



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

**“ADVANTAGES OF USING TECHNOLOGY TO
ASSESS SPEAKING SKILLS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

Authors: Realpe Merchán Anggy Xiomara

Tomalá Guale Oscar Dave

Advisor: Niola Sanmartín Rosa Elena, MSc.

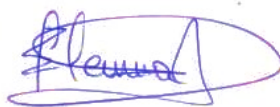
La Libertad – Ecuador

2024

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “**ADVANTAGES OF USING TECHNOLOGY TO ASSESS SPEAKING SKILLS**” prepared by Realpe Merchán Anggy Xiomara and Tomalá Gualé Oscar Dave, undergraduate students of the Pedagogy of National and Foreign Languages Major, School of Educational Science and Language at Universidad Estatal Península de Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Elena', is written over a horizontal line. The signature is stylized and cursive.

Niola Sanmartín Rosa Elena, MSc.

ADVISOR

Statement of Authorship

We, Realpe Merchán Anggy Xiomara, with ID number 0928146943 & Tomalá Guale Oscar Dave, with ID number 0929018851, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "ADVANTAGES OF USING TECHNOLOGY TO ASSESS SPEAKING SKILLS", certify that this study work is our authorship, except for the quotes, statements, and reflections used in this research paper.



Realpe Merchán Anggy Xiomara

AUTHOR



Tomalá Guale Oscar Dave

AUTHOR

Declaration

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



Realpe Merchán Anggy Xiomara

C.I. 0928146943

AUTHOR



Tomalá Guale Oscar Dave

C.I. 092901885-1

AUTHOR

BOARD OF EXAMINERS



León Abad Eliana Geomar, MSc.

DIRECTOR



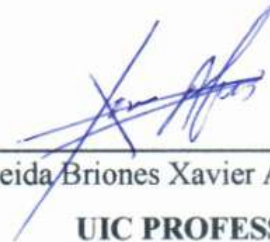
Niola Sanmartín Rosa Elena, MSc.

TUTOR



García Villao Rosa Tatiana, MSc.

SPECIALIST PROFESSOR



Almeida Briones Xavier Antonio, MSc.

UIC PROFESSOR

Acknowledgment

First of all, I would like to thank my mother Rosa and my father Alex, who have been my support throughout my personal and academic life. I would also like to thank all those who were part of this process, my thesis partner Oscar for trusting me to carry out this project together, and our tutor teacher for guiding us during this research. Also, to my friends with whom I have shared the best moments during this phase. Finally, I thank my life partner, my husband Axel, who has been my voice of encouragement to achieve my goals.

Anggy Xiomara Realpe Merchán

Acknowledgment

I would like to take the opportunity to thank my parents, Johana and Oscar, without them I could not have gotten to where I am today, for all the advice and support they gave me to conclude my academic preparation. Also to my thesis partner Angie, for accompanying me in this process, also to my group of friends, for all the moments we got to share that will remain in my mind, and last but not least, I want to thank my best friend, Andreina, for always supporting me and being someone that I will count on in spite of everything, not only in my academic life. Thank you for everything.

Oscar Dave Tomalá Guale

Dedication

This project is dedicated to my children, Camila, Xiomara, Darla, and Benjamín. They are the driving force behind my world, my greatest source of motivation, and my most significant accomplishment. I dedicate this project and all future achievements to them, for their benefit and in their honor.

With love, Anggy Xiomara Realpe Merchán

Dedication

I want to dedicate this to my parents, my mother Johanna and my father Oscar, for all the unconditional support they gave me since the beginning of my academic life and that has not diminished until today and I want to reflect my gratitude through this medium. I also dedicate it to my best friend, Andreina, also for the support she has given me these years. To all of them for not letting me give up.

With love, Oscar Dave Tomalá Guale

Abstract

The present research is focused on a study of the use of technological tools to assess speaking skills; the integration of technology in educational assessment enhances engagement, diverse assessment formats, timely feedback, efficiency, and equity. The objective of this study is to explore and analyze the advantages of these tools to assess speaking skills. The research was carried out through a qualitative methodology, which allowed the description of experiences and perceptions of educators applying technology to assess speaking skills. The data was collected through one-on-one interviews. The findings suggest that technology offers numerous advantages for assessing speaking skills, it increases student engagement and reduces anxiety by creating dynamic, multimedia-rich environments. Technology's flexibility and accessibility accommodate diverse learning styles and schedules, supporting personalized language education experiences.

KEY WORDS: Technologies, Assessments, Speaking Skills

Resumen

La presente investigación se centra en un estudio sobre el uso de herramientas tecnológicas para evaluar las destrezas orales; la integración de la tecnología en la evaluación educativa mejora el compromiso, los diversos formatos de evaluación, la retroalimentación oportuna, la eficiencia y la equidad. El objetivo de este estudio es explorar y analizar las ventajas de estas herramientas para evaluar la expresión oral. La investigación se llevó a cabo mediante una metodología cualitativa, que permitió describir las experiencias y percepciones de los educadores que aplican la tecnología para evaluar la expresión oral. Los datos se recogieron mediante entrevistas individuales. Los resultados sugieren que la tecnología ofrece numerosas ventajas para evaluar la expresión oral, aumenta la participación de los estudiantes y reduce la ansiedad mediante la creación de entornos dinámicos y ricos en multimedia. La flexibilidad y la accesibilidad de la tecnología se adaptan a diversos estilos y horarios de aprendizaje, lo que favorece las experiencias personalizadas de enseñanza de idiomas.

PALABRAS CLAVES: Tecnologías, Evaluación, Expresión oral

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Introduction

In the contemporary era of globalization and rapid technological advancement, the acquisition of English speaking skills has emerged as a crucial competency for learners worldwide. Mastery of these skills facilitates cross-cultural communication, enhances academic and professional opportunities, and empowers individuals to navigate diverse global environments. The omnipresence of English as a lingua franca underscores its importance, making proficiency in spoken English a vital asset for non-native speakers (Crystal, 2012).

The integration of technology in education has transformed traditional language learning methods. Digital tools and platforms enable educators to explore innovative approaches to instruction and assessment. Technology in assessing speaking skills offers advantages like increased engagement, real-time feedback, and flexible learning environments (Richards, 2011). This shift meets the needs of modern learners, who are proficient with technology and expect its use in education.

Extensive research has been conducted to investigate the impact of technology on language learning and assessment. Internationally, studies have highlighted the benefits of using multimedia and interactive tools to improve speaking skills. For example, Ng Chirk (2006) emphasized the role of technology in providing authentic language practice and reducing speaking anxiety among students. Similarly, national and local research contexts have demonstrated the efficacy of technology-enhanced learning environments in promoting active engagement and facilitating better assessment outcomes.

At the Universidad Estatal Provincia de Santa Elena, educators from the Pedagogy of National and Foreign Languages Major have been exploring the application of technological tools in their teaching practices. This local context provides a valuable case study for examining the practical implications and challenges of integrating technology in language assessment.

Despite the recognized benefits of technology in language education, several challenges persist. Educators often encounter difficulties in selecting appropriate tools, managing technological resources, and ensuring fair and reliable assessments. Additionally, the varying levels of technological proficiency among teachers and students can hinder the effective implementation of these tools.

The primary objective of this research is to investigate the advantages and limitations of using technology to assess speaking skills in the context of English language education. By examining the experiences and perspectives of educators at the Universidad Estatal Provincia de Santa Elena, this study aims to identify best practices and propose recommendations for optimizing the use of technology in language assessment.

This qualitative research employs a descriptive and phenomenological approach to capture the nuanced experiences of educators regarding the use of technology in assessing speaking skills. Data collection involves semi-structured interviews with five English teachers who have experience in using technological tools for language assessment. The interview questions are designed to elicit in-depth insights into the benefits, challenges, and practical applications of these tools.

The research findings are expected to provide a comprehensive understanding of how technology can enhance the assessment of speaking skills. The analysis will focus on identifying

the specific advantages of technology-based assessments, such as increased student engagement, real-time feedback, and flexibility. Additionally, the study will explore the challenges encountered by educators, including technical difficulties and the need for professional development.

Chapter I

The Problem

Research Topic

Information Technology and Speaking Skills

Research Title

Advantages of Using Technology to Assess Speaking Skills

Problem Statement

In today's globalized world, mastering English speaking skills has become an essential competency for foreign language learners. These skills act as a key that unlocks a vast array of opportunities for learners of English as a foreign language, allowing them to connect with people from different cultures, pursue higher education abroad, compete for international jobs, and navigate travel experiences more confidently. Fluency in English empowers second language learners to participate in these experiences and many more, fostering a sense of global citizenship and cultural understanding.

English has become a global language, which means that anywhere there will be a percentage of people who speak English, regardless of where people are and this gives them the power to communicate (Crystal, 2012, p. 3), a simple example is when someone arrived at the airport of a foreign country, regardless of the language spoken, there will be people who can communicate in English so if they know how to speak English, will find it easy to communicate. This is one aspect of why learning a new language, especially English, is important.

There are many ways in which learners can acquire the ability to speak another language, in this case almost in English, one of the ways to learn it is in school or high school, with the

time and the advancement of technology in the world, the educational system is in a constant search for new strategies or methods that can apply recording platforms and to create a better environment in the classroom, as the latest generations of students are more related to technology and the educational system must adapt.

Research shows that strong speaking skills are a cornerstone of academic achievement (Jack C. Richards, 2011, p. 12). Students who can effectively communicate their knowledge and understanding in English are better positioned to thrive in the classroom environment. Active participation in class discussions allows them to engage with course material more deeply, clarify any doubts they may have, and learn from the perspectives of their peers. Delivering clear and concise presentations equips them with valuable public speaking skills and the ability to present complex information compellingly. Furthermore, strong speaking skills are essential for effective collaboration in group projects. Students who can articulate their ideas clearly, listen attentively to others, and contribute meaningfully to discussions are more likely to achieve successful outcomes in group-based learning activities.

The ability to speak English fluently is a passport to countless opportunities in the professional world. Strong speaking skills are a powerful asset for career advancement, from confidently navigating job interviews and effectively negotiating contracts to delivering clear and persuasive presentations to international clients. In today's increasingly globalized job market, fluency in English is a key differentiator that can open doors to exciting career prospects across industries and geographical borders.

Beyond academics and careers, strong English-speaking skills foster meaningful social connections. They enable individuals to build strong interpersonal relationships, express their

opinions and ideas effectively, and engage in stimulating conversations with a wider range of people (MacIntyre, 2007, p. 163-185). Fluency in English allows foreign language learners to participate more fully in social settings, fostering a sense of belonging and enriching their overall cultural experiences.

