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**THE USE OF GOOGLE MEET TO
DEVELOP SPEAKING SKILLS AT
EIGHTH GRADE STUDENTS**



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**THE USE OF GOOGLE MEET TO DEVELOP SPEAKING SKILLS AT EIGHTH
GRADE STUDENTS**

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DEDICATORY

To my family, who have been my constant support throughout my career, providing me with the motivation to persevere and overcome any obstacles, no matter how minor. To my friends, who have encouraged me to keep going even in less favorable circumstances. Most importantly, I dedicate this research project to God.



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ABSTRACT

When the COVID-19 epidemic broke out, hybrid learning was the most widely used educational approach in the globe. It also began to emerge at the same time as other forms of education. The educational system is constantly creating new techniques and advancements in an attempt to deliver effective instruction and raise student standards. Hybrid education is a crucial strategy to guarantee the continuance of academic activities and the learning of the English language. In order to provide effective instruction and boost student achievement even further, Ecuador's educational system also implements innovative methods. But the expectations students face challenging due to the difficulty they have to communicate in English. Consequently, becoming a barrier to face the new task and educational demands. The use of diverse media and technology resources is necessary for the development of communicative skills. Thus, the main goal of the study consists on how the use of Google Meets to enhance speaking skill. The use of Google Meet, and other tools, which are part of its platform, (e.g. forums, announcements, and text publications) will be given priority as to develop and improve reading, writing, and oral expression. A survey will be applied in 30 students of high school who will be part of a sample for a qualitative research study. Inductive and deductive research method will be considered as to provide explanations and descriptions. In Addition, a questionnaire with ten questions will be provide in 4 teachers as to know the relevance and importance of using Google Meets in the development of communication abilities.

Keywords: hybrid learning - innovative methods - speaking skills – Google meet – platform.



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Introduction

English's widespread use as an international language extends its influence across diverse fields, contributing significantly to global communication and collaboration. Its ubiquity in scientific, technological, and trade domains underscores its pivotal role in fostering innovation and progress on a global scale. Moreover, the pervasive belief in the importance of English in the context of globalization catalyzes individuals to prioritize learning and using the language.

Speaking, a vital component of language studies holds significance in the advancement of communication skills. It is defined as the process of constructing and exchanging meaning through verbal or oral expression, as noted by (*Young, 2011, p. 240*). Considered a productive oral skill, speaking involves the generation of coherent verbal expressions to convey meaning, as articulated by Nunan (2003). Anne Burns (2012) emphasizes the complexity of speaking, asserting that it necessitates the simultaneous utilization of cognitive processes, physicality, and social and cultural awareness, with the speaker's knowledge and skills rapidly activated in real time.

During the 1990s, virtual environments became associated with remote learning, internet-based higher education, and vocational training. However, their significance greatly escalated during the COVID-19 pandemic, enhancing their functionality and global accessibility, enabling people to connect, work, and learn from the comfort of their homes. Since then, a number of e-learning platforms have emerged, including Microsoft Team, Edmodo, Google Classroom, Zoom, and Google Meet. These online learning environments are increasingly commonplace and essential resources for education.

Educators are acquainted with various applications, among which is Google Meet. Developed by Google Inc. as part of its Google for Education initiative, Google Meet, along with other programs like Gmail, Google Drive, Google Docs, Google Classroom, and Google



Calendar, serves as a valuable tool. Comparable to other chat platforms such as Skype or Yahoo Messenger, Google Meet enables users to engage in simultaneous conversations with individuals and groups. Beyond casual discussions, Google Meet offers capabilities that prove beneficial for instructors and students participating in online courses. In an online learning setting, teachers can utilize Google Meet to communicate effectively with their students.

Teachers should incorporate technology into their lesson plans and teaching methods. The acquisition of social skills, including the proper utilization of ICT tools and technical capabilities, is a characteristic of 21st-century learning (*González-Pérez & Ramírez-Montoya, 2022, p. 1493*). Consequently, educators should be proficient in using technology to better know their students' learning needs and thereby; building their own creative potential.

Language learning resources can be enhanced by both teachers and students through the integration of technology, supplementing the traditional classroom environment. Assigning homework that requires meaningful and practical use of devices, such as computers or smartphones to do useful and meaningful things. The description provided indicates that the researcher of this proposal is interested in conducting a study about the use of Google meets to develop middle school students speaking skills.

Despite the advantages presented by this new learning model, the absence of sufficient guidance for students who misuse virtual learning tools can stem from various causes and result in diverse effects. In justification of the problem; one such cause is the lack of technological knowledge, as students may encounter difficulties if they don't fully grasp the functions and features of virtual tools, leading to inefficient use and frustration.

Conversely, inadequate training on tool usage by teachers can lead to underutilization of available functions. Many educators have not received proper training in incorporating new educational technologies. The rapid evolution of digital tools can leave teachers feeling outdated and unprepared to harness the opportunities they provide. In certain schools, limited



access to technology or outdated equipment can pose an obstacle, exacerbating the digital divide among educational institutions and amplifying disparities in effective technology use.

Students may not fully leverage the potential of virtual tools if they are unaware of available support resources like tutorials, guides, or help forums. This lack of awareness can lead to difficulties in problem-solving or understanding how the tools function. Insufficient communication about the use of virtual tools can result in misunderstandings, causing students to feel disconnected and disoriented in integrating these tools into their learning experience.

Another challenge is students' difficulty in pronouncing words correctly and lacking vocabulary, making it challenging to comprehend entire explanatory texts. The struggle to understand the material stems from a lack of prior knowledge, presenting yet another significant cause.

It is crucial to recognize the evolving landscape of education and the increasing reliance on virtual platforms, particularly in the context of English language teaching. As educational paradigms shift, understanding the dynamics of virtual environments becomes paramount. The following points are presented within the framework of the problem statement:

- What educational opportunities do virtual environments provide for both English teachers and learners?
- To what extent do students enhance their knowledge through the utilization of Google Meet for the advancement of oral skills?
- How can student learning outcomes be effectively showcased through the implementation of the Google Meet platform?
- What impact do diverse teaching methods have on students' attainment of conceptual knowledge and motivation?
- What virtual digital pedagogical resources are essential for teachers to establish virtual environments from their homes and foster teacher-student interaction via Google Meet?



The proposal is related to the research parameters established by Universidad Bolivariana del Ecuador. The research work titled THE USE OF GOOGLE MEET TO DEVELOP MIDDLE SCHOOL STUDENT SPEAKING SKILLS is aligned with the following research lines:

General research line: INNOVATION AND APPLIED TECHNOLOGIES. In the general research line, It is focused on innovation and applied technologies, exploring new ways to integrate technological tools in academic proposals. This involves the development and implementation of advanced technological solutions to enhance the educational experience. It emphasizes the role of digital tools and platforms in facilitating interactive and immersive learning environments.

Specific research line: IMPLEMENTATION OF TICS TO IMPROVE THE LEARNING PROCESS. The specific research line concentrates on the implementation of Information and Communication Technologies (ICT) to enhance the learning process, aiming to optimize education through the strategic use of these technologies.

The objective of the study is to improve the development of oral proficiency and the acquisition of the English language through hybrid learning. This pedagogical approach, centered on competency and student engagement, combines traditional in-person education with mediated instruction delivered through a computer.

Synchronous models incorporate virtual connections and real-time communication, utilizing various tools such as Teams, Webex, Zoom, Meet, and others. This research project aims to emphasize the advantages of the Google Meet platform and its educational resources in fostering the enhancement of oral skills. Achieving this goal involves the utilization of several applications offered by the platform, including Jamboard, and the collaborative whiteboard feature on Padlet, among others.



The research aim of this proposal is to promote motivation for the development of oral skills in the English language through the application of the Google Meet platform as a teaching resource in the learning process. By leveraging the interactive features and real-time communication capabilities of Google Meet, this study seeks to explore innovative approaches that engage students actively in language acquisition. Additionally, the investigation will delve into the effectiveness of various teaching methodologies employed within the Google Meet platform to understand their impact on students' motivation and oral skill enhancement.

In pursuit of a comprehensive exploration, this study delineates specific research objectives. Firstly; it aims to analyze the theoretical and scientific bases that support the use of the Google Meet platform as a teaching resource for the development of communicative skills in the English language. Subsequently, the research endeavors to design pedagogical resources with activities that foster motivation and autonomous learning of students' oral skills through the Google Meet application. Finally, to assess the impact of the pedagogical innovation proposal implemented to enhance motivation and the development of oral skills in students.

In order to establish a clear and cohesive framework for this study, it is imperative to provide clarity on conceptual and operational categories integral to the subject matter. This elucidation will serve to avoid ambiguity and foster a shared understanding of key terms. The conceptual categories lay the theoretical groundwork, defining the overarching ideas and principles guiding the study. On the other hand, the operational categories delineate the practical aspects, specifying how these concepts will be measured and applied in the research context. By delving into these categories, this study aims to lay a robust foundation for subsequent analyses and discussions.

A. Google Meet: As per information from Wikipedia, Google Meet is a video communication service developed by Google, introduced in 2017 (*Dermawan, Wibawa, R, & Susanti, M. D., 2020, p. 401*).



B. Speaking Skill: Defined as the oral expression of language for communication (Nehe, B. M, 2021, p. 95), encompasses the ability to convey meaning effectively. Speaking skills are crucial for proficient communication.

C. Online Learning Environment includes both formal settings, such as classrooms or online platforms, and informal settings, like homes or community spaces. (Moore, J. L, Dickson-Deane, C., & Galyen, K, 2011, p. 136).

D. Hybrid learning. Carter Jr, R. A, Rice, M, Yang, S, & Jackson, H (2020), define it as alternatively termed blended learning, is an educational strategy that merges conventional in-person teaching with online or digital learning encounters. The term "hybrid" conveys the idea of combining diverse elements into a cohesive approach.

The methodology serves as the overarching plan, employing scientific rigor through techniques and instruments to yield valid responses to the research inquiries. The study's focus relies on the variables identified in the conducted research and the corresponding indicators. Consequently, the objective is to ascertain the significance of employing Google Meet for enhancing the speaking skills of students in middle basic education.

The current research utilizes the inductive approach, facilitating the gathering of primary information and the formulation of specific conclusions to elucidate individual aspects related to the study's subject. Furthermore, the deductive method is implemented, allowing the articulation of the defended idea in the study based on principles or premises conducive to drawing logical inferences. The incorporation of experimental and quantitative research methodologies enables the organization of statistical data, presenting it through tables and graphs depicting frequency distribution for interpretation.

The instruments applied in this research were observation, relied upon by the researcher to obtain the maximum amount of data, and interviews, from which necessary information was provided. The survey facilitated the timely analysis of the research. This instrument does not



include identification data about the surveyed individuals, aimed at assessing students' satisfaction levels regarding the use of virtual platforms like Google Meet to enhance their English language skills.

This study is anticipated to offer benefits to various stakeholders, outlined below:

A. For Researchers: The outcomes of this investigation can serve as a means to advance the knowledge and expertise of researchers.

B. For Students: This research is poised to be advantageous for students, enabling them to acquire additional information and knowledge through language practice using Google Meet in online learning.

C. For Teachers: The findings of this study can prove beneficial for English teachers, enhancing their comprehension of student perceptions regarding the use of Google Meet for developing speaking skills in online learning.

This research project aims to analyze two variables: the causes of learning problems that students encounter when speaking a foreign language and the teaching process conducted by teachers in their classrooms. Additionally, it aims to compare traditional teaching methods with hybrid learning approaches, utilizing the Google Meet platform and other applications available within this platform.

This approach underscores the importance of investigating the didactic possibilities offered by hybrid learning through Google Meet and developing oral English language skills. Through a comparative study, various variables will be specifically analyzed to evaluate the impact of the Google Meet platform on academic performance and student oral skill performance. Key variables to be examined include academic performance measured through standardized tests designed to assess verbal communicative understanding and the application of taught concepts in English language learning.



The structure of the current investigative work comprises four chapters, detailed in the following order: chapter I briefly states the research problem, detailing the conflict situation. It also formulates both general and specific objectives, presents research questions, and elaborates on the justification, pointing out limitations. Chapter II presents the Theoretical Framework, which serves as the figurative support for the investigative work. It includes all contents related to the two variables, encompassing background studies, theoretical bases, and foundations.

Chapter III explains the types of research, the population, and the sample. It presents the operationalization table of the variables, methods, techniques, and instruments, allowing for an explained triangulation in the analysis and interpretation of the data. And chapter IV expresses a proposal that clearly and concisely addresses the needs of the investigated problem. It provides a justification for the obtained diagnosis and offers a practical solution.

This framework promises a thorough investigation into the subject, offering valuable insights and contributing to the broader discourse. The fourth chapters will solve the complexities and illuminate new perspectives, adding depth and significance to the understanding of the subject at hand.



CHAPTER 1: THEORETICAL FRAMEWORK

The Covid-19 pandemic has significantly increased the utilization of digital technologies across various aspects of personal and social life. The practice of physical distancing, commonly referred to as "social distancing," has induced changes in people's behaviors, affecting domains such as education and visits to venues preserving cultural heritage, such as museums and historical sites (*Stockmaier, et al., 2021, p. 642*).

