



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“ANALYSIS OF THE ASSESSMENT STRATEGIES FOR DEVELOPING
SPEAKING SKILLS IN UNIVERSITY STUDENTS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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ADVISOR'S APPROVAL

In my role as advisor of the research paper and title “ANALYSIS OF THE ASSESSMENT STRATEGIES FOR DEVELOPING SPEAKING SKILLS IN UNIVERSITY STUDENTS ” prepared by Mero Haro Joselyn Noemi and Muñoz Soriano Stefani Graciela, undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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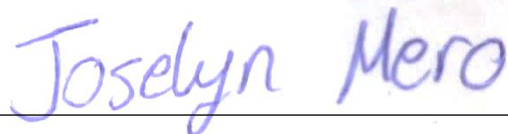


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Declaration

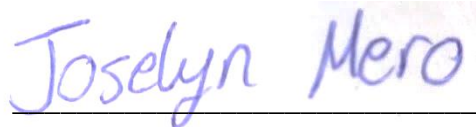
The content of the following graduation work named “Analysis of the Assessment Strategies for Developing Speaking Skills in University Students” is my responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.



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I want to thank my wonderful fiancé, whose patience, understanding, and unwavering belief in me have been a source of strength throughout this journey. His love has been my anchor and my support. This thesis is a testament to his endless love and support. Thanks for always being there for me.

- Mero Haro Joselyn Noemi.

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- Muñoz Soriano Stefani Graciela

Dedication I

I dedicate this project to my beloved parents, whose unwavering support and guidance have been the foundation of all my endeavors. Their love, wisdom, and encouragement have shaped who I am today.

-With love, Mero Haro Joselyn Noemi.

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-With love, Muñoz Soriano Stefani Graciela

Abstract

This study explored how various assessment strategies can enhance students' speaking abilities. Recognizing the role of effective assessments, this research focused on improving oral production through carefully designed evaluation methods. Using a qualitative approach within a phenomenological framework, interviews were conducted with PINE teachers to gather detailed insights from experiences. The findings revealed that holistic assessments are essential. These assessments, considering students' overall potential and strengths, proved to be effective in fostering speaking skills. Results emphasized the importance of implementing balanced and integral assessment strategies that support and encourage students to develop oral communication abilities. The study highlighted the impact of thoughtful, comprehensive assessment techniques in nurturing confident and competent speakers for university students.

Key words: Assessments, Strategies, Speaking skills, Holistic, Development

Resumen

Este estudio exploró cómo diversas estrategias de evaluación pueden mejorar las habilidades orales de los estudiantes. Reconociendo el papel de las evaluaciones efectivas, esta investigación se centró en mejorar la producción oral a través de métodos de evaluación cuidadosamente diseñados. Utilizando un enfoque cualitativo dentro de un marco fenomenológico, se realizaron entrevistas con los profesores de PINE para recopilar información detallada a partir de sus experiencias. Los hallazgos revelaron que las evaluaciones holísticas son esenciales. Estas evaluaciones, que consideran el potencial y las fortalezas generales de los estudiantes, demostraron ser efectivas para fomentar las habilidades orales. Los resultados enfatizaron la importancia de implementar estrategias de evaluación equilibradas e integrales que apoyen y alienten a los estudiantes a desarrollar habilidades de comunicación oral. El estudio destacó el impacto de técnicas de evaluación reflexivas y comprensivas en el desarrollo de hablantes seguros y competentes entre los estudiantes universitarios.

Palabras Claves: Evaluaciones, Estrategias, Habilidades orales, Holístico, Desarrollo

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Introduction

The development of speaking skills is a cornerstone of language education, particularly in university settings where effective communication is critical for academic and professional success. The ability to articulate thoughts clearly and confidently in a second language, such as English, significantly enhances students' academic performance, career prospects, and overall personal growth. Consequently, the strategies employed to assess and develop these speaking skills are of paramount importance.

Assessment strategies play a vital role in shaping students' learning experiences and outcomes. Effective assessment not only measures students' current abilities but also provides essential feedback that guides their progress and development. However, the complexity of speaking skills, which encompass pronunciation, fluency, coherence, and interaction, poses challenges for both students and educators. Traditional assessment methods may fall short in capturing the multifaceted nature of spoken language, necessitating a more comprehensive approach.

This study, titled "Analysis of the Assessment Strategies for Developing Speaking Skills in University Students," explores the efficacy of various assessment strategies in fostering oral proficiency. By focusing on holistic assessments, this research aims to identify methods that not only evaluate students' speaking abilities comprehensively but also support and enhance their learning journey.

Employing a qualitative methodology within a phenomenological framework, this investigation gathers insights from interviews with teachers from Pedagogy of Nationals and Foreign Languages career. These educators' experiences and perspectives

provide valuable data on the practical application and impact of different assessment strategies.

The findings of this study underscore the importance of balanced and integrative assessment approaches that consider students' overall potential and unique strengths. Such strategies are essential for encouraging students to develop their speaking skills fully, thereby contributing to their academic success and personal confidence.

This paper aims to highlight the critical role of interactive assessment techniques in nurturing competent speakers. By analyzing current practices and identifying effective strategies, this research seeks to contribute to the continuous improvement of language teaching methodologies, benefiting students in their quest for effective communication skills.

Chapter I: The Problem This chapter introduces the issue of assessing speaking skills in university students. It outlines the objectives of the study, presents the research questions, and explains the significance and rationale behind the research.

Chapter II: Theoretical Framework This section provides the background information necessary for understanding the study. It discusses the educational, theoretical, and legal foundations relevant to the assessment of speaking skills and examines the factors that influence these assessments.

Chapter III: Methodological Framework This chapter details the research methodology, including the design of the study, the tools and instruments used, the methods for data collection and analysis, the resources required, and a description of the target group and sample size.

Chapter IV: Analysis of Findings This section presents the analysis of the data collected, focusing on professors' perspectives of various assessment strategies in developing speaking skills. It compares and contrasts the results from interviews with existing literature to provide support and comprehensive understanding of the findings.

Chapter V: Conclusion and Recommendations This final chapter summarizes the key findings of the study, draws conclusions based on the analysis, and offers recommendations of implementing assessment strategies to enhance speaking skills performance in university students. It also suggests areas for future research and practical applications.

Chapter I: The Problem

Research Topic

Assessment Strategies and Speaking Skills.

Title

Analysis of the Assessment Strategies for Developing Speaking Skills in University Students.

Problem Statement

Beyond time, the English language has been incorporated into daily lives; it is present in knowledge, news, and advertising. This situation forces people to dive into the language to fit into the globalized world and connect with people around the world. According to Ilyosovna (2020), the English language is not spoken by most of the world; nevertheless, the English language is used as the official language in almost 60 countries, and the English language is spoken by around 400 million people across the globe. This foreign language has been positioned as a second language in the world, making English learning mandatory to engage in connections in different areas and for learning purposes.

Learning a language improves and expands means of communication by exchanging ideas and sharing thoughts verbally or nonverbally. English skills, such as speaking skills, are the primary channel of communication in verbal communication. Their importance and proficiency influence many fields, such as academics, the workplace, and social opportunities.

A study carried out by Salamea and Fajardo (2023) describes many situations where spoken language is present; nonetheless, oral communication on student proficiency sometimes becomes hard for learners to acquire. Speaking skills are one of

the toughest skills for students to learn as a foreign or second language, regardless of age and level. Commonly, students try to share opinions with classmates, but communication skills and low critical thinking are insufficient to establish a conversation due to incorrect execution of learning processes. Students have difficulty speaking in a second language, and problems such as a lack of confidence and fear of failure induce students not to participate in classroom debates. Students feel shy about making mistakes in front of the professor.

Therefore, English teaching must always be changed to meet students' necessities and teaching approaches for different purposes. For example, students with specific needs deserve an adaptation in teaching to guarantee proper education. A study by Shen and Guo (2022) mentions that in the process of teaching speaking skills, teachers must consider a variety of strategies to deliver and assess English skills. Exploring new models and trends in education is imperative to meet students' needs.

English assessments work to address where the learning process is improving. Assessments are a means to measure students' proficiencies and weaknesses, also working to qualify the English level of the student. Furthermore, the research developed by Bakhtiyorjon and Gayratovna (2021) describes the significant importance of assessments in teaching programs, principally in the context of teaching foreign languages. Assessments represent an analysis of the learning process, where the evaluation of students' language proficiency and learning outcomes takes place.

The assessment process must be carefully designed to be valid and reliable to accomplish the curriculum. Students from the first and second semesters of Pedagogy of National and Foreign Languages at UPSE struggle with speaking skills, experiencing barriers to communicational approaches because of inadequate teaching styles or lack of

practice. There is a need to improve this skill. Nevertheless, the authors' focus goes beyond teaching strategies; it is driven to explore assessment strategies for speaking skills to ensure the effectiveness and credibility of language teaching programs. The importance of this research is to ensure adequate language learning for newcomers in the first and second semesters and avoid troubles with content subjects during the career, where speech is prevalent and necessary to express arguments and statements.

Research questions.

General Question

- Which assessment strategies can effectively improve speaking skills in university students of Pedagogy of National and Foreign Languages?

Specific Questions

- What key principles guide the assessment strategies used to improve the speaking skills of university students?
- What assessment strategies can be implemented to improve oral proficiency?
- How do teachers perceive the effectiveness of assessment strategies for speaking skills used nowadays?

Objectives

General Objective

To analyze Assessment Strategies to strengthen the Speaking Skills on University Students of PINE.

Specific Objectives

- To analyze the basis of speaking assessments for improving oral proficiency.
- To explore effective assessment strategies for enhancing students' speaking skills.

- To ponder teachers' perceptions of assessment strategies used for speaking skills to refine and optimize approaches of evaluation.

Justification

The project aims to explore how effective assessment strategies provide a measurable way to improve speaking skills. This helps both students and teachers to understand where improvements must be made and where further work is needed to be done to reach English-level expectations. Focusing on the first and second semesters of the degree on Pedagogy of Idioms at UPSE, where it was noticeable that students had a low oral production that caused problems on subjects and failures during class participation.

Assessment is not just about assigning grades, instead, it is a tool for fostering growth, understanding, and proficiency, assessments are driven to support knowledge acquisition. It provides a perception of improvement, encouraging reflective practice, and ensuring that students are geared with the competence of effective communication in various contexts. Through alternative assessment strategies students are measure up the learning process and provide continuous feedback, through self-regulation.

That is the reason for this research to be executed, it will be focused on assessment strategies to foster Speaking skills performance of students in the first and second semesters with the potential and commitment to become great professionals. By improving students' performance, it is facilitated English teaching by Pedagogy of National and Foreign Languages professors drawing a great outcome.

Chapter II: Theoretical Framework

Background

Language teachers must encourage spoken language in the learning process inside and outside the classrooms. Also, outdated material, lack of proficiency, and motivation become obstacles for students of a foreign language (Salamea & Fajardo, 2023). Nunan (1999, as cited in Bakhtiyorjon & Gayratovna, 2021) states that effective speakers not only need a large vocabulary and proficiency in grammatical structures, but it also requires a keen sense of functional competence. This involves providing responses that are comprehensive, logical, and contextually appropriate to complex questions.

The University of Michigan (2024) elaborated an example for understanding goals and designs for assessment; for instance, if the goal is for students to memorize anatomy terms, they will need to demonstrate both recall and comprehension. A multiple-choice quiz could be a suitable method to assess their vocabulary retention while reading assignments can help expand their knowledge base.

Khonamri et al. (2021) and Marzuki et al. (2020) investigated self-assessment as an innovative approach to enhance language teaching and learning. They also examined the impact of self-assessment on the oral proficiency of English as a Foreign Language (EFL) learners. Both studies found positive outcomes, with numerous students perceiving self-evaluation for assessing their own performance.

Pedagogical basis

English teaching

Innovative teaching methods such as the Direct Method, Audio-Lingual Method, and Communicative Language Teaching prioritized practical language skills and real-world communication over traditional grammar-focused approaches. These changes aimed to equip learners with the necessary language proficiency for global interactions and opportunities. English as a Foreign Language (EFL) is among the most commonly encountered forms of foreign language learning worldwide; however, its prevalence in Latin America and other regions is related to the often-questionable legacies of the spread and current prominence of the English language (Motha 2014; Sigerso, 2020).

Technological advancements played a new role in restructuring English language education, with language labs, multimedia resources, online platforms, and computer-assisted learning tools enhancing access to language learning worldwide. English teaching also evolved to emphasize communicative competence and inclusivity. Furthermore, teachers focused on developing assessments on practical language skill settings for diverse learners, adapting to students' needs, and having good outcomes in English learning.

Theoretical framework

Behaviorism

Watson (1924) Behaviorism is a psychological philosophy centered on studying observable behaviors instead of subjective mental states. It proposes that behaviors are acquired through conditioning and reinforcement and behavior can be predicted and controlled using rewards and punishments. In behaviorism, the concept of conditioning plays a leading role.

This involves learning associations between stimuli and responses, leading to the acquisition of new behaviors. For instance, classical conditioning, as famously demonstrated by Pavlov's experiments with dogs, shows how organisms learn to associate neutral stimuli (like a bell) with meaningful events (like food), resulting in conditioned responses (salivation).

Constructivism theory

The authors analyzed several learning theories, one of them is constructivism. According to Piaget (1964) the learning process is an ongoing process that involves more than just observing and adjusting to object structures, it also involves redesigning our comprehension of how things operate. Through interaction with our surroundings through direct experiences or cognitive involvement, educators always enhance and revise our assumed perception of the world.

According to ELM (2024), Constructivism in education is a learning theory that emphasizes the importance of students actively constructing their understanding of a subject, creating solid knowledge. Also, the approach highlights practical and experiential learning, where students engage directly with the material presented to them. By interacting with the content, asking questions, and making connections to previous knowledge, students develop deeper insights and construct meaningful knowledge.

Constructivism encourages critical thinking, problem-solving, and creativity, fostering a more engaging and student-centered learning environment. Our role as teachers is to guide and support students' doubts as students build their understanding through exploration and reflection.

Language Teaching Techniques

The table presented by Brown (2004) classifies factors that influence controlled, semi-controlled, and free techniques used in teaching English. These techniques vary in the level of structure and learner autonomy.

Factors such as linguistic proficiency, clarity of instructions, flexibility of prompts, level of teacher intervention and monitoring, task authenticity, and student engagement impact the effectiveness of each technique. Educators can use this framework to make informed decisions when selecting and implementing techniques based on learning objectives and student needs.

Table 1.

Types of language teaching techniques.

Controlled	Semi controlled	Free
Teacher centered	Use of language in a less	Student-centered
Manipulative	restrictive way than the	Communicative
Structured	controlled but taking into	Open-ended
Predicted students’ responses	account linguistic patterns already set up by the	Unpredicted responses
Pre-planned objectives	teacher.	Negotiated objectives.
Set curriculum		Cooperative Curriculum

Note: Brown (1996)

Assessments

According to Chandio and Jafferri (2015, as mentioned by Larenas et al., 2020) indicate that assessment is an ongoing process that serves to evaluate the effectiveness of both teaching and learning. In fact, it enables teachers and learners to evaluate the

extent to which instructional methods and learning objectives are being successfully integrated.

Through assessment, educators can identify areas of improvement and design their teaching approaches accurately. Likewise, learners can assess their own progress and understanding, allowing them to make informed adjustments to their study methods. Assessment serves as a dynamic tool for enhancing the quality and efficacy of the teaching and learning experience. Furthermore Brown (2004) elaborates on assessment as a process of facts, he explains that a single answer from a student creates interaction and gives factors for measuring which is assessing students' performance.

According to the University of Michigan (2024) assessments framework, the objective of assessments involves developing higher thinking skills, such as evaluating a case study, a multiple-choice quiz would not adequately measure student learning. In this case, students should engage in activities like debates, which actively foster the skill of critical evaluation. The debate itself can serve as an assessment of students' ability to evaluate case studies effectively. The following tables explain factors and assessment strategies.

Table 2

Analysis of assessment strategies along with learning process factors

Learning Activity and/or Assessment Strategy	Remember	Understand	Apply	Analyze	Evaluate	Create
Readings	●	●	◐	◐	○	○
Recorded Lectures	●	●	◐	◐	○	○
Ball Pass	●	●	◐	○	○	○
Internet Research and U-M Library Guides	●	●	○	○	○	○
Speed Dating	●	●	○	○	○	○
Exit Ticket	●	●	○	○	○	○
Muddiest Point	●	●	○	○	○	○
Multiple Choice or T/F	●	●	●	○	○	○
Short Answer	●	●	●	○	○	○
Discussions (Online)	●	●	●	○	○	○
Roundtable	●	●	●	◐	○	○
Think-Pair-Share	●	●	●	○	○	○
Interactive Lectures	●	●	●	○	○	○
Audience Response Systems	●	●	●	○	○	○
Compare/Contrast	●	●	●	◐	◐	○


















































Demonstrations ● ● ◐ ○ ○ ○

Note: Michigan University

Table 3

Analysis of assessment strategies along with learning process factors

Learning Activity and/or Assessment Strategy	Remember	Understand	Apply	Analyze	Evaluate	Create
One Minute Paper	●	●	●	◐	◐	●
Concept Mapping	◐	●	●	●	○	○
Fish Bowl	◐	●	●	●	○	○
Jigsaw	●	●	◐	◐	◐	○
Problem-based Learning	○	◐	●	●	●	○
Reflection	◐	◐	●	●	○	○
Debate	○	○	◐	●	●	○
Socratic Seminar	○	◐	●	●	●	○
Case Studies	○	◐	●	●	●	○
Peer Review	○	◐	●	●	●	○
Structured Academic Controversy	○	◐	◐	●	●	○
Brainstorming	○	○	◐	●	○	●

Gallery Walk						
Four Corners						
Collaborative Assignment						
Scenarios						
Drawing/Art						
Role Play						
Blogging						
Infographics						
Portfolios						

Note: Michigan University

Summative and Formative Assessments

McComas (2014) explains that summative assessments are frequently compared to formative assessments due to their shared focus on evaluating the learning process. However, they serve distinct purposes in the educational context. Summative assessments, characterized as assessments of learning, typically occur at the end of a learning period, and aim to measure overall achievement and mastery of content. In the other hand, formative assessments are assessments for learning, designed to provide ongoing feedback and support during the learning process.