In Ecuador, mastering English speaking skills has become a competency that unlocks a world of opportunity. These skills are essential for success in various areas, from the educational realm, where active participation in class discussions and delivering impactful presentations are fundamental, to the professional sphere.

While the benefits of strong speaking skills are undeniable, foreign language learners often face challenges in developing fluency. Factors like anxiety about making mistakes, limited opportunities for speaking practice, and cultural differences in communication styles can hinder progress. However, advancements in technology and innovative teaching methodologies offer promising solutions. Online language learning platforms, virtual conversation partners, and interactive activities can create engaging and immersive environments for practicing speaking skills (Liu & Zhang, 2019, p. 113-129). Furthermore, incorporating role-playing exercises, simulations, and group discussions into language learning programs can provide students with opportunities to practice speaking in real-world scenarios and overcome their anxieties.

Ecuadorian classrooms often use established methods for evaluating speaking skills. However, these methods have limitations that can affect student development. What exactly are these conventional speaking assessment methods?

According to the research by Kalmuratova (2023), traditional speaking assessment refers to the conventional approach where learners are evaluated based on their speaking skills using

methods such as interviews, presentations, and role-plays. In this context, learners are typically assessed by teachers or examiners, and the focus is on evaluating their performance in specific communication tasks.

Also, alternative assessments, such as rubrics and checklists, are indispensable in educational assessments, each with distinct functions. Rubrics offer detailed criteria for evaluating complex skills, promoting transparency and consistency in grading. Checklists, with their binary 'yes' or 'no' format, are efficient for confirming specific skills or tasks, particularly useful in assessments requiring quick verification. Together, they contribute to objective evaluations, clear guidance, and fair, effective assessments, supporting structured skill development. (Калмыратова, 2023, p. 385)

Talking about technologies to evaluate, it does not refer to a platform that automatically evaluates the student's speaking ability. It refers to platforms or applications that can help to facilitate the delivery of the student's work, for example when recording a video of an oral presentation. Unlike when a face-to-face presentation is made, the teacher has the opportunity to replay the video and perhaps notice details that were missed. Thus, being able to analyze well the necessary aspects and assign a better grade, compared to doing it in person, where examiners can only listen once, if they miss a detail will not be able to listen again.

Compared to the implementation of technology in the classroom, traditional methods can have certain disadvantages for students. Traditional assessment is usually limited to a brief snapshot of a student's oral ability, often focusing on a single speaking task or presentation. This limited scope may not be representative of a student's overall English proficiency and can fail to capture their ability to adapt their communication style to different situations. Also, traditional

assessment methods can generate anxiety in students, negatively impacting their performance because they can be prepared to give the presentation, but students can not stop thinking if they make a little mistake, they can not fix it at the same moment and that can affect their score. The pressure of being evaluated in front of peers and the teacher can lead to students focusing on avoiding mistakes rather than expressing themselves clearly and confidently. At the moment to apply technology to give an oral presentation, for example, the student can record the video many times, and at the same time, they are practicing to make the best performance that they can.

The integration of technology tools in the educational assessment process is indeed revolutionizing the way educators evaluate student performance. Virtual platforms like Flipgrid, Vookaroo, and Zoom offer dynamic and interactive environments that can enhance the engagement and understanding of students. These tools not only facilitate a more comprehensive view of a student's capabilities by allowing for diverse forms of expression but also enable teachers to provide more nuanced feedback. Consequently, this can lead to more accurate and fair grading that reflects a student's true understanding and effort. The use of such technology in education is a testament to the ongoing innovation in teaching methods, ensuring that assessment keeps pace with the evolving digital landscape.

On the other hand, technological developments present encouraging chances to get over these restrictions and improve speaking ability evaluation. To help in the evaluation of speaking proficiency in more effective, impartial, and scalable ways, a variety of technology tools and platforms have arisen. These include virtual reality simulations, online speaking assessment platforms, and speech recognition software. By facilitating automated scoring, instantaneous

feedback, and the examination of a greater number of speech samples, these technologies augment the dependability and authenticity of speaking evaluations.

Problem Formulation

General Question

- How can technology support the delivery and assessment of speaking tasks?

Specific Questions

- How do educators perceive the integration of technology into speaking assessments?
- How can technology be most effectively integrated into speaking assessments?
- What role does technology play in delivering and scoring speaking skills, and how does it impact the learner's experience?

Objectives

General Objective

- To analyze the advantages of using technology to assess students' speaking skills.

Specific objectives

- To explore the perceptions and experiences of educators regarding the integration of technology into speaking activities.
- To identify strategies for effectively integrating technology tools into speaking activities.
- To understand the benefits and challenges of technology integration in speaking task delivery and assessment.

Justification

Technology can transform how teachers provide feedback on spoken production. Recording platforms enable teachers to revisit student speech samples multiple times, offering a more thorough analysis. They can identify areas for improvement and provide specific, constructive feedback tailored to each student's needs. This detailed feedback loop empowers students to target their weaknesses and develop their speaking skills more effectively.

Teachers can unlock a new era of language learning assessment by investigating the advantages of technology tools for spoken production collection. Recording platforms have the potential to capture richer data, reduce student anxiety, broaden research scope, and facilitate more nuanced feedback. This paves the way for a more comprehensive understanding of how students acquire spoken language skills and ultimately informs the development of more effective teaching methodologies.

Chapter II

Theoretical Framework

Background

This section delves into the advantages of technology tools in the English language learning assessment system. Traditional speaking assessments face limitations that hinder the effectiveness and equity of the process. This literature review explores the theoretical underpinnings of the implementation of technology at the moment to collect and assess students' speaking tasks, examines relevant research findings from both international and Ecuadorian contexts, and analyzes the legal landscape in Ecuador to assess the feasibility and benefits of technology implementation.

Today's technology can bring us many benefits, in the education context it is necessary to know how to maximize the advantages to be able to provide a better education. The use of technology also can bring better results at the time of evaluation, promoting engagement and motivation to students.

An adapted environment with technology can be designed to be more flexible and learner-centered, potentially reducing test anxiety and allowing students to perform to their full potential. Additionally, some platforms can provide immediate feedback on specific areas for improvement, empowering students to take a more active role in their learning journey.

An article by Nguyen and Pham (2022) published at Va Lang University, Vietnam, states that using technological tools can improve the speaking skills of the students, also with a platform can help students develop the performance of their skills, and thanks to that the students

will attract for the class and will be more involved in their learning process than the traditional methods of studies.

Research by Evenddy and Hamer (2023) suggests that technology integration in an educational context can provide new opportunities but also challenges, they emphasize the importance of English in its role in global communication and that is why it is necessary to implement technology on English language assessment.

Data from a study led by Bahrani (2011) conclude that using the technology-based assessment can incorporate new methods that can help in the process of assessing language skills, say that implementing technology to evaluate could be more effective than the traditional methods, technology can provide and prepare the students for the real world in the context of the use of the language that they are learning.

The research conducted at Assumption University of Thailand investigated the impact of video conferencing and social media on improving English speaking skills among Thai undergraduate students. Participants engaged in conversations with native English speakers using video conferencing tools, complemented by social media interactions. The study revealed significant improvements in speaking abilities, particularly among lower-level learners, and highlighted the potential of online platforms as effective language learning tools. Students reported increased confidence and a positive learning experience, despite some technical and time management challenges. (Nilayon & Brahmakasikara, 2018)

The study Podcasting as a tool to develop speaking skills in the foreign language classroom, explores the use of podcasting as a dynamic tool to enhance speaking skills and pronunciation in foreign language classes. Over a decade, experiments conducted at the

University of León in Spain have shown that podcasts can effectively increase oral activity and help in the correction of pronunciation errors among students learning French as a foreign language. The research highlights the importance of integrating speaking exercises into language learning through accessible digital platforms, thereby promoting a more balanced development of both written and oral language competencies. (Tomé & Richters, 2020)

Another study explores the impact of the Canvas Learning Management System on reducing public speaking anxiety among EFL learners. It demonstrates that digital tools like podcasts can significantly enhance learners' confidence and oral performance by alleviating anxiety. The research employs a one-group pretest-posttest design and utilizes both quantitative and qualitative data to measure the effectiveness of Canvas in improving language skills and emotional well-being in an educational setting. (Yaprak, 2022)

The research by Adhelia and Triastuti is a testament to the evolving landscape of education where technology plays a pivotal role. By integrating online communicative speaking tasks into the curriculum, the study demonstrates a significant improvement in the speaking proficiency of ninth graders. This approach not only enhances linguistic abilities but also fosters a more engaging and interactive learning environment. The success of such task-based activities underscores the potential of digital tools in enriching the educational experience and developing students' communicative competencies in a globalized world. (Adhelia & Triastuti, 2023, 304)

Pedagogical Basis

Constructivism

Constructivism is a prominent theory in education that emphasizes the active role learners play in constructing their own knowledge. In the context of language learning, this theory

suggests that learners do not passively absorb information presented by a teacher. Instead, they actively build their understanding of a new language through participation in social interactions.

One of the key figures associated with constructivism in language learning is Lev Vygotsky (1978). Vygotsky's theory highlights the importance of social interaction in the learning process. He proposed the concept of the Zone of Proximal Development (ZPD), which refers to the gap between what a learner can do independently and what they can achieve with assistance. Effective language learning often takes place within this ZPD, where learners receive support and scaffolding from teachers or peers as they grapple with new language concepts.

Theoretical Basis

Communicative Language Teaching

This research aligns with the Communicative Language Teaching (CLT) approach, which emphasizes the development of communicative competence. Communicative competence goes beyond grammatical knowledge and vocabulary. It encompasses the ability to use language effectively in real-world situations. This includes fluency, pronunciation, sociolinguistic awareness, and the ability to adapt communication styles to different contexts and audiences (Council of Europe, 2001), communicative competence encompasses the ability to use language effectively in real-world situations. This includes a focus on fluency, pronunciation, sociolinguistic awareness, and the ability to adapt communication styles to different contexts and audiences.

This research explores how technology can be leveraged to create assessments that better reflect real-world communication scenarios. By incorporating technology tools like video conferencing and recording platforms, assessments can move beyond static snapshots of

speaking ability and offer a more comprehensive view of a student's fluency, sociolinguistic awareness, and ability to adapt communication styles.