This situation of social distancing has expedited the advancement of digital literacy among the population, leading to a notable integration of digital elements into the daily lives of Ecuadorian citizens. In this evolving landscape, both innovative and pre-existing technological proposals find greater acceptance within the education system. This creates a favorable opportunity to digitize experiences, including the improvement of English language proficiency among eighth-grade students in basic education. Within this framework, education and outreach can play an essential role in underscoring the significance of fresh perspectives in the advancement of English language learning.

1.1. Research Background

While searching for information in repositories and virtual libraries from different universities, it was found that there are theses based on the use of a virtual platform for teaching English. These findings have been very relevant to the research of this project for the benefit of the students. There are several projects and articles related to the two variables previously mentioned, concerning virtual education and the acquisition of the English language, with the aim of contributing fundamental theories and evaluating their feasibility and relevance for theoretical, practical, and legal foundations.

Purwanto and Tannady (2020), in their thesis "The Factors Affecting Intention to Use Google Meet amid Online Meeting Platforms Competition in Indonesia," propose the use of



educational platforms as a fundamental resource to develop one of the four English language skills. This enables students to successfully meet the intellectual demands of their academic life. Regarding student learning outcomes, meaningful learning has been considered. This type of learning is crucial in teaching English because it allows students to develop their language skills in a technical manner, enhancing what they have learned in class.

On the other hand, Estrella (2023), in her article titled "The Effectiveness of Using Digital Platforms to Practice English during the COVID-19 Crisis as Perceived by Ecuadorian Students," highlights the rapid advancements in technology and the shift towards virtual learning in the post-pandemic era. This shift represents a paradigm change from traditional in-person education to hybrid and virtual learning environments. The impact of using educational platforms is noteworthy, emerging as a significant trend in education. These platforms are rapidly gaining traction as practical and essential tools, helping students in remote areas enhance their skills and emphasizing the value of new pedagogical models.

Gupta and Pathania (2021) examine the impact of Google Classroom as a learning and collaboration platform in teacher education. This qualitative study explores educators' perspectives and primarily aims to provide insights into tools for using Google's platform as an educational resource. Google Classroom is applicable to both in-person and distance learning, serving as a significant educational resource that enhances the teaching-learning process and facilitates ongoing student assessment.

The advancement of digital technologies, including audio, video, animations, and their integration into multimedia formats, has fostered the development of new educational modalities. These technologies, when applied in education, not only provide static content but also facilitate interactive learning experiences, enabling genuine interaction between students and various stakeholders during learning sessions. The increasing penetration of the internet in previously disconnected areas has facilitated the emergence of platforms that enhance



collaboration and learning, offering more accessible and effective educational opportunities for everyone.

1.2. Google Tools for Virtual Education

In recent times, technology has become increasingly crucial across various educational stages. However, educators frequently encounter the challenge of choosing the most fitting technological tool from the myriad options available for their classroom approaches (*Xu & Stefaniak, 2023, p. 13*). As widely acknowledged, there exists a diverse array of programs and tools crafted to elevate the learning experience within the classrooms. The critical task lies in pinpointing those that align most optimally with specific needs. Kuna, Hašková, & Borza, (2023) state that programs not only serve to complement traditional classes but also enable the creation of virtual environments where students can sustain their learning remotely or even engage in fully online instruction.

Over the preceding decades, Google has broadened its scope beyond being a mere search engine, introducing additional products and services such as Google Drive for cloud storage, Gmail as an email platform, and mapping utilities like Google Maps, Google Street View, and Google Earth. This expansion also encompasses platforms like YouTube for video content and other web tools like Google Books and Google News. The exploration of this variable centers on showcasing freely accessible tools from any global location, offering diverse possibilities for online teaching, particularly in instructing English as a foreign language for eighth-grade students. In the subsequent discussion, fundamental Google tools that educators should be familiar with and incorporate into their instructional sessions will be explored.

1.2.1. Gmail

Beyond its traditional role as an email platform, Gmail becomes crucial for accessing all other applications. It transforms into the primary and indispensable tool for assigning tasks and



employing educational applications throughout the learning process (*Suanse & Yuenyong, 2021, p. 11*).

1.2.2. Google Drive:

Used for generating, storing, and distributing various documents, this tool acts as a cloud storage space facilitating document or folder sharing with students (*Abubakar, 2019, p. 28*). Accessed directly from Gmail, it not only supports the sharing of Google presentations and documents but also enables the dissemination of diverse information, ranging from books and documents to audio and video recordings for language skill enhancement.

1.2.3. Google Docs

Accessible online across all devices, this tool provides functionalities similar to Word and is available for free usage (*Firth & Mesureur, 2010, p. 21*). Similar to the previously mentioned tools, it allows seamless online collaboration among different users. It emerges as one of the most essential tools for student engagement, allowing continuous monitoring of their progress without necessitating document submissions.

1.2.4. Google Slides

Analogous to the preceding tool, Google presents its application for crafting and viewing presentations in a "PowerPoint" format. Sholikhah & Alyani, (2022) state Google Slide streamlines the sharing of work with various users and facilitates online collaboration, serving as an optimal space for students to express their creativity and honing synthesis skills. Featuring diverse templates and the capability to insert images, videos, and other interactive elements, it provides a comprehensive platform for educational exploration.



1.2.5. YouTube

As one of the most widely used video platforms today, YouTube, a part of the Google Company, requires a Gmail account for uploading, subscribing to channels, and sharing videos (*Maziriri, Gapa, & Chuchu, 2020, p. 123*). This application can be utilized to share video stories, songs, or instructional content by sending them through Gmail or embedding them in the aforementioned applications.

1.2.6. Jamboard

Similar to the previously mentioned tools. It is designed for real-time teamwork. It offers a blank whiteboard where users can write manually or through text boxes, easily incorporate images and backgrounds, and add labels or sticky notes. According to Stafford (2022), it is intended for collaborative work among students, encouraging the creation of conceptual maps, outlines, and joint assignments (*Stafford, 2022, pág. 182*). It is also an excellent tool for conducting online games using the whiteboard as a playing field, allowing students to move various elements and interact with peers or the teacher.

1.2.7. Google Classroom

Out of the array of Google tools suitable for online English as a Foreign Language (EFL) classes, Google Classroom emerges as a specialized online education tool. It is a free educational web service designed for teachers, streamlines the creation of lessons, task assignments, announcements, quizzes, and most importantly, direct communication with students (*Elder, 2020, p. 16*). This tool enables students to respond and access information globally from any internet-enabled device. Despite potential challenges in terms of user-friendliness, Google Classroom proves highly advantageous for educators and significantly improves students' access to assignments and learning materials.



1.3. Insight into Google Meet

Chakravorti, Chaturvedi, Filipovic, & Brewe (2020) declare the global acceleration of digital transformation owes much to the COVID-19 pandemic. As students are compelled to stay home, their educational landscape has transformed, leveraging video communication platforms like Google Meet. Previously identified as Google Hangouts Meet, Google Meet serves as Google's video conferencing solution for enterprises (*Chakravorti, Chaturvedi, Filipovic, & Brewe, 2020, p. 39*). It is an integral component of G Suite and is freely available to Google users.

Setting itself apart from Hangouts, Meet boasts additional features, including real-time subtitles, and has the capability to accommodate up to 250 participants and 100,000 live-streaming viewers. In contrast, Hangouts is restricted to video calls with a maximum of 25 participants (*Macarthy, 2021, p. 79*). Users can initiate a meeting by accessing [met.google.com](https://meet.google.com) or can schedule one in advance using Google Chat or Google Calendar.

In this context, Google Meet emerges as a versatile platform, accessible through both a website and mobile applications compatible with IOS and Android devices, offering an alternative to Google Hangouts video chat. Initially, Google Hangouts served as an all-encompassing communication tool handling text and video features. Notably, the real-time live video service, Google Hangouts Live, has recently been integrated into the system.

Google Meet is specifically tailored to facilitate virtual meetings, accommodating a large number of participants capable of communicating and sharing videos over the Internet. Exclusively designed for educators and students, Google Meet provides an effective platform for remote learning. According to Putra (2021), organizers of Google Meet sessions possess the ability to share on-screen content with all participants, while attendees have the option to mute or disable their audio and video feeds at any point during the meeting (*Putra, 2021, p. 129*). This adaptability allows users to tailor their participation based on individual preferences.



1.4. Google Tools for Teaching in the 21st Century

In the current education of the 21st century, the crucial role of Information and Communication Technologies (ICT) is highlighted as fundamental tools for the creation and transmission of knowledge. According to Lubin (2016), ICT is integrated into various programs and curricula of educational institutions at all levels, both nationally and internationally, aiming to enhance the quality of the teaching-learning process.

When incorporating ICT into a curriculum, it is essential to consider various factors and the viewpoints of experts in the field. Murithi & Yoo (2021), highlights factors such as content organization, structure of educational activities, communication methods, and content integration, along with evaluation approaches as crucial elements in this integration (*Murithi & Yoo, 2021, p. 182*). Additionally, factors like instructional design and psychological theories play significant roles in the incorporation of ICT into the educational process (*Fernández-Batanero, Montenegro-Rueda, Fernández-Cerero, & García-Martínez, 2022, p. 523*).

The factors presented by Fernández-Batanero, Montenegro-Rueda, Fernández-Cerero, & García-Martínez (2022) consider thematic content as well as various activities and assessment methods. These factors should be taken into account within instructional design to achieve a relevant and functional integration of ICT in the curriculum. However, this proposal does not specify which technological tools could contribute more efficiently to enhancing the educational process.

De Vera, Andrada, Bello, & De Vera (2021), emphasize the necessity of having suitable technology and proper connectivity for successful learning in the present era, as digital content (software) is becoming increasingly essential for the execution of each teacher's instructional sessions (p.347). The software is a pivotal element in realizing the objectives of contemporary educational activities, and content design should be appropriately tailored to align with the goals of educational programs. However, the authors do not propose specific software solutions that can contribute to the enhancement of class development.



Garzón Artacho, Martínez, Ortega Martin, Marin Marin, & Gomez Garcia (2020), presents a series of challenges for education regarding the use of ICT, focusing on aspects such as teacher training for the integration of digital media in teaching and learning processes, the need for digital literacy to become an essential skill for the teaching profession, student training in the use of new media and audiovisual languages, the use of technology for proper information processing and knowledge construction, and the adaptation of teaching practices to the needs of the digital and knowledge society.

García González, et al. (2010) proposes these challenges with a focus primarily on teacher training in the field of ICT, aiming to achieve an efficient educational process, although it does not specify recommended technological tools to adapt the educational process to the current era.

Taking into account Mohammed & Kinyó (2020) on the integration of ICT in education, fundamental elements are identified, acting as pillars. These include recognizing the availability and accessibility of information and knowledge through the Internet, the ability to modify, enhance, and update learning environments through ICT, and the development of ICT competencies so that educators can effectively respond to new knowledge demands in various fields of human activity.

The different theoretical perspectives presented as factors, challenges, or pillars emphasize the importance of incorporating ICT in current education to achieve the goals established in various educational programs. However, there is a noticeable lack of information about the specific types of technologies needed, especially software, to facilitate more effective professional development for teachers during classes and achieve a higher quality transmission of disciplinary knowledge. The central question is to identify the main free tools that Google offers for class development and the transmission of disciplinary content.

Google's perspective on education suggests that it can take place in any environment, constituting a process for the transmission and acquisition of knowledge. In this regard, Google



has developed a range of products or tools to support the educational process, always ensuring their adaptability to the contextual needs and educational level of each user (*Carter Jr, R. A, Rice, M, Yang, S, & Jackson, H, 2020, p. 325*).

1.5. Google Meet for Immersive Virtual Learning Environment

Current language teaching methodologies are increasingly centered on the student, where the role of the teacher is conceived as a companion or guide in the learning process. This educational approach not only fosters the development of competencies and skills but also takes into account the individual capacities and needs of students, recognizing the diversity present in classrooms (*Gràcia, M, Vega, F, Jarque, S, Adam, A. L, & Jarque, M. J, 2021, p. 16*).

In this framework, the teacher's role transforms into that of a "coach," guiding students in their own learning process. The idea is for students to perceive the teacher as a facilitator of learning who promotes self-awareness as a driving force for personal change and transformation. The goal is for them to adopt new modes of thinking that enable them to generate innovative behaviors, resulting in improvements in their quality of life and achievement of objectives.

This approach aligns with Pablo Freire's notion of the necessity to change oneself to achieve significant changes, a central concept in his vision of "banking education" in the Pedagogy of the Oppressed (*Freire, 2021, p. 173*). Freire emphasizes the importance of self-awareness in education, highlighting the duality of the human being as a project in itself and as a bearer of projects outward. In the digital era, learning is characterized by the student's need to connect not only physically or theoretically with their environment but also virtually. This has led to the evolution of education into a modality known as "e-learning," involving distance education through electronic channels and the internet (*Ayu, 2020, p. 41*)



In this context, theoretical approaches are crucial, and connectivism emerges as the latest trend capable of providing a suitable understanding of these types of learning centered on specialized connections. Unlike previous theoretical paradigms such as behaviorism, cognitivism, and constructivism, which have limitations in demonstrating the influence of the interconnected digital world on teach students (*Krath, J, Schürmann, L, & Von Korflesch, H. F, 2021, p. 1524*)

It is observed that educational institutions using Google Meet have the advantage of recording and storing classes, enabling them to schedule meetings at any time and place, providing us with a deeper understanding of the relationship between this platform and members of the educational community. It is essential to highlight that Google Meet offers various tools during video calls to facilitate virtual interaction among teachers.

Furthermore, it is crucial to note that this tool reinforces classes similarly to in-person teaching, offering the opportunity to explore new areas of study through direct interaction with students. It is also important to emphasize that access to these applications does not require downloading additional programs and can be done from a laptop, tablet, or smartphone, allowing connection from anywhere in the world. With this definition and understanding, the study has been conducted.

According to National Academies of Sciences, Engineering, and Medicine (2020), schools, encompassing early childhood, primary, and secondary education in our country, were willing to shut down to mitigate the impact of the Covid-19 pandemic, which commenced on March 16, 2020. The publication underscores the importance of educational systems continuing to uphold the right to education.

The Ecuadorian education system implements various regulations in the educational domain to ensure the resumption of classes across all school levels. This marks the initiation of the quest for virtual platforms to facilitate the adaptation and adjustment of class activities in a virtual setting. Bonfield, (2020) states that these platforms have been continuously evolving,





with a significant focus on innovation in 2020, incorporating a plethora of technological tools. In Latin America, these challenges are exacerbated by numerous socio-economic inequalities, particularly evident in the persistent digital disparities among both students and teachers (Helsper, 2021, p. 16)

Engaging in online education offers young individuals the chance to continue their studies, simultaneously enhancing their foundational computer skills through diverse analytical subjects. Consequently, students develop independence and self-discipline, enabling them to shoulder responsibilities responsibly even without the physical presence of a teacher.

Making video calls or video conferences through Google is done via Meet. To use this tool, a meeting must be scheduled, and the link shared. The advantage is that participants don't need specific accounts or plugins, making virtual meetings straightforward. Participants can join meetings either from Google Calendar or through an email invitation (Tai & Chen, 2023, p. 1495)

Google Meet enables teachers and students in educational institutions to conduct video conferences for synchronous remote classes. However, it's important to note that the free version of Google Meet doesn't include the feature to record video conferences; this functionality is available only in the G Suite version. Some features that contribute to the better development of classes from an inclusive perspective include screen sharing, real-time captioning, and expanded view (Al-Marroof, Salloum, Hassanien, & Shaalan, 2023, p. 1298).

To use Google Meet within virtual environments allows for the establishment of effective and dynamic collaborative learning, creating connections that facilitate the use of these tools and positively influencing students. This impact is attributed to its versatility, user-friendly interface, and free accessibility. In this scenario, it is evident that educators are adapting to a virtual reality, while students continue to engage with a virtual and augmented reality.



1.6. Importance of speaking

In the progression of oral language development, oral expression plays an important role by encompassing techniques that set guidelines for effective communication. Despite being a skill used on a daily basis, it is frequently not given the requisite importance. When oral language is employed incorrectly, misunderstandings can arise. It is crucial to be aware that oral language is always subject to improvement through systematic, targeted, and thoughtful practice (Goldenberg, 2020, p. 134).

Every day, students encounter a prevalent challenge: the creation of oral language structures when communicating. This task is particularly formidable as students find it hard to formulate sentences without possessing genuine knowledge or an appropriate vocabulary. It should be emphasized that within the educational sphere, students may confront diverse obstacles that restrict their ability to express themselves verbally in a foreign language. These obstacles encompass difficulties in pronunciation, the anxiety associated with making mistakes in public, and, most commonly, the reluctance to participate due to a lack of familiarity.

To mitigate these challenges, it is essential to devise strategies that make learning more interactive and contribute to the development of communicative competence. This, in turn, will facilitate the successful progression of oral skills, enabling individuals to express ideas effectively in real and everyday situations (Pardede, 2020, p. 73). Educators must prioritize the development of oral expression in students. This not only allows them to convey messages fluently but also to seek and provide information, express opinions, engage in discussions, offer comments, and converse. According to Khamidovna (2020), through oral communication, both the material and spiritual needs of individuals are met. This approach not only enhances communication skills but also equips individuals to seamlessly integrate into competitive and professional environments.

The learning of foreign languages, in this case a foreign language, involves various variables interconnected through processes related to communicative skills: listening, reading,



writing, and speaking. The development of each of these skills is crucial for students initiating or strengthening their proficiency in a foreign language. Spoken language production stands out as one of the most challenging skills, incorporating the use of gestures, fluency, immediacy, and negotiating meaning with the interlocutor. This allows the development of communicative skills in behavior, enabling authentic and decisive speech (*Dryden, 2022, p. 225*).

The language production process is linked to standards based on speech processing and foreign language learning strategies. This demonstrates that speakers have language proficiency and have shown cognitive abilities, including pronunciation, meaning, structure, etc., to fully use English in terms of concepts and vocabulary. Therefore, this process should be dynamically and continuously guided, enabling both the sender and receiver to interchange roles and convey messages in a concise, clear, relevant, and appropriate manner. These features are crucial for developing receptive and productive skills, such as listening and speaking

1.7. Aspects of Speaking Skill

According to (*Fu, J. S, Yang, S. H, & Yeh, H. C, 2022*), Language learners reorganize certain meaningful components during the speech learning process, which include:

1.7.1. Pronunciation

The pronunciation in the English language holds extraordinary importance as it is closely tied to the meaning of words, which, in turn, carry the information conveyed in oral discourse. It plays a crucial role in listening comprehension, oral expression, and verbal interaction. Hence, there exists a significant relationship between pronunciation and communication in English language teaching.

The effectiveness of English language communication is often compromised, as certain sounds transferred from the native language can impact the quality of the message. This becomes a linguistic barrier in the teaching of the language. Communication is a process involving the transmission and reception of ideas, information, and messages, encompassing



knowledge, skills, and attitudes such as speaking, reading, arguing, and writing, listening, interacting, and socializing with others. In the learning of a foreign language, pronunciation plays a crucial role as a significant linguistic factor influencing communication.

According to Darcy, I, Rocca, B, & Hancock, Z (2021), the teaching of English pronunciation should not be seen as an extra component but should be integrated into instruction, just like grammar, vocabulary, and other language aspects. Muñoz, C & Cadierno, T (2021), reinforces this viewpoint by emphasizing that pronunciation is a content area that should not be neglected in favor of other class topics. Attaining proper pronunciation in English poses one of the most significant challenges for students, who need to invest more time in practice to refine this skill. This competence is presented as a fundamental requirement for effective communication with others.

Despite the current challenges faced by students, there are numerous strategies to enhance English pronunciation. Especially with the support of technology and virtual resources, students can utilize tools such as videos and online classes with native English speakers, eliminating the need to travel from one place to another. It is essential to emphasize the crucial role motivation plays in this process. Educators should observe how different English pronunciation techniques impact students, motivating them to improve their phonetic skills (Apriana, Kristiawan, & Wardiah, 2019, p. 235).

1.7.2. Grammar

Grammar serves a primary purpose in facilitating communication. When delving into the study of a language, it's essential to acquire knowledge of its rules, covering aspects such as writing, word construction, pronunciation of letters, sentence formation, among others. Grammar, as a branch of linguistics, assumes three fundamental functions: morphology, which explains the construction of words by breaking them down and examining them individually; syntax, determining how sentences should be organized to convey meaning, enabling them to



join others in a longer text to express the idea accurately; and phonetics, examining the sounds of letters and their combinations when speaking the English language.

1.7.3. Vocabulary

It could be misunderstood the nature of vocabulary learning by simplifying it to mere word memorization. This process extends beyond assimilating isolated terms and involves comprehending lexical chunks, which are phrases composed of two or more words, such as "Good morning" and "Nice to meet you" (Sexton, 2023, p. 125) Although these expressions consist of multiple words, they represent individual lexical units. In this sense, vocabulary encompasses not only isolated elements but also combinations of words that encapsulate meanings, analogous to individual words.

The development of vocabulary plays a crucial role in learning a second language. It is essential for students to cultivate the habit of expanding their lexicon, ensuring they learn it in relevant contexts to retain words and use them more frequently.

Ajisoko (2020), states that vocabulary forms a fundamental component in instructing a foreign language. Therefore, the acquisition of vocabulary plays a pivotal role in mastering a language. A learner who gains a limited vocabulary in their English language studies will struggle to enhance their communicative abilities (Chen, J. C & Kent, S, 2020, p. 454). Many students encounter challenges when reading English literature due to a lack of reading habits, resulting in insufficient vocabulary knowledge. Consequently, proficiency in vocabulary is instrumental in attaining successful communication. Indeed, lexical knowledge is vital for communicative competence and the learning of a second language.

1.7.4. Fluency

Developing fluency is one of the communication skills that students at different educational levels find challenging. According to Wang, Z & Han, F (2021), It is acknowledged that the learner will acquire language skills in proportion to the amount of high-



quality stimulation received, as long as their sensory pathways are not overloaded with an excess of stimulation.

The lack of fluency can largely be attributed to a limited vocabulary, as learners often aren't provided with a wide variety of experiences in the language that they can relate to. This includes dialogues and other materials related to real-life situations, communicative expressions, language forms, and in spoken language, hesitations, exclamations, and authentic or inarticulate sounds typical of normal communication.

Classroom activities develop language skills that enable students to interact on their own; fluency is a crucial component in language learning, and its absence can lead to inhibition, minimal or no participation, reliance on the native language, and so forth (*Saito, Suzukida, Y, Tran, M, & Tierney, A, 2021, p. 714*). Fluency in speaking is also a crucial aspect of communication competence. This is because the ability to speak fluently enables the speaker to deliver continuous speech without causing comprehension difficulties for the listener, thus enhancing the effective conveyance of communicative ideas.

1.8. Google Meet as a Learning Strategy for speaking skill development

Within the realm of language, there is the ability to communicate in the four skills: reading, writing, speaking, and listening. This necessity has led to the development of various methodologies for achieving effective language education (*Nehe, B. M, 2021, p. 612*). However, these methods do not adequately address one of the most crucial skills for students, namely oral proficiency, as it requires more effort and time to develop.

Therefore, Hasanah, Fatekurrahman, M, Kusuma, M. A, & Hadiyanti, N (2021) state that students are constantly in need of reinforcement as a complement to their formal studies, given that oral proficiency is a skill that aids immediate communication. In the following analysis, the importance of studying it, teaching methodologies, the four skills, and the implications of oral proficiency in English language learning will be explored. (*Dermawan,*



Wibawa, R, & Susanti, M. D., 2020, p. 361). Technological advancements have brought about significant changes in education today. There is a notable emphasis on remote education, with a greater focus on virtual classrooms, e-learning, and blended learning (b-learning) as spaces where students and teachers can interact much like in traditional face-to-face classes.

1.9. Videoconferencing as an Innovative Learning Strategy for speaking Skill development

Themelis, C & Sime, J. A (2020) point out videoconferencing is a communication system that allows us to create interactive virtual spaces, where it is possible to establish communication with one or more people who are often located in geographically distant areas (p.682). One of its many advantages and applications is that it can be utilized as a didactic resource in the teaching-learning process. It is also used as a supporting tool that enhances the potential for didactic communication between the teacher and students, and among students in collaborative work activities, tutorials, forums, among others (Camilleri & Camilleri, A. C, 2022, p. 8).

The use of videoconferencing as an innovative strategy paves the way for the development of oral proficiency. Sweetman (2021), states this allows students and teachers to interact through telematics and mechanisms such as forums, chats, internal messaging, email, audio conferencing, where motivation, involvement, and student performance in proposed tasks or activities are increased.

Technological resources are readily available, the adaptability of teachers is a reality, and students are open to acquiring new digital skills. According to Huda, M & Hashim, A (2022), technological tools empower both educators and students to acquire, record, store, produce, and communicate content in various formats. The means utilized include the Internet, desktop and laptop computers, tablets, and smartphones, enabling quick, flexible, and free interaction among connected individuals through platforms like Google Meet and Google Classroom, fostering collaborative and meaningful learning.



Videoconferencing, in its general context, is considered comprehensive as it allows for the simultaneous transmission of images, sound, and data. Its interactivity is reflected in its capacity to facilitate bidirectional or multidirectional communication at all times. Additionally, it is synchronous, enabling real-time transmissions from one point to another or among multiple points simultaneously (*Bin Dahmash, 2021, p. 94*).

It promotes the integration of students across different locations who are studying the same subject, fostering a sense of belonging, especially for those in remote areas. This leads to a more effective utilization of courses with broader student participation, enriching the educational experience. Furthermore, there is a reduction in expenses related to hiring professors, as the same specialist can cater to a larger number of students.

