**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS**

**CARRERA DE IDIOMAS**

Work presented as requirement for obtaining the bachelor's degree as "Licenciada en Ciencias de la Educación, Profesora de Idiomas Inglés"

**TITLE OF THE RESEARCH WORK**

**"Analysis of the usage of virtual platforms as a didactic strategy in the development of listening skill of English of the students of First Semester from UNACH Languages Career Academic Term October 2019– March 2020"**

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**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS**

**CARRERA DE IDIOMAS**

**COMMITTEE MEMBERS CERTIFICATE**

**TITLE OF RESEARCH WORK:** ANALYSIS OF THE USAGE OF VIRTUAL PLATFORMS AS A DIDACTIC STRATEGY IN THE DEVELOPMENT OF LISTENING SKILL OF ENGLISH OF THE STUDENTS OF FIRST SEMESTER FROM UNACH LANGUAGES CAREER ACADEMIC TERM OCTOBER 2019– MARCH 2020.

Work presented as requirement for obtaining the Bachelor's degree of "Licenciada en Ciencias de la Educación, Profesora de Idiomas; Inglés". It has been approved by the Committee Members at Universidad Nacional de Chimborazo. In constancy with all exposed sign:

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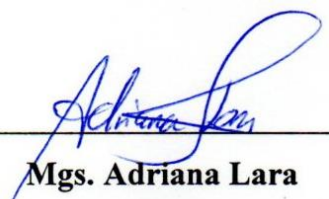
director of this research work presented by Noemi Alexandra Cauja Guailla, prior to obtain the degree of "Licenciada en Ciencias de la Educación, Profesora de Idiomas; Inglés" whose theme is:

**ANALYSIS OF THE USAGE OF VIRTUAL PLATFORMS AS A DIDACTIC STRATEGY IN THE DEVELOPMENT OF LISTENING SKILL OF ENGLISH OF THE STUDENTS OF FIRST SEMESTER FROM UNACH LANGUAGES CAREER ACADEMIC TERM OCTOBER 2019– MARCH 2020.**

Certify that this research project has been completed to 100%. It fulfilled with all stablished parameters and has enough merit to be subjected to the public presentation and evaluation by the respective tribunal.

I certify this research work in honor of truth.

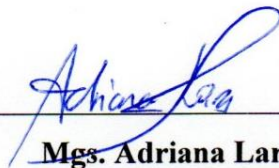Riobamba, 21 de noviembre de 2019

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# AUTHORSHIP

The content of this research is under the responsibility of the author Noemi Alexandra Cauja Guailla, student of the Language Career, with the following theme:

**ANALYSIS OF THE USAGE OF VIRTUAL PLATFORMS AS A DIDACTIC STRATEGY IN THE DEVELOPMENT OF LISTENING SKILL OF ENGLISH OF THE STUDENTS OF FIRST SEMESTER FROM UNACH LANGUAGES CAREER ACADEMIC TERM OCTOBER 2019– MARCH 2020.**

The contents, thoughts, opinions, analysis and conclusions in this investigation are those of the author.

Riobamba, 21 de noviembre de 2019

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# ACKNOLEDGEMENTS

# DEDICATION

*I dedicate this work to God, for being, the one who has been by my side at all times giving me the necessary strength to continue fighting day after day.*

*To my Parents, for that affection and human warmth received, advice, scolding, because thanks to them I have managed to overcome all difficulties.*

*Especially, I would like to dedicate this work to my husband and children who are my strength, inspiration, support. They are everything in my life. Therefore, this achievement is for them.*

*To all of them,*
*Thank you very much.*

**Noemi Cauja**

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**RESUMEN**

Actualmente, la necesidad de superar las dificultades que presenta el sistema educativo en la enseñanza del idioma Inglés es muy importante. Por lo tanto, es necesario mejorar las habilidades del lenguaje, especialmente la habilidad de escucha, ya que es indispensable en el proceso de aprendizaje y la comunicación. Además, se buscan nuevas metodologías, técnicas, y estrategias para enseñar el idioma Inglés y mejorar la enseñanza del lenguaje en los estudiantes. Una alternativa para desarrollar estas habilidades lingüísticas es con el uso de las Tecnologías de la Información y la Comunicación (TIC). El uso de plataformas virtuales contribuye principalmente a la habilidad de escuchar. Por esta razón, esta investigación analiza el uso de plataformas virtuales como una estrategia didáctica en el desarrollo de la habilidad auditiva del Inglés de los estudiantes de Primer Semestre de la Carrera de Idiomas de la UNACH período académico octubre 2019 – marzo 2020. Se utilizó el método cualitativo como parte de la metodología. El nivel de investigación fue descriptivo, y se utilizó un método etnográfico para recopilar la información de manera directa y natural. La técnica utilizada fue la observación y el instrumento la guía de observación basados en los objetivos específicos y criterios presentados en el marco teórico establecido en esta investigación. La conclusión principal fue que las plataformas virtuales fueron usadas pocas veces ya que los estudiantes usaban poco el laboratorio y el aula multimedia. Sin embargo, cuando se utilizaban las plataformas virtuales los estudiantes entendían mejor las actividades de escucha porque estas utilizaban videos, textos en combinación con los audios y los estudiantes podían controlar su proceso de escucha a través del uso de visualizaciones repetidas, subtítulos, transcripciones con el fin de que los estudiantes mejoren su comprensión auditiva y adquirir vocabulario. Además, mejoro las actitudes y la motivación de los estudiantes y ellos se sintieron más cómodos ya que las actividades de escucha fueron más prácticas y agradables.

Palabras claves: Plataformas Virtuales, Habilidad Auditiva, Proceso de aprendizaje.