By aligning assessment practices with the principles of CLT and communicative competence, this research aims to contribute to a more holistic and effective evaluation of students' English-speaking abilities in Ecuador. This, in turn, can empower teachers to provide targeted feedback and support students in developing the communication skills they need to thrive in a globalized world.

Communicative Competence Theory

Canale & Swain's (1980) model highlights the importance of grammatical knowledge, sociolinguistic competence, discourse competence, strategic competence, and functional proficiency.

Their model does not simply focus on grammatical knowledge, although that is certainly a part. They propose that communicative competence goes beyond knowing the rules of grammar and vocabulary. It also encompasses sociolinguistic competence, which is the ability to use language appropriately in different social contexts. For example, understanding how to speak formally to an elder or informally to a friend falls under sociolinguistic competence.

Discourse competence is another key aspect of Canale and Swain's model. This refers to the ability to organize your thoughts and language into a coherent and cohesive message. Discourse competence involves things like knowing how to structure a conversation, use transitions effectively, and tell a story clearly and engagingly.

Strategic competence is also important. This refers to the ability to use various strategies to overcome communication difficulties. For instance, a learner might paraphrase a word they

don't know, use gestures to clarify their meaning, or ask for clarification if they don't understand something.

Finally, Canale and Swain's model acknowledges the importance of functional proficiency. This refers to the ability to use language to achieve specific communicative goals in different situations. For example, being able to order food at a restaurant, ask for directions, or give a presentation all require different functional skills.

In essence, Canale and Swain's model emphasizes that true communicative competence is a multifaceted ability. It requires knowledge of grammar, social context, discourse organization, communication strategies, and the ability to use language for specific purposes.

Second Language Acquisition (SLA) Theory

Within the field of Second Language Acquisition (SLA), Stephen Krashen's Input Hypothesis (1985) stands as a significant theory. It emphasizes the crucial role of comprehensible input in language acquisition, arguing that exposure to language that learners can understand is the primary driver of language development.

Krashen proposes a distinction between acquisition and learning. Acquisition, according to his theory, is a subconscious process similar to how children learn their first language. It happens through exposure to language that is slightly above the learner's current level of proficiency, often referred to as **i+1**. This "i+1" level represents language that is just beyond the learner's current grasp but still comprehensible with some effort. Exposure to this level of input allows learners to subconsciously pick up new grammatical structures, vocabulary, and overall language proficiency.

In contrast, learning, according to Krashen, is a conscious process involving explicit grammar instruction and memorization. While learning can play a role in developing some aspects of language, such as metalinguistic awareness, Krashen argues that it is not essential for acquisition, the more fundamental process for developing fluency and communicative competence.

Multimodal Language Theory

Effective language learning goes beyond memorizing vocabulary and grammar rules. It thrives on creating a rich tapestry of experiences that connect learners to the language in authentic and engaging ways. This is where Multimodal Learning Theory comes into play.

Pioneered by scholars like Richard Mayer (2014), this theory emphasizes the importance of using diverse modes of communication to present information. Imagine a classroom environment that goes beyond textbooks. Think multimedia presentations, interactive exercises, and videos that showcase real-world language use, and even incorporate music or drama to enhance learning. By utilizing these multimodal elements, educators can create a more stimulating and realistic learning environment.

The key benefit of Multimodal Learning lies in its ability to cater to different learning styles. Some students might learn best through visual aids like images and diagrams, while others thrive with auditory input like songs or podcasts. Multimodality allows educators to tap into these diverse learning preferences, ensuring that all students have the opportunity to engage with the material in a way that resonates with them. (Mayer, 2014, 360)

TPACK (Technological Pedagogical Content Knowledge)

According to Pappas (2023) Technological Pedagogical Content Knowledge tells us that it is important to combine technology with pedagogy and in this way help educators begin to use technology effectively in their classrooms.

It is true that for some teachers it is difficult to apply technology to their classes, this was reflected in the year 2020 in quarantine where everyone had to give virtual classes, so this theory seeks to make teaching using technology easier for educators.

This theory is composed of three parts:

Technology Knowledge. Technology Knowledge refers to the ability of educators to implement technology and resources necessary to adapt the classroom to the needs of students and thus provide a better learning experience.

Pedagogical Knowledge. Pedagogical Knowledge refers to how teachers can use all the knowledge they have acquired about learning theories and methods to create and adapt them into a single lesson class combining all pedagogical approaches and creating a more complete class.

Content Knowledge. Content Knowledge refers to the understanding that teachers have about the subject of the class, knowing how to explain the concepts, and ideas and how to put into practice the knowledge that is being taught, creating a good learning environment for the students depending also on the level, the subject of the class and other factors. (Pappas, 2023)

Technology-Based Learning

According to Rymbai (2024) Technology Based Learning is a theory in which teachers effectively use technology the understanding students about the concepts and topics of the class, also tell that technology has become an important part of education, and teachers can use

different technological tools to teach in their classes and help them to solve classroom management problems.

Blended Learning

“Blended Learning, also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods” (Quigley, 2019)

According to Learnupon (2022), including technology in the learning process will help the student to be successful in his future life, since the world of technological devices is closely related to communication and business, with a blended education the student not only learns the subject but also learns to use technological tools.

Technology Tools to Record Spoken Production

Including technology in the learning process of students can have many benefits, and today thanks to the development of these technologies focused on education, you can find platforms or applications that help the development of English skills, in this case speaking skills, for example:

Recording Platforms.

General Recording Apps. Simple tools like smartphone voice recorders or computer audio recording software can be surprisingly effective. They allow students to record themselves practicing presentations, participating in discussions, or even narrating personal experiences.

Online Language Learning Platforms. Many online language learning platforms incorporate recording features. Students can record responses to prompts, participate in

simulated conversations, or engage in voice-based activities. These platforms often provide additional benefits like gamification and progress tracking.

Video Conferencing Tools. Platforms like Zoom or Google Meet allow researchers to conduct remote interviews or group discussions. This captures not just the spoken word but also nonverbal cues like body language and facial expressions, enriching the data collected.

Micro-blogging Platforms. Tools like Flipgrid or Padlet enable students to create short video responses to prompts or discussion topics. This format encourages concise and focused communication, offering a valuable data point for researchers.

Collaborative Tools.

Digital Whiteboards. Platforms like Miro or Mural allow students to participate in brainstorming sessions or discussions virtually. Students can contribute spoken ideas while using visual aids like text boxes or drawings, creating a richer record of their thought processes.

Interactive Storytelling Tools. Applications like Powtoon or Spark Video enable students to combine recorded audio with images, text, and animations to tell stories or present information. This format fosters creativity and engagement, while also capturing valuable spoken language production.

Traditional methods of assessing speaking skills can be limited. However, technology offers a range of tools that can enhance both the delivery and assessment of spoken English. Recording platforms, from simple smartphone apps to online language learning platforms, allow students to practice and record themselves, providing valuable opportunities for self-reflection and improvement. Video conferencing tools capture not just speech but also nonverbal cues, offering researchers richer data. Microblogging platforms promote concise communication,

while collaborative tools like digital whiteboards and interactive storytelling apps encourage creativity and engagement. These technological tools provide educators with more dynamic and comprehensive ways to assess speaking skills, leading to a more accurate and insightful evaluation of student progress.

Legal Basis

Article 350. “El sistema de educación superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo.” (Asamblea Nacional del Ecuador, 2008, p. 162)

This article emphasizes the state's responsibility to promote the integration of society into the knowledge society and the development of science, technology, and innovation. It specifically calls for the National Education System to play a role in achieving these goals. This research directly contributes to this objective by exploring how technology can be leveraged to improve assessment practices in English language learning. By identifying effective ways to integrate technology into speaking assessments, this research can contribute to a more efficient, objective, and comprehensive evaluation process. This aligns with the spirit of Article 350, which promotes the use of technology for educational advancement.

Variables of the study

Independent variables

Technology Tools. One of the independent variables in this study is the type of technology tool used for spoken English assessment. This could include various recording platforms (smartphone apps, online platforms), video conferencing tools (Zoom, Google Meet), micro-blogging platforms (Flipgrid, Padlet), collaborative tools (digital whiteboards), or interactive storytelling apps.

Teaching Methodologies. Another independent variable in this study is the teaching methodology employed. This includes two approaches: traditional teacher-centered methods, where the instructor plays a primary role in delivering information, and technology-integrated methods, which leverage technology tools to enhance the learning experience.

Dependent variables

Speaking Skills Proficiency. Speaking skills proficiency in this study refers to a student's ability to communicate effectively in spoken English. This encompasses various aspects such as fluency, accuracy, pronunciation, vocabulary range, and the ability to adapt their language use to different contexts.

Assessment Outcomes. Assessment outcomes refer to the results obtained through the evaluation process. These outcomes can take various forms, such as scores, grades, or detailed reports outlining strengths and weaknesses in specific areas. They provide valuable data for educators to understand student learning and identify areas where further support or instruction may be needed.

Perceptions and Experiences. Educators' perceptions of technology integration encompass a range of beliefs, attitudes, and experiences. This includes their views on the potential benefits of technology in the classroom, such as increased engagement and improved

learning outcomes. It also acknowledges any challenges they perceive, such as difficulty with implementation or a lack of training. Overall, this variable seeks to understand how educators feel about integrating technology into their teaching practices.

Chapter III

Methodological Framework

Qualitative Methodology

The main aim of the present research is to analyze the advantages of using technology to assess students' speaking skills. The previous chapter was a review of previous research and literature related to the current research. This chapter will be a description of the methodology for conducting this research.

Qualitative research is a methodology that focuses on collecting non-numerical data to gain insights into people's feelings, ideas, or experiences. It aims to find patterns or new perspectives during the exploratory stages of a study, often leading to testable hypotheses. This type of research is adaptable, semi-structured, or unstructured, and relies on narrative data collection to answer the 'why' behind social phenomena. It is commonly used in the humanities and social sciences to understand the complexity of human behavior and experience in their natural environment. Qualitative research uses different systems of inquiry, such as case study, ethnography and grounded theory, to examine phenomena from different perspectives without the need for statistical analysis. (Ugwu & Eze, 2023, 20)

According to Tenny, Brannan M, Brannan D (2022) Deeper understanding and exploration of real-world issues are provided by qualitative research. Qualitative research contributes to the generation of hypotheses for additional investigation and understanding of quantitative data, as opposed to gathering numerical data points or intervening or introducing treatments as in quantitative research.

The goal of qualitative research is to better understand human behavior, experiences, and the factors that influence it. This method aims to offer a piece of comprehensive and contextual knowledge about the advantages that technology has at the moment that the teacher assesses activities related to speaking skills.

Type of Research

Descriptive Approach

A descriptive approach is a qualitative descriptive study that focuses on accurately describing phenomena as they occur naturally, without seeking to explain why they occur. It aims to provide a comprehensive summary of events, answering the journalistic questions of who, what, where, and how. This approach is particularly useful for research that seeks insights into a poorly understood area, rather than a deep exploration of a specific phenomenon.

(“Chapter 5: Qualitative Descriptive Research,” 2023)

Phenomenological Studies

“Phenomenology is a form of qualitative research that focuses on the study of an individual’s lived experiences within the world” (Neubauer et al., 2019, p. 91)

According to Dumlao (2022), A qualitative research method called phenomenological research aims to identify and characterize a phenomenon's fundamental elements. The methodology suspends the researchers' prior beliefs about the phenomenon in order to explore people's everyday experiences. Put differently, phenomenology research investigates lived events to learn more about how individuals interpret those experiences. (Dumlao, 2022)

Phenomenological research offers profound insights into the lived experiences of students, teachers, and evaluators, which can greatly advance our understanding of the benefits

of employing technology to measure speaking skills. By using a qualitative approach, researchers are able to record the subjective feelings and perceptions related to technology evaluations, revealing subtle advantages including heightened engagement, decreased fear, and tailored feedback. Phenomenological study provides a thorough, contextual understanding of how technology affects speaking abilities by focusing on people's specific narratives. This reveals not just the technological advantages but also the psychological and emotional effects.

Data Collection Techniques

One-on-one interview.

Qualitative research offers a profound understanding of individuals' life experiences and perceptions. Through the use of techniques like one-on-one interviews, the study is able to identify subtle advantages and difficulties that users face that may not be seen when using quantitative methodologies. This makes it possible to get a thorough grasp of how technology affects speech evaluations in practical settings.

According to Stofer (2023), Rich data with context that may not be available via quantitative data collection techniques can be obtained through effective interviewing. However, to guarantee the safety of participants and their data, conducting interviews requires thoughtful planning, practice, and cautious data storage.

One-on-one interviews will better understand teachers' perspectives and experiences using technology to assess students' speaking skills. Qualitative research can provide deep and significant insights into the benefits of employing technology to evaluate speaking skills by utilizing the advantages of one-on-one interviews. This will ultimately lead to a more thorough understanding of the subject.

Instruments

Questionnaire

For this type of research, questionnaires are essential because they offer a systematic yet adaptable way to collect thorough and in-depth information directly from people taking technology-based speaking evaluations.

According to Ng Chirk (2006) questionnaire is a very practical tool for quickly gathering data from a large number of respondents. Therefore, in order to ensure that correct data is collected and that the results can be interpreted and generalized, the questionnaire's design is crucial.

Formulating open-ended questions that encourage participants to offer in-depth and honest answers is a necessary step in creating a questionnaire for qualitative research. The questionnaire for this study is created with a thorough exploration of participants' experiences, perspectives, and emotions in mind about the use of technology in their assessments.

To guarantee a thorough examination of the subject, the questionnaire will be formed by 8 open-ended questions, and the pre-arranged interviews will be conducted online and recorded, with two interviewers and a teacher present, and the interviewers will take turns conducting the interview. At the beginning of the interview, the teacher will be informed of the title of the research, the purpose, and that the interview is confidential and for research purposes. This approach guarantees accurate and comprehensive data collection by enabling real-time interaction and response clarification.

This survey aims to collect in-depth information about the viewpoints and experiences of people who use technology to evaluate their speaking abilities. Through an examination of these

experiences, the research seeks to pinpoint the particular benefits, drawbacks, and effects of technology in this setting. The information gathered from the data collection will be useful in improving comprehension and the way technology is used to evaluate speaking abilities, which will ultimately lead to improved teaching methods and results.

Population and sample

The research population includes all the individuals, objects, or events that the researcher is interested in studying. It's the larger group from which a smaller sample is selected for research purposes. (Thomas & Bartlett, 2023)

The population for this study includes educators from the major “ Pedagogia de los Idiomas Nacionales y Extranjeros” at the Universidad Estatal Provincia de Santa Elena, these educators are the ones who teach and assess speaking skills combining conventional and technological methods.

A sample is a representative part or a single item from a larger whole or group, especially when presented for inspection or shown as evidence of quality. It can also refer to a finite part of a statistical population whose properties are studied to gain information about the whole. In other words, it's a smaller subset that researchers use to draw conclusions about a larger population. (Thomas & Bartlett, 2023)

By selecting a sample of 5 English professors from PINE, these educators were chosen on the basis of their experience on teaching English and other specialty subjects. Their dual expertise in virtual and in-person instructional environments, coupled with their proficiency in using technological tools for assessing speaking skills, makes them an ideal cohort for this

research. The utilization of a targeted method yields more contextually relevant and detailed data, which improves the overall quality and applicability of the research findings.

This chapter outlines a qualitative approach, leveraging descriptive and phenomenological studies to capture the nuanced experiences of educators. Through interviews and questionnaires, detailed insights from the faculty of "Pedagogia de los Idiomas Nacionales y Extranjeros" will be gathered, ensuring a rich data set for analysis. This chapter serves as a crucial foundation for understanding the benefits and practical applications of technological tools in language education research.

Chapter IV

Analysis of Findings

This section will analyze the interviewees' responses, English teachers' perspective on the implementation of technologies in their classes and in the assessment of speaking skills. It was each interviewee's experience with technologies in education that helped to inform this research.

The data collection reflected that teachers are becoming more and more familiar with technology and that the new generations are more related to it, so it is necessary that technology to be present in the classroom as supporting material, and educators should take advantage of them, however, the interviewees also mentioned challenges and limitations at the time of using technology although not to mention later that with a little help to manage them they were able to overcome those challenges.

Data Interpretation

Question 1: Since technology has taken a lot of influence in language teaching and assessment, which tools or techniques do you apply to enhance a student's skills?

Table 1

Tools or Techniques Applying by Teachers

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 1	Tools, Zoom, Flip, Vocaroo, WhatsApp, Share ideas, Confidence.	Technique, Tools, Tik Tok.	ChatGPT, Artificial Intelligence, Practice, Speak, Strategy.	Technology, Technique, Oral skill, Enhance, Wordwall, Quizlet.	Tools, Motivation, Speak, Develop.

Note: Technological tools or techniques applied by teachers to enhance students' skills.

The interviews shed light on the wide range of technological resources and methods teachers employ to improve their students' speaking abilities, underscoring the benefits and drawbacks of incorporating technology into language instruction. Interviewees highlighted certain apps like TikTok, Zoom, Flip, Vocaroo, and WhatsApp, highlighting how crucial it is to use tools that are simple for students to use. Students can exchange ideas and gain confidence in their speaking skills by using these platforms to enable interactive conversations and cooperative learning activities. A participant underscored the need of furnishing suitable content and exercises to cultivate an atmosphere in which learners are at ease participating in oral assignments, thereby enhancing their competence.

The importance of technology in online education, particularly for newcomers, is another recurrent issue in the interviews. One instructor, whose first-semester classes are entirely online, emphasized how important it is to include technology into oral skills instruction. Another creative application of AI is ChatGPT, a program that a teacher suggests for honing speaking abilities through communication with AI. But not all educators are using technology to improve students' speaking abilities at the moment, which suggests that implementation is inconsistent and may indicate that further assistance or training is required. In order to increase pronunciation, fluency, and vocabulary, assessments such as oral lessons in front of the teacher and the class are still valued. This illustrates a balanced approach between technology and old teaching strategies. This qualitative investigation demonstrates that although technology can greatly improve speaking abilities, its effective application necessitates thoughtful content selection, constant modification to suit the needs of students, and careful application.

Question 2: In your experience, what are the advantages of using technology to assess students's speaking skills?

Table 2

Advantages of Using Technology to Assess

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 2	Faster activities, Analyze, Feedback, Adapt, Enjoy, Advantage.	Real context, Time, Connected, Opportunities, Practice	Advantage, Anytime, Chat GPT, Practice, Speaking Skill, Artificial Intelligence.	Engagement, Speaking, Confidence, Personalization, Feedback, Flexibility, Group Work, Interaction.	Improve, Teaching Abilities, TEDx, Listen, Share.

Note: Advantages of using technology to assess speaking skills according to teachers' experiences.

The interviews, which represent a range of viewpoints from educators, demonstrate a number of significant benefits of utilizing technology to evaluate students' speaking abilities. The capacity to effectively coordinate and evaluate speaking actions has been noted as a key advantage. With the use of recording equipment, teachers can examine and evaluate student work more than once, guaranteeing impartial and accurate evaluations. This is in contrast to the demands of typical classroom environments, when prompt and perhaps stressful evaluations are required. Technology also makes it possible to design captivating, game-like activities that connect with students and create a more entertaining and stimulating learning environment.

Technology's accessibility and flexibility are two more important benefits. Students can practice speaking at any time and without a teacher present thanks to tools like ChatGPT, which

provide possibilities for regular practice outside of the classroom. Additionally, technology connects learning materials with real-life scenarios, providing a more realistic context for language use. Speaking activities become more applicable and relevant as a result. Additionally, technology-enabled small group activities foster personalized learning and increase student confidence by lowering the fear of speaking in front of the entire class. Through participatory and reflective activities, technologies such as TEDx talks give students important listening experiences that they can debate later in class, improving their speaking abilities. All things considered, technology encourages participation, adaptability, communication, and individualized instruction, which makes it an effective instrument for evaluating and enhancing students' speaking skills.

Question 3: In terms of assessing speaking skills, what are the differences in performance for technology-based speaking tasks and conventional in-person tasks?

Table 3

Differences Between Technology and Conventional Tasks

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 3	Activities, Manage, Students Weakness, Improve, Speaking.	Accurate, Body Language.	Chat GPT, Correct mistake, Asses yourself,	Good or bad connecion, Teacher training, Learning outcomes, Resources, Opportunity.	Deviate concentration

Note: Differences between technology-based speaking tasks and conventional in-person tasks according to teachers' perception.

The interviews provide a sophisticated knowledge of the performance variations between traditional in-person language evaluation tasks and speaking tests based on technology. The adaptability and range of activities that technology can provide—including role-playing, video-based tasks, and the usage of artificial intelligence (AI) tools like ChatGPT—are highly valued by instructors. With customized and interesting assignments, these tools give students the chance to practice and evaluate themselves, addressing particular areas where their speaking abilities are lacking. The uneven distribution of students' access to technology is a significant disadvantage, though, as it may impede their regular engagement and output. Disparities in learning and assessment might arise from poor connectivity and uneven access to gadgets.

On the other hand, non-verbal indicators like body language can be observed during conventional in-person evaluations, which is important for a thorough assessment of speaking abilities. Some teachers contend that in-person communication guarantees students' attention and participation while lowering distractions that are frequently associated with technological use. It is also mentioned that teachers can accomplish comparable learning objectives in both online and in-person settings if they have the necessary training and know how to use technology creatively. Either approach's efficacy is largely dependent on the teacher's capacity to make the most of the tools at hand and design engaging lessons. Traditional techniques are praised for their direct engagement and less distractions, while technology offers a variety of instruments and the potential for novel ways. This emphasizes the significance of balancing both approaches in language instruction.

Question 4: Which type of speaking tasks (technology-based or in-person) do you think offer a more objective assessment in terms of accuracy, fairness, and reliability?

Table 4*Types of Tasks Offer More Objective Assessment*

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 4	Difficult at the beginning, Tools, Experience, Effective, YouTube, Google, Interchange ideas, Knowledge.	Body language, Interaction, Depend on the activity.	Artificial Intelligence, Role play, Practice, Chat GPT.	Role play, Develop, Vocabulary, Grammar, Discussion, Critical thinking.	Conventional methodology, Punctuality, Professionalism, Responsibility.

Note: Teachers' opinions about which type of speaking tasks offer a more objective assessment.

Different viewpoints regarding the impartiality of technology-based vs face-to-face speaking activities concerning accuracy, fairness, and dependability are revealed by the interviews. One recurring theme is that while there were initial difficulties integrating technology, educators eventually discovered that technology-based evaluations were becoming more efficient and controllable. The use of dynamic and engaging tools was made possible by teachers sharing ideas and resources with one another. Even with these developments, some teachers stress the special benefits of in-person evaluations, especially the chance to watch body language and engage directly with students, which offer a more comprehensive picture of their speaking skills.

The ability of AI tools like ChatGPT and role-playing games to mimic real-world situations and offer a variety of situational practice is emphasized, as it improves the practical relevance and authenticity of assessments. Accuracy and fluency can be developed by repeated

practice and self-evaluation made possible by these technology-based methods. Some educators, particularly those with traditional teaching backgrounds, strongly think that in-person examinations provide a greater level of control and direct observation, which is essential for reliability and fairness. The decision between technology-based and in-person assignments ultimately seems to rely heavily on the goals of the teacher, the level of preparation, and the particular circumstances of the class. Both approaches have unique benefits that can be used to improve speaking ability evaluation.

Question 5: What specific technologies (e.g. video conferencing, online portfolios) have you used to assess speaking skills, and how effective have you found them to be?

Table 5

Technology Used to Assess Speaking Skills

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 5	Flip, Zoom, WhatsApp, Vocaroo, Improve, Speaking, Effective, Enjoy.	Video conferencing, Recording, Artificial intelligence, Practice, Depend on the activity.	Videos, Record themselves, Improve, Speaking.	Zoom, Breakout rooms, Resources, Games, Listening, Reading, Speaking, Comprehension.	TEDx, Accessible, Hear, Recording, Assess themselves.

Note: Technology used by teachers to assess speaking skills and their effectiveness.

The interviews show off a variety of tools that teachers have used to evaluate students' speaking abilities, demonstrating both their usefulness and how much fun they are for the students. Because of their adaptability and user-friendly interfaces, well-known applications like

Flip, Zoom, WhatsApp, and Vocaroo are frequently used and useful for crafting captivating speaking activities. Students can engage in dynamic exercises, which provide a range of interactive and recording options. With features like breakout rooms, video conferencing platforms like Zoom help to replicate the collaborative atmosphere of a real classroom by facilitating group activities and debates. Additionally, by analyzing their performances, students can self-evaluate and enhance their speaking abilities on platforms that support audio and video recordings.

Tools for artificial intelligence are likewise becoming more and more popular as useful resources for language learning. Students can practice speaking in a variety of contexts by using these AI platforms, which offer interactive experiences that mimic real-life interactions. This technology integration fits in nicely with teachers' objectives of improving students' speaking abilities through useful and pertinent tasks. That being said, the efficacy of these technologies depends on the teacher's capacity to provide well-organized lessons that complement learning goals. For example, adding reading or listening exercises to speaking assignments might help to build language skills holistically. Through frequent speaking and listening activities, educational platforms like as TEDx are renowned for their usability and accessibility in aiding students in improving their vocabulary, pronunciation, and fluency. All things considered, the integration of these diverse technologies enhances the evaluation procedure by providing adaptability, involvement, and useful skill improvement.

Question 6: What challenges or limitations have you encountered when using technology for speaking tasks, and how have you addressed them?

Table 6*Challenges or Limitations of Using Technology*

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 6	Difficult at the beginning, Embarrassed, Participation, Internet Connection, Responsibility,	Internet connection, Time, Pronunciation, Memorizing.	No limits, Strategy, Improve, Chat GPT, Speaking.	Lack of electricity, Sending activities, Asynchronous activity, Internet connection, Money.	Resources, Internet, Plan B, Face to Face.

Note: Challenges or limitations of technology speaking tasks encountered by teachers.

The interviewees' comments highlight a variety of difficulties and restrictions that arise while utilizing technology for speaking assignments. The early challenges students have while utilizing technology, like turning on microphones and cameras, making accounts on websites like Flip, and controlling overall usage, are a significant problem. Teachers may find it frustrating and time-consuming to have to spend a lot of time teaching students how to use these tools as a result of their lack of familiarity. Another issue that can impede participation and efficient evaluation is students' lack of confidence or embarrassment while using technology for speaking exercises. Issues with internet connectivity and dependability are also mentioned as significant difficulties; students frequently point to bad connections or nonexistent online access as barriers to finishing their assignments. These technological issues can interfere with the flow of the session and make it difficult to regularly evaluate the speaking abilities of the pupils.

Teachers have used a variety of tactics to address these issues. When live participation is not available, some have adjusted their timetables and assigned substitute assignments to deal

with connectivity challenges. Others have encouraged students to turn in asynchronous work, like audio or video recordings. Teachers place a strong emphasis on task design flexibility and inventiveness, making sure that students may still participate and show off their speaking skills in spite of technology constraints. Furthermore, it is emphasized how crucial it is to have backup plans, or "Plan B," in order to prevent losing important class time to technological issues. This could entail switching to more conventional in-person techniques or coming up with backup plans in case technology malfunctions.

Question 7: How have your students responded to the use of technology in speaking assessments? What have you observed about their engagement and performance?

Table 7

Students' Engagement and Performance

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 7	Good response, Opportunity, Better, Complete activities, Analyze themselves, Experience.	Students like to use technology, Good response, Resources, Engage, Not afraid.	Great, Students ae native technology, No problem.	Students are used to technology, No fear, Motivation, Engage, Creative, Easier.	Students prefer technology, Performance, Practice, Anytime, Anywhere,

Note: Teachers' observations about students' engagement and performance in technology speaking assessment.

According to the respondents' replies, students generally consider the use of technology in speaking assessments favorably. It's said that many pupils, particularly the younger ones, are digital natives who find technology exciting and encouraging. Students who are flexible and

familiar with technology—such as smartphones, video platforms, and interactive apps—feel more at ease and self-assured in their learning surroundings. They value the chance to practice public speaking exercises without the immediate fear of criticism because technology lets them record, analyze, and improve their performances at their own leisure. The development of autonomy and self-evaluation abilities is one of the main advantages of this self-directed learning strategy.

However, a teacher's ability to deliberately and creatively incorporate these technologies into the curriculum will determine how effective technology is in keeping students engaged and raising performance levels. Creating engaging and dynamic learning experiences through the use of technology presents a challenge for educators, who must also make sure that these activities support the objectives of education. Students are more likely to participate and try out new language skills in a non-threatening setting when technology is used properly. Since students may access resources and practice speaking abilities anytime and anywhere, unlike the restrictive timetables of traditional classroom settings, this results in additional practice chances and potentially improved learning outcomes.

Question 8: Based on your experience, what advice would you give to other teachers who are interested in incorporating more technology into their speaking tasks?

Table 8

Advice to Other Teachers

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 8	Important, Learn to use	Take advantages of	Make students	Necessary to incorporate	Come back and start to

technology, Incorporate technology in classes, More benefits, Advantages, Improve, Enjoy.	technology, Incorporate in classes, Rubric, Real context, Plan in detail the activities, Examples.	practicing, Responsibly, Learn other languages.	technology, Take advantage, Practice with Artificial intelligence.	use the conventional methodology, Better performance.
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Note: Teachers' advice for incorporating technology speaking tasks based on their experiences.

The interviewees' replies highlight how crucial technology is to modern education, stressing how it improves teaching strategies and engages students. Most people agree that educators must embrace technology and keep improving their knowledge about how to use different kinds of digital technologies. For example, the first comment emphasizes how important it is for educators to take the initiative and self-initiate training in order to become proficient in new technologies, like Zoom. It is recommended that educators make use of TikTok, YouTube, and Google to remain current and skilled. It is emphasized once more that carefully thought-out activity planning, unambiguous rubrics, and modeling of intended results are crucial. Properly integrated technology can provide speaking assignments and other educational activities in a realistic setting.

There is a more nuanced viewpoint on striking a balance between using technology and conventional approaches, though. Although there is a clear desire to incorporate artificial intelligence tools into language practice, it is important to stress that appropriate usage is also necessary. Instructors are urged to promote practice in a balanced way and are advised not to assign too much homework, especially to younger pupils. Furthermore, one answer suggests that, in order to preserve the warmth and personal connection that create a conducive learning

environment, it is sometimes appropriate to return to traditional methods. This fusion of contemporary and conventional methods can contribute to the development of a more comprehensive and successful learning environment, guaranteeing that the advantages of technology are optimized while retaining the human element of in-person contacts.

Table 9*Assessing Speaking Skills Using Technologies.*

Questions	In your experience, what are the advantages of using technology to assess students's speaking skills?	What specific technologies (e.g. video conferencing, online portfolios) have you used to assess speaking skills, and how effective have you found them to be?	How have your students responded to the use of technology in speaking assessments? What have you observed about their engagement and performance?	Based on your experience, what advice would you give to other teachers who are interested in incorporating more technology into their speaking tasks?
Answers	Technology enhances the evaluation of students' speaking abilities with accurate assessments, engaging activities, and personalized learning, improving communication skills through flexibility and real-life applications.	Teachers employ diverse tools like Flip, Zoom, WhatsApp, and AI platforms to evaluate speaking abilities through engaging activities and instant feedback, enhancing adaptability and skill improvement.	Students appreciate technology in speaking assessments for its flexibility and self-paced learning opportunities. Effective integration by educators enhances engagement and autonomy, potentially improving learning outcomes.	Educators emphasize the importance of embracing and integrating technology while maintaining a balanced approach with traditional methods to foster effective and engaging learning environments.
Authors	Integrating online communicative speaking tasks enhances	According to TPACK, effective teaching with technology requires an	Technological tools enhance students' speaking skills and	Technology integration in education offers new opportunities and

students' speaking proficiency and fosters interactive learning environments, showcasing the potential of digital tools in global education. (Adhelia & Triastuti, 2023)	understanding of the interplay between technology, pedagogy, and content. (Pappas, 2023)	engagement, fostering active participation and deeper learning involvement. (Nguyen & Pham, 2022, 6)	challenges, highlighting the importance of enhancing English language assessment for global communication. (Evenddy & Hamer, 2023)
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Note: Teachers' perceptions towards assessing speaking skills using technologies.

The use of multimedia and interactive tools has been shown to enhance student engagement and reduce anxiety, leading to more frequent practice and improved communication skills. Additionally, the flexibility and accessibility offered by these tools allow assessments to be conducted at any time and place, accommodating diverse learning styles and schedules, and fostering personalized learning experiences. Overall, the findings highlight the effectiveness of technology in creating engaging, flexible, and comprehensive speaking assessments that support students' language development.

Chapter V

Conclusions and Recommendations

Conclusions

This final chapter delves into the conclusions drawn from our exploration of integrating digital tools in education, particularly focusing on the advantages of using technology to assess speaking skills. This study has examined how these technological advancements contribute not only to the improvement of linguistic abilities but also to the creation of more dynamic and participatory learning environments. It underscores the importance of strategic implementation and continuous innovation in leveraging digital tools to prepare students for success in a globally interconnected society. Recommendations emphasize the ongoing exploration and integration of these technologies to optimize educational practices and cultivate comprehensive communicative competencies among learners.

When technology is used to evaluate speaking abilities, student interest and engagement are greatly increased. Multimedia and interactive technologies offer an engaging and dynamic learning environment that promotes active engagement and lessens speaking anxiety. Teachers believe that these resources work well for keeping students engaged and encouraging more frequent practice.

Technology makes it possible to receive rapid, in-depth feedback, which is essential for the improvement of speaking abilities. This aids in students' understanding of their advantages and disadvantages, resulting in enhanced self-evaluation and focused skill development.

Assessing speaking skills with technology gives teachers and students more accessibility and flexibility. Assessments can be performed anywhere, at any moment, and at any time thanks

to digital tools and online platforms that suit different learning styles and schedules.

Additionally, by accommodating each student's unique requirements and fostering diversity in language education, this flexibility fosters personalized learning experiences.

Recommendations

Investing in instructors' professional development is crucial to maximizing the advantages of technology in speech assessments. The main goal of training programs should be to acquaint educators with the many technology tools available, as well as the best ways to incorporate them into speaking exercises. This will enable teachers to better test speaking abilities by utilizing technology.

Institutions should create thorough assessment frameworks that mix traditional evaluation techniques with technological technologies. To guarantee that the technological tools used in speaking assessments are in line with the standards and aims of education, these frameworks must provide explicit instructions for their selection and application. These kinds of frameworks will guarantee uniformity in the evaluation of speaking abilities and aid standardized assessment procedures.

Determining how technology affects speech assessments requires establishing feedback and continual evaluation systems. Frequent focus groups, questionnaires, and feedback meetings with teachers and students can yield insightful information about how well integrated technology tools work. To make sure that the use of technology in language instruction is current and useful, this continuous evaluation will help identify obstacles, potential areas for development, and effective techniques.

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Annexes


Annex A: Certificate Anti- Plagiarism System

La Libertad, 23 de junio de 2024

Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado
“ADVANTAGES OF USING TECHNOLOGY TO ASSESS SPEAKING SKILLS”
elaborado por los estudiantes, Realpe Merchán Anggy Xiomara & Tomalá Guale Oscar Dave de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente



Niola Sanmartín Rosa Elena, MSc.

TUTOR



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Fecha de depósito: 23/6/2024
Tipo de carga: interface
fecha de fin de análisis: 23/6/2024

Número de palabras: 8502
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3	Documento de otro usuario #e88f72 El documento proviene de otro grupo	< 1%		Palabras idénticas: < 1% (15 palabras)
4	Documento de otro usuario #771f0 El documento proviene de otro grupo	< 1%		Palabras idénticas: < 1% (11 palabras)
5	Documento de otro usuario #a35801 El documento proviene de otro grupo	< 1%		Palabras idénticas: < 1% (10 palabras)

Annex B: Questionnaire

"ADVANTAGES OF USING TECHNOLOGY TO ASSESS SPEAKING SKILLS"

Population and Sample: 5 English Teachers from Pedagogía de los Idiomas Nacionales y Extranjeros career of Universidad Estatal Provincia de Santa Elena

Questions aimed at teachers

1. Since technology has taken a lot of influence in language teaching and assessment, which tools or techniques do you apply to enhance students' speaking skills?
2. In your experience, what are the advantages of using technology to assess students' speaking skills?
3. In terms of assessing speaking skills, what are the differences in performance for technology-based speaking tasks and conventional in-person tasks?
4. Which type of speaking tasks (technology-based or in-person) do you think offer a more objective assessment in terms of accuracy, fairness, and reliability?
5. What specific technologies (e.g. video conferencing, online portfolios) have you used to assess speaking skills, and how effective have you found them to be?
6. What challenges or limitations have you encountered when using technology for speaking tasks, and how have you addressed them?
7. How have your students responded to the use of technology in speaking assessments? What have you observed about their engagement and performance?
9. Based on your experience, what advice would you give to other teachers who are interested in incorporating more technology into their speaking task?

Annex C: Interview Transcripts

Interviewee 1

Q1: Since technology has taken a lot of influence in language teaching and assessment, which tools or techniques do you apply to enhance students' speaking skills?

A: Related to technology we can use different, maybe techniques or tools, the first thing is to identify which one it's easier for the students because sometimes we can find a very interesting tool maybe, but it is difficult for the students so they can manage maybe that application, different apps like in this case, tools, we need the material obviously, we need the specific material to use in this case like grouping activities or cooperative learning and in this way so tools such as I don't know, I could mention Zoom, Flip, Vocaroo, even WhatsApp that we can use for this interaction for the students and they can share ideas, interchange ideas making that interactive conversation and try to give students proper activity so they can feel confident to speak to each other related to any topic that we are covering in any lesson of our sessions.

Q2: In your experience, what are the advantages of using technology to assess students' speaking skills?

A: Related to advantages, maybe sometimes we have to manage properly these kind of activities, maybe could be faster activities, maybe we can record the time so we can record the activities and we can manage the time and the other hand if we are in a classroom we have every pair or group we have to listen and maybe the time could be better how to assess in this case quickly we can analyze more maybe we can come back to the video and sometimes we have to make a decision in that moment "OK I give you like if I were in high school or university OK I give you an 8", but maybe because of the pressure the time, the activities, the noise, I don't know any

other situation we can assess properly so I think the time, how to assess, how can we give a feedback, could be the advantages of using that and obviously like this technology they like they like this and if we can adapt to an activity that they enjoy and they use it like game it could better and they can offer more advantages and have a better moment for the students to complete activity.

Q3: In terms of assessing speaking skills, what are the differences in performance for technology-based speaking tasks and conventional in-person tasks?

A: As I mentioned in the previous question is I can relate that aspect that it could be like different kind of activities that they can do, role play or I don't know, watching a video and they create an activity you can give the reading and just they have to create or basically take it from a video so in this case it could be like a good way to offer another manage for the students to complete and activities and obviously we have to assess in that aspect, in that way, how they can do it and they can be more specific as I mentioned because of different aspects that we can emphasize different weakness from the students maybe that they have and these activities can offer different aspects so we can improve every weakness that the student has and we can create new activities that are going to increase and improve those weaknesses that they have and continue developing more and more activities related to speaking.

Q4: Which type of speaking tasks (technology-based or in-person) do you think offer a more objective assessment in terms of accuracy, fairness, and reliability?

A: At the beginning was difficult to use this kind of technology but after that that we got familiar with this, I think it was like easier from the beginning, it was like we couldn't manage or we couldn't use Zoom sometime, but for conference and so it was a little difficult but after that we

were working with these kind of tools, and devices, and these kind of technology, we can make that at the beginning was like different, we maybe we didn't have the opportunity to assess in a good way, but wait training maybe and with the experience after some hours teaching, we can say that it was like an effective way that we can manage, using and I don't know going to YouTube or going to Google or asking to another teachers and it was very good in that moment how we had the opportunity to meet with other teachers so we interchange idea and we have these communication, which one, tool, or app, or site is more effective to use during this session so after that we can either deploy some, I don't know sites and apps that were very effective as I mentioned they were like dynamic, they were I don't know they the students enjoy those activities so I consider that at the beginning was difficult, not so effective but with the years after that this pandemic situation and after that, I think teachers I don't know search this information interchange ideas and increase knowledge about how to use technology and applying different context in education.

Q5: What specific technologies (e.g. video conferencing, online portfolios) have you used to assess speaking skills, and how effective have you found them to be?

A: Flip, in this case Zoom, Whatsapp and Vocaroo are the specific apps or sites that I use to improve this kind of speaking activities, so they are very useful for me, they are the only ones that I use and I think they are effective and the students enjoy doing activities through these apps.

Q6: What challenges or limitations have you encountered when using technology for speaking tasks, and how have you addressed them?

