TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

RESEARCH REPORT

"ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHERS' PERCEPTION ABOUT STUDENTS' SPEAKING DEVELOPMENT IN ONLINE CLASSES AT LANGUAGE CENTER OF THE TECHNICAL UNIVERSITY OF COTOPAXI (UTC)"

Research report before obtaining the bachelor degree in National and Foreign language Pedagogy, English Major

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PUJILÍ-ECUADOR

MARCH 2022

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "English as a Foreign Language (EFL) Teachers' perception about students' speaking development in online classes at Language Center of the Technical University of Cotopaxi (UTC)", and researched by Jonathan Alexander Curicho Yasig and Adamary Iveth Portilla Acosta, ID number 0504117268, 2100628268 for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, March 2022

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COMMITTEE APPROVAL

The research report entitled "English as a Foreign Language (EFL) Teachers' perception about students' speaking development in online classes at Language Center of the Technical University of Cotopaxi (UTC)", has been revised, approved and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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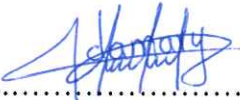ID: 0500862727
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Pujilí, March 2022

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GRATEFULNESS

DEDICATION

This work is completely dedicated to my respectful family and friends. A special feeling of gratitude to my loving parents, Antonieta and Fidel who without their constant support, words of encouragement, and push for tenacity this study would not have been possible. To my brothers, Enrique, Juan, Santiago, Darwin, Francisco, Cristian, and Henry for supporting me at all times. To my sisters-in-law, for trusting me. Moreover, thanks to Adamary, for her effort and help in the development of this research report. At the same time, my thanks also go to my friends who have always been there when I wanted to give up, especially to Mirka, who was my greatest motivation to successfully complete this project.

Jonathan

DEDICATION

It is with genuine gratitude and warm regard that I dedicate this work to the most important people in my life. To my parents, Susana and Segundo, who have been my inspiration, my pride, and my treasure, because without them I would not have made it. To my grandparents, Oliva and Gerardo, who have always cared about me and have always kept me in prayer to make me the woman I am today. To my project partner, Jonathan, for his dedication, patience, and support during this time. To my siblings, Jeancarlos and Daniela, who have always trusted me. To Jhon, my special confidant, who takes care of me and celebrates my success as if they were his own. To my friends, for believing in me and motivating me to be better.

Additionally, this is in memory of my grandmother Primitiva, and my uncle, Elvison, who desired such longing for this moment to come but who sadly passed away.

Adamary

TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

THEME: "ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHERS' PERCEPTION ABOUT STUDENTS' SPEAKING DEVELOPMENT IN ONLINE CLASSES AT LANGUAGE CENTER OF THE TECHNICAL UNIVERSITY OF COTOPAXI (UTC)"

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ABSTRACT

Human beings can communicate with each other through the ability of speaking, which is a very essential skill since it allows people to transmit their emotions, feelings, thoughts, and so on. However, mastering English speaking online can be a very difficult task as many students have problems developing it, but through the correct teacher's way of teaching and the desire of the students to improve themselves, they can master this skill. That is why the following research aims to analyze the EFL English teachers' perception about students' speaking development in online classes at the Language Center in the Technical University of Cotopaxi (UTC). The methodology applied to conduct this study was qualitative case study research. The main instrument to gather suitable information was a semi-structured interview with open-ended questions that were employed virtually through the Google Meet platform. The participants involved to develop this study were selected by homogeneous technique. In that way, six EFL English teachers of the Language Center of the UTC, who have from 3 to 25 years of experience in teaching English were selected. This study adopted a bottom-up approach for data analysis, which consists of six main processes such as preparing, exploring, coding, representing, interpreting, and validating data. Based on the teacher's perception, the findings showed that online classes do not contribute to the progress of fluency and pronunciation skills in students. Contrary, teachers stated that vocabulary was effectively acquired in online classes. The study concludes that fluency and pronunciation have not progressed due to class size, class schedule, connectivity, students' difficulties, and lack of student engagement. In addition, the vocabulary was acquired efficiently due to the use of appropriate teaching resources such as: Cambridge platform, images, videos, audiobooks, or websites like Wordwall, Youtube, and Kahoot! which allowed the students to practice constantly.

Keywords: Difficulties in speaking skill, Online language learning, Speaking skill, Teaching English.

TITULO: PERCEPCIÓN DE LOS DOCENTES DE INGLÉS COMO LENGUA EXTRANJERA (EFL) SOBRE EL DESARROLLO DE LA HABILIDAD ORAL DE LOS ESTUDIANTES EN LAS CLASES EN LÍNEA DEL CENTRO DE IDIOMAS DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI (UTC)

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RESUMEN

Los seres humanos pueden comunicarse entre sí a través de la habilidad del habla, esta es una destreza esencial ya que permite a las personas transmitir sus emociones, sentimientos, pensamientos, etc. Sin embargo, aprender el idioma inglés en línea y desarrollar el habla puede ser una tarea difícil debido a los problemas que enfrentan los estudiantes al hacerlo. No obstante, los estudiantes pueden dominar está destreza a través de la enseñanza adecuada del maestro y el deseo de los estudiantes de superarse. Es por eso que la siguiente investigación tiene como objetivo analizar la percepción de los profesores de inglés como lengua extranjera sobre el desarrollo del habla de los estudiantes en las clases en línea del Centro de Idiomas de la Universidad Técnica de Cotopaxi (UTC). La metodología aplicada para llevar a cabo este estudio fue la investigación cualitativa de estudio de caso, del cual, el instrumento principal para recolectar información apropiada fue la entrevista semiestructurada con preguntas abiertas, que se empleó de forma virtual a través de la plataforma de "Google Meet". Los participantes tomados en cuenta para desarrollar este estudio fueron seleccionados mediante la técnica homogénea, de esa manera, se seleccionaron seis profesores de inglés como lengua extranjera del Centro de Idiomas de la UTC, que tienen alrededor de 3 a 25 años de experiencia en la enseñanza del inglés. Este estudio adoptó un enfoque ascendente para el análisis de datos, que consta de seis procesos principales, como la preparación, exploración, codificación, representación, interpretación y validación de datos. Con base en la percepción del docente, los hallazgos mostraron que las clases en línea no contribuyen al desarrollo de las habilidades de fluidez y pronunciación en los estudiantes. Por el contrario, los docentes afirmaron que el vocabulario se adquirió efectivamente en las clases en línea. El estudio concluye que la fluidez y la pronunciación no han progresado debido al tamaño de la clase, el horario de clase, la conectividad, las dificultades de los estudiantes y la falta de participación de los estudiantes. Sin embargo, el vocabulario mejoró de manera eficiente gracias al uso de recursos didácticos como: La plataforma Cambridge, imágenes, videos, audio libros o sitios web como son; Wordwall, Youtube y Kahoot! permitieron a los estudiantes practicar constantemente.

Palabras claves: Enseñanza del Inglés, Aprendizaje de idiomas en línea, Habilidad para hablar, Dificultades para hablar.

INDEX

1. GENERAL INFORMATION

Theme:

English as a Foreign Language (EFL) Teachers' perception about students' speaking development in online classes at Language Center of the Technical University of Cotopaxi (UTC)

Starting Date:

March 2021

Ending Date:

March 2022

Place of Research:

San Felipe-Latacunga-Cotopaxi-zona 3-Universidad Técnica de Cotopaxi

Sponsoring Faculty:

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Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

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Difficulties in speaking skill, Online language learning, Speaking skill, Teaching English.

2. PROBLEM STATEMENT

The deficit of English speaking interaction inside and outside the classroom is the main problem that EFL students at Language Centers show while producing speaking skills. Bustari, et al. (2017), mentioned that "Teachers… argue that the students face some difficulties in expressing ideas, choosing correct structures, lack of producing appropriate vocabulary and producing correct pronunciation. These problems occurred because the students have less exposure to speaking activity" (p. 97). Due to the pandemic, the current situation has not improved. There has been a change in the modality in which students have gone from asynchronous to synchronous classes. Therefore, they do not interact with the teacher or with other students of the English language. It could be due to the limited number of hours that they have per week to be able to produce the foreign language. Interaction is an important element considered in any educational program, whether online or on campus. In the online environment, learning can be more difficult as the teacher and students cannot be face to face directly. Therefore, interaction is a key variable in learning, whether face-to-face or at a distance (Phan and Huynh, 2021). Thus, several facts are related to this problem. The insufficient time to practice the speaking skill in online classes is one that students must face. Another fact could be the lack of resources to support learning such as English text, technological devices, or the Internet, which are fundamental for online classes. Furthermore, students feel uncomfortable or unmotivated in speaking English because of the fear they sense for mispronouncing a word, for the deficit of fluency, and limit of vocabulary. Tasmia (2019), mentioned that "the students have a lack of vocabularies, difficulty to get meaning or understand the conversations, and keep the interaction going. Motivation is also a factor that causes students having difficulties in speaking... Some students usually have low motivation to speak English" (p. 12). Consequently, vocabulary, fluency, and pronunciation are elements of the problem involved in speaking production. For this reason; the research question of this project is: What is the EFL English teachers' perception about students' speaking development in the online classes?