# ABSTRACT

Nowadays, the need to overcome the difficulties presented in the educational system of English language teaching is very important. Therefore, it is necessary to improve the language skills, especially listening skill since it is indispensable in the learning process and communication. Furthermore, new methodologies, techniques, and strategies to teach the English Language are searched to improve language teaching in students. One alternative to develop these languages skills is with the use of Information and Communication Technologies (ICT). The use of virtual platforms contribute specifically the listening skill. For this reason, this research analyzes of the usage of virtual platforms as a didactic strategy in the development of listening skill of English of the students of First Semester from UNACH Language Career Academic Term October 2019 – March 2020. The qualitative method was used as a part of the methodology. The level of research was descriptive, and an ethnographic method was used to gather the information in a direct and natural way. The technique was the observation and the instrument was the observation guide. It was based on the specific objectives and the criteria presented in the theoretical framework established in this research. The principal conclusion was that the virtual platforms were rarely used because students stay little time in the lab or multimedia classroom. However, when the virtual platforms were used the students understood better the listening activities because these provide the use of videos, texts in the combination with the audios and students can control their listening processes through the use of repeated viewings, subtitles, transcripts in order to assist students in listening comprehension and vocabulary acquisition. It improved students' attitudes and motivation and they felt more comfortable because the listening activities become more practical and enjoyable.

Key words: Virtual Platforms, Listening skill, Learning Process.

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**DIRECTORA DE LA CARRERA DE IDIOMAS**

# INTRODUCTION

Nowadays, society lives in a globalized world with constant scientific and technological advances. It has covered all fields including education. In addition, because of globalization, English has become the official language of the dominant countries. For this reason, English is considered as the universal language to establish communication among the different cultures and societies of the world. Today it is essential to know how English is used for academic purposes. A good level of English is required to have access to update information.

Education in the 21st century presents new challenges and demands. Considering all these aspects, the educational system of Ecuador is constantly improving through curricular reforms. Education Ministry has seen the need to improve the English language proficiency of students in all educational institutions. For this reason, it is necessary to improve students' languages skills. It involves mastering in listening, speaking, reading and writing. It demands a constant growth of their learning and practice. The learning of the English language is within the curriculum of Education from the basic education levels. However, it seems that the effort to incorporate this language from the first levels of education has not been sufficient and the learning results have not been as desired.

According to what was already mentioned, the English teaching process must be enhanced, through the search of new methodologies, techniques, and strategies. For this reason, technology could be used to enrich and favor the English Language learning, since most of the students have lived with technology and it has become part of their daily life. Consequently, it is required to apply technology in the teaching-learning process and one of the applications with great results in the education area are the virtual platforms.

A virtual platform is a potential tool. It allows extending the teaching beyond the classroom. It develops and strengthens the classes since the teacher can choose and create the teaching materials such as text, videos, sounds, images, and animations, among others, and then upload on the virtual platform where the materials will be freely accessible for students.

Working on the activities of the platform encourages the students' participation and it could improve the students' language skills specially the listening skill. According to Rost (1994), the importance of listening is vital input at the right level, any learning cannot begin, so it is very important to develop ability from the very beginning of learning process. However, it was found many difficulties the moment of listening in the learning process. It was hard to be understood the early given information. In this regard, something that can help students with this problem are virtual platforms. It promotes cooperative learning and improves students' language skills. A virtual platform is a great option for education because of the benefits.

This research has been organized in three chapters:

**CHAPTER I:** The referential framework contains the research problem, problem statement, formulation of the problem and the objectives of the research.

**CHAPTER II:** The theoretical framework contains theoretical background reading the problem to be investigated and theoretical foundation basis.

**CHAPTER III:** The methodological framework contains the research design, type of investigation, level of research, method of research, population and sample, techniques and instruments for collecting data, procedure, schedule, and references.

<p style="text-align:center">**CHAPTER I**</p>

## 1. REFERENTIAL FRAMEWORK

### 1.1. RESEARCH PROBLEM

The low level of the listening skill in students at First Semester from UNCAH Language Career Academic Term October-March 2020 is caused by the limited usage of auditory material.

### 1.2. PROBLEM STATEMENT

The English language is one of the most spoken languages around the world. It has become a standardized language when entering the fields of research, science, and technology, thanks to globalization and the technological age. Learning English is fundamental because it allows to be update to technological advances and the requirements of today's society. For this reason, many countries have incorporated English teaching in the education system. However, not everyone has achieved the desired goals.

In most Latin American countries, the level of English is low, according to research conducted by EF (Education First) English Proficiency Index, in 2018. It was observed that there is little motivation in students to improve the level of English, mainly in the development of listening activities. Due to the lack of effective methods, poor didactic strategies, lack of technological resources, lack of practice of languages skills. For this reason, the development of listening skill has become a problem for students in order to achieve an English level. Cross (1992) argues that the listening skill is the most important skill because through active listening the students acquire vocabulary, syntax and better pronunciation. Furthermore, it must be given a major emphasis on listening skill in order to internalize the phonology of the foreign language since this requires more practice. Due to the fact

that the spoken language is different from the written language. For this reason, the listening activities create difficulties in the students.

The research EF (Education First) English Proficiency Index showed that Ecuador ranks 65th in the world ranking with a score of 48,52/100. Therefore, there is not an appropriate proficiency level of English. In Ecuador, there are difficulties in the educational system of English language teaching. Due to the insufficient technological resources, crowded classrooms, traditional methodologies usage, and obsolete resources. It provokes misunderstanding during the teaching learning process. Consequently, students get a low level of listening skill. Another factor that affects the mastering of the listening is that the majority of the English class only focuses on developing writing, reading, and vocabulary and listening is not an important part in the classes. Additionally, the few hours designated in the curriculum for teaching English prevents students from mastering the four language skills especially listening skill that requires more time to perform its activities.

