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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**"ASSESSMENT TECHNIQUES TO ACHIEVE
LEARNING OUTCOMES IN THE SPEAKING
SKILL OF 6TH SEMESTER PINE MAJOR STUDENT
AT UPSE"**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL
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AUTHORS:

**LINO MOREIRA DENNIS JESSY & PACHECO SORIANO
EDISON ALEXANDER**

ADVISOR:

Lcdo. ÍTALO RIGOBERTO CARABAJO ROMERO, MSc

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **"ASSESSMENT TECHNIQUES TO ACHIEVE LEARNING OUTCOMES IN THE SPEAKING SKILL OF 6TH SEMESTER PINE MAJOR STUDENT AT UPSE"** prepared by **Lino Moreira Jessy Dennis** and **Pacheco Soriano Edison Alexander** undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula 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,

MSc. Italo Rigoberto Carabajo Romero

ADVISOR

Statement of Authorship

We, JESSY DENNIS LINO MOREIRA with ID 2400137788, & EDISON ALEXANDER PACHECO SORIANO, with ID number 2450327222, undergraduate students from Universidad Estatal Peninsula de Santa Elena, School of Education Sciences and Languages, as prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in our role as authors of the research project "ASSESSMENT TECHNIQUES TO ACHIEVE LEARNING OUTCOMES IN THE SPEAKING SKILL OF 6TH SEMESTER PINE MAJOR STUDENT AT UPSE", certify that this work is of our authorship, except for the quotes, statements, and reflections used in this research paper.

Lino Moreira Jessy Dennis

AUTHOR

Pacheco Soriano Edison Alexander

AUTHOR

Declaration

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<table>
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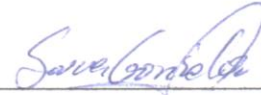<tr><td>AUTHOR</td><td>AUTHOR</td></tr>
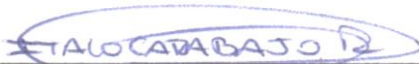</table>

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Edison Alexander Pacheco Soriano

Dedication

To my beloved mother, Rosa Olinda Moreira Fernandez, and my dear father, Francisco Bolivar Lino Perero, this thesis is dedicated to you both. Your unwavering love, support, and sacrifices have been the foundation of my journey. In the face of challenges and uncertainties, you have taught me the importance of perseverance and the strength to rise above any circumstances. Your unwavering belief in me has fueled my determination to excel. With this dedication, I commit myself to embracing the same resilience and unwavering spirit that you have exemplified throughout my life. Your guidance and love have shaped me into the person I am today, and it is with deep gratitude that I dedicate this thesis to you.

<div align="right">With love, Jessy Dennis Lino Moreira</div>

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Abstract

This thesis examines the assessment techniques used to achieve desired learning outcomes in speaking skills among 6th-semester PINE major students at UPSE. It acknowledges the paramount importance of effective speaking skills in language acquisition and the challenges students face in their development. By conducting qualitative research, this study aims to shed light on current assessment practices, identify areas for improvement, and assess their alignment with intended learning outcomes and instructional strategies. The research objectives include identifying existing assessment techniques, investigating perceptions of teachers and students regarding their effectiveness, and analyzing the alignment between assessment techniques, learning outcomes, and instructional strategies. Through these objectives, the study aims to enhance students' oral proficiency and contribute to the improvement of assessment practices in PINE courses. This research fills a crucial knowledge gap, providing insights into the use of assessment techniques in promoting effective speaking skills and paving the way for enhanced coherence and effectiveness in assessing students' oral proficiency.

KEY WORDS: Assessment techniques, learning outcomes, speaking skill.

Resumen

Esta tesis examina las técnicas de evaluación utilizadas para lograr los resultados de aprendizaje deseados en habilidades orales entre los estudiantes de 6º semestre de PINE en UPSE. Reconoce la importancia primordial de las habilidades efectivas para hablar en la adquisición del lenguaje y los desafíos que enfrentan los estudiantes en su desarrollo. Al realizar una investigación cualitativa, este estudio tiene como objetivo arrojar luz sobre las prácticas de evaluación actuales, identificar áreas de mejora y evaluar su alineación con los resultados de aprendizaje previstos y las estrategias de instrucción. Los objetivos de la investigación incluyen identificar las técnicas de evaluación existentes, investigar las percepciones de los maestros y estudiantes con respecto a su efectividad y analizar la alineación entre las técnicas de evaluación, los resultados del aprendizaje y las estrategias de instrucción. A través de estos objetivos, el estudio pretende mejorar la competencia oral de los estudiantes y contribuir a la mejora de las prácticas de evaluación en los cursos PINE. Esta investigación llena un vacío de conocimiento crucial, proporcionando información sobre el uso de técnicas de evaluación para promover habilidades efectivas para hablar y allanando el camino para una mayor coherencia y efectividad en la evaluación de la competencia oral de los estudiantes.

PALABRAS CLAVES: Técnicas de evaluación, resultados de aprendizaje, habilidad para hablar.

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Introduction

The ability to communicate effectively in a foreign language is essential in today's globalized world. Among the four English language skills, speaking holds a superior status as it enables individuals to engage in effective communication with others. In the context of English as a foreign language (EFL), developing proficient speaking skills becomes crucial for students to express themselves clearly and confidently (Saeed, 2018). Speaking skills encompass a range of abilities that allow individuals to comprehend, criticize, analyze information efficiently, and communicate ideas effectively (Singay, 2018).

Assessment techniques play a pivotal role in measuring students' oral proficiency and determining their level of achievement in speaking skills. In educational settings, teachers employ various assessment techniques to evaluate students' speaking abilities. However, it is vital to understand the impact of these techniques on students' learning outcomes. Identifying effective assessment techniques is crucial for ensuring that students receive the necessary support to achieve desired learning outcomes and enhance their overall proficiency in speaking a foreign language.

This thesis aims to explore assessment techniques used to achieve learning outcomes in the speaking skills of 6th-semester PINE major students at UPSE. By conducting qualitative research, this study intends to shed light on the current assessment practices employed in PINE courses, identify areas for improvement, and assess their alignment with intended learning outcomes and instructional strategies.

The problem statement of this thesis revolves around addressing speaking skills, which hold paramount importance in language acquisition. Despite its significance, students often face challenges in developing effective speaking skills. These challenges may arise due to linguistic

and non-linguistic aspects, as observed in various language contexts. Therefore, understanding and investigating assessment techniques used in the context of PINE courses is vital to identify potential areas for improvement and enhance students' oral proficiency.

The general objective of this thesis is to explore the current assessment techniques for achieving desired learning outcomes in speaking skills through qualitative research. Through qualitative research, the study aims to gain a comprehensive understanding of these techniques and their effectiveness. The specific objectives of the research are threefold. Firstly, the study seeks to identify existing assessment techniques used for evaluating speaking skills in educational settings. This objective involves a thorough examination and documentation of the diverse methods employed by teachers to assess students' oral proficiency. Secondly, the research aims to investigate the perceptions and experiences of teachers and students regarding the effectiveness of assessment techniques in developing speaking skills. By gathering insights directly from the key stakeholders, the study aims to understand the strengths and weaknesses of the techniques and explore possible areas for improvement. Lastly, the research aims to analyze the alignment between assessment techniques, learning outcomes, and instructional strategies in promoting speaking skills development. This objective seeks to assess how well the chosen assessment techniques align with the intended learning outcomes and instructional approaches, with the goal of identifying opportunities for enhancing the coherence and effectiveness of the assessment practices.

Chapter I

The Problem

1.1 Research Topic

Assessment techniques and speaking skill

1.2 Title of the project

Assessment techniques to achieve learning outcomes in the speaking skills of 6th-semester PINE major students at UPSE.

1.3 Problem Statement

The problem to be addressed through this study is about speaking skills. "Of the four English language skills, speaking enjoys a superior status. According to Saeed (2018), it should be given high priority while teaching. So that there is effective communication with other people in the language that is required, since in this case it would be English as a foreign language (EFL). "Oral communication skills are a set of skills that allow people to be confident and competent communicators. They give students the opportunity to understand, criticize and analyze information efficiently and communicate clearly" (Singay, 2018, p. 76).

Of all the factors that could prevent students from reaching the desired learning outcomes, assessment techniques were chosen as the focus to investigate, because it measures the oral skills of these students. There are several assessment techniques that teachers could use in the classroom, because of this it is necessary to know what those techniques are and how they influence student's learning outcomes.

Speaking is a complex skill when learning a new language, whether it is English, as is the case in this project, or another language, such as Arabic. According to Sanjaya, Hidayat (2021)

"the achievement of students' speaking skill in Arabic is still relatively low, including among universities, this is because the speaking skills of non-Arabic Arabic learners are faced with various problems, especially in linguistic and non-linguistic aspects" this project is related to the ability to speak and closely related to a good range of vocabulary and sentence structure.

On the other hand, from a national perspective, Solís (2021) mentioned that speaking is perceived as a priority, causing a great demand worldwide in different terms such as education, employment, travel, study abroad and even in business, dividing communicative competence in efficiency (the ability to achieve one's own communicative objectives) and fluency (ability to do it fluently, quickly and effortlessly).

Therefore, there is a need to explore the assessment techniques used in PINE courses and identify potential areas for improvement. By doing so, we can help ensure that students are receiving the support they need to achieve the desired learning outcomes and improve their overall proficiency in speaking a foreign language. On the other hand, one factor would be not to be surrounded by techniques that could be used, and depending on those techniques is that our increase in the ability to communicate is reflected. It is for this reason that this project will consist of knowing the factors that determine the achievements to achieve the learning outcomes.

1.4 Problem question

How do instructors at UPSE utilize assessment techniques to foster the achievement of learning outcomes in speaking skills among 6th-semester PINE major students?

1.4.1 Specific questions

 - What are the existing assessment techniques used to assess speaking skills?

- How do teachers and students perceive and experience the effectiveness of assessment techniques in developing speaking skills among 6th-semester PINE major students at UPSE?

- How well do the assessment techniques used in the context of 6th-semester PINE major students at UPSE align with the intended learning outcomes and instructional strategies for promoting the development of speaking skills?

1.5 General Objective

Explore the current assessment techniques for achieving desired learning outcomes in speaking skills through qualitative research.

1.5.1 Specific objectives

- Identify existing assessment techniques used for evaluating speaking skills in educational settings.

- Investigate the perceptions and experiences of teachers and students regarding the effectiveness of assessment techniques in developing speaking skills.

- Analyze the alignment between assessment techniques, learning outcomes, and instructional strategies in promoting speaking skills development.

