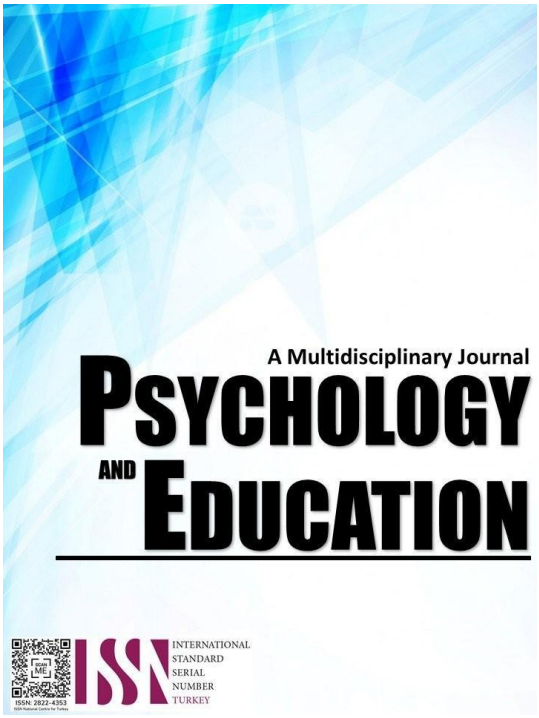
UTILIZATION AND EFFECTIVENESS OF DIGITAL-BASED ASSESSMENT TOOLS IN ORAL COMMUNICATION CLASSES



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 51
Issue 4
Pages: 428-438
Document ID: 2025PEMJ4967
DOI: 10.70838/pemj.510401
Manuscript Accepted: 11-14-2025

Psych Educ, 2025, **51**(4): 428-438, Document ID:2025PEMJ4967, doi:10.70838/pemj.510401, ISSN 2822-4353

Research Article

Utilization and Effectiveness of Digital-Based Assessment Tools in Oral Communication Classes

Carolene N. Cuaca,* Ma. Stephanie J. Ewican-Sagang, Jenalyn B. Taborada
For affiliations and correspondence, see the last page.

Abstract

This study examined the utilization and perceived effectiveness of digital-based assessment tools in Oral Communication classes among 150 senior high school students and 32 teachers from Cebu Province. Using a descriptive quantitative design, the study identified the frequency, extent, and perceived impact of digital assessment tools on engagement and performance. Findings revealed that students frequently used Zoom (69%), Google Meet (61%), Canva (55%), and Socrative (52%) for formative assessments, while teachers commonly used Microsoft Teams (50%), Canva (47%), and Duolingo for Schools (50%). The overall mean of 3.44 indicated that teachers strongly agreed on integrating digital tools to enhance assessment and engagement. Teachers also perceived a positive impact on student motivation (M = 3.66) and confidence (M = 3.38). Similarly, students reported improved engagement (M = 3.18) and communication skills (M = 3.20). Despite challenges such as limited feedback, personalization, and technical issues, both groups agreed that digital tools provide efficient, interactive, and engaging assessment methods. The findings underscore the importance of continued professional training and infrastructure improvement to optimize the use of digital-based assessments in oral communication instruction.

Keywords: *digital assessment tools, oral communication, student engagement, quantitative study, English language learning*

Introduction

English Language Learning has become a vital component across various educational contexts. As a global lingua franca, English catalyzes transformation and advancement, driving progress in communication, innovation, and economic development (British Council, 2013). Proficiency in English remains a critical determinant of global competitiveness and employability, as it enhances one's ability to communicate effectively across disciplines and cultures (Jackson, 2014). Among the core language skills, oral communication proficiency stands out as an essential competency that supports learners' holistic development. As an output skill, it enables students to articulate ideas clearly, engage in meaningful discourse, and participate confidently in academic and professional settings.

The rapid digitalization of education has transformed traditional approaches to teaching and assessing oral communication. With the emergence of various digital platforms, students and teachers now have access to innovative tools that facilitate communicative competence. For today's learners—members of Generation Alpha—technology is deeply integrated into daily life, influencing how they learn and communicate. A survey by Common Sense Media highlights a significant increase in screen exposure among adolescents, underscoring the decline in engagement with traditional methods of oral communication assessment. Consequently, the integration of digital assessment tools has become essential for enhancing English language instruction, as these tools promote interactive learning, expand lexical resources, and expand grammatical range through digital-mediated communication.

In the Philippine context, educators and policymakers continue to express concern over students' oral proficiency in English. Despite its prominence as both a medium of instruction and a core subject, many Filipino students struggle with speaking skills. Results from the Program for International Student Assessment (PISA 2022) revealed the country's low performance, partly attributed to limited language proficiency. Similarly, Nonato and Pastolero (2022) found that the oral fluency levels of Grade 12 students remain below the expected standard, indicating difficulties in expressing ideas coherently. According to the K to 12 Curriculum Guidelines of the Department of Education, students are expected to be confident and effective communicators who can express themselves clearly and persuasively in various contexts. However, current realities suggest a gap between curricular expectations and actual proficiency levels.

Addressing this concern underscores the importance of the present study titled "Digital-Based Assessment Tools in Oral Communication Classes." This research aims to investigate the use of digital assessment tools in developing oral proficiency, the challenges encountered during their implementation, and the perceptions of both educators and students. Given the limited body of literature on this topic within the Philippine setting, this study aims to bridge the gap by providing insights into the effectiveness of digital-based assessment practices and their potential to enhance oral communication skills among Filipino learners.

Research Questions

This study investigated the digital tools used in oral communication classes and the learning engagement of senior high school students. Specifically, it answered the following:

1. What digital-based assessment tools are most frequently employed by teachers and students in Oral Communication classes for formative and summative assessments?
2. To what extent do teachers utilize digital-based assessment tools in conducting Oral Communication classes?
3. What is the perceived impact of digital-based assessment tools on students' learning engagement in Oral Communication

classes as evaluated by teachers and students?
4. What are the teachers' levels of agreement regarding their experiences and challenges in using digital-based assessment tools in Oral Communication classes?
5. What are the students' levels of agreement regarding their experiences and challenges in using digital-based assessment tools in Oral Communication classes?

Literature Review

The advancement of technology has profoundly transformed the educational landscape, particularly in language learning, where digital-based assessment tools have emerged as innovative alternatives to traditional methods. In oral communication classes, integrating digital tools enables real-time feedback, reduced anxiety, and enhanced student engagement. Menezes and Ronaldo (2019) found that free online tools create supportive environments that lower student anxiety and foster the development of oral English skills, allowing learners to practice more comfortably than in conventional classroom settings.

Digital Learning Tools in Oral Communication

Numerous studies have examined the role of digital tools in developing oral communication proficiency. Alda (2023) employed the Mobile-Assisted Language Learning (MALL) approach in senior high school English classes, revealing that it provides access to authentic language input, supports personalized learning experiences, and boosts student engagement. Similarly, Kuning (2019) emphasized that modern technologies such as computers and language-learning software motivate students, promote learner autonomy, and enhance speaking competence. Nguyen and Pham (2022) further demonstrated that the use of PowerPoint, YouTube, speech recognition software, and films significantly improves students' speaking performance and attitudes toward language learning, underscoring the pedagogical value of technology in oral communication.

Online Learning and Assessment

Online learning and assessment have become vital in enhancing communication skills. Shimray (2023) reported that online speaking tasks significantly improved the oral communication abilities of Thai EFL students. Likewise, Korkmaz (2022) found that online formative, task-based assessments were practical for evaluating speaking skills, although technical limitations, such as poor internet connectivity, posed challenges. Kim (2018) also noted that media technologies foster learner autonomy and discourse-based communication skills among Korean EFL learners.

Ramos and Diaz (2022) emphasized that modifications in the instructional design of online English courses can improve students' oral communicative competence. Similarly, Gutiérrez-Porlán (2022) introduced the AROSE platform, a digital tool for assessing oral communication in online environments, which received positive feedback for improving evaluation accuracy and efficiency. Nguyen and Pham (2022) also confirmed the benefits of digital tools such as PowerPoint and speech recognition software in enhancing oral proficiency in EFL contexts.

Mobile Applications and Learning Apps

The growing popularity of mobile learning applications such as Duolingo and ELSA Speak has further expanded opportunities for oral communication practice. Teba (2022) demonstrated that Duolingo significantly enhances the oral proficiency of ESP learners, serving as an effective supplement to classroom instruction. Likewise, Faloye (2022) demonstrated that the ELSA Speak app enhanced students' pronunciation and oral English proficiency. Kusmaryani and Tanjung (2023) examined mobile applications used in project-based learning, such as YouTube, TikTok, Duolingo, and Seesaw. They found that these tools promote independent practice, facilitate assignment completion, and provide access to authentic learning materials, ultimately strengthening students' English-speaking abilities.

Technological Integration in Classrooms

Technology integration in classroom instruction has become a key factor in modern pedagogy. Sosas (2021) found that tools such as video conferencing, email, and social media help reduce students' anxiety, increase confidence, and enhance fluency in speaking activities. Similarly, Göktürk (2016) demonstrated that digital video recordings significantly improve learners' speaking proficiency and self-confidence. Kamaluddin et al. (2023) confirmed that digital presentation media promote students' language development, supporting the effectiveness of digital-based instruction.

Bahrani (2011) noted that technology-based tools such as podcasts and chat platforms help track student progress effectively. Herlina (2014) further highlighted the usefulness of computer-based and online assessment platforms in evaluating language proficiency. In the context of artificial intelligence, Liu et al. (2024) highlighted the potential of AI tools like ChatGPT and Bing Chat to serve as interactive learning partners, facilitating conversational practice and enhancing oral proficiency in informal digital learning environments.

Challenges in the Utilization of Digital Tools

Despite the benefits of digital tools, challenges persist regarding accessibility, technical literacy, and the practical implementation of

these tools. Rahmadhani (2023) developed a digital-based speaking assessment model to support Indonesia's National Literacy Movement; although it achieved high validity, it required refinement to enhance its practicality. Similarly, Montawar (2023) developed digital supplementary materials that were rated highly for clarity and usefulness, indicating the value of well-designed digital content. However, continuous research and innovation are necessary to meet the evolving needs of both educators and learners.

Kilag et al. (2022) highlighted the importance of ongoing ICT training for teachers and institutional support to ensure effective integration of digital tools. De Vera and De Vera (2018) emphasized the importance of collaboration among educators and stakeholders to improve pedagogy and oral communication instruction. Moreover, Bobkina and Romero (2023) observed that, despite the increased use of digital tools, many students still perceive gaps in their digital communication competence, pointing to the need for targeted instructional interventions. Cahyani et al. (2024) suggested that creative, project-based digital strategies can enhance both language proficiency and creativity in language use, a finding further supported by Montawar's (2023) research on the value of supplementary digital materials.

In summary, the reviewed literature demonstrates that digital assessment tools—ranging from web-based platforms and mobile applications to AI-driven systems—significantly enhance oral communication instruction by providing interactive learning environments, immediate feedback, and improved assessment accuracy. However, issues of access, training, and feedback personalization remain. Continued research is essential to optimize the integration of these tools in Oral Communication classes, ensuring equitable and effective digital learning experiences for all learners.

Methodology

Research Design

This study utilized a descriptive quantitative research design to examine the use of digital-based assessment tools in Oral Communication classes. The design enabled the researchers to collect measurable data, providing a comprehensive overview of teachers' and students' experiences with these tools. Using structured surveys and statistical analysis, the study quantified the frequency, extent, and perceived effectiveness of digital assessment tools in fostering student engagement and oral communication proficiency. The descriptive approach was appropriate as it focused on describing existing conditions and practices without manipulating variables.

Respondents

The study involved 182 respondents: 150 Senior High School students enrolled in the Oral Communication subject and 32 teachers who teach Oral Communication in selected schools within Cebu Province. The participants were selected using purposive sampling, ensuring that only individuals with prior experience in using digital-based assessment tools were included. This selection criterion was intended to obtain accurate and relevant data on the integration, utilization, and perceptions of digital assessment practices. The respondents' diverse teaching and learning experiences provided a balanced representation of perspectives from both teachers and students.

Instrument

Data were collected using a structured survey questionnaire developed and validated in accordance with the study's objectives. The instrument comprised five parts, each aligned with the research questions. The first part collected demographic information, such as age, role, and familiarity with digital tools. The second part included a checklist of digital-based assessment tools used for formative and summative assessments, categorized into eight groups: video conferencing platforms, digital presentation tools, assessment and feedback platforms, speech analysis software, collaboration and feedback tools, language learning platforms, podcasting and audio recording tools, and e-portfolios.

The third part focused on the extent of their use in Oral Communication classes. The fourth part assessed the impact of digital assessment tools on students' learning engagement, comprising 10 statements rated on a 4-point Likert scale from *strongly disagree (1)* to agree (4) strongly. The final part explored the perceptions and experiences of both teachers and students regarding the use of digital assessment tools, consisting of 12 statements on the same 4-point scale. The questionnaire's reliability was ensured through expert validation and pilot testing prior to complete administration.

Procedure

The data collection process began with submitting a formal request to the school principals for permission to conduct the study. Once approval was granted, the researchers coordinated with the respondents and explained the study's purpose, procedures, and ethical considerations. The validated questionnaire was converted into a Google Form to facilitate online administration. The survey link, along with a consent form and confidentiality agreement, was distributed to respondents via email and messaging platforms. Participants were given sufficient time to complete the questionnaire at their convenience. Upon collection, the researchers compiled and organized the responses for quantitative analysis.

Data Analysis

The collected data were analyzed using descriptive statistical techniques, including frequency counts, percentages, weighted means,

and descriptive interpretations. These methods were employed to systematically summarize and describe the data, reflecting respondents' levels of utilization, perceptions, and engagement with digital assessment tools. The frequency and percentage distributions determined the most commonly used tools, while weighted means and descriptive equivalents were used to interpret the level of agreement for each statement. The results were then presented in tabular and narrative form to illustrate trends and patterns across teacher and student responses.

Ethical Considerations

Ethical standards were strictly adhered to throughout the study. Informed consent was obtained from all participants, ensuring that they fully understood the study's objectives, procedures, and their right to withdraw at any time without consequences. Confidentiality and anonymity were maintained by withholding any identifying information and using numerical codes in data handling. All digital data was stored securely with restricted access to prevent unauthorized use. Participation was voluntary, and no coercion or pressure was applied, particularly given that the study involved senior high school students. Furthermore, the research protocol underwent ethical review and approval to ensure compliance with institutional and academic standards. The findings were reported transparently and responsibly, ensuring that the outcomes contribute positively to educational practice without misrepresentation or harm to participants.

Results and Discussion

This section presents the findings according to the study's research questions.

Table 1. *Digital Tools Used by Students for Formative Assessment*

Category	*Digital Tool*	*Frequency*	*Percentage (%)*
Video Conferencing Platforms	Zoom	103	69%
	Google Meet	92	61%
	Microsoft Teams	72	48%
Digital Presentation Tools	Canva	82	55%
	Prezi	70	47%
	Google Slide	83	55%
	Microsoft PowerPoint	75	50%
Assessment and Feedback Platforms	Google Forms	74	49%
	SurveyMonkey	69	46%
	Socrative	78	52%
Speech Analysis Software	Vocaroo	81	54%
	VoiceThread	78	52%
	MPR (My Presentation Recorder)	70	47%
	Otter.ai	74	49%
	Rev.com	69	46%
Collaborative and Feedback Tools	Descript	75	50%
	Padlet	83	55%
	Trello	75	50%
	Mentimeter	86	57%
	Google Jamboard	69	46%
	Peergrade	73	49%
	Cmiro	75	50%
Language Learning Platforms with Assessment Features and Feedback Tools	Duolingo for Schools	80	53%
	Edmodo	79	53%
	Kahoot!	73	49%
	Quizlet	66	44%
	Quizziz	78	52%
Podcasting and Audio Recording Tools	Anchor	91	61%
	Audacity	84	56%
	Soundcloud	83	55%
E-Portfolios and Audio Recording Tools	Seesaw	82	55%
	Weebly	66	44%
	Edublog	64	43%
	Flipgrid	72	48%

Table 1 illustrates that students utilize digital resources for formative assessment in various ways, with notable differences in their choices across categories. Video conferencing platforms, such as Zoom (69%) and Google Meet (61%), are the most frequently used, highlighting their crucial role in online interaction. Digital presentation tools, such as Google Slides and Canva (both at 55%), are equally popular. Among assessment and feedback platforms, tools like Socrative (52%) and Google Forms (49%) are moderately used, showing a balance between ease of use and functionality. Collaborative tools such as Mentimeter (57%) and Padlet (55%) highlight a preference for interactivity. Others are more focused on speech analysis and personal learning, including Vocaroo (54%) and Duolingo For Schools (53%). Activity and creativity are also standard features among students who use Anchor (61%) as a podcasting tool and

Seesaw (55%) as an e-portfolio.

Hence, the ease of use and applicability of digital tools to academic objectives significantly impact the selection process. In addition, the significant use of interactive, feedback-oriented platforms suggests that students are increasingly valuing collaborative learning processes, which should be a focus in the design of future educational frameworks.

Table 2. *Digital Tools Used by Teachers for Formative Assessment*

Category	*Digital Tool*	*Frequency*	*Percentage (%)*
Video Conferencing Platforms	Zoom	15	47%
	Google Meet	14	44%
	Microsoft Teams	16	50%
Digital Presentation Tools	Canva	15	47%
	Prezi	13	41%
	Google Slide	10	31%
	Microsoft PowerPoint	9	28%
Assessment and Feedback Platforms	Google Forms	10	31%
	SurveyMonkey	15	47%
	Socrative	11	34%
Speech Analysis Software	Vocaroo	15	47%
	VoiceThread	14	44%
	MPR (My Presentation Recorder)	14	44%
	Otter.ai	11	34%
	Rev.com	14	44%
	Descript	11	34%
Collaborative and Feedback Tools	Padlet	15	47%
	Trello	13	41%
	Mentimeter	15	47%
	Google Jamboard	14	44%
	Peergrade	11	34%
	Cmiro	12	38%
Language Learning Platforms with Assessment Features and Feedback Tools	Duolingo for Schools	16	50%
	Edmodo	11	34%
	Kahoot!	11	34%
	Quizlet	12	38%
	Quizziz	10	31%
Podcasting and Audio Recording Tools	Anchor	11	34%
	Audacity	11	34%
	Soundcloud	12	38%
E-Portfolios and Audio Recording Tools	Seesaw	14	44%
	Weebly	10	31%
	Edublog	12	38%
	Flipgrid	12	38%

The data in Table 2 illustrates the diversity in tool preferences and their frequency of usage. Microsoft Teams is the most frequently used video conferencing platform at 50%, followed closely by Zoom (47%) and Google Meet (44%). Similarly, Canva is a popular choice among digital presentation tools, used by 47% of teachers, while Google Slides and Microsoft PowerPoint show lower adoption rates at 31% and 28%, respectively. SurveyMonkey dominates assessment and feedback platforms with a 47% share, followed by Socrative at 34% and Google Forms at 31%. Speech analysis tools, collaborative feedback systems, language learning platforms, podcasting resources, and e-portfolio solutions demonstrate similar variations in their usage. Significantly, Duolingo for Schools emerges as the leading language-learning platform (50%), and Padlet and Mentimeter are equally preferred for collaborative feedback (both at 47%). Among e-portfolios, Seesaw stands out with 44% usage, while Weebly trails at 31%.

This suggests that teachers often favor tools that provide versatility, ease of use, and alignment with learning objectives. Some applications, such as Microsoft Teams, Canva, and Duolingo, are widely used because they align with both formative assessment needs and effective instructional methods. Furthermore, the varying utilization percentages across categories highlight the importance of institutional support and professional development for teachers to promote more consistent and innovative adoption of the tool.

Table 3 presents the digital tools students use for summative assessment, with varying frequencies and categories. Video conferencing platforms such as Microsoft Teams (38%) and Google Meet (23%) received the highest ratings as the most used tools, indicating their primary function in helping students advance their oral communication skills. Digital presentation tools, such as Prezi (39%) and Microsoft PowerPoint (37%), are the most commonly used, with the highest rates.

Among assessment and feedback platforms, SurveyMonkey (39%) and Google Forms (34%) are also widely used. Collaborative tools such as Google Jamboard (39%), Trello (38%), and Peergrade (38%) are widely used, with varying degrees of use and a lesser disparity.

Table 3. *Digital Tools Used by Students for Summative Assessment*

Category	*Digital Tool*	*Frequency*	*Percentage (%)*
Video Conferencing Platforms	Zoom	27	18%
	Google Meet	34	23%
	Microsoft Teams	57	38%
Digital Presentation Tools	Canva	48	32%
	Prezi	58	39%
	Google Slide	45	30%
	Microsoft PowerPoint	55	37%
Assessment and Feedback Platforms	Google Forms	51	34%
	SurveyMonkey	58	39%
	Socrative	47	31%
Speech Analysis Software	Vocaroo	48	32%
	VoiceThread	52	35%
	MPR (My Presentation Recorder)	55	37%
	Otter.ai	53	35%
	Rev.com	56	37%
Collaborative and Feedback Tools	Descript	50	33%
	Padlet	42	28%
	Trello	57	38%
	Mentimeter	42	28%
	Google Jamboard	58	39%
	Peergrade	57	38%
Language Learning Platforms with Assessment Features and Feedback Tools	Cmiro	55	37%
	Duolingo for Schools	41	27%
	Edmodo	44	29%
	Kahoot!	43	29%
	Quizlet	50	33%
	Quizziz	42	28%
Podcasting and Audio Recording Tools	Anchor	32	21%
	Audacity	38	25%
	Soundcloud	38	25%
E-Portfolios and Audio Recording Tools	Seesaw	48	32%
	Weebly	65	43%
	Edublog	64	43%
	Flipgrid	54	36%

In contrast, in speech analysis and language learning platforms, such as MPR (My Presentation Recorder) and Rev.com, the same percentage (37%) is shared. For a language-learning platform, Quizlet (33%) is the most accessed tool. Podcasting tools like Audacity and SoundCloud also have the same percentage (25%) as to how often these tools are used. E-portfolio platforms, such as Weebly and Edublog (43%), are the most frequently cited among all digital assessment tools that aid students in fostering creativity and enhancing their communication skills.

Overall, the data suggest that students use digital assessment tools widely in their Oral Communication classes, and the frequency of their use varies depending on the assessment features each tool offers.

Table 4. *Digital Tools Used by Teachers for Summative Assessment*

Category	*Digital Tool*	*Frequency*	*Percentage (%)*
Video Conferencing Platforms	Zoom	5	16%
	Google Meet	7	22%
	Microsoft Teams	5	16%
Digital Presentation Tools	Canva	4	13%
	Prezi	8	25%
	Google Slide	9	28%
	Microsoft PowerPoint	7	22%
Assessment and Feedback Platforms	Google Forms	11	34%
	SurveyMonkey	6	19%
	Socrative	8	25%
Speech Analysis Software	Vocaroo	7	22%
	VoiceThread	8	25%
	MPR (My Presentation Recorder)	6	19%
	Otter.ai	8	25%
	Rev.com	6	19%
Collaborative and Feedback	Descript	10	31%
	Padlet	6	19%

Tools	Trello	4	13%
	Mentimeter	7	22%
	Google Jamboard	6	19%
	Peergrade	7	22%
	Cmiro	7	22%
Language Learning Platforms with Assessment Features and Feedback Tools	Duolingo for Schools	5	16%
	Edmodo	9	28%
	Kahoot!	8	25%
	Quizlet	9	28%
	Quizziz	8	25%
Podcasting and Audio Recording Tools	Anchor	6	19%
	Audacity	7	22%
	Soundcloud	7	22%
	Seesaw	7	22%
E-Portfolios and Audio Recording Tools	Weebly	12	38%
	Edublog	7	22%
	Flipgrid	9	28%

The data in Table 4 show the different tools and their corresponding categories used by teachers for Summative assessment. Among the two cited video conferencing platforms, Google Meet (22%) has the highest rate. The next category is digital presentation tools, where Google Slides (28%) has the highest equivalent. Additionally, the assessment tool for the assessment and feedback platform, Google Forms (34%), has the highest percentage equivalent, followed by Socrative (25%).

Additionally, assessment tools for speech analysis, such as Descripts (31%), have the highest percentage. For collaborative and feedback tools like Mentimeter (22%), Peergrade (22%), Cmiro (22%), Google Jamboard (19%), and Padlet (19%), these assessment tools show a lesser disparity in terms of percentage equivalents. In the third-to-last category of assessment tools, Edmodo (28%) and Quizlet (28%) are the top performers. Assessment tools for podcasting and audio recording: the widely used tools are Audacity (22%) and SoundCloud (22%), each accounting for the same percentage. For e-portfolios and audio recordings, Weebly (38%) appears as a dominant language-learning platform, far ahead across the cited categories.

The result suggests that teachers prefer digital assessment tools that offer easy access and navigation. These tools vary in their assessment features and provide dynamism, accuracy, validity, and reliability in administering summative assessments. The result also implies that, regardless of the application features each tool offers, teachers need proper training to explore the different assessment tools that can ease and aid the assessment process.

Table 5. *Teachers' Utilization of Digital-Based Assessment Tools*

Statements	*Weighted Mean*	*Descriptors*
Digital–based assessment tools are regularly integrated into my class.	3.22	Agree
I mainly used these tools for formative and summative assessment.	3.19	Agree
I integrate these tools to provide immediate feedback on students' oral performances.	3.41	Strongly Agree
I utilize these tools for peer assessments and collaborative activities.	3.41	Strongly Agree
I use these learning assessment tools to increase students' engagement.	3.56	Strongly Agree
It helps efficiently track students' progress.	3.53	Strongly Agree
It allows me to assess a range of students' skills.	3.44	Strongly Agree
I integrate digital assessment tools to boost students' oral communication fluency.	3.56	Strongly Agree
I integrate the use of digital-based assessment tolls in conducting quizzes, diagnostic test which could provide immediate results.	3.5	Strongly Agree
Digital-based assessment tools provide features in tracking students' progress.	3.63	Strongly Agree
Mean	3.44	

Table 5 above presents the weighted mean of the Utilization of Digital-based Assessment Tools, which consists of 10 item statements. Based on the data presented, the scores indicate that items are interpreted as "Strongly Agree." Furthermore, the data indicated a mean of 3.56, indicating that most respondents utilized and integrated Digital-based Assessment Tools in conducting Oral Communication Classes to provide more efficient and effective assessment and teaching plans.

Table 6. *Teachers' Perceived Impact of Digital-Based Assessment Tools on Students' Engagement*

Statements	*Weighted Mean*	*Descriptors*
Digital-based assessment tools provide more interactive and engaging activities compared to traditional methods.	3.66	Strongly Agree
Using digital assessment tools increases students' motivation to participate in class discussions.	3.66	Strongly Agree
Digital assessment tools offer immediate feedback that helps students improve their performance.	3.47	Strongly Agree

Digital assessment tools enhance students' confidence in their oral communication skills.	3.38	Strongly Agree
Digital assessment tools promote a more collaborative and peer-learning environment.	3.56	Strongly Agree
Digital assessment tools allow for personalized and differentiated instruction.	3.5	Strongly Agree
Digital assessment tools reduce students' anxiety about public speaking.	3.5	Strongly Agree
Digital assessment tools provide a wider range of assessment formats and activities.	3.59	Strongly Agree
Digital assessment tools make the learning process more enjoyable and fun for students.	3.56	Strongly Agree
Digital assessment tools improve students' overall learning outcomes in oral communication.	3.56	Strongly Agree
Mean	3.54	

Table 6 presents data on the effects of using Digital-Assessment Tools in the Oral Communication class on students' learning engagement. The data indicate the corresponding interpretation, ranging from "Agree" to "Strongly Agree", with the highest value being the computed weighted mean. The result implies that Digital-based Assessment Tools help students become actively involved in the learning process.

Table 7. *Teachers' Experiences on the Use of Digital Assessment Tools*

Statements	*Weighted Mean*	*Descriptors*
Digital-based assessment tools help me accurately assess students' oral communication skills	3.5	Strongly Agree
Using digital assessment tools has made it easier for me to provide constructive feedback on students' oral presentations	3.41	Strongly Agree
I find that digital assessment tools improve the efficiency of grading in oral communication classes.	3.56	Strongly Agree
Digital-based assessment tools provide valuable insights into students' progress over time.	3.53	Strongly Agree
Digital tools make it easier to track and document individual students' performance in oral communication.	3.59	Strongly Agree
I believe that digital assessment tools enhance students' motivation to improve their speaking skills.	3.5	Strongly Agree
Digital assessment tools limit my ability to assess the nuances of students' oral communication skills.	3.25	Agree
I find that digital-based assessment tools can be time-consuming to set up and use effectively.	3.22	Agree
Technical difficulties with digital tools have hindered the effectiveness of oral communication assessments	3.16	Agree
Using digital-based assessment tools makes it challenging to provide personalized feedback on students' oral communication.	3.28	Strongly Agree
Mean	3.35	

Table 7 presents the Weighted Mean of both Positive and Negative perceptions and experiences of teachers regarding the use of Digital-Based Assessment Tools in Oral Communication classes. Both classifications of statements comprised an equal total no. of statements. For the first classification, Positive, it yielded an equivalent interpretation of "Strongly Agree" across 4 items, with a dominant weighted Mean of 3.59 and "Agree" as the second-highest scale equivalent, at 2. For the second category, "Negative," the data show that it had the highest weighted mean of 3.28 and only one response interpretation—"Strongly Agree" — out of the 6 given statements.

The data results for both categories suggest that Positive perceptions and experiences of using digital-based assessment tools are more prevalent than negative perceptions. The overall results show that teachers have positive perceptions of the use of Digital-based Assessment Tools in Oral Communication classes, thereby helping students advance and making learning more efficient and engaging.

Table 8. *Students' Perceived Impact of Digital-Based Assessment Tools on their Engagement*

Statements	*Weighted Mean*	*Descriptors*
Digital-based assessment tools provide more interactive and engaging activities compared to traditional methods.	3.21	Strongly Agree
Using digital assessment tools increases my motivation to participate in class discussions.	3.17	Agree
Digital assessment tools offer immediate feedback that helps me improve my performance.	3.27	Strongly Agree
Digital assessment tools enhance my confidence in my oral communication skills.	3.17	Agree
Digital assessment tools promote a more collaborative and peer-learning environment.	3.11	Agree
Digital assessment tools allow for personalized and differentiated instruction.	3.13	Agree
Digital assessment tools reduce my anxiety about public speaking.	3.09	Agree
Digital assessment tools provide a wider range of assessment formats and activities.	3.32	Strongly Agree
Digital assessment tools make the learning process more enjoyable and fun for me.	3.23	Agree
Digital assessment tools improve my overall learning outcomes in oral communication.	3.15	Agree
Mean	3.18	

Table 8 demonstrates that students generally have positive perceptions of digital assessment tools in oral communication courses. Students strongly agreed that digital assessment tools provide a wider range of assessment formats and activities, which obtained the highest weighted mean of 3.32. Students viewed that these tools increase their motivation to participate in class, enhance their confidence in their oral communication skills, and promote a more collaborative peer-learning environment, with a weighted mean of 3.23. Besides, they strongly agreed that these tools are more interactive and engaging than traditional methods and that they provide immediate feedback, helping them improve their performance, with a weighted mean of 3.23. Additionally, students agree that digital assessment tools enable personalized and differentiated instruction, make the learning process more engaging, and improve their overall oral communication outcomes. Students slightly agree that digital assessment tools can reduce anxiety about public speaking. Based on the presented findings, with a total arithmetic mean of 3.18, it suggests that digital assessment tools may play a significant role in improving student engagement and learning outcomes in oral communication by motivating students to participate, offering personalized feedback, and fostering collaboration.

Table 9. *Students' Experiences on the Use of Digital Assessment Tools*

Statements	*Weighted Mean*	*Descriptors*
Digital-based assessment tools help me improve my oral communication skills effectively.	3.20	Agree
The feedback I receive through digital assessment tools is clear and easy to understand.	3.12	Agree
Using digital assessment tools helps me track my progress in oral communication.	3,17	Agree
Digital tools make it easier for me to identify areas where I need to improve my speaking skills.	3.17	Agree
The use of digital assessments encourages me to participate more actively in oral communication activities.	3.03	Agree
I feel more motivated to improve my speaking skills when assessed through digital tools.	3.13	Agree
Digital assessment tools don't fully capture the effort I put into my oral communication tasks.	2.78	Agree
I find it challenging to understand some of the feedback I get from digital assessment tools.	3.03	Agree
Technical issues with digital tools often disrupt my focus during assessments.	3.07	Agree
The feedback I receive through digital assessment tools feels less personalized compared to face-to-face feedback.	3.08	Agree
Digital assessment tools provide me with useful information about my performance in real time.	3.14	Agree
Digital-based assessments sometimes make me feel more anxious than traditional assessments	2.78	Agree
Mean	3.06	

Table 9 revealed that students strongly agreed that these tools help improve oral communication skills with a weighted mean of 3.20, help track progress which constituted a weighted mean of 3.17, make it easier to identify areas for improvement that garnered a weighted mean of 3.17, offer useful real-time performance information with a weighted mean of 3.14, provide clear and easy-to-understand feedback which indicated a weighted mean of 3.12. They also tend to agree that using these tools encourages more active participation in oral communication activities (3.03) and increases motivation to improve speaking skills (3.13).

However, some concerns emerge regarding effort capture (2.78), feedback clarity (3.03), technical disruptions (3.07), personalization of feedback (3.08), and anxiety levels compared to traditional assessments (2.78). These areas highlight opportunities to improve the implementation of digital assessment tools to maximize effectiveness and student satisfaction. Based on the presented findings, the total arithmetic mean of student responses across all 12 statements is 3.06, indicating a positive perception of digital-based oral communication assessment tools.

Conclusions

The study concludes that digital-based assessment tools significantly enhance the teaching and learning process in Oral Communication classes. Both teachers and students demonstrated high levels of agreement (M = 3.44 for teachers; M = 3.18 for students) regarding the positive effects of these tools on engagement, confidence, and oral proficiency. The integration of platforms such as Zoom, Canva, and Duolingo has made assessment more interactive, efficient, and relevant to the needs of Generation Alpha learners.

However, challenges related to technical issues, connectivity, and feedback personalization remain prevalent. These factors underscore the importance of schools investing in stable digital infrastructure and providing targeted teacher training to ensure effective tool use. Educators should also strike a balance between digital and traditional approaches to address diverse learning preferences and maintain meaningful interpersonal feedback.

The findings suggest that schools and educational policymakers should adopt comprehensive digital literacy programs for both teachers and students. These programs must emphasize digital assessment design, feedback strategies, and ethical online communication. Additionally, collaborative learning environments should be fostered through interactive digital platforms that support real-time evaluation and peer assessment.

Future research is recommended to employ inferential statistical analyses, such as correlation or regression, to investigate the relationships between tool usage and measurable improvements in oral communication proficiency. Expanding the study across other

regions and incorporating mixed-method approaches could provide deeper insights into the pedagogical implications and sustainability of digital-based assessment practices in the Philippine educational context.

References

Alda, R. C. (2023). Mobile-Assisted Language Learning (MALL) in senior high school English classes. World Journal of English Language, 13(6), 211. https://doi.org/10.5430/wjel.v13n6p211

Bahrani, T. (2011). Technology as an assessment tool in language learning. International Journal of English Linguistics, 1(2). https://doi.org/10.5539/ijel.v1n2p295

Bobkina, J., & Romero, E. D. (2023). Students' Perceptions of Digital Oral Skills Development in ESP University Students: Strengths and Weaknesses in Digital Communication in the COVID world. In English language education (pp. 85–107). https://doi.org/10.1007/978-3-031-27825-9_5

British Council. (2013). The English Effect. Teaching English British Council. Retrieved from https://www.britishcouncil. Org/sites/default/files/ english-effect-report-v2.pdf

Cahyani, Q. P. R., Hermansyah, & Jaya, A. (2024, June 25). Implementation of Creative Learning Strategies for Students' English-Speaking Skills Using Digital-Based PROJECTS. https://brightnessjournalyrcp.com/index.php/brightnes s/article/vi ew /15

Common Sense Media, (2022). Two Years into the Pandemic, Media Use Has Increased 17% Among Tweens and Teens.https://www.commonsensemedia.org/press-releases/two-years-into-the-pandemic-media-use- has-increased-17-among-tweens-and-teens

De Los Milagros Cruz-Ramos, M., & Herrera-Diaz, L. E. (2022). Assessment of students' oral communicative competence in English through a web conferencing platform. PROFILE Issues in Teachers Professional Development, 24(1), 143–156. https://doi.org/10.15446/profile.v24n1.91282

De Vera, J. S., & De Vera, P. V. (2018). Oral communication skills in English among Grade 11 Humanities and Social Sciences (HUMSS) students. The Asian ESP Journal, 14(5), 30–52. http://files.eric.ed.gov/fulltext/ED604403.pdf

Faloye, B. O. (2022, June 18). Digital Instructional Applications And Students' Performance In Oral English: A Focus On Secondary Schools In Ekiti State, Nigeria. Faloye | Sapientia Foundation Journal Of Education, Sciences And Gender Studies. https://sfjesgs.com/index.php/SFJESGS/article/view/275

Göktürk, N. (2016). Examining The Effectiveness Of Digital Video Recordings On Oral Performance Of Efl Learners. Teaching English With Technology, 16(2), 71–96. http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight-189a5a5b-5286-4419-8fe8-ebe1ae609a62/c/ARTICLE5.pdf

Gutiérrez-Porlán, I., Prendes-Espinosa, P., & Del Mar Sánchez-Vera, M. (2022). Digital technologies for the assessment of oral English skills. Applied Sciences, 12(22), 11635. https://doi.org/10.3390/app122211635

Herlina, A. (2014). The utilization of technology to improve English speaking skills. Journal for the Study of English Linguistics, 2(2), 19. https://doi.org/10.5296/jsel.v2i2.6665

Jackson D., (2014). Business Graduate Performance in Oral Communication Skills and Strategies for Improvement. The International Journal of Management Education, 12(1): 22-34.DOI: 10.1016/j.ijme.2013.08.001.https://www.sciencedirect.com/science/ article/abs/pii/S1472811713000323

Kamaluddin, K., Azizah, W., Allan, M., & Robert, Y. (2023). Digital-Based online presentation media in improving students' language skills. Journal International of Lingua and Technology, 1(3), 172–187. https://doi.org/10.55849/jiltech.v1i3.142

Kilag, O. K. T., Ignacio, R., Lumando, E. B., Alvez, G. U., Abendan, C. F. K., Quiñanola, N. M. P., & Sasan, J. M. (2022). ICT Integration in Primary School Classrooms in the time of Pandemic in the Light of Jean Piaget's Cognitive Development Theory. International Journal of Emerging Issues in Early Childhood Education, 4(2), 42–54. https://doi.org/10.31098/ijeiece.v4i2.1170

Kim, S. (2018). Exploring media literacy: Enhancing English oral proficiency and autonomy using media technology. Studies in English Education, 23(2), 473–500. https://doi.org/10.22275/see.23.2.03

Korkmaz, S. (2022). Perspectives and Experiences of EFL Preparatory class students on Online Formative Task-Based Assessment of Speaking Skills. https://www.langedutech.com/letjournal/index.php/let/article/view/26

Kuning, D. S. (2019). Technology In Teaching Speaking Skill. Journal of English Education Literature and Linguistics, 2(1), 50–59. https://doi.org/10.31540/jeell.v2i1.243

Kusmaryani, W., & Tanjung, F. Z. (2023). The use of mobile applications in digital project-based learning to improve students English speaking skill. Script Journal Journal of Linguistic and English Teaching, 8(2), 163–179. https://doi.org/10.24903/sj.v8i2.1422

Liu, G. L., Darvin, R., & Ma, C. (2024). Exploring AI-mediated informal digital learning of English (AI-IDLE): a mixed-method

investigation of Chinese EFL learners' AI adoption and experiences. Computer Assisted Language Learning, 1–29. https://doi.org/10.1080/09588221.2024.2310288

Menezes, P., & Ronaldo, C. (2019). Digital tools for the development of oral skills in English. Quarterly of Iranian Distance Education Journal, 2(1), 9–22. https://doi.org/10.30473/idej.2019.6825

Montawar, N. O. (2023). Digital Supplementary Learning Materials in Oral Communication Subject for Grade 11 learners of Cainta Senior High School. Zenodo (CERN European Organization for Nuclear Research). https://doi.org/10.5281/zenodo.8339620

Mousavi, S. A. (2009). Multimedia as a test method facet in oral proficiency tests. International Journal of Pedagogies and Learning, 5(1), 37–48. https://doi.org/10.5172/ijpl.5.1.37

Nguyen, T. D. T., & Pham, V. P. H. (2022). Effects of using technology to support students in developing speaking skills. International Journal of Language Instruction, 1(1), 1–8. https://doi.org/10.54855/ijli.22111

Nonato, M., & Pastolero, G. (2022). Oral Fluency in English of Senior High School Students_in_a_Countryside_University_in_the_Philippines. Praxis Internationl Journal of Social Science and Literature https:// www.research gate.net/publication/362132526

PISA, (2022) Results (Volume I): The State of Learning and Equity in Education, PISA, OECD Publishing, Paris, https://doi.org/10.1787/53f23881-en.

Rahmadhani, M. (2023). Developing Digital-Based Speaking Skill Literacy Assessment using PLOMP Model to support the National Literacy Movement. IDEAS Journal on English Language Teaching and Learning Linguistics and Literature, 11(1), 845–853. https://doi.org/10.24256/ideas.v11i1.3058

Santos, A., Fernandez, V., & Ilustre, R. (2022). English Language Proficiency in the Philippines: An Overview. International Journal of English Language Studies 4(3):46-514(3):46-51DOI:10.32/ijels.2022.4.3.7https://www.Researchgate .net/publication/361980733_English_ Language_

Shimray, Y. P. (2023). The Effectiveness of Online Speaking Tasks (OST) on English communication ability of Thai EFL undergraduates. IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics), 8(2), 25. https://doi.org/10.21093/ijeltal.v8i2.1445

Sosas, R. V. (2021). Technology in teaching speaking and its effects to students learning English. Journal of Language and Linguistic Studies, 17(2), 958–970. https://doi.org/10.52462/jlls.66

Teba, S. C. (2022). Using duolingo to improve Beninese secretarial advanced learners' oral communication skills. European Journal of Educational Sciences, 9(1), 25–38. https://doi.org/10.19044/ejes.v9no1a25.

Affiliations and Corresponding Information

Carolene N. Cuaca
Indiana Aerospace University – Philippines

Ma. Stephanie J. Ewican-Sagang
Bartolome & Manuela Pañares Memorial National High School
Department of Education – Philippines

Jenalyn B. Taborada
Talisay City National High School
Department of Education – Philippines