It has been observed that most students of the First Semester at Language Career at Universidad Nacional de Chimborazo enter with an inappropriate level English because of their preliminary studies. The major drawback is the listening skill since the rarely practice done. On the other hand, students developed a few listening activities in class, because of the time to reproduce audios. Moreover, all the listening activities were only developed in groups where all students listened audios at the same time, and the speed was played without considering students' listening level. It generated a lack of interest to improve. Moreover, the usage of isolated vocabulary got students lost. The overcrowded classroom is another important factor that affect the listening, the noise and distracting factors prevented all students understand the audios correctly. The learning process is difficult since each student' needs cannot be observed and attendant. It is recommended no more than 20 students in an English class to improve listening skill.

**1.3.PROBLEM FORMULATION**

How do virtual platforms as didactic strategy enhance the listening skill of English at First Semester of Languages Career, at UNACH, Academic Term October-March 2020?

**1.4.GUIDING QUESTIONS**

- How useful are virtual platforms?
- What listening activities are used from virtual class?
- What is the process to develop listening activities in a virtual class?

**1.5.OBJECTIVES**

**1.5.1. GENERAL OBJECTIVE**

To analyze the usage of virtual platforms as a didactic strategy in the development of listening skill of English of students at First Semester of Languages Career, at Universidad Nacional de Chimborazo, Academic Term October 2019 – March 2020.

**1.5.2. SPECIFIC OBJECTIVE**

- To recognize how virtual platforms are useful to foster listening.
- To stablish the listening activities used in the virtual platforms.
- To describe the process applied to develop the listening skill.

### 1.5.3. OBJECTIVE OPERATIONALIZATION

| AREA OF STUDY | QUESTIONS | | OBJECTIVES | |
|---|---|---|---|---|
| | GENERAL | GUIDING | GENERAL | SPECIFIC |
| Methodology | How does virtual platforms as didactic strategy help in the development of listening skill of English of the students of first semester from UNACH Languages Career period October 2019 - March 2020? | • How useful are virtual platforms? | To analyze of the usage of virtual platforms as a didactic strategy in the development of English of the students of First Semester from UNACH Languages Career period October 2019 - March 2020. | To recognize how virtual platforms are useful to foster listening. |
| | | • What listening activities are from virtual class? | | To establish the listening activities used in the virtual platforms. |
| | | • What is the process to develop listening activities in a virtual class? | | To describe the process applied to develop the listening skill. |

*Done by: Noemi Cauja*

### 1.6. JUSTIFICATION

Nowadays, it is very important to learn English because it allows to be update to technological advances and to meet the requirements of today's society. Therefore, it is necessary to have a good level of English and the languages skills must be mastered.

Education in our country presents several needs and at the same time, it promotes educational proposals different from the new curricular reforms and research fields. It is necessary to adopt and optimize the resources that teachers have. Moreover, it is essential to contribute with new methodologies, strategies, and techniques to

enhance the learning process. In this context, the institutions have searched for innovative information and communication technologies (ITC) as the use of virtual platforms for improving the learning process and respond to the demands of current education. Thus, the use of different technological resources generates more dynamic process in foreign language learning. Therefore, the use of virtual platforms as a didactic strategy is very important upgrade the mastery of this skill and consequently improve the English language learning. Teacher can carry out individual or group listening activities inside and outside the classroom. Students can listen to the audio, as many times as necessary and at the speed that they need to understand them.

This research is relevant because it provides important information about the use of virtual platforms as a didactic strategy to enhance the listening skill. Moreover, it will allow to know the benefits of using them to boost the listening skill. Therefore, the main objective of this research is to analyze the usage of virtual platforms as a didactic strategy in the development of listening skill.

This research is important because it helps to use virtual platforms correctly to improve the listening skill by using the appropriate process in order to generate motivation and enthusiasm in students at First Semester of Languages Career and the indirect beneficiaries are Sciences of Human Education and Technologies Faculty and the Universidad Nacional de Chimborazo.

This research is feasible because the educational institution provides the necessary facilities for the development of this research. The technological, human and economic resources are available.

**CHAPTER II**

**2. THEORETICAL FRAMEWORK**

**2.1.THEORETICAL BACKGROUND REGARDING TO THE PROBLEM TO BE INVESTIGATED**

The technology has been implemented in English teaching to enhance the learning process and the acquisition of language. For this reason, the ICT, virtual platforms and other tools technology are used. There are several researches related to this topic, for instance, a research from Universidad Católica de Santiago de Guayaquil. The author of this research is Andrea Perero Calle with the title **"El Uso de la Tecnología en el Proceso de Aprendizaje del idioma Inglés en los Alumnos de Octavo Año" in 2011.** The general objective of this research was to determine the influence of the use of technology in the learning process of eighth-grade students at the Centro Educativo Bilingüe DuoAmericano through the analysis of the benefits that technology can offer within the classroom as a working tool for foreign language. This research had a qualitive approach. The main conclusion was technology is an unlimited and update source of resources for the teacher. It gives the opportunity to discern belong what to use and what to send as homework or project. It is remarkable to mention that technology offers the possibility of being in contact with teachers, authorities, parents, and students. Moreover, it provides a number of exercises so that listening to a conversation established in English is more than an exercise, read update fragments of situations of common and logical interest. This fosters and develops language skills (Perero, 2011).