1.10. Strategies for Developing Speaking Skills in the Virtual English Classroom

Certain exercises, including pronunciation drills, reading aloud, narration, and descriptions, play a crucial role as valuable exercises for enhancing speaking abilities.

1.10.1. Simulations and Role-Playing

Design activities that engage students in simulated situations or role-playing scenarios. This allows them to apply English in practical and contextual settings. Role-playing is an educational technique that involves the interaction of two or more individuals assuming specific roles and functions to recreate everyday situations. This practice encourages active participation from both those portraying the roles and those observing, contributing to collaborative problem-solving in the simulated scenario (*Berdiyeva, 2023, p. 77*). This recreational activity addresses common situations that help children develop essential life skills such as assertiveness, decision-making, and empathy, among others (*Munna, A. S & Kalam, M. A, 021, p. 3*).



1.10.2. Discussion Forums

Use online forums to discuss specific topics. This allows students to express themselves in writing and later have the opportunity to discuss these topics orally in virtual sessions. As an additional learning resource, the discussion forum facilitates interaction between students and instructors. Its primary purpose is to address any doubts about the course content or resolve language learning difficulties that may arise, ultimately strengthening the students' oral skills (Rochera, M. J, Engel, A., & Coll, C, 2021, p. 165). Participation and discussions in this forum often become intriguing due to the adaptive nature of the course, as more advanced students can provide support to those who haven't reached that level yet.

1.10.3. Virtual Debates

Organize debates on relevant topics. This not only improves speaking skills but also enhances argumentation skills and the use of specific vocabulary. According to Malikovna, Mirsharapovna, S. Z, Shadjalilovna, S. M, & Kakhramonovich, A. A (2022), a debate simulates a competition in which each side aims to win by presenting stronger arguments or making opposing arguments appear less reasonable or weaker. As Nayla, (2021), debating involves presenting two opposing perspectives on a given topic.

Essentially, the use of debate as a pedagogical tool significantly enriches the language learning process by creating conditions for students to express themselves, develop higher-order thinking skills, and reduce reliance on rote memorization. Goldenberg (2020), assert that debate positively impacts motivation and engagement, enhances knowledge in specific areas, aids in applying knowledge in real-world situations, and strengthens teamwork, interaction, writing, and research skills.

1.10.4. Multimedia Resources and Video Presentations:

Incorporate videos, podcasts, or recordings of native speakers so that students can listen and model pronunciation and intonation. Ask students to record presentations on assigned



topics. According to Yumnam (2021), this provides them with an opportunity to practice and review their own pronunciation and fluency. Appropriate educational videos capture the attention of students, exposing them to an interesting and engaging environment, as well as the content.

Narrated through the succession of moving images, sounds, and interaction, they engage students in the process of learning a second language and develop oral skills. In this representation system, visualization enables the creation of correlations between ideas and concepts (*Waluyo, B & Apridayani, A, 2021, p. 725*). Through the eye, students who are visual learners can perceive sizes, shapes, colors, and distances; they prefer visual stimulation through the use of videos, movies, and photographs, distinguishing and understanding the world as they perceive it.

1.10.5. Collaborative Activities:

Collaborative learning is based on implementing activities where students work together and interact to achieve a common goal. Its advantages are manifold: it empowers students as protagonists of their own learning, develops their competencies and skills, strengthens interpersonal relationships, and enables them to acquire meaningful learning (*Strauß, S & Rummel, N, 2020, p. 254*). Designing projects or tasks that require students to collaborate in creating and presenting content in English fosters interaction and the development of oral skills.

In an educational context, collaborative work constitutes an interactive learning model that encourages students to build together, requiring the combination of efforts, talents, and competencies through a series of transactions that enable them to achieve mutually established goals. More than just a technique, collaborative work is considered a philosophy of interaction and a personal approach to work, involving aspects such as respecting the individual contributions of group members.



1.11 Constructive Feedback

In the process of providing feedback, teachers carry out corrections highlighting the errors of students who are in the process of learning a second language. R, Khan, N, & Joseph, V (2021), define corrective feedback as fundamental teaching strategy for second language acquisition. This type of feedback is focused on the oral performance demonstrated by English as a foreign language (EFL) students (*Ali, M & Alfourganee, A, 2021, p. 15*).

Changes in the process of acquiring the English language are more noticeable when oral feedback is provided, which is more accessible to record by observers. Based on these observations, immediate inferences or suggestions can be made to students about their performance so that they recognize their errors and are able to use those recommendations for the improvement of the foreign language.

In conclusion, there are various other strategies that contribute to improving students' speaking skills. However, this project focuses on the most relevant ones, which will be highlighted in the development of the methodological framework and proposals of this thesis.

Group formation in collaborative work entails a heterogeneous mix of skills and characteristics among its members; each member carries their share of responsibility in executing group actions. Responsibility is shared among all members, aiming to achieve goals through both individual and collective task completion. Collaborative work demands participants to possess communicative skills, foster symmetric and reciprocal relationships, and harbor a willingness to share in task resolution.



CHAPTER 2: METHODOLOGY FOR THE INVESTIGATION AND DIAGNOSIS

2.1. Research Approach

In today's digital age, the teaching and learning of a second language have undergone a remarkable transformation, particularly with the increasing integration of communication technologies in the classroom. One of these tools is Google Meet, a video conferencing platform that has gained popularity in educational contexts due to its accessibility and ease of use. This research takes on a mixed-method approach, combining both qualitative and quantitative methods. It focuses on gathering data about the observed problem through a variety of instruments, aiming to evaluate the feasibility of the thesis proposal regarding the use of Google Meet for enhancing oral proficiency.

By blending qualitative and quantitative methods, a fuller and clearer comprehension of the investigated issue is attained, resulting in more precise data by mitigating errors inherent in each method (*Halcomb & Hickman, 2015, p. 120*). Notable aspects of this research include its capacity to observe and assess the studied phenomenon, establish assumptions grounded in observations, verify proposed ideas, and conduct fresh observations and evaluations for adjustments, alongside endorsing the formulated hypotheses.

The methodological approach is qualitative, as it involves the use of instruments to quantify certain data during the research process. The main objective is to analyze teachers' perceptions regarding the importance and usage of the aforementioned virtual platforms. This qualitative approach aims to delve deeper into the data, considering its diversity and richness, in order to contextualize and interpret the details of the study object. According to the same author, this approach also "provides a fresh, natural, and holistic perspective of phenomena, as well as flexibility" (*Hernández-Sampieri & Mendoza, Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta, 2020, p. 432*).



2.2. Scope of the Research

The present research proposal was carried out at Unidad Educativa Fiscal José Herboso, located in the city of Guayaquil, Province of Guayas in the Coastal region. It is a publically funded educational institution offering regular education. The mode of instruction is in-person, covering both morning and afternoon sessions, and it provides Initial and Basic General Education (EGB) levels. This prestigious school is situated in the city of Guayaquil, Guayas province, located in Pradera 1 neighborhood, block E-9, zone 8, district 1, AMIE code 09H00236. It is one of the oldest schools where most children from this community are educated. Its main motto is constructive, meaningful, humanistic, participative, and comprehensive learning for the benefit of the city's children and youth.

The scope of the research was limited to eighth-grade students in class A, from the morning session. Each student was asked to complete a survey to gather information related to the teaching-learning process, the strategies of the teachers, and the students' perspectives on the importance of learning English through virtual environments such as Google Meet.

2.3. Type of the Research

According to Peedikayil, Vijayan, & Kaliappan (2023), descriptive research is a method that aims to gather quantifiable information for use in the statistical analysis of a population sample. It is a popular tool in market research that facilitates the collection and description of the characteristics of the demographic segment (p. 245).

The study of this research is descriptive in nature; it seeks to detail the characteristics and properties of the problem presented, specifically related to virtual learning environments in the development of English language acquisition among eighth-grade students at Unidad Educativa fiscal José Herboso. The aim was to identify aspects related to academic performance and the pedagogical strategies that teachers apply in their classes through Google Meet. In this way, the various facets of the phenomenon under analysis were intended to be clarified.



2.4. Research Procedure

The author has structured the research procedure to maintain a systematic sequence throughout the study:

Table 1. Research Plan

Nº	PROCEDURE	DATE		
		April	May	June
1	Send a letter to request permission form the principal at Unidad Educativa José Heriboso and obtain approval for the research	21,04,24		
2	Class observation in eighth grade students	26,04,24		
3	Interview with English teachers		05,05,24	
4	Explain to parents about the research and obtain a consent form signed by parents to apply the survey		15,05,24	
5	Survey to students in eighth grade students		22,05,24	
6	Ata analysis		24,05,24	
7	Design of the proposal			25,05,24
8	Implementation of the proposal			06,06,24
9	Conclusions and recommendations			16,06,24

Source: Yungaicela, D (2024)



In order to gather the necessary information for designing an intervention proposal, it was essential to obtain approval from the authorities through a permission request letter (Annex A). Upon receiving the favorable acceptance letter (Annex B), the respective dialogue with the English department teachers was initiated to plan a schedule of field study activities with the students.

The students were informed about the presentation of the intervention project and its evaluation through direct observation to be conducted in the classroom. The purpose of this research was explained, aiming to ensure that the use of Google Meet as a virtual tool for developing oral skills in this course would not adversely affect any student's academic results. And finally, an approach was made to the parents, presenting these tools for English language learning and requesting their voluntary participation to assess their satisfaction through the survey.

2.5. Operationalization Matrix of Variables

Through the operationalization of relevant variables, this matrix seeks to identify and analyze the different aspects that influence the effectiveness of using Google Meet as a tool for English speaking development. By examining both conceptual and operational variables, a better understanding of how students can benefit from this technology and what strategies can be implemented to optimize its use in the virtual classroom will be achieved.

Below is the matrix of operationalization of variables, which details the key indicators that will be analyzed in this study. Through this analysis, it is hoped that valuable insights will be provided to inform and enrich educational practices related to language learning in virtual environments.



Table 2. Conceptualization and operation of the variables

Variables	Conceptual Definition	Dimension	Indicators	Instruments
Google meet	Google Meet is a video communication service developed by Google, introduced in 2017 (Dermawan, Wibawa, R, & Susanti, M. D., 2020, p. 401)	Tools for Virtual Education	• Learner's active participation • Engaging students to learn through the Google Meet • Teachers methodology • Parents participation	Observation checklist Interview Survey
Speaking skill development	Oral expression of language for communication (Nehe, B. M, 2021, p. 95), encompasses the ability to convey meaning effectively. Speaking skills are crucial for proficient communication.	Aspects Learning Strategy	• Pronunciation • Grammar • Vocabulary • Videoconferencing • Classroom • Simulations and Role-Playing • Discussion • Forums	Assessment Rubik/ pretest

Resource: Research data

Elaborated by: Yungaicela, D (2024)





2.6. Methods Used and their Purposes in the Research Context

Following coherence with the previously mentioned research techniques, a questionnaire was employed as a tool to gather data related to the issue under analysis. This questionnaire is structured as a form containing a series of questions designed to describe relevant aspects that will contribute to the interpretation and presentation of results linked to the central theme of the study.

Questionnaire: For the data collection phase, 2 questionnaires were defined, which are listed below: Teacher survey questionnaire, and Educational authority interview questionnaire.

Survey. The questions comprising the survey questionnaires predominantly adjusted their response options according to the Likert Scale, which represents "a set of items presented in the form of statements to measure the subject's reaction in different categories" (*Hernández-Sampieri & Mendoza, Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta, 2020, p. 238*). Thus, the scale was defined as follows from highest to lowest: 5. strongly agree, 4. Agree, 3. Neutral, 2. Disagree, and 1. strongly disagree.

The interview: This instrument consists of a questionnaire with 5 open-ended questions, allowing the interviewee greater freedom to respond naturally and it allows for obtaining deeper details in the respondents' answers.

An Observation checklist serves as a tool to identify and record learning related to attitudes, skills, and abilities, particularly in the context of language learning through virtual environments such as Google Meet. It comprises a list of achievement indicators that confirm their presence or absence based on the student's performance at a given moment. This tool is perceived as a means of verification, acting as a reviewing mechanism throughout the teaching process to assess whether predefined indicators are successfully achieved or not, while also leveraging the various tools available in platforms like Google Meet to enhance English language learning.



To address the second research question: What virtual digital pedagogical resources are essential for teachers to establish virtual environments from their homes and foster teacher-student interaction via Google Meet? Prior to introducing the innovation on the initial day of class, a preliminary assessment was administered. This assessment was an adapted segment focusing on communicative skill development through engaging activities conducted using Google tools. It comprised three segments: firstly, students collaborated on group tasks to present a scenario and address narrative challenges; secondly, they structured the narrative coherently using Google Slides; and finally, each student virtually presented their work to other class groups.

2.7. Documentary Analysis

This data collection involves conducting surveys with teachers and parents, interviewing the school principal, and assessing the pedagogical processes in virtual classrooms dedicated to English language learning using checklists as an instrument to gauge learning outcomes following the implementation of Google Meet as an oral proficiency enhancement strategy for students. The study takes a quantitative approach, employing tools that aid in gathering data to be analyzed through the presentation of findings using statistical tables, thereby facilitating the drawing of conclusions.

The field research, along with the analysis and interpretation of findings, aids in fulfilling the goal of understanding the impact of the family environment on the academic achievement of students. This entire process is conducted with the school itself as the defined unit of analysis. This study focuses on exploring the impact of using Google Meet on the development of English speaking skill is a fundamental part of language learning, and video conferencing platforms offer a unique opportunity to practice and improve these skills interactively and collaboratively, despite geographical and time limitations.



2.8. Population, Sample and Sampling

The data was collected from Unidad Educativa Fiscal José Herboso, located in Guayaquil City; with a group of 29 students from eighth grade; 15 girls and 14 boys whose ages range from 13 to 14 years old. These students have an A1 language proficiency level. The school offers four hours of English classes per week, indicating that the level of exposure to the language is significant, although their mastery of the language is considered basic at this level.

According to Hernández-Sampieri & Mendoza (2020), a sample is a fragment or part of the population selected in order to study the characteristics or properties of the entire population. The entire population was chosen as the sample for this research, consisting of the 49 students and 99 parents who make up the eighth grade, class A and B. Furthermore, there are ten English teachers working the morning and afternoon shift. (See table 3).

Table 3. Stratum of the sample from Unidad Educativa Fiscal José Herboso

Item	Category	Population	Sample	Percentages%
1	School Principal	1	1	1.59%
2	English Teachers	10	4	6.35%
3	Parents	49	29	46.03%
4	Students (eighth grade)	49	29	46.03%
	Total	99	63	100.00%

Source: Yungaicela, D (2024)

As observed in Sample Table 3, for the survey application, reference is made to one principal, 4 teachers, 29 parents and 29 students from eighth grade. These individuals were evaluated, and the results obtained have been significant in identifying problems and potential solutions.



2.9. Data Analysis and Ethical Considerations

Regarding the socio-economic background, most students come from families with a medium-low income level, and while the majority reside in the city, there are some who live outside it, which could affect their access to additional educational resources. Additionally, it is noteworthy that these students possess basic digital skills, implying that they are familiar with using computers and web 2.0 tools in their learning.

Their English proficiency was evaluated as A1 according to the CEFR, based on internal data derived from the placement test. Despite these assessments, many students encounter difficulties in verbal communication, both within and beyond the classroom setting. This challenge stems from limited opportunities for practice and exercises aimed at strengthening their speaking abilities, including pronunciation, fluency, and vocabulary development. Sessions were held from Monday to Thursday, spanning from 8:00 to 9:00 a.m., providing a structured framework for English language instruction.

English language instruction in Ecuador is often seen as inadequate and insufficient, evident in Ecuador's placement at 80 out of 113 countries evaluated by Education First (EF) (La Nota en Línea, 2023). This ranking underscores the pressing need for initiatives to enhance English proficiency. Challenges such as inadequate resources, limited teacher training, and subpar educational infrastructure must be tackled to effectively improve English language education and equip students with competitive linguistic skills globally.

The data was collected through both qualitative and quantitative research. Results were obtained from a field study using direct observation instruments within the virtual classroom, allowing us to understand the methodological processes the teacher applies to develop English language skills. A micro-curricular plan implemented by the teacher in daily activities was reviewed, which includes the incorporation of interactive strategies for learning development.



Additionally, a curriculum established by the Ministry of Education was analyzed in relation to the current educational system and the outcomes of the students' graduation profile in public education regarding foreign language learning. The opinions of the educational community members, including teachers, parents, and school authorities, were considered through surveys and interviews. This was done to understand their interest and perspectives on a new learning style via Google Meet in their daily activities. The transcription of these results allows us to identify the challenges students face and improve through methodological and didactic strategies, thereby raising the level of English proficiency within the institution.

2.9. Initial Diagnosis

The learning diagnosis serves several purposes: to enhance the quality of English language teaching and learning, to generate information about the performance of both teachers and students, to make technical and academic decisions for the development of oral skills through platforms like Google Meet and various interactive pedagogical resources, and to promote the effective integration of digital technological tools in teaching practices and the proficient management of virtual environments.

Each of these objectives requires a distinct type of diagnostic assessment. The diagnostic process, one among various evaluation methods, adopts a fundamentally constructive approach. It seeks to attain a thorough understanding of the strengths and weaknesses of the institution or program under review, as well as the reasons behind them. The aim is to outline improvement measures geared towards aiding educational institutions and programs in enhancing the quality of teaching and learning. Crucially, this diagnostic approach does not involve grading, categorizing, discriminating, rewarding, or penalizing.

This work aims to conduct a diagnostic evaluation to identify, firstly, the challenges students face in acquiring the English language and enhance their oral skills. Additionally, an assessment of virtual technological tools will be carried out to determine their feasibility in teaching and learning processes, as well as in teacher-student interaction. This diagnostic



evaluation is essentially constructive, as its outcomes will serve as a foundation for formulating curriculum improvement actions. It seeks to explore the reasons behind both successes and failures, in order to mitigate the latter and amplify the former.

The significance of the diagnostic assessment will primarily rely on the sufficient and reliable information obtained from primary sources through surveys. The aim of this diagnostic is to assess the basic skills acquired by students in the English language throughout the various courses of secondary education. The target population for the research includes all eighth-grade students in public schools. The evaluated dimension encompasses educational outcomes, attitudes, and expectations towards English language learning, study methods and habits, and English classes. The determination of sample size and selection followed a criterion of non-probabilistic sampling.

The diagnostic process involved several stages. Firstly, an observation checklist was developed to assess the students' English proficiency levels. It was created to analyze the teaching methods employed by the teachers with their students. This observation process was divided into two parts: observing in-person classes in the classroom and assessing interactive participation during virtual classes using platforms such as Google Meet and other applications for English language improvement.

Moreover, a survey was conducted among teachers to gauge their acceptance of the academic proposal regarding the use of these technological tools in improving their English language skills. This enabled a deeper understanding of the student perspective on the proposed intervention. Additionally, data from classroom observations and student surveys were analyzed to identify any correlations between teaching methods and student engagement levels.

Survey respondents are required to utilize the Likert scale, a psychometric scale commonly employed in questionnaires and widely regarded as the most popular for research surveys. When responding to a questionnaire crafted with this tool, individuals indicate their level of agreement or disagreement with the survey questions. This scale offers a structured



approach to measuring attitudes and opinions, thereby enabling a deeper understanding of respondents' perceptions. Moreover, its graded response format allows for capturing a broader range of responses, resulting in more precise and meaningful data for analysis.

Furthermore, follow-up assessments were conducted after the intervention to track the long-term progress of students in their oral skill development in English. These assessments provided valuable insights into the sustainability of the intervention's impact over time. Additionally, feedback sessions were organized with both teachers and students to discuss the results of the post-test and gather suggestions for further improvement in language learning strategies.

2.10. Limitations of the Research

One of the limitations encountered during the teaching-learning process of the English language in the classroom was the teachers' resistance to using virtual technological tools in their daily activities. This is due, on one hand, to the fact that there are still teachers who are not proficient in using ICT and, on the other hand, to the lack of training to improve their methodologies.

The absence of planning with an innovative approach to methodologies and interactive learning hinders the development of virtual education. This is the challenge that this prestigious school faces in transforming its in-person model to a virtual one. Despite the institution having internet access and a computer lab, the teachers lack knowledge of the digital tools necessary for effective classroom management and the development of English language learning.

The second significant problem, corresponding to the second variable, lies in the active participation of teachers in developing oral skills. This is due to the limited teaching hours they have, resulting in minimal, almost negligible, development of this skill. Consequently, teachers feel pressured to complete the academic program by the end of the year without achieving significant results in their students.



2.11. Instruments Derived from the Selected Methodology

For this research, a series of instruments have been designed as part of the direct method for data collection, in order to identify problems in the development of oral English skills among eighth-grade students. This method includes surveys directed at teachers and parents, featuring a closed-ended questionnaire based on the Likert scale. The results allow for the detection of the educational community's level of satisfaction and, in turn, the search for alternative measures to achieve the desired academic level in foreign language learning.

Additionally, an observation sheet is used to identify problems in the development of oral skills through the methods and teaching strategies employed by the teacher. Finally, an interview with open-ended questions is conducted with the principal authority of the institution.



CHAPTER 3: Analysis of the Results

Within this framework, data collection tools such as surveys and interviews were implemented, targeting subgroups including students, parents, teachers, and the school's authority. The aim was to contextualize the issue and highlight the importance of learning English, optimizing learning outcomes through necessary tools.

To ensure the feasibility of the instruments used in this research, they were validated by expert judgment. Each evaluative instrument is designed to qualitatively and quantitatively measure the strategy presented in this study on using Google Meet as a learning strategy to develop students' oral skills. Additionally, it seeks to gauge the level of satisfaction among teachers and authorities, with the goal of improving the methodological processes employed by teachers in their classrooms.

The data collected from the student surveys were organized into tables and graphs using Microsoft Excel, followed by data interpretation. The survey consisted of 10 items with a frequency scale. An interview, comprising 10 items related to the research objective, was conducted with the school's highest authority. Responses from the teachers were transcribed for the respective analysis. It is worth mentioning that the instruments used for both teachers and students were developed based on the indicators of the independent and dependent variables.

The questions in the survey questionnaires were mostly designed with response options based on the Likert Scale, which "consists of a set of items presented as statements to measure the subject's reaction in different categories" (*Hernández-Sampieri & Mendoza, 2020, p. 238*). The scale was defined as follows, from highest to lowest: 5. excellent, 4. good, 3. average, 2. Fair, and 1. Poor. For the class observation, a rubric was created to diagnose the difficulties students have in oral English production. This evaluative document allows for the identification of weaknesses in the teaching-learning process. To determine the reliability of this study, the researcher has included evidence from information provided by teachers during interviews, class observations, and surveys.



3.1. Result of Surveys Applied to Teachers

1.- The virtual curriculum has been organized and clear by the teachers

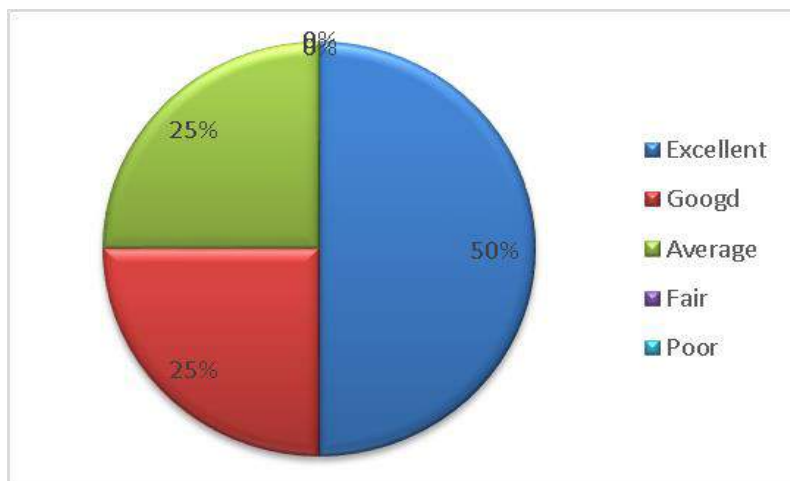
Table 4. Organized Virtual class program

Code	Category	Frequency	Percentage
Item 1	<i>always</i>	2	40%
	<i>sometimes</i>	1	20%
	<i>never</i>	2	40%
		0	0%
		0	0%
Total		5	100,00%

Source: Surveys Applied to Teachers

Elaborated by: Yungaicela, (2024)

Graph 1. Organized Virtual class program



Source: Surveys Applied to Teachers

Elaborated by: Yungaicela, (2024)



The statistical table indicates that out of four respondents, 50% rated the virtual curriculum organization and clarity by teachers as excellent, while 25% rated it as good and average. No respondents rated it as fair or poor, suggesting a generally positive perception of the virtual curriculum's organization and clarity among the participants.

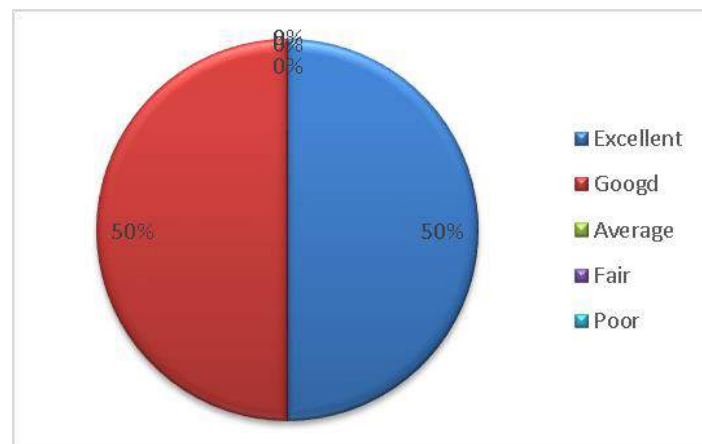
2. There is coordination among the different subjects taught by the teacher.

Table 5. Classroom curriculum and planning

Code	Category	Frequency	Percentage
Item 1	always	2	40%
	sometimes	1	20%
	never	2	40%
		0	0%
		0	0%
	Total	5	100,00%

Source: Surveys Applied to Teachers
Elaborated by: Yungaicela, (2024)

Graph 2. Classroom curriculum and planning



Source: Surveys Applied to Teachers
Elaborated by: Yungaicela, (2024)



The data indicates that half of the respondents (50%) rated the coordination among different subjects taught by the teacher as excellent, while the other half (50%) rated it as good. There were no ratings for average, fair, or poor, demonstrating a uniformly positive assessment of the coordination among subjects by the teacher.

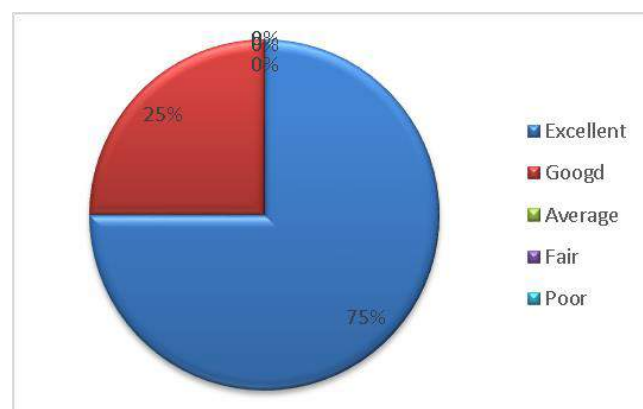
3. The instructional materials are suitable for student learning (graphics, animations, videos, etc.).

Table 6. Pedagogical and ludic resources

Code	Category	Frequency	Percentage
Item 1	<i>always</i>	2	40%
	<i>sometimes</i>	1	20%
	<i>never</i>	2	40%
		0	0%
		0	0%
<i>Total</i>		5	100,00%

Source: Surveys Applied to Teachers
Elaborated by: Yungaicela, (2024)

Graph 3. Pedagogical and ludic resources



Source: Surveys Applied to Teachers
Elaborated by: Yungaicela, (2024)



The data reveals that 75% of the respondents rated the instructional materials as excellent for student learning, while 25% rated them as good. There were no ratings for average, fair, or poor, indicating a strong positive consensus regarding the suitability of the instructional materials for student learning.

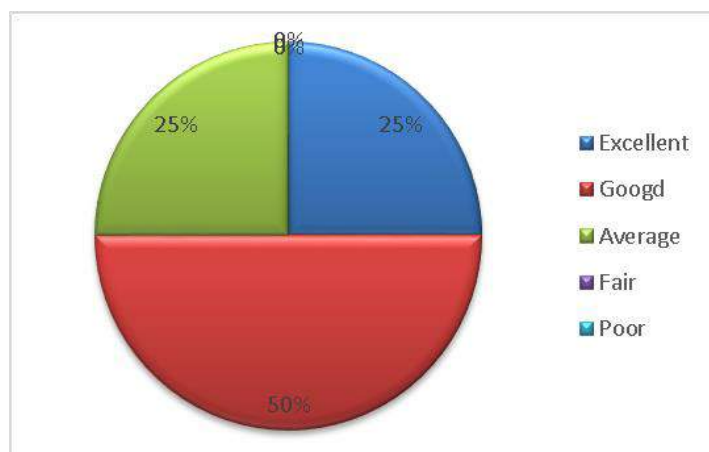
4. The teacher monitors speaking skill performance through lessons or assessments.

Table 7. Speaking skill performance assessment

Code	Category	Frequency	Percentage
Item 1	always	2	40%
	sometimes	1	20%
	never	2	40%
		0	0%
		0	0%
Total		5	100,00%

Source: Surveys Applied to Teachers
Elaborated by: Yungaicela, (2024)

Graph 4. Speaking skill performance assessment



Source: Surveys Applied to Teachers
Elaborated by: Yungaicela, (2024)



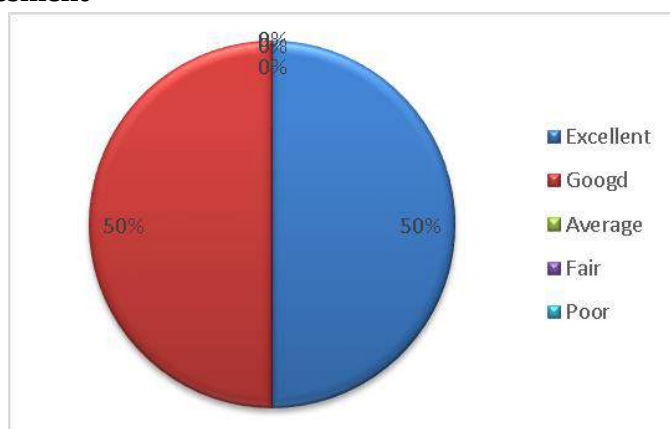
The data indicates that 25% of respondents rated the teacher's monitoring of learning progress through lessons or assessments as excellent, while 50% rated it as good and 25% rated it as average. There were no ratings for fair or poor, showing a generally favorable view of the teacher's monitoring practices, though there is some room for improvement.

5. The teacher conducted online assessments to be completed from home or workplace.

Table 8. Online assessments

Code	Category	Frequency	Percentage
Item 1	always	2	40%
	sometimes	1	20%
	never	2	40%
		0	0%
		0	0%
Total		5	100,00%

Graph 5. Online assessment



Source: Surveys Applied to Teachers
Elaborated by: Yungaicela, (2024)



The data shows that 50% of respondents rated the teacher's practice of conducting assessments online to be completed from home or the workplace as excellent, and the other 50% rated it as good. There were no ratings for average, fair, or poor. This indicates a uniformly positive reception among eighth-grade teachers regarding the implementation of online assessments.

6. Tutoring sessions have been customized and focused on students speaking performance

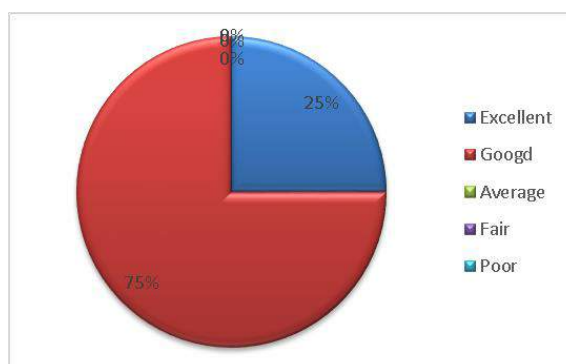
Table 9. Personalized tutorial for speaking skill performance

<i>Code</i>	<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Item</i> <i>1</i>	<i>Excellent</i>	<i>3</i>	<i>25%</i>
	<i>Good</i>	<i>1</i>	<i>75%</i>
	<i>Average</i>	<i>0</i>	<i>0%</i>
	<i>Fair</i>	<i>0</i>	<i>0%</i>
	<i>Poor</i>	<i>0</i>	<i>0%</i>
	<i>Total</i>	<i>4</i>	<i>100,00%</i>

Source: Surveys Applied to Teachers

Elaborated by: Yungaicela, (2024)

Graph 6. Personalized tutorial for speaking skill performance



Source: Surveys Applied to Teachers

Elaborated by: Yungaicela, (2024)



According to the data, 25% of respondents rated tutoring sessions as excellent in terms of being personalized and focused on the needs of the student, while 75% rated them as good. There were no ratings for average, fair, or poor. This suggests a predominantly positive evaluation among the respondents regarding the customization and focus of tutoring sessions on student needs.

7. The teacher provides ample digital resources for activity reinforcement.

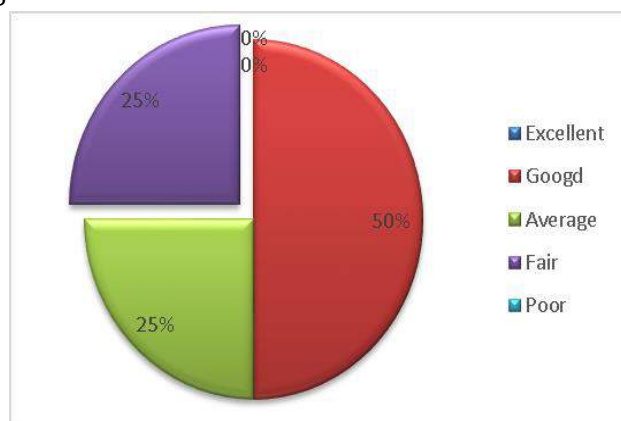
Table 10. Pedagogical digital resources

Code	Category	Frequency	Percentage
Item 1	Excellent	0	0%
	Good	2	50%
	Average	1	25%
	Fair	1	25%
	Poor	0	0%
	Total	4	100,00%

Source: Surveys Applied to Teachers

Elaborated by: Yungaicela, (2024)

Graph 7. Pedagogical digital resources



Source: Surveys Applied to Teachers

Elaborated by: Yungaicela, (2024)



The data reveals that 50% of respondents rated the teacher as providing good digital resources for activity reinforcement, while 25% rated it as average and another 25% rated it as fair. This indicates a mixed reception among respondents regarding the adequacy of digital resources provided by the teacher for reinforcing activities.

8. The implementation of didactic strategies through virtual platforms has been highly beneficial for the student.

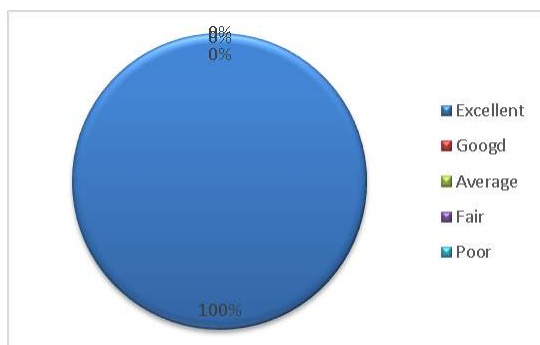
Table 11. Didactic Strategies through virtual platform

Code	Category	Frequency	Percentage
Item 1	Excellent	4	100%
	Good	0	0%
	Average	0	0%
	Fair	0	0%
	Poor	0	0%
	Total	4	100,00%

Source: Surveys Applied to Teachers

Elaborated by: Yungaicela, (2024)

Graph 8. Didactic Strategies through virtual platform



Source: Surveys Applied to Teachers

Elaborated by: Yungaicela, (2024)



The data indicates that 100% of respondents rated the implementation of didactic strategies through virtual platforms as excellent, suggesting unanimous agreement among respondents that these strategies have been highly beneficial for the students. There is a strong positive consensus regarding the effectiveness of virtual platforms for teaching.

9. The quality of internet connection has been acceptable for receiving online classes.

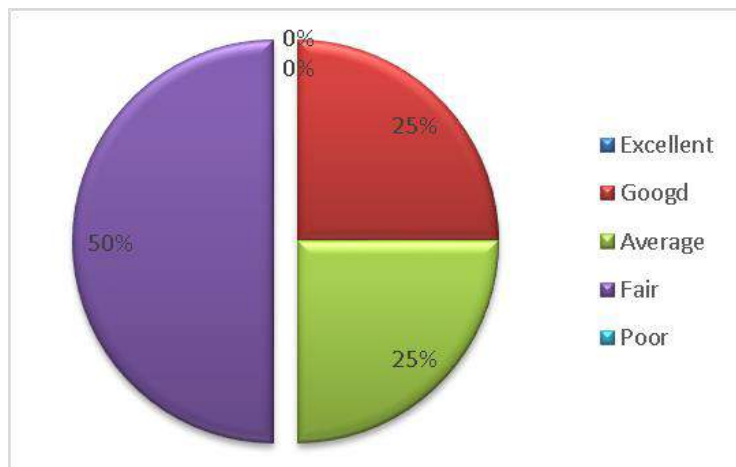
Table 12. The quality of internet connection in public school

Code	Category	Frequency	Percentage
Item 1	Excellent	0	0%
	Good	2	50%
	Average	1	25%
	Fair	1	25%
	Poor	0	0%
	Total	4	100,00%

Source: Surveys Applied to Teachers

Elaborated by: Yungaicela, (2024)

Graph 9. The quality of internet connection in public school



Source: Surveys Applied to Teachers

Elaborated by: Yungaicela, (2024)



According to the data, 25% of respondents rated the quality of internet connection for receiving online classes as good, while another 25% rated it as average. Additionally, 50% of respondents rated it as fair. There were no ratings for excellent or poor. This indicates a varied perception among respondents regarding the adequacy of the internet connection quality for online classes, with a majority rating it as fair.

10. The teacher shows proficient methodology to effectively convey learning to students

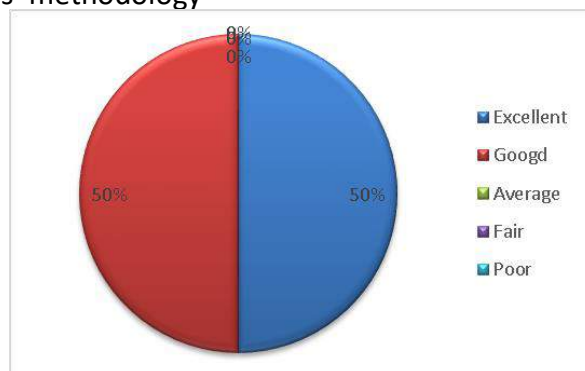
Table 13. Teachers' methodology

Code	Category	Frequency	Percentage
Item 1	Excellent	2	50%
	Good	2	50%
	Average	0	0%
	Fair	0	0%
	Poor	0	0%
	Total	4	100,00%

Source: Surveys Applied to Teachers

Elaborated by: Yungaicela, (2024)

Graph 10. Teachers' methodology



Source: Surveys Applied to Teachers

Elaborated by: Yungaicela, (2024)



The analysis of the data indicates that the teacher's methodology for effectively conveying learning to students received positive ratings across the board. Specifically, 50% of respondents rated it as excellent, while the other 50% rated it as good. There were no ratings for average, fair, or poor. This suggests a unanimous agreement among respondents that the teacher demonstrates a proficient methodology in imparting learning effectively to students. The high percentages in the "Excellent" and "Good" categories reflect a strong endorsement of the teacher's instructional approach from those surveyed.

3.2. Rubric to Evaluate Students' Oral Skills in English Language Learning

This section presents the results of a pretest conducted with students before implementing the teaching method through Moodle. The purpose of this pretest is to assess levels of learning and oral skill production, identifying deficiencies and weaknesses among students.

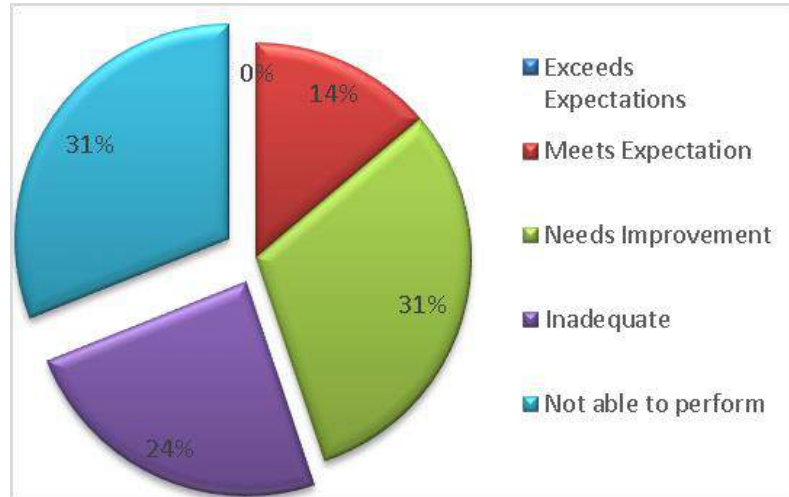
Table 14. Vocabulary skill

Code	Category	Frequency	Percentage
Item 1	always	2	40%
	sometimes	1	20%
	never	2	40%
		0	0%
		0	0%
Total		5	100,00%

Source: Surveys Applied to Teachers
Elaborated by: Yungaicela, (2024)



Graph 11. Vocabulary skill



Source: Surveys Applied to Teachers
Elaborated by: Yungaicela, (2024)

The rubric results indicate that, out of 29 eighth-grade students, only 14% meet the expected level, and none exceed expectations. Additionally, 31% need to improve their vocabulary, 24% show inadequate performance, and another 31% are unable to perform adequately. These results highlight an urgent need for intervention in teaching oral skills, with a particular focus on vocabulary enhancement and effective communication strategies. Furthermore, these findings suggest a potential need for additional teacher training to address these deficiencies.

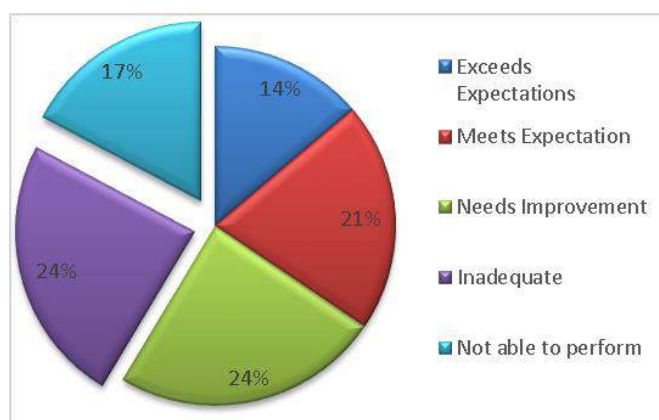


Table 15. Grammar skill

Code	Category	Frequency	Percentage
Grammar 2	Exceeds Expectations	4	14%
	Meets Expectation	6	21%
	Needs Improvement	7	24%
	Inadequate	7	24%
	Not able to perform	5	17%
	Total	29	100,00%

Elaborated by: Yungaicela, (2024)

Graph 12. Grammar skill



Elaborated by: Yungaicela, (2024)

The rubric results for grammar use in speaking skills show that only 35% of students meet or exceed expectations, with 14% exceeding and 21% meeting them. Meanwhile, 24% need improvement, another 24% have inadequate performance, and 17% are unable to perform. This indicates that a significant number of students have notable deficiencies in grammatical usage, underscoring the need for targeted interventions to enhance grammatical accuracy and effective communication in oral skills.

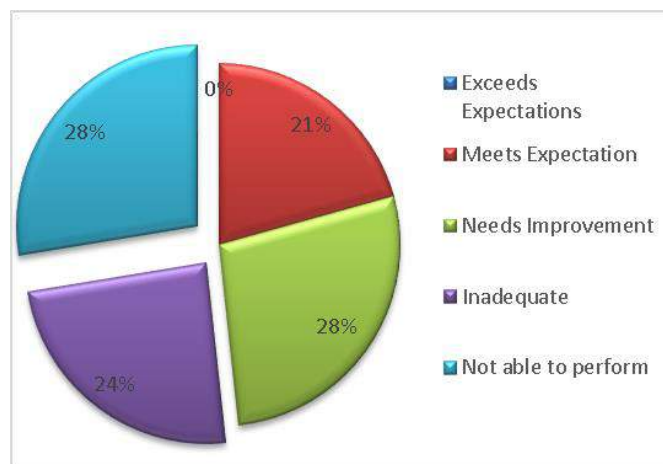


Table 16. Pronunciation

Code	Category	Frequency	Percentage
Pronunciation 3	Exceeds Expectations	0	0%
	Meets Expectation	6	21%
	Needs Improvement	8	28%
	Inadequate	7	24%
	Not able to perform	8	28%
	Total	29	100,00%

Elaborated by: Yungaicela, (2024)

Graph 13. Pronunciation



Elaborated by: Yungaicela, (2024)

The rubric results for pronunciation in speaking skills show that none of the students exceed expectations, and only 21% meet them. Meanwhile, 28% need improvement, 24% have inadequate performance, and 28% are unable to perform. This means that 79% of students struggle with pronunciation, highlighting a critical need for focused intervention to improve pronunciation accuracy and overall speaking proficiency.

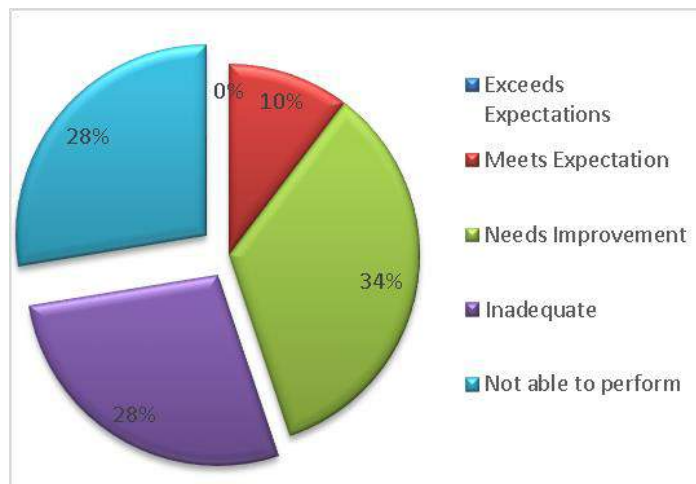


Table 17. Oral Fluency

Code	Category	Frequency	Percentage
Overall Fluency 4	Exceeds Expectations	0	0%
	Meets Expectation	3	10%
	Needs Improvement	10	34%
	Inadequate	8	28%
	Not able to perform	8	28%
	Total	29	100,00%

Elaborated by: Yungaicela, (2024)

Graph 14. Oral Fluency



Elaborated by: Yungaicela, (2024)

The rubric results for oral fluency reveal that none of the students exceed expectations, and only 10% meet them. Additionally, 34% need improvement, while 28% have inadequate performance and another 28% are unable to perform. This indicates that 90% of students struggle with oral fluency, underscoring a significant need for targeted strategies to enhance fluency and effective communication in speaking.

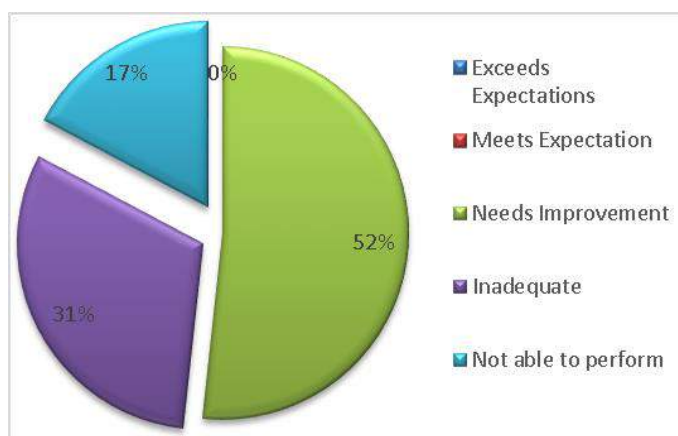


Table 18. Interaction

Code	Category	Frequency	Percentage
Interaction 5	Exceeds Expectations	0	0%
	Meets Expectation	0	0%
	Needs Improvement	15	52%
	Inadequate	9	31%
	Not able to perform	5	17%
	Total	29	100,00%

Source: Rubric to Evaluate Students' Oral Skills in English Language Learning
Elaborated by: Yungaicela, (2024)

Graph 15. Interaction



Elaborated by: Yungaicela, (2024)

The rubric results for interaction in speaking class show that none of the students exceed or meet expectations. A significant 52% need improvement, 31% have inadequate performance, and 17% are unable to perform. This indicates that 100% of the students struggle with interaction in speaking activities, highlighting a critical need for focused efforts to develop their interactive communication skills.



CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

This present work arises from the need to develop didactic strategies that promote English language learning through virtual environments such as Google Meet. Given the new trends in virtual learning, it was crucial to provide necessary tools to enhance speaking skill development. In many public institutions, students often lack proficiency in participating in class or responding to questions in the foreign language.

The main objective of this work is to design an intervention proposal to train teachers in utilizing all the free tools provided by Google, particularly Google Meet, as virtual platforms. This objective stems from deficiencies observed in oral production and a lack of vocabulary and grammar knowledge needed for effective oral communication. The proposal is aimed solely at improving the quality of teaching and learning both in physical classrooms and virtually, allowing students to stay at home and receive personalized education.

A series of research studies has been gathered as to provide essential support for justifying this investigation, including bibliographic references and statistical and scientific information on the coronavirus and its impact on an under-resourced educational system. Through a thorough review of various literature sources, the theoretical foundation for developing this intervention proposal has been substantiated.

The assessment of teachers' proficiency in using virtual platforms, particularly the application of Google Meet as a strategy for English language learning and speaking skill development, has been established as a priority. Teacher training is imperative, as most educators are currently not equipped to effectively teach in virtual environments. It is essential for teachers to become competitive in adapting to a student population increasingly engaged in virtual learning.



Understanding teachers' perspectives on their ICT knowledge and practical use, both in and out of the classroom, has been pivotal in shaping this research. Addressing these challenges has spurred an investigation aimed at enhancing parental involvement and delivering higher educational standards to students. This has sparked significant interest and curiosity among educators and the wider educational community to embrace this system, offering not only in-class learning but also a hybrid learning model where students can acquire and improve their English language skills both inside and outside the classroom, including from their homes.

RECOMMENDATIONS

Continuous training in the use of virtual platforms is crucial for achieving the objectives. To contrast traditional methodology with connectivity and its application in virtual platforms, evaluations and the opinions of the entire educational community have been gathered through surveys and interviews. However, the results have not been significant due to the technological inefficiency of some teachers, which has caused delays in subjects.

Providing teachers with the necessary knowledge and tools to integrate virtual teaching activities is essential. During field observations, it became evident that there is ambiguity regarding pedagogical resources, such as the use of whiteboards and markers instead of sharing images and annotating documents, which are more suitable for virtual learning environments.

The implementation of rubrics and observation sheets allows validating the suitability of intervention proposals to improve teachers' classroom management and optimize the development of speaking skills through interactive didactic strategies. Additionally, analyzing teachers' perceptions regarding fostering student motivation and autonomy in constructing their own learning is crucial. Teachers should create dynamic and interactive work activities to motivate students to learn effectively from their homes.



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THE USE OF GOOGLE MEET TO DEVELOP SPEAKING SKILLS AT EIGHTH GRADE STUDENTS

Annex 2. Lesson Plan

	ESCUELA DE EDUCACIÓN BÁSICA “JOSÉ HERBOSO” DIRECCIÓN: PRADERA 1 M E9 EMAIL: joseherboso@hotmail.com- Código AMIE: 09H02360 Guayaquil – Ecuador
<i>Teacher: Diana Yungaicela U</i>	Course: 8th

Lesson Plan

<i>SESSION 1 My Family House</i>	
OBJECTIVES	<i>Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making.</i> <i>To foster speaking skill development through the Use of Google Meet Platform as a means of communication.</i> <i>To assist students in discussing their homes and use the images and vocabulary to support and motivate the student, rather than to compel them to learn new words.</i>
TIME	60 MINUTES
DEVELOPMENT	• <i>Warm-up (10 minutes)</i> <i>Objective: Introduce the topic of different types of houses and encourage conversation.</i> <i>Activities:</i> <i>Photo Presentation: Show a series of photos depicting different types of houses (e.g., single-story house, bungalow, cottage, townhouse, etc.).</i> <i>Conversation Activity: Ask students, "Where do you live?" and encourage them to identify the type of house shown in the photos.</i>



Guided Questions: Additional questions like "Do you live in a bungalow or a townhouse?" to help students practice describing the type of house.

Development: Describing the House (15 minutes)

Objective: Have students describe their own houses and what is inside them.

Activities:

- **Personal Description:** Ask each student to describe their house using simple sentences, such as "My house has three bedrooms and a large kitchen."
- **Description Model:** Provide an example of how to describe a house, mentioning the number of rooms, main furniture, and important features.
- **Guided Practice:** Have students take turns describing their houses to the class or in pairs, using sentences similar to the provided example.

3. Introduction of New Vocabulary (15 minutes)

Objective: Teach vocabulary related to the parts of the house.

Activities:

- **Flashcard Presentation:** Show flashcards with images and names of different parts of the house (e.g., living room, kitchen, bedroom, bathroom, etc.).
- **Repetition and Practice:** Ask students to repeat the words after you to practice pronunciation.
- **Matching Activity:** Provide a worksheet with images of parts of the house, and students need to match the images with the correct words.



	4. Presentation of New Lesson through Reading (10 minutes) Objective: Consolidate knowledge through reading. Activities: • Guided Reading: Read a short text or paragraph that describes a house, using the new vocabulary introduced. • Comprehension: Ask questions about the text to ensure students understand the vocabulary and descriptions. Questions like "What room is mentioned in the text?" or "How many bedrooms are there in the house described?"
METHDOLOGY	Collaborative reading strategy, team work Individual work
ASSESSMENT	Assessment (10 minutes) <i>Objective: Evaluate understanding and use of vocabulary and descriptive skills.</i> <i>Activities:</i> <i>Writing Activity: Ask students to write a brief description of their house using the new vocabulary learned. They should include parts of the house and some furniture.</i> <i>Oral Assessment: Conduct a brief Q&A session where students describe a fictitious house or their own using the vocabulary learned.</i> <i>Review and Feedback: Provide feedback on vocabulary usage and descriptions, and address any questions students may have.</i>

Elaborated by: Yungaicela, D (2024)



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THE USE OF GOOGLE MEET TO DEVELOP SPEAKING SKILLS AT EIGHTH GRADE STUDENTS



Source: (Global Online Language Service, 2024)



La Universidad para todos



Elaborated by: Yungaicela, D (2024)

Ask and answer the questions

- **What rooms are located on the first floor of the house?**
 - Answer: The first floor contains my bedroom, my sisters' room, my parents' room, a small study and library, and two washrooms.
- **What is stored in the attic?**
 - Answer: The attic is used to store camping equipment and old furniture.
- **How is the basement used in the house?**
 - Answer: The basement is mainly used for storing gardening tools.
- **Where do my parents park their cars?**
 - Answer: My parents park their cars in the attached garage.
- **What features are found in the backyard?**
 - Answer: The backyard features a large space for the dog to play, a kennel, and a swimming pool.

Elaborated by: Yungaicela, D (2024)



Annex 3 Rubric for Assessing Teachers' teaching methodological strategy

CATEGORY	4 <i>Excellent</i>	3 <i>Notable</i>	2 <i>Satisfactory</i>	1 <i>Insufficient</i>
Content	Fully covers all the information outlined in the unit plan	Adequately covers the necessary information for learning	Partially covers the necessary information for learning.	The information does not correspond to the topic outlined in the unit plan.
Presentation	Excellent presentation: The activities displayed are engaging for students and use different colors to highlight each procedure.	Good presentation: The activities displayed are engaging for students and use a single color to highlight each procedure.	The presentation is partially complete: The explanatory text for the development of the activities is missing.	Steps are missing in the development of activities. The explanatory text for the process is not provided, and the design does not attract students' attention.
Use of Language	Uses language correctly to interact and communicate with students. The explanations are clear and precise.	Uses language correctly but interacts very little with students.	Communication with students is infrequent and there is little interaction.	Does not communicate with students, does not provide feedback on the explained information, and a lack of understanding is observed.
Organization	The presentation of the activity is fully organized for students' understanding.	The presentation of the activity is partially acceptable for students' understanding.	The presentation of the activity is minimally acceptable for students' understanding.	The presentation of the activity is not acceptable and was not clear for students' understanding.
Use of TICS	Demonstrates skill and proficiency in handling ICT and virtual platforms	Demonstrates an acceptable ability to handle ICT and virtual platforms	Shows basic knowledge of ICT and virtual platforms	Has limited knowledge of handling ICT and virtual platforms

Elaborated by: Yungaicela, D (2024)



Annex 4. Observation Checklist

CLASSROOM OBSERVACIÓN CHECKLIST

GENERAL INFORMATION

Teacher:_____

Evaluator_____

Date:_____

Scale	5. Excellent	4. Very Good	3. Good	2 Regular	1. bad
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1. METHODOLOGY (classroom development)

1.1. Introduction

1.1.1	Starts the class on time	1	2	3	4	5
1.1.2	Activates students' prior knowledge	1	2	3	4	5
1.1.3	Explicitly presents the learning objective/goal (verbally or in writing)	1	2	3	4	5
1.1.4	Clearly presents the content or topic	1	2	3	4	5

1.2. Classroom development

1.2.1.	Maintains a logical sequence of activities	1	2	3	4	5
1.2.2.	Ensures a connection between teaching methods and the class objective	1	2	3	4	5
1.2.3.	Monitors students' knowledge construction process	1	2	3	4	5
1.2.4.	Demonstrates the development of learning outcomes	1	2	3	4	5
1.2.5.	Establishes a link between theory and practice (knowledge transfer)	1	2	3	4	5
1.2.6.	Promotes interactive student participation	1	2	3	4	5
1.2.7.	Requests and provides feedback on the class topic	1	2	3	4	5



1.3. Evaluation

1.3.1.	Provides a coherent closure to the class in line with the activities conducted	1	2	3	4	5
1.3.2.	Evaluates the achievement of the class objective/learning outcome	1	2	3	4	5
1.3.3.	Conducts class feedback with student participation	1	2	3	4	5
1.3.4.	Offers guidance for independent, practical, or collaborative work	1	2	3	4	5
1.3.5.	Ends the class on time	1	2	3	4	5

1.4. Classroom Management

2.1.	Body language, tone, and voice intonation	1	2	3	4	5
2.2.	Manages discipline (behavior, posture, issues, etc.)	1	2	3	4	5
2.3.	Promotes institutional or theme-related values	1	2	3	4	5

3. Didactic Strategy

____study case ____ team group ____individual work ____Oral Exposition
____Panel, forum.

4. Observations

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Elaborated by: Yungaicela, D (2024)



Annex 5. Checklist for formative and summative assessment of students

Name: _____ 8th grade

Teacher: _____

<i>Aspect to Evaluate</i>	<i>Yes</i>	<i>In Process</i>	<i>No</i>
1. The student communicates with their teachers and peers using language.			
2. The student shares information in class.			
3. Listens attentively to the processes on virtual platforms.			
4. Pays attention during conversations and consults any doubts with their teachers.			
5. Acts with initiative and autonomy in developing oral skills through presentations via Google Meet.			
6. Resolves conflicts through dialogue during group work.			
7. Resolves conflicts through dialogue during individual work.			
8. Completes exercises and activities online using Google apps.			
9. Presents information using graphics through Google Jamboard on Google Meet.			
10. Demonstrates confidence and self-assurance.			
11. Interacts easily with their peers.			

Elaborated by: Yungaicela, D (2024)



Annex 6. Parents' Survey

PARENT SATISFACTION SURVEY

Please rate your level of satisfaction with the following aspects on a scale of 1 to 5:

1 – Poor, 2 – Fair 3 – Average 4 – Good 5 – Excellent

<i>Parent Satisfaction Survey</i>	1	2	3	4	5
1. The virtual curriculum has been organized and clear by the teachers.					
2. There is coordination among the different subjects taught by the teacher.					
3. The instructional materials are suitable for student learning (graphics, animations, videos, etc.).					
4. Demonstrates proficient methodology to effectively convey learning to students.					
5. The teacher monitors learning progress through lessons or assessments.					
6. The teacher conducted assessments online to be completed from home or workplace.					
7. Tutoring sessions have been personalized and focused on the needs of the student.					
8. The teacher provides ample digital resources for activity reinforcement.					
9. The implementation of didactic strategies through virtual platforms has been highly beneficial for the student.					
10. The quality of internet connection has been acceptable for receiving online classes.					

Elaborated by: Yungaicela, D (2024)



Annex 7. Teachers' Survey

TEACHERS' SATISFACTION SURVEY

Please rate your level of satisfaction with the following aspects on a scale of 1 to 5:

1 – Poor, 2 – Fair 3 – Average 4 – Good 5 – Excellent

Teachers' Satisfaction Survey	1	2	3	4	5
1. The virtual curriculum has been organized and clear by the teachers.					
2. There is coordination among the different subjects taught by the teacher.					
3. The instructional materials are suitable for student learning and speaking skill development (graphics, animations, videos, etc.).					
4. Demonstrates proficient methodology to effectively enhance speaking					
5. The teacher monitors learning progress through lessons or assessments.					
6. The teacher conducted assessments online to be completed from home or workplace.					
7. Tutoring sessions have been personalized and focused on the needs of the student.					
8. The teacher provides ample digital resources for activity reinforcement.					
9. The implementation of didactic strategies through virtual platforms has been highly beneficial for the student.					
10. The quality of internet connection has been acceptable for receiving online classes.					

Elaborated by: Yungaicela, D (2024)



Annex 9. Speaking Fluency Assessment Rubric

Categories	0-Not able to perform	1-Inadequate	2-Needs improvement	3-Meets expectation	4-Exceeds expectations
Vocabulary	Uses very few words and expressions, or has inadequate vocabulary..	Relies on basic and simple vocabulary and expressions. Sometimes uses inappropriate vocabulary hindering proper responses	Shows limited vocabulary and makes frequent word choice errors. Does not attempt to use new words learned in class.	Uses a varied vocabulary and expressions learned in class, with only a few word choice errors..	Employs appropriate expressions and a wide range of vocabulary learned both in and outside of class.
Grammar	Unable to use appropriate sentence structures or arrange words in the correct order.	Uses only basic structures and makes frequent mistakes.	Uses a variety of structures but frequently makes errors, or uses basic structures with minimal mistakes..	Employs a range of sentence structures but still makes some errors.	Utilizes diverse structures suited to different contexts, with only a few grammatical errors.
Pronunciation	Unable to understand the student. Frequent issues with pronunciation and intonation. Voice is too quiet.	Difficult to understand. Pronunciation, rhythm, and intonation errors often make comprehension challenging..	Pronunciation, rhythm, and intonation are mostly clear and accurate, but sometimes hard to understand.	Pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand.	Pronunciation, rhythm, and intonation are nearly always clear and accurate.
Overall Fluency	Speaks very little or not at all..	Speaks with a lot of hesitation, often disrupting communication.	Speaks with some hesitation, occasionally hindering communication..	Speaks with some hesitation, but it rarely disrupts the flow of conversation.	Speaks smoothly with minimal hesitation, maintaining the flow of conversation and speaks with confidence..
Interaction	Hardly able to communicate; frequently misses the teacher's questions and cannot respond..	Ideas and purpose are unclear; usually does not respond appropriately or clearly, requiring significant help to communicate.	Attempts to communicate, but sometimes responds inappropriately. Ideas are sometimes unclear and difficult to understand.	Mostly focused on the conversation and communicates effectively; generally responds appropriately and tries to develop the interaction.	Expresses clear ideas. Communicates effectively; almost always responds appropriately. Keeps the conversation going by asking follow-up questions.

Elaborated by: Yungaicela, D (2024)