1.6 Justification

Learning English is crucial as it is currently a key requirement to overcome the challenges of the XXI century in an environment characterized by globalization, academic competence, professional internationalization and technological and scientific progress. The years go by and with it the assessment techniques, which although it is true do not change their bases, are becoming molded, in the case of technology and rapid development of information and communication,

change the way in which a foreign language is taught (Chen at al., 2021). In this way, some positive points could be acquired based on technological advances, where it is worth mentioning that they are very useful for online classes in which other assessment techniques aimed at speaking are used and in which optimal learning outcomes are expected in the same way, two of these advantages would be that the motivation of the students would increase and techniques such as feedback would be effective in oral practices, supporting in the same way self-paced learning. Furthermore, "speaking is the most important skill because it is one of the abilities that is needed to perform a conversation" (Leong, 2018, p. 35). Which is why certain students may have a level below what students should have, this situation can affect the learning outcomes and generate problems. So, the importance of this research is aimed at the study of these various assessment techniques that have been used and that are also linked to the assessment instruments that teachers use for their students.

It is essential that this study be carried out to find out the situation that students are going through with respect to speaking skill. Many people around the world use various assessment techniques directed at speaking daily that help in the aspect of achieving good results, some do so. They do with the help of teachers and others apply them alone, and even so it is not certain that these evaluations are effective (Chen at al., 2021), the same thing happens in the classroom where, although teachers have several assessment techniques aimed at speaking, they do not reach to visualize that the learning outcomes were achieved in an optimal percentage and that helps them learn about students' progress in the classroom to achieve their objectives (Masruria, 2021). For this reason, these techniques that assess oral expression should be explored, because from there arise factors that would be preventing the correct assessment of the students, also because

depending on more techniques emerge from the class that the teachers precisely adapt according to the needs of the class.

The assessment techniques that are most common in the classroom must be taken into account, and this may vary if students are virtual classes or not, and it is precisely the feedback, teachers can use them all the time, however this would be affected by the number of students, that teachers may have, so that is where various types of feedback are broken down, all with the aim that all students are assessed and over time achieve optimal improvement in that specific skill. For example, teachers may choose to use explicit correction, recasting, requests for clarification, metalinguistic feedback, elicitation, repetition and also to increase the capacity of memory as is key for this (Chen at al., 2021), this leads to the feedback being received in a positive way by the student, even some UPSE teachers who were surveyed mentioned that this also works perfectly with skills such as listening or reading (see appendix 1), but it is in the communicative ability where we are going to show that capacity. of our memory, so the student also has that responsibility to develop it.

In spite of that, there are also several factors that also influence the achievement of learning results, one of these are the instructions of a curricular design or the cognitive load that falls on the students, so it is essential to investigate the connection between instructional design and cognitive load in order to adapt the level of difficulty in learning activities according to students' learning abilities, since, it is known, not all people are the same, and therefore not all students learn at the same rate, so the learning results are not reached one hundred percent, thus covering the need to continue adjusting all evaluation techniques. according to the general level that the teacher perceives in his class.

This research is justified due to the pressing need to address the challenges that complicate the improvement of students' oral communication, "one of those reasons are based in vocabulary and pronunciation, on account of describing how language is organized and functions and on being clear and understandable, also depending on the level, the pronunciation instruction differs" (Masruria, 2021). On the other hand, the goals of instruction at an advanced level are to teach students how to pronounce words correctly, communicate effectively with others, and have understandable accents. In addition, "as any teacher knows, learners often have strengths or weaknesses in particular skills, and in some cases can achieve high levels in, for example, reading and writing, while not being able to speak or listen at a comparable level" (Galaczi, 2018). So, it is extremely necessary for students to have developed these skills, for instance, being able to communicate effectively and understand other people requires a wide range of vocabulary, so the need for this study would explore all these aspects.

This research will provide the description and analysis of the assessment techniques used to achieve the required learning outcomes of 6th-semester PINE major students at UPSE, in order to determine what would be the best techniques that really help a satisfactory achievement of the learning outcomes in the speaking skills, so the main beneficiaries of this research are teachers and students, reducing the number of students who may have low levels of speaking skill by identifying what the best techniques would be.

Chapter II

Theoretical Framework

2.1 Background

This theoretical framework explores the application of Vygotsky's constructivist theory and Piaget's cognitive theory in assessing and promoting speaking skills among 6th-semester PINE major students at UPSE. Piaget, quoted in Stoltz (2018), emphasized the importance of assessment techniques in enhancing learning outcomes, particularly in speaking skills development. By incorporating constructivist assessment techniques, educators can incorporate several techniques based on theories or pedagogical currents that allow the appropriate use of assessment techniques and thus achieve the expected learning results.

2.2 Theoretical basis

One of the Theoretical underpinnings of this study is the constructivist theory which postulates that individuals actively build their understanding and knowledge focused on their experiences and collaborations with people and their surroundings. It emphasizes the role of previous understanding and the construction of personal meaning in the learning process. According to constructivism, students are constantly based on their existing constructions or mental schemes by assimilating and accommodating new information to mold their existing frameworks. Vygotsky, quoted in Nachoua (2016), mentioned that the learning process involves a series of steps that students must follow to build meaning by uniting new concepts with their existing knowledge.

According to Bruner (1977, p. 18), a person must be able to recognize whether or not an idea is applicable to a new circumstance and expand their learning. Almost by definition, the more fundamental or basic a notion is, the more broadly applicable it will be to new topics. Of course,

it is easy to say that school curricula and teaching strategies should focus on imparting essential knowledge in all subjects taught. It is necessary to correctly guide each aspect that involves learning so that there are optimal results of what is expected to be achieved, considering that if you want to obtain the desired learning results, you must use the assessment techniques correctly.

Among the theories related to this project, we can also include the cognitivist due to studying the cognitive dimensions, focusing on attention, perception, memory, intelligence, language and thought. In this Fischer (1964, p. 97), mentioned that the developmental sequence, a succession of steps, levels, or stages that represent how behavior gradually evolves from an initial point to an end point, has been used most frequently in cognitive development to describe and analyze systematic change, offering the set of fundamental set of findings on which most cognitive researchers focus. The assessment techniques and the development sequences allow us to measure how the learning process is going.

Jean Piaget's cognitive theory is an essential framework in developmental psychology. Piaget stated that the boys actively build their understanding of the whole world through a phase sequence. According to their theory, boys progress through four primary phases of cognitive development: the sensorimotor, preoperational, concrete, and formal operational phases. In each phase, children find new experiences and actively participate in processes such as assimilation and lodging to give meaning to the world. Piaget, quoted in Lefa (2014), mentioned equilibrium refers to the learner's progression toward higher levels of complexity and effectiveness in their understanding and interaction with the world.

Problem-Based Learning (PBL) is an instructional methodology where students acquire knowledge by actively engaging in the resolution of authentic problems. Bijsmans (2018), in his study the impact of attendance on first-year study success in problem-based learning, mentioned

that PBL is an educational method that prioritizes the student's role in learning, emphasizing self-directed learning and active knowledge construction within the framework of real-world problems. The student-centered approach of PBL aligns with this project's objective of enhancing learning outcomes in speaking skills (Jong, et. al, 2022, pág. 5). This student-centered approach can contribute to the development and improvement of PINE major students' speaking abilities by engaging them in authentic problem-solving activities. Thus, incorporating PBL principles into your assessment techniques can facilitate the achievement of desired learning outcomes in the speaking skills.

The majority of individuals communicate effortlessly, often without acknowledging the intricate coordination involved in this process. Low et. al (2020), in the study Automated assessment of psychiatric disorders using speech, mentioned that speaking extends beyond mere mouth movements; it involves the intricate orchestration of human communication, whereby thoughts, intentions, and emotions are expressed through a meticulously choreographed performance. The quote aptly resonates with the theme of this project, which focuses on assessment techniques to enhance learning outcomes in speaking skills. While most individuals speak without recognizing the intricate coordination involved, this research project aims to delve into the complexities of developing effective assessment techniques. It acknowledges that speaking is not merely about moving the mouth but rather entails an expression of thoughts, intentions, and emotions.

Applying assessment techniques in virtual classrooms was also a challenge, since curricular adaptation was needed to focus on improving the student's communication skills. For instance, Thathsarani et. al (2023), in the study how successful the online assessment techniques in distance learning has been mentioned online assessment offers several benefits, one of which is

the ability to provide students with prompt and personalized feedback, aiding them in enhancing their understanding and performance. The quote aligns well with the focus of your project, which centers around assessment techniques to achieve learning outcomes in the speaking skills. One of the advantages highlighted in the quote is the capacity of online assessment to provide immediate and tailored feedback. In the context of this project, implementing online assessment techniques can enable students to receive prompt feedback specific to their speaking skills.

In the classroom it can also apply cooperative techniques between students, allowing them to increase their speaking skill with other people. In fact, Olaya quoted in Homayouni (2022), in his research peer assessment in group-oriented, tells us that as a result, engaging in cooperative activities can aid learners in enhancing both their language skills and interpersonal competencies, including teamwork and problem-solving capabilities. What was mentioned before emphasizes that cooperative activities have the potential to benefit learners by improving their language skills and interpersonal abilities, including teamwork and problem-solving. In the context of this project, incorporating cooperative activities as part of the assessment techniques can offer PINE major students some opportunities to enhance their speaking skills while simultaneously developing their interpersonal competencies.

Of course, fluency, accuracy, and pronunciation are three important components that must be taken into account when applying assessment techniques, in this way, Namaziandost et. al (2019), in his study The Impact of Cooperative Learning on Developing Speaking Ability and Motivation Towards Learning English, mentioned that Pronunciation holds a significant position in both academic and social contexts, as it enables students to actively participate and seamlessly integrate into their communities. The quote directly correlates with this project theme, which focuses on assessment techniques to achieve learning outcomes in the speaking skills. It highlights

the significance of pronunciation in both academic and social domains, thus Tergujeff & Kuronen (2023), mentioned that the ability to pronounce allows students to actively participate and successfully integrate into their communities. In the context of this project, assessing and addressing pronunciation proficiency becomes crucial, as it directly contributes to the overall speaking abilities.

2.3 Pedagogical basis

The constructivist theory emphasizes learners' active role in constructing their knowledge and understanding through meaningful experiences. In the context of assessment techniques, constructivism suggests that assessments should focus on evaluating students' ability to apply their knowledge in real-world situations and engage in higher-order thinking skills rather than merely recalling facts. Richardson (2018), explored the idea that student attention is also significant and, in the same way, respect for their daily situations, beliefs and all kinds of elements that prevent their concentration in the classroom; many would call this student-centered. On the other hand, Firdaus (2023), suggested that constructivism recognizes the significance of social interaction in the learning process of speaking skill. Assessments should provide opportunities for students to engage in collaborative tasks, such as discussions, presentations, and debates, enabling them to construct meaning through dialogue and negotiation with peers.

