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Teaching performance in the digital assessment of communicative competence in foreign languages

Desempeño docente en la evaluación digital de la competencia comunicativa en lenguas extranjeras

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Abstract

Introduction: As part of the policies for the improvement of English language teaching, the application of certification examinations and the expansion of digital education confronted teachers at the University of Camagüey with the challenge of assessing communicative competence in foreign languages through virtual learning environments. However, the absence of systematic methodologies to guide their performance in this process is evident, owing to the lack of correspondence between the theoretical foundations of digital assessment and their realization in pedagogical practice.

Objective: To describe a methodology for teachers' performance in the digital assessment of communicative competence in a foreign language.

Methods: The research was conducted at the University of Camagüey in the academic course 2024-2025, under a non-experimental research-development design (Design-Based Research), with a sequential exploratory mixed-methods approach organized in three phases: diagnosis, development and validation. Empirical methods such as document analysis, survey, interview and observation- were used in the diagnostic phase. The theoretical methods such as analysis-synthesis and modelling were used in the development phase for the conceptual construction of the proposal. Empirical methods, critical-opinion and collective construction workshops were used in the validation phase. Data were processed through descriptive statistics and thematic coding.

Result: The diagnosis conducted with 10 teachers from the Language Center —selected according to previously established inclusion criteria— and 25 students evidenced theoretical-praxeological and methodological-technological insufficiencies that grounded the construction of a methodology composed of two articulated components. The first, of a theoretical-cognitive nature, articulated the theoretical-praxeological and technological-didactic foundations underlying the digital assessment of communicative competence in foreign languages. The

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second, of a practical-instrumental nature, was materialized in a four-phase system —diagnosis, design and planning, implementation, and evaluation and feedback— that provides teachers with procedures, operational instruments, and criteria for the contextualized use of the Moodle platform.
Conclusion: The methodology described guides teaching performance in the digital assessment of communicative competence in foreign languages through two articulated components: a theoretical-cognitive one, which conceptually underpins that performance, and a practical-instrumental one, which operationalizes it in a four-phase system of procedures, instruments, and criteria for the contextualized use of Moodle. It has the potential to be transferred to other university contexts that use virtual learning environments.

Keywords: teaching performance, digital assessment, communicative competence, methodology, higher education

Resumen

Introducción: Como parte de las políticas de perfeccionamiento del idioma inglés la aplicación de los exámenes de certificación y la expansión de la educación digital plantearon a los docentes de la Universidad de Camagüey el reto de evaluar la competencia comunicativa en lenguas extranjeras mediante entornos virtuales de aprendizaje. Sin embargo, se constata la ausencia de metodologías sistemáticas que orienten su desempeño en este proceso debido a la falta de correspondencia entre los fundamentos teóricos de la evaluación digital y su concreción en la práctica pedagógica.
Objetivo: Describir una metodología para el desempeño docente en el proceso de evaluación digital de la competencia comunicativa en lengua extranjera.
Métodos: La investigación se desarrolló en la Universidad de Camagüey en el curso académico 2024-2025, bajo un diseño no experimental de investigación-desarrollo (Design-Based Research). Con enfoque mixto secuencial exploratorio y organizada en tres fases: diagnóstico, desarrollo y validación. En la fase diagnóstica se aplicaron métodos empíricos como el análisis documental, la encuesta, entrevista y la observación. En la de desarrollo, los métodos teóricos de análisis-síntesis y modelación para la construcción conceptual de la propuesta. En la de validación métodos empíricos y talleres de opinión crítica y construcción colectiva. Los datos se procesaron mediante estadística descriptiva y codificación temática**.**
Resultado: El diagnóstico realizado a 10 docentes del Centro de idiomas—seleccionados según criterios de inclusión previamente establecidos— y 25 estudiantes, evidenció insuficiencias teórico-praxeológicas y metodológico-tecnológicas que fundamentaron la construcción de una metodología integrada por dos componentes articulados. El primero, de carácter teórico-cognitivo, articuló los fundamentos teórico-praxeológicos y tecnológico-didácticos que sustentan la evaluación digital de la competencia comunicativa en lenguas extranjeras. El segundo, de carácter práctico-instrumental, se materializó en un sistema de cuatro fases —diagnóstico, diseño y planificación, implementación, y evaluación y retroalimentación— que provee a los docentes de procedimientos, instrumentos operativos y criterios para el uso contextualizado de la plataforma Moodle**.**
Conclusión: La metodología descrita orienta el desempeño docente en la evaluación digital de la competencia comunicativa en lenguas extranjeras mediante dos componentes articulados: uno