These factors enable educators to monitor student progress, identify areas for improvement, and adjust instructional strategies to meet individual needs. By incorporating both summative and formative assessments effectively, educators can optimize student learning outcomes and promote continuous growth and development.

Speaking skills

Nguyen (2023) mentions that speaking is a complex and interactive process that goes beyond the simple transmission of words or information. It involves active engagement, interpretation, and collaboration among speakers to construct and convey meaning effectively in various social and communicative contexts.

According to Burns and Joyce (1997 and Revell 1979, as mentioned by Nguyen 2023) speaking involves the exchange of knowledge, information, ideas, opinions, and emotions between individuals. Therefore, it is essential for speakers to have concepts and ideas in mind about what they intend to communicate. Speaking encompasses not only the act of vocalizing sounds but also expressing one's thoughts and feelings using spoken language.

Activities for developing Speaking skills.

Nosheen et al., (2020) conclude in their study and mention that teachers have a preference of using read-aloud activities as a primary approach to language learning. Meaning that a student's self-regulation and management of their own motivations for learning and practice were expected to affect the language acquisition process (Salamea and Fajardo, 2023). However, they also incorporate various engaging activities such as role-playing, debate competitions, describing pictures, storytelling, dialogues, paired work, classroom interviews, oral presentations, and brainstorming sessions.

In addition to these methods, teachers frequently employ question-and-answer sessions and group discussions to facilitate English language learning. Furthermore, assigning presentations is a common strategy used by teachers to enhance students' speaking skills; this diverse range of activities helps students develop confidence and proficiency in spoken English.

Self assessment

Self-assessment is where learners assess their language proficiency, rather than a teacher doing it (British Council, 2023). Torres and Ramírez (2022) conclude that self-assessment in English teaching involves individuals assessing their own language proficiency, skills, and learning progress to afterward track their progress. Moreover, this process includes learners reflecting on their abilities, strengths, weaknesses, and areas for improvement independently, without external assessment needed.

Torres and Ramirez's data and analysis provided demonstrate that students have progress on different skills such as speaking skills our focus on this project; this supports the hypothesis that participants have enhanced their speaking skills performance through self-assessment as an innovative strategy.

Jamrus and Razali (2019) concluded that the self-assessment strategy provides students with clear information about what they need to do to accomplish the activity. In this way, instead of a lack of understanding about the learning goals, students have well-established how to achieve them. Moreover, when students have relevant knowledge about the self-evaluation process and when they are supported with scripts, samples, or mentor texts they show interest in their work.

Feedback

Feedback in English language learning is critical for reinforcing knowledge and assessing learning strategies effectively. Firstly, it provides clarity and understanding by pinpointing misunderstandings, correcting errors, and filling knowledge gaps.

Cambridge University (2020) press demonstrated that feedback often centers on correcting errors to enhance accuracy. However, effective feedback goes further, aiming to improve fluency, accuracy, and complexity in speaking and writing, while also

motivating learners and fostering their autonomy. These processes ensure learners grasp language concepts accurately, enhancing their overall comprehension.

Secondly, feedback serves as a motivational tool by acknowledging learners' progress and boosting their confidence. Positive reinforcement encourages continued effort and engagement in the learning process, fostering a supportive environment conducive to learning. A research study done by Cambridge Assessment English (2020) explained that Feedback can take two forms: summative, which evaluates a student's work or progress typically with a score at the end of a study period, and formative, which provides ongoing information intended to support the learner throughout the learning process. Moreover, feedback identifies both strengths and weaknesses, enabling learners to focus on specific areas such as grammar, vocabulary, or pronunciation. This targeted approach facilitates personalized learning experiences tailored to individual needs and learning styles, thereby maximizing learning outcomes.

Furthermore, feedback reinforces learning by ensuring correct language patterns are internalized and applied in practical contexts. It supports the retention of knowledge over time and promotes the transfer of learning into real-life situations, enhancing language fluency and proficiency.

Regular feedback loops also promote continuous improvement, allowing learners to track their progress, set goals, and strive for further development. This iterative process contributes to the overall quality of the learning experience, fostering a dynamic and effective learning environment.

In conclusion, feedback plays a pivotal role in English language learning by reinforcing knowledge, correcting misconceptions, motivating learners, and guiding them toward achieving proficiency. Its multifaceted impact on assessment strategies

ensures that learning objectives are met while nurturing a supportive and engaging learning atmosphere.

Legal basis

The articles mentioned highlight the fundamental role of education for every person and address how English should be used in academic settings because this subject is involved in schools and universities. These laws emphasize the importance of education in personal and social development and discuss the significance of learning in schools and universities. Furthermore, they elaborate on the close relationship between the government and citizens.

Constitución de la República Del Ecuador

Art. 26.- “La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo” (Constitución de la República del Ecuador, 2008).

Art. 27.- “La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional” (Constitución de la República del Ecuador, 2008).

Art. 28.- “La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel” (Constitución de la República del Ecuador, 2008).

Ley Orgánica de Educación Superior (LOES)

Art. 3.- “Fines de la Educación Superior. -La educación superior de carácter humanista, intercultural y científica constituye un derecho de las personas y un bien público social que, de conformidad con la Constitución de la República, responderá al interés público y no estará al servicio de intereses individuales y corporativos.”

Art. 5.- “Derechos de las y los estudiantes. -Son derechos de las y los estudiantes los siguientes:

- a) Acceder, movilizarse, permanecer, egresar y titularse sin discriminación conforme sus méritos académicos;
- b) Acceder a una educación superior de calidad y pertinente, que permita iniciar una carrera académica y/o profesional en igualdad de oportunidades;
- c) Contar y acceder a los medios y recursos adecuados para su formación superior; garantizados por la Constitución;
- d) Participar en el proceso de evaluación y acreditación de su carrera;
- e) Elegir y ser elegido para las representaciones estudiantiles e integrar el cogobierno, en el caso de las universidades y escuelas politécnicas;

f) Ejercer la libertad de asociarse, expresarse y completar su formación bajo la más amplia libertad de cátedra e investigativa;

g) Participar en el proceso de construcción, difusión y aplicación del conocimiento;

h) El derecho a recibir una educación superior laica, intercultural, democrática, incluyente y diversa, que impulse la equidad de género, la justicia y la paz;

i) Obtener de acuerdo con sus méritos académicos becas, créditos y otras formas de apoyo económico que le garantice igualdad de oportunidades en el proceso de formación de educación superior; y,

j) A desarrollarse en un ámbito educativo libre de todo tipo de violencia.”

Art. 6.1.-“Deberes de las y los profesores e investigadores: Son deberes de las y los profesores e investigadores de conformidad con la Constitución y esta Ley los siguientes: a) Cumplir actividades de docencia, investigación y vinculación de acuerdo a las normas de calidad y normativas de los organismos que rigen el sistema y las de sus propias instituciones; b) Ejercer su derecho a la libertad de cátedra respetando los derechos y garantías constitucionales y legales del sistema y de sus propias instituciones; c) Promover los derechos consagrados en la Constitución y leyes vigentes; d) Mantener un proceso permanente de formación y capacitación para una constante actualización de la cátedra y consecución del principio de calidad; e) Someterse periódicamente a los procesos de evaluación; y, f) Cumplir con la normativa vigente, así como con las disposiciones internas de la institución de educación superior a la que pertenecen” (Ley Orgánica De Educación Superior , 2018).

Dependent and independent variable

Dependent Variable

Assessments strategies

Independent Variable

Speaking skill

Chapter III: Methodological Framework

Type of Research

Following Tenny et al., (2022) approach states that Qualitative research implicates collecting and analyzing participants' experiences, beliefs, and behaviors to understand the reasons behind "how" and "why" questions, rather than focusing solely on quantitative measures like "how many" or "how much."

This type of research can be conducted as an independent study, solely relying on qualitative data, or as part of mixed-methods research that incorporates both qualitative and quantitative data. This overview introduces readers to fundamental concepts, definitions, terminology, and applications of qualitative research.

Phenomenological Study

Alhazmi and Kaufmann (2022) The qualitative method of phenomenology is beneficial for educational research as it offers researchers a strong theoretical framework to clarify the basis of the study. Through this approach it is allowed to execute a flexible exploration and deep understanding of complex experiences, particularly focusing on various dimensions of human social experience within educational contexts.

Phenomenology enables researchers to engage in descriptive activities that investigate the experiences and perspectives of individuals, showing off complex aspects of teaching, learning, and educational interactions. By employing phenomenological methods, researchers can uncover rich insights and contribute to a deeper understanding of the educational landscape and the human dynamics involved.

Data Collection Techniques

Interview

According to Knott et al., (2022), interviews are a versatile form of qualitative data collection used by researchers across the social sciences. They allow individuals to explain, in their own words, how they understand and interpret the world around them. Interviews represent a deceptively familiar social encounter in which people interact by asking and answering questions.

Instruments

Questionnaire

McLeod (2023) states that a questionnaire is a tool researchers use to gather information from people by asking a series of questions, it is a type of written interview acting as a questionnaire where respondents provide their answers. Questionnaires can be applied in unusual ways, like talking to people face to face, over the phone, using online surveys, or sending out paper forms by mail. This method is flexible and helps researchers reach a diverse group of people to gather insights and data on different topics. It works as a key for researchers to learn more about what people think or experience on various subjects.