There is a similar investigation at the Sciences of Human Education and Technologies Faculty from Universidad Nacional de Chimborazo. The author of this research is Marcia Beatriz Quinde Shishingo with the title **"Observation of the use of technological tools (Smart Phone and Tablet) in reading comprehension of the English Language among students in 8th Grade Basic Education General Parallel "A" of the Unidad Educativa of Cajabamba Tomas Oleas**

**during the period 2015 – 2016".** This research had like general objective to observe the use of technological tools (smart and tablet phone) through its application in the classroom, and identify its impact on reading comprehension of the English language in the 8th year of Basic General Education Parallel "A" of the Unidad Educativa Tomas Oleas Cajabamba during the period 2015 - 2016. This research had a qualitative and inductive approach. The conclusions of this research shows that most of the students felt motivated because the interest to learn English increased through the use of the devices. They adopted a good behavior of acceptance to the technological tools. Furthermore, it is verified that on the appropriate use of technological tools students improve their understanding when readings text in English (Quinde, 2016).

## 2.2. THEORETICAL FOUNDATIONS BASIS

### 2.2.1. Virtual platforms

A virtual platform is a system or program that allows the execution of various applications, giving users the possibility of accessing them through the Internet. To use a virtual platform, the user only needs to have an internet connection to access the platform and use their services. The platforms present different characteristics; one of them is to improve the communication and interaction of the users, for this, platforms have diverse communication channels, like chat, forums, etc (Perez, 2019).

In general, virtual platforms are used for education. A virtual educational platform, it is a computer environment with a set of applications for teaching purposes in order to facilitate teachers the creation, administration, management, and distribution of courses through the Internet, without the need for programming knowledge. Educational platforms normally have a modular structure for the adaptation to the reality of the different educational institutions. They have different modules that allow responding to the needs of the educational institutions at three main levels: administrative management and academic, management of communication and management of the teaching-learning process (Díaz, 2009).

The main function of a virtual educational platform is to facilitate the creation of virtual environments to teach all kinds of training through the Internet. Moreover, it supports face-to-face subjects. For this reason, the term blended learning was designated, which means, "mixing" face-to-face education with the education through Information and Communication Technologies (ICT), trying to take all the advantages of these in learning processes (Sanchez, 2009).

The virtual platforms in the educational field have received different names such as Virtual Learning Environment (VLE), Learning Management System (LMS), Course Management System (CMS), Managed Learning Environment (MLE), Integrated Learning System (ILS), Learning Support System (LSS), Learning Platform (LP), etc. According to the country, the name could change. For instance, in the United Kingdom, the British Educational Agency for Communications and Technology (BECTA) gave it the name of "Educational Platform" to encompass terms such as ILS, MLE, and VLE. In the United States, the terms CMS and LMS are the most used. In Spain, it is commonly spoken of Virtual Teaching Platforms, Virtual Campus or Teletraining Platforms (Sanchez, 2009).

### 2.2.2. Types of Virtual Platforms

According to Diaz (2009) the types of educational platforms are the following:

- **Commercial platforms.** They are created by companies or educational institutions for profit. They require payment to access the license and their updates to use to them. The program cannot be modified. For example, WebCT and First Class.

- **Free software platforms.** They are free platforms. It is possible to adapt it to the needs of the user. It also allows distributing copies and it is not necessary to pay to have access to the updates. Some free software educational platforms are Moodle and Claroline. One of the most popular is

Moodle (Modular Object-Oriented Dynamic Learning Environment); it has now been installed in more than 24500 institutions and in 75 languages.

- **Platforms of own software.** They are platforms developed and implemented within the same educational institution. They different from the previous ones because of their purpose are not commercialization, they are not for profit and they do not intend a massive distribution. They respond to educational and pedagogical factors, for instance, Virtual Agora.

### 2.2.3. Operation of a Virtual Platform

The operation of the platforms is aimed at serving four user profiles: center administrators, parents, students, and teachers. Each of the users is identified by a username and password, through which the platform is accessed. This operating structure creates a closed and controlled workspace and interaction. To fulfill their functions, the platforms must have minimal applications (Diaz, 2009).

According to Diaz (2009), they can be grouped into:

- **Content management tools.** They allow the teacher to make available to the student information in the form of files with different formats: pdf, xls, doc, txt, html, etc. organized through different directories and folders.

- **Communication and collaboration tools.** Such as discussion forums and information exchange, chat rooms, internal messaging of the course to send individual or group messages.

- **Monitoring and evaluation tools.** Such as questionnaires edited by the teacher for student evaluation and self-assessment for them, tasks, reports on each student's activity, qualification sheets, etc.

- **Administration tools and permission assignment.** It is usually done through authentication with username and password for registered users.

- **Complementary tools.** Such as portfolio, notepad, search systems for course contents, forums, etc.

Miranda (2012) cited by Martinez, C. and Molina, L. argues that a virtual platform is simple to use software and has a user-friendly graphic interface. Users can adopt different roles according to their function, for example, the role of student, teacher, administrator, and others. In the Moodle virtual platform, there are the following roles the user:

a) **Administrator:** Administrators do everything on the site, in all courses.

b) **Course creator:** Course creators create new courses and teach in them.

c) **Teacher or Tutor:** Teachers perform any action within a course, including changing activities and grading students.

d) **Teacher without permission of edition:** The professors without permission of edition teach in the courses and they qualify to the students, but without modifying the activities.

e) **Student:** Students have fewer privileges within a course. They do the activities that the teacher assigns them.

f) **Guest:** Guests have minimal privileges and are normally not authorized to write.

g) **Authenticated user:** All authenticated users.

### 2.2.4. Importance of Virtual Platform in the Education.

It is necessary to define the importance of the use of virtual platforms in today's society and education since they have gained significant space in educational institutions of higher education. They are considered knowledge transfer tool, which facilitates the acquisition, assimilation, and construction of knowledge because it is a dynamic resource, that improves and enhances, the cognitive levels of the student through the different applications. In addition, they promote critical

thinking. Virtual classrooms influence education for being interdisciplinary because they produce knowledge and use specific technology procedures linked to different areas of study and their support resources in learning (Barrera & Guapi, 2018).

Virtual platforms have become a powerful tool in educational technology, being able to develop the independence of knowledge and the virtual relationship among teachers and students in many cases. Educational technology as a pedagogical model focuses on the psychological current of behaviorism and considers learning in stimuli and responses, resulting in programmed teaching (Barrera & Guapi, 2018). However, Crotty (2008), defined from a constructivist perspective, knowledge is built from the interactions among the student, teachers and the social world. Cooperation and interaction are important and characteristic elements of virtual platforms.

### 2.2.5. Advantages and Disadvantages of Virtual Platforms.

According to Tahanian, (2012) as cited in the book "La enseñanza del idioma inglés con plataforma educative". The use of the virtual platform offers a variety of advantages to support teaching in contrast to traditional education methods. However, there are also certain disadvantages.

**Advantages of Virtual Platforms.**

- **Promotion of communication between teacher and student:** The teacher-student relationship, during the course of the class, is considerably extended with the use of virtual platforms tools such as forums, chats, and mail. The teacher has a communication channel with the student permanently open.

- **Facilities for access to information:** A tool allows creating and managing subjects in a simple way. It includes a wide variety of activities and monitoring student work. Furthermore, any information related to the

subject is available permanently allowing the student to access it at any time and form anywhere.

- **Encouragement of debate and discussion:** The fact of extending teaching beyond the classroom using the applications that the platform provides. It allows encouraging the participation of students through distance communication through forums, mail and chat. It fosters cooperative learning (Flores, 2018).

- **Development of skills and competencies:** This educational model promotes the space for the transmission of knowledge. The development of the skills and competencies of the students that train them as good professionals. At the same time, the student becomes familiar with the use of computer media, an aspect of great importance in the current information society.

- **The ludic component:** The use of technologies such as instant messaging, forums, chats in many cases, acts as an incentive for students to consider the subject interesting. Therefore, it gives teaching a format closer to the language of the new generations.

- **Promotion of the educational community:** The use of virtual platforms is expanding the possibilities of the connection between teachers. Its wide use can promote in the future the creation of educational communities in which teachers share materials or collaborate in joint educational projects (Flores, 2018).

- **The drawbacks of Virtual Platforms are:**

a) Greater effort and dedication by the teacher: The use of virtual platforms for teaching implies an increase of effort and time that the teacher has to devote to the subject since the platform needs to be update constantly.

b) Need to have motivated and participatory students: The use of virtual tools requires students to participate and be involved in the subject.

c) Access to computer media and the computer gap: The use of virtual platforms as a support resource for teaching requires the student to have permanent access to computer media (Flores, 2018).

### 2.2.6. Languages Skill development in Virtual Platforms

Virtual platforms help develop the four language skills in the teaching-learning process because they can be practiced inside and outside the classroom. Activities can be individual or group. The students become the protagonists because they are the builders of their knowledge.

- **Reading.** Virtual platforms provide teachers with the opportunity to strengthen the reading ability using text with different activities to students enjoy and be a source of dynamic help. In addition, teachers can upload extra materials to reinforce learning during the module or unit.

- **Listening.** This is one of the most difficult activities to develop in the class because of the time and effort since not all students have the same level. By using a virtual platform the teacher can upload audios with different accents for the student to become familiar with them. Furthermore, students can do the activities in their homes and students can listen to the audio or videos as many times as they need. Therefore, this skill is reinforced and strengthened according to their individual needs.

- **Writing.** It is practiced in the virtual platforms through the forums, the chat or in the development of different activities that the teacher can create. Grammar correction is much easier and faster.

- **Speaking.** Teachers can create activities for students to upload audio or videos in which they practice speech. Students can repeat the activity many times until they are satisfied with the results.

### 2.2.7. Listening Skill

The listening is the first skill that the human being develops, through this, we acquire the language and it is the means of communication used in learning (Leiva, 2016). It is a receptive skill. It involves making sense of the meaningful sound of language by using the context of our knowledge of the language. This skill allows learners to be able to understand the main idea of what it is spoken as well as specific details.

Many language teachers consider this as the most important skill of all because through active listening the students can be able to acquire vocabulary, syntax and better pronunciation. It is argued that fluent speech is a result of participation in receptive activities. Consequently, students need to practice listening through engaging and interactive activities. The more, students hear naturally spoken English, the better it will be. Furthermore, it must be given a major emphasis on listening skill in a language course from the very beginning so students can internalize the phonology of the foreign language (Cross, 1992).

Similarly, Rost (1994) explains that the importance of listening is essential in the language classroom because it provides input for the learner. If the students do not understand the instruction or the content of the class, the process of the learning simply cannot begin. Therefore, it is very important that students develop this ability in order to improve the acquisition of the English Language. Furthermore, listening is vital to develop other language skills specially speaking skill (Jack & Willy, 2002).

### 2.2.8. Types of listening activities

- **Active**

    Active listening involves a physical and mental effort to get the whole message. It means listening with attention and concentration to the words and ideas of the statement, understanding the message and showing the interlocutor that the message was understood (Leiva, 2016).

- **Participatory**

  In participatory listening, attitude is paramount to secure participatory processes within the listening activity.

- **Interactive**

  Through technology an interactive listening is developed, its main actors are within the teaching-learning processes (teacher-student) (Leiva, 2016).

- **Intensive and extensive listening**

  Listening must be extensive and intensive because the student can improve their skills and obtain valuable language information through a combination of extensive and intensive listening material and procedures. (Hamer, 2001).

- **Extensive listening**

  It has a positive result in learning the language, since it refers to listening outside the classroom, for pleasure or some other reason in order to get a general understanding, for example, at home, on the bus, when they travel from a place to another. The materials that are used for extensive listening are from different sources, for example, often on CDs in their cars, on MP3 players, DVDs, videos or on the internet, where, there is a variety of innovative material thanks to technological advances such as the websites, book online with an audio version. Extensive listening does not require listening for specific information. It consists of students choose any listening sources and materials that they find suitable for their English proficiency, are highly enjoyable for them, and not very difficult for them to understand such as a program on English radio, watching a movie and enjoying the story. (Vo, 2013).

- **Intensive Listening**

  Intensive listening focuses on brief listening exercises. It takes a few minutes but they offer focused intense practice. Listening focuses mostly on the form. When intensive listening is practiced, most attention is paid to pronunciation, grammar and vocabulary, rather than overall meaning. Intensive listening

activities can be done in class or in the lab or can be given as homework assignments, doing global comprehension activities in class to work on strategies and utilize group work and assign the intensive listening part for homework. Intensive listening involves center in on particular segments of the text, and this should come only after the students have developed global comprehension of the text. Intensive listening may target different goals such as getting a more detailed understanding of some segments of the text, transcribing certain segments in the text, guessing the meaning of a word or phrase from context, looking at certain grammatical structures in the text to see how they can aid comprehension. (Renandya, 2011).

However, this has a number of advantages and disadvantages. (Hamer, 2001).

a) **Advantages of intensive and extensive listening.** Audio material allows students to listen to a variety of different voices. It gives them the opportunity to meet a variety of characters, especially when it comes to recording with real people are talking. Audio material is portable and easy to access. Moreover, they are cheaper and now audio material is in digital form, teachers can play recorder tracks in class direct from computers.

b) **Disadvantages of intensive and extensive listening.** In large classrooms with poor acoustics, the audibility of the audio material is cause for concern because it is often difficult to ensure that all students in the same room can hear well. Another problem with the audios in the classroom is that everyone has to listen at the same speed, a speed determined by audio, not by the listeners. (Hamer, 2001).

### 2.2.9. Stages of listening activities

These stages are important because they help students assimilate information progressively, for foreign language students there are some aspects of listening comprehension that are easier to acquire than other. The stages are pre-listening, during listening and post-listening. (Leiva, 2016).

- **Pre-listening**

  It is the stage prior to listening. Here the students listen to a short introduction to the audio; this could be listening to the title, the first sentence or several sentences. (Cordero, Cabrera, Sarmiento, & Martinez, 2014). Subsequently, students infer the content, vocabulary, structure and organization of the text. Thus, prior knowledge is activated. In this stage, the interest of the students is awakened.

- **During**

  During listening stage, students listen to understand the message and identify the main idea, but without paying attention to all the details, students listening for gist. For instance, when you hear news, commercials, and interviews, among others. The students could also examine the information or details of specific parties, such as listening to the weather report, following instructions give on the radio, or giving the names or number of victims of a car accident presented in the news. Here students listen for detail. (Cordero, Cabrera, Sarmiento & Martinez, 2014). In this stage, students listen to the audio several times to process the information in order to show their understanding through development some activities like: multiple-choice questions, fill in the blanks of incomplete sentences or of a grid, or write short answers to the questions, making inferences, among others.

- **Post-listening**

  Finally, after listening, through oral or written production, students give their opinion about the audio they heard. They express feeling and attitudes when performing activities such as scripts, interviews, character analysis, essays or discussions, among others. (Cordero, Cabrera, Sarmiento & Martinez, 2014).

**Reasons for Using Internet Resources in Listening**

A multimedia listening environment, which includes video and audio in combination with text, offers learners more effective listening comprehension and performance than either audio or video only. (Vo, 2013).

- ✓ Listening to materials on the Internet supplies students with multimedia input including visual support, such as text, captions, illustrations, photographs, etc., while CDs and tapes provide only audio input.
- ✓ The advantage of multimedia over audio-only format that it provides learners with more authentic content, context, discourse, paralinguistic feature, and cultural aspects.
- ✓ Using visual and verbal material at the same time assists learners in listening comprehension and vocabulary acquisition. (Vo, 2013).
- ✓ Internet resources are effective in improving listening comprehension because listening to digital audio or watching a video clip on the Internet provides students the opportunity to control their listening processes through the optional use of repeated viewings, subtitles, transcripts, and feedback.
- ✓ The introduction of computers and the Internet into language classroom helps to improve students' attitudes and motivation since lessons become practical and enjoyable. (Vo, 2013).

## 2.9. BASIC TERM DEFINITIONS

**Didactic. -** It involves to use an action plan with methods, techniques, and organization of instructions to achieve an intentional and reflexive learning.

**Listening Skill. -** It is the ability to accurately receive and interpret messages in the communication process.

**Learning.-** It is the process of acquiring new or modifying knowledge, skills in order to internalize the information.

**Strategy. -** It is an action, method or plan chosen for the achievement of a goal or solution a problem.

**Virtual Platforms. -** It is a computer environment with a set of applications for teaching purposes in order to facilitate teachers the creation, administration, management, and distribution of courses through the Internet, without the need for programming knowledge.

# CHAPTER III

## 3. METHODOLOGICAL FRAMEWORK

### 3.1. RESEARCH DESIGN

This research is focused on analyzing the usage of virtual platforms as a didactic strategy in the development of listening skill of English at First Semester from UNACH Languages Career, Academic Term October 2019 - March 2020.

### 3.2. TYPE OF RESEARCH

#### 3.2.1. Qualitative

This research is qualitative because it analyzes the usage of virtual platforms as a didactic strategy to develop the listening skill of English at First Semester from UNACH Languages Career.

### 3.3. LEVELS OF RESEARCH

#### 3.3.1. Descriptive research

It shows a description about how virtual platforms usage help to develop the listening skill of English at First Semester from UNACH Language Career.

### 3.4. METHODS OF RESEARCH

#### 3.4.1. Ethnographic method

Ethnographic method was used to gather the information about the usage of virtual platforms as a didactic strategy in the development of listening skill of English at First Semester of Languages Career at UNACH. It allowed exploring

the problem in a direct and natural way in order to access to the real information to understand the problem.

## 3.5. POPULATION AND SAMPLE

### 3.5.1. Population

Thirty-seven students from First Semester. Due to the small population, it was not be necessary to take a sample.

## 3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

### 3.6.1. Techniques:

- **Observation**

This research technique was used to determine how the use of virtual platforms as a didactic strategy helps to develop the listening skill.

### 3.6.2. Instrument:

- **Observation guide**

It is an instrument that allow to collect data about the usage of virtual platforms. It was based on the specific objectives and the criteria presented in the theoretical framework established in this research. It was applied in English class with students of First Semester from UNACH Languages Career.

## 3.7. PROCEDURE

In this research, it was required to carry out a work field in order to collect date and analyze the information. It is significant to mention that this research frames to English Methodology area because it focus on the usage of virtual platforms and its

effect in the development of listening skill in students at first semester from UNACH Languages Career.

To develop this research, some steps were followed. First, it was necessary to get the corresponding permission before starting with the observation process in Universidad Nacional de Chimborazo La Dolorosa Campus located in Riobamba city in the Chimborazo province. The population for the research was chosen to examine how the usage of virtual platforms as a didactic strategy contribute to develop the listening skill.

An observation guide was done to collect information for this research. Thus, it was checked and accepted by the thesis tutor before the application. The observation process was developed in 7 classes for 2 weeks. Finally, the information collected was analyzed and interpreted.

## 3.8. WORK FIELD

During the research process, it was necessary to contact the authorities of the Languages Career, especially teachers and students at First Semester due to the fact it was important to explain to them what the objectives were, and the activities that were required to carry out the observation.

The observation was developed while the teacher and students were doing normal activities in the class. The observation guide was applied from October 24th to November 7th. A qualitative analysis was done in order work on the results.

## CHAPTER IV

## 4. ANALYSIS AND INTERPRETATION OF RESULTS

### 4.1. ANALYSIS AND DESCRIPTION OF AN OBSERVATION GUIDE

| OBJECTIVES | ITEMS | ANALYSIS AND INTERPRETATION OF THE GATHERED RESULT | CONTRAST WITH THE THEORY |
|---|---|---|---|
| To recognize how virtual platforms are useful to foster listening. | Chats, forums, and mail are used for communicating. | Most of the time the virtual platforms were seldom used because students just stayed little time in the lab or multimedia classroom. Moreover, when the virtual platforms were used students felt more comfortable and familiarized with the technology because these include visual support, such as texts, captions, | • Listening to materials on the Internet supplies students with multimedia input including visual support, such as texts, captions, illustrations, photographs, etc., while CDs and tapes provide only audio input.<br>• Using visual and verbal material at the same time assists learners in listening comprehension and vocabulary acquisition (Vo, 2013). |
|  | Virtual platforms provide the opportunity to control listening through the optional use of repeated viewings, subtitles, transcripts, and feedback. |  |  |
|  | On virtual platforms the information, activities at any |  |  |

| | | | |
|---|---|---|---|
| | time, and anywhere can be found. | illustrations, photographs and videos. The students understood better the audios because when they listened to the audios, they performed the task appropriately. Moreover, they could access to the virtual platforms at any time inside and outside the classroom to do the activities. Therefore, their attitudes and motivation increased with the use of virtual platforms because the listening activities became practical and enjoyable. They had the chance to foster the listening skill. | • Internet resources are effective in improving listening comprehension because listening to digital audio or watching a video clip on the Internet provides students the opportunity to control their listening processes through the optional use of repeated viewings, subtitles, transcripts, and feedback. |
| | Virtual platforms help to improve students' attitudes and motivation. | | |
| | The multimedia listening environment includes video and audio in combination with text. | | • The introduction of computers and the Internet into language classrooms helps to improve students' attitudes and motivation since lessons become practical and enjoyable. (Vo, 2013). |
| | Virtual platforms allow to enhance reading, listening, writing and speaking. | | |
| To establish the listening activities used in the virtual platforms. | Active activities are performed where they have to be listened to know if the message was understood. | The principal problem was that during the class a few listening activities were carried out because of the time. | **Active**<br>It involves listening with attention and concentration to the words and ideas of the statement, understanding the |

| | | |
|---|---|---|
| Participatory activities are developed to motivate students to participate. | When the activities were developed only some students participated because there were too many students. The students were motivated by the teacher but it was very difficult for everyone to participate because of the length of time. | message and showing the interlocutor that the message was understood. (Leiva, 2016). **Participatory** In participation listening, attitude is paramount to secure participatory processes within the listening activity. |
| Intensive listening activities such as listening audios are developed to get more detailed information. | | |
| During the intensive listening activities, pronunciation, grammar, and vocabulary is focus on. | The intensive and extensive listening activities were not complete because they take a lot time. However, some activities were completed at home in the virtual platforms. | **Interactive** Through technology an interactive listening is developed, its main actors are within the teaching-learning processes (teacher-student). (Leiva, 2016). |
| Extensive listening activities are developed outside the classroom. | | **Extensive Listening** It has a positive result in learning the language, since it refers to listening outside the classroom, for pleasure or some other reason in order to get a general understanding. |
| Extensive listening activities like listening an audio are developed to get the meaning in general. | In some cases, the students felt stressed and not motivated when they did not understand the audios and they lost interest to develop the activities. However, when the listening activities were combined | **Intensive Listening** |

| | | with the use of virtual platforms better results were obtained. | Intensive listening involves center in on particular segments of the text, and this should come only after the students have developed global comprehension of the text. In this, most attention is paid to pronunciation, grammar and vocabulary, rather than overall meaning. Intensive listening activities can be done in class or in the lab or can be given as homework assignments. |
|---|---|---|---|
| To describe the process applied to develop the listening skill. | **Pre-listening**<br>A short introduction of the audio such as listening the title, the first sentence or several sentences are listened in order to infer the content.<br>**During listening**<br>The whole audio is listened to understand the message and identify the main idea. | The problem was with the pre-listening stage because it was omitted sometimes. For this reason, it was difficult for students to understand the audios and what activities they should accomplish during and post-listening stage. Consequently, they did not develop correctly the activities. Even when the process during and | **Pre-listening**<br>The students listen to a short introduction to the audio; this could be listening to the title, the first sentence or several sentences. Students infer the content, vocabulary, structure, and organization of the text.<br>Thus, prior knowledge is activated. In this stage, the interest of the students is awakened. |

| | Post-listening | post-listening activities were done | **During** |
|---|---|---|---|
| | Oral or written activities are performed to give opinions, express feeling and attitudes about the audio. | successfully achieved. | During listening stage, students listen to understand the message and identify the main idea. Students listen to the audio several times to process the information in order to show their understanding through development some activities like: multiple-choice questions, fill in the blanks of incomplete sentences or of a grid, or write short answers to the questions, making inferences, among others. **Post-listening** After listening, students give their opinion about the audio they heard. They express feeling and attitudes when performing activities such as scripts, interviews, character analysis, essays or discussions. |

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# CHAPTER V

## 5. CONCLUSIONS AND RECOMMENDATIONS

### 5.1. CONCLUSIONS

- It was evidenced that the virtual platforms were rarely used because students stayed little time in the lab or multimedia classroom. However, when the virtual platform was used the students understood better the listening activities because it allows to use videos, texts in combination with the audios. It improved students' attitudes and motivation since they felt more comfortable because the listening activities become more practical and enjoyable.

- The listening activities were seldom practiced in class because they take a long time. However, with use of virtual platforms, the students can practice extensive listening activities and intensive listening activities outside the classroom such as; fill a report form after listening to an audio material, summarize the contents of an audio or answer some questions after listening the audios.

- The process followed to develop listening activities was not completely accomplished because there was not enough time. Most of the time, the pre-listening stage was omitted. Therefore, it was difficult for students to understand the audios and what activities they should accomplish during and post-listening stages. Consequently, they did not develop correctly the activities. Even when the process in the last two stages of the listening were done successfully achieved.

**5.2.RECOMMENDATIONS**

- Virtual platforms must be used to increased and complement the listening activities inside and outside the class because the all benefits that it provides.

- It should developed more listening activities with the use of virtual platforms in order to enhance students' listening skill. It provides students the opportunity to control their listening processes through the optional use of repeated viewings subtitles, transcripts in order to assist students in listening comprehension and vocabulary acquisition. Moreover, virtual platforms help to improve students' attitudes and motivation since lessons become practical and enjoyable.

- A process should be followed when working on listening activities. It should start by a pre-listening task, during listening task and post listening task because if a step is omitted the students will misunderstand the audios.

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**ANNEXES**

**Observation guide**

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**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**

**CARRERA DE IDIOMAS**

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**Description:** The instrument to collect data was elaborated according to the Theoretical Framework. It focuses on the specific objectives established for the research.

| Objective 1: To recognize how virtual platforms are useful to foster listening. | | | |
|---|---|---|---|
| **INDICATORS** | **Often** | **Sometimes** | **Seldom** |
| Chats, forums, and mails are used for communicating. | | | x |
| Virtual platforms provide the opportunity to control listening through the optional use of repeated viewing, subtitles, transcripts, and feedback. | x | | |
| Virtual platforms are used to monitor students work. | | x | |
| On virtual platforms can be found the information, activities at any time, and anywhere. | x | | |
| Virtual platforms help to improve students' attitudes and motivation. | x | | |
| The multimedia listening environment includes videos and audio in combination with text. | x | | |
| Virtual platforms allow to enhance reading, listening, writing, and speaking. | x | | |
| **Objective 2: To establish the listening activities used in the virtual platforms.** | | | |
| **INCICATORS** | **Often** | **Sometimes** | **Seldom** |
| Active activities are performed where they have to be listened to know if the message was understood. | | x | |
| Participatory activities are developed to motivate students to participate. | | x | |
| Intensive listening activities such as listening audios are developed to get more detailed information. | x | | |

| | Often | Sometimes | Seldom |
|---|:---:|:---:|:---:|
| During the intensive listening activities, pronunciation, grammar, and vocabulary is focus on. | x | | |
| Extensive listening activities are developed outside the classroom. | | | x |
| Extensive listening activities like listening an audio are developed to get the meaning in general. | x | | |
| **Objective 3: To describe the process applied to develop the listening skill.** | | | |
| **INDICATORS** | **Often** | **Sometimes** | **Seldom** |
| **Pre-listening**<br>A short introduction of the audio such as listening the title, the first sentence or several sentences are listened in order to infer the content. | | | x |
| **During listening**<br>The whole audio is listened to understand the message and identify the main idea. | x | | |
| **Post-listening**<br>Oral or written activities are performed to give opinions, express feeling and attitudes about the audio. | x | | |

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