A: I consider that as I mentioned in the previous part the use of technology was difficult for the students, they didn't know how to activate a microphone, or activate cameras, even more difficult

to use for example Flip to create an account so the difficult how to manage, maybe that part was difficult for me because I took so many hours to teach my students “OK how you create this one, receive the code, do it like that” or the aspect maybe they at the beginning they felt like embarrassed using these kind of activities like they didn't want to participate, they didn't feel confident themselves to talk, maybe not ready at the beginning of using this kind of technology, maybe there was some they didn't want to speak like that and maybe obviously if you are going to assess in that moment something, in this case Internet connection is another aspect we are talking about the school the students don't take that responsibility of being there, I don't know I have issues with my Internet, Internet issues, so the connection maybe it wasn't like something positive in that case, specific limitation I think they are the main possible limitation and challenge that they have faced using this kind of technology.

Q7: How have your students responded to the use of technology in speaking assessments? What have you observed about their engagement and performance?

A: From my point of view, these respond from them was good, they wanted to complete activities, if we give students the opportunity to have an interactive in funny activity, they are going to do it in a good way so as a teacher we have to think in a specific apps, sites or all of these kind of technologies that we can have so we can give students the opportunity to complete an activity and in a better way they can do it so I think the perception from then was good, they know a lot of, they know I think more about us as a teacher, more about technology sometimes and we have to take into count they that to take advantages to they know and they can use cell phones, they can be on the Internet so I think this aspects they like maybe that even we can receive a video, they feel like nobody's listening to me so they they can complete an activity for

example on Flip they can record, upload the video and they can't even analyze themselves how they are doing so I think assessing and completing activities has been positive in my experience using technology related in education.

Q8: Based on your experience, what advice would you give to other teachers who are interested in incorporating more technology into their speaking task?

A: Nowadays, after pandemic we've realized that technology is really important so we as a teacher must know about this I consider that I knew about technology but for example I didn't know how to use zoom so I had to reduce it in a class I remembered online and I learnt from another teacher that there was some free classes so I always remember that that I register in that class and I was like student, just verifying how to use Zoom so this training it hasn't to be like limitation for us as a teacher we can go to different places like TikTok, YouTube, Google, identify how to manage and how to handle, how to use these kind of apps and we can take it so I consider that teachers should incorporate this kind of technology because we are moving to this kind of innovation of education so it is impossible that now that we are in this year that it is impossible that we can or we don't use anything of technology, and I think we have to apply more technology in our classes for in this case, for our students to give more benefits, and offer more advantages for our students and they can improve and enjoy using technology in education.

Interviewee 2

Q1: Since technology has taken a lot of influence in language teaching and assessment, which tools or techniques do you apply to enhance students' speaking skills?

A: Okay, well, technology is something that, as teachers, we cannot avoid in our classes. So I use different, more than techniques, I use different tools. I use video conferences, I use TikTok. I try

to use different tools to assess the speaking skills in my classes. Depending on the topic and depending on what I want that my students accomplish.

Q2: In your experience, what are the advantages of using technology to assess students' speaking skills?

A: Okay. I think that technology gives us a more real context when we use it in our class, because we cannot live apart from technology. So I think that one of the advantages is sometimes the time, sometimes that we can use material that is connected with real life situation, that we can have more opportunities and more resources to practice the speaking skills.

Q3: In terms of assessing speaking skills, what are the differences in performance for technology-based speaking tasks and conventional in-person tasks?

A: I think that both of them can be accurate, depending how you use. I can use technology, for example, to record to record an audio or to record a video. But when we are in person as teachers, we can see the body language, we can see other aspects that maybe cannot be reflected when you use technology. But I think that depending how you use, I think that they offer the same in terms of accuracy, fairness, and reliability, but it depends on the teacher.

Q4: Which type of speaking tasks (technology-based or in-person) do you think offer a more objective assessment in terms of accuracy, fairness, and reliability?

A: Oh, I think that, depending, I think what I said, what I mentioned in the previous question, I think that as teachers, we value more person in person because we can see the body language, we can see, okay, how the interaction part, but depending how the teacher prepare the activity, so you can use technology or you can use person in person, but it depends, it depends of what you want to accomplish in your classes.

Q5: What specific technologies (e.g. video conferencing, online portfolios) have you used to assess speaking skills, and how effective have you found them to be?

A: Well, I use video conferencing. I use also some platforms where my students can record their audios. And now I am using artificial intelligence. There are some artificial intelligence where you can interact and you can practice your English skills. So, how can I say that they are effective? It depends how the, I think again, it depends how the teacher prepares the activity and what the teacher want to accomplish with the activity.

Q6: What challenges or limitations have you encountered when using technology for speaking tasks, and how have you addressed them?

A: Well, sometimes we have problems with connections. Sometimes we see that students memorize when they have to present a video or an audio. So how I do it? When I have internet problems, well, I try to manage the situation, changing the time or assigning another activity. But when it's in person, when I have these problems with pronunciation or when I'm not sure that the students have accomplished the activity were very well, if they have memorized, I try to make them demonstrate that they have done the activity in my classes.

Q7: How have your students responded to the use of technology in speaking assessments? What have you observed about their engagement and performance?

A: Well, my students, I think that all my students like to use technology. They prefer to use the technology because most of them are from the era of technology. So I think that they have a good response to technology. But again, it depends how as teachers we use these resources to make them engage into the class. So I think that they prefer to use technology because maybe with technology, they are not afraid when you are in person with the teacher.

But it depends, it depends how the teacher manage the classes.

Q8: Based on your experience, what advice would you give to other teachers who are interested in incorporating more technology into their speaking task?

A: Well, I think that as teachers, we should take advantage of technology to incorporate it in all our classes. I think that as teachers, we must plan our activities. We must provide a rubric. And we must model our students what we want. So we need to take advantage of technology. Now that we are using artificial intelligence, we can use all these resources to make our students to have a more real context of speaking activities.

So, but it depends on how the teacher plans. So that is one advice that as teacher I could give to another, that you should plan in detail your activities, that you can, that you have to provide an example to the students about what do you want. And of course, always try to take advantage of technology, but because we cannot live apart from technology.

Interviewee 3

Q1: Since technology has taken a lot of influence in language teaching and assessment, which tools or techniques do you apply to enhance students' speaking skills?

A: Right now, I'm not using technology to improve speaking skills in my classes right now, but I used to apply or use chat GPT. In my case, I started using artificial intelligence with my students. There is an option where you can speak with the artificial intelligence and practice this speaking skills. So I recommend, I highly recommend that using chat GPT. I did, because I tried and I truly recommend that strategy.

Q2:In your experience, what are the advantages of using technology to assess students' speaking skills?

A: Well, I think that one of the most important advantage is that you can use it. You can try it anytime you want. For example, as I mentioned, I used to practice with ChatGPT twice a day. So in my free time, I used to do that. So that is one of the most important advantage. You don't have to be in one class. You don't have to, or you don't need a teacher in front of you. You can practice that speaking skill, for example, with the artificial intelligence.

Q3: In terms of assessing speaking skills, what are the differences in performance for technology-based speaking tasks and conventional in-person tasks?

A: OK, well, one thing that I like about this chat GPT was the fact that they cannot correct you if you have a mistake in the pronunciation, for example. In that way, you assess yourself. And it makes you improve, of course. I recommend that. I hope, guys, you use it, of course. I think another advantage can be that you don't need a teacher besides you. That is a good point.

Q4: Which type of speaking tasks (technology-based or in-person) do you think offer a more objective assessment in terms of accuracy, fairness, and reliability?

A: Okay, I got that. I consider that using this artificial intelligence, you can practice like a role play. They offer you a huge variety of situations. For example, I will tell you what I practice. So I wrote on chat GPT, I want to practice English in a restaurant. So they answer me. So do you want to start from the beginning? That means when you are at the door. And I said, yes. So I had the artificial intelligence asking me, good morning, how can I help you? And then I start practice. And that is why I recommend to use this type of technology.

Q5: What specific technologies (e.g. video conferencing, online portfolios) have you used to assess speaking skills, and how effective have you found them to be?

A: Okay, well now, as you already know, on the ESP classes and also on the leadership, I also work with videos. That also helps you guys a lot. So I ask my students to record themselves in a class or in a video, talking about a specific subject. That also helps to improve the speaking skills.

Q6: What challenges or limitations have you encountered when using technology for speaking tasks, and how have you addressed them?

A: No, there are no limits using technology. Limits are in your mind. That's why I recommend you guys to start using technology as a strategy to improve the speaking skills. No limits at all. So I will ask you guys to try ChatGPT to improve the speaking skills.

Q7: How have your students responded to the use of technology in speaking assessments? What have you observed about their engagement and performance?

A: Great, great. Especially young learners, they love to use technology. They are native technology. So there is no disadvantages on using this technology, especially with teenagers and young learners. They love technology. Believe me, there won't be a problem.

Q8: Based on your experience, what advice would you give to other teachers who are interested in incorporating more technology into their speaking task?

A: Just to be responsible, one thing that I learned is that you cannot send too many homework. Especially young learners, they get bored easily. So the idea is to make them practice, but responsible, I mean, responsibly. Don't, and also encourage them to practice and to learn not only English, but other languages as well.

Interviewee 4

Q1: Since technology has taken a lot of influence in language teaching and assessment, which tools or techniques do you apply to enhance students' speaking skills?

A: Okay. Nowadays, it is important to use technology in our classes, especially when we have online classes. You know, I teach to the first levels, the first semesters, and they are completely online courses. So it is necessary that we as teachers introduce technology into our classes. So there are many tools or many techniques that we can use, many methodologies that we can use to introduce, especially for oral skills and for any skills.

We need to work with the university platform. In that platform, we need to design it and upload all the material. We need to upload videos. We need to upload audio material, all the multimedia that we can according to the level of the students, right? And if we want to enhance speaking, we can use, well, different tools like educational games, like Wordwall, Quizlet, all these websites.

Help teachers to work especially with online classes, right?

And there are other tools that we can use also that promote collaborative learning especially. And to promote, well speaking, according to the level we can have discussions in class, in groups. We go to the breakout rooms, for example, and we have these kinds of conversations or discussions in pairs or in groups.

Q2:In your experience, what are the advantages of using technology to assess students' speaking skills?

A: Okay, the advantages, well, could be the engagement that students can gain, especially in speaking, because when they are working in small groups, they don't feel this pressure maybe, or this fear that they could feel when they are in front of the whole class. So it is better to work with

small groups and they gain confidence working that way. So that motivates the students and that makes them feel more engaged.

Also, This could be something like personalized learning because if they work in these groups, in peers, they receive feedback, okay? Maybe from the teacher or maybe from their own classmates, right? So in that way, they receive personalized learning.

There is more flexibility when we use technology, right? Because they don't feel this pressure and they do it at their own pace. When they feel confident, okay, they can work at their own pace. And another advantage is that this way, It promotes also interaction, more interaction with the students when we form these groups in class. So those could be some of the benefits of using technology. Engagement, personalized learning, more motivation, more flexibility, and more interaction.

Q3: In terms of assessing speaking skills, what are the differences in performance for technology-based speaking tasks and conventional in-person tasks?

A: Well, what are the differences? Maybe we can talk about or we can say that sometimes access of technology is different in all the students, right? Because some of them are going to have a good connection. They are going to have access to technology, but maybe in other cases, they have this intermittent connection. In that way, it is more difficult for them to stay in class, right, and participate.

And sometimes they just come and go, come and go, because of their bad connection that they may have. In other cases, sometimes students can't come to class because they have other kind of problems, like electricity maybe, or they don't have connection that day. So the access to technology, I think, is the main difference, right?

Sometimes maybe the teacher is not trained enough or doesn't know too much about the use of tools or the use of technology, and that could be something that is against the benefits that we can have using technology, right? Sometimes we think that being in a face-to-face class is better, but nowadays I think it is the same. We can do many things, many important things working online with the same results, with the same, yes, having or getting the learning outcomes.

We can achieve those learning outcomes in face-to-face classes or online classes, I mean with the access to technology. So with technology, we have more resources because we can use a video and with that video, for example, being the class online or being face-to-face, we can use those resources and leverage the opportunity that it gives us to have something different. We can do many things with a video to promote speaking in students.

So I think it depends on the creativity sometimes that the teacher has or the training that the teacher has and We can do many things with the help of technology.

Q4: Which type of speaking tasks (technology-based or in-person) do you think offer a more objective assessment in terms of accuracy, fairness, and reliability?

A: Well, role plays is a good way, okay, because with role plays, students simulate a real situation, right? So they can develop or use the vocabulary that they have learned. They practice grammar. And they become more accurate in that using or working with role plays. Also, we can use role plays at all levels. But in higher levels, for example, working with discussions is also good because they improve their speaking skills, but also they improve their critical thinking. So working in discussions, that is another task that we can use in class. The point is that we have to We have to work on the objective of the class, right? And we have to try to achieve those learning outcomes through the different activities. If we talk about speaking activities, well, I

think that the best way is to with role plays and discussions, I think that we can achieve those learning outcomes for speaking, for speaking enhancement, especially.

Q5: What specific technologies (e.g. video conferencing, online portfolios) have you used to assess speaking skills, and how effective have you found them to be?

A: Well, as I said, I have classes online daily through Zoom. Okay, that is the platform that we use and we can work through Zoom and design the class, right? Working with these breakout rooms. Or because that is the only way we can do it through this platform, right? When we are working online. Because if we are working face-to-face, it is something different because we make groups. Or we divide the class into small groups or peers, right? But we can do the same through the platform that we use with Zoom, right? And during the class, well, we use a different kind of resources. Like I said, sometimes we use games or we use some kinds of videos.

We use listening. A lot of listening. Always we can integrate in any activity, we can integrate the different skills, right? We can have reading, for example, but at the same time, we can work with speaking. If we want to have an opinion maybe about the reading, Not only we assess the comprehension or the reading comprehension, but also we can assess speaking or assess it through speaking, right? And we take advantage of any activity through a listening or through a reading. We can also promote speaking after these activities.

Q6: What challenges or limitations have you encountered when using technology for speaking tasks, and how have you addressed them?

A: Okay, well, the most common a few months ago was the lack of electricity that some people have. And well, in that case, it is impossible for the students to be in class, right? And participate in the speaking activities. So in that case, one option could be that the student work with another

student or work alone, but sending an audio, for example, or sending a video. OK, so in that way, they participate or they complete any activity.

Maybe they don't do it in class, but they can do it as an asynchronous activity. And they can send it through a video or through a voice record. That is the only way.

because it is not their fault, right? In that case, it wasn't their fault. And another challenge related to the use of technology, maybe it could be the connection, right? Sometimes they don't have also connection because of many situations that the students can be facing. Sometimes they don't have money to pay for internet. And that happens a lot. They don't have enough money and maybe that they can't connect to class and they have the opportunity to send it later. If they let me know, right, the situation, if I know what was happening or if they have an excuse, well, they have to write about it and send me the homework or the activity that we have done in class.

Okay, but those are the most common challenges maybe that we have with technology. The lack of electricity and the lack of internet that sometimes the students have.

Q7: How have your students responded to the use of technology in speaking assessments? What have you observed about their engagement and performance?

A: I see that the students nowadays, or the current students that we have, As we say, they were born with technology and they are used to technology. So it is something that is part of their lives. So it is necessary that they use it. They are very familiar to the use of technology. They don't feel any fear to it. So I think Using technology is a good way to motivate them and to engage them to the class.

If the teacher knows how to do it and is very creative and uses a lot of resources, so the student is going to feel engaged and feel motivated because it is part of their lives. It is something that they

use every day. So it is very easy for them to use technology to learn. It is very easy for them to see a video. Also because they are always with their cell phones, right? So they have information at any time, okay?

So they are informed about everything. And it is easier for them to know about a class or sometimes to do homework just through their telephones. So it is something that it is very familiar for students. And I think that all the students nowadays, they like to work with technology.

Q8: Based on your experience, what advice would you give to other teachers who are interested in incorporating more technology into their speaking task?

A: The professional development in the use of technology is necessary in teachers. Nowadays that we are also, or the students are working also with artificial intelligence, for example. So it is necessary to incorporate these tools into our classes. And to take advantage of that, there are every day, everything is changing. The tools that we use are changing. And now there are, websites or tools with artificial intelligence also that students can use and they work with a machine to develop their language skills.

So if they want to practice, nowadays they don't need another person to practice. They can use a technology or they can use artificial intelligence to speak to the machine and in that way to practice. So it is necessary that teachers incorporate the use of these tools in class because technology changes every day. And sometimes the students who like to investigate, the students who work every day or use everyday technology. So they're going to feel more interested in learning, in improving through these tools. And it is very interesting.

It results very interesting because we can do a lot of things. We can do a lot of things with the help of technology. So it is necessary that all the teachers work on their professional development in the use of technology.

Interviewee 5

Q1: Since technology has taken a lot of influence in language teaching and assessment, which tools or techniques do you apply to enhance students' speaking skills?

A: I normally use different tools, different tools or techniques to enhance and also to motivate students to speak. One of the tools that I use the most is direct question. I call them direct questions and answers. I will ask a question to a student and the student will develop their his or her ability to listen. And to process the information this way, the students will directly apply pronunciation, fluency and vocabulary.

Q2: In your experience, what are the advantages of using technology to assess students' speaking skills?

A: Technologies is something that came here in the academic world and is going to stay. Therefore we as teachers need to use technology in order to improve the teaching abilities. Now one of the technology that I use the most. It's called the Tedx, Tedx are lectures are lectures that are in Google that are free. The student with these lectures, the students, have the ability to listen to the lecture and then they will come to the classroom and they will tell it at the class. They will share the information in front of the teacher and also in front of the students.

Q3: In terms of assessing speaking skills, what are the differences in performance for technology-based speaking tasks and conventional in-person tasks?

A: Well, this is kind of like a little difficult question because you're telling me to tell you the differences between technology and also conventional. I'm from the old school, so I believe that the conventional is the way that I should practice. I should try to improve most one of the difference between technology and conventional is that with technology, yes, we do have a lot more applications out there. However, students tend to deviate the concentration with technology. They tend to not concentrate too much on the task at hand and they try to either answer messages, answer questions, really don't chat so they lose concentration there. On the other hand, when we use the conventional methods, the students, do not have that opportunity to lose concentration. So, for me, the conventional technique is the one that works the most in my classrooms and also in my personal life.

Q4: Which type of speaking tasks (technology-based or in-person) do you think offer a more objective assessment in terms of accuracy, fairness, and reliability?

A: It is like I said before, I'm from the old school and I normally use the conventional methodology, which means that I decide I as a teacher decide how accurate is the speaking skill I decide this on the listening and also in front of everybody as far as fairness and the reliability is always based on based on punctuality, based on professionalism. And also based on responsibility, therefore, if I want to assess my students, I will always assess them face to face and in front of everybody. This way, the students know exactly what grades they are getting.

Q5: What specific technologies (e.g. video conferencing, online portfolios) have you used to assess speaking skills, and how effective have you found them to be?

A: Yes, video conferencing is the one that I have used the most. For example, Ted-ex, which is a platform that is Google and it's a very accessible, is like video conferencing. This video

conference also help us to hear. The students not in person, but also through a microphone and speakers. This way the students also can later hear the recording a conference to see, and they can assess themselves based on their pronunciation and also the vocabulary. That that they use in addition video conflicts help the students a lot when they hear themselves again, how fluent they are in the English speaking.

Q6: What challenges or limitations have you encountered when using technology for speaking tasks, and how have you addressed them?

A: One of the biggest tasks that we have, I believe that in the teaching environment. In the university, in the academic environment is that when the resources are not available at the time that we're looking for them for it. Many times we teachers prepare a task that is going to be used with is going to be used with technology and either we do not have Internet available or sometimes even the the power goes off. Therefore we as teachers need to have a Plan B in order to help students not to waste those two hours and to improve their speaking or writing ability. In face to face.

Q7: How have your students responded to the use of technology in speaking assessments? What have you observed about their engagement and performance?

A: To be honest with you students like technology and they prefer to practice with technology even more than practicing with the teacher once. Advantage for the student is that technology is not going to is not to correct them right away. With the teacher, they believe that the teacher is correcting them as far as vocabulary pronunciation and they all the students also believe that every time that the teacher ask a question is going to put a grade on the performance. As far as with technology, they can practice every day. They can practice anytime they want. They can

practice at home, they can practice on the bus, they can practice anywhere. With the teacher, they only have a specific schedule and that is the disadvantage.

Q8: Based on your experience, what advice would you give to other teachers who are interested in incorporating more technology into their speaking task?

A: Well, difficult questions because nowadays technologies is everywhere. So I I have seen I have experienced that new teachers are using technology just about for everything. My advice is that they should come back and start using the conventional methodology. Not all the time, but from time to time use the conventional methodology because the conventional methodologies give the freedom from students to teacher to have a confidentiality. That human confidentiality, that human warm, that every human being needs in order to perform better, not only in school but also in work.