Once applied in the classroom, Jean Piaget's cognitive theory gives precious information about effective instructional practices, assessment techniques and the development of learning results and dialogue capabilities. Bandura, quoted in Hashemian et al. (2022), mentioned that human behavior is shaped by the interplay of personal cognitive, physical, and social environments, as well as behavioral factors, creating a dynamic triad that influences our actions

and choices. This approach optimizes students' cognitive development, encouraging their abilities to dialogue and enabling them to achieve the most profound and integral learning outcomes.

2.4 Legal basis

Because this project is focused on learning a second language (L2), the legal bases are related to The National Curriculum Guidelines for English as a Foreign Language (EFL) (Ministry of Education, 2014) which is based on The Common European Framework of Reference (CEFR) that describes the abilities and assessment indicators for each linguistic ability, but in this project, it will only focus on the speaking skills, therefore the essential assessment indicators that students are able to reach will be mentioned.

Within these indicators, there are two sections that are production and interaction. In the production they are to give detailed accounts of experiences describing feelings and reactions, to relate with reasonable fluency a narrative or direct description. Also briefly give reasons and explanations of opinions, plans, and actions, and connect phrases in a simple way to describe experiences. Also, within the personal and educational domains, give a simple and prepared presentation, clear enough to follow without much difficulty and whose main points are explained with reasonable precision, on a familiar topic, etc.

And in the interaction section, there are to follow the main points in an informal discussion, make brief comments on the opinions of friends/colleagues, and ask for repetition or clarification if their friends'/peers' talk is rapid or extended. Also, within the personal and educational domains, make their opinions and reactions understood as regard solutions to problems or practical questions of where to go, what to do, and how to organize an event. In addition to maintaining and close face-to-face conversations on topics that are familiar or of personal interest within the personal and educational domains, summarizing and giving feedback on a short story, article, talk,

discussion, and answering more detailed questions, among other indicators mentioned in (Ministry of Education, 2014, page 29)

2.5 Variables of the study

2.5.1 Speaking skills (Dependent)

According to Burns & Joyce (1997), speaking is characterized as an interactive process of creating meaning that includes information production, reception, and processing. Its structure and meaning are influenced by the audience, the speakers, and the conversation's goals. Speaking is defined as the ability to express oneself orally coherently, fluently, and appropriately in each meaningful context to serve both transactional and interactive purposes while using appropriate pronunciation, grammar, and vocabulary.

Bambang & Utari (2021) mentioned that speaking is a highly sophisticated interactive skill that is further complicated by the fact that it causes foreign language learners a lot of worries. This means that the ability to speak is a skill that is important and can be improved by teaching and learning a language. For instance, it's referring to verbal expressions; students need to practice frequently to increase students' enthusiasm for speaking. Speaking is a way of expressing thoughts, knowledge, and feelings to others.

According to Chaney & Burk (1998), speaking is the process of creating and exchanging meaning in a range of circumstances using verbal and nonverbal symbols. Therefore, for there to be effective communication it is important to develop the ability to speak. Speaking is an interactive process in which information is exchanged and, if necessary, acted upon by the listener.

2.5.2 Assessment Techniques (Independent)

Assessment techniques are usually simple, anonymous, non-assessable activities that take place in the classroom and are designed to provide you and your students with useful information about the learning process being taught.

According to Fenton (1996) "Assessment is the collection of relevant information that may be relied on for making decisions". Assessment techniques are rapid assessments of student learning that can be used in the classroom to provide feedback on student learning prior to assessment on more complex graded assignments or tests. Assessment techniques can empower teachers to take an active role in student learning by using their feedback to immediately adjust content delivery or pedagogy in the classroom. They also allow students to reflect on their learning.

Brown (1990) mentioned that a related set of measurements known as an assessment are used to figure out a complex attribute of a person or a group of people. This entails compiling and analyzing data regarding the degree of learning objectives achievement by students. Assessment techniques are very effective and efficient strategies for putting students at the center to test their understanding. Teachers can use this information to modify activities, provide additional support, or change the pace of instruction. This handbook provides evidence-based information on assessment techniques, as well as links to descriptions, ideas, and practice notes for many assessments for learning strategies. It also lists some favorites that can be used in all types of classrooms.

Chapter III

Methodological Framework

3.1 Methods

This study employs a qualitative research approach to explore and gain a deep understanding of the speaking skills of 6th-semester PINE major students at UPSE. Qualitative research is chosen as it allows to delve into the complex and subjective nature of language learning and speaking skill assessment. Qualitative research has several important characteristics. Firstly, it recognizes that the researcher's personal perspective plays a role in the research process. This means that the researcher actively collects, analyzes, and interprets the data, leading to a more detailed understanding of the topic under investigation (Denzin & Lincon, 2018).

Secondly, qualitative research follows an inductive approach. This means that theories and hypotheses are developed based on the data collected, rather than being determined in advance. Miles et al. (2019), mentioned that involves developing theories and hypotheses based on the data collected, rather than predetermined assumptions. Moreover, qualitative research aims to consider the social and cultural context in which the phenomenon occurs. This contextual understanding helps to uncover the complex interactions between students, their language learning environment, and the challenges they face (Creswell & Poth, 2018).

To collect data, the focus group technique and methods commonly employed in qualitative research will be used, such as, interviews, observations, and document analysis. In this study, oral interviews will be conducted and classroom observations to gather detailed information about students' speaking abilities and their learning experiences. We will also record the interviews to ensure accurate documentation.

The data analysis process in qualitative research involves systematically examining and interpreting the data. Through coding, categorization, and identification of themes or patterns, it will derive meaningful insights related to the speaking skills of PINE major students. This analysis will provide a comprehensive understanding of their strengths, challenges, and the factors influencing their speaking proficiency (Braun & Clarke, 2020).

3.2 Type of Research

This study uses a research design called phenomenological study to investigate the speaking skills of 6th-semester PINE major students at UPSE. Phenomenology is a way of understanding human experiences and aims to explore how people perceive and live through certain things (Creswell & Poth, 2018). In this study, understand how PINE major students think and feel about developing their speaking skills will be necessary. By using phenomenology, we recognize that the personal experiences of the participants are important in understanding how speaking skills develop. This research design allows to explore more deeply and discover the common patterns and themes that shape the experiences of students.

The primary data collection technique used in this study is the focus group method. As Schellekens et al. (2022) state, "Focus groups involve bringing together a small group of participants to engage in structured discussions facilitated by a moderator" (p. 8). This approach allows for the exploration of participants' shared experiences, opinions, and insights regarding speaking skills, fostering rich and interactive conversations that can reveal diverse perspectives and uncover common themes. Through focus group discussions, it aims to capture the collective experiences and viewpoints of the students, providing valuable qualitative data to inform our understanding of their speaking abilities and the factors influencing their language learning process.

The questionnaire will play a vital role as an instrument during the focus group sessions in this study. It aims to gather additional insights and information regarding the speaking skills and learning outcomes of 6th-semester PINE major students at UPSE. The questionnaire will consist of a mix of open-ended and closed-ended questions, allowing participants to express their thoughts, experiences, and opinions freely. This approach will facilitate the collection of rich and detailed qualitative data. The open-ended questions provide participants with the opportunity to share their perspectives in their own words, offering valuable insights into their experiences. Meanwhile, the closed-ended questions will provide structured response options, allowing researchers to gain a deeper understanding of specific aspects of participants' perceptions and attitudes. The questionnaire will be administered online to ensure ease of access and convenience for the focus group participants.

The online application method presents various benefits, such as efficient data collection, convenient distribution, and enhanced participant engagement. Participants will receive a secure online link to access the questionnaire, enabling them to complete it at their preferred time within a specific timeframe. The online platform will have a user-friendly interface, ensuring easy navigation through the questionnaire and creating a smooth experience for participants. By utilizing the online application method, the study guarantees efficient data management as responses will be automatically recorded and digitally stored, thus reducing the risk of data loss or errors.

The questionnaire plays a vital role in this study, as its primary objective is to explore the assessment techniques employed to achieve desired learning outcomes in the speaking skills of 6th-semester PINE major students at UPSE. Through the questionnaire, the study aims to gain insights into the effectiveness of the current assessment techniques in facilitating the desired

learning outcomes. Moreover, the questionnaire will provide valuable insights into the participants' preferences, challenges, and suggestions for enhancing the assessment practices.

3.3 Data Collection Processing and Resources

Basic Questions	Explanation
1. What?	To obtain the data
2. Where?	At Peninsula of Santa Elena State University, La Libertad-Santa Elena Province
3. When?	2023- 2024
4. How?	Focus group interview, questionnaire
5. What for?	Identify assessment techniques for evaluating speaking skills in educational settings and analyze the alignment between assessment techniques, learning outcomes, and instructional strategies in promoting speaking skills development.

3.4 Population and sample

A population refers to a group of people of interest in a given study. Because this research project is based on speaking ability, our population will be taken in the Pedagogy of National and Foreign Languages course at the Peninsula University of Santa Elena with sixth-semester students and teachers who have taught them since the first semester up to the current semester (period 2023-1).

A sample is part of a group of people that researchers take to obtain more representative information. Consequently, the sixth semester of the 2023-1 period of the Pedagogy of National and Foreign Languages career was taken and a specific selection of teachers who taught these students subjects related to speaking and 20 students (male and female) were used as a sample for this research and 5 teachers (1 male and 4 female).

Chapter IV

Analysis of Findings

This section encompasses the analysis of the data gathered from the interviews, the same thing with the key themes emerging from the participants' responses, the examination of students' discussions based on the answers, as well as their correlation with the literature review presented in chapter II.

4.1 Interpretation of data from the interview or focus group

The following interview was applied to 10 students and 4 professors of sixth semester PINE major students in 2023-1period. It is worth mentioning that the questions asked to the students were conducted in Spanish so that the data collection was more efficient and that the main idea of the questions led to precise answers. The results and interpretation of the questions are explained below.

Figure 1

Question 1: ¿Qué técnicas de evaluación, como presentaciones orales, juegos de rol, debates, entrevistas o proyectos multimedia, ha utilizado en sus evaluaciones de la expresión oral? ¿Puede dar dos o tres ejemplos? Puede considerar los mencionados en la pregunta.

Note. This figure shows that the most used words in this question were: debates, questions, presentation, quiz.

Based on the provided answers, it can be concluded that a variety of assessment techniques are commonly encountered in speaking skills evaluations. One prevalent technique mentioned by multiple participants is oral presentations, which serve as a measure of English language proficiency and fluency. Another frequently mentioned technique is the use of multimedia projects, such as recording small group presentations on specific topics. Debates also emerged as a popular assessment technique, particularly for discussing controversial subjects or reinforcing content covered in units. Additionally, role-plays and interviews were mentioned as assessment techniques.

Figure 2

Question 2: ¿Cómo percibe la eficacia de estas técnicas de evaluación en el desarrollo de su capacidad de expresión oral? Por favor, comparte tus experiencias.

Note. This figure shows that the most used words in this question were: buenas, natural, practicas, eficaz.