teórico- cognitivo, que sustenta conceptualmente ese desempeño, y otro práctico instrumental, que lo concreta en un sistema de cuatro fases con procedimientos, instrumentos y criterios para el uso contextualizado de Moodle. Tiene potencial de transferencia a otros contextos universitarios que utilizan entornos virtuales de aprendizaje.

Palabras clave: desempeño docente; competencia comunicativa, evaluación en entornos digitales; metodología, educación superior.

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Introduction

The research was developed in Cuba, specifically at the Higher Education level, at the University of Camagüey. As part of the policy to improve the English language in Cuban higher education, teachers face the challenge of evaluating communicative competence in foreign languages through virtual learning environments, which has become a growing need due to the expansion of digital education. The problem lies in the fact that there are no methodologies that guide teaching performance in digital evaluation processes, since there is no consistency between the institutional regulatory requirements of the Common European Framework of Reference (CEFR) and digital evaluation practices.

At an international level, recent research addressed the evaluation of communicative competence in foreign languages in digital environments and highlighted both its potential and the challenges it implies for teaching performance. Gutiérrez-Santiuste *et al*. (2023) designed and validated a questionnaire to measure communicative competence in digital environments in Higher Education, which evidenced the need to have reliable instruments for its evaluation. Recent research indicated that the incorporation of virtual platforms transformed teaching practices, but also showed limitations in the pedagogical preparation of teachers, particularly in the use of digital tools for evaluation (Díaz-Suárez *et al*., 2025; Lei and Jiang, 2025).

Along the same lines, other systematic reviews updated in Cuba reinforced the need to have valid methodologies and instruments for the evaluation of communicative competencies in digital environments in Higher Education (López-Núñez et al., 2024; Martínez Hernández, 2021; Stable Rodríguez and Font Fernández, 2022; Trujillo-Juárez *et al*., 2025).

Other authors highlighted that digital evaluation requires integrating methodological and technological principles to guarantee validity and reliability in the results (Carrasco Perea and López Ferrero, 2023; Flores Cajica *et al*., 2024). In this sense, it was recognized that teacher training was a key factor for the effectiveness of evaluation processes in university contexts.

The review of the state of the art made it possible to confirm that, although there were international and national proposals, a lack of correspondence persisted between the theoretical foundations on the evaluation of communicative competence and their implementation in systematic procedures for evaluation in digital environments: the available conceptual frameworks guided what to evaluate, but did not offer teachers the necessary procedures to implement it in practice. For this reason, it was considered necessary to design a contextualized

methodology that responded to this need in Cuban Higher Education and that could be transferable to other university settings.

In correspondence with this problem, the objective of the article is to describe a methodology for teaching performance in the digital evaluation process of communicative competence in foreign languages.

Methods

The present study was developed at the University of Camagüey Ignacio Agramonte Loynaz, during the period between September 2024 and June 2025, under a non-experimental research-development design, following the Design-Based Research approach (Brown, 1992; Collins, 1992; Wang and Hannafin, 2005), oriented to the construction and iterative validation of a methodological proposal through cycles. successive stages of diagnosis, design and evaluation. This type of research was characterized by its interactive and applied nature, which made it possible to generate theoretical knowledge from educational practice and organize the research process in the three phases described below (Anderson and Shattuck, 2012).

An exploratory sequential mixed methodological design was adopted. In the first diagnostic phase, empirical methods were used—documentary analysis, survey, interview and observation—to characterize the current state of the problem. In the second phase of development, the theoretical modeling method was used to construct the proposal, supported by the analysis-synthesis of the revised theoretical references. Finally, in the validation phase, empirical methods and critical opinion and collective construction workshops were applied to evaluate the relevance and coherence of the constructed methodology.

The study was carried out with the 10 teachers of the Language Center of the University of Camagüey, through non-probabilistic intentional sampling that coincided with 100% of the population. Given the small and accessible size of this population, the intention did not lie in the selection of a portion of the subjects, but in the deliberate decision to include them all based on previously established inclusion criteria: a) direct involvement in digital teaching and evaluation processes; b) foreign language proficiency level equal to or greater than B1+, according to the Common European Framework of Reference (Council of Europe, 2020); and c) voluntary willingness to participate in the diagnosis and validation phases. This strategy avoided both the arbitrary exclusion of relevant subjects and the unnecessary use of probabilistic techniques in a reduced universe, and favored methodological coherence and the possibility of replicating the study in similar relevant settings.

As a complementary source of information, and not as part of the intentional sample described, a survey was also applied to 25 students enrolled in foreign language courses at the Language Center, with the purpose of triangulating the teaching perceptions with those of the students about the digital evaluation process.

The analysis was structured based on two dimensions. The theoretical-praxeological dimension assessed the coherence between the theoretical foundations and teaching practice through the indicators of conceptual coherence, theory-practice articulation, methodological rigor, teaching reflexivity and integration of approaches. The methodological-technological dimension assessed the integration of pedagogical approaches with digital tools through the indicators of coherence

between objectives and evaluation activities, relevance in the selection of content, balance between communication modes, authenticity of the communicative tasks and clarity of the evaluation criteria. From these 10 theoretical indicators, with the purpose of making them observable in digital evaluation practice, the four operational indicators that make up Table 3 were derived, each linked to a specific teaching action (design, apply, grade and provide feedback) and articulated as an operational synthesis of the indicators of both dimensions.

In order to characterize the initial state, four complementary instruments were used: a) a documentary analysis of institutional regulations – Ministerial Resolution 165/2019, methodological guidelines of the Language Center, guide to structuring by levels of the CEFR and current course programs –, aimed at assessing the correspondence between regulatory requirements and digital evaluation practices; b) a survey of the 10 teachers and another of the 25 students, aimed at identifying the perceived level of preparation, the main difficulties and the degree of satisfaction with the use of Moodle; c) a semi-structured interview with teachers, focused on their conceptions and procedures for evaluating communicative competence in digital environments; and d) a non-participant observation guide of the evaluation process in Moodle, which assessed the methodological planning, the feedback offered and its correspondence with the CEFR levels.

Quantitative data were processed using descriptive statistics in SPSS v.25, while qualitative data were analyzed using thematic coding (Braun and Clarke, 2006). The reliability of the instruments was ensured through methodological triangulation—survey, interview, observation, and documentary analysis—and peer review in the coding process. These decisions strengthened the scientific rigor of the study and the possibility of replicating it in other university contexts.

The Moodle platform (version 4.1) of the University of Camagüey was used, which constituted the main environment for the design, implementation and validation of the digital evaluation activities. In addition, the statistical software SPSS v.25 was used for the processing of quantitative data, as well as Zotero 6.0 for the management of bibliographic references derived from the systematic literature review. These resources were complemented with the Microsoft Office package—Word and Excel—for the preparation of instruments, guides and results reports.

Regarding ethical considerations, written informed consent was obtained from all participants, guaranteeing confidentiality and the exclusive use of data for research purposes. Personal records were anonymized during processing and security protocols were applied for storage. The research had the approval of the faculty's scientific council and was carried out under strict principles of academic ethics.

Results

Diagnosis that supported the proposal

El The previous diagnosis showed the gaps that justified the construction of the methodology. The documentary analysis - carried out in response to Ministerial Resolution 165/2019, which establishes the curricular requirements for the teaching of foreign languages in Cuban Higher Education, the methodological guidelines of the Language Center, the CEFR level structuring guide and the current course programs - allowed us to assess the correspondence between the regulatory requirements and the digital evaluation practices. This analysis recognized teaching

performance as the axis of the evaluation of communicative competence, but showed the absence of standardized digital instruments and explicit mediation strategies in virtual environments.

The survey and interview applied to the 10 teachers revealed that only 30% reached a high level of preparation to design digital instruments, while 20 % recognized a low level; 40 % identified the lack of specific training as their main difficulty, followed by technological limitations (30 %). However, 70 % declared themselves satisfied with the use of Moodle as an assessment platform. These results showed insufficiencies associated with the indicator of clarity and relevance with respect to the required CEFR descriptor, typical of the action of designing the instruction and the instrument, and the indicator of timely and complete registration of the productions, typical of the action of applying the instrument in Moodle.

Observation of the evaluation process corroborated these insufficiencies: 70 % of the activities analyzed showed digital methodological planning with little correspondence with institutional demands, 80 % offered limited and poorly personalized feedback, and 70 % lacked coherence with the levels of communicative competence established in the CEFR. These insufficiencies were again related to the indicator of clarity and relevance with respect to the required CEFR descriptor, and to the indicator of opportunity, specificity by criterion and orientation to improvement, corresponding to the action of offering feedback.

The survey administered to the 25 students corroborated these perceptions from the learning experience: 32.4 % considered the teaching feedback insufficient and 21.7 % perceived the digital evaluations as less objective than the traditional ones, although 62.2 % expressed satisfaction with Moodle.

Together, these findings made it possible to identify the main weaknesses: a) the lack of correspondence between the regulatory and CEFR requirements and digital evaluation practices, evidenced in the documentary analysis and in 70 % of the activities observed with little correspondence with said requirements; b) the insufficient methodological-technological mastery to design and apply digital instruments, expressed in that only 30 % of teachers achieved high preparation and 40 % identified the lack of specific training as their main difficulty; and c) the lack of systematic and personalized digital feedback strategies, corroborated both by observation (80 % with limited feedback) and by student perception (32.4 % considered it insufficient). These insufficiencies constituted the empirical starting point for the construction of the two components of the methodology described below.

Theoretical-cognitive component

The proposed methodology was organized from two fundamental components: theoretical-cognitive and practical-instrumental. Both complemented each other to guide teaching performance in the evaluation of communicative competence in foreign languages in digital environments, ensuring coherence between the academic foundation and the pedagogical application in digital environments such as Moodle.

The theoretical-cognitive component constituted the conceptual and methodological scaffolding that guided the evaluation of foreign languages in digital environments through the contextualized use of the Moodle platform. Its objective was to provide a comprehensive

framework that articulates theory, teaching practice and technology, guaranteeing a relevant, contextualized and inclusive assessment of communicative competence. Its function was to serve as a structural guide for the design of evaluation activities, critical mediation and the application of digital evaluation instruments, favoring continuous feedback and personalization of learning.

In this component, teaching knowledge—understood as the integration of knowing, knowing how to do, knowing how to be, and knowing how to learn—became the axis that articulated theory, practice, values, and technology in the digital assessment of foreign languages, ensuring that pedagogical practice was coherent, transparent, and aligned with international standards such as the CEFR.

The knowledge provided the teacher with the conceptual foundations of communicative competence, allowed him to recognize the key methodological approaches that guided his assessment, assume the principles that guided teaching performance and know the digital evaluation models that integrate digital tools, data analysis and pedagogical strategies.

Know-how was translated into the practical application of these fundamentals, through approaches such as communicative, task-based learning and the action-oriented approach, which conceived the student as an active user of the language. Digital assessment models provided strategies, instruments and platforms that became essential resources for pedagogical practice, allowing teachers to design assessment activities in virtual environments, apply rubrics and questionnaires, manage collaborative projects and offer personalized feedback, in coherence with the CEFR descriptors.

Knowing how to be was linked to the ethical and relational dimension of the teacher, who assumed the responsibility of promoting attitudes of respect, openness and empathy in the evaluation processes, favoring the construction of more equitable and meaningful learning communities in digital environments.

Finally, knowing how to learn ensured continuous updating and adaptation to the technological and methodological changes that characterize evaluation in digital environments, demanding that the teacher remain in constant evolution, capable of guiding their students in the construction of meaningful learning and in the development of communicative skills in accordance with current demands.

Practical-instrumental component

The practical-instrumental component operationalized the theoretical-cognitive component through a procedural system of four articulated phases—diagnosis, design and planning, implementation, and evaluation and feedback—, each with actions, performance criteria and its own instruments, implemented through the Moodle platform.

In the diagnosis phase, the teacher used Moodle questionnaires, forums and digital rubrics to assess the initial state of his and his students' techno-pedagogical competencies, generating a report that guided subsequent planning. In the design and planning phase, an action plan was formulated that translated the diagnostic findings into methodological strategies, digital activities, and assessment instruments—rubrics, questionnaires, and portfolios—aligned with the CEFR descriptors of reception, interaction, mediation, and multimodal production. In the implementation phase, these instruments were applied in real evaluation scenarios through

tasks, discussion forums, videoconferences and Moodle questionnaires, in correspondence with the same reference levels (A1-C1) used by the certification tests applied at the university. In the evaluation and feedback phase, the impact of the implemented actions was comprehensively assessed and formative feedback was offered based on the results recorded in the Moodle grade reports. The evidence of this process—forums, assignments, and grade books—are preserved on the institutional platform Moodle of the University of Camagüey; Given the restricted access of this environment, its consultation can be requested directly from the authors for verification purposes.

As an example, Table 1 shows the digital rubric used to evaluate the communicative performance of students in a discussion forum configured in Moodle during the evaluation and feedback phase. The four criteria of the rubric – discourse coherence, communicative fluency, linguistic adequacy and interaction and respect – were derived from the descriptors of interaction and oral production established in the CEFR Supplementary Volume (Council of Europe, 2020), adapted by the authors to the context of discussion forums in Moodle. The teacher used this instrument to rate the four criteria on a scale of one to four points, which made it possible to systematize the rating and offer the student specific feedback on each dimension of the communicative competence evaluated.

Table 1.
Digital rubric: discussion forum in Moodle (evaluation and feedback phase)

Criterion	Excellent (4 pts.)	Good (3 pts.)	Basic (2 pts.)	Insufficient (1 pt.)
Discursive coherence	Clear, well-structured and logically connected arguments.	Understandable arguments, with unclear connections.	Ideas poorly developed, with little relationship between them.	Confusing arguments, without coherence or structure.
Communicative fluency	Interventions are fluid, natural and without unnecessary pauses.	Acceptable fluency, with some pauses or repetitions.	Interventions interrupted, with difficulties of expression.	Very limited communication, with constant interruptions.
Linguistic adaptation	Precise and varied use of vocabulary, register appropriate to the context.	Sufficient vocabulary, with limitations in variety or register.	Limited use of vocabulary, with frequent register errors.	Very restricted vocabulary, with errors that make understanding difficult.
Interaction and respect	Active listening, respect for other people's opinions and constructive contributions.	General respect, although with little significant interaction.	Minimal interaction, with little attention to the contributions of others.	Lack of respect or absence of interaction.

Of the four modes of communication recognized by the CEFR in its 2020 update—reception, interaction, mediation and production—asynchronous oral production is one of the most complex to evaluate in digital environments, requiring instruments capable of simultaneously capturing the fluency, pronunciation and organization of discourse without the immediacy of

face-to-face interaction. For this reason, it is developed below, as an illustration, how this mode is evaluated through the Moodle "Task" activity with the option of audio or video recording, and how said application allows the teacher's performance to be evidenced.

When implementing this test, the teacher performs the following actions:
1. Selection of the descriptor and design of the slogan. The CEFR descriptor corresponding to the required level is chosen - for example, at level B1: "can produce simple and coherent oral texts on familiar topics or topics of personal interest" - and an authentic and contextualized sentence is written (for example, arguing for or against a position on a cultural or professional issue), specifying the recording time allowed (between two and three minutes).

2. Activity configuration in Moodle. A Task type activity is created with an integrated audio or video recording option, the digital rubric (Table 2) is attached so that it is visible before application, and the delivery deadline is established.

3. Prior communication of the criteria. The order and the rubric are published sufficiently in advance, and when it is the first application, a model response example is offered that illustrates the expected level of performance, guaranteeing transparency and equity.

4. Application of the test. It is verified that all students have equivalent technical conditions (connectivity, microphone) and a brief preparation time is enabled before recording, without allowing indefinite repetition, in order to preserve the authenticity and spontaneity of the communicative performance.

5. Grading with the digital rubric. The teacher evaluates each production criterion by criterion using the advanced Moodle rubric (Table 2), which automatically calculates the final grade based on the levels selected in each indicator.

6. Feedback and systematization. Individual, criterion-specific feedback is provided within a defined time frame (up to 72 hours), and the results are recorded in the gradebook and Moodle analytics, allowing group performance patterns to be identified and future activities adjusted in the evaluation and feedback phase.

Table 2.
Digital rubric: asynchronous oral production in Moodle

Criterion	Excellent (4 pts.)	Good (3 pts.)	Basic (2 pts.)	Insufficient (1 pt.)
Fluency and pronunciation	Fluid speech, with clear and intelligible pronunciation at all times.	Acceptable fluency, with occasional pauses that do not affect understanding.	Pronunciation with interferences that partially hinder understanding.	Choppy or unintelligible speech throughout much of the recording.
Coherence and organization of speech	Clearly organized ideas, with appropriate connectors and logical progression.	Comprehensible organization, with basic connectors.	Juxtaposed ideas, with little articulation between them.	Disorganized speech, with no apparent relationship between ideas.

Criterion	Excellent (4 pts.)	Good (3 pts.)	Basic (2 pts.)	Insufficient (1 pt.)
Linguistic adaptation and vocabulary	Varied and precise vocabulary, register appropriate to the instructions and the required level.	Sufficient vocabulary, with some registration inaccuracies.	Limited vocabulary, with frequent repetitions.	Very restricted vocabulary, which prevents compliance with the instructions.
Compliance with the instructions and the assigned time	Responds fully to the order within the established time.	Responds to order with slight deviations in time or content.	Responds partially to the order or noticeably exceeds the time.	Does not respond to the order or there is insufficient time to assess performance.

The teaching performance in the application of this test is not limited to the student's grade, but is evidenced in the quality of the actions that the teacher himself executes during the process: the relevance of the slogan designed with respect to the required CEFR descriptor, the timeliness and complete record of the productions in Moodle, the consistency between what is observed in each video and the score awarded by criterion, and the timeliness, specificity and orientation towards improvement of the feedback offered. Table 3 summarizes the indicators by which these actions can be valued.

Table 3.
Evidence of teaching performance in the application of the oral production test

Teaching action	Indicator	Basic	Competence	Advanced
Design the order and instrument	Clarity and relevance to the required CEFR descriptor	Generic order/instruction, without explicit link to the descriptor.	Relevant order, partially linked to the descriptor.	Authentic order fully aligned with the descriptor and context.
Apply the instrument in Moodle.	Timely and complete registration of productions.	Partial or delayed registration.	Complete registration within the expected period.	Complete record, with anticipated and resolved technical incidents.
Grade with the rubric	Consistency between the observation and the score given by criterion	Global grade, without disaggregating by criterion.	Consistent rating with most criteria.	Disaggregated and justified qualification in each criterion.
Offer feedback	Timeliness, specificity by criteria and orientation towards improvement	Delayed or generic feedback.	Timely feedback (up to 72 hours), with general comments.	Timely feedback, specific to criteria and with

Teaching action	Indicator	Basic	Competence	Advanced
				suggestions for improvement.

Discussion

The evaluation of the methodology, carried out through critical opinion and collective construction workshops, demonstrates its relevance and coherence by showing consensus and acceptance by teachers and students. The results confirm that the proposal offers a comprehensive framework capable of articulating theory and practice, ensuring coherence and effectiveness in the digital evaluation processes of communicative competence. Among the most valued elements are the clarity of the conceptual foundations, the integration of methodological approaches and the usefulness of digital evaluation models to guarantee objectivity and transparency.

In contrast, some participants point out as a critical aspect the complexity of objectively evaluating the oral interaction between interlocutors in virtual environments, as well as the need to expand teacher training in the design and qualification of digital instruments, particularly in Moodle. These observations highlight that, although the methodology is relevant and flexible, its implementation requires adjustments that facilitate pedagogical practice and ensure more efficient use of technological tools in other contexts and educational institutions.

The findings obtained coincide with what was proposed by Cruz Moya (2025), who highlights the need to update the CEFR descriptors to respond to contemporary digital communication practices, integrating dimensions such as multimodality and digital identity management. Similarly, the systematic review by Esquivel Rosado et al. (2025) highlights that the combination of active methodologies and the use of digital platforms contribute significantly to improving communicative competence, although they warn of limitations derived from insufficient teacher training and excessive dependence on technology. These approaches not only support the results obtained, but also place the proposal within an international trend that calls for an update of the current evaluative frameworks in the face of the multimodality of digital communication practices.

In the Cuban context, previous studies addressed the evaluation of communicative competence in university language centers, although without focusing on its digital dimension. Villavicencio Simón and Rivero Cruz (2019), at the Language Center of the Universidad de Oriente, proposed a logic for the evaluation of communicative competence in foreign language courses, focused on the teacher's reflective and critical didactic performance against the CEFR levels. This methodology takes up this concern for the coherence between the levels of the CEFR and teaching performance, but extends it to the level of virtual learning environments, by proposing specific procedures, instruments and criteria for the evaluation mediated by the Moodle platform.

Other research such as that of Pavón and Casar (2016) contributes to this line of research by proposing a methodology to develop communicative competence in academic-professional

English using the EVEA Moodle toolset. However, its field is linked to the teaching and development of communicative competence, not its systematic evaluation.

In the present study, the most valued elements—conceptual clarity and methodological integration—are related to the contributions of Anderson and Shattuck (2012), who highlight the importance of coherence between theory and practice in educational methodologies. Likewise, the usefulness of digital evaluation models was widely recognized, in line with what was pointed out by Redecker (2017), who highlights the role of digital tools to guarantee objectivity, transparency and inclusion in evaluation processes. Unlike these studies, which fundamentally focused on the design of teaching digital frameworks and competencies, this proposal provides a four-phase procedural system that operationalizes these frameworks through specific instruments, which represents a route from theory to daily evaluative practice.

On the other hand, the critical aspect identified—the complexity of evaluating oral interaction in digital environments and the need to strengthen teacher training in the use of digital platforms—corresponds to what was pointed out by Artavia-Díaz (2025), who warns that technology-enabled evaluation requires adequate infrastructure and continuous training to be effective. Along these lines, the studies by Mansilla et al. (2023) and Ugalde Ramos (2023) agree that oral feedback mediated by Moodle constitutes a determining factor in teacher evaluation performance, which supports the methodological decision to institute timely and specific feedback as a performance criterion in the proposal.

The fundamental recommendations derived from the evaluation focus on consolidating ongoing teacher training, diversifying personalized feedback strategies and ensuring the adaptability of the methodology to different educational contexts. These suggestions align with the CEFR (Council of Europe, 2020), which emphasizes the need to promote autonomy, critical reflection and methodological flexibility in the teaching and assessment of foreign languages.

Conclusions

Teaching performance in the evaluation of communicative competence in foreign languages in digital environments must be characterized by the consistency between the indicators rationally used to assess it and the objectivity of the instruments - rubrics, questionnaires and portfolios - that the teacher designs and applies in virtual learning environments, in correspondence with the CEFR descriptors.

The theoretical-cognitive component of the proposed methodology articulates the conceptual, technological-didactic and ethical foundations that support said performance, while the practical-instrumental component offers teachers structured procedures—diagnosis, design and planning, implementation, and evaluation and feedback—to carry out the evaluation of communicative competence in virtual environments through the Moodle platform.

Likewise, the complexity of evaluating oral interaction between interlocutors in digital environments is identified as a persistent critical aspect, which demands superior teacher preparation and greater creativity to recreate, in virtuality, the conditions of spontaneity and authenticity typical of face-to-face communication.

The fundamental recommendations derived from the study aim to consolidate the permanent training of teachers in the design and qualification of digital instruments, diversify personalized

feedback strategies and guarantee the adaptability of the methodology to different educational contexts that use virtual learning environments. In this sense, the CEFR is consolidated as an international reference that legitimizes the integration of teaching knowledge – knowing, knowing how to do, knowing how to be and knowing how to learn – in the digital assessment of foreign languages.

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Declaration of individual author responsibility

Augusto García Blanca: He formed the idea of the research, he was in charge of the bibliographic review, the construction of the theoretical framework, the design of the methodology, its practical instrumentation and its evaluation.

Midalis Román Betancourt. She was in charge of the methodological direction of the research and collaborated in the conception of the proposed methodology.

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