Types of questions

Open-ended questions

Open-ended survey responses, where respondents respond to an unstructured, open-text format instead of defined response categories, are often a successful way to solicit authentic and unexpected feedback, highlight the diversity of responses or nuances in opinions, and capture the “why” that complements quantitative survey data. However, there are many challenges to analyzing and reporting open-ended data (Rouder et al., 2021).

Data Collection Processing and Resources

Population and Sample

Sampling in qualitative research is to explore and comprehend the teachers' perspectives and experiences, opinions related to strategies for assessing speaking proficiency, particularly focusing on individuals with low proficiency and effective assessment methods for speaking skills. In addition, the aim is not to generalize findings to a broader population, but rather to gain more insights into specific phenomena and perspectives.

Sampling in this context enables researchers to study a manageable number of participants and draw conclusions or insights that may be indicative of patterns or themes within the population of interest. The focus is on understanding the unique perspectives and experiences of the selected sample regarding assessment strategies for speaking proficiency. In this study, a sample of six Pedagogy of National and Foreign Languages teachers were selected in order to execute the interview. They were interviewed using a questionnaire that had been approved by the tutor before being run in the field to gather information.

Chapter IV: Analysis of Findings

Brief explanation of the findings.

The selected teachers previously taught at first and second semesters highlighting the efficacy of integrating holistic assessments to achieve a decent academic performance. The interview process utilized open-ended questions, allowing participants to openly express their perspectives and share authentic experiences. Through the interviews with English teachers from PINE career, the analysis of assessment strategies for developing speaking skills for university students reveals different perspectives on these evaluative strategies.

Overall, the teachers elaborated their perspectives by supporting their ideas with experience and previous studies, such experience is related to being in held of English subjects. The educators could offer a balanced view, emphasizing the obstacles and teachers' teaching approaches that are being used in class. The participants acknowledged the practicability of using different strategies to assess the students either formative or summative assessment, this is driven to build up blocks of knowledge to afterward use the summative instrument and to measure learning outcomes.

Interpretation of bibliographic review

- 1. The first question was: Could you describe your approach to assessing speaking skills in PINE students?**

The analysis of teachers' approaches to teaching and assessing speaking skills highlights their adoption of Communicative Language Teaching (CLT) and cooperative learning methods. CLT emphasizes real-life communication to improve speaking abilities, supported by a rubric assessing content relevance, fluency, grammar, vocabulary, pronunciation, and audience engagement. Teachers prioritize ongoing

evaluation, particularly through formative assessment, and propose strategies like enhancing individual feedback, using technology for larger classes, diversifying assessment methods, and continuous professional development.

Visual prompts aid immediate language use, while activities such as presentations promote participation and introduce new topics. Overall, these insights underscore a comprehensive approach to teaching and assessing speaking skills, emphasizing communication, engagement, and continuous evaluation. By addressing challenges and implementing varied strategies, educators aim to significantly enhance students' speaking abilities, ensuring a comprehensive approach to language acquisition and proficiency development.

2. The second question was: **What challenges do you find when assessing students' speaking skills?**

The insights given were teaching approaches, especially ones that are focused on developing students' speaking abilities, present significant challenges. One major difficulty is pronunciation, which suffers from a lack of practice because students often neglect to practice outside the classroom, leading to forgotten lessons and modeling weak skills. Assessing speaking abilities also comes with its own set of challenges. Many students feel shy, afraid, or nervous, which hinders their ability to express themselves in English. These emotional barriers, such as anxiety and stress, can significantly affect their performance during speaking assessments.

Furthermore, integrating technology into the learning process can offer diverse viewpoints and enhance learning. However, it also requires careful consideration to ensure it supports, rather than hinders, the development of speaking skills. Finally, combining reading and speaking activities can help students learn vocabulary and

understand context, which is crucial for improving their speaking abilities. This integrated approach can provide a comprehensive way to assess and develop students' language skills.

3. The third question was: What specific criteria or rubrics do you use to evaluate students' speaking proficiency?

These answers were related to the criterion to evaluate speaking skills, teachers employed personalized rubrics tailored to various activities rather than relying on standardized international frameworks like the Common European Framework of Reference for Languages (CEFR) when evaluating speaking skills. Their evaluation criteria focus on ensuring students' responses are accurate and relevant to the topic at hand. Also, the educators emphasized the importance of fluency and coherence in assessing how well students organize their thoughts and express ideas logically. Pronunciation and intonation are also key areas of assessment, as teachers look at how students produce sounds and convey meaning through stress and intonation patterns.

Linguistic aspects such as grammar and vocabulary are integrated into speaking activities, with rubrics adjusted to suit different techniques like role plays or storytelling. These personalized rubrics provide clear guidelines that help students understand their strengths and areas needing improvement, promoting a supportive learning environment.

However, teachers face challenges in large classes where conducting individual speaking assessments can be difficult. Despite these challenges, teachers underline the importance of effective assessment for fostering language development, emphasizing practical communication skills as essential outcomes for their students' success.

4. The fourth question was: **Do you reflect on students' common mistakes in speaking skill to afterward feedback them?**

The teachers emphasized reflection and correction as integral to the language learning process. They advocated for collaborative assessment and correction of errors, fostering improvement in students' language skills. Identifying common mistakes allowed educators to provide targeted corrections and explanations, ensuring students understood and avoided repeating errors.

One approach involved subtly correcting mistakes during class to maintain a supportive atmosphere, addressing common errors collectively at the session's end. Additionally, teachers took notes on student performance to offer personalized feedback in subsequent lessons, reinforcing correct language usage through explanations and practice. Overall, feedback plays a fundamental role in language acquisition, encouraging learning from mistakes and recommending continuous practice through repetition and targeted exercises. This approach aimed to enhance students' language proficiency and awareness within a supportive and constructive learning environment.

5. The fifth question was: **In your experience, what are the most effective assessment strategies to foster speaking development in PINE students?**

These statements given were discussed various strategies and approaches used to assess and improve students' English-speaking skills. One method highlighted is the use of detailed feedback after presentations. The teachers emphasized the importance of pronunciation and fluency, observing that these elements are necessary for real-life practice. By focusing on these aspects, students are encouraged to speak English as naturally and freely as they would their native language when they are elaborating on topics.

Role-plays are recognized as a remarkably effective method for teaching English as a foreign language. These activities simulate real-life situations, encouraging students to interact and practice speaking more dynamically and engagingly. By pushing students to interact rather than simply memorizing speaking topics, role plays help to enhance their speaking abilities and provide practical experience in using the language. The speaker shares a positive personal experience with this approach, noting its effectiveness in improving students' speaking skills.

6. The sixth question was: How do you balance formative and summative assessments when evaluating speaking skills?

The university teachers' approaches were driven by promoting active learning and continuous improvement through balanced formative and summative assessments. Chandio and Jafferri (2015, as cited by Larenas et al., 2020) highlighted that assessment is an ongoing journey, essential for both teaching and learning. It helps teachers and students alike to see how well their teaching methods and learning goals are coming together and making a real impact.

The educators emphasize student engagement by integrating activities like summarizing readings, creating dialogues, and presenting reviews.

This strategy enhances participation and accountability, reflected in increased student reliability compared to the traditional set of questions per topic. Techniques such as oral presentations, discussions, and peer feedback support ongoing assessment, complemented by summative assessments like formal presentations, tests, and portfolios.

The educators provided immediate feedback necessary for developing speaking skills. This dual approach ensures a comprehensive evaluation that tracks ongoing progress and final achievement in the course, highlighting the educator's commitment to promoting learning outcomes.

7. The seventh question was: What role does feedback play in your assessment process for speaking skills?

The teachers stressed the role of feedback in highlighting both strengths and weaknesses, fostering a reflective learning process. The feedback process is seen as essential for speaking, also for listening, reading, and writing skills, promoting overall language proficiency.

Strategies for effective feedback include a specific focus on aspects like pronunciation, vocabulary, and interaction, aiming to balance positive reinforcement with constructive criticism to maintain student motivation. Lastly, the teachers underlined that feedback is important for students to identify and improve upon their mistakes, ensuring awareness and continual progress in language acquisition along with speaking proficiency.

8. The eighth question was: How do you encourage self-assessment and reflection among students as part of the speaking assessment process?

The answers were considerations about the importance and methods of self-assessment for students, particularly in language learning contexts. Self-assessment is emphasized as an analytical practice for students to reflect on performance and identify strengths and weaknesses. It was suggested that self-assessment can be conducted both in classroom settings, such as group discussions in the target language, and outside of

class, like practicing in front of a mirror or recording themselves on a cell phone. These methods allow students to listen to the speech, make adjustments based on feedback, and improve their language skills over time.

The teachers mentioned the incorporation of technological tools like Vocaroo and Flipgrid for recording and reviewing performances, providing students with additional opportunities to refine their speaking abilities through repeated practice and self-reflection. Finally, the focus is on empowering students to take an active role in evaluating their progress and enhancing their speaking skills through consistent self-assessment and correction.

9. The ninth question was: Based on your experience, what recommendations would you offer for improving assessment strategies for developing speaking skills in university students?

The professors highlighted the importance of integrating academic topics relevant to real-life situations for adult learners, particularly at the university level. It emphasized the importance of training future teachers about global and societal issues, enabling students to engage, express opinions, and propose solutions. The inclusion of subjects such as politics, economics, and human values was underscored as essential for fostering societal consciousness through education. Despite challenges such as large class sizes, the teachers supported practical approaches like blended learning to enhance students' speaking skills.

Continuous practice was encouraged to develop students' confidence in diverse communication contexts. Effective feedback and assessment strategies were identified as essential for supporting student growth and creating an engaging learning

environment. The goal is to equip students with both the skills and confidence needed for active participation and meaningful contribution to the class and their proficiencies.

Table 5

Teachers' perceptions of assessment strategies

Questions	How do you balance formative and summative assessments when evaluating speaking skills?	In your experience, what are the most effective assessment strategies to foster speaking development in PINE students?	How do you encourage self-assessment and reflection among students as part of the speaking assessment process?	What role does feedback play in your assessment process for speaking skills?
Answers	The university teachers' approaches were driven by promoting active learning and continuous improvement through offset formative and summative assessments.	These statements discussed various strategies and approaches used to assess and improve students' English-speaking skills. One method highlighted is the use of detailed feedback after presentations. Role plays were recognized as a remarkably effective method for teaching English as a foreign language.	The answers were considerations about the importance and methods of self-assessment for students. Self-assessment was emphasized as an analytical practice for students to reflect on performance and identify strengths and weaknesses.	The teachers stressed the role of feedback as an essential clue for speaking proficiency, also for listening, reading, and writing skills, promoting overall language proficiency.
Author	Chandio and Jafferi (2015, as cited by Larenas et al., 2020) highlighted that assessment is an ongoing journey, essential for both teaching and learning.	Nosheen et al. (2020) conclude in their study that teachers often integrate a variety of engaging activities such as role-playing, debates, picture descriptions, storytelling, dialogues, paired work, classroom interviews, oral presentations, and brainstorming sessions.	Torres and Ramírez (2022) state that self-assessment in English teaching involves individuals evaluating their own language proficiency, skills, and learning progress.	Cambridge University (2020) press demonstrated that feedback often centers on correcting errors to enhance accuracy. However, effective feedback goes further, aiming to improve fluency, accuracy, and complexity in speaking and writing, while also motivating learners and fostering their autonomy.

Note: Most relevant questions and answers supported by authors

Chapter V: Conclusions and Recommendations

The main goal of this study was to understand the impact of assessment strategies on the development of speaking skills among UPSE university students' career Pedagogy of National and Foreign Languages. After conducting the research, it was determined that the implementation of various assessment methods played a vital role in enhancing students' speaking proficiency. The study found that assessment strategies not only evaluated students' progress but also actively contributed to their speaking skill development.

Besides, the investigation identified that employing diverse assessment techniques designed to meet university students' needs significantly impacted their speaking abilities. Strategies such as continuous feedback, formative assessments, and incorporating real-life speaking tasks were particularly effective. These methods not only engage students but also encourage students to apply their language skills in authentic contexts, thereby enhancing their overall proficiency. The following section shows the research findings and provides insights into specific assessment approaches that successfully fostered speaking skill development among university students.

Conclusions

The investigation into different assessment strategies for improving university students' speaking skills revealed the effectiveness of interactive assessments. It was found that maintaining a balance between summative and formative evaluations, with an emphasis on formative assessment and practice, leads to progress in speaking skills. By incorporating these principles, oral proficiency can be enhanced, and a solid foundation of knowledge can be established to subsequently improve other English skills.

Teaching strategies are continually evolving to include interactive activities and evaluative instruments aimed at shaping English skills for better performance in class. Professors have utilized various speaking assessments that focus on enhancing oral proficiency through activities such as describing pictures, using ICT tools, participating in debates, reflecting on mistakes, and providing further explanations. The goal is to prepare students for academic events and presentations by immersing them in real-life situations that improve their performance.

The importance of feedback in language acquisition, particularly for developing oral production skills, cannot be overstated. Solid understanding and knowledge are formed through feedback, which ultimately leads to improved performance. Feedback serves to help students identify and rectify mistakes, ultimately improving their pronunciation, grammar, and vocabulary. Additionally, integrating self-assessment encourages students to evaluate their speaking skills, reflect on their progress, and pinpoint areas for improvement. Ultimately, these practices promote a deeper understanding and sense of ownership in their learning journey, fostering autonomy and responsibility in speech.

Recommendations

Professors can develop more effective and engaging assessment strategies to better support the development of students' speaking abilities. However, speaking assessments must be balanced and accurate when evaluating students. By exploring effective assessment strategies, professors could blend technology with traditional teaching methods to enhance teaching abilities and ensure proper speaking proficiency.

Interactive activities are the approach that professors must follow to improve students' speaking skills. Using conversations focused on current topics, debates, and ICT tools can be beneficial. As technology evolves, professors must be able to integrate

it into their teaching to enhance classroom management. The assessments applied should align with students' level and expected outcomes. Ultimately, professors are responsible for selecting appropriate assessments to evaluate students' learning process. Understanding professors' views on the importance of contemporary activities demonstrates the commitment to developing oral skills with students.

Detailed feedback, the use of real-life topics, and the integration of technology can provide valuable insights to make assessments more effective and relevant. Self-assessment tools can help refine English sub-skills that support the enhancement of speaking skills through the correct application of given statements. The language journey is an endless path where teachers and students are on a voyage that will lead them to mastery of the English language.

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Annexes

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS



Questionnaire

This information received in the following questionnaire is confidential, privileged, and only for educational purposes.

Questionnaire

1. Could you describe your approach to assessing speaking skills in PINE students?
2. What challenges do you find when assessing students' speaking skills?
3. What specific criteria or rubrics do you use to evaluate students' speaking proficiency? Why?
4. Do you reflect on students' common mistakes in speaking skills to afterward feedback them? How?
5. In your experience, what are the most effective assessment strategies to foster speaking development in PINE students?
6. How do you balance formative and summative assessments when evaluating speaking skills?
7. What role does feedback play in your assessment process for speaking skills?
8. How do you encourage self-assessment and reflection among students as part of the speaking assessment process?

9. Based on your experience, what recommendations would you offer for improving assessment strategies for developing speaking skills in university students?

Transcriptions of interviews

INTERVIEW 1

Speaker 1 0:00

My name is Stefani, thank you for allowing us to do this interview. And I am with my thesis partner, Joselyn, and we are going to do this survey to gather information for our graduation thesis. Okay, let's start with question number one, could describe your approach of assessing speaking skills in PINE students?

Speaker 2 0:27

I have two or three different approaches to assessing speaking skills. One of the best approaches that I practice here at UPSE is the direct approach. The direct approach works by placing something on the whiteboard or on an electronic board, I put a picture there and students describe the picture. And the way that is assessed is by three different rules. The first one is about vocabulary. The second one is about fluency. And the third one is about the topic. The topic means the picture, the phrase, or the inspirational code that I had put on the on the whiteboard.

Speaker 1 1:13

Thank you so much. The second question is what challenges do you find when assessing students speaking skills?

Speaker 2 1:21

Teaching English is not an easy task. Especially when we as teachers try to train our students to do our best to develop the ability to speak. Meanwhile, the challenge that I have found is about pronunciation, and the pronunciation is caused because of lack of practice, students, sometimes forget that after classes they should practice either at home with friends or by themselves because they need to practice.

Speaker 1 1:58

Thank you, Leo. The third question is, what specific criteria or rubrics do you use to evaluate a student's speaking proficiency? And why?

Speaker 2 2:08

Yes, the rubrics that I use are quite simple. I do not use international rubrics that I consider based on the European Framework. The rubrics that it considers are quite simple. Number one, as I said before, is pronunciation, number two is fluency, and then the topic that I have a happy place. Those are the rubrics, and the students know exactly the rubrics that I use so they know exactly what or in what area to focus on.

Speaker 1 2:44

Okay, the next question is question number five. In your experience, what are the most effective assessment strategies to foster speaking development in PINE students?

Speaker 2 2:57

This is a great question because we as English teachers have different methodologies on how to assess speaking skills. For me, the way that I do the assessment is by direct method I have worked for me is the direct approach. The direct approach is by putting something on the whiteboard and the student needs to describe whatever high place there while students do the description, they have to exercise three activities, vocabulary, fluency, and the description of the topic.

Speaker 1 3:34

Thank you. The next question, do you reflect on a student's common mistakes in speaking skills to afterwards feedback to them? How?

Speaker 2 3:49

Yes, this is something that we use a lot. After the students have entered the presentation, I normally take notes, I take notes, I take notes on every presentation, and at the end of the presentation, I provide their feedback, the first thing that I recall is that pronunciation I emphasized that pronunciation because that is what they are going to use most in the real practice. Also, I put emphasis in their fluency because while they speak English, they have to speak freely they have to they have to talk like they are talking in their natural language. So, I provide a lot of feedback based on those two characteristics, number one pronunciation and they will fluency. Thank

Speaker 1 4:52

From my point of view, this is a great answer because students have to put practice in their lives, not only for our class. Okay, next, we are going to continue with question number six. How do you balance formative and summative assessment when evaluating speaking skills?

Speaker 2 5:20

Yes. First, let's try to explain and understand what a formative assessment is and what is summative assessment. The formative assessment is something that we build on a daily basis or on a weekly basis. And students are collecting points, day after day or week after week. The summative assessment is why they call at the end of the semester. Therefore, my students know that formative assessments are more important because this is something that they have to work on it throughout the semester, because at the end of the semester, if they pass, they will be promoted to the next semester or being held back in the in the same semester.

Speaker 1 6:16

Okay, the next question, question number seven, what role does feedback play in your assessment process for speaking skills?

Speaker 2 6:26

Fitness with feedback is important. In fact, if we as teachers have to provide feedback, not only in speaking skills, but also in listening in the reading and driving feedback are important. And talking about speaking skills, a thick pack will lead students to collect

and think about the mistakes that they are making. If we do not provide feedback, how the students are going to log in, and what part or in what area they need to improve.

Speaker 1 7:03

It is your way because the students not only can correct their errors, but also all their classmates can do this in practice. Yes. Okay. Question number eight, how do you encourage self-assessment and reflection among students as part of the speaking assessment process?

Speaker 2 7:26

This is a great question. This is something that we practice now. Number one, self-assessment is something that students need to do more of thing. If the students are extending a classroom, they can do self assessment in groups. They can be among each other in in the target language, in this case, English, and they can correct among themselves. On the other hand, the student is at home, what we encourage for them to practice is by talking in front of a mirror. Another technique is by recording on a cell phone, everything that i They say, and then later they can hear they can listen to their own words and make adjustments and corrections based on what they have said.

Speaker 1 8:26

Okay, thank you. The last question the question number nine. Based on your experience, what recommendations will you offer for improving assessment strategies for developing speaking skills in university students?

Speaker 2 8:42

This is a difficult question because when you're asking me to provide advice to my fellow English teachers, one of the pieces of advice that I can provide today Easter is to encourage practice, every teacher should encourage students to practice not only their speaking ability, but also the listening, the writing, and the reading. Therefore, what I can recommend to my fellow English teachers is to always, always recommend students to practice not only in the classroom but also outside the classroom.

Speaker 1 9:23

Okay, that is great. Okay, thank you Leo, for answering our survey, and thank you for your time.

2 Speaker 9:32

You're welcome. I hope you can use the data. Thank you so much.

INTERVIEW 2

Speaker 1 0:03

Hi miss, good afternoon. Thank you for allowing us this interview. And I am with my thesis partner, Joselyn, and we are doing this survey to gather information for our graduation thesis.

Speaker 2 0:20

It is my pleasure; my name is Veronica Limones. I work at PINE career. So, it is my pleasure to contribute to your graduation with this interview.

Speaker 1 0:32

Okay, nice. Thank you very much. And let us start with question number one. Okay, question number one, would you describe your approach of assessing speaking skills in PINE students?

Speaker 2 0:45

Okay. So, most of the time I apply the Communicative Language Teaching, and also, I like to apply the cooperative learning because we know that there is a considerable number of different procedures but also, I consider this an array okay different scenarios of testing and speaking. So, we can apply intensive speaking, for example, once they are present, they work with presentations. At the beginning of the class with questions to open the class or to introduce a topic. So, these are the approaches that I apply to my student's PINE career.

Speaker 1 1:32

Question number two, what challenges do you find when assessing students' speaking skills?

Speaker 2 1:41

Well, we know that assessing speaking in a challenging way deals with students. When students feel shy when they feel afraid, they fail to use English to express their opinions it could be in discussions or when they interact with their peers. Okay, so these are the challenges that we face too. They do not feel short to express their opinions.

Speaker 1 2:12

Thank you, question number three, what specific criteria or rubrics do you use to evaluate a student's speaking student speaking proficiency and why?

Speaker 2 2:24

Okay, so, commonly I assess my students with rubrics and in this rubric, the criteria that I apply is fluency because they have to pick quickly without hesitation or stopping or pausing a lot. Also, the pronunciation, it is important because we need to know how they are producing the sounds the articulation, the stress, and intonation also the vocabulary so, they have to include the vocabulary through the lessons' accuracy, how they use correctly, the grammar, their pronunciation and also the interaction that we engage.

Speaker 1 3:10

Question number four, do you reflect on students' common mistakes in speaking skills to afterwards feedback and how?

Speaker 2 3:21

Of course, through this feedback, we can reflect on the situation. So, we are also assessing ourselves or our teachers. So, we need to check and correct these errors with the whole class or even with a student in once they are alone okay. So, we can check these mistakes and correct them, and we have the opportunity to provide them with this correction. They are going to check these mistakes in order to a boy the next time to do it.

Speaker 1 3:59

Okay Miss, now my partner is going to continue with the survey.

Speaker 3 4:04

Question number five in your experience, what are the most effective assessment strategies to foster speaking development in PINE students?

Speaker 2 4:16

So, the most effective assessment strategies could be the rubrics if they know what is the way that they are going to be evaluated, they are going to be prepared before all right. So, if the rubric also has the appropriate criteria, such as fluency, pronunciation, vocabulary, grammar, and the organization of their ideas, they are going to be prepared Okay. Also, we can provide them with a checklist. They have the opportunity to do a self-assessment of their speaking skills. Also, this is important for self-assessment,

okay, they can work with ordinals for example, okay, so they reflect on their speaking experiences, also something seen as a challenge, and also their progress. We can recommend also making videos, videos to make a self-assessment, okay? If they record themselves speaking and then they watch the videos, they are going to identify their weaknesses so they can improve this. Okay

Speaker 3 5:32

Questions number seven, and six, sorry, how do you balance formative and summative assessment when evaluating speaking skills?

Speaker 2 5:42

I try to keep this balance Okay, for formative assessment, formative assessments are something that is ongoing, they provide us as teachers immediate feedback, so, we can help them to improve their speaking skills, how we can do it in formative assessment through water presentations or through class discussions or to peer feedback, they provide feedback themselves okay. In summative assessment, we can do it through formal presentations, okay also through tests that are to test and also even with a weather portfolio so, we can make sure what are the materials that they are an applied for, you will see us to prepare.

Speaker 3 6:33

Question number seven, what role does feedback play in your assessment process for speaking skill?

Speaker 2 6:42

Feedback plays a key role for teachers and also for students, okay, and there are different strategies to provide effective feedback in speaking assessment okay. We can keep a balance we combine positive reinforcement with criticism, okay, but we need to maintain the students' motivation, while we are addressing our students for improvement also, we can apply them to specific feedback. So, focus on a specific aspect of their speaking performance, such as their pronunciation or their sounds, okay and even the vocabulary and also the interactive feedback. We can enjoy our students in our dialogue for example, and we observe their performance and also, we encourage them to ask questions and also participate in this fake feedback activity.

Speaker 3 7:45

Question number eight, how do you encourage self-assessment and reflection among students as part of the speaking assessment process?

Speaker 2 7:56

It is important to encourage them the self-assessment because it encourages them to reflect on their own performance. When will our students receive this feedback? They are enabled to think to think about this to reflect about their speaking a progress, okay, and also identify their strengths and also their weaknesses.

Speaker 3 8:24

Okay, the last question is question number nine. Based on your experience, what recommendations would you offer for improving assessment strategies for developing and speaking skills in university students?

Speaker 2 8:39

Okay, I can say that university students, it involves a variety of methods that are engaging and practical, and they are associated with real-life daily communication. Also, we can emphasize daily all these real-world applications, we can provide them with feedback, which is right, and we can take advantage of the technology as well. So, in this way, we are going to create an engaging and effective environment in order to develop the speaking skills of university students. We can state that in this way, students will enhance their speaking proficiency and their confidence to speak.

Speaker 3 9:39

Thank you very much for answering the survey.

Speaker 2 9:47

It has been my pleasure. Bye, ladies.

INTERVIEW 3

Speaker 1 0:03

Good morning, Mr. Ruddy Párraga, thank you for allowing us to do this interview I am with my thesis partner Stefani Muñoz. We are doing this survey to gather information for our graduation thesis. Let us start with question number one. Could you describe your approach to assessing speaking skills in PINE students?

Speaker 2 0:26

Okay, when I suggest a speaking skill in this case to my students, sometimes according to the level that they have, especially one of the points that we evaluate or assess in the speaking is through the process. It is evaluating in the process of the semester sometimes we have too many students and it is a little hard to evaluate your students in the process of the semester I consider that we can apply virtual assessments.

Speaker 1 1:24

Question number two, what challenges do you find when assessing student's speaking skills?

Speaker 2 1:32

Okay. As I told you, many students have many problems now when they are in this skills that is a more difficult skill to there maybe is the distrust on themselves during the speaking assessment, which can hide their performance, they feel their views sometimes and they come up with very different errors because they feel that they are struggling that is one point that we committed to consider as a challenge. It can integrate technology into the skill or the learning process.

Speaker 1 2:38

Okay, question number three what specific criteria or rubrics do you use to evaluate a student's speaking proficiency and why?

Speaker 2 3:12

Sometimes I use fluency and coherence, these are criteria that I like to use with my students but when I talk about fluency it is not talking about faster is try to identify that they are having a good performance of speaking in that case, the pronunciation or intonation sometimes I don't evaluate with my students because they are in our first levels and they are joining with basic words I believe for any stage but there are words that are seen a little difficult for them. I am using rubrics for speaking as I told you in the other question, I do not have a way of speaking sometimes that is okay. Today we are going to have a speaking test. No, because sometimes I have many students who do not want to graduate and for example, nowadays I have three English courses and I have one 130 135 students. So, try to imagine that I am going to have a way of speaking to one hand with the required students I am going to spend around one month that is for that reason I evaluate speaking in the grass.

Speaker 1 4:47

Question number four. Do you reflect on student's common mistakes in speaking skill, to afterwards feedback them and how?

Speaker 2 4:58

Well, they sew ties in this question I tried to the A student, I repeat the correct words, or I repeat the correct sentences or the correct pronunciation when they have mistakes.

Yeah, I do not say okay, which does work is in a race like this, the correct pronunciation for example, when they have finished speaking, I try to analyze and identify what was the state talking about. That is one point of view that I have with my students. And so, it is important to identify the common mistakes, sometimes you do not have a problem with a basic course. Last week, or this week, I do not remember that I had a student who was saying one of the words wrong pronunciations. So, I tried to that moment, try to say many students at the end. I said the right pronunciation of these annotations, but not at the moment of the mistake of the year I did this at the end of the session or at the end of the activity that we are doing.

Speaker 1 6:28

My thesis partner is going to continue with the survey.

Speaker 3 6:34

Okay, I am going to continue with the survey. And question number five is, in your experience, what are the most effective assessment strategies to foster speaking development in PINE students?

Speaker 2 6:50

Okay, PINE students, maybe they use always in my professional life that I consider the most effective, we have tried to use role plays or simulate real-life situations with all of

the students that are learning English as a foreign language, that is a good way that we can use to assist our students and role plays, that we can do different activities, or try to assist me with activities that are in the real life of their use in the moment. This is according to my experience. And I

Speaker 3 7:34

Next question, question number six. How do you balance formative and summative assessment when evaluating speaking skills?

Speaker 2 7:47

Okay, the formative assessment is, as I told you in the process, a bar in the multiple assessments sometimes I did not evaluate that he would out the end of the age sounds. Yes, this I told you. We have two cores for the 100 points. Yes. 60% is formative and 40% is so much of ourselves. I evaluate in the summative, sometimes reading and writing the use in the

Speaker 3 8:49

Thank you, Mister, So much. That is right. Question number seven, what role does feedback play in your assessment process for speaking skills?

Speaker 2 9:03

Your feedback is the most important, one of the things that is so really important in the process when we have mistaken, because we tried to say to your students please try to block these are things important to clarify. They have to try to do a reflection at the end is really important for the students to try to identify the mistakes.

Speaker 3 9:46

Thank you, mister question number eight. How do you encourage self-assessment and reflection among students as a part of a speaking assessment process?

Speaker 2 10:06

Okay, they encourage self-assessment and reflection among the students as a part of the speaking that is so crucial or essential in today's classrooms. So, I try to reflect with my students and convince them need to practice more, or they need to try to listen more with you listening you can develop your speaking skills. Sometimes, I recommend or so I tried to my students understand that force.

Speaker 3 10:48

Okay, thank you. And the last question is Question number nine. Based on your experience what recommendations will you offer for improving assessment strategies for developing speaking skills in university students?

Speaker 2 11:13

Improving assessment strategies is really important to develop in the university. If you try to practice that skill in the classroom or try to feedback them, there are different key points to develop speaking skills. Resources can lead up or to abstract to give other students useful resources, and good strategies to develop their speaking skills. And the moment of the assessment phase, interactive activities can be a good support and learning.

Speaker 3 12:02

And one recommendation the most important for teachers what recommendation will you offer, as a teacher to all teachers to improve these strategies?

Speaker 2 12:15

Okay, as a teacher, I would recommend to other teachers to try to give a big butt to our students. Always use good strategy to evaluate whether students have good access to have a layer here and because sometimes the professor just says that no right is wrong, but you do not get to all the students all the strategies or other resources that they can improve the bars. Try to share information to support our students.

Speaker 3 12:50

Okay, Mister, thank you for allowing us this interview. And we are so grateful, and I hope you enjoy your day. Thank you so much.

INTERVIEW 4

Speaker 1 0:02

Good morning, Miss Elena Niola, thank you for allowing us to do this interview. I am with my thesis partner, Stefani Muñoz Soriano, and we are doing this survey to gather information for our graduation thesis. Let's start with question number one. Could you describe your approach to assessing speaking skills in PINE students?

Speaker 2 0:29

Well, the main one that I use is the communicative approach of course, because it is related to speaking skills. Okay, related to assessment for assessing speaking skills, I use a rubric a rubric that that is made of five criteria in general. Yes. So, the first criterion will be the content. So, if students are answering a question or the content is related to the topic, another criterion that is used is fluency, and the organization of ideas. Another one or third criterion is that component of linguistic competence and correct use of grammar, correct use of vocabulary also pronunciation another criterion and also, I consider of course, engaging the topic, how, like the connection that the speaker has with the audience when they are also making presentations. So, that will be like a communicative approach and using rubrics to grade or to assess speaking activities.

Speaker 1 2:13

Thank you for your answer. Question number two, what challenges do you find when assessing students' speaking skills?

Speaker 2 2:23

Challenges for assessing sometimes it is difficult to deal with some emotional problems or physical responses, for example, nervousness. So, even when we know we realize that students have prepared for their lesson for their speaking activity, nervousness, anxiety, stress or worry can be a factor that influences there. So, sometimes that can be one of the challenges. Also, another challenge depends on the type of assessment or delivery because when it is impersonal, impersonal speaking lessons. While the challenge can be nervousness, like from the students from a challenge as a teacher, it could be getting the whole idea, assessing, or getting the whole idea of what the student is providing. However, I would say that when I assess speaking skills online, it is challenging because sometimes we do not have fluency and we do not know what is not shown in this type of activity, especially online. In my experience, I notice that there are some students who are just reading, and I can notice that so, for me, I like personal speaking lessons, But sometimes online or like by Zoom for example, if I am getting a lesson or taking a lesson Speaking Lesson, via Zoom, it is difficult Yeah, it is difficult to know how to guarantee the originality or the preparation from the student.

Speaker 1 4:56

Question number three, what specific criteria or rubrics do you use to evaluate a student's speaking proficiency and why?

Speaker 2 5:07

I am taking into account some aspects. So, I already mentioned the content first the content whether the answer is the question is answered or whether the topic is correct. So, that will be content, the fluency, and coherence of ideas the connection of the ideas, yeah, fluency, pronunciation of course, yeah, fluency and pronunciation also, the linguistic components that are grammar, the grammar and vocabulary, and the quality or the engaging content that we can have from the speaking part. So, yes, this Why do I use these criteria? I am using these criteria, because in this way we can like we can see whether the task or the question has been understood and whether it is related to the topic for example, with vocabulary I emphasis with students and this is one of the reasons also that I consider grammar and vocabulary in the speaking part because we need to connect. We need to integrate the knowledge that we get from the book or the topics that we check in the class we need to integrate into our speaking activities. Yeah, it is not only to learn or to complete the book or to do the activity or to fill in the sentence it is to integrate so why do I use this criterion for grammar and vocabulary in a rubric is because I want students to integrate the knowledge into their speaking process because that is the most challenging, the student can learn the vocabulary or to grammar by writing, but they need to integrate into their knowledge. So that will be one of the of the ideas and of course, pronunciation and intonation is important for the speaking part.

Speaker 1 7:43

Question number four, do you reflect on a student's common mistakes in speaking skills to afterward, feedback them? And how?

Speaker 2 7:54

What I usually do is to take notes and realize the common mistakes with this strategy, it can be mistakes about pronunciation, it can be mistakes about grammar, or vocabulary use, yes. Or it can be in general, yes, it can be in general. Some observations about their performance. So, what I do in class is to notice mistakes and after the task, or in the following class I go to the board and explain. Yes, explain. Okay. We are using this vocabulary in this context, what is the meaning of days? Or what is the meaning of that? So yes, we do have some feedback.

Speaker 1 8:57

Question number five, in your experience, what are the most effective assessment strategies to foster speaking development in painting students?

Speaker 2 9:10

Oh, well, in this case, I can see role plays, yes, role plays like strategy, for speaking activities. Because in that case, what I do is in some way, I push the students to, to interact, not just to memorize a speaking topic, but to interact with a classmate. So, role plays for me are important and it makes it like I have an enjoyable experience with these types of activities. So yes, that is going to be.

Speaker 1 9:56

Question number six. How do you balance formative and summative assessments when evaluating speaking skills?

Speaker 2 10:07

Well, yeah, you know, formative assessments, we will I do it during the, during the classes, what I do is like participation, I have one strategy that I am applying with my students, for example, they, they need to participate in class, yeah, they need to participate in class, whether they can, they can bring a summary of our reading passage, and they explain the reading, they make it a summary, like the main point, they can create a dialogue about the topic that we are studying, they can also well, they can present our review of the topic that we have been studying. So, in that I see these are effective because students are getting more engaged. This is my experience because, in the first term, like, I did not have much participation, I did not have many students really doing their tasks. But now in this term, they know that they have to participate. Now, they know that they have to, give a summary, they have to present a topic, they have to, to make a review of a class, sometimes students bring pieces of songs or small pieces of movies in order to make a review about the topics of they are also taking these activities as part of, of their, their learning and also their training. So, so, yes, I see that is good. And I use a rubric for that.

Speaker 1 12:03

Question number seven, what role does feedback play in your assessment process for speaking skills?

Speaker 2 12:12

While feedback helps to reinforce, reinforce the topic and to make a review also, so, when, whenever we are or I'm having an activity is about speaking, then what we do is like, feedback reinforces some ideas and of course, the students realize their let's say their strengths and weakness.

Speaker 1 12:55

Question number eight, how do you encourage self-assessment and reflection among students as part of the speaking assessment process?

Speaker 2 13:03

About self-assessment. So, first thing, when they are working in pairs, yes, when they are working in pairs, what they do is like, they will tell something to their classmates, and then they will reflect on the activity. Another strategy that I apply also is recording. They have to talk about a topic for one minute, or two minutes, and they have to record and what they have to do is listen to themselves. Afterwards, they correct themselves. Sometimes they will, they also have the opportunity, to use a tool to use technological tools in order to type the text and listen to the pronunciation. So, once they listen to the pronunciation, they will go back again, and they will record their voice. So that is one of the strategies that I apply and for days, sometimes I would encourage students to use their cell phones to record their voices, or a tool like Vocaroo or Flipgrid also for videos. So, in Flipgrid, they also have like they can record if they listen to themselves and notice that they are not ready to send the video so they can record it against that. That is one way of self-assessment that I have. I have seen that it helps students to improve because they listen to themselves, and they read He repeats and repeats. I have

some students who have told me that they have repeated like, four or five times, and sometimes students have recorded more times in order to get their tasks done.

Speaker 1 15:33

Question number nine. Based on your experience, what recommendations would you offer for improving assessment strategies for developing speaking skills in university students?

Speaker 2 15:48

Well, one of the recommended questions, I would say, we really need to invest time in speaking activities. Sometimes we can use now we can make use of blended learning in order to have students get the knowledge before the class and then in class, have students talk students speak, speak, and speak. Even when they are speaking in class, we are assessing as, like their conversation with the phrases or expressions, they are using the flow of fluency on how they are developing an idea. So, I walk into the class, and I can listen to some students who are using Spanish and English, or I can listen to another group of students who are speaking only in Spanish, or I can listen to another group of students who are engaged in trying to produce it in English. Encourage students to speak in class even if they make mistakes, encourage students to speak like it is like, trying to have as many activities as possible in order for students to speak. Of course, this is not easy, because I know one challenge also, and I skipped this one challenge is the number of students in the class. Yes, if there are 40 students in my

class, it is not possible for me to grade them all or to assess all of them. But I will make it into parts that activity is for everyone. But I will get some students to like to assess formally. Yes, but when everyone is working, even if they do not get a grade, they are improving by using the language. So that is, yes, that is another one that I did not mention in the in one of the questions or challenges. Okay.

Speaker 1 18:11

Yes. Thank you, very much, and good answers. Have a lovely day. Thank you.

Speaker 2 18:20

Okay, thank you. Good luck with your research. Yes, that is an interesting topic. So that will be Yeah, I will be glad too, to read your thesis if it is possible. Okay, good luck.

INTERVIEW 5

Speaker 1 0:01

Good morning, Miss Rosanna Vera, thank you for allowing us to do this interview. I am with my thesis partner, Stefani Muñoz, we are doing this survey to gather information for our graduation thesis. Let us start with question number one. Could you describe your approach to assessing speaking skills in PINE students?

Speaker 2 0:25

Okay, this assessment and strategies are involved according to all activities inside a class, but it depends according to mythology. Strategies inside a class. Yes. According to that, teachers must elaborate or manage the respective plan, according to these assessment strategies, but remember, assessment is that there are many. Yes. Also, teachers required specific strategies according to the students' necessities.

Speaker 1 1:07

Question number two, what challenges do you find when assessing student's speaking skills?

Speaker 2 1:14

Okay, good, that is specific is speaking, and reading are connected between them. But if you refer only to speaking, a teacher can apply. A specific reading for me, is why all those readings are made to know vocabulary. At the same time, were made to learn how all those words or torture are about a context full of things sequencing, according to new vocabulary, and also a student at the end of that process, they can develop their speaking skills. That is, for me, there is one way to evaluate, or how to assess that activity, according to another activity, reading, and speaking together, for me, I important.

Speaker 1 2:17

Question number three, what specific criteria or rubrics do you use to evaluate students' speaking proficiency and why?

Speaker 2 2:26

I consider it relevant to pay attention, minimum word for a skill, but we must add critical thinking with this, you know, listening, reading, speaking, writing, and of course, critical thinking. But for me, the best way to evaluate. I also consider all those options to remember that when we read a topic, we can develop other skills they are to get that so for me in every class, or is all teachers can practice it one activity, maybe if you have storytelling, you can develop all those skills connected, wearing the specific evaluation. I do not know what you think about this, but that is my opinion.

Speaker 1 3:33

Question number four, do you reflect on students' common mistakes in speaking skills to afterward feedback to them and how?

Speaker 2 3:42

Okay? Remember, feedback at the end of the class is really relevant. For example, mistakes are the main part of the teaching-learning process, especially where the acquisition of a second language mistake is, is essential for me. Yes, we can learn about a different instance. My best recommendation is to practice activities in every moment, with if a student needs to repeat the sentences if they do they need to repeat the audio that that will permit them to correct.

Speaker 1 4:36

Question number five. In your experience, what are the most effective assessment strategies to foster speaking development in PINE students?

Speaker 2 4:47

I consider it relevant to read the information like I do not notice information based on facts for me is that because this will permit for a student for his students, especially adult students like you to learn academic vocabulary. Yes, I consider that it is safe to read articles. But based on facts of format books is to separate it because this will permit to learn formal vocabulary. Remember, you use technical vocabulary about education, doctors use special vocabulary about medicine, about medicine, and the same situation for you. For me, like a teacher, we manage other kinds of vocabulary, focus attention on education.

Speaker 1 5:49

Question number six, how do you balance formative and summative assessments when evaluating speaking skills?

Speaker 2 5:58

I can see the real importance of this activity, for example, according to the discussion but something I like a lot are topics that will permit discussion or to know the point of view about my students. I consider that that for me, is a so much ever that for me is the

heart of the positive implication because each one of us students is completely different. For example, if the topic is about political aspects, students can explain that but according to their own experiences, or according with their real environment, or cultural information, that data bends according with varied factors that I had mentioned.

Speaker 1 6:58

Okay, question number seven, what role does feedback play in your assessment process for speaking skills?

Speaker 2 7:07

Remember for example, if you choose a topic related to pollution, I can explain academics to duction. I can explain or choose a topic about pollution and the best rules and how to manage your situation. But apart from that, at the end of the activity with all students participating in different ways supporting with activities, I need, like a teacher, I need to reinforce it, or give the other special feedback about that topic or about that vocabulary about that situation that is a very common for all people pollution, real situation. According to that students can give or can, I do not know it can discuss it, according to the point of view, according with the is the story in the information about a topic.

Speaker 1 8:24

Question number eight, how do you encourage self-assessment and reflection among students as part of the speaking assessment process?

Speaker 2 8:35

I consider that the students must guide themselves, it is important for my students to pay attention, according to the different experiences about them. This allows to give the best opportunity to my students to choose a topic that can be familiar, or that they have special interests about that. To evaluate the situation and speaking skills. They are required to have a lot of training at every moment. Every day, if we have one hour, or two hours per class, we need to pay attention to activities. I consider that for me, activities are the best option to develop communication skills in this case is taking a skill. Okay,

Speaker 1 10:25

Question number nine and the last one. Based on your experience, what recommendations would you offer for improving assessment strategies for developing speaking skills in university students?

Speaker 2 10:39

For adult learners, especially at the university level, I prioritize academic topics grounded in real-life situations and societal issues. Realizing real problems that affect society helps future teachers become more conscious of the world around them. This awareness is crucial because it enables them to understand and address these problems effectively.

By discussing these issues, students can share their personal opinions and propose solutions. For instance, if we examine current social problems, we can see their direct connection to education. Education intersects with various societal issues, such as political, social, and economic challenges, as well as human values and cultural identity.

It is important to choose academic topics that reflect these diverse situations. When students explore topics like political unrest, economic challenges, or cultural identity, they become more aware of their role in society. This awareness allows them to contribute positively, whether through good manners, active participation, or providing informed solutions.

For example, if we are discussing Bolivian culture, students should research and understand the history, customs, and identities within this context. Despite the importance of such topics, resources can sometimes be lacking. I remember visiting a library recently and asking for references on Bolivian culture, only to find there were not available. This highlights the need for comprehensive study and the inclusion of diverse cultural topics in our curriculum.

Education needs to provide direction, especially for young people in Ecuador. By engaging with these meaningful topics, we can help students become more informed and responsible citizens.

Speaker 1 14:57

Thank you very much for answering this interview.

La Libertad, junio 24, 2024

Certificado Sistema Anti-Plagio

En calidad de tutor/a del Trabajo de Integración Curricular denominado “ANALYSIS OF THE ASSESSMENT STRATEGIES FOR DEVELOPING THE SPEAKING SKILL IN UNIVERSIY STUDENTS” elaborado por las estudiantes MERO HARO JOELYN NOEMI y MUÑOZ SORIANO STEFANI GRACIELA de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1 % de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

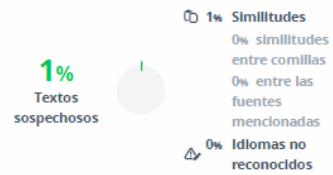
Atentamente,



García Villao Rosa Tatiana, MSc.

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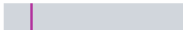
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