Based on the provided answers, it can be concluded that the assessment techniques used in developing speaking skills are perceived as highly effective by the majority of the participants. They believe that these techniques have significantly improved their speaking abilities by helping them overcome the fear of public speaking, enhancing pronunciation, and developing better articulation of words. Participants also appreciate the natural and less rigid approach of these assessment techniques, which allows for critical thinking and improvisation. The techniques are seen as beneficial for listening to oneself and improving communication skills. They are considered effective for developing oral expression, helping students practice speaking in public, and participating in debates. The participants also mentioned that these techniques contribute to building confidence and reducing stage fright. Overall, the participants recognize the importance and positive impact of these assessment techniques in developing their speaking skills.

Figure 3

Question 3: ¿Se ha enfrentado a algún desafío o dificultad al utilizar las técnicas de evaluación utilizadas para la evaluación de las habilidades del habla? Si es así, por favor explíquelo.

Note. This figure shows that the most used words in this question were: nervios, experiencia, hablar, publico.

Based on the provided answers, it can be concluded that some participants have faced challenges and difficulties when engaging with the assessment techniques used for speaking skills evaluation. These challenges include experiencing nervousness and forgetting what to say during oral presentations, dealing with introverted groupmates that may slow down the process, encountering topics of little interest or lack of engagement during oral presentations, making mistakes due to stage fright and nervousness, struggling with retaining information and remembering multiple points, and feeling insecure about showcasing their skills in front of others without fear of errors or ridicule. However, it is important to note that not all participants mentioned facing difficulties, as some expressed no challenges in engaging with the assessment techniques. Overall, the responses indicate that while some individuals encounter obstacles, such as nervousness, lack of interest in certain topics, or self-doubt, in their speaking skills evaluations, others have not encountered any significant difficulties

Figure 4

Question 4: ¿Cree que las técnicas de evaluación actuales se alinean bien con los resultados de aprendizaje deseados para las habilidades de expresión oral? ¿Por qué o por qué no?

Note. This figure shows that the most used words in this question were: aprendizajes, resultados, mejora, enseñanza, eficiente.

Based on the provided answers, it can be concluded that the perception of alignment between the current assessment techniques and the desired learning outcomes for speaking skills varies among the participants. Several participants believe that the current assessment techniques align well with the desired learning outcomes. They emphasize that these techniques are specifically designed for developing and improving speaking skills, even if initial attempts may not be perfect. Participants also highlight that the purpose of these assessments is to provide feedback and opportunities for improvement, thus aligning with the desired learning outcomes. On the other hand, a few participants express reservations about the alignment of the current assessment techniques with the desired learning outcomes. Some participants suggest the need for additional methods to achieve better results or to create more effective ways of encouraging students to speak. They believe that alternative techniques could enhance the learning experience and provide a more comprehensive assessment of speaking skills.

Overall, the responses indicate a range of opinions regarding the alignment between the current assessment techniques and the desired learning outcomes for speaking skills. While some participants perceive a strong alignment, others believe that additional or alternative methods may be necessary to further support and evaluate speaking skills development.
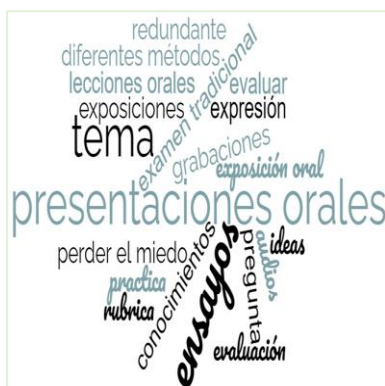
Figure 5

Question 5: Basándote en tu propia experiencia, ¿qué sugerencias o recomendaciones tienes para mejorar las técnicas de evaluación utilizadas para desarrollar la expresión oral?

Note. This figure shows that the most used words in this question were: mejorar, presentacion, interaccion, practicas, y contenido.

Based on the provided answers, it can be concluded that participants have various suggestions and recommendations for improving the assessment techniques used to develop speaking skills. These suggestions include Aiding and guidance from teachers to improve techniques before the final presentation, incorporating more practical activities throughout the learning process to reduce pressure and enhance retention of content during evaluations, such as: group discussions and debates, project-based learning or Problem-solving activities.

Other suggestions would be increasing the frequency of debates as they are perceived as effective in developing speaking skills, implementing a transparent rubric for students to understand areas of improvement, encouraging active participation and interaction among all students, allowing students to choose topics they are interested in and have them explain their favorite aspects, enhancing engagement, and facilitating more debates for the exchange of ideas. These suggestions highlight the importance of teacher support, practical and engaging activities, clear assessment criteria, student involvement, and opportunities for meaningful discussions. By considering these recommendations, assessment techniques can be enhanced to better develop students' speaking skills.

Figure 6

Question 6: ¿Cuáles son las técnicas de evaluación más utilizadas por los profesores de inglés y cuál es su opinión al respecto?

Note. This figure shows that the most used words in this question were: presentaciones orales, tema, ensayos, conocimiento, perder el miedo.

For this question, 7 out of 10 respondents mentioned that the most used technique is the oral presentation, which consists of preparing a topic and speaking for a certain time. The opinion of this technique is ambiguous because certain respondents consider that it is a good technique since it helps them to lose their fear and allows them to be able to talk about topics they like and to be able to express more ideas. On the other hand, certain students consider that this technique is usually redundant and, on the contrary, prevents good results from being achieved because there are many data or vocabularies that are unknown, which causes a bad grade.

Figure 7

Question 7: ¿Qué técnica de evaluación crees que los profesores no deberían utilizar en la evaluación de la expresión oral y por qué?

Note. This figure shows that the most used words in this question were: role-play, gramática, técnica, preguntas.

Regarding this question, various answers were obtained, among the most prominent is role play as a technique that teachers should stop using as an assessment technique because it makes students feel nervous and act incorrectly, for not having the necessary vocabulary causing poor academic performance. In another response, they consider that oral presentations should not be made on digital platforms such as Zoom because the students do not put in the same effort as in the face-to-face modality. On the other hand, it was also mentioned that questions and answers about a book or information are very robotic. And the last thing to avoid is focusing not so much on grammar but on pronunciation and fluency.

Figure 8

Question 8: ¿Considera que las técnicas de evaluación utilizadas han sido eficaces para mejorar su capacidad de expresión oral? Explica tus motivos.
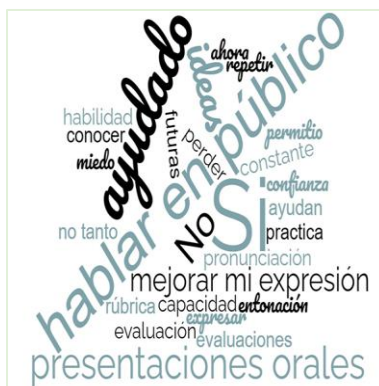
Note. This figure shows that the most used words in this question were: Si, hablar en público, ayudado, mejorar expresión, no

Most of the respondents consider that yes, the techniques help to improve oral expression in various ways such as losing fear when speaking in public, improving the intonation of words, providing more confidence and expressing ideas. It also allows them to know their shortcomings through established rubrics. On the other hand, there is a small percentage that considers that the ability does not improve or that they believe that it depends on the student and the constant practice of the ability.

Figure 9

Question 9: En un contexto general, ¿considera que su curso logrará los resultados de aprendizaje deseados en materia de expresión oral? sí o no y ¿por qué?

Note. This figure shows that the most used words in this question were: Si, practica, enfocados, progresando, posibilidad.

Regarding this question, 70% of the respondents consider that the course will achieve the desired results, but each of the students' needs to focus, prepare, make an effort, practice and thus improve oral expression and be able to reach the academic success. On the other hand, we have 30% of respondents who are not sure that the desired results will be achieved but consider that it will depend on each of the students who put effort and practice to advance and raise their speaking ability.

Figure 10

Question 1: What assessment techniques do you usually use to assess your students' speaking skills? Could you mention at least 3.

Note. This figure shows that the most used words in this question were: presentations, questions, roleplays, and activities.

Based on the provided answers, three common assessment techniques employed to evaluate students' speaking skills are oral presentations, questions and answers, and role-plays. These techniques involve tasks such as delivering presentations, engaging in dialogues, and

performing in simulated scenarios. Other mentioned techniques include debates, picture description, and using rubrics as assessment instruments.

Figure 11

Question 2: In your opinion, how effective have these assessment techniques been in promoting the development of students' speaking skills? Please share any ideas or observations.

Note. This figure shows that the most used words in this question were: language, speaking, practice, levels, and development.

Teachers mention that for students with existing speaking abilities, any assessment or speaking practice is beneficial, while others may require additional support. The suitability of techniques depends on the students' proficiency levels, with extensive techniques like individual presentations and group discussions proving effective. The teacher's role in planning and modeling activities is crucial, and prior knowledge of the target language is essential.

Figure 12

Question 3. What are the main challenges or obstacles you have encountered in using assessment techniques for oral skills assessment? How have you addressed or overcome them?

Note. This figure shows that the most used words in this question were: Knowledge of vocabulary, difficult, activities and low level.

The main challenges or obstacles presented by the teachers were the lack of desire to learn and therefore the lack of vocabulary that prevents them from being able to speak fluently, explain scenarios or want to participate in front of their classmates for fear of not knowing what to say or making a mistake. Another obstacle that was mentioned is the time and number of students that prevent being able to correct each one of the students. To these obstacles, the teachers give a greater concentration in the vocabulary so that they develop, assigning activities that motivate them to participate and correct the pronunciation properly. correct use of words.

Figure 13

Question 4. How well do you perceive the alignment between the current assessment techniques, learning outcomes, and instructional strategies in fostering speaking skills development?

Note. This figure shows that the most used words in this question were: strategies, technique, commitment and attention.

Respondents mentioned that assessment techniques, learning outcomes and instructional strategies do not align to achieve good skill development. Among the factors that impede these alignments would be that not all students have the same level of knowledge, or the motivation to learn and that on the teacher's side there is not a total commitment to find strategies for students to achieve the results of required learning. In this way it is necessary that both student and teacher parties commit to achieving those results.

Figure 14

Question 5: Based on your expertise, what improvements or modifications would you suggest for the existing assessment techniques to better support students' speaking skills development?
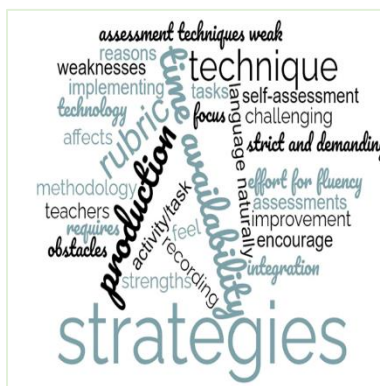
Note. This figure shows that the most used words in this question were: strategies, time availability, production, techniques.

In this question, the respondents consider that each teacher has their own methodology to evaluate, but in the same way, you mention certain techniques that they consider good for improving the ability. Among the techniques are the application of a natural language, and the self-assessment that consists of making students aware of their ability by means of recording their audio

that on certain occasions are assigned as tasks due to the availability of time. Something important that is also mentioned is that teachers must be stricter and more demanding so that students put more effort into achieving better results.

4.2 Interpretation of bibliographic review

4.3 Analysis and discussion of the interview vs bibliographic review.

Analyzing the provided interviews with both students and teachers, we can compare the obtained results with the quote by Piaget, quoted in Lefa (2014), mentioned equilibrium refers to the learner's progression toward higher levels of complexity and effectiveness in their understanding and interaction with the world. From the students' interviews, we can observe that various assessment techniques were mentioned, including oral presentations, role-plays, debates, interviews, and multimedia projects. These techniques provide opportunities for students to engage in active speaking activities, express their ideas, and interact with others. This aligns with Piaget's notion of progression towards higher levels of complexity and effectiveness.

The interviews with both students and teachers align with the findings of Olaya quoted in Homayouni (2022), in his research peer assessment in group-oriented, tells us that as a result, engaging in cooperative activities can aid learners in enhancing both their language skills and interpersonal competencies, including teamwork and problem-solving capabilities. The assessment techniques mentioned, such as oral presentations, debates, role-plays, and interviews, are seen as effective in enhancing language skills and interpersonal competencies. The challenges mentioned by students, such as nervousness, forgetfulness, and topic relevance, are common hurdles in speaking skill development and are not directly related to the cooperative nature of the activities. The suggestions provided by students and teachers aim to enhance the existing assessment techniques and further support cooperative and interactive learning.

Another evident comparison between this project is the quote from Fisher (1964) on cognitivism that focuses on attention, perception and memory, which considers that the student is a fundamental part of the acquisition and development of the speaking ability. Among the results obtained from the surveys, certain relevant details were mentioned in which the majority of the students consider that in order to obtain a better learning result, it is necessary to focus, make an effort and do a lot of practice, thus raising the oral level and reaching to academic success.

Within the responses received by the teachers about their current assessment techniques, it was possible to find certain concordance between each one of them, resulting in the oral presentation as a good way to know each essential part and evaluate through rubrics established for the students. This type of assessment technique was liked mostly by the students who believe that it helps them to lose their fear of public speaking and also, they can learn various topics and develop speaking in a more dynamic way. This is mentioned in the quote Firdaus (2023) that suggests that constructivism can generate a significant social interaction in the learning process through presentations, discussions or debates, since it motivates the student to know and understand about a specific topic and share it or explain it with others.

Chapter V

Reflections of the Study

Through the interviews, interpretation, reflections and analysis of the responses of the results obtained, these vary around the variables and objectives of the research; this consists of a discussion of results, the conclusions are presented below.

From the analysis of the results obtained from the surveys of the participants, it is concluded that the teachers of the PINE career from Estatal Peninsula de Santa Elena University who use assessment techniques to achieve the desired learning outcomes in the speaking skills of 6th semester students, depends much of the assessment techniques implemented and the commitment that the student has in the development of speaking skills. Among the already mentioned assessment techniques in the previous chapters, and according to the research of this project, oral presentations and debates are the best techniques to assess and that students like because it helps them to better develop their speaking skills.

Regarding the problem in question about the evaluation techniques are aligned to achieve the desired learning outcomes and according to the opinion of the evaluators of this project, in this case the professors can conclude that these do not tend to be aligned due to several factors. The factors among which we can mention previous knowledge, significant learning and vocabulary. The latter may be the common factor for which a student finds it difficult to develop the skill to speak, since there is not enough vocabulary, the student will have no way to express their ideas or opinions. On the other hand, an important point that influences the learning outcomes is the motivation and desire to excel that the student has when practicing an oral expression activity, since if a student does not find meaning and motivation in an activity given by the professors, the assessment technique implemented by the teacher in the classroom could be in vain.

Following this research on assessment techniques to achieve desired learning outcomes in speaking, it was learned that the assessment techniques employed by instructors significantly foster the improvement and development of oral skills. On the other hand, the ignorance and misuse of the techniques by the students also causes a display of variables. Many times, students blame the teacher for not being able to reach 100% of the skills with wrong techniques, however, these anomalies are determined more by the lack of interest of the students, or by the motivation of wanting to know more about a subject in question particular topic, which greatly influences the development of speaking and linguistic expression, thus causing fear of making mistakes, remaining silent in presentations, among others.

One of the greatest advantages found during the research of this project is that it not only helps to identify the evaluative strategies that are used in the development of speaking skills, but also to recognize the deficiencies and the causes that are involved when they not applied them correctly. On the other hand, the disadvantages found were that the participants were afraid to communicate their deficiencies and problems when practicing this skill, which prevented them from recognizing errors and being able to restore them to improve the correct use of assessment techniques.

In turn, the research conducted on assessment techniques to achieve learning outcomes in the speaking skills of 6th-semester PINE major students at UPSE has provided valuable insights and perspectives on the topic. Through the analysis of findings and the interpretation of data from interviews and focus groups, a deeper understanding of the current assessment techniques, their effectiveness, and their alignment with learning outcomes and instructional strategies have been acquired

This study has influenced conceptions about the topic in several ways. Firstly, it has highlighted the importance of assessment techniques in fostering the development of speaking skills. For instance, the findings revealed that a variety of assessment techniques, such as oral presentations, role-plays, and debates, are commonly used by teachers and that these techniques have been perceived as highly effective by most participants, as they contribute to improving speaking abilities, enhancing pronunciation, and developing better articulation of words, so this study has reinforced the belief, of us as researchers, in the importance of using diverse and attractive assessment techniques to promote language proficiency.

Secondly, the study has shown us a broad perspective on the challenges and obstacles faced by both students and teachers when using assessment techniques to assess oral skills on account of students mentioned difficulties such as nervousness, lack of vocabulary, and stage fright, which can hinder their performance in speaking evaluations. On the other hand, teachers expressed concerns about time constraints and the inability to provide individual feedback to all students. These insights have made us more aware of the practical difficulties in implementing assessment techniques and the need for tailored support and guidance for students to overcome these challenges.

Furthermore, this study has revealed to us varying perceptions among participants regarding the alignment between current assessment techniques and learning outcomes, as shown in figure 4 question 4. While some participants believe that the current techniques align well with the desired learning outcomes, others suggest the need for additional or alternative methods to achieve better results. This finding has highlighted the importance of continuous evaluation and improvement of assessment techniques to ensure they effectively address the intended learning

outcomes. We now recognize the significance of regular alignment checks and the need for flexibility in adapting assessment techniques to meet students' evolving needs.

Based on the insights gained from the study, there are several areas that can be explored in further research on the same topic. These areas aim to enhance the understanding of assessment techniques and their impact on speaking skills development. The following adjustments and improvements can be made for future research, such as longitudinal studies, which consist of assessing the long-term effects of different assessment techniques on speaking skills development that can provide valuable insights. By tracking students' progress over an extended period, researchers can analyze the effectiveness of specific techniques in fostering language proficiency and identify factors that contribute to sustained improvement. On the other hand, the area of comparative studies can also be explored, so that can help to identify the most suitable approaches for assessing speaking skills. We can explore the impact of various techniques, such as oral presentations, debates, and multimedia projects, on students' speaking abilities and determine which techniques yield the best results in terms of fluency, accuracy, and overall proficiency.

Investigating the impact of teacher training and professional development programs on the implementation of assessment techniques could be analyzed as it can be a valuable area of research. Understanding how teachers' knowledge, skills, and attitudes towards assessment techniques influence their instructional practices can contribute to improving the overall effectiveness of speaking skills development. Additionally, the integration of technology in assessment techniques for speaking skills can open new avenues for research, so we could wave in that aspect, to investigate the effectiveness of online platforms, video recordings, and automated feedback systems since can provide insights into how technology can enhance assessment practices and support students' speaking skills development. Besides, conducting cross-cultural studies to

compare assessment techniques and their effectiveness in different educational settings can broaden the understanding of the topic. Exploring how cultural factors influence the choice and implementation of assessment techniques can contribute to developing more culturally sensitive and contextually appropriate approaches to assessing speaking skills.

In conclusion, the study on assessment techniques for achieving learning outcomes in speaking skills has influenced our conceptions about the topic, deepening their understanding of the importance of diverse assessment techniques, the challenges faced by students and teachers, and the alignment between assessment techniques, and learning outcomes. For further research, adjustments and improvements can be made, including longitudinal studies, comparative studies, investigations into teacher training and professional development, exploration of technology integration, and cross-cultural studies. By addressing these areas, future research can contribute to the ongoing improvement of assessment techniques and the development of students' speaking skills.

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Anexes

Anex A: Certificate Anti-plagiarism System

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

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Formato No. BIB-009

CERTIFICADO ANTIPLAGIO

La libertad, 18 de julio de 2023

En calidad de tutor del trabajo de titulación denominado "Assessment Techniques to Achieve Learning Outcomes in the Speaking Skill of 6th Semester Pine Major Student at UPSE." Elaborado por los estudiantes Lino Moreira Jessy Dennis y Pacheco Soriano Edison Alexander, egresados de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educacion e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciados en Pedagogía del Idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentran con 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud

Atentamente,

MSc, Italo Rigoberto Carabajo Romero

CI: 0920688876

ADVISOR

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

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RESEARCH PROJECT URKUND-LINO JESSY & EDISON PACHECO

1% Similitudes

3% Texto entre comillas
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Nombre del documento: RESEARCH PROJECT URKUND-LINO JESSY & EDISON PACHECO.docx
ID del documento: 4d50b78e8147a5bfcc04e2fda933229bb4faac0f
Tamaño del documento original: 79,87 kB

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Fecha de depósito: 18/7/2023
Tipo de carga: interface
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Número de palabras: 8873
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Ubicación de las similitudes en el documento:

Fuente principal detectada

N°		Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	🌐	**www.educacion.gob.ec** https://www.educacion.gob.ec/wp-content/uploads/downloads/2014/09/01-National-Curriculum-Guidel... 1 fuente similar	< 1%		Palabras idénticas : < 1% (74 palabras)

Fuentes con similitudes fortuitas

N°		Descripciones	Similitudes	Ubicaciones	Datos adicionales
		https://www.colorado.edu/center/teaching-learning/teaching-resources/assessment/assessing-studen...			palabras)
4	🌐	**poorvucenter.yale.edu	Classroom Assessment Techniques	Poorvu Center for Tea...** https://poorvucenter.yale.edu/Classroom-Assessment-Techniques	< 1%		Palabras idénticas : < 1% (11 palabras)
5	🌐	**repositorio.upse.edu.ec** https://repositorio.upse.edu.ec/bitstream/46000/8899/1/UPSE-TPI-2022-0050.pdf	< 1%		Palabras idénticas : < 1% (10 palabras)

Fuentes ignoradas
Estas fuentes han sido retiradas del cálculo del porcentaje de similitud por el propietario del documento.

N°		Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	🏛	Documento de otro usuario #355452 🏷 El documento proviene de otro grupo	44%		Palabras idénticas : 44% (3885 palabras)
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Anexe B: Interview Transcripts

Encuesta dirigida a estudiantes

S1

Q1: ¿Qué técnicas de evaluación, como presentaciones orales, juegos de rol, debates, entrevistas o proyectos multimedia, ha utilizado en sus evaluaciones de la expresión oral? ¿Puede dar dos o tres ejemplos?

A: Presentaciones orales.

Q2: ¿Cómo percibe la eficacia de estas técnicas de evaluación en el desarrollo de su capacidad de expresión oral? Por favor, comparte tus experiencias.

A: Muy bueno porque de esta manera se puede ver si el estudiante ha aprendido sobre el tema de la clase.

Q3: ¿Se ha enfrentado a algún desafío o dificultad al utilizar las técnicas de evaluación utilizadas para la evaluación de las habilidades del habla? Si es así, por favor explíquelo.

A: Al momento de dar mi presentación oral me da nervios y se me olvida todo lo que tengo que decir.

Q4: ¿Cree que las técnicas de evaluación actuales se alinean bien con los resultados de aprendizaje deseados para las habilidades de expresión oral? ¿Por qué o por qué no?

A: Si, porque están pensadas justamente para eso y tal vez al principio no salgan de todo bien, pero hay que seguir perfeccionando las técnicas.

Q5: Basándote en tu propia experiencia, ¿qué sugerencias o recomendaciones tienes para mejorar las técnicas de evaluación utilizadas para desarrollar la expresión oral?

A: Que los profesores puedan ayudar a mejorar las técnicas antes de dar la presentación final.

Q6: ¿Cuáles son las técnicas de evaluación más utilizadas por los profesores de inglés y cuál es su opinión al respecto?

A: Presentaciones orales, me parece bien porque en mi caso voy perdiendo el miedo de hablar en público.

Q7: ¿Qué técnica de evaluación crees que los profesores no deberían utilizar en la evaluación de la expresión oral y por qué?

A: Las presentaciones orales por medio de plataformas digitales como zoom, ya que los estudiantes podrían evadir la principal función que es saber algo sobre el tema.

Q8: ¿Considera que las técnicas de evaluación utilizadas han sido eficaces para mejorar su capacidad de expresión oral? Explica tus motivos.

A: Las presentaciones orales me han ayudado a perder poco a poco el miedo a hablar en público.

Q9: En un contexto general, ¿considera que su curso logrará los resultados de aprendizaje deseados en materia de expresión oral? sí o no y ¿por qué?

A: Si porque los profesores están enfocados en las habilidades de hablar como en las otras 3 que se necesita para aprender un idioma.

S2

Q1: ¿Qué técnicas de evaluación, como presentaciones orales, juegos de rol, debates, entrevistas o proyectos multimedia, ha utilizado en sus evaluaciones de la expresión oral? ¿Puede dar dos o tres ejemplos?

A: Presentaciones orales

Q2: ¿Cómo percibe la eficacia de estas técnicas de evaluación en el desarrollo de su capacidad de expresión oral? Por favor, comparte tus experiencias.

A: Muy buena

Q3: ¿Se ha enfrentado a algún desafío o dificultad al utilizar las técnicas de evaluación utilizadas para la evaluación de las habilidades del habla? Si es así, por favor explíquelo.

A: No

Q4: ¿Cree que las técnicas de evaluación actuales se alinean bien con los resultados de aprendizaje deseados para las habilidades de expresión oral? ¿Por qué o por qué no?

A: Si porque mejora las capacidades en el proceso de enseñanza aprendizaje

Q5: Basándote en tu propia experiencia, ¿qué sugerencias o recomendaciones tienes para mejorar las técnicas de evaluación utilizadas para desarrollar la expresión oral?

A: Ser más prácticas en todo momento para que al momento de la evaluación sea una práctica y más no una prueba ya que al estar en un estado de presión y miedo se suele olvidar el contenido

Q6: ¿Cuáles son las técnicas de evaluación más utilizadas por los profesores de inglés y cuál es su opinión al respecto?

A: Los ensayos son formas de evaluación, aunque lo hacen en tiempo limitado.

Q7: ¿Qué técnica de evaluación crees que los profesores no deberían utilizar en la evaluación de la expresión oral y por qué?

A: No deberían de corregir tanto la gramática, más bien podría ser la pronunciación que la controlen y califiquen mejor junto a una buena fluidez

Q8: ¿Considera que las técnicas de evaluación utilizadas han sido eficaces para mejorar su capacidad de expresión oral? Explica tus motivos.

A: Hasta ahora no tengo idea de cuál es la forma de evaluación que tienen

Q9: En un contexto general, ¿considera que su curso logrará los resultados de aprendizaje deseados en materia de expresión oral? sí o no y ¿por qué?

A: Si porque todos tienen la esperanza de pasar la presentación oral y todos queremos graduarnos con buenas notas

S3

Q1: ¿Qué técnicas de evaluación, como presentaciones orales, juegos de rol, debates, entrevistas o proyectos multimedia, ha utilizado en sus evaluaciones de la expresión oral? ¿Puede dar dos o tres ejemplos?

A: La técnica que más aplican mis docentes para una evaluación son las presentaciones orales que tienen como fin medir el nivel del idioma inglés a la vez que la fluidez.

Otro claro ejemplo son los proyectos multimedia como grabar pequeñas presentaciones en grupo acerca de temas específicos.

Q2: ¿Cómo percibe la eficacia de estas técnicas de evaluación en el desarrollo de su capacidad de expresión oral? Por favor, comparte tus experiencias.

A: La verdad que he mejorado de una manera significativa ya que primero he perdido el miedo a hablar en público y segundo que he adquirido mejor pronunciación en ciertas palabras.

Q3: ¿Se ha enfrentado a algún desafío o dificultad al utilizar las técnicas de evaluación utilizadas para la evaluación de las habilidades del habla? Si es así, por favor explíquelo.

A: Hasta el momento no he encontrado una dificultad

Q4: ¿Cree que las técnicas de evaluación actuales se alinean bien con los resultados de aprendizaje deseados para las habilidades de expresión oral? ¿Por qué o por qué no?

A: Claro que si porque la finalidad que tienen estas evaluaciones son que los estudiantes reciban observaciones de sus docentes para que puedan mejorar y corregir errores

Q5: Basándote en tu propia experiencia, ¿qué sugerencias o recomendaciones tienes para mejorar las técnicas de evaluación utilizadas para desarrollar la expresión oral?

A: No tengo ninguna

Q6: ¿Cuáles son las técnicas de evaluación más utilizadas por los profesores de inglés y cuál es su opinión al respecto?

A: Oral presentations

Q7: ¿Qué técnica de evaluación crees que los profesores no deberían utilizar en la evaluación de la expresión oral y por qué?

A: Roleplay porque algunos docentes cuando observan que le falta vocabulario respecto a su personaje disminuyen el puntaje

Q8: ¿Considera que las técnicas de evaluación utilizadas han sido eficaces para mejorar su capacidad de expresión oral? Explica tus motivos.

A: Si, porque me permitió mejorar y al repetir varias veces la pronunciación logre tener una mejor entonación de las palabras

Q9: En un contexto general, ¿considera que su curso logrará los resultados de aprendizaje deseados en materia de expresión oral? sí o no y ¿por qué?

A: Si porque son personas que se esfuerzan por alcanzar el éxito académico

S4

Q1: ¿Qué técnicas de evaluación, como presentaciones orales, juegos de rol, debates, entrevistas o proyectos multimedia, ha utilizado en sus evaluaciones de la expresión oral? ¿Puede dar dos o tres ejemplos?

A: Debates, presentaciones orales y juegos de rol. En debates con respecto a temas controversiales.

En presentaciones con respecto a algún contenido visto previamente en la unidad.

Y juegos de roles al momento de revisar algún contenido que sea relacionado con la cultura americana.

Q2: ¿Cómo percibe la eficacia de estas técnicas de evaluación en el desarrollo de su capacidad de expresión oral? Por favor, comparte tus experiencias.

A: Creo que son muy eficaces y buenas ya que permiten que el estudiante mejore su habilidad del habla a través de una forma más natural y no tan rígida. En donde el pensamiento crítico es importante.

Q3: ¿Se ha enfrentado a algún desafío o dificultad al utilizar las técnicas de evaluación utilizadas para la evaluación de las habilidades del habla? Si es así, por favor explíquelo.

A: Claro que si al momento de tener como compañeros que son introvertidos. Esto hace que el proceso se retrase.

Q4: ¿Cree que las técnicas de evaluación actuales se alinean bien con los resultados de aprendizaje deseados para las habilidades de expresión oral? ¿Por qué o por qué no?

A: En mi opinión, considero que si se alinean bien ya que estas técnicas permiten que el estudiante explore su forma de expresarse con los demás a través de ideas, argumentos y pensamientos. Como consecuencia, el aprendizaje del idioma se vería más atractivo para los estudiantes y por supuesto se alcanzarían los objetivos propuestos.

Q5: Basándote en tu propia experiencia, ¿qué sugerencias o recomendaciones tienes para mejorar las técnicas de evaluación utilizadas para desarrollar la expresión oral?

A: Quizás incrementar más los debates ya que desde mi punto de vista esta técnica es muy efectiva.

Q6: ¿Cuáles son las técnicas de evaluación más utilizadas por los profesores de inglés y cuál es su opinión al respecto?

A: Exposiciones, que están correctas siempre y cuando el profesor de una rubrica para que de esta manera el estudiante puede guiarse y saber que cosas debe evitar hacer para obtener una calificación más baja.

Q7: ¿Qué técnica de evaluación crees que los profesores no deberían utilizar en la evaluación de la expresión oral y por qué?

A: Role play como un examen ya que el estudiante puede ponerse demasiado nervioso y actuar de forma incorrecta. Esta técnica es mejor utilizarla para tareas o lecciones mas no un examen que vale el 40% de la nota total.

Q8: ¿Considera que las técnicas de evaluación utilizadas han sido eficaces para mejorar su capacidad de expresión oral? Explica tus motivos.

A: Por supuesto, debido a que estas mismas me han proporcionado más confianza al momento de hablar en público y de expresar mis ideas con los que me rodean.

Q9: En un contexto general, ¿considera que su curso logrará los resultados de aprendizaje deseados en materia de expresión oral? sí o no y ¿por qué?

A: Si, siempre y cuando nos preparemos y practiquemos mucho. Solo de esa forma lo conseguiremos.

S5

Q1: ¿Qué técnicas de evaluación, como presentaciones orales, juegos de rol, debates, entrevistas o proyectos multimedia, ha utilizado en sus evaluaciones de la expresión oral? ¿Puede dar dos o tres ejemplos?

A: Debates, leer en voz alta, presentaciones orales.

Q2: ¿Cómo percibe la eficacia de estas técnicas de evaluación en el desarrollo de su capacidad de expresión oral? Por favor, comparte tus experiencias.

A: Estas técnicas son buenas, porque ayudan a escucharnos y así poder mejorar de una mejor manera.

Q3: ¿Se ha enfrentado a algún desafío o dificultad al utilizar las técnicas de evaluación utilizadas para la evaluación de las habilidades del habla? Si es así, por favor explíquelo.

A: Si, por ejemplo, en las presentaciones orales donde dan temas de poco interés y a veces no es tan entretenido hablar de algo que no llama la atención.

Q4: ¿Cree que las técnicas de evaluación actuales se alinean bien con los resultados de aprendizaje deseados para las habilidades de expresión oral? ¿Por qué o por qué no?

A: Actualmente pienso que sí, porque estos métodos son esenciales para conocer nuestro nivel en la expresión oral.

Q5: Basándote en tu propia experiencia, ¿qué sugerencias o recomendaciones tienes para mejorar las técnicas de evaluación utilizadas para desarrollar la expresión oral?

A: Una recomendación podría ser que los docentes se establezcan en una rúbrica la cual se publica para los estudiantes y de esta manera saber en qué pueden mejorar.

Q6: ¿Cuáles son las técnicas de evaluación más utilizadas por los profesores de inglés y cuál es su opinión al respecto?

A: Las presentaciones orales, pienso que es algo redundante en vez de utilizar diferentes métodos.

Q7: ¿Qué técnica de evaluación crees que los profesores no deberían utilizar en la evaluación de la expresión oral y por qué?

A: La lectura, porque la mayoría de estudiantes pueden confundirse y leer tal y como está escrito.

Q8: ¿Considera que las técnicas de evaluación utilizadas han sido eficaces para mejorar su capacidad de expresión oral? Explica tus motivos.

A: Si, dado que existe una rúbrica en la cual se da a conocer en qué deberíamos mejor para futuras evaluaciones.

Q9: En un contexto general, ¿considera que su curso logrará los resultados de aprendizaje deseados en materia de expresión oral? sí o no y ¿por qué?

A: Tal vez, ya que existen estudiantes que intentan mejorar durante cada clase.

S6

Q1: ¿Qué técnicas de evaluación, como presentaciones orales, juegos de rol, debates, entrevistas o proyectos multimedia, ha utilizado en sus evaluaciones de la expresión oral? ¿Puede dar dos o tres ejemplos?

A: Juegos de rol, Entrevista

Q2: ¿Cómo percibe la eficacia de estas técnicas de evaluación en el desarrollo de su capacidad de expresión oral? Por favor, comparte tus experiencias.

A: La eficacia es excelente, ya que, ayuda al estudiante improvise y genere ideas rápidamente

Q3: ¿Se ha enfrentado a algún desafío o dificultad al utilizar las técnicas de evaluación utilizadas para la evaluación de las habilidades del habla? Si es así, por favor explíquelo.

A: No

Q4: ¿Cree que las técnicas de evaluación actuales se alinean bien con los resultados de aprendizaje deseados para las habilidades de expresión oral? ¿Por qué o por qué no?

A: Si, porque leen y dan sus propias expresiones y desde su punto de vista

Q5: Basándote en tu propia experiencia, ¿qué sugerencias o recomendaciones tienes para mejorar las técnicas de evaluación utilizadas para desarrollar la expresión oral?

A: Quizás tener más interacción de una manera activa, haciendo participe a todos los estudiantes

Q6: ¿Cuáles son las técnicas de evaluación más utilizadas por los profesores de inglés y cuál es su opinión al respecto?

A: Lecciones orales, grabaciones de audios; considero que es una forma de practica rápida para evaluar cuál es el nivel de expresión en el habla

Q7: ¿Qué técnica de evaluación crees que los profesores no deberían utilizar en la evaluación de la expresión oral y por qué?

A: Quizás las lecciones orales, ya que, el estudiante se pone tenso y en vez de progresar, retrocede

Q8: ¿Considera que las técnicas de evaluación utilizadas han sido eficaces para mejorar su capacidad de expresión oral? Explica tus motivos.

A: Quizás, porque hay practica constante

Q9: En un contexto general, ¿considera que su curso logrará los resultados de aprendizaje deseados en materia de expresión oral? sí o no y ¿por qué?

A: Probablemente sí, porque mientras más lo practicamos hay la posibilidad de seguir progresando

S7

Q1: ¿Qué técnicas de evaluación, como presentaciones orales, juegos de rol, debates, entrevistas o proyectos multimedia, ha utilizado en sus evaluaciones de la expresión oral? ¿Puede dar dos o tres ejemplos?

A: Presentaciones orales. Debates.

Q2: ¿Cómo percibe la eficacia de estas técnicas de evaluación en el desarrollo de su capacidad de expresión oral? Por favor, comparte tus experiencias.

A: Las considero muy efectivas para desarrollar habilidades de expresión oral.

Q3: ¿Se ha enfrentado a algún desafío o dificultad al utilizar las técnicas de evaluación utilizadas para la evaluación de las habilidades del habla? Si es así, por favor explíquelo.

A: En mi experiencia no he tenido ninguna dificultad para desarrollar mis actividades con la expresión oral.

Q4: ¿Cree que las técnicas de evaluación actuales se alinean bien con los resultados de aprendizaje deseados para las habilidades de expresión oral? ¿Por qué o por qué no?

A: Considero que las técnicas de evaluación actuales se alinean perfectamente para medir nuestros resultados de aprendizaje.

Q5: Basándote en tu propia experiencia, ¿qué sugerencias o recomendaciones tienes para mejorar las técnicas de evaluación utilizadas para desarrollar la expresión oral?

A: No tengo una idea clara para mejorar la destreza en la expresión oral.

Q6: ¿Cuáles son las técnicas de evaluación más utilizadas por los profesores de inglés y cuál es su opinión al respecto?

A: La opción más utilizada es el examen tradicional y en mi caso es el más importante para representar nuestros conocimientos.

Q7: ¿Qué técnica de evaluación crees que los profesores no deberían utilizar en la evaluación de la expresión oral y por qué?

A: No conozco ninguna técnica de evaluación.

Q8: ¿Considera que las técnicas de evaluación utilizadas han sido eficaces para mejorar su capacidad de expresión oral? Explica tus motivos.

A: No considero que mejore la habilidad del habla.

Q9: En un contexto general, ¿considera que su curso logrará los resultados de aprendizaje deseados en materia de expresión oral? sí o no y ¿por qué?

A: Pienso que podríamos elevar nuestra expresión oral conforme avancemos con las evaluaciones.

S8

Q1: ¿Qué técnicas de evaluación, como presentaciones orales, juegos de rol, debates, entrevistas o proyectos multimedia, ha utilizado en sus evaluaciones de la expresión oral? ¿Puede dar dos o tres ejemplos?

A: Presentaciones orales y debates

Q2: ¿Cómo percibe la eficacia de estas técnicas de evaluación en el desarrollo de su capacidad de expresión oral? Por favor, comparte tus experiencias.

A: Ayuda mucho al expresarse públicamente, haciendo roles y debates, esto es una manera de practicar para mejorar en público.

Q3: ¿Se ha enfrentado a algún desafío o dificultad al utilizar las técnicas de evaluación utilizadas para la evaluación de las habilidades del habla? Si es así, por favor explíquelo.

A: Si, muchas veces pasa equivocaciones por los nervios de hablar en público.

Q4: ¿Cree que las técnicas de evaluación actuales se alinean bien con los resultados de aprendizaje deseados para las habilidades de expresión oral? ¿Por qué o por qué no?

A: No, porque se necesita otros métodos para que podamos adquirir resultados.

Q5: Basándote en tu propia experiencia, ¿qué sugerencias o recomendaciones tienes para mejorar las técnicas de evaluación utilizadas para desarrollar la expresión oral?

A: Hacer más juego de roles.

Q6: ¿Cuáles son las técnicas de evaluación más utilizadas por los profesores de inglés y cuál es su opinión al respecto?

A: Opción múltiple es una de las más utilizadas, y bueno pienso que no ayuda mucho al desarrollo de aprendizaje.

Q7: ¿Qué técnica de evaluación crees que los profesores no deberían utilizar en la evaluación de la expresión oral y por qué?

A: No estoy muy segura.

Q8: ¿Considera que las técnicas de evaluación utilizadas han sido eficaces para mejorar su capacidad de expresión oral? Explica tus motivos.

A: Pienso que si, muchos profesores ayudan a mejorar esa capacidad, porque mandan presentaciones orales.

Q9: En un contexto general, ¿considera que su curso logrará los resultados de aprendizaje deseados en materia de expresión oral? sí o no y ¿por qué?

A: No estoy muy segura, porque no sé qué pase después.

S9

Q1: ¿Qué técnicas de evaluación, como presentaciones orales, juegos de rol, debates, entrevistas o proyectos multimedia, ha utilizado en sus evaluaciones de la expresión oral? ¿Puede dar dos o tres ejemplos?

A: Presentaciones orales y proyectos multimedia.

Q2: ¿Cómo percibe la eficacia de estas técnicas de evaluación en el desarrollo de su capacidad de expresión oral? Por favor, comparte tus experiencias.

A: Resultan importantes ya que ayudan a practicar speaking frente a un público y aparte la gesticulación.

Q3: ¿Se ha enfrentado a algún desafío o dificultad al utilizar las técnicas de evaluación utilizadas para la evaluación de las habilidades del habla? Si es así, por favor explíquelo.

A: Si, la retentiva de ciertos temas a veces suele resultar complicada. El acordarse de tantos puntos resulta lioso.

Q4: ¿Cree que las técnicas de evaluación actuales se alinean bien con los resultados de aprendizaje deseados para las habilidades de expresión oral? ¿Por qué o por qué no?

A: Si, evaluar cómo se desenvuelve el alumno en público y como se expresa es importante. Y es esto mismo lo que se evalúa.

Q5: Basándote en tu propia experiencia, ¿qué sugerencias o recomendaciones tienes para mejorar las técnicas de evaluación utilizadas para desarrollar la expresión oral?

A: Es mejor dar un tema y que el alumno explique qué es lo que más le gusto sobre el

Q6: ¿Cuáles son las técnicas de evaluación más utilizadas por los profesores de inglés y cuál es su opinión al respecto?

A: Exposición oral sobre un tema el cual se supone debemos saber en su totalidad. Esto no me parece bien ya que puede ocasionar que Justo un dato que pasaste desapercibido sea la pregunta que haga el docente. Y no por eso es Justo una mala nota.

Q7: ¿Qué técnica de evaluación crees que los profesores no deberían utilizar en la evaluación de la expresión oral y por qué?

A: Dar a leer un libro y preguntar algo en concreto sobre él.

Q8: ¿Considera que las técnicas de evaluación utilizadas han sido eficaces para mejorar su capacidad de expresión oral? Explica tus motivos.

A: Si, han ayudado a mejorar mi expresión.

Q9: En un contexto general, ¿considera que su curso logrará los resultados de aprendizaje deseados en materia de expresión oral? sí o no y ¿por qué?

A: Si, ya que con práctica hemos mejorado desde que empezamos en clases presenciales.

S10

Q1: ¿Qué técnicas de evaluación, como presentaciones orales, juegos de rol, debates, entrevistas o proyectos multimedia, ha utilizado en sus evaluaciones de la expresión oral? ¿Puede dar dos o tres ejemplos?

A: Exposiciones, Entrevistas

Q2: ¿Cómo percibe la eficacia de estas técnicas de evaluación en el desarrollo de su capacidad de expresión oral? Por favor, comparte tus experiencias.

A: Ayuda a desenvolvernos mejor y perder el miedo.

Q3: ¿Se ha enfrentado a algún desafío o dificultad al utilizar las técnicas de evaluación utilizadas para la evaluación de las habilidades del habla? Si es así, por favor explíquelo.

A: Sí, debido a la inseguridad que uno tiene de pararse frente a alguien y mostrar sus habilidades sin miedo a cometer errores o a las burlas.

Q4: ¿Cree que las técnicas de evaluación actuales se alinean bien con los resultados de aprendizaje deseados para las habilidades de expresión oral? ¿Por qué o por qué no?

A: Un poco, creo que faltarían otras técnicas más para poder forzar de manera eficiente al estudiante a hablar.

Q5: Basándote en tu propia experiencia, ¿qué sugerencias o recomendaciones tienes para mejorar las técnicas de evaluación utilizadas para desarrollar la expresión oral?

A: Hacer más debates, para el intercambio de ideas.

Q6: ¿Cuáles son las técnicas de evaluación más utilizadas por los profesores de inglés y cuál es su opinión al respecto?

A: Las más utilizadas son las presentaciones orales sobre un tema en concreto.

Creo que está bien, pero si podríamos hablar de temas más profundos sería mejor ahilar nuestras ideas y así fluir.

Q7: ¿Qué técnica de evaluación crees que los profesores no deberían utilizar en la evaluación de la expresión oral y por qué?

A: La técnica de las preguntas, siento que es muy robotizado.

Q8: ¿Considera que las técnicas de evaluación utilizadas han sido eficaces para mejorar su capacidad de expresión oral? Explica tus motivos.

A: Creo que en cierta parte sí, porque a algunos les ha ayudado y a otros no tanto.

Q9: En un contexto general, ¿considera que su curso logrará los resultados de aprendizaje deseados en materia de expresión oral? sí o no y ¿por qué?

A: Considero que, si hay esfuerzo por parte de ellos, sí.

Teacher Survey

S11

Q1: What assessment techniques do you usually use to assess your students' speaking skills? Could you mention at least 3.

A: Weekly quiz (Formative), daily vocabulary question and answer (Formative), final quiz at the end of the period (summative)

Q2: In your opinion, how effective have these assessment techniques been in promoting the development of students' speaking skills? Please share any ideas or observations.

A: Many students arrive to UPSE with some speaking abilities already formed. However, a great number of students do not have the proper speaking tools set in their learning process. For these students, any assessment or speaking practice is beneficial. In addition, a bit more on showing students the right path to develop speaking, teachers should encourage and awake the students' ability to study and practice.

Q3: What are the main challenges or obstacles you have encountered in using assessment techniques for oral skills assessment? How have you addressed or overcome them?

A: One of the challenges that a teacher faces while assessing speaking, is the lack of desire to learn. Many students still wait for some kind of miracle to master the speaking abilities. The way I handle this scenario is by encourage them to practice, NOT as an assessment but as a necessity. I present students with different real-life scenarios to have them develop vocabulary and ways to explain the scenario.

Q4: How well do you perceive the alignment between the current assessment techniques, learning outcomes, and instructional strategies in fostering speaking skills development?

A:

Q5: Based on your expertise, what improvements or modifications would you suggest for the existing assessment techniques to better support students' speaking skills development?

A: Well, this particular question is a bit confuse. What assessment technique, whose assessment. Keep in mind that every teacher has his or her own methodology, therefore, it is a confound question. If the question is directed to the respondent of this survey, then the methodology I apply with my students to encourage them to speak, has brought to light good results.

S12

Q1: What assessment techniques do you usually use to assess your students' speaking skills? Could you mention at least 3.

A: Oral presentations, questions and answers, Small Debates

Q2: In your opinion, how effective have these assessment techniques been in promoting the development of students' speaking skills? Please share any ideas or observations.

A: The purpose of these techniques is that students use the language freely. I mean, they do not have a pattern to follow. Just feel free to express their ideas and as a teacher, I can evaluate if they are speaking correctly. Of course, we can do this in upper levels. In low levels, for instance first semester, the techniques should be different because they are learning. Techniques can be suitable for the different levels, as teachers we have to identify what can be helpful for the students.

Q3: What are the main challenges or obstacles you have encountered in using assessment techniques for oral skills assessment? How have you addressed or overcome them?

A: Most of the times, it is for the poor knowledge of vocabulary and phrases that are helpful for a fluent conversation. This is one of the reasons why students do not want to speak. They feel nervous because they don't know how to say their ideas.

As a teacher, I wait at the end of the class for the feedback. I say the students' mistakes in general, repeating the correct pronunciation or correct use of a word. It is not suggestable to correct a student directly. We can influence negatively in their future learning.

Q4: How well do you perceive the alignment between the current assessment techniques, learning outcomes, and instructional strategies in fostering speaking skills development?

A: I think this is not happening. Perhaps, teachers should be really committed to the learning outcomes in order to work for their effective learning. With this, they sure will use appropriate strategies not only for speaking, for all the other language skills. As teachers, we also have to remind and encourage students they need to practice a lot to achieve the level they need as

English teachers. Commitment will help a lot to have aligned assessment techniques, learning outcomes and instructional strategies.

Q5: Based on your expertise, what improvements or modifications would you suggest for the existing assessment techniques to better support students' speaking skills development?

A: In my opinion, the current assessment techniques applied by most of the teachers are weak. This affects the real level the students. This is one of the reasons why some students cannot reach the B2 level. It teachers were more strict and demanding, students will give more effort for fluency. Apply techniques where students can use the language naturally.

S13

Q1: What assessment techniques do you usually use to assess your students' speaking skills? Could you mention at least 3.

A: when assessing students speaking skills, I mainly use responsive techniques that involve using questions and answers and creating a conversation between students. This activity usually involves two or three students. Interactive and extensive techniques are also important. Interactive techniques such as role-plays, group interaction, group presentation, pair work. Individual presentation, jigsaw activities are also used as extensive techniques for speaking. For this purpose, I always use a rubric as an assessment instrument.

Q2: In your opinion, how effective have these assessment techniques been in promoting the development of students' speaking skills? Please share any ideas or observations.

A: In my experience, extensive techniques such as individual presentation, audio and video recordings are the most effective since students have to prepare and present a topic on their own. This activity requires full understanding of the topic, the content and vocabulary from the student. Another activity is group discussion, this activity requires all students to participate. These are some activities used in class to promote the development of speaking skills.

Q3: What are the main challenges or obstacles you have encountered in using assessment techniques for oral skills assessment? How have you addressed or overcome them?

A: The main challenge is language knowledge to produce extensive activities. Working with role-plays or using drills in a conversation is not a difficult task to develop in class; however, activities like oral presentations, topic discussion, jigsaw, and others require the student to have the knowledge of the topic, including grammar and vocabulary components. Depending on the language level, this can become an obstacle since not all learners manage the language components thus, being unable to participate.

Also, motivation to participate can be another challenge; when asking for volunteers, it´s difficult to get students as volunteers; most of the time, the teacher has to call the names.

Time is another challenge since speaking skills require to attend students individually or in small group, it is difficult to assess everyone in one class. To overcome this, I assign different speaking topics as we advance with the syllabus content; students are able to choose any topic and prepare it for a short presentation. This activity can be done along the first and second term, so everyone can have at least one opportunity for a speaking assessment.

Q4: How well do you perceive the alignment between the current assessment techniques, learning outcomes, and instructional strategies in fostering speaking skills development?

A: Well, it is real that not all students in a class have the same knowledge level, not the same motivation. The assessment techniques that are used for speaking skill force students (in certain way) to prepare themselves for a specific activity; however, total control on the development of this skill is not possible since the syllabus requires attention to other areas.

It is true that through those activities' students are able to improve their speaking skills performance; however, it does not happen to all students. We can see that at the end of the major, students are struggling because they need to take the proficiency exam and a considerable percentage does not meet the requirements for this skill. Learning outcomes are not always met, the circumstances may vary: students' commitment, engagement, materials used in class, class modality and others.

Q5: Based on your expertise, what improvements or modifications would you suggest for the existing assessment techniques to better support students' speaking skills development?

A: Implementing self-assessment can be a good strategy for speaking skills. This technique consists on students recording their speaking activity/task. Listening to their own audio and comparing their production against each criterion in a rubric. Students can write a short line on how they feel about their production, rather it is positive or negative, students are able to reflect on the activity. One of the obstacles, though, might be the time availability. Checking on every single student requires time and that can become challenging.

After all, applying different strategies to promote speaking skills in class is always worth it. It may not happen that everyone improves a 100% but there will be a certain level of improvement.

S14

Q1: What assessment techniques do you usually use to assess your students' speaking skills? Could you mention at least 3.

A: Roleplays, Questions, Debates, Picture description

Q2: In your opinion, how effective have these assessment techniques been in promoting the development of students' speaking skills? Please share any ideas or observations.

A: They are effective in the way the teacher plans and models the activity, students need to have previous knowledge about the target language before doing the activities

Q3: What are the main challenges or obstacles you have encountered in using assessment techniques for oral skills assessment? How have you addressed or overcome them?

A: One challenge is the number or the group of students, sometimes it is difficult to cope with the activities because of time and number of students.

Another challenge is the different levels of English students have. there are students with a low level of English.

Q4: How well do you perceive the alignment between the current assessment techniques, learning outcomes, and instructional strategies in fostering speaking skills development?

A: Assessment techniques play a crucial role in measuring students' speaking skills and providing feedback for improvement.

Q5: Based on your expertise, what improvements or modifications would you suggest for the existing assessment techniques to better support students' speaking skills development?

A: Authentic Speaking Tasks, Individualized Assessments: To focus on individual student's strengths and weaknesses., Rubrics and Criteria, Technology Integration: