1_2_3_4_SDG.docx (D47096790)

SA UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA / Research_project_SHIRLEY_PIBAQUE COMPLETE.docx
Document Research_project_SHIRLEY_PIBAQUE COMPLETE.docx (D157799131)
Submitted by: shirley.pibaquesanchez@upse.edu.ec
Receiver: kvergara.upse@analysis.urkund.com

Spanish (Ecuador)
Spanish

Preliminary Project Approval and Advisor's Notification

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

UPSE

MEMORANDO

REFERENCIA: PINE-229-2022

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

PARA: Elianie Yaritza Banchon Cedeño
ESTUDIANTE CARRERA PINE

Cc: Tatiana Garcia Villao, MSc.
DOCENTE

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 02 de diciembre del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-033, efectuado el 28 de noviembre, fue aprobado el tema de su trabajo de integración curricular denominado "Teenagers' Perceptions of English Learning in Virtual Settings", siendo designado como miembros de tribunal los siguientes docentes:

DOCENTE	CORREO	TELÉFONO	DESIGNACION
Tatiana Garcia Villao; MSc.	rgarcia@upse.edu.ec	0968452695	Tutor
MSc. Italo Carabajo Romero	icarabajo@upse.edu.ec	0991742622	Especialista

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

Atentamente,

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

C/c Archivo

Dirección: Campus matriz, La Libertad - prov. Santa Elena - Ecuador
Código Postal: 240204 - Teléfono: (04) 2-781732
www.upse.edu.ec

Meetings with the Advisor