3. OBJECTIVES

3.1 Main Objective

To analyze the EFL teachers' perception about students' speaking development in online classes at the Language Center of UTC

3.2 Specific Objectives

- To identify the theoretical foundation of teaching-learning speaking online.
- To distinguish the EFL teachers' opinions about students' vocabulary, fluency, and pronunciation development in online learning.
- To establish conclusions and recommendations of teaching methods for developing speaking skill in online classes.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific objective	Activities	Verification Means
To identify the theoretical foundation of teaching-learning speaking online.	Search previous studies Do theoretical framework	Theoretical framework and bibliography
To distinguish the EFL teachers' opinions about students' vocabulary, fluency, and pronunciation development in online learning.	Conduct the teachers' interview. Transcribe the interviews.	Data extracted from the teachers through the semi-structured interview Analysis and discussion of results
To establish conclusions and recommendations of teaching methods for developing speaking skill in online classes.	Reading and comprehending the participants' extracts. Search information about blended learning.	Conclusions and recommendations

5. JUSTIFICATION

Nowadays, Globalization has contributed to making English the most widely spoken language in the world. That is why it has become the priority of students who want to learn a new language. The need of this research is because there are a large number of students who must learn this language and not achieve it, and through this project, teachers will learn about the most common problems that occur in online classes. Most learners sometimes feel like they have not learned anything when they finish an English online course. Hill (2020) argued that some of the students feel that the level of learning in online classes is low compared to previous years because students have difficulty in concentrating and acquiring new knowledge with online learning. Therefore, students only take English courses at university because it is part of their graduation requirement and they have no idea how important English is in professional life.

Furthermore, producing speaking skills in students is one of the English teachers' goals because this ability allows them to communicate their ideas in another language. That is why several positive researchers have been obtained on the development of speaking in synchronous learning. Rahmawati, et al. (2021), showed in their finding that "the only thing that can make students improve their speaking ability is by doing speaking exercises or the learning process face-to-face with other people" (p. 76). However, in asynchronous classes, the results can be negative due to different factors. Rahmawati, et al. (2021), stated that "Elearning does not produce a good effect and is not asked to be used in learning media for speaking skills. This happens because there are several difficulties found in students where students cannot do the practice directly" (p. 75). Thus, this research is aimed at English teachers and pre-service teachers who want to know or research more in-depth about developing the production of students' speaking in online classes. Therefore, through the results teachers can search for other alternatives or ways in which students can master the speaking skill in virtual classes.

To carry out this research and understand the development of the students' speaking skill, the researchers will choose four EFL teachers of the Language Center from the UTC. It pretends to know what are the EFL teachers' perspectives about the development of students' speaking skills through the use of an interview in which it will contain relevant information about the main components of the speaking such as: fluency, vocabulary and pronunciation. Thus, researchers will be able to recognize if online learning helps to improve students' speaking skill.

As English has become the priority of students who want to learn a language, one of the main skills that students desire to master is the productive skill, which is speaking, since through this skill, people can communicate. It is worth mentioning that due to the pandemic the context of learning has changed since it places students in a new context that is virtually. Thus, the importance of this research is to know if the speaking skill can be improved or delayed in online learning. In that way, English teachers can recognize the elements involved in the online teaching-learning process.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Previous research was done by Phan and Huynh (2021) entitled "Improving Non-Majored Students' Fluency in the English Speaking Skill in the Online Environment via Ms-Team". The research aimed to find out English speaking difficulties in the online environment in terms of interaction and concentration in the relationship with the students' speaking fluency. This study involved about 70 non-English majors at Van Lang University. The author applied quantitative research in which the simple random sampling scheme randomly sampled the participants. So, the data was collected through a questionnaire. The results of this research indicated that the learning of online speaking was passive, due to the lack of participation of the students due to the lack of interaction with their teacher and classmates. This research is valuable for this study because the researchers can identify some of the problems involved in the production of students' speech, such as the students' lack of participation and interaction with their teachers and peers. Despite the students 'problems, the authors consider that when the skill of speaking is taught in the online environment supported by appropriate interactive tools, students will have better interaction with their teacher and peers and consequently higher motivation and focus on learning, even with large classes.

Rahmawati et al. (2021) conducted similar research, entitled "The Effect of E-learning on Students Speaking Skill Progress: A Case of the Seventh Grade at SMP Pencawan Medan". This study employed a quantitative method with a descriptive approach, which aimed to see whether e-learning has an effect on the progress of students' speaking skills and to know the process of students' speaking skills in e-learning. The participants were 20 seventh-grade students at SMP Pencawan Medan. The instrument to gather data was documentation. The researchers assigned the participants to do an audio recording of several topics where they told their daily activity in a WhatsApp audio. The results indicate some problems that caused students' speaking progress to decrease, namely in pronunciation, fluency, vocabulary, and accuracy. The authors considered that students cannot master their communication skills in e-learning as they have problems of mispronunciation, poor vocabulary, and lack of fluency that are unable to be overcome through online classes. Focusing on what was mentioned by the author in this study, researchers realized that online classes are useless to develop oral skills because students have speaking difficulties that are impossible to master in virtual classes. In

conclusion, Elearning does not produce a good effect and is not asked to be used in learning media for speaking skills.

Additionally, Alshumaimeri and Alhumud (2021) conducted a study entitled "EFL Students' Perceptions of the Effectiveness of Virtual classrooms in Enhancing Communication Skills". This research aimed to determine the effectiveness of virtual classrooms in enhancing undergraduate EFL students' oral communication skills. The process was applied to 43 female English major students at the College of Education in the Saudi Arabian University. The author applied a mixed methodology, using quantitative and qualitative methods. Thus, the instruments to collect data were a questionnaire and classroom observation. The results of the questionnaire show that students' problems in producing oral skills are related to deficiency of vocabulary, lack of confidence, and panic of making mistakes. Furthermore, it showed that students feel positive and comfortable practicing their oral skills in the virtual classroom. The results of the observation showed that virtual classes help improve students' oral skills. So, understanding what was mentioned by the author in this study, researchers found out that there are some issues why students are reluctant to speak. Students may become anxious about making mistakes, lack of self-confidence, and have a poor vocabulary. Despite the students 'problems, the authors consider that online classes are effective in improving students' communication skills since learners feel comfortable and motivated to produce their oral skills. In conclusion, Virtual classrooms are an exceptional tool to improve student's communication skills since they feel more motivated and confident when practicing speaking skills.

Moreover, Ilmu (2018) investigated the "ESP Teacher's and Students' Perceptions on Teaching Speaking for a Tourism Program". The objective of this research was to analyze the teacher's and students' perceptions about teaching speaking for a Tourism Program. The participants of this study were eight male and female Tourism students and their English teachers in a private Vocational Secondary School (VSS) in Surakarta. The authors applied a case study that is concerned with the exploration of ESP teachers and students' perceptions on teaching speaking for the Tourism program. The instrument to collect data in this study was an interview. It covers questions about participants' knowledge, beliefs, and attitudes. The main findings indicate that the students and the teacher show positive attitudes toward teaching speaking. They are actively involved in overcoming the barriers appearing in the learning process, including the difficulties related to speaking components (grammar, pronunciation, vocabulary, and content). Based on this result the perspective of both the teacher and the students shows that students act positively

when teaching speaking, therefore they practice frequently to overcome their weaknesses. This research is valuable for this study because there is information about the findings, which indicates that students and teachers have positive attitudes in teaching and learning speaking. They also actively participate in overcoming barriers in the teaching-learning process, including difficulties related to the components of speaking, which are grammar, pronunciation, vocabulary, and content.

Hamouda (2020) investigated the study entitled "The Effect of Virtual Classes on Saudi EFL Students' Speaking Skills". This study was experimental research in nature that aimed to explore the effects of the use of virtual classes on the oral skills of English learners and examine their attitudes towards the use of virtual classes. The participants were 70 English students from Qassim University who were assigned in groups of two, control (35) and experimental (35). In addition, the collected data was gathered through an attitudinal questionnaire and semi-structured interviews. The result shows that the students in general had positive attitudes towards the use of virtual classes because they found it useful and fruitful to improve their speaking skills. The author says that the virtual classes had superiority over the traditional method in teaching the speaking skill. In addition, the virtual classes provided the students with fun, pleasure, enthusiasm, and variation, which were the magic keys to positive and effective participation. Taking into account what was mentioned by the author in this study, the researchers understood that the students had positive attitudes towards virtual classes because they were useful and fruitful to improve the ability to speak and because they had superiority over the traditional method. In addition, the students were excited in the virtual classes because they provided fun, pleasure, and variation, which were the magic keys to positive and effective participation.

Most of the findings suggested by Phan and Huynh (2021), and Rahmawati et al. (2021), stated that students have problems developing speaking skills in online classes. This means that speaking as the most important language skill is not developed by students because there are factors like lack of participation, lack of interaction, problems of mispronunciation, poor vocabulary, and lack of fluency that prevent developing it. On the other hand, another study performed by Hamouda (2020), Ilmu (2018), and Alshumaimeri and Alhumud (2021), remarked that students show positive attitudes in overcoming the barriers that appear in the process of development of speech ability, encompassing problems related to the components of speech. Despite the results, the past researchers do not address the lack of students practicing

speaking inside and outside the classroom. They also do not consider the lack of opportunities to produce expression skills such as dialogue, conversation in pairs, and so on.

6.2 Theoretical Framework

6.2.1 English language teaching

English is the universal language and this becomes an important reason to start studying this language. People can communicate without barriers and in different areas, from trade and finance to leisure, religion, and culture. In general, people begin an English course for several reasons such as traveling abroad, improving their professional skills, or simply because they want to know another language. Rao (2019), states that

> In these modern days, the whole world has become a global village and people communicate with each other in a common language, i.e. English. The English language is spoken all over the world and it has attained the status of the global language. English is the language widely used in the field of scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking and so on. (p. 7)

Currently English is the language of companies because it has become a tool to expand the main professions. As soon as people have the language, they will have access to more and better opportunities. According to Rao (2019), "English is the language that is used mostly for business correspondence and internet purposes. It is the only major language used in writing scientific research articles as more than 85% of the research publications are in English" (p. 7).

6.2.2 Productive skill

Communication skills include receptive and productive skills. Listening and reading are receptive skills while speaking and writing are productive skills. According to Pazos (2020), "There are 4 skills in the language that must be mastered for effective communication. These skills are established as speaking, reading, writing, and listening, which are divided into two sub-categories (BBC, n.d). Receptive and productive skills" (p. 26). Speaking and writing are known as productive skills because they both require the type of linguistic production, while reading and listening are known as receptive skills because people receive the language through them.

Sreena and Ilankumaran (2018), state that

> Language skills are divided into receptive skills and productive skills otherwise known as active and passive skills. The passive skills deal with listening and speaking while the active skills focus on the reading and writing. Without listening, no speaking is possible, without reading no writing is possible. So, the four skills go in pairs. (p. 670)

Pazos (2020), declares that

> Language skills are complementary to each other, without receptive skills the student would not be able to produce language due to lack of information, and without productive skills the student would not be able to communicate what was learned and understood. And if one of the 4 skills was not used, the communication skills would be insufficient and there would be learning problems. (p. 26)

Without the productive skills, the student would not be able to communicate. Learners need to generate the language to convey their ideas and thoughts either orally or in writing. These active skills allow people to produce the language efficiently. According to Sreena and Ilankumaran (2018), "Productive skills are speaking and writing. The learners who possess efficient productive skills are able to produce something. They are also known as active skills. Learners need to generate language to communicate their ideas either in speech or text" (p. 670). The ability to speak is highly important in society because people need to communicate with each other, either formally or informally. The user has limited command of the language; this ability depends a lot on receptive skills. According to Herrera (2020), "These skills allow students to produce language, with a communicative purpose, establishing a dialogue between the language and its use through interaction with other cultures, points of view, opinions, and reflections" (p. 19).

6.2.3 Speaking Skill

Through the ability to speak, the human being can transmit the language in a variety of contexts using verbal and non-verbal symbols through the mouth. That is why, it is important because by means of this skill people can communicate with others expressing thoughts and feelings.

Based on Naranjo (2019),

Speaking skill is one of the most important skills learners need to develop due to the human necessity of communication. For teachers, it is important that learners develop their skill because it is a productive skill which means that learners have to produce language instead of just receive an input. In order to help learners, develop confidence, the teacher could apply eliciting, that means to give students clues to help them organize their ideas and speak. (p. 3)

To communicate, humans can use two types of speech such as: formal and informal for different situations and contexts throughout the life. According to Manobanda (2020), "Speaking skills can be divided into formal and informal speaking skills, both types are important because they are applied in a variety of contexts throughout life" (p. 8).

Moreover, Tasmia (2019), states that "Speaking is one of English skills used to express ideas and to communicate with other people in the entire world with a variety of reason such as: relationship, business, networking, overseas travelling, etc." (p. 20). Speaking skill allows people to travel all over the world. In addition, learning grammar, vocabulary, and the most used expressions will facilitate people to stay in the destination, and humans get to know new people and cultures using the language in daily life.

According to Jácome (2021), "Speaking considered as one of the core skills in the language is a productive skill whose functions are to communicate with others in an oral way to transmit ideas or opinions" (p. 25). Furthermore, Afifah and Devana (2020), state that "Speaking is of one of productive skills that must be mastered in learning foreign language. It will be good qualified people in the future if non-native speaker mastered English" (p. 135). The ability to speak allows people to express themselves in front of others, fluid and extractive ideas smoothly with order and clarity. That is to say, by learning the language, human beings improve other skills such as creativity, reasoning, problem solving, and so forth.

6.2.4 The importance of speaking skill

The ability to speak is associated with the vital need of human beings to relate to each other. Thanks to communication, these relationships are possible in the social context, this implies establishing relationships with others and exchanging opinions since people are alternately emitters and receivers.

Manobanda (2020), states that

> In the present global world, communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Moreover, people cannot achieve their aims, objectives, and goals without using proper language to communicate. Therefore, there is a need for a language to communicate with others who live all around the world. Because English is considered the international language and it is spoken all over the world, it serves to communicate with the people who live in different regions, states, countries, and continents. (p. 8)

Communication skills enable students to be successful academically and in future career prospects. Nowadays, students are in a challenging environment because they must not only possess academic experience but also the skills necessary to improve their prospects for learning and employability for the future. For communication to emerge there must be a sender and a receiver since this is a dynamic process that involves an interaction between two or more people. The main purpose of communication is to convey thoughts, feelings, and beliefs from one person to another.

Rao (2019), states that

> As English is considered the international language and it is spoken all over the world, it serves the purpose of communicating with the people who live in different regions, states, countries, and continents of the world.

> Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. (p. 8)

6.2.5 Speaking aspects

FLUENCY. According to Manobanda (2020), "Fluency is about how comfortable and confident the speaker is when speaking English. An indicator of strong fluency is when a person can speak for an extend period of time" (p. 9). Fluency is the ability of a speaker to express himself correctly with facility and spontaneity, both in his mother tongue and in a second language; this allows the speaker to function in a correct way. Tasmia (2019), states that "fluency is the area of language ability which related to the speed and ease with which a

language learners' performers in one of four core language skills of speaking, listening, reading, and writing" (p. 23).

VOCABULARY. According to Simaluisa (2021), "English vocabulary is essential for learning and teaching the English language since without sufficient knowledge of vocabulary people cannot understand others or express their own ideas. Using vocabulary learning strategies is necessary" (p. 16). Vocabulary is essential to understand a reading. That is why, students must know the meaning of words, expressions and the different meanings that the same word can have. Manobanda (2020), states that "It is clear that if the speaker does not know the words to say what he wants to say, then, he cannot say it. Being a good speaker means constantly growing the vocabulary" (p. 10).

GRAMMAR. According to Tasmia (2019), "Grammar is one of the important language components in learning language. Speakers and writers can communicate and convey their messages clearly and meaningfully because of their ability and understanding of grammar" (p. 23). Grammar allows the best use of a language in aspects such as spelling and phonetics. In addition, it helps to understand a reading, how words are formed, and allows them to be combined and organized correctly in a sentence. Manobanda (2020) states that "The dreaded G word! Grammar does matter and the fewer mistakes made, the better speaking skills will be. However, do not worry about making mistakes either! A good speaker does not have to use perfect grammar" (p. 10).

PRONUNCIATION. According to Timbila (2020), "Pronunciation is a complex area, with a lot of sub-skills that can be practiced. A skilled speaker can use the sub-skills of pronunciation to emphasize and make the communicative effect of their speech more impactful" (p. 14). Pronunciation is important when learning English because it helps us avoid communication problems. One must speak and pronounce the words correctly, as a mispronounced vowel or consonant can lead to confusion. Naranjo (2019), states that "English pronunciation does not equate to mastering a list of isolated sounds or words but to learn and practice how to make a speaker's thoughts easy to understand and follow" (p. 4).

6.2.6 Students' difficulties in speaking English

The aim of producing speaking is to be able to communicate any oral message efficiently. Speaking demands producing and receiving information by the speaker and listener, which is mastered by the experiences, purpose, or environment (Tasmia, 2019). As speaking can be

considered the most difficult skill to produce in the EFL context, many students have problems developing their communicative skills (Alcívar, 2021). The problems that learners face to produce English-speaking skills are caused by several elements such as lack of interest in the English Language, poor listening, mother tongue use, deficient vocabulary and pronunciation (Nabiyeva, 2018).

Lack of interest in the English Language: Motivation is the key to learning a foreign language. Most of the students refuse to practice because they are not interested in the subject. It can be because students feel bored learning the English language or because the topic chosen by the teacher is difficult and they have little knowledge about it. For this reason, students prefer to be quiet and not participate in class (Nabiyeva, 2018). Additionally, the lack of knowledge of the grammar and vocabulary that learners should use discourages them to practice and produce their communication skills (Fitri, 2019). Therefore, their possible answers when the teacher asks them to participate are: "I don't know" or they just keep silent.

Poor listening: Communicating in a language requires both productive and receptive skills (Tasmia, 2019). Speaking belongs to the productive skills, in which speakers can express their feelings, opinions, and ideas. Listening refers to receptive skills because the information will be understood by the participant (Sreena and Ilankumaran, 2018). Thus, one student can be good at expressing their opinions in English but without the ability to listen, it will be difficult to understand the information sent by the speaker. Nabiyeva (2018), mentioned that without listening "the student does not comprehend sufficient elements in the message to be able to make further contributions to the discussion" (p. 40).

Mother tongue use: As students learn English as a foreign language, they have fewer opportunities to interact with it. Learners just use English inside the classroom to communicate with the English teacher and classmates. Otherwise, in their daily life, they use their mother tongue for everything. Nabiyeva (2018), stated that "foreign language students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language" (p. 40). In addition, students are familiar with their mother tongue because it is the language that they dominate and feel comfortable talking with their partners (Fitri, 2019).

Mispronunciation: One of the mispronunciation problems is that foreign language learners read the words as they are written. English has sounds that students are not accustomed to

listening to or producing in their mother tongue, so they try to read the English words in the same way that they speak in their first language. According to Afonso (2020), "Spanish is a phonetic language, i.e. the written form resembles the spoken form and vice versa. This is one of the main issues when they are learning English, that they try to pronounce all letters of a word, but in English, this is not the case" (p.14). Mispronunciation deters learners from being able to convey and receive the information. Therefore, the vocabulary must be memorized, repeated, and applied in every situation to improve the students' pronunciation (Tasmia, 2019).

Poor vocabulary: Vocabulary is fundamental to producing speaking skills. "Having limited vocabulary could be a barrier in speaking. The less vocabulary they have, the fewer sentences they can make. It discourages them to speak" (Wardhany, 2020, p. 16). Therefore, knowledge in vocabulary provides learners to construct sentences, phrases, and paragraphs to express their feelings in the spoken language. The more vocabulary learners know, the more they will be able to interact and communicate in the English language (Tasmia, 2019).

Additionally, to these difficulties, Tasmia (2019) stated that psychological problems also influence students' speaking development. These factors include fear of making mistakes and lack of self-confidence. Regarding fear of making mistakes, learners avoid exposing their answers or ideas because they are frightened that the teacher will scold them in public or partners will make jokes about their mistakes (Wardhany, 2020). Thus, these difficulties became an obstacle where students inhibited themselves from participating in the spoken activities. Anxiety and shyness are also involved in the causes that students feel afraid of practicing their speaking. Tasmia (2019), mentioned that "the students may confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to speak better" (p. 16). Concerning lack of self-confidence, insecurity makes students doubt their knowledge and refuse to practice English in class. Even if the answer is correct, they prefer not to share their ideas (Nabiyeva, 2018).

6.2.7 Online language learning

Digital transformation is making everything much more accessible in people's lives. Online courses have been offered with excellent results for a long time, which has made E-learning more and more widespread. Currently, online learning is one of the most viable to learn from anywhere on the planet. According to Codreanu (2020), "online teaching is by and large much more demanding than face-to-face teaching since it requires and involves different and

specialized skills" (p. 30). This new way of learning a language involves breaking down obstacles that until now have prevented many people from learning languages. Starting with the geographical barriers that have been eliminated with the internet, and continuing with the economic ones. Education has been democratized thanks to the internet and it is allowing the world to know everything around it.

Online learning encourages students to be motivated to learn. Students feel interested in e-learning because it is related to technology, which means that learners will use the web, e-mail, websites, apps, video conferences, and so on (Frafika, 2020). In that way, teachers support online learning and "they tend to include homework tasks to be completed online, the use of mobile technology, such as gaming apps like Kahoot! and may have a small portion of the classes or course activities online" (Manegre, 2020, p. 15).

According to Alzamil (2021), "learning can take place digitally to overcome the social distancing and the suspension of schools" (p. 22). It means that through online learning students have the opportunities to be joined anytime and anywhere. As this only needs to be connected with the internet, no matter if the learners use it in a long-distance or one place, they can attend and participate in the e-learning classes (Mohammed, 2021). Online learning provides students the opportunity to master their time to learn a language. Frafika (2020), argued that "the learners will control about when they learn, how they learn, and their learning needed in connecting online" (p. 220). Additionally, the teachers are the fundamental key in online learning since they play several important roles. They are an online motivator and platform promoter, technologist and computer specialist, daily informer and permanent collaborator, supervisor (Codreanu, 2020).

Additionally, Frafika (2020) stated that there are some advantages about applying online teaching and learning:

Accessibility:

Online language learning provides students the opportunity to be connected to learning a language from any place in the world. While learners have the internet, they can attend the classes. No matter if students are in another city or country, they can interact with the teacher and classmates immediately.

Personalized learning:

Online learning encourages students to learn individually. It brings the opportunity to develop knowledge, experiences, and individual skills. It provides students' motivation when they study, developing self-esteem and confidence in learning a language. Therefore, students will be actively participating in online classes.

Develops cognitive skills:

Due to technology, information is at our fingertips. With the use of the web, students can be able to find enough information immediately. When they read a text, article, or watch an informative video, they will be able to think and reason about it. In that way, the information that they have found becomes knowledge, and they can develop their abilities and share the online information with their partners.

Cost-effectiveness:

Online learning helps students to invest less money in education. As they only need the internet, a computer or a smartphone, parents are not going to spend buying English books or dictionaries. All the materials that students need are included on the web.

Basic computer skill:

Using online learning allows students to develop their technical skills. They will be professional at mastering the computer and using technology.

6.2.8 Teaching speaking skill online

Teaching speaking is the most feasible language skill for online teaching. According to Codreanu (2020), "speaking seems by far much more accessible to online teaching as the teacher… can monitor their spoken language, give them immediate or delayed feedback and encourage their active participation and engagement with the speaking activities" (p. 30). Thus, the accessibility that the teacher has to monitor students will allow them to achieve their goal of developing and practicing speaking skills online. Teaching this skill in this modality promotes students' interest and gives them the possibility of recording conversation activities so they can identify their mistakes and improve (Codreanu, 2020).

Teaching speaking skill online seems to be appropriate to guarantee the development of learners' speaking skill since it allows students to practice the language and use several resources. As teachers use the technology to teach English, they can apply visual resources such as pictures or videos, or auditory resources like songs or audios in which students could watch, listen and repeat the English expressions that they can use in a conversation. The key for producing speaking is repetition, taking into account the material that teachers apply, learners will be able to listen and practice the language repeating the words and phrases in different contexts to develop oral skills. Moreover, teaching English online allows students to record their speaking activities and recognize their mistakes to improve their communicative skill. Codreanu (2020) stated that "the main advantage in teaching speaking online lies in the possibility of recording the lesson or the speaking activity for further use and improvement" (p. 31).

The challenges teachers face in conducting the teaching and learning process should not be an excuse to be interrupted. Due to the COVID-19 pandemic, the teaching and learning process forced teachers and students to do it online. To carry out the learning objectives, approaches such as blended learning and activities that exposed students to speaking practice were applied. According to Avazmatova (2020) states that "Blended learning is the integration of traditional face-to-face learning with technology, the internet, and distance learning. This approach is becoming pervasive in the education system in recent years" (p. 507). When speaking skills are taught in the online environment supported by interactive tools, students will perform better and be more motivated to learn. The activities can become alternatives for teachers when teaching speaking skills online. They can also use online platforms where they can find various materials such as videos, movies, texts, songs, and educational videos, through which they can learn new words, pronunciations, expressions used by native or non-native English speakers. Also the educator can modify the activities to adapt them to the context of his teaching and improve teaching (Lestari, 171).

7. METHODOLOGY

7.1 Research Design

This study implemented a case study design since the researchers wanted to gather in-depth information related to English Teachers 'perception. Furthermore, a qualitative research methodology was applied because it allowed researchers to understand the nature of the phenomena gathering and interpreting data that are written in words instead of numbers to acknowledge the social and human environment. In that way, data was collected by applying a semi-structured interview designed with open and closed questions to allow the participant to describe their experiences.

7.2. Participants

The homogeneous sampling technique was applied as the purposeful sampling to deliberately select participants. Thus, the participants selected were six EFL teachers from the Language Center of the Technical University of Cotopaxi, who have taught English online for around three semesters to different courses consecutively. The participants have from 3 to 25 years of experience teaching English.

7.3. Instruments

Participants had to respond to a semi-structured interview, which was divided into four sections. The first section was targeted to obtain information related to the students' fluency. The second section consisted of questions about students' vocabulary. The third section was guided to the students' pronunciation. The last section was aimed at gathering data about students' difficulties, schedules, materials, and activities to develop speaking online. One-on-one interviews occurred through a virtual meeting by the google meet platform, in which every interview had a range in length from 15 to 20 minutes.

7.4. Data Analysis

The information obtained from the interview was transcribed and organized using the bottom-up approach. There are six main processes involved in this approach such as preparing, exploring, coding, representing, interpreting, and validating (Creswell, 2012). In this process, the researchers organized data in a table of sources where they read, marked, and divided the information into parts. Moreover, the information was analyzed, labeled, organized, and

transcribed using categories. These categories were designed by selecting a specific name to label it. The categories were divided into subcategories, which were represented with a specific color to provide a better understanding of the information and facilitate its manipulation. Finally, researchers summarized, explained, and described the findings based on their interpretation creating a description of the study and they also applied a review of past studies to support the main findings of the students' speaking improvement in online classes.

7.5. Ethical considerations

This study followed some ethical standards. First, consent letters were sent to every participant to allow researchers to use the information for investigative purposes. EFL teachers conceded approval and provided the facilities to conduct the interview. Second, participants were briefed about the objectives and purpose of the study. Third, a code was assigned to each participant to maintain the anonymity of their identity and contribute to the confidentiality of the data. Thus, each code is made up of the letter "T", which represents the word "teacher"; a number, which represents the number of the interviewee; and the initial of their name and surname, that is why the participants are represented as: T1WC, T2MFA, T3ES, T4NG, T5LY, T6BC.

8. ANALYSIS AND DISCUSSION OF RESULTS

To achieve the objective of analyzing the EFL teachers' perception about students' speaking development in online classes at the Language Center of UTC, researchers interpreted the information from the EFL teachers' interviews. Since this analysis, researchers could find categories and subcategories (Table 1), which are described considering the participants' excerpts.

Table 1: Categories and subcategories

Categories	Subcategories
Drawback	- Class size - Schedules - Connectivity - Students' difficulties
Speaking progress	- Fluency progress - Pronunciation progress - Vocabulary progress
Motivation	- Language practice - Students' commitment
Strategies and Materials	- Teacher's strategies - Learning materials

Elaborated by: Curicho, J., & Portilla, A., (2021)

Note: This table demonstrates the elements that were taken from the interviews of the participants. This table is divided into two columns, in the first one it shows the categories involved in the development of students' speaking skill. In the second column, the subcategories are reflected.

Category A. Drawback

This category encompasses all the disadvantages or problems encountered in the development of online classes. It involves some subcategories related to the number of students, schedule, connectivity, and students' difficulties.

Subcategory A. 1. Class size

The number of students proved to be a negative factor that influenced the online classes since all the participants expressed that it is difficult to produce the speaking skill with a very large number of students. So, EFL teachers mentioned that:

"Por el número de estudiantes que están dentro de la SES, es muy complicado determinar si es que se ha mejorado." [Due to the number of students involved in the SES, it is very difficult to determine if it has been improved] (T1WC)

"No se puede trabajar con demasiados estudiantes, yo tengo 58 estudiantes en cada curso, y es muy complicado desarrollar la habilidad de speaking en las clases online" [It is not possible to work with too many students, I have 58 students in each course, and it is very difficult to develop speaking skills in online classes] (T2MFA)

"Simplemente no se puede trabajar con una clase de 40 estudiantes" [You just can't work with a class of 40 students] (T3ES)

Similarly, another teacher stated that *"El número alto de estudiantes es otro problema, hablamos entre 30 a 60 estudiantes por curso"* [The large number of students is another problem, there are around 30 to 60 students per class] (T4NG)

"Contamos con demasiados estudiantes, lo cual nos ha afectado, y sincrónicamente no se puede verificar y tener la veracidad de comprobar que los chicos estén desarrollando el speaking bien" [We have too many students, which has affected us, and synchronically it cannot be verified and have the veracity to prove that the students are developing speaking correctly] (T5LY)

"Existe un número muy amplio de estudiantes en cada clase, lo cual se ha convertido en un desafío para poder desarrollar las destrezas del speaking" [There is a very large number of students in each class, which has become a challenge to develop speaking skills] (T6BC)

In closing, most of the English teachers who have already experienced teaching in large classes agreed that the excess number of students brings some difficulties to enhance the speaking. So, the students have not been able to develop their speaking skills in the online classes since there are 30 to 60 students and it is challenging to get each student to practice the language one by

one in the class. Obiakor and Oguejioffor (2020) argued that the large class size affects the active and frequent participation of the students since it negatively affects the learners' attitude to learn and practice speaking in online classes. In that way, English teachers might be considering that class size has a consequence on the academic performance of EFL students. Aoumeur (2017) drew similar conclusions in the study of the "Impact of Class Size on Teaching and Learning English as a Foreign Language" which provided consistent evidence that class size can affect academic and pedagogical skills. A class with large numbers of students can affect the teaching and learning process because teachers have problems with students' participation, and learners feel worried about the lack of opportunities to practice the language.

Subcategory A. 2. Schedules

The students' class schedule demonstrated to be a negative factor influencing the online classes because all the participants mentioned that it is difficult to produce the ability to speak with only 2 hours of classes a week.

> *According to EFL teachers "Lastimosamente tenemos solo dos horas a la semana por cada uno de los paralelos, y en dos horas al tratar de asumir una unidad es complejo"* [unfortunately, we only have two hours a week for each of the courses, and it is complex to try to assume a unit in two hours] (T1WC)

> *"2 horas no es suficiente y es muy complicado enfocarme en todas las destrezas con un número de tiempo limitado"* [2 hours is not enough, and it is difficult to focus on all the skills with a limited amount of time] (T2MFA)

> *"Considero que lamentablemente sí necesitamos más espacio para desarrollar el speaking y otras destrezas, ya que los estudiantes no pueden decir que hablan muy bien pero con una gramática pésima o con un vocabulario que no entiendan lo que están diciendo"* [I think that unfortunately we do need more space to develop speaking and other skills, since students cannot say that they spoke very well but with lousy grammar or with a vocabulary that they do not understand what they are saying] (T3ES)

> *"Si hablamos del tiempo del docente, obviamente es insuficiente porque son 2 horas de clase en la semana"* [If we talk about the teacher's time, it is obviously insufficient because there are 2 hours of class per week] (T4NG)

"El tiempo establecido para aprender nunca es suficiente, necesitamos siempre más tiempo y en online el tiempo es muy poco, casi nada" [The time established to learn is never enough, we always need more time and online time is very little, almost nothing] (T5LY)

"No es suficiente el tiempo, honestamente nos hace falta disponer de más horas, tomando en cuenta que son dos horas de encuentro y las otras son horas que tienen de aprendizaje autónomo" [Time is not enough, we need more hours honestly, taking into account that there are two hours of meetings and the others are hours of autonomous learning] (T6BC)

Therefore, most of the teachers indicated that it is quite challenging to develop speaking skills in online classes, as they only have a limited number of hours per week, which disallows them to practice enough to produce speaking. It means that students do not frequently participate in speaking activities in the online class. In addition, it should be aware that EFL teachers must work on the four English skills, therefore it is arduous to focus only on speaking for two hours a week. Simirarily, Gunes and Karaazmak (2017) showed in their study that teachers lack enough time to teach English. Compared to classroom teachers, English teachers have two hours of classes a week with students, which is not adequate to develop students' communication skills and cover the curriculum. In this way, the established hours are not enough since the teacher does not find extra time to work with songs, games, or activities that make learning a language more fun.

Subcategory A. 3. Connectivity

Based on the data collected from the interviews, teachers mention that connectivity is another factor that influences the learning process because students have connectivity problems that affect the comprehension of language learning.

"Los estudiantes no tienen una buena conexión a internet, a veces para acceder a la clase utilizan datos y esto no les permite aprender porque no escuchan muy bien al profesor" [Students do not have a good internet connection, sometimes to access the class they use data and this does not allow them to learn because they do not listen very well to the teacher] (T1WC)

"Hay momentos en los que estamos en clases y la conexión a internet se pierde, por lo tanto, los estudiantes se desconectan, luego ellos tienen que estar al pendiente de lo que está enseñando el docente que obviamente es bastante" [Sometimes, when we are in class the internet connection is lost, so the students are disconnected. Then they have to be aware of what the teacher is teaching, which is quite a lot] (T2MFA)

"*Hay problemas de conectividad, los estudiantes no pueden prender la cámara, no tienen conexión a Internet, et*c" [There are connectivity problems, students cannot turn on the camera, they do not have Internet connection, and so on] (T3ES)

"En esta realidad de conectividad no todos los estudiantes tienen acceso a internet y eso dificulta el aprendizaje en línea" [In this reality of connectivity, some students do not have access to the internet and that makes online learning difficult] (T4NG)

"No todos tienen acceso a internet, a veces no pueden escuchar porque se les interrumpe el audio y se distorsiona la pantalla y no pueden ver" [Not everyone has access to the internet, sometimes they can't hear because their audio is interrupted and the screen is distorted and they can't watch it] (T5LY)

"Cuando estamos en clases a veces la conexión a internet se pierde, por lo tanto, los estudiantes no escuchan todas las instrucciones y se pierden. Luego ellos tienen que estar preguntando a sus compañeros" [When we are in class sometimes the internet connection is lost, therefore the students do not listen to all the instructions and they get lost. So they have to be asking their peers] (T6BC)

All in all, most of the participants agree that connectivity is a factor that influences language learning online since occasionally connectivity is lost and they cannot hear or see what the teacher is explaining. According to Hue (2020) "Since the quality of Wi-Fi connection does not level at all times, the students fear that online work and assessment might be lost halfway" (p.48). Regarding this, when the student misses access to a good internet connection, it is difficult to listen to what the teacher instructs. Also, it is challenging to look at the material on the screen for the students who have a poor internet connection, so they misunderstand everything that the teacher shows and explains in the class. In that way, teachers will not be able to assess students through participation in class as they will have trouble turning on the microphone or camera, or maybe the audio will be interrupted by poor internet connectivity.

Mahyoob (2020) revealed in his study that the major issues faced by EFL learners in online learning were internet connectivity problems, accessing classes, and downloading courses' materials problems. Due to these problems, the students could not access the exams online from their mobile phones and the students could not interact with the teachers and classmates to develop their communication skills in the language.

Subcategory A. 4. Students' difficulties

Based on the data collected from the interviews, teachers mention that students' difficulties are another factor that influences the learning process.

"*No tienen los recursos tecnológicos para acceder o tal vez no tienen el medio económico para la virtualidad*" [They do not have the technological resources to access or perhaps they do not have the economic means for virtuality] (T1WC)

"*Los estudiantes tienen bastante miedo y vergüenza al participar, he notado que eso forma parte de no poder desarrollar bien la habilidad de speaking. También, otra dificultad es que el estudiante no practica, entonces al momento de que usted no practica, asi sea viéndose usted al espejo y diciendo my name is ...nunca va a poder desarrollar el speaking*" [Students are quite afraid and embarrassed to participate, I have noticed that this is part of not being able to develop the speaking skill well. Also, another difficulty is that the student does not practice, so when you do not practice, even if you see yourself you to the mirror and saying my name is… you will never be able to develop speaking] (T2MFA)

"*Para algunos estudiantes es complicado, no saben compartir una pantalla, es difícil para ellos establecer una conversación línea*" [For some students it is complicated, they do not know how to share a screen, it is difficult for them to establish a conversation online] (T3ES)

"*Los estudiantes no tienen con quien practicar en una comunicación real porque no tenemos interlocutores que tengan el inglés como lengua materna*" [Students do not have someone to practice with in real communication because we do not have interlocutors who have English as their mother tongue] (T4NG)

"*La falta de oportunidades para interactuar y la falta de compromiso son problemas que reflejan los estudiantes al momento de aprender otro idioma*" [The lack of

opportunities to interact and the lack of commitment are problems that students reflect when learning another language] (T5LY)

"Uno de los problemas principales que enfrentan los estudiantes cuando salen de la universidad o de su clase es que no tienen la oportunidad de practicar el inglés" [One of the main problems that students face when they leave the university or their class is that they do not have the opportunity to practice their English] (T6BC)

The participants mentioned that the main difficulties that students face in online learning are the technological and economic resources. It refers to the lack of a computer, tablet, or mobile phone to attend classes or the lack of internet connection at home. Since the internet is the key tool for online classes, language learning suffers when students miss these resources. In the same way, the lack of knowledge in the technological field leads students to regress in learning since it is challenging for them to share a screen, use websites or applications. Furthermore, the lack of interaction between classmates, teachers, or interlocutors implies that students cannot practice the language in the context. According to Alshumaimeri and Alhumud (2021) "students believed that the lack of face-to-face interaction affected their interpersonal communication" (p. 94). Therefore, it makes learning the language demanding because they have no one to practice with. Likewise, Hue (2020) found in his study that the lack of students' knowledge in IT skills affects their performance in-class activities such as online final exams. In addition, the students are concerned because they do not have enough opportunities to interact with their peers since the social exchange through a screen is not the same as face-to-face.

Category B. Speaking progress

Speaking is a skill developed for communication purposes. The progress of this involves an improvement or a setback depending on the way it is taught. This category involves progress in fluency, pronunciation, and vocabulary to know the performance of the students.

Subcategory B. 1. Fluency progress

Based on the information gathered from the interview, fluency is an essential element in speaking production. However, it is difficult to develop it in online classes. Several professors mentioned that:

"El indicador de fluidez está por debajo de la media, como lo teníamos en el pasado" [The fluency category is below average, as we had it in the past] (T1WC)

"el 90% de mis estudiantes no han demostrado progreso" [90% of my students have not shown progress] (T2MFA)

"Yo creo que no se ha alcanzado mucha fluidez trabajando en esta modalidad." [I think that fluency has not been achieved working in this modality] (T3ES)

"Por la falta de interacción la fluidez no ha mejorado, puesto que en el aprendizaje en línea es difícil que en las dos horas de clases se pueda interactuar, de tal manera que puedan ellos desarrollar el nivel del listening y a su vez speaking, que es la fluidez" [Fluency has not improved due to the lack of interaction, since it is difficult to interact in the two hours of online learning to develop the students' level of listening and speaking, which is the fluency] (T4NG)

"La fluidez se ha perdido ya que no podemos trabajar y face to face sincrónicamente no se puede evaluar a los estudiantes." [Fluency has been lost since we cannot work, and face to face synchronously the students cannot be assessed] (T5LY)

"Podríamos decir que se ha mantenido ahí y no hemos logrado avanzar." [We could say that it has remained there and we have not managed to advance] (T6BC)

Regarding the information, the teachers considered that the fluency of the students has not improved through this online modality. It may be due to the number of students, class time, or because there is no face-to-face communication between student and teacher, which is also related to the lack of practice of the language in class. If the students do not practice the conversations or expressions used, they will not be able to have an improvement in fluency. In addition, students cannot produce fluency because they do not master the other elements of speaking such as vocabulary, pronunciation, and grammar. Similarly, Hanifah (2018) mentioned in her study that fluency cannot be developed if students do not learn to master English vocabulary or English grammar. Students must have sufficient knowledge of these speaking elements so that they can speak English fluently.

Subcategory B. 2. Pronunciation progress

Based on the data collected from the interviews, teachers mention the pronunciation progress turned out in online classes because almost all the participants mentioned that students have problems with pronunciation.

"Hablando en pasado ellos dicen lived, worked, entonces ellos están leyendo así como está escrito, por lo tanto la pronunciación si ha tenido una baja considerable" [Speaking in the past they say lived, worked, so they are reading as it is written, therefore pronunciation has had a considerable drop] (T1WC)

"He tomado speaking y les ha ido mal porque se han puesto a leer, entonces considero que eso es un aspecto negativo y por eso no ha progresado la pronunciación" [I have taken the speaking test and they have done badly because they have been reading, so I consider that this is a negative aspect and that is why the pronunciation has not progressed] (T2MFA)

"La pronunciación si ha mejorado, hablemos de un 40 y 30%, sin embargo, el resto no ha mejorado, mejor ha decaído" [The pronunciation has improved, let's talk about 40 and 30%, however the rest has not improved, rather it has declined] (T3ES)

"No, si los estudiantes no practican, difícilmente van a mejorar su pronunciación, la pronunciación se mejora cuando hay la inmersión, cuando hay práctica constante, sin práctica constante los estudiantes no pueden mejorar" [No, if the students do not practice, it will be difficult for them to improve their pronunciation, the pronunciation improves when there is immersion, when there is constant practice, without constant practice the students cannot improve] (T4NG)

"No han mejorado porque no hay tiempo para poder corregir su pronunciación y sincrónicamente no se puede comprobar que los chicos estén pronunciando bien" [They have not improved because there is no time to correct their pronunciation and it is not possible to check synchronously that the students are pronouncing correctly] (T5LY)

"No se ha mejorado con la modalidad virtual, antes los estudiantes tenían más oportunidades de trabajar con lecturas, haciendo listados de palabras difíciles de pronunciar y de esa manera practicaban la pronunciación" [It has not improved virtually, before the pandemic students had more opportunities to work with readings, making lists of words that are difficult to pronounce, and in this way they practiced pronunciation] (T6BC)

Consequently, learning to correctly pronounce words in a different language can be one of the most difficult parts to master since it has some sounds that do not exist in the mother tongue, in this case, which is "Spanish" and students tend to pronounce it as it is written. Thus, most of the English teachers agreed that the students' pronunciation has not improved because they read the words as they are written. Therefore, the students have not been able to improve their pronunciation. Similarly, Yumniamatillah (2017) found in her study that pronunciation is one of the factors that show difficulty when speaking. It was affected by the student's mother tongue, accent, or spelling, which prevented students from pronouncing words in English. On the other hand, one of the participants stated that has noticed an improvement in the pronunciation of some of his students. This may be because the students repeat the words in the same way that the English teacher does, or because they have looked or heard in a dictionary, video, or song.

Subcategory B. 3. Vocabulary progress

Regarding information gathered from the interviews, teachers claimed that the acquisition and improvement of vocabulary has been developed in a feasible way. However, one teacher considered that it is impossible to realize if students have improved vocabulary.

> *"El vocabulario en los estudiantes se ha incrementado, pero no es el suficiente porque el estudiante solamente trabaja 3 horas en una plataforma y con el docente solo trabaja dos"* [The students' vocabulary has increased but it is not enough because the student only works 3 hours on the platform and with the teacher he only works two] (T1WC)

> *"Vocabulario sí, sí se ha incrementado, y yo lo he notado"* [Vocabulary yes, It has increased and I have noticed it] (T2MFA)

> *"Obviamente yo diría que sí han mejorado el vocabulario"* [Obviously, I would say that they have improved the vocabulary] (T3ES)

> *"El vocabulario si ha mejorado, lo han desarrollado porque la plataforma y las aplicaciones les ayuda"* [The vocabulary has improved, they have developed it because the platform and apps helps them] (T4NG)

> *"El vocabulario han adquirido debido a que usan plataformas y tambien páginas web"* [The vocabulary they have acquired because they use platforms and also web pages] (T5LY)

"Sí, están aprendiendo nuevo vocabulario a través de la plataforma, aplicaciones y en los encuentros que tienen con el docente" [Yes, they are learning new vocabulary through the platform, apps and in the meetings they have with the teacher] (T6BC)

As a result, professors considered that students have improved their vocabulary due to the use of platforms and apps to develop vocabulary in virtual education. So, the employment of these tools has allowed learners to assimilate and understand new words to apply them appropriately. A similar study done by Deris and Shukor (2019), revealed that students learn more vocabulary through mobile applications since these are accessible from anywhere and can be used at any time. Therefore, these technological tools have facilitated learning for students.

Category C. Motivation

This topic has a significant role in the learning of the English language. It affects the emotional state, feelings among others of each learner. According to Filgona, Sakiyo, Gwany, and Okoronka (2020), "Motivation increases the initiation and persistence of learning activities. It increases students' time on task and is also an important factor affecting their learning and achievement" (p. 26). Motivation is seen as a factor that guides learners to achieve a specific goal. This category involves some subcategories that will be discussed as language practice, students' motivation, autonomous work.

Subcategory C. 1. Language practice

According to the information gathered from the interviews, teachers mentioned that the language practice allows students to internalize the language in a real and correct way.

"Definitivamente la práctica es el camino que conlleva a un aprendizaje óptimo de un nuevo idioma" [Definitely, practice is the path that leads to optimal learning of a new language] (T1WC)

"Al trabajar autónomamente practicando y estudiando va a ir mejorando" [By working independently, practicing and studying, they will improve] (T2MFA)

"En la plataforma tiene la oportunidad de practicar speaking en los audios que ellos se graban, también practican speaking cuando está en clases e interactúa y finalmente cuando se evalúa" [On the platform, they have the opportunity to practice speaking in

the audios that they record, they also practice speaking when they are in classes and interact and finally when they are evaluated] (T3ES)

"La práctica es lo que nos da la excelencia" [Practice is what gives us excellence] (T4NG)

"Necesitamos practicar, vivir la realidad del idioma tomando en cuenta su importancia ya que es el segundo idioma considerado a nivel mundial" [We need to practice, live the reality of the language taking into account its importance since it is the second language considered worldwide] (T5LY)

"El estudiante tiene en sus manos todas las herramientas para trabajar, tiene material, audio, video, las clases, tiene encuentros con el docente, entonces para desarrollar el speaking el estudiante debe practicar constantemente" [The student has in his hands all the tools to work, he has material, audio, video, the classes, he has meetings with the teacher, so to develop speech the student must practice constantly] (T6BC)

To sum up, some teachers claimed that practicing has a significant benefit in the development of students' language skills. It is also pointed out that learners need to practice and interact with their peers to develop their skills in the English language. Consequently, the practice grants learners language proficiency. Likewise, Nishanthi (2018), revealed in his previous study that sometimes being fluent in a language can seem like a very distant reality. Nevertheless, with a little effort and constant practice, it is possible to understand and speak English in a reasonable amount of time. Practice is the key; it is what benefits people master English. American television will help people to develop their listening skills. People can begin to recognize many more words, learn to pronounce them better, and discover new ways to use vocabulary in different situations. The important thing is not to give up, because over time you will get used to it.

Subcategory C. 2. Students' commitment

Based on the data collected from the interviews, the teachers mentioned the importance of students' motivation.

"Los estudiantes pueden generar tranquilamente una agenda, un calendario de actividades donde ellos arreglen sus horarios para estudiar. Todos los estudiantes

deben tener esa autodecisión y autodisciplina y convencimiento para estudiar" [Students can easily generate an agenda, a calendar of activities where they arrange their schedules to study. All students must have that self-decision and self-discipline and conviction to study] (T1WC)

"Cada uno puede dar más, siempre y cuando uno quiera" [Everyone can give more, as long as one wants] (T2MFA)

"Lo más importante es querer aprender un nuevo idioma, si yo quiero, yo puedo, si estoy obligado porque tengo que aprobar para egresar de la universidad es bien complicado" [The most important thing is wanting to learn a new language, if I want to, I can do it, if I have just done it for a pass or graduate from university, it's very complicated] (T3ES)

"Depende mucho del compromiso que tengan los estudiantes para aprender porque hay estudiantes que trabajan muy bien cuando se lo proponen" [It depends a lot on the commitment that the students have to learn because there are students who work very well when they propose it] (T4NG)

"El estudiante se encuentra hoy en ese compromiso de que por sí mismo tiene que autoeducarse y demostrar lo aprendido en clase" [Today the student has the commitment to educate himself and demonstrate what he learned in class] (T5LY)

"Yo creo que la clave fundamental es el compromiso que cada estudiante tiene que él se comprometa al 100% a tomar esta decisión de aprender a través del trabajo autónomo" [I think that the fundamental key is the commitment that each student has, they must commit himself 100% to making this decision to learn through autonomous work] (T6BC)

As a result, motivation has played a key role in acquiring and learning a foreign language. According to Cevallos et al. (2017) "EFL learners must usually make a greater effort and work more independently to acquire new vocabulary and expressions" (p. 100). There are two main types of motivation. Firstly, learn English for a specific purpose, for example, to get a job, enter university, or travel. According to Filgona et al. (2020), "It refers to the performance of a task for attaining an outcome. It may be in the form of some kind of reward, social approval, or appreciation" (p. 21). Secondly, learning is for pleasure because people enjoy learning, having

a good time, and making progress. According to Filgona et al. (2020), "The activity is undertaken for self-pleasure and individual satisfaction. It may be characterized by curiosity and a desire to meet challenges. Intrinsic motivation is driven by an interest or enjoyment which a person feels in a task" (p. 21).

Category D. Strategies and Materials

This theme involves two subcategories related to reinforce and practice the content learned in class. The bordered subcategory of this topic are teacher's strategies and learning materials.

Subcategory D. 1. Teacher's strategies

Teaching strategies allow the teacher to know different ways to instruct a language. Therefore, several teachers mention the strategies that allow them to develop speaking skills in online classes.

> *"A través de la lectura de artículos cortos como revistas, leyendo lo que más le gusta, y a través de ello obviamente va a mejorar, mientras más se lee, más vocabulario se aprende"* [Through reading short articles like magazines, reading what you like the most, and through it obviously you will improve, the more you read, the more vocabulary you learn] (T1WC)

> *"Yo trato de hacer como juegos, hemos hecho describe pictures, presentations para tratar de que mejoren la habilidad, hemos hecho también video activities, recordings, etc"* [I try to do like games, we have made describes pictures, presentations to try to improve skills, we have also done video activities, recordings, etc] (T2MFA)

> *"Nosotros utilizamos roleplay y conversation in place, entonces este tipo de estrategias nos permiten a que los estudiantes se preparen para poder comunicarse"* [We use roleplay and conversation in place, so these types of strategies allow us to prepare students to be able to communicate] (T3ES)

> *"Metodologías como: task based learning, project based learning, problem based learning, cooperative learning, todas estas nuevas students center aproches que pueden utilizarlo para que interactúen en grupo"* [Methodologies such as: task based learning,

project based learning, problem based learning, cooperative learning, all these new students center approaches that can use it to interact in a group] (T4NG)

"Lo que se utiliza y da buen resultado es realia, lo real, trabajar con ellos, material real, salir con ellos a un ambiente donde puedan desenvolverse" [What is used and gives good results is realia, the real, working with them, real material, going out with them to an environment where they can function] (T5LY)

"*Para mí es la lectura, la lectura de cuentos, historias, y mucha literatura que existe*" [For me it is reading, reading stories, stories, and much literature that exists] (T6BC)

According to the teachers, reading is an excellent strategy to enhance student speaking. It can be because it allows students to increase their vocabulary and fluency. Furthermore, other teachers assumed that conversations in places, describing pictures and oral presentations can be applied in online classes to produce speaking. According to Hayaramae and Worasurt (2020), "There were four effective strategies in improving their English speaking as well as confidence, namely, small group discussion, role-play, storytelling and songs" (p. 5). In the same way, one teacher considered that realia is an excellent strategy because students learn from the real context of the language. Finally, task-based learning, project-based learning, problem-based learning, and cooperative learning can be essential for teaching English. Consequently, all these teachers' strategies contribute to improving students speaking through practicing the language in different ways in online classes. As a result, Wardhany (2020) revealed in his previous study that Kyorai's perspective as an English teacher mentions that she is aware that it is very important to know about the difficulties that students present in learning the English language. Therefore, teachers can use or design new strategies to help students develop their skills. She is aware of this case, she believes that teachers need to have their own strategies to apply to students and that they are willing to participate in the activities.

Subcategory D. 2. Learning materials

Learning a language involves the teacher being didactic and using several learning materials to develop different skills. Online materials are an essential element to improve the difficulties that students may have producing speaking skills. Thus, several teachers mentioned that the use of various online materials contributes to developing speaking skills.

"Hay varios recursos de la página de Cambridge" [There are several resources on the Cambridge platform] (T1WC)

"Los materiales como el Wordwall, youtube, pictures, ayudan al estudiante a mejorar su speaking" [Materials such as the Wordwall, Youtube, pictures, help the student to improve his speaking] (T2MFA)

"La plataforma es muy buena, a los estudiantes les gusta porque trabajan autónomamente" [The platform is very good, the students like it because they work independently] (T3ES)

El programa básico que le sugiero es el google traductor, la función de dictado que tiene les permite a los estudiantes inclusive grabarse mientras están leyendo un texto." [The basic program that I suggest is the google translator, the dictation function that it has allows students to record themselves while they are reading a text] (T4NG)

"Los materiales que se pueden utilizar son imágenes, fotos o videos" [The materials that can be used are pictures, photos or videos] (T5LY)

"La plataforma le ofrece la facilidad de que él repita, grabe su voz y vuelva a repetir hasta que encuentre la sincronía exacta." [The platform offers the facility for students to repeat, record their voice and repeat again until they find the exact timing] (T6BC)

Through this information, it was evident that the majority of teachers affirm that the Cambridge platform is an excellent material that allows students to develop their speaking skills. Another online material applied to improve this skill is the google translator. This allows the student to record their voice, practice pronunciation, and even learn new vocabulary. Finally, several teachers considered that pictures, songs, audiobooks, and applications such as Wordwall and Youtube, are the learning materials that can be applied in online classes to practice and develop the students' speaking. Similarly, Kieu et al. (2021) revealed in their study that the use of materials and web applications such as videos, songs, images, apps, and websites are used to learn online. Moreover, so live a different experience while students learn English. Due to its ease of use, students can access different educational applications from their smartphones.

9. RESEARCH IMPACTS

The results will be relevant at different levels; at the institutional level, they will serve to evaluate the quality of the virtual academic offer, to know the experiences, satisfaction, perceptions, and attitudes. On the other hand, it will allow knowing the perceptions of teachers regarding work in the virtual modality, their strengths and weaknesses, in order to improve the training of a good teacher and strengthen institutional support systems. At the national level, this research aims to become a study in which the perception of teachers specialized in the subject of English can improve the quality of pedagogical training because, due to circumstances of force majeure, the classes have had to be taught entirely in line.

Products expected to be achieved

The research aims to generate a set of academic, organizational, and didactic recommendations for the career in which the study was carried out, in order to improve the performance of students and the skills of teachers who are acting in educational contexts. On the other hand, it is expected to propose strategies to organize, plan, teach and evaluate the process and results of virtual training proposals; for students, guidelines to improve their performance and adaptation to the virtual environment; and in the teaching staff, training systems and technological and didactic support, to improve their effectiveness as teachers.

Research achievements

The main achievement of this research was to know how students learn and the challenges faced by virtual teachers so that a conceptual model can be generated, based on the systematization of their experiences, around the categories of dialogue and interaction. This model allows a better understanding of how interactions between students and teachers occur, and their different manifestations in virtual and face-to-face contexts. Another of the proposed achievements was to generate contributions, from the Ecuadorian reality, for the effective use of technological tools in learning, especially in the university context. It is expected that the results and recommendations derived from this research will become guidelines for future studies and applications of virtual education in higher education in the country, as well as in other levels of the educational system.

10. CONCLUSIONS AND RECOMMENDATIONS

- In brief, the first objective was successfully achieved since the researchers were able to determine that this new teaching modality needs the use of technology and methods for a correct teaching-learning process of the English language. Online classes have made English teachers adopt several tools to develop and promote the oral skills of their students. So, it is important that teachers take into account the advantages of studying online and the difficulties that EFL students may face when developing speaking skills. Thus, teachers investigate the use of technological tools and can guide the student to improve their English level. Therefore, online education has certain advantages and disadvantages when it is used and according to the criteria of the people who uses it as their training environment.

- The process of teaching and learning English has undergone a radical change since students are learning virtually. Therefore, it was necessary to know the EFL English teachers' perception about students' speaking improvement in online classes. On the one hand, after analyzing the findings of this study, the researchers can conclude that fluency and pronunciation have not progressed in online classes as a consequence of various factors such as the large number of students per class, few hours of online learning, poor connectivity, students' difficulties and commitment to develop speaking skill. On the other hand, vocabulary was acquired effectively since the student used the Cambridge platform, webpages, websites, and apps to produce it. According to the EFL teachers, the use of appropriate teaching resources and materials such as platforms, images, videos, audiobooks, or websites such as Wordwall, Youtube, and Kahoot! can help students develop speaking skills.

- In order to have an adequate level of speaking online, teachers must use teaching methods focused on online learning. One of the most used and qualified methods for virtual classes is Blended learning, which is a method that combines face-to-face with virtual work since it makes use of materials, applications, and web pages so that students can develop their skills. Through this, students can control some factors such as time, place, and space to study.

Based on the conclusion above, the writer proposes some recommendations as follows:

- It is recommended that the teacher focus on the real problem of the students, investigate, and seek more information for a correct teaching-learning process in this new modality. Students are in a vulnerable situation during the pandemic, something that teachers can propose is to support them with information to provide students with adequate knowledge.

- The researchers recommend that to develop the students' speaking skills within the online context, the authorities of the language center of the Technical University of Cotopaxi should try to assign a considered number of students per class, they should also assign more class hours so that teachers can work on the shortcomings that students have when speaking. In this way, students will have enough time to practice the language and thus overcome their weaknesses, which may be related to fluency, pronunciation, and vocabulary. In addition, teachers must motivate students to interact in class and work autonomously, using the Internet as the main tool. Thus, they will be able to practice the language inside and outside the classroom, generating high expectations at their English level.

- Since there are many ways to gain knowledge for learning a language on the internet, researchers suggest that teachers must seek new teaching methods that they can apply to teach English online. Apart from Blended learning, teachers may look up information on teaching methods from papers or doctoral thesis that certify EFL teachers' positive results in the student's speaking development online. On this wise, teachers can help students develop speaking skills. Consequently, learning a language can be very difficult, but with the proper methods and a good attitude, students will be able to master it.

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12. ANNEXES

12.1 Annex 1. Semi-structure interview guide

Guía de entrevista semiestructurada

Entrevistadores: Jonathan Curicho y Adamary Portilla

Entrevistados: Docentes de Inglés del Centro de Idiomas.

Tema: Percepción de los docentes de Inglés como Lengua Extranjera (EFL) sobre el desarrollo de la habilidad oral de los estudiantes en las clases en línea del Centro de Idiomas de la Universidad Técnica de Cotopaxi (UTC)

Objetivo: Analizar la percepción de los docentes de Inglés como Lengua Extranjera (EFL) sobre el desarrollo de la habilidad oral de los estudiantes en las clases en línea de la UTC.

Información personal

-¿Cuánto tiempo lleva usted ejerciendo su profesión como docente del Idioma Inglés?

Preguntas

- ¿Considera usted que la fluidez de los alumnos ha demostrado progreso alguno en los últimos periodos en la modalidad en línea? ¿Por qué ha progresado? ¿Por qué no ha progresado?

-Acorde a su experiencia cómo docente de inglés ¿cuáles son los materiales o actividades más eficaces para mejorar la fluidez de los estudiantes?

-¿Qué deberían hacer los alumnos para mejorar su fluidez?

-¿Considera que los estudiantes han incrementado o adquirido nuevo vocabulario durante esta modalidad? ¿Por qué lo considera? ¿Por qué no lo considera?

-¿Qué deberían hacer los estudiantes y profesores para mejorar y producir el vocabulario?

-Acorde a su experiencia cómo docente en inglés ¿cuáles son los materiales más eficaces para mejorar el vocabulario de los estudiantes?

-¿Han mejorado los estudiantes su pronunciación en esta modalidad?

-¿Cuáles son las razones por las que los alumnos han mejorado/no han mejorado su pronunciación?

¿Cómo podrían los alumnos mejorar su pronunciación?

-Acorde a su experiencia cómo docente en inglés ¿cuáles son los materiales más eficaces para mejorar la pronunciación de los estudiantes?

- ¿Usted cree que esta modalidad ayuda en la producción del idioma Inglés?

-¿Considera usted que el tiempo es suficiente para desarrollar la habilidad de speaking en las clases online?

-¿Cuáles son los problemas más importantes que enfrentan los estudiantes de EFL para desarrollar la habilidad de speaking en las clases en línea?

-¿Cuáles son los materiales y actividades que le permiten a los estudiantes desarrollar el speaking en las clases online?

-Comparada con la modalidad presencial, ¿cuáles creen que son las ventajas y desventajas de los dos sistemas de enseñanza?

Semi-structured interview guide

Interviewers: Jonathan Curicho and Adamary Portilla

Interviewees: English teachers from the Language Center of the Technical University of Cotopaxi

Topic: English as a Foreign Language (EFL) Teachers' perception about students' speaking development in online classes at Language Center of the Technical University of Cotopaxi (UTC)

Objective: To analyze the EFL teachers' perception about students' speaking development in online classes at the Language Center of UTC

Personal information

-How long have you been practicing your profession as an English Language teacher?

Questions

- Do you consider that the students' fluency has shown any progress in the last periods in the online modality? Why has it progressed? Why hasn't it progressed?

-According to your experience as an English teacher, what are the most effective materials or activities to improve students' fluency?

-What should students do to improve their fluency?

-Do you consider that students have increased or acquired new vocabulary during this modality? Why do you consider it? Why don't you consider it?

-What should students and teachers do to improve and produce vocabulary?

-According to your experience as an English teacher, what are the most effective materials to improve students' vocabulary?

-Have the students improved their pronunciation in this modality?

-What are the reasons why students have improved/have not improved their pronunciation?

-How could students improve their pronunciation?

-According to your experience as an English teacher, what are the most effective materials to improve students' pronunciation?

- Do you think that this modality helps in the production of the English language?

-Do you consider that time is enough to develop the ability to speak in online classes?

-What are the most important problems faced by EFL students to develop speaking skills in online classes?

-What are the materials and activities that allow students to develop speaking in online classes?

-Compared with the face-to-face modality, what do you think are the advantages and disadvantages of the two teaching systems?

12.2 Annex 2. Office of acceptance

Pujilí, 11 de junio de 2021
Oficio N° C-PINE-EXT-P-2021- 057

Señor
Marco Beltrán, Mg.
DIRECTOR DEL CENTRO DE IDIOMAS DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI
Presente. –

De mi consideración:

Con el saludo cordial, deseándole éxitos en las funciones encomendadas; a la vez que pongo en su conocimiento que como parte de la asignatura **Case Study**, los estudiantes de Séptimo Ciclo paralelo "B" han planificado realizar diversas investigaciones con la metodología que se sigue en esta modalidad de investigación. En este sentido, existen dos estudios que pretenden recabar información de estudiantes y docentes del idioma Inglés del Centro de Idiomas, por lo que le solicito muy comedidamente su autorización y se brinden las facilidades requeridas para el desarrollo de las investigaciones de los señores y señoritas que se detallan en la Tabla 1.

Tabla 1

ESTUDIANTES	OBJETIVO DE LA INVESTIGACIÓN	TÉCNICA	PARTICIPANTES	REQUERIMIENTO DEL CENTRO DE IDIOMAS
Jonathan Alexander Curicho Yasig Adamary Iveth Portilla Acosta	To analyze the English as a Second Language [ESL] teachers' perception about students' speaking development in online classes at the UTC Languages Center	Interview	Six English Teachers	Asignación de seis docentes por parte del Director del Centro de Idiomas
Myriam López Estefany Masabanda	To explore the perceptions of students from the Language Center (English) of the Technical University of Cotopaxi on the use of audiovisual materials to enhance listening comprehension	Survey	A2 level students (20) B1 level students (20)	Información de los correos institucionales de los estudiantes para el envío de las encuestas.

Esperando que la petición sea atendida favorablemente, quedo atenta a su respuesta.

Atentamente,

"POR LA VINCULACIÓN DE LA UNIVERSIDAD CON EL PUEBLO"

NELLY
PATRICIA MENA
VARGAS
MSc. Patricia Mena V.
DIRECTORA DE LA CARRERA PINE-INGLÉS

12.3 Annex 3. Consent letter

HOJA DE CONSENTIMIENTO INFORMADO

Yo, Mg……………………..consiento que Jonathan Alexander Curicho Yasig y Adamary Iveth Portilla Acosta, estudiantes del Séptimo semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, utilicen la información y comentarios sobre mi experiencia docente que emito de manera voluntaria, para fines académicos y científicos, incluyendo publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarme de manera personal.

Latacunga, 17 de junio del 2021.

_____

Firma

C.I.: