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THEME:

**EXPLORING THE USE OF ARTIFICIAL INTELLIGENCE IN ENHANCING ENGLISH
ORAL COMMUNICATION SKILLS**

Research Project prior to obtaining the degree of: Master in Pedagogy of National and Foreign Languages, with a major in English Language Teaching

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I CERTIFY

That the aforementioned research work has been reviewed in all its parts, and I consider that it meets the necessary requirements and merits to be submitted for public presentation and evaluation by the designated Examination Committee.

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DEDICATION

To my inspiring daughters Leslie, Francis and Alejandra, whom I encourage to chase your dreams with courage and curiosity. You have always been my greatest motivation. To my beloved husband Alex, your support and belief in me, this great achievement is yours and mine. To my dearest family, thank you for your unconditional love, encouragement and patience. Your support has been a constant source of strength and inspiration.

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UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
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MASTER'S DEGREE IN PEDAGOGY IN NATIONAL AND FOREIGN
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RESUMEN EJECUTIVO

Este estudio analiza cómo la inteligencia artificial puede mejorar y fortalecer las habilidades de comunicación oral en inglés, abordando las limitaciones que enfrentan los estudiantes al desarrollar estas capacidades, las cuales afectan su rendimiento académico, confianza y libertad al usar el idioma. La investigación se centró en estudiantes del nivel A2 del Instituto de Idiomas de la Universidad de las Fuerzas Armadas ESPE, planteando que herramientas como *Speak & Improve* y *SIVI* pueden impulsar el aprendizaje de manera constante, personalizada y motivadora, generando avances perceptibles en la competencia comunicativa. La metodología fue cuantitativa con un diseño descriptivo e intervención pedagógica. Se aplicó una prueba de diagnóstico basada en el examen estandarizado KET (A2) de Cambridge para determinar el nivel inicial de competencia oral. Posteriormente, los estudiantes realizaron tareas interactivas a través de las plataformas web seleccionadas. Finalmente, se aplicó una prueba de seguimiento con el mismo instrumento, lo que permitió comparar resultados y evaluar el progreso alcanzado. Los resultados evidenciaron mejoras significativas, especialmente en interacción comunicativa y pronunciación, así como mayor seguridad al expresarse en inglés, confirmando la relevancia de integrar tecnologías emergentes en el aula. Este hallazgo demuestra que la inteligencia artificial es un recurso efectivo para la enseñanza del inglés, ofreciendo a cada estudiante oportunidades de práctica y retroalimentación personalizada. La integración de estas herramientas no reemplaza al docente, sino que complementa y enriquece el proceso de enseñanza-aprendizaje, abriendo nuevas oportunidades educativas en entornos cada vez más digitales y fomentando un aprendizaje más motivador, dinámico y accesible para los estudiantes.

DESCRIPTORES: inteligencia artificial, comunicación oral, herramientas digitales, aprendizaje personalizado

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

FACULTY OF EDUCATION SCIENCES

MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ABSTRACT

**EXPLORING THE UTILIZATION OF ARTIFICIAL INTELLIGENCE TO
ENHANCE ORAL COMMUNICATION SKILLS IN ENGLISH**

This research analyzes how artificial intelligence can improve and strengthen oral communication skills in English, addressing the limitations students encounter while developing these abilities, which impact their academic performance, confidence, and fluency when using English as a foreign language. The study focused on A2-level students at the Language Department of "Universidad de las Fuerzas Armadas ESPE". Resources like Speak & Improve and SIVI can promote continuous, personalized, and motivating learning, resulting in significant progress in communicative competence. The methodology was quantitative, with a descriptive design involving pedagogical intervention. A diagnostic test based on Cambridge's standardized KET (A2) exam was conducted to assess the students' initial level of oral competence. Afterwards, students completed interactive tasks through the selected web platforms. Finally, a follow-up test was applied using the same instrument, which allowed for comparison of results and evaluation of the progress achieved. The results showed significant improvements, particularly in communicative interaction and pronunciation, as well as increased confidence when expressing themselves in English, confirming the relevance of integrating emerging technologies in the classroom. This finding demonstrates that artificial intelligence is an effective resource for teaching English, providing each student with opportunities for practice and immediate, personalized feedback. The integration of these resources does not replace the teacher but rather complements and enriches the teaching-learning process, opening new educational opportunities in

KEYWORDS:

Artificial intelligence, digital resources, oral communication, personalized learning



increasingly digital environments and fostering more motivating, dynamic, and accessible learning for students.

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INTRODUCTION

In the present age, English language ability has become progressively important in today's globalized world. It is now necessary for academic success, professional and social communication across different cultural contexts. The need to become proficient in English oral communication skills, that is, the speaking skill cannot be overstated. Smith (2020) states, “Effective oral communication is essential for professional success and personal development” (p. 45). A clear understanding exists that this competence is essential not only for individual growth but also for fostering collaboration and global connectivity. As Lu et al. (2021) noted, Artificial Intelligence (AI) serves as an excellent addition by providing ongoing support and opportunities for practice inside and outside the classroom. It is a complementary tool to the teaching-learning process in the educational environments, enhancing overall effectiveness. Furthermore, it accelerates the learning process and improves retention rates by enabling learners to acquire language skills more quickly and efficiently. AI offers learners immediate, personalized feedback by simulating real life conversations, which allow immediate feedback of mistakes. This automatically improves the efficiency of language acquisition. It acts as a bridge between the theoretical and the practical application, AI proved to be essential resource for developing strong English-speaking skills. In contrast, traditional approaches of teaching languages may lack the capacity to give every student continuous, personalized attention. Teachers in conventional classroom settings have to divide their time among several students, which makes it difficult to meet the particular needs, speed, and learning style of every student.

Time limits and different student degrees of proficiency can cause feedback to be delayed, generic, or limited. AI tools address and cover these gaps effectively.

The evolution of language acquisition, the fast development of technology has had a major impact on many fields of education. As Garcia et al. (2019) observe, the increasing integration of artificial intelligence in education has created new chances to improve the acquisition of foreign language abilities. Building on these skills, artificial intelligence tools today provide useful means of enhancing verbal communication. By means of interactive, customized feedback systems, they can adjust to users' unique English-speaking capacity, therefore offering focused support and ongoing practice. This individualized approach not only facilitates more effective learning but also is rather important for increasing students' confidence and proficiency in spoken English.

Importance and Relevance

The relevance of this topic is addressed by recent findings that the integration of AI resources has increased into educational practices. Presently, these technological resources have become an innovative tool in teaching English to individuals that are not native speakers, in particular in regards to developing oral communication skills. Innovative artificial intelligence resources are revolutionizing traditional language teaching learning methods, presenting innovative solutions to different needs and learning styles with immersive technology that act like real-life conversations. Moreover, it is constantly creating more effective and motivating tools which improve the learners' language proficiency and greatly increasing confidence in speakers. This research intends to contribute to the user's growing knowledge of technology and language. In doing so, it aspires to offer insights that provide broader resources, knowledge and opportunities in enhancing the English oral communication skills.

The research line of the English Master Program in Teaching and Learning Languages focuses on the study of the teaching and learning processes of languages, both national and foreign. It investigates effective methodologies and pedagogical approaches for language teaching, the development of communicative and linguistic competences, as well as, the analysis of the assessment of language

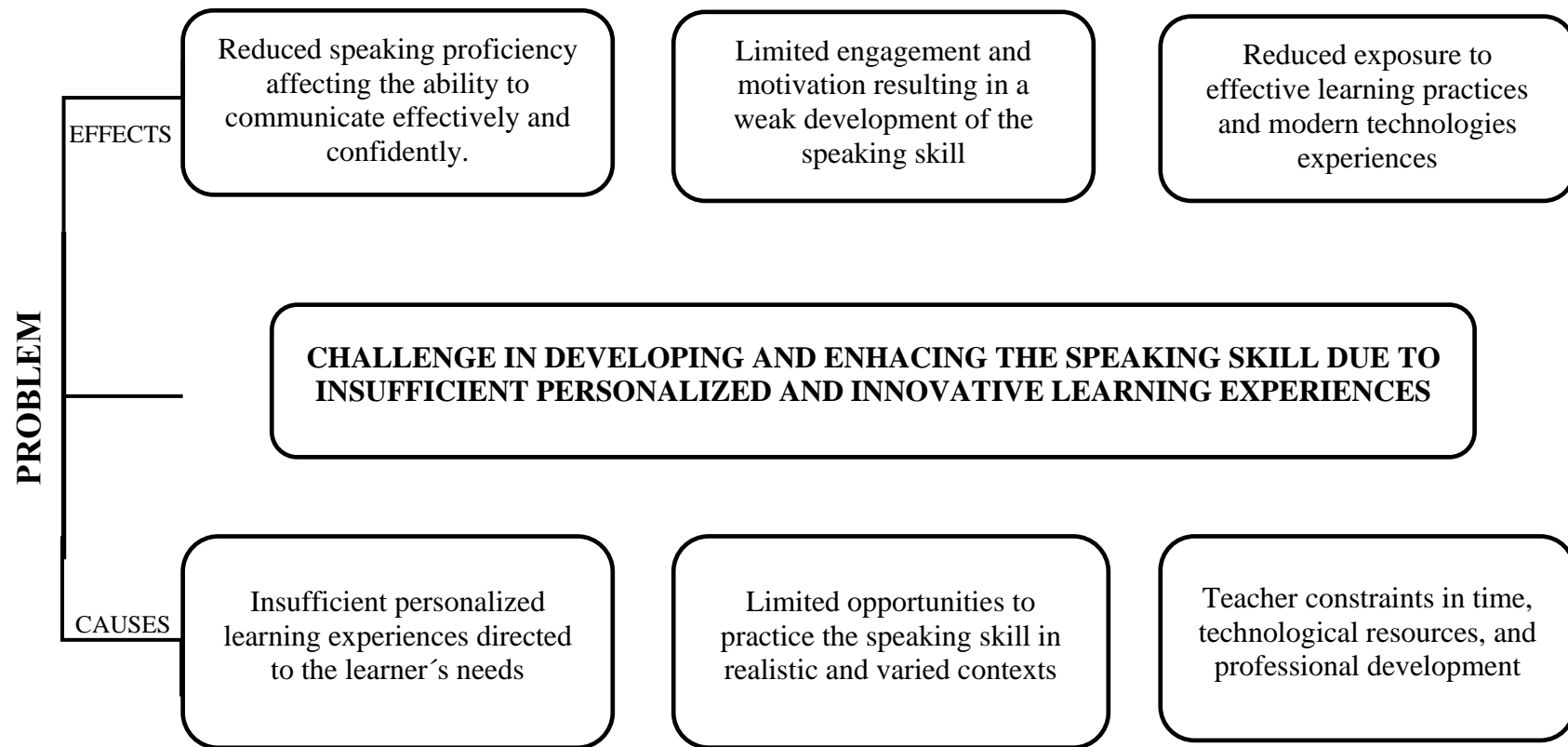
learning and interculturality. This study relies on the before line of research mentioned in the commitment to the guidelines that support the policy of developing citizens in Ecuador that can communicate effectively in today's globalized world. The curriculum additionally supports general educational objectives like justice, innovation, and solidarity, by fostering critical thinking, social and creative abilities within language learning. These are the skills Ecuadorian learners will need to engage successfully in local and international communities in the 21st century, thereby enhancing cultural awareness, linguistic proficiency, communication, and the application of values in a globalized world. The outcome is positive, because it contributes to the ongoing efforts to modernize teaching and learning practices leading to more efficient improvements in oral communication skills in English.

Worldwide, various studies have demonstrated the potential of AI resources in language learning. For instance, in Ecuador, recent research by Martínez and Pacheco (2021) examine the application of artificial intelligence learning platforms in public schools. As a result, it guarantees the development of students' English speaking and listening skills. Moreover, artificially intelligence resources can address the constraints traditional language teaching methods have and how it lacks individualized attention. According to Lu et al. (2021) the capability of AI language learning platforms are understated in enhancing students' oral communication skills by providing individualized feedback and engaging exercises. In the Latin American context, studies by Jiménez et al. (2020) explore the benefits that the use of AI tools have in different educational settings, demonstrating positive outcomes on students' motivation and language acquisition.

However, studies also reveal significant limitations. Floridi et al., (2020) state that, worldwide, the affordability and accessibility of AI tools still persist a challenge, particularly in low-income scenarios. In addition to these infrastructural limitations, there are broader concerns related to the integration of AI tools into language learning and teaching. One major issue is that people may become too reliant on technology. As a result, this might weaken their critical thinking ability and can cause a reduction of human interaction in the learning process. Moreover, ethical concerns such as data privacy and algorithmic bias mean that in real life

educational situations we have faced addressable challenges. As Floridi et al. (2018) emphasize, the ethical design and deployment of AI systems require careful scrutiny to ensure that learners' rights are protected and that the technology complements, rather than replaces the human element in teaching (p. 692). Addressing these aspects is crucial to ensure that AI integration is both effective and responsible.

Even though Martinez and Pacheco (2021) draw attention to issues including internet connectivity and limited access to modern educational technologies in Ecuador, these obstacles do not always prevent the adoption of AI tools totally. Many artificial intelligence-powered apps are available even in low-resource environments since they are meant to operate offline or with little connection. Additionally, the government is actively working on improving the internet infrastructure through the private sector, civil society, academia and other stakeholders to expand connectivity nationwide. This support, enables more students to benefit from AI driven language learning transforming and improving verbal communication abilities. As a result, AI has the power to innovate the way a foreign language is taught, particularly when it comes to enhancing the oral skills. The goal of this study is to contribute with a comprehensive overview about the importance these innovative resources have in the learning process focusing on the opportunities and benefits the use of AI powered tools such as *Speak & Improve* and *SIVI* platforms can offer in the learning process.



Graphic N° 1. Problem Tree

Elaborated by: Lilian Campos

Problem statement

Although English oral communication skills are undoubtedly crucial in today's interconnected global world, it is still a challenge to acquire the before mentioned abilities using traditional teaching techniques. These conventional approaches fail to provide personalized and interactive real-time feedback practice necessary for the development of skills. Consequently, learners usually have trouble communicating effectively and confidently, a limited engagement which face unequal learning opportunities, which contribute to disparities in their English oral communication skills. Johnson (2023) agrees that, "In today's interconnected world, the ability to communicate effectively through speaking has become more crucial than ever. With globalization, virtual collaboration, and the growing reliance on digital platforms, speaking skills serve as a bridge for exchanging ideas, fostering relationships, and navigating diverse cultural contexts." (p. 45). Therefore, using AI technological resources will be a path in accomplishing the study's objective.

The appearance of artificial intelligence technology introduces promising solutions to challenges faced in language education. According to recent studies by Chen et al., (2020), the potential and effectiveness of AI driven conversational agents in enhancing learners' oral communication skills by replicating natural language exchanges and delivering contextually relevant feedback. There is no doubt that AI technologies provide engaging activities, customized feedback, and adaptable learning settings that significantly support the advancement of the English-speaking skill. From past experiences, it is known that despite the benefits, there remains limited use of AI technology resources in classrooms. Such limitations can have negative consequences on students, limiting their exposure and practice can affect their academic performance, especially in oral communication assessments. Moreover, it can lower their confidence while speaking English which can in the long-term effect job opportunities since this language is a requirement in international or professional settings. Therefore, integrating AI technologies in classroom practices could transform learning a foreign language specially in the speaking skill, offering learners the consistent practice and support needed to excel

in the verbal abilities and confidence, ultimately empowering them for academic and professional success in this digital age.

Research Idea

The primary objective of this study is to investigate the advantages while utilizing resources that contribute to improve English speaking skills. Learners still have difficulties utilizing these technologies due to the insufficient guidance and the lack of well-structured learning frameworks. However, to reach quality education it is necessary to satisfy the social demands. Designing an activity guide with artificial intelligence learning resources, will support and improve learners' conversational abilities empowering students to maximize their potential in oral communication.

The beneficiaries in this study are significant to the students at the University of Armed Forces ESPE-Language Institute. The 15 students, 11 women and 4 men, are in level IV with an A2 level according to the Common European Framework standards. Learners will access innovative learning AI powered tools and become more aware of the benefits in using artificial intelligence resources as a learning process to enhance the oral communication skills in English.

Research question

How does the integration of *Speak & Improve* and *SIVI* platforms into students' learning practices enhance their English-Speaking skills?

Objectives

General Objective

To determine the effectiveness of AI tools, *Speak & Improve* and *SIVI*, in enhancing English oral communication skills.

Specific Objectives

To identify the most common difficulties students face in developing oral communication skills through a diagnostic evaluation.

To design an activity guide integrating *Speak & Improve* and *SIVI* to enhance students' speaking skills.

To assess the impact of *Speak & Improve* and *SIVI* on students' English-speaking proficiency by analyzing the results after implementing the activity guide.

CHAPTER I

THEORETICAL FRAMEWORK

“The application of artificial intelligence in language learning offers a transformative approach to mastering oral communication, allowing for tailored feedback and interactive practice that adapts to individual learner needs”

(Daphe Koller 2015)

For many students’ achieving proficiency in English communication remains a significant challenge. In this regard, artificial intelligence today offers a range of promising tools that can enhance both fluency and accuracy in oral communication skills. This research examines the capabilities of artificial intelligence resources in this area and how it benefits the student’s learning process. Recent research demonstrates the effectiveness of the use of artificial intelligence resources in the enhancement of the English oral communication skills. Following are different studies that relate to this research explaining the objectives, methodologies, and the results.

State of the art

Zou et al., (2023) carried out a study to examine how social network-based interactions influence students’ English-speaking practice using AI speaking applications in China. The research involved 70 students from different Universities and majors for the experiment. The participants were divided into two groups: the

participants in the experimental group were motivated to practice in different interactive activities using AI apps when practicing speaking. The participants in the control group were instructed to use AI apps without interaction activities. The results indicated that social network-based interaction improves speaking skills within the AI learning environment. The authors also noted that learners portrayed positive attitudes towards practicing English speaking through the use of AI applications.

This article relates to my research because it aligns with my interest in using AI tools to improve oral communication skills. Additionally, it explores the role of platforms in AI assisted learning which is an aspect that is very useful for my study. Lastly, it provides evidence on how AI engaging experiences can enhance oral communication skills.

Another significant study conducted by Jinming & Ben (2024) examined the empirical data on the use of chatbot technology in English-speaking learning environments aiming to identify the advantages and challenges associated with these tools. Their research involved a systematic review of 24 studies published between 2017 and 2023. The Publications were selected from SSCI journals from different backgrounds which focused in areas such as trends in chatbots studies, English speaking skills, and empirical evidence from studies conducted in English speaking learning environments. The results revealed that chatbots help reduce speaking anxiety, enhance pronunciation, and contribute to improved English learning outcomes, as well as, increasing confidence and motivation. The authors emphasize that their findings demonstrate the promising role of AI in accelerating the development of oral English communication skills which is the goal of the learner.

This study supports my research on enhancing English speaking skills through AI tools by examining various empirical studies. This thought assures the effectiveness of AI chatbots that support my exploration on using AI tools to improve in oral communication skills. Furthermore, reducing anxiety and enhancing pronunciation correspond with my focus on improvements in speaking abilities.

Likewise, another study done by Olha et al. (2024) researched in regards to the impact of AI tools on improving engineering students' listening comprehension and speaking skills in a self-study mode within English for Specific Purposes (ESP) courses. The focus is on using AI-driven podcast and chatbot activities to enhance these skills. The research involved 52 third-year engineering students in Podillia State University in Ukraine. The students were divided into two groups. The experimental group used AI tools to engage with the activities, while the control group did not. The results demonstrated that the experimental group significantly improved their listening and speaking by using AI-based podcast listening and chatbot activities.

This research offers valuable insights to my research in regards to the effectiveness of the use of AI and digital platforms in enhancing the listening comprehension skill which is a key component in oral communication. The findings indicate that utilizing technologies and handheld devices for studying presents a valuable opportunity to enhance the quality and efficiency of learning English.

Lastly, Criollo et al. (2022) carried out research to illustrate how combining conventional teaching techniques with a hybrid methodology which combines traditional teaching methods with mobile device-based learning can enhance teaching English to improve oral communication skills in students. The study involved an extensive review of various instructional methods aimed at improving spoken English. Based on this, a hybrid teaching approach was created with the mobile application for educators teaching practices. The findings showed that using mobile learning tools significantly improves students' English-speaking abilities. Moreover, this innovative approach offers teachers a practical way to better equip learners for real world life English communication.

This investigation relates to my research objective, that is to improve oral communication skills in a global context. Next, by creating a new approach with technological tools, it supports my exploration in AI tools suggesting the implementation of an activity guide. Thus, emphasizing how students can integrate new technologies in their learning process.

Theoretical Framework

In the evolving world of education, traditional paradigms such as behaviorism, cognitivism, and social interactionist are successively being reinforced by innovative methodologies designed to address the challenges and postures by the digital era. Furthermore, the way we develop oral communication abilities is changing thanks to artificial intelligence in language learning. AI resources give students dynamic and customized experiences that improve fluency, pronunciation, and confidence in speaking. This can be accomplished through virtual tours, chatbots and speech recognition software as well as virtual assistants. In this study, the main belief regarding how technology support oral communication are described through evaluating the concepts of sociocultural theory, connectivism, and second language acquisition (SLA). Appreciating these points of view help us to better grasp how technologies provide interesting learning environments, give real-time feedback, and encourage significant communication to help students be more effective and confident speakers.

Theoretical foundations of language learning

Behaviorist Theory

The behaviorist theory, largely attributed to B.F. Skinner (1957), posits that language acquisition is a process of habit formation, where reinforcement and practice play pivotal roles. Skinner (1957) argued that children learn language through operant conditioning; they receive positive reinforcement for correct utterances, which encourages repetition and mastery, while incorrect speech is discouraged through lack of reinforcement or corrective feedback. The cycle of sensory response and reinforcement helps language structures to be absorbed. AI technologies in modern language education reflect behaviorist ideas by offering instantaneous feedback and reinforcement, helping students practice and improve their speaking ability. Clearly, this theory provides a strong foundation for understanding how repetition and reinforcement contribute to language learning, especially in the early stages. When using AI resources, we can observe these principles being followed by offering immediate feedback and structured practice.

Similarly, DeKeyser (2010) maintains that explicit instruction is necessary for adults to learn another language, yet behaviorist strategies such as repetition effects and rehearsed practice play an indispensable role in turning explicit knowledge into implicit skills. Nowadays learners of a second language emphasize on consciously learning the language. Reinforcement from accurate speech forms through repetition can help convert explicit knowledge into habitual use. These behaviorist elements are integrated by AI learning resources, which include platforms that provide real-time correction and motivate students to repeatedly practice oral communication until it is perfected. Undoubtedly, DeKeyser (2010) emphasizes the approach stating that for adult learner behaviorist tactics like controlled practice and reinforcement, make the conversion of explicit knowledge to implicit abilities, in other words, the method is absolutely essential. Contrary to children, adults rely on learning strategies invoking correct language forms. AI tools, such as chatbots and speech recognition software, include behaviorist aspects. They inspire learners to develop their speaking abilities through consistent and structured practice.

Cognitive Theory

For Piaget (1959), acquiring words is only one aspect in language acquisition. Another aspect is learning how those words get into a general framework of ideas. He believed that children speak in a sequence that corresponds to their mental development where language happens from their capacity to depict objects and experiences. As children grow, they progress through these stages, gradually expanding their language abilities in line with their increasing cognitive capacity (p. 58). In other words, this theory highlights the dynamic relationship between cognitive development and language acquisition, implying that language is both a reflection of cognitive growth and also a key tool that enhances it.

In a related perspective Sweller's (1988), Cognitive Load Theory suggests that learning is most effective when the mental load is optimized. In language learning, this means that learners handle language input better if tasks are designed avoiding overload in working memory. Sweller (1988) states that planning tasks that are equivalent to the learners' abilities, then the acquisition of language will be shorter. For example, AI tools offer tasks that increase gradually in difficulty which

can help keep down the stress of the overload. Learners only need to concentrate on mastering new patterns without feeling overwhelmed (p. 299). In this theory, it is crucial to manage the mental load to facilitate effective learning. AI tools provide structure and level by level challenges to keep cognitive load in balance and help learners master language skills without the mental overload.

Social interactionist theory

According to Vygotsky (1978), language learning is deeply rooted in social interactions, where children acquire language through meaningful exchanges with more knowledgeable others, such as caregivers or peers. Vygotsky's concept of the Zone of Proximal Development (ZPD) suggests that learners benefit from guided participation in social contexts, where they can tackle tasks just beyond their current abilities with support. He argued that cognitive and language development are interdependent, with social interaction serving as a crucial medium through which learners internalize linguistic knowledge. In the context of oral communication, this theory emphasizes how interactive, social learning contexts support active participation and cooperation. Therefore, promoting language development (p. 86). Vygotsky's theory reminds us that language learning a language enriches the process of social interaction and shared understanding in addition to the work each individual puts forth.

Likewise, Bruner (1983) proposed that social interaction plays a fundamental role in language acquisition through his concept of "scaffolding." He argued that adults and more experienced peers help children navigate linguistic challenges by providing temporary support that gradually fades as the learner gains competence. Bruner underlined that language learning is naturally social, and takes place within cultural settings where common objectives and purposes shape communication. Through interactive dialogues, learners are exposed to authentic language use, which enhances their ability to produce meaningful, contextually appropriate communication. In this regard, social interaction is not only a means of acquiring language but also a tool for shaping communicative competence in real-world situations (p. 67). This perspective emphasizes the important part students need to flourish through guided support and active participation in meaningful interactions.

Krashen's input hypothesis

Krashen's Input Hypothesis (1982) emphasizes the role of comprehensible input in language acquisition, asserting that learners acquire language most effectively when they are exposed to language input that is slightly above their current proficiency level but still understandable. Krashen (1982) claims that when students come across "i+1" just beyond their level, they are able to put structures and new language together which improves understanding and learning. This theory highlights the importance of providing learners with rich, meaningful, and contextually relevant input, as it allows them to process language in a natural and immersive way. In terms of communication skills, this implies that when students encounter language in an interactive and real-life world settings in which they can understand the message even if some vocabulary is foreign, they will enhance their oral communication skills (p. 21). Evidently, when given enough challenge, language acquisition occurs. Language is best learned when it's understandable and somewhat above the present level to keep students involved without overwhelming them.

In similar fashion, Swain's (1985) output hypothesis builds on Krashen's input theory by emphasizing the essential role of language production in the language learning process. Even though clear input (listening and reading) is crucial for language development, Swain contended that producing language, or output, is equally important. She argued that through speaking and writing, learners are forced to process language more deeply, making conscious attempts to use new structures and vocabulary. Learning a language lets students see areas of knowledge deficiency and make improvement in the grammatical structures. Swain's work suggests that communicative output, such as engaging in conversations or writing tasks, serves as an active process through which learners refine their skills and build fluency. Developing strong language abilities in the framework of oral communication depends on both input and output since students require chances to both understand and generate language in relevant settings (p. 249). As explained, language learning isn't just passive, the learner has to actively participate by speaking or writing to really internalize and improve new structures.

Connectivism learning theory

The Connectivism Learning Theory was introduced in 2005 by two authors, George Siemens and Stephen Downes as a framework designed for the digital era. It emphasized the significant role technology plays in education and the accelerated access to information in today's society (Voskoglou, 2022). Since then, both Siemens and Downes have contributed to the development and dissemination of the theory. In addition, connectivism emphasizes the limitations of traditional educational models by adapting the opportunities technology offers in the 21st-century, particularly those concerned with the use of technology. For example, connectivism promotes learning that happens outside of an individual, such as through social networks and knowledge that occurs or is stored by technology. It builds upon established theories to propose that technology is changing the dynamics of learning in terms of content, methods, and environments.

According to connectivism, learning surpasses the mere internal construction of knowledge. The article confirms that learning also includes “what we can access through our external networks” which refers to the resources, people, and information outside of our immediate environment, such as online communities, social media, educational platforms, or professional networks that contribute to our knowledge and learning (Connectivism Learning Theory, 2024, p. 7). Meaning that, in connectivism, students are seen as “nodes” in a network. A node refers to any object that can be connected to another object, like a book, webpage, person, etc. Connectivism promotes learning that happens outside of an individual through online networks, social media, blogs or information databases. Connectivism, defined by another supporter of this theory, Downes (2012) affirms, “is the thesis that knowledge is distributed across a network of connections, into its nodes, and therefore, learning consists of the ability to construct and traverse those nodes connected into networks” (p. 9). According to Siemens and Downes, connectivism assumes that knowledge is shared between 'nodes' of expertise, whether individuals or organizations, and this sharing process facilitates learning.

From this theory, the terms nodes and links have been commonly used to describe how we gain, connect, maintain and continue doing this to form knowledge. This concept assumes the process of learning takes place through the

creation and maintenance of connections among different sources of information, the importance lies in that knowledge is dispersed through a system of interconnections and that learning has the ability to grow these networks. This perspective recognizes technology's significant role in education and highlights how our continuous connectivity affords us the capacity to actively shape our learning experiences.

Pupils cannot learn alone; learning takes place in every interaction that they have with the network and the world. Downes (2007) notes, “the activities that learners undertake when they conduct practices, in order to learn, are like developing or growing their selves, together with the society, in certain connected ways.” (para. 6). For this reason, Downes affirms it takes a different approach from education sciences of the phenomenon of learning through connectivism which according to Downes (2012) “seeks to describe successful networks, describe practices that lead to such networks, both individually and in society, and practice and reflection” (p. 85). To better understand this, diversity, autonomy and connectivity; modeling by the teacher; practice, and reflection by the learner.

According to Downes (2012), connectivism is encompassed with three core elements: knowledge, learning, and community. He emphasized these components had a cyclical relationship. Knowledge is the foundation of learning; what is learned informs community; and the community’s experience creates in turn creates knowledge. Conversely, knowledge builds community, community defines the content that is learned, and what is learned feeds back into expanding shared knowledge. Essentially, the three are representations of communications and structures that are created by individuals interacting and exchanging ideas. Importantly, the mentioned perspectives are part of a network theory which represents the processes of learning, inferencing and discovery. Downes (2012) defines, “The first, examining the cognitive properties of networks, the second, looking at how networks learn, and the third, tracing the properties of effective networks.” (p.15).

This learning theory, proposed by George Siemens and developed further by Stephen Downes, can be presented as a modern theory in which the conventional

theories of learning were not developed at a time when the acquisition of knowledge was not through technology. It was affirmed that learning takes place inside a person. It is argued that nowadays learning is actionable knowledge that takes place outside of people. This theory offers a clear understanding of how knowledge is acquired in today's digital environment and how AI contributes to the development of oral communication skills. George Siemen identifies eight principles in the connectivism learning theory as a frame that will engage learners in the contemporary educational setting of today's digitally interconnected world. They will be examined demonstrating how they can be applied in a connected world with the ultimate purpose of creating new meanings:

Principle 1. Learning and Knowledge Rest in Diversity of Opinions:

Understanding is scattered among multiple viewpoints. Therefore, effective learning involves creating and navigating networks that have diverse sources of information.

Principle 2. Learning is a Process of Connecting Specialized Nodes or Information Sources: Acquiring knowledge happens through linking distinct sources, facilitating learning in different subject areas.

Principle 3. Learning May Reside in Non-Human Appliances: Technologies and other non-human resources serve as repositories of knowledge and assist in the learning process, extending information storage beyond human recognition.

Principle 4. Capacity to Know More is More Critical than What is Currently Known: In this changing knowledge environment, to find and retrieve information is more important than what is presently known, emphasizing the value of knowing how and where to look for data.

Principle 5. Nurturing and Maintaining Connections is Needed to Facilitate Continuous Learning: Continuous learning is imperative, the ongoing preservation of relationships within networks is what maintains the learning process.

Principle 6. Ability to See Connections Between Fields, Ideas, and Concepts is a Core Skill: A key competency is learning the ability to perceive

links between different fields, ideas and concepts which enables a new understanding.

Principle 7. Currency (Accurate, Up-to-Date Knowledge) is the Intent of All Connectivism Learning Activities: Connectivism approaches prioritize acquiring knowledge that is both current and precise, reflecting the fast-paced evolution of information in the digital area.

Principle 8. Decision-Making is Itself a Learning Process: The process of making choices is itself a form of learning, involving continuous evaluation of what to focus on and how to interpret new information to maintain access to emerging ideas.

Choosing what to learn and deciding the meaning of incoming information is a continual learning process. The ability to evaluate, select, and prioritize information is key to navigating complex information environments. In 2004 Siemens concluded that there could be a correct answer at present, then it may become incorrect in the future as changes in the informational environment impact decision making. Undoubtedly, choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality.

Communicative language teaching

There are several teaching approaches or methodologies to boost the English language. The communicative language teaching (CLT) approach is the most important and prioritizes useful conversation skills rather than on memorizing rules or mastering on structures of the language. Real life activities like role playing, problem solving or having students practice in authentic dialogues, improve their ability to use the target language correctly and in real life settings. This approach supports the student-centered learning aligning not only with the social nature of language but also encourages student-centered learning, where learners actively participate in constructing meaning (Richards, 2006, p. 2). In this manner, this approach focuses on meaningful communication, it shows how individuals actually use the language in real life. However, it can be difficult to use this method when traditional teaching methods are still in practice. Nevertheless, integrating

communicative tasks to the lessons can greatly increase students' fluency and confidence, making the language learning more engaging and enjoyable.

According to Littlewood (2004), states that Communicative Language Teaching (CLT) focuses on the use of language as a tool for communication rather than merely on mastering grammatical structures. It emphasizes real-life interactions and the development of communicative competence in learners, which includes not only grammatical accuracy but also the ability to use the language effectively and appropriately in various contexts (p. 77). This approach recognizes that effective communication is more than just grammar structures, it is about learners being connected to real life situations and not only theoretical exercises. In conclusion, Communicative Language Teaching focuses on language as a tool for communication, it is extremely relevant in today's globalized world. Ultimately, it is about connecting with others by encouraging learners to engage in real-life conversations and practical situations.

Technology acceptance

The technological acceptance has been adequately studied in relation to how people accept and use new technologies. According to Davis (1989), the Technology Acceptance Model (TAM) posits that perceived ease of use and perceived usefulness are two crucial factors that determine technology adoption. He says that when users perceive the technology easy to use, it increases productivity and technology is most likely accepted.

Sun and Zhang (2006) looked at how people accept new technologies differently. They thought that age, gender, and experience with technology all have a big effect on how people feel about new technologies. have a great impact on one's attitude towards new technologies. Their research demonstrated people that are younger feel more comfortable versus the aged people. However, users that are older may need more training or help in the use of technology. research highlights the importance of considering demographic variables when designing technology implementations. Ultimately, the success of new technologies depends not just on their capabilities but also on how well they align with the needs and abilities of the

intended users. By addressing these differences proactively, we can foster greater acceptance and utility for everyone.

Introduction to artificial intelligence in English as a foreign language learning

Learning English as a second language is gradually changing with the advent of artificial intelligence. Traditional pedagogy is being reshaped, and an environment that allows one-on-one individualized educational experiences made possible by AI is taking root. AI is defined as “the study of agents that perceive their environment and take actions that maximize their chances of achieving their goals” (Russell & Norvig, 2010, p. 2). In an area such as EFL, learning, reasoning, and solving problems can be reproduced by AI according to the definition and can be done through AI-enabled tutoring programs, conversational chatbots, or adaptive learning platforms. These AI tools provide immediate feedback on language use, as well as making it a fun and interactive learning environment that helps learners overcome the language barriers to greater fluency. AI adapts itself to every learner's pace and provides instant personalized feedback, making language acquisition easier and faster. Technology, among other things, through intelligent tutoring systems or conversational chatbots, not only makes practice more engaging, but it also creates a safe environment for learners to try different scenarios without having that fear of criticism. At the same time, AI tools should not replace conventional teaching; they are a support for instructors and students in EFL learning to achieve better proficiency in communication. Clearly, AI tools must be coordinated with strategies employed by talented language educators.

Role of artificial intelligence in language learning

When learning English as a foreign language, students inevitably face challenges in effectively communicating and expressing themselves in the target language. In fact, speakers often need tools to overcome difficulties that come along in communication. Overall, learners want to speak fluently and deliver their messages clearly and accurately. AI offers a range of tools to enhance oral proficiency in acquiring and perfecting a new language, including speech recognition systems for immediate pronunciation and intonation feedback. As well as personalized learning platforms, that adapt to content to meet individual learner

needs, with interactive chatbots and virtual assistants for real-time conversational practice. Tools for linguistic analysis can identify common mistakes and suggest ways to enhance speaking accuracy and clarity. “Through a variety of tools, resources, and the direction of teachers and mentors, technology supported learning enables students to improve their knowledge and abilities” (Oripova 2024, p. 385). In other words, artificial intelligence has the capacity to transform the methods of teaching and learning in foreign languages, particularly in enhancing the oral communication skills. “If it is skillfully applied by teachers, it is possible to increase students’ interests and excitement in English classrooms, motivating them to speak more.” (Duong 2024, p. 316). Ethical and thoughtful integration of AI can lead to improved fluency and accuracy for students in English and other languages. Nonetheless, it remains essential to consider ethical implications and ensure technology is used fairly and inclusively within language learning environments.

Rusmiyanto (2023) supports, “In the field of education, AI is increasingly being explored as a promising tool to support and enhance language learning, particularly in the development of learners' communication skills.” (p. 751). his statement relates to my study which explores how AI tools can enhance the oral communicative skills that provide personalized learning experiences, and adaptive feedback. Clearly, these technologies have proven to improve learner’s vocabulary, pronunciation and communication skills. In addition to improving the learner’s, confidence and motivation when speaking English.

Benefits and challenges of using AI in English as a foreign language

A major obstacle to oral proficiency is speaking anxiety. AI tools provide comfortable environments where students can practice without any fear of being criticized and that promote enjoyment. AI handles common barriers to effective oral communication, which include fear of making mistakes and the lack of practice in practical scenarios. Tools like virtual assistants and AI-based speech coaches provide safe, judgment-free environments for practice (Zhai et al., 2023). Furthermore, instant feedback allows learners to identify and rectify mistakes in an autonomous way, promoting self-study and enhancing confidence.

Despite of the advantages of integrating artificial intelligence in improving the oral communication skills, there are a few challenges. Data privacy, accessibility to technology and the requirement for cultural context in AI are still major questioned. Smith et al. (2023) argues ensuring equitable access to AI tools for learners from diverse socio-economic backgrounds is crucial. In addition, AI systems could not have the empathy and cultural notion that human interaction has, and that are essential for developing oral communications abilities. However, with the collaboration of educators and technologists in innovating, these technological resources can complement human interaction, not replace it, which will result in a balanced and enriched learning experience.

Integrating AI in Teaching and Learning

Artificial Intelligence is a branch of Computer Science focused on creating machines capable of mimicking human thinking and behavior. The concept of AI was first introduced by John McCarthy (1927-2011) during the Dartmouth College academic conference in 1956. Its foundation lies in disciplines such as mathematics, engineering, technology, and science. Today, AI is increasingly ingrated into educational contexts, particularly in language learning. The integration of AI in language learning is a rapid growing field that applies advanced technologies to facilitate the language acquisition process. El Shazly (2021) notes, AI technologies are considered a valuable educational resource for learners of English as a Foreign Language (EFL) because of their adaptability, flexibility, and focus on the learner's needs. These technologies play a vital role in enhancing oral language skills by providing interactive, customized learning experiences. Moreover, AI-driven applications have demonstrated effectiveness in improving speaking and listening abilities, making language learning more engaging and enjoyable. They enable learners to set objectives, track their progress, and modify strategies, which helps maintain motivation and supports the achievement of learning goals.

AI has the capacity to significantly support the instruction of oral communication abilities, leading to an inevitable transformation in the role of educators within future educational settings. This shift necessitates adaptations, if not a complete overhaul, of conventions teaching methodologies and the proficient

utilization of emerging technological resources both inside and outside classrooms. Acquiring familiarity with novel concepts and techniques is imperative. AI should be regarded as a supplementary instrument that enhances the educational journey by benefiting both learners and instructors. According to Oripova (2024) AI can serve various purposes such as speech recognition, conversational agents, virtual reality simulations, language evaluation, and tutoring systems. Educators need training in order to integrate AI into their teaching methods. Consequently, assured opportunities in enhancing oral communication skills are guaranteed when incorporating AI into language learning. In addition to elevating language competence and learner engagement, this integration significantly contributes to the development of spoken language skills.

The integration of artificial Intelligence has transformed the teaching learning process to improve the English oral communication skills. In an era of global communication, mastering English, the lingua franca of an international discourse is key. So as said by experts, AI powered tools like speech, recognition software, virtual assistant, provide students with customized and interactive environments for learning. The theoretical framework examines the connection of AI and language pedagogy, exploring how AI tools contribute to the enhancing of English oral communication skills. Grounded in educational philosophy and empirical evidence, this framework seeks to illustrate the potential of AI in language education.

The Role of AI in Lesson Planning for EFL teachers

The way English is taught as a foreign language has become revolutionized through artificial intelligence. It offers automated lesson plans and enriches learning experiences. AI platforms help create lively and personalized lessons that are tailored to teachers and student's needs. It creates immediate content, feedback, and materials for different levels. These tools allow educators to make structured, flexible lesson plans. A great advantage is that AI can analyze students' performance and offer appropriate activities accordingly. AI tool platforms assist teachers in designing dynamic, personalized lessons by generating content, adapting materials to different proficiency levels, and providing instant feedback.

These tools help educators create structured yet flexible lesson plans that cater to diverse learning styles and needs (Golonka et al., 2014, p. 70). Additionally, AI-powered content generators help teachers quickly create worksheets, quizzes, and interactive exercises, saving valuable time while ensuring lesson quality and engagement (Zawacki-Richter et al., 2019, p. 24).

Moreover, AI also improves collaborative and immersive learning. Virtual assistants and chatbots can simulate real-life conversations, giving students the chance to speak within an orderly environment. AI-driven multimedia tools, such as automatic subtitling and voice recognition software, provide real-time feedback on pronunciation and fluency (Hwang et al., 2020, p. 211). The integration of these tools into instructors' lesson plans, will enable them to create engaging and productive activities that are hands-on learning experiences creating a connection between theoretical knowledge and real-world language use. Despite its advantages, AI resources complement the educator's expertise rather than replace it. Adequate teacher training and awareness of the proper balance between technology and traditional teaching methods are required to have a successful integration. When these tools are used prudently, AI promotes efficient lesson planning, effective classroom management, and personalized learning that fits each student's needs, resulting in improved involvement and language skills worldwide.

Personalized learning with AI

Artificial intelligence is shaping personalized learning in language. Luckin et al. (2021) state that, the integration of artificial intelligence (AI) in personalized learning is transforming language education by adapting to individual students' needs. AI-driven platforms analyze learners' proficiency levels and provide customized content, ensuring that students engage with materials that match their skill levels and learning styles (p. 42). AI enhances language learning through the use of authentic materials, or real-life examples of how language is used in the daily lives of human beings. According to the American Council on the Teaching of Foreign Languages (ACTFL), authentic materials "provide real-life examples of language used in everyday situations", helping learners develop both comprehension skills and understanding of the culture of systematic knowledge

underlying social practices. AI-powered tools, such as adaptive learning systems and recommendation algorithms, choose several, appropriate authentic materials based on a learner's progress. The AI platforms evaluate students' reading and listening comprehension and then adjust the level of difficulty of texts, videos, or conversations accordingly. Research by Hwang et al. (2020) suggests that AI-driven personalized learning environments increase engagement and motivation by providing content that aligns with learners' interests and abilities (p. 211).

Moreover, Zhai et al. (2023) note that AI speech recognition and feedback systems, such as virtual tutors and chatbots, support oral communication skills. These tools analyze pronunciation, fluency, and grammatical accuracy, providing instant, personalized feedback (p. 35). This allows students to self-correct and continue to practice individually without worrying about being judged. AI-powered platforms like *Speak & Improve* and *SIVI*, also provide personalized speaking exercises that adjust to a student's proficiency level, growing gradually in difficulty as the learner progresses. AI-powered personalized learning is a positive step forward in language education, making improvements in oral communication skills, motivation, etc. By students using these learning platforms, they can build confidence, fluency, and cultural literacy fit to their basic needs. Evidently, the collaboration between educators and AI technology ensures a balanced and enriched learning experience. AI use makes language learning more accessible, efficient, and motivating for learners of all backgrounds.

AI-powered assessment and feedback tools

AI technology has transformed how oral communication skills are assessed by providing objective and accurate feedback. People tend to rely on human evaluators in traditional assessment, biased and inconsistent. Artificial intelligence systems, including automated speech recognition and natural language processing, provide a uniform method for assessing pronunciation, fluency, intonation, and grammar (Cheng et al., 2023). For example, AI apps like *Speak & Improve*, analyze and offer immediate feedback based on the learner's performance. It not only evaluates the oral proficiency of learners but also provide personalized recommendations allowing them to track their progress and identify areas for

improvement. AI tools can also process large volumes of data, enabling teachers to monitor progress over time and identify trends among groups of learners (Yang & Jin, 2021). In education nowadays, AI can be the answer to revolutionizing oral skills evaluation and assessment for efficient language education.

Integrating AI in oral skill assessment fills gaps in language learning through AI platforms, which are available anytime, anywhere. AI-driven platforms are available anytime and anywhere, making oral assessment more flexible compared to traditional classroom settings (Sun & He, 2022). This is very useful for students located in remote areas or those who don't have access to language teachers. Furthermore, AI tools are designed to reduce language-related biases by focusing on objective criteria rather than cultural or social influences that might affect human evaluators (Nguyen et al., 2020). However, there are challenges, AI technologies are still in the growing stage, and soon they will be much more improved, referring to tools that evaluate oral skills, yet the future is very promising.

To conclude, using AI to assess and evaluate oral skills is a great advancement in language learning. It provides instant and unbiased feedback and AI tools refer to limitations in the traditional evaluation methods. Whether it is student-facing or teacher-facing, it provides insights that enable personalized and effective learning processes. Additionally, the availability of AI evaluations and assessments promote inclusivity and fill in gaps for students in remote areas. Moreover, the accessibility of AI-driven assessments fosters inclusivity, bridging gaps for learners in remote or underserved areas. As AI technologies continue to grow, its integration in the oral skills evaluation will be a must in modern language learning. However, to fully realize its potential, ongoing efforts must address ethical concerns such as algorithmic bias and data privacy. As AI technologies continue to evolve, their integration into oral skill evaluation will likely become an indispensable element of modern language education, revolutionizing the way we teach and assess communication skills.

Artificial intelligence tools in the improvement of the Speaking Skill

English oral language development in higher education is crucial for learners to succeed professionally and academically. In today's, world students

must have strong speaking abilities to be able to deliver presentations, have effective communication with others and engage in collaborative projects. Studies highlights that many English language learners (ELLs) face challenges related to pronunciation, fluency, and vocabulary usage, which can hinder their ability to communicate confidently. As such, universities have introduced various oral communication programs to help students practice speaking skills, including conversation clubs, peer discussions, and online platforms for pronunciation practice (Gao, 2020, p. 58).

Speaking is a fundamental skill in the process of acquiring a language. Richards (2015) describes speaking as an interactive process also requiring thought as you produce it and requiring learners to produce appropriate vocabulary, grammar, and pronunciation simultaneously (p. 6). This active participation not only increases fluency, it also helps learners in internalizing linguistic structures, not only practicing speaking but in listening as well. Additionally, speaking encourages learners to build confidence and proficiency as they practice in authentic interactions in the target language.

Effective speaking abilities are crucial in the process of acquiring a language because they enhance the cognitive process and facilitate retention. Swain (1995) argues that producing language orally, known as output, pushes learners to process linguistic forms and meanings more deeply, a concept referred to as the "Output Hypothesis" (p. 128). Learners recognize their gaps and improve their comprehension through self-correction and feedback. In educational environments, exercises such as role-plays, discussions, and presentations motivate students to interact in the target language.

Additionally, Long's (1996) Interaction Hypothesis highlights that conversational exchanges stimulate language development by requiring learners to negotiate meaning and adapt their language based on their interlocutor's responses (p. 413). That is, engaging in speaking activities promotes social interaction, such as dialogues and conversations with native speakers. The above mentioned enable students to refine their communication strategies while increasing their confidence in effectively using the language. In summary, engaging in spoken language

enhances both cognitive and social development in language learners. By providing chances for verbal expression, students not only improve their linguistic abilities but also develop confidence and competence in using the language. Therefore, as educators, developing the speaking skills should be a priority because it equips learners to communicate in today's interconnected world.

Technology in the form of AI tools aim at improving language fluency, it focuses on components such as rhythm, stress, and intonation, which are essential for natural speech. Various applications that support AI along with audio-visual content help learners develop a more native-like speaking style. Research by Wang et al. (2022) indicates that these tools enable users to mimic the speech patterns of native speakers, leading to improved fluency. Furthermore, AI can identify disfluencies in speech and provide corrective feedback, assuring efficient language progress in learners.

Automated AI dialogue systems, including applications such as “Improve and Speak” and “Sivi” further promote fluency by facilitating real-time interactions. Phoebe Perelman, in her review of AI platforms for public speaking, highlights that AI coaching tools offer the benefit of "on-demand access," allowing users to practice their speaking skills at any time without scheduling constraints (Perelman, 2024, para. 4). The adaptability of these systems to user inputs creates dynamic exchanges that closely resemble natural communication, providing a practical context for language practice. Overall, the integration of AI in language learning not only aids in the development of fluency but also offers personalized feedback and interactive experiences that can significantly enhance learners' oral communication skills.

Speaking assistants: *Speak & Improve, SIVI*

“Speak and Improve” (S&I) is a project from the University of Cambridge in association with Cambridge University Press & Assessment and English Language iTutoring Ltd. It is a web app tool, always available and it's free. “Speak and Improve” (S&I) has been designed to meet the needs of researchers while also offering learners the opportunity to practice their English speaking and improve their confidence and proficiency in the English language. This tool lets you practice

English with “Sandi”, a speech robot. Sandi will assess your answers, pose questions and assign a speaking grade according to the Common European Framework. Learners can practice their English speaking and improve their confidence on a wide range of communicative speaking tasks. An automated spoken language assessment system is run to provide feedback to help the user know how they are doing and guide them on what they are doing well or what students need to improve.

SIVI is an AI-driven application is designed to enhance English language proficiency by meeting the needs of all learners through personalized learning experiences and at their desired pace. Its main features include the utilization of real-time conversation, which encourages users to engage in authentic dialogs and improve their speaking and listening skills in real-life situations. This method is very similar to how people communicate in real life, making the learning process fun and effective. It also provides adaptive learning that meets the individual strengths and weaknesses. This app customizes the lessons based on the user’s linguistic skills that need improvement, which are determined by interactions with the app. This customized method assures focused development of the skills, facilitating the enhancement of the same, giving instant text-based feedback and corrections on users' speech. This immediate feedback helps learners identify and correct errors, enhancing their speaking proficiency. Moreover, Sivi includes cultural context lessons that explain idiomatic expressions and things that are common in English-speaking countries. In addition to improving language abilities, it also enhances the learner’s cultural context, creating an integral learning experience where learners communicate better and in different settings.

These innovative AI powered resources are designed to provide an interactive learning experience that are effective and engaging. Users can interact with “Speak & Improve” and “Sivi” through many different devices including laptops, tablets and mobile phones, as it is based in the browser. They are designed for all proficiency levels, from basic beginner through independent intermediate to proficient learners; on the CEFR. With these resources, students can practice the English oral communication skill anytime, anywhere at your own leisure time.

Ethical considerations and Challenges of AI in EFL

A major obstacle to oral proficiency is speaking anxiety. AI tools provide comfortable environments where students can practice without any fear of being criticized and that promote enjoyment. AI handles common barriers to effective oral communication, which include fear of making mistakes and the lack of practice in practical scenarios. Tools like virtual assistants and AI-based speech coaches provide safe, judgment-free environments for practice (Zhai et al., 2023).

Furthermore, instant feedback allows learners to identify and rectify mistakes in an autonomous way, promoting self-study and enhancing confidence. Despite of the advantages of integrating artificial intelligence in improving the oral communication skills, there are a few challenges. Data privacy, accessibility to technology and the requirement for cultural context in AI are still major questioned. Smith et al. (2023) argues ensuring equitable access to AI tools for learners from diverse socio-economic backgrounds is crucial. In addition, AI systems could not have the empathy and cultural notion that human interaction has, and that are essential for developing oral communications abilities. However, with the collaboration of educators and technologists in innovating, these technological resources can complement human interaction, not replace it, which will result in a balanced and enriched learning experience.

Evaluating the effectiveness of AI in EFL Learning

To evaluate the true effect of AI on oral communication skills in a foreign-language environment, we will also need to watch the progress it has in learners in the long-term experience in actual oral language production. Studies have demonstrated that AI-supported platforms help learners develop self-confidence and fluency. On the other hand, the effectiveness of these AI-powered platforms is influenced by the learner's demands and how well the AI system functions. According to Wang et al. (2022), studies have shown that learners who consistently engage with AI tools report improvements in both fluency and pronunciation accuracy (p. 58). However, AI tools need to be evaluated according to what learners want to accomplish, not only to simply provide feedback or correction but also to promote language practice that is meaningful. To achieve this, a combination of

quantitative assessments (such as pre- and post-tests) and qualitative feedback (including student satisfaction and self-assurance when speaking or self-confidence) on how the tools have helped is needed. By doing so, educators will have a clearer understanding about whether AI really promotes real-world language proficiency and adjust teaching methods accordingly.

AI tools have revolutionized language learning by offering individualized feedback and tailored learning experiences. Needless to say, the potential of these tools lies not just in electronic technology which is amazing, but also, how they are integrated in the educational system nationally or internationally. Even though, AI can provide autonomous learning, it is essential to evaluate how these tools complement traditional methods. For instance, AI speech recognition systems and virtual assistants can give instant feedback, but how this feedback contributes to the engagement and accumulation of learning for students in the long run is an important subject for further study. Studies like those by Zhai et al. (2023) show that AI tools can enhance language proficiency by reducing anxiety and promoting active participation, but they also emphasize the importance of ensuring that these tools are culturally sensitive and adapted to meet the diverse needs of global learners (p. 120). In other words, AI success must be measured not only according to academic development, but also understanding factors like students' engagement and motivation which are essential in the permanent progress in language acquisition. Although, EFL teaching is increasingly using artificial intelligence tools, there is no doubt that, technologies greatly contribute to the development of oral communication skills. Experts in the field have stated that, AI based systems offer a balanced and enriching learning experience which is progressively making education more accessible, more dynamic and more responsive to the varied requirements for people studying languages.

Introduction to the Speaking Skills

Developing the speaking skill is an essential part of language acquisition, especially in English as a foreign language. Speaking the language is the primary mode of communication; it allows learners to have meaningful conversations and directly communicate their ideas. Oral proficiency is usually seen as the overall

measure of command over the language. It requires bringing together all the aspects of language, such as vocabulary, pronunciation, and grammar, into one skill. Good speaking skills, in a way, are seen as creating the conditions for both fluency in communication and a sense of security. According to Brown (2007), speaking is the process of producing and receiving spoken messages, involving the use of linguistic, sociolinguistic, and strategic competencies to communicate effectively in real-time interaction (p. 140). Therefore, this makes the speaking skill the most difficult, yet the most rewarding, to develop and cultivate. It takes not only awareness of language but also the skill to adapt rapidly and often changing in an unpredictable way the conversation according to the circumstance effectively. As a result, oral proficiency in EFL teaching, is crucial for learners who aspire to communicate English with fluency.

The importance of Speaking in language acquisition

A great accomplishment is learning to speak a foreign language. This ability enables individuals to convey their thoughts and intentions instantaneously. According to Harmer (2007), speaking is an essential part of language learning because it directly impacts the learner's ability to interact socially and culturally in the target language. It is through speaking that learners apply the grammar, vocabulary, and pronunciation they acquire in practical situations. Harmer emphasizes that speaking is not just about producing words but also involves the ability to manage conversations, take turns, and adjust one's language according to context (p. 123). Clearly, fluency and accuracy in speaking a second language are among the main objectives of many language learners today, so now a days, speaking skills are often a focus of language teaching methodologies.

In addition, speaking is the fuel for proficiency in language since it provides communicative competence; this is the central concept of modern language teaching. Whyte (2019) discusses the evolution of communicative competence in language teaching and assessment, highlighting its importance in understanding and producing language effectively in various contexts (p. 1). In other words, if you cannot speak effectively, it is difficult to be part of a community and difficult to understand the culture's nuances. Speaking is integral to mastering a language,

enabling learners to use it dynamically and interactively in diverse real-world situations.

In conclusion, speaking is an important part of language learning, as it relies on students being able to practice and use the language in a practical way. Whether interchanging with peers in academic contexts, the construction of strong speaking skills is essential for achieving communicative competence. Furthermore, focusing on speaking equips students with these important communicative skills and empowers them to express their ideas clearly and confidently in various settings in an effective way.

Elements of effective oral communication

Effective oral communication is vital in ensuring that speakers are able to convey their messages clearly and engage their audience. Several key elements contribute to this process: clarity, fluency and coherence. **Clarity** refers to the ability to articulate words in a way that is easy to understand. Speakers must avoid ambiguity and ensure their pronunciation, word choice, and sentence structure are straightforward, which allows listeners to follow the message easily (Brown, 2007, p. 124). **Fluency**, on the other hand, reflects the smoothness and flow of speech. It involves the speaker's ability to speak without unnecessary pauses or hesitation, maintaining a steady rhythm throughout the communication (Brown, 2007, p. 128). **Coherence** is another essential element, as it involves the logical and consistent organization of ideas, ensuring the speech or conversation follows a clear, structured progression (Harmer, 2015, p. 47). There is no doubt that these elements interact with one another. Clarity and fluency go hand in hand, while the speaker may be articulating words in a clear way, if there are excessive pauses or hesitations, it could hinder communication. Moreover, coherence puts everything together making sure the audience is not confused with disorganized ideas. In today's AI world, technology is a great benefit in supporting the development of these skills. AI tools like speech recognition and pronunciation help speakers refine clarity. Real time feedback helps improving fluency and coherence.

According to Harmer (2015), accuracy ensures that the speaker uses correct grammar, vocabulary, and pronunciation, which avoids misunderstandings and

conveys professionalism and competence (p. 50). Engagement and interaction are equally important and are the components that create a dynamic and reciprocal exchange between the speaker and the listener. Brown (2007), An effective speaker actively involves the listener through questioning, responding, and using cues that keep the conversation lively and engaging (p. 132). Lastly, active listening is vital to oral communication, since it is only through such attentiveness from those who hear that they can fully understand what listeners say and respond appropriately. According to Brown (2007), active listening ensures that communication is two-way, facilitating better comprehension and fostering more meaningful exchanges (p. 137). Together, these elements provide the basis for effective oral communication, allowing speakers to express themselves clearly and establishing an interactive rapport with the audience.

Types of Speaking Activities

Brown (2007) notes that, speaking can be categorized into three main types: interactive, transactional, and presentational. Following is a detailed breakdown which demonstrates how each type serves different communicative purposes, and how they allow the development of learners' speaking competencies in various contexts. **Interactive** speaking refers to direct communication among two or more people as it happens in real time. Both parties are actively exchange ideas and information, they respond to each other's signals and adapt their pace to suit the rhythm of the conversation. The most prominent characteristic of interactive speaking is the immediate feedback between the speakers. This helps clear up misunderstandings and encourages easy communication. According to Brown (2007). This type of speaking is common in everyday conversations, discussions, and dialogues, where participants ask and answer questions, provide responses, and engage in turn-taking. Interactive speaking requires listeners to process and respond instantly, promoting fluency and conversational skills. Example activities include role plays, pair or group discussions, and collaborative tasks like problem-solving or brainstorming (p. 141).

Transactional speaking is goal-oriented communication focused on the exchange of information or achieving a specific purpose. Unlike interactive

speaking, where the goal is often to build relationships or engage in casual conversation, transactional speaking is primarily concerned with conveying precise information. (p. 142). The speaker may give instructions, directions, or factual details to complete a task or resolve a problem. This type of speaking is when a person asks questions or requests information. Another person must then supply answers or responses. An example of transactional speaking may be seen in making reservations, giving directions, doing business negotiations, or giving others commands. In these cases, the clarity and accuracy of the information are more important than the conversational flow, yet it can still be smooth and effective (Brown 2007, p, 142).

Unlike **Conversation**, where two or more people are needed, presentational speaking is a one-way communication process in which the speaker provides information to an audience with limited or in some cases, no immediate feedback. One example of this is a lecture, where the speaker is teaching or explaining content, usual in a clear and structured way. This type of speaking is typically formal and is used in settings like public speeches, lectures, and presentations; the objective is to deliver information clearly and effectively to an audience. If the content is presented with improper language and tone, it can easily become boring or repetitive. Common examples of presentational speaking include giving a speech, delivering a report, or making a formal presentation to an audience. In this context, the speaker prepares and delivers information in a structured manner, with little opportunity for immediate interaction with the listeners (Brown, 2007, p. 143).

Strategies to Develop Speaking Skills

Enhancing the speaking ability is crucial for students who are learning a language to be able to communicate effectively in real-life situations. Learners who are seeking to improve fluency, accuracy, confidence, and the ability to communicate effectively in real-life scenarios should try a variety of strategies. According to Thornbury (2005), one of the primary strategies for improving speaking skills is engaging in regular, authentic conversations. Learners should interact with native speakers or other learners to practice and refine their speaking skills. These strategies include practicing pronunciation, engaging in interactive

conversations, using role-plays and simulations, and providing opportunities for spontaneous speaking. Also, through technological means, such as recording and listening to oneself. Learners can actually notice their own mistakes and keep track of the progress they have made. Feedback from peers, teachers, or language apps is helpful to identify where learners need improvement. These strategies develop speaking skills and enable students to see the language in a wider variety of contexts with greater ease and confidence.

Using prompts and conversation starts

When learners use prompts and conversation starters, it is an effective way to encourage them to practice oral communication in a more structured, and therefore often in a less frightening manner. Prompts provide an initial question, statement, or situation to get students talking. This technique helps overcome the anxiety of initiating speech while making it easier for learners to organize what they have to say. According to Thornbury (2005), prompts can be particularly useful in guiding students to elaborate on their responses, leading to more extended and natural conversations. Similarly, conversation starters, which can range from simple questions like "What's your favorite hobby?" to more elaborate ones like "Describe your ideal vacation," are designed to spark interest and guide learners into real-world topics that require them to use language in context (p. 108). These techniques help students develop fluency since they inspire natural speaking to practice vocabulary, grammar, and pronunciation in a lively and interesting way. In addition, AI tools meant to help with the speaking skills and provide conversation starters are commonly offered by platforms such as Speak & Improve and SIVI, they incorporate these techniques into their tools to facilitate more interactive and spontaneous practice.

Artificial Intelligence tools in the Speaking Skill

In the field of English language teaching, various tools can assist foreign language teachers in creating materials and exercises that are with no doubt more productive in the classroom. Although these tools do not replace teachers, they serve as valuable aids that complement classroom instruction and offer students new methods to practice speaking skills. Technological devices are regarded as

environmental assets that support the teaching of English communication and interaction. In 2024 Duong supports “The resources introduced here are necessary means for all English teachers who want to better the oral communication skills of their students.” (p. 300). By incorporating the excellent tools powered by AI into the classroom, teachers can provide more personalized, effective, and engaging speaking activities, helping learners build the confidence and skills needed for fluent English communication. Students are empowered to become more confident and fluent in conversations with instant feedback and that are free of cost to use.

Future directions in the development of oral communication skills

As artificial intelligence technologies continue to evolve, the potential of these tools in enhancing English oral communication skills continues to grow each time with more and more advancements. Emerging trends such as augmented reality (AR) and virtual reality (VR) blended with AI will offer even more engaging learning experiences. According to Liu et al. (2024), these technologies have been statistically proven to simulate complex conversations, allowing students to practice in scenarios with accurate, realistic situations. As such, the future of AI in language learning will stand where the blending of technology with pedagogy assures holistic language development. Innovations such as emotion recognition and sentiment analysis could enable more empathetic and context-aware learning environments (Kim & Zhou, 2023). These advancements are very promising for language learning because they will be more human-centered.

CHAPTER II

METHODOLOGICAL DESIGN

“As we advance further into the digital age, AI technologies are reshaping educational paradigms, providing unprecedented opportunities to enhance oral communication skills through personalized, interactive learning experiences”
(Schmidt & Cohen 2013)

The purpose of this chapter outlines the research design and methodology used in which AI-powered tools are explored such as: *Speak & Improve* and *SIVI* to enhance the English oral communication skills. The primary objective is to gain a comprehensive understanding in how AI tools are integrated in English as a Foreign Language learning settings and to determine its effectiveness it has in improving learner’s oral communication skills. The initial section presents the research design and research approach used in this study. Next, the second section defines the sampling process and data collection methods. Lastly, the final section explains the validity and reliability, of the study, the data analysis and the ethical considerations.

Research approach and design

The methodology used in this study adopts a quantitative type of research and applies a descriptive design with Intervention. Creswell & Creswell (2018) describe quantitative research as “an approach for testing objective theories by examining the relationship among variables” (p.44). This method is used to

quantify attitudes, opinions, behaviors, or other defined variables and generalize results. The primary focus is on measurement to then draw conclusions or predict outcomes: This method is appropriate to determine the effect of the of AI resources in enhancing the oral communication skills.

Within this framework, a descriptive design with intervention as defined by Best and Kahn (2006, p. 20) is applied. This design enables researchers to observe phenomena while introducing a controlled intervention to assess its effects. By incorporating an intervention within a structured framework, researchers can examine causal relationships while maintaining an observational approach. The intervention is systematically applied, and its effects are measured to determine whether it produces significant changes. This method ensures both a descriptive understanding of the phenomenon and an experimental evaluation of the intervention's effectiveness. In summary, descriptive research design provides a deeper understanding and accurate description of the characteristics and behaviors of a particular population, serving as a foundational tool for understanding specific issues and informing future studies. This study focuses on identifying the speaking difficulties of learners with a diagnostic test and determine improvement with follow-up test, providing a rich foundation for a potential practical application of such technologically innovative resources through an activity guide for students to aid their learning process as a proposal at the end of this research.

Description of the sample

In this research, a purposive sample will be applied. Rai (2015) notes, "Purposive sampling relies on the judgement of the researcher in selecting different units for study (e.g., people, cases/organizations, events, piece of data) that are to be studied." (p. 5). The selection comprises of fifteen students, 11 women and 4 men, in the IV level with an A2 language proficiency level in the Language Institute at University of the Armed Forces ESPE. One characteristic of the quantitative methodology applied in this study is the use of a medium-sized sample, typically ranging from 10 to 30 participants. Therefore, the selected sample size aligns well with these methodological parameters and is appropriate for the research objectives. The University is a leading institution in Ecuador. It is recognized for its innovative

educational methods and dedication to incorporating technology into the teaching and learning process. This study takes place within the framework of the University's English Language Programs, which focus on enhancing students' oral communication abilities by combining traditional teaching methods with the innovative integration of AI tools to advance English speaking skills in a higher education environment.

Data collection process

In research, pretests and posttests are measurements taken before and after an intervention, respectively, to assess its effectiveness. Bonate (2000) notes that, a pretest establishes a baseline by measuring participants on specific variables prior to the intervention. A posttest measures the same variables after the intervention to determine any changes. In other words, the information obtained in a test is the most important piece of information collected. The data collection process was carried out in a six-week period through a diagnostic and follow up speaking test before and after intervention. Students participated with speaking tasks through *Speak & Improve* and *SIVI* web app platforms which automatically generated scores based on their performance in the grammar, vocabulary, pronunciation and interactive communication. After the six weeks of practice, a final follow up speaking test was administered. All the results were recorded and securely stored for its analysis using descriptive statistics to determine the progress students had made in the oral communication skills.

Validity and Reliability

Bapir (2012) defines, "Reliability is entwined with the notion of consistency of a case, which is allocated for the same category by different observers." (p. 16). Therefore, the researcher ensures the accuracy and consistency of the study by carefully maintaining thorough records of the data collection process, detailing and documenting the procedure to demonstrate that categories of the analysis have been used consistently. By doing so, it ensures transparency enhancing the study's reliability, as well as, indicating that the investigation is stable and researchers can duplicate the study.

As Crewell states, validity in research refers to the extent to which a study accurately measures or examines what it claims to measure or examine. It is a critical concept that determines the credibility and trustworthiness of the findings (p. 211-213). The test aligns with the oral communication skills as defined by CEFR of Reference for languages. Furthermore, expert judgment is applied to topics related to the present study, to ensure they are relevant, accurate, and aligned with the research goals.

Analysis of the results

The data collected from the instruments were analyzed using descriptive statistics. According to Field (2018), "descriptive statistics are used to summarize and organize data in a meaningful way, providing a simple summary about the sample and the measures" (p. 4). In accordance to the definition, to summarize and organize the data obtained, the results of the instruments were computed separately to then compare the central tendencies. Subsequently, graphs were used to visualize the data offering a clear summary of the results in order to achieve a thorough analysis of the research topic.

Table N° 1. Diagnostic Speaking Test Results

| Participant | Grammar | Vocabulary | Pronunciation | Interactive Communication | Percentage |
|--------------------|----------------|-------------------|----------------------|----------------------------------|-------------------|
| 1 | 3.5 | 3.5 | 4 | 3.5 | 72.50% |
| 2 | 3.5 | 3.5 | 4 | 3.5 | 72.50% |
| 3 | 2.5 | 2.5 | 3 | 3 | 55.00% |
| 4 | 3 | 3 | 3 | 3 | 60.00% |
| 5 | 3 | 3 | 3 | 3 | 60.00% |
| 6 | 3 | 3 | 3 | 3 | 60.00% |
| 7 | 3 | 3 | 3 | 3 | 60.00% |
| 8 | 3.5 | 3 | 4 | 4 | 72.50% |
| 9 | 3 | 3 | 3 | 3 | 60.00% |
| 10 | 3 | 3 | 3 | 3 | 60.00% |
| 11 | 3 | 3 | 3 | 3 | 60.00% |
| 12 | 2 | 2 | 2 | 2 | 40.00% |
| 13 | 2 | 2 | 3 | 2.5 | 47.50% |
| 14 | 3 | 3 | 3 | 3 | 60.00% |

| | | | | | |
|----|---|---|---|---|--------|
| 15 | 3 | 3 | 3 | 3 | 60.00% |
|----|---|---|---|---|--------|

Prepared by: Lilian Campos

Source: Taken from the Diagnostic Test Results

The diagnostic speaking exam was administered to fifteen participants in order to assess their baseline speaking performance in the four English skills: Grammar, Vocabulary, Pronunciation/Fluency, and Interactive Communication. The participants were scored on a scale from 1 to 5 in each category, with the final score being the sum of the four subcomponents. The results in table N° 1 demonstrates that the learner performance is relatively consistent with some notable exceptions. The majority of participants, 11 out of 15, achieved a total score of 12 out of 16, corresponding to a 60% overall percentage. This indicates that most learners are at an intermediate level of oral production, showing consistency in grammar usage, vocabulary selection, pronunciation, and communication. Three participants: 1, 2, and 8. obtained the best scores of 14.5 points or 72.5%, showing a stronger command of speaking skills. Conversely, participant 12 with a total of 8 points or 40%, clearly indicating significant difficulties in all four components that were tested. Regarding the individual components, Grammar and Vocabulary had an average score of 2.9, while Pronunciation/Fluency had the highest value of 3.1, and Communication followed with 3.0. These results suggest that pronunciation and communicative effectiveness being relatively strong areas for most learners when compared to grammar and vocabulary. Overall, these diagnostic results provide a good frame of reference for planning focused speaking skill growth. The participants who scored above 60% may be ready for autonomous work or activities, while learners who scored below 60% may benefit from remedial work focusing on accuracy, fluency, vocabulary expansion, and interactive communication confidence.

Table N° 2. Descriptive Statistics

| Descriptive Statistics | Grammar | Vocabulary | Pronunciation | Interactive Communication | Percentage |
|-------------------------------|----------------|-------------------|----------------------|----------------------------------|-------------------|
| Mean | 2.9 | 2.9 | 3.1 | 3.0 | 60.00% |
| Median | 3 | 3 | 3 | 3 | 60.00% |

| | | | | | |
|------------------|--------|--------|--------|--------|--------|
| Mode | 3 | 3 | 3 | 3 | 60.00% |
| SD | 0.46 | 0.43 | 0.52 | 0.44 | 8.66% |
| Min Score | 2 | 2 | 2 | 2 | 40.00% |
| Max Score | 3.5 | 3.5 | 4 | 4 | 72.50% |
| Range | 1.5 | 1.5 | 2 | 2 | 32.50% |
| CV | 15.60% | 14.86% | 14.57% | 14.43% | 14.43% |

Prepared by: Lilian Campos

Source: Taken from the Diagnostic Test Results

The overall *Mean* for the total scores was 12.0, representing an average performance of 60%. This figure suggests that, as a group, the learners demonstrated a moderate level of oral proficiency. The *Mean Scores* for the individual components were as follows: Grammar and Vocabulary each scored an average of 2.9, Pronunciation/Fluency scored 3.1, and Communication scored 3.0. These averages show that while learners were relatively consistent across components, Pronunciation/Fluency was slightly stronger compared to Grammar and Vocabulary. *The Standard Deviations (SD)* ranged from 0.43 to 0.52, indicating a low-to-moderate variability in student performance. The highest variability was seen in the Pronunciation/Fluency component with a SD of 0.52, while Vocabulary showed a lower SD of 0.43. The *Coefficient of Variation (CV)* further supports this, with the highest variation in Pronunciation/Fluency 16.48% and the lowest in Vocabulary 14.86%. This suggests that although most students performed at a similar level, a few showed notable differences in pronunciation and fluency. In terms of distribution, the *Mode* and *Median* for all components was 3, indicating a tendency for students to cluster around an “average” score in each area. The *Minimum Score* total was 8 or 40%, and the *Maximum Score* was 15 or 72.5%, giving a *Range* of 7 points or 32.50%. These values suggest that while most learners performed around the average, a few performed significantly better or worse, highlighting differences in oral communication preparedness.

Table N° 3. Follow up Speaking Test Results

| Participant | Grammar | Vocabulary | Pronunciation | Interacitive Communication | Percentage |
|--------------------|----------------|-------------------|----------------------|-----------------------------------|-------------------|
| 1 | 4 | 4 | 5 | 5 | 90% |

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| 2 | 4 | 4 | 5 | 5 | 90% |
| 3 | 3.5 | 3.5 | 4 | 4 | 75% |
| 4 | 3.5 | 3.5 | 4 | 4 | 75% |
| 5 | 4 | 4 | 5 | 5 | 90% |
| 6 | 3.5 | 3.5 | 4 | 4 | 75% |
| 7 | 3.5 | 3.5 | 4 | 4 | 75% |
| 8 | 4 | 4 | 5 | 5 | 90% |
| 9 | 4 | 4 | 5 | 5 | 90% |
| 10 | 3.5 | 3.5 | 3.5 | 3.5 | 70% |
| 11 | 3.5 | 3.5 | 3.5 | 3.5 | 70% |
| 12 | 2.5 | 2.5 | 3 | 3 | 55% |
| 13 | 2.5 | 2.5 | 3.5 | 3.5 | 60% |
| 14 | 3.5 | 3.5 | 4 | 4 | 75% |
| 15 | 3.5 | 3.5 | 4 | 4 | 75% |

Prepared by: Lilian Campos

Source: Taken from the Follow-up Test Results

The results in table N° 3 from the follow-up speaking exam reveal notable improvement in participants' performance across all evaluated categories: grammar, vocabulary, pronunciation, and interactive communication. The highest scores 4s and 5s were consistently obtained by participants 1, 2, 5, 8, and 9, all achieving a percentage score of 90%. These results indicate a strong command of oral communication skills. Clearly, these participants have proven progression compared to the diagnostic phase. Participants with mid-level performance: participants 3, 4, 6, 7, 14, and 15, scored 3.5s and 4s, resulting in a percentage of 75%. These results suggest growth in the oral communication skill with a satisfactory proficiency. Meanwhile, participants 10 and 11 scored 70%, with equal ratings of 3.5 in each category. On the lower end, participants 12 and 13 scored 55% and 60%, respectively. These results indicate challenges in all assessed areas, particularly in grammar and vocabulary, where scores were as low as 2.5. This contrast highlights the range of oral communication proficiency among the group of participants in this study. Overall, the data suggest that the use of AI resources and follow-up support likely contributed to undoubtedly a noticeable progress in the oral communication skills, especially among the majority who reached or

exceeded 75%. This improvement provides evidence of effective pedagogical intervention and increased learner engagement with oral tasks.

Table N° 4. Descriptive Statistics

| Descriptive Statistics | Grammar | Vocabulary | Pronunciation | Interactive Communication | Percentage |
|------------------------|---------|------------|---------------|---------------------------|------------|
| Mean | 3.5 | 3.5 | 4.2 | 4.2 | 77.00% |
| Median | 3.5 | 3.5 | 4 | 4 | 75.00% |
| Mode | 3.5 | 3.5 | 4 | 4 | 75.00% |
| SD | 0.48 | 0.48 | 0.67 | 0.67 | 11.15% |
| Min Score | 2.5 | 2.5 | 3 | 3 | 55.00% |
| Max Score | 4 | 4 | 5 | 5 | 90.00% |
| Range | 1.5 | 1.5 | 2 | 2 | 35.00% |
| CV | 13.60% | 13.60% | 16.14% | 16.14% | 14.48% |

Prepared by: Lilian Campos

Source: Taken from the Follow-up Test Results

Table N° 4 presents the descriptive statistics of the follow-up speaking exam, providing an overview of student performance across four evaluated components: grammar, vocabulary, pronunciation, and interactive communication, as well as the overall percentage scores. The *Mean* scores for grammar and vocabulary were 3.5 for both, while pronunciation and interactive communication had the highest average at 4.2, suggesting that learners performed better in the productive and communicative aspects of speaking compared to language form. The average percentage score was 77%, reflecting a generally high level of achievement among the participants. The *Median* and *Mode* for most components were consistent with the mean, that is 3.5 for grammar and vocabulary, and 4 for pronunciation and interactive communication averaging a percentage of 75%, indicating a symmetrical distribution of scores with minimal skewness. These consistent results indicate that most participants performed around the average level. However, the *Standard Deviation SD* values of 0.48 for grammar and vocabulary, and 0.67 for pronunciation and interactive communication reflect a slightly higher variability in the two components, suggesting that while most learners performed well, not all students progressed equally in these areas. The *SD* percentage was 11.15%, showing some variation in general performance. The

Minimum Scores ranged from 2.5 in grammar and vocabulary to 3 in pronunciation and communication averaging 55%. The *Maximum* scores reached 4 and 5, respectively, averaging 90%. Regarding the *Range* score, grammar and vocabulary varied by 1.5 points, while pronunciation and communicative interaction varied by 2 points, the percentage scores ranged from 55% to 90%, a spread of 35 percentage points. The *Coefficient of Variation CV* scored the highest in pronunciation and communicative interaction by 16.14%, and the lowest in grammar and vocabulary with a 13.60%, indicating a slightly higher level of dispersion in fluency and communicative aspects. Overall, these descriptive statistics suggest a positive outcome in the speaking skill development, particularly in pronunciation, fluency and interactive communication, though a few students may still differentiate support and continued practice.

Table N° 4. Participants improvement in the Oral Communication Skills

| Participant | Grammar | Vocabulary | Pronunciation | Interactive Communication | Percentage |
|--------------------|----------------|-------------------|----------------------|----------------------------------|-------------------|
| 1 | 14% | 14% | 25% | 43% | 24% |
| 2 | 14% | 14% | 25% | 43% | 24% |
| 3 | 40% | 40% | 33% | 33% | 36% |
| 4 | 17% | 17% | 33% | 33% | 25% |
| 5 | 33% | 33% | 67% | 67% | 50% |
| 6 | 17% | 17% | 33% | 33% | 25% |
| 7 | 17% | 17% | 33% | 33% | 25% |
| 8 | 14% | 33% | 25% | 25% | 24% |
| 9 | 33% | 33% | 67% | 67% | 50% |
| 10 | 17% | 17% | 17% | 17% | 17% |
| 11 | 17% | 17% | 17% | 17% | 17% |
| 12 | 25% | 25% | 50% | 50% | 38% |
| 13 | 25% | 25% | 17% | 40% | 26% |
| 14 | 17% | 17% | 33% | 33% | 25% |
| 15 | 17% | 17% | 33% | 33% | 25% |

Prepared by: Lilian Campos

Source: Taken from the Follow-up Test Results

To interpret the percentage of improvement in the oral communication skills, an improvement classification scale was used, categorizing changes into five levels:

Significant Improvement ($>30\%$),

Moderate Improvement (10–30%),

Slight Improvement (1–10%),

No Significant Change ($\pm 1\%$), and

Regression ($<-1\%$).

Table N° 5 presents the percentage of improvement for each participant across the four components Grammar, Vocabulary, Pronunciation and Fluency, and Interactive Communication, as well as, the overall total improvement. On average, participants showed a 29% overall improvement, in Grammar there was an improvement of 21%, Vocabulary by 22%, Pronunciation and Fluency by 34%, and Interactive Communication by 38%. Without a doubt, the results indicate that the most notable progress was in the Oral Fluency and Interactive Communication components, which are critical for effective speaking performance. According to the scale, we can see that a significant improvement ($>30\%$) was observed in the majority of participants. For Pronunciation, Fluency and Communication, particularly among participants 3, 5, 9, and 12, who also achieved the highest total improvements range from 36% to 50%. Next, Moderate improvement (10%–30%) was common across all components, especially in Grammar and Vocabulary, where the most frequent individual gains ranged between 14% and 25%. As to Slight improvements (1%–10%) and No Significant change were not present, indicating that all participants demonstrated measurable progress beyond the $\pm 1\%$ threshold. No regressions ($<-1\%$) were detected, confirming that the intervention resulted in positive gains for all the participants. Overall, the findings reflect that the speaking training was particularly effective in enhancing Fluency and Communication. These results support the effectiveness of the approach used to foster English Oral Communication skills.

Table N° 5. Speaking Rating Scale

| P | Gra | Scale | V | Scale | P/F | Scale |
|----------|------------|--------------|----------|---------------------|------------|--------------|
| 1 | 3.5 | Good | 3.5 | Good | 4 | Good |
| 2 | 3.5 | Good | 3.5 | Good | 4 | Good |
| 3 | 2.5 | Satisfactory | 2.5 | Satisfactory | 3 | Satisfactory |
| 4 | 3 | Satisfactory | 3 | Satisfactory | 3 | Satisfactory |
| 5 | 3 | Satisfactory | 3 | Satisfactory | 3 | Satisfactory |
| 6 | 3 | Satisfactory | 3 | Satisfactory | 3 | Satisfactory |
| 7 | 3 | Satisfactory | 3 | Satisfactory | 3 | Satisfactory |
| <u>8</u> | <u>3.5</u> | <u>Good</u> | <u>3</u> | <u>Satisfactory</u> | <u>4</u> | <u>Good</u> |
| 9 | 3 | Satisfactory | 3 | Satisfactory | 3 | Satisfactory |
| 10 | 3 | Satisfactory | 3 | Satisfactory | 3 | Satisfactory |
| 11 | 3 | Satisfactory | 3 | Satisfactory | 3 | Satisfactory |
| 12 | 2 | NI | 2 | NI | 2 | NI |
| 13 | 2 | NI | 2 | NI | 3 | Satisfactory |
| 14 | 3 | Satisfactory | 3 | Satisfactory | 3 | Satisfactory |
| 15 | 3 | Satisfactory | 3 | Satisfactory | 3 | Satisfactory |

Prepared by: Lilian Campos

Source: Taken from the Diagnostic Test Results

Table N° 6. Speaking Rating Scale

| P | G | Scale | V | Scale | P/F | Scale | IC | Scale |
|----------|------------|--------------|------------|--------------|------------|--------------|-----------|--------------|
| 1 | 4 | Good | 4 | Good | 5 | Excellent | 5 | Excellent |
| 2 | 4 | Good | 4 | Good | 5 | Excellent | 5 | Excellent |
| <u>3</u> | <u>3.5</u> | <u>Good</u> | <u>3.5</u> | <u>Good</u> | <u>4</u> | <u>Good</u> | <u>4</u> | <u>Good</u> |
| 4 | 3.5 | Good | 3.5 | Good | 4 | Good | 4 | Good |
| 5 | 4 | Good | 4 | Good | 5 | Excellent | 5 | Excellent |
| 6 | 3.5 | Good | 3.5 | Good | 4 | Good | 4 | Good |
| 7 | 3.5 | Good | 3.5 | Good | 4 | Good | 4 | Good |
| 8 | 4 | Good | 4 | Good | 5 | Excellent | 5 | Excellent |
| 9 | 4 | Good | 4 | Good | 5 | Excellent | 5 | Excellent |
| 10 | 3.5 | Good | 3.5 | Good | 4 | Good | 3.5 | Good |
| 11 | 3.5 | Good | 3.5 | Good | 4 | Good | 3.5 | Good |
| 12 | 2.5 | Satisfactory | 2.5 | Satisfactory | 3 | Satisfactory | 3 | Satisfactory |
| 13 | 2.5 | Satisfactory | 2.5 | Satisfactory | 4 | Good | 3.5 | Good |
| 14 | 3.5 | Good | 3.5 | Good | 4 | Good | 4 | Good |

Prepared by: Lilian Campos

Source: Taken from the Follow up Test Results

Comparison between the diagnostic and final speaking test results shows a clear improvement in the participants' speaking skill across all assessed criteria: grammar, vocabulary, pronunciation/fluency, and interactive communication. The evaluation categories were based on a four-level rubric:

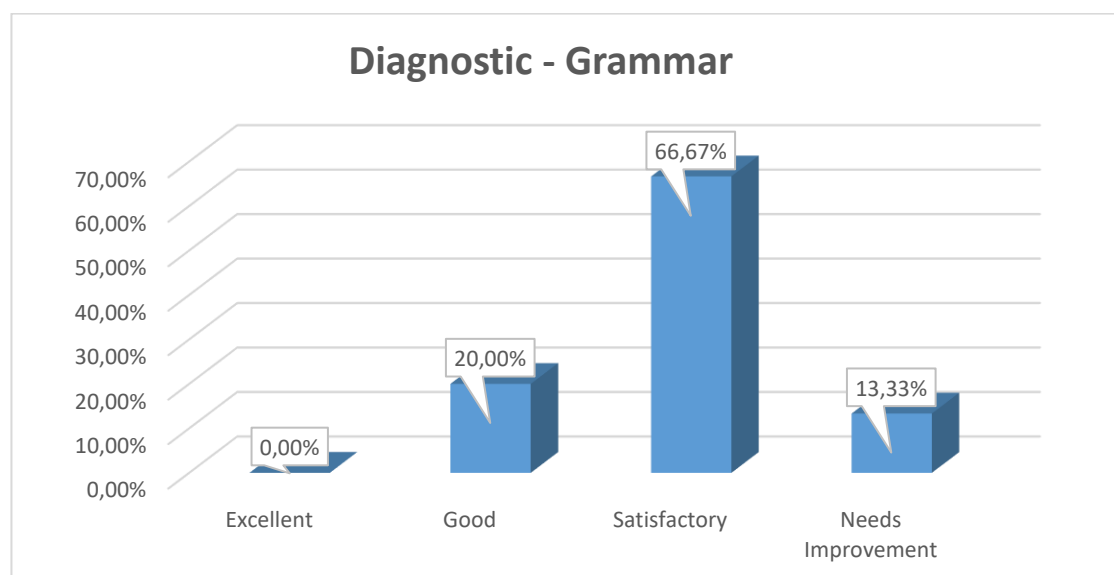
Excellent (4.1–5.0)

Good (3.1–4.0)

Satisfactory (2.1–3.0)

Needs Improvement (0–2.0)

The areas of pronunciation, fluency and interactive communication showed the most significant growth. Initially, most students scored within the *Satisfactory* range, with few achieving *Good* levels. However, in the follow up test, a significant number of participants: 1, 2, 5, 8 and 9 reached the *Excellent* category. This reflects enhanced confidence and fluency, as well as more effective interactive communication skills after the intervention period.

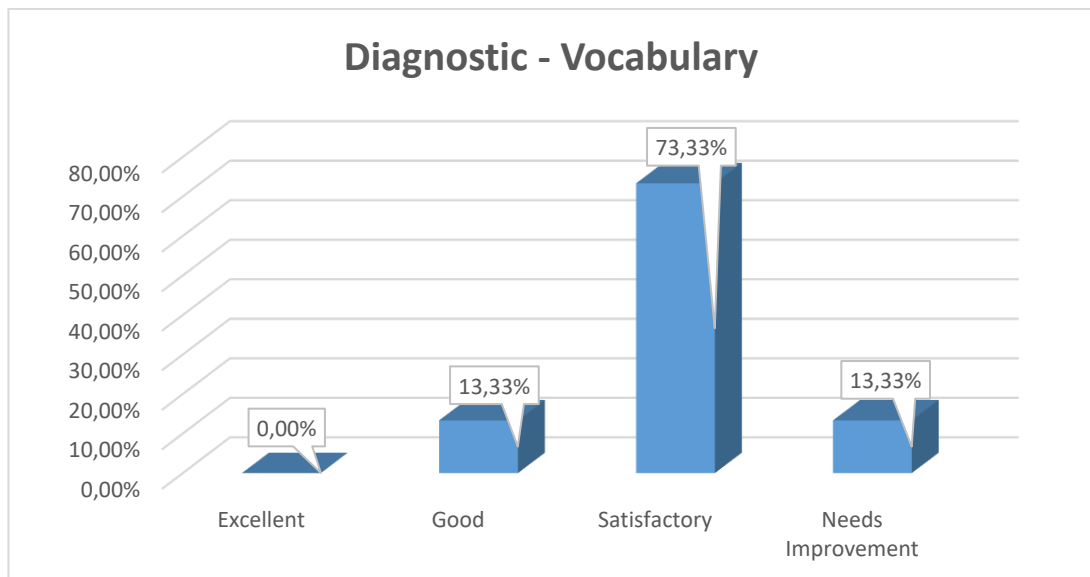


Graphic N° 2. Diagnostic test grammar results

Prepared by: Lilian Campos

Source: Taken from the Diagnostic Test Results

As can be seen from data shown in the bar graph, most of the students (66.67%) achieved the *Satisfactory* level on the grammar aspect of the diagnostic speaking test. These results suggest that even though these learners have established a foundation in grammatical structures, they continue to require much improvement, especially in accuracy and complexity of use, in oral expression. A small number of students (20.00%) fell into the *Good* level, which shows the ability to control more advanced grammatical features as well as increasing consistency in spoken accuracy. It is probably that these students committed less errors, and they were able to create more coherent grammatically correct sentences in conversations. In comparison, 13.33% of students were classified in the Needs Improvement range. This population have difficulty with basic grammar including; verb tense agreement, sentence framing, or subject/verb agreement as they affect communication. Furthermore, not a single student attained at an *Excellent* level. These results highlight the requirement for intervention to promote not just grammatical accuracy but also the complexity and fluency needed for advanced levels of spoken communication.

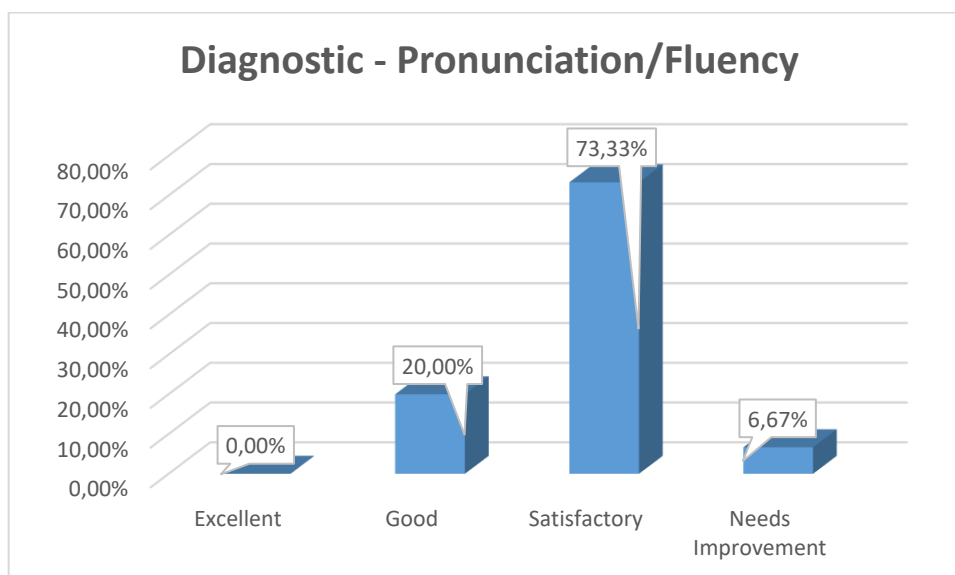


Graphic N° 3. Diagnostic test vocabulary results

Prepared by: Lilian Campos

Source: Taken from the Diagnostic Test Results

The bar graphs for vocabulary performance of the participants, illustrates that the (73.33%) which is the majority managed to get *Satisfactory* level. This indicates that while students independently controlled vocabulary, there is still a potential to develop a wider range of vocabulary with more accuracy. A small group (13.33%) were at a *Good* level meaning they have greater aptitude in vocabulary and better usage in context. It is interesting to note that none of the students had an *Excellent* level, demonstrating the requirement for targeted teaching and practice of advanced vocabulary application. An additional 13.33% fell into the *Needs Improvement* category, highlighting that learners may require targeted support to build a foundational vocabulary which is the base for effective oral communication.



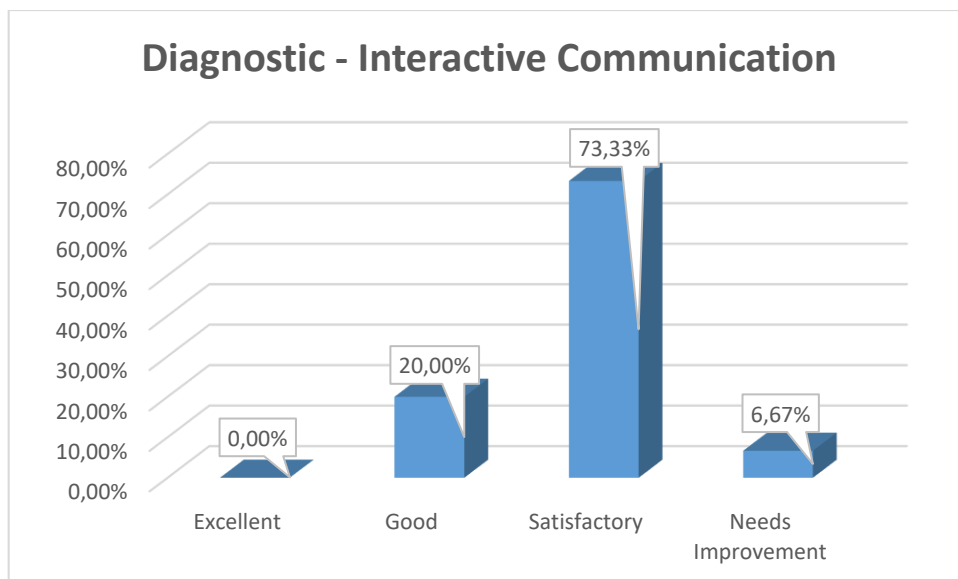
Graphic N° 4. Diagnostic test pronunciation/fluency results

Prepared by: Lilian Campos

Source: Taken from the Diagnostic Test Results

The pronunciation and fluency performance of participants indicate that a majority are at *Satisfactory* level with 73.33%, indicating that most learners can be understood, but their speaking regularly involves hesitations or errors that negatively impacts communication. Meanwhile, 20% of the participants fell in the

Good level, suggesting that these learners displayed more consistent pronunciation and smoother fluency, with minor errors that did not interfere with comprehension. However, none of the students achieved the *Excellent* category, highlighting an opportunity for further development in natural articulation and accurate pronunciation. A 6.67% fell into the Needs Improvement group, indicating that there are very few students who require more individualized support to enhance their fluency better communicative competence.



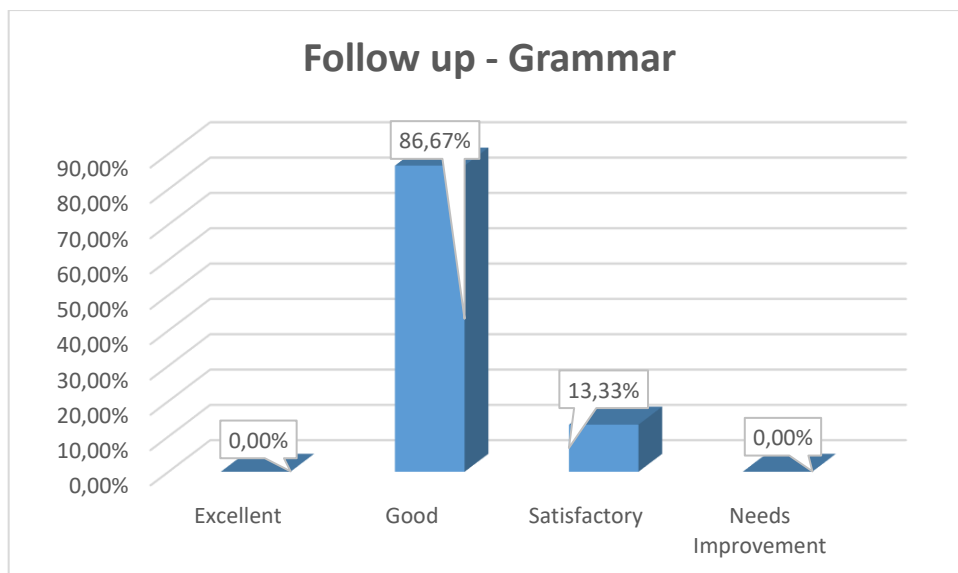
Graphic N° 5. Diagnostic test interactive communication results

Prepared by: Lilian Campos

Source: Taken from the Diagnostic Test Results

The results in the interactive communication category reflect that the majority of students 7.33% achieved a *Satisfactory* level. This suggests that learners were able to engage in basic conversations, and respond, possibly with limited spontaneity or occasional misunderstandings. Additionally, 20% of the participants reached the *Good* level, showing a better command at turn-taking, appropriate responses, and the ability to sustain more natural interactions. Notably, no students

reached the *Excellent* category, indicating room for growth in more fluid conversational exchange. A 6.67% were categorized under *Needs Improvement*, meaning a few struggled significantly with initiating or maintaining a communication. Overall, the data suggests that while most students have a functional grasp of interactive communication, further practice and support are needed to elevate their performance to higher levels of fluency and interactive communication.



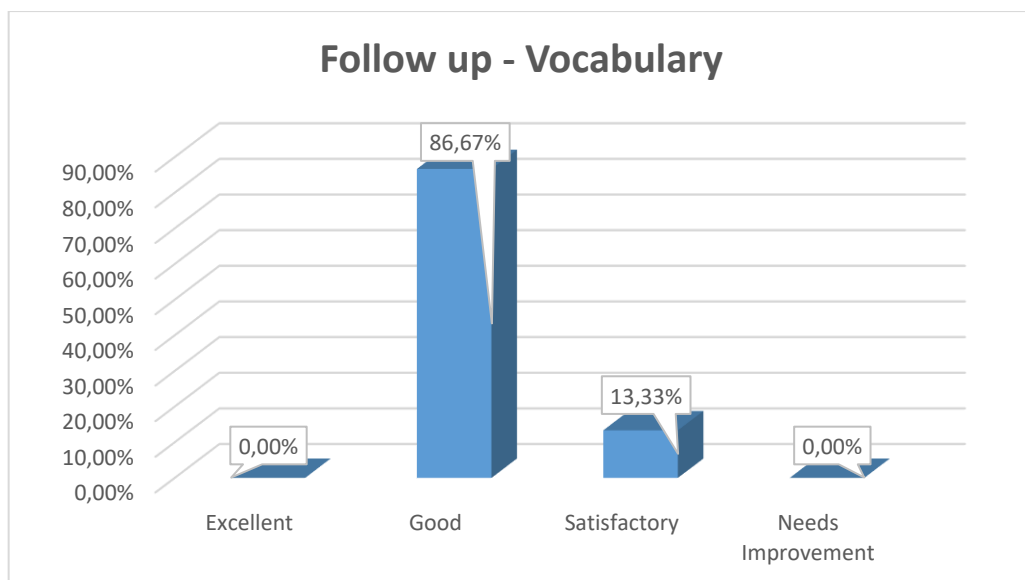
Graphic N° 6. Follow up test grammar results

Prepared by: Lilian Campos

Source: Taken from the follow up test results

The analysis of the grammar performance indicates a strong overall improvement among the participants. A remarkable 86.67% of students achieved a *Good* level, demonstrating a solid grasp of grammatical structures and accurate sentence formation during their oral communication tasks. Additionally, 13.33% of the students reached the *Satisfactory* category, suggesting that while they were able to communicate effectively, minor grammatical inaccuracies were still present. It is

important to highlight that no students were classified under *Needs Improvement*, and none reached the *Excellent* level. This shows that there is really much room for improvement and progression towards better levels of grammatical accuracy and complexity. In general, this data demonstrates that most students have constructed a solid grammatical base, upon which they can communicate more effectively and confidently.



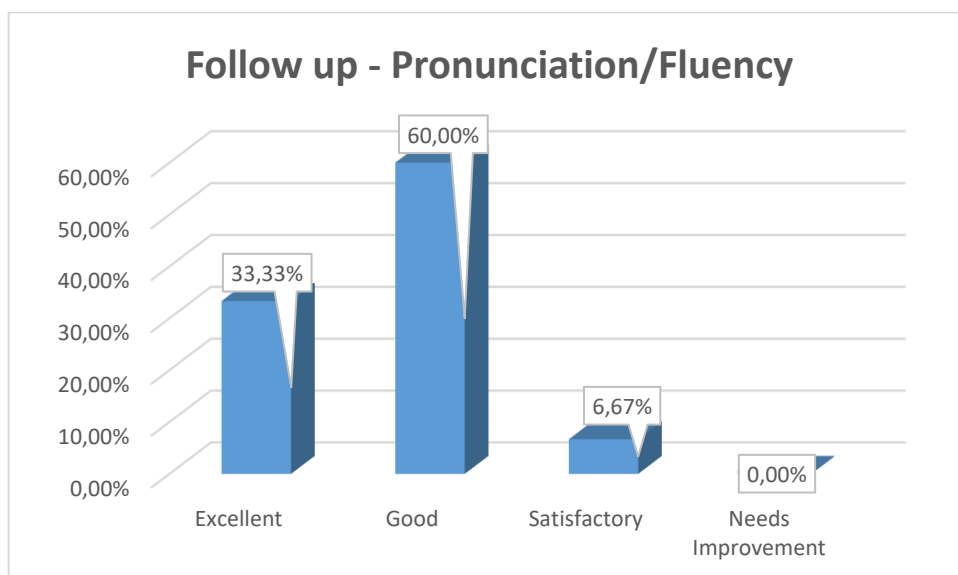
Graphic N° 7. Follow up test vocabulary results

Prepared by: Lilian Campos

Source: Taken from the follow up test results

The vocabulary performance results reflect also a strong progression among the students. The majority of participants, 86.67% attained a *Good* level, indicating they were able to select appropriate words and expressions to convey their ideas effectively during speaking activities. Meanwhile, 13.33% of students fell in the *Satisfactory* category, showing that although they could communicate their

message, there were occasional limitations in word choice or lexical variety. Notably, no students fell into the *Needs Improvement* category, and none achieved an *Excellent* rating, suggesting that while the overall vocabulary usage is solid, there remains room for growth, particularly in developing greater richness and precision in language use. These results indicate a positive evolution in the acquisition of vocabulary, which contributes to a more clearly enunciated and confident oral expression.



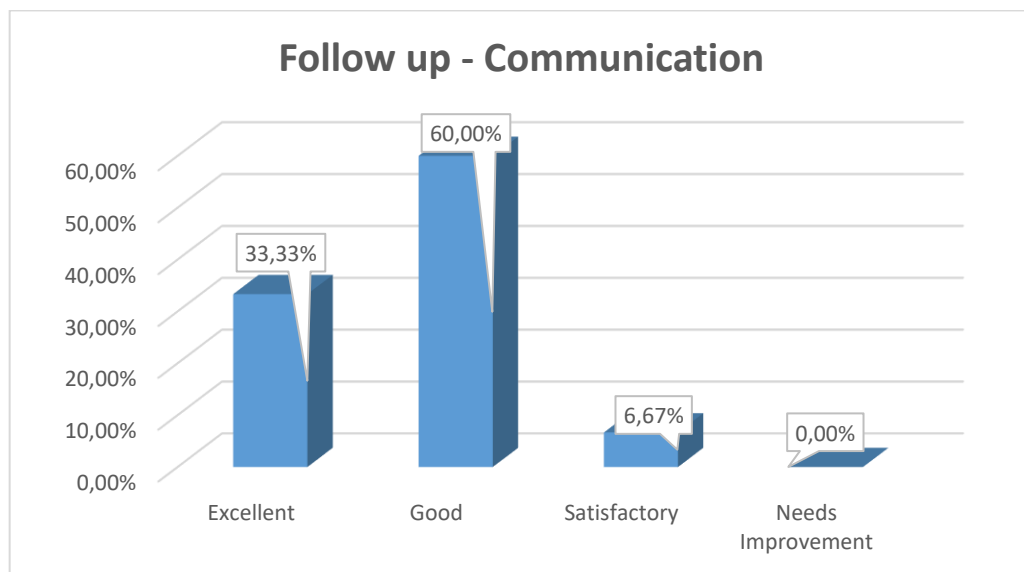
Graphic N° 8. Follow up test pronunciation/fluency results

Prepared by: Lilian Campos

Source: Taken from the follow up test results

The pronunciation and fluency results show a very encouraging outcome. 33.33% of students achieved an *Excellent* rating, demonstrating clear articulation, natural pacing, and minimal pronunciation errors during their speaking tasks. The majority of participants, 60.00%, reached the *Good* level, indicating they generally spoke fluently with only minor errors that did not significantly impede

communication. A 6.67% were categorized as *Satisfactory*, suggesting occasional hesitations, mispronunciations, or rhythm issues that somewhat affected the natural flow of speech. Importantly, no students were rated as *Needs Improvement*, highlighting that all participants maintained an acceptable standard of pronunciation and fluency. These results suggest that the interventions implemented were effective in helping students enhance both the clarity and fluidity of their spoken English.



Graphic N° 9. Follow up test pronunciation/fluency results

Prepared by: Lilian Campos

Source: Taken from the follow up test results

The analysis of interactive communication performance reveals positive findings after introducing AI-assisted speaking tasks. A total of 93.33% of the students scored at the *Excellent* 33.33% and *Good* 60.00% levels, demonstrating that the large majority of student users participated in dialogue, answered questions, and maintained the conversation more confidently and more fluently. This result represents a significant increase from the baseline and is evidence of the benefit of the intervention of the *Speak & Improve* and *SIVI* platforms that aim to develop interactional competence. A small percentage, 6.67%, were classified to be *Satisfactory*, indicating that although these learners showed a satisfactory competency for communication they could have experienced difficulties with

respect to fluency, or expressing idioms in coherence in spontaneous speech. Significantly, not a single student falls into *Needs Improvement*, again confirming the overall effectiveness of the pedagogical method in prompting suggestions. Results showed that the instructional conditions supported students to take responsibility for, and contribute effectively to, peer dialogue and collaboration. Taken together, the results in interactive communication suggest the effectiveness of the instructional design to foster oral interaction and collaborative language use, with a tendency toward higher levels of communicative competence.

Discussion

The comparison between the diagnostic and follow-up speaking test results reveal a clear, valid, and reliable improvement in all four evaluated components of oral communication. The data suggests that after the integration of AI platforms *Speak & Improve* and *SIVI* into classroom practice, students not only made progress in their individual speaking skills, but also experienced improvement in their overall communicative competence. In the diagnostic evaluation, the majority of participants were categorized as *Satisfactory*, with a few in *Needs Improvement*—especially in pronunciation and interactive communication. This initial assessment indicated limited fluency, hesitation in communication, and challenges with accuracy and vocabulary range. These difficulties reflect the need for targeted support and interactive speaking opportunities, which were then provided through the AI-based activity guide. Following the implementation of the activity guide, the follow-up) test results showed a significant shift in performance. Most students reached the *Good* level in grammar and vocabulary, and a considerable portion advanced to the *Excellent* category in pronunciation and communication. The absence of students in the *Needs Improvement* category during the follow-up test highlights a notable progression, especially in areas that initially presented difficulties. Overall, the follow-up data demonstrates that AI tools effectively supported the development of fluency, interactional competence, and language accuracy. These results validate the research objective of enhancing speaking skills through technology-enhanced learning, showing that students developed confidence and fluency and as more engaged speakers of English.

CHAPTER III

THE PROPOSAL: Make Your Speaking Skills Shine like Jewels Using AI Tools

Integrating “Speak & Improve” and “SIVI” platforms into language learning offers a valuable method for enhancing oral communication skills. Despite this potential, many learners struggle to make effective use of these tools due to insufficient guidance, low practicing opportunities and well-instructional learning frameworks. To fill in this gap, this study proposes the creation of a detailed activity guide that acts as a comprehensive aid to significantly improve students’ speaking skills. The activity guide includes clear step-by-step directions and interactive tasks aimed at helping learners improve the speaking skill and achieve an A2 level according to the Common European Framework Reference (CEFR) for Languages, and, to feel more confident while interacting with others in the English language. In addition, the aim of the proposal is to create a more engaging, accessible, and efficient way to advance in the learners’ conversational abilities, empowering students to fully realize their potential in verbal communication.

Type of proposal

This proposal introduces an activity guide designed to enhance students’ speaking abilities through well-structured practice of real-life dialogues with AI platforms. It is an activity guide that serves as an organized resource that includes clear instructions and objectives in order to encourage students to actively

participate in developing their skills and gaining knowledge acquisition. Furuno et al. (1993) suggest activity guides provide "hundreds of task-analyzed, practical activities and strategies" designed to support skill development in various domains. In other words, the aforementioned resources are crucial in education for they are practical strategies that are clear and task-oriented for educators and learners as they provide practical, clear and task-oriented strategies that benefit both educators and learners.

Objectives

To increase student engagement in AI-based speaking practice (using *Speak & Improve* and *SIVI*) by 30% over a 6-week period.

To raise students' awareness of the importance of using the activity guide as a supportive resource in the development of the speaking skill.

To assess the improvement in students' A2 oral communication skills after implementing the activity guide.

Structure of the Proposal

The activity guide was developed due to the need to enhance the English oral communication skills in the English language learners. To evaluate students' oral communication abilities before and after the use of AI-powered technologies, a diagnostic and a follow-up test were applied to 15 students, ages 19 to 38, with a level IV in English, using the Cambridge Speaking Exam based on the Common European Framework of Reference of Languages (CEFR), A2 level, which focuses on basic communication skills like having simple conversation, sharing personal experiences and expressing opinions on familiar topics. The first test given before the intervention, helped to see where each student was starting from. Then, the intervention of a practical activity guide took place. Finally, a follow up test was applied to determine how much learners had progressed.

Then, the activity guide for using *Speak & Improve* and *SIVI* platforms was elaborated making sure the activities aligned with the A2 level according to the CEFR, to accurately reflect the linguistic competences that are expected. The activity guide presents the steps in using *Speak & Improve* and *SIVI* platforms,

interactive activities, and, obtaining instant feedback for self-continued improvement. It consists of ten innovative activities, each one with its learning objective, procedure, resources, material and assessment.

link for the thesis:

<https://view.genially.com/68080bffb1c8bd11a875e493/presentation-for-thesis-student-study-guide>

link for students:

<https://view.genially.com/67cb26d9a40ed71da91aa038/presentation-for-students-student-study-guide>

Evaluation of the Innovative Proposal

In order to determine the effectiveness of the proposal, an analysis of the results obtained after administering the follow-up test was applied to validate and measure the changes in students' oral communication skills. The success of the proposal was measured and validated through the results observed in the follow up test. The indicator of success was the average of 29% of improvement across the four domains. The conclusion reached was highly positive after the implementation of the AI web app tools *Speak & Improve* and *SIVI*, as learners demonstrated improvement in the oral communication skills.

Validation of the proposal

The proposal aligns with the method described in the Style Manual at Indoamérica University (2020) which states, "validation through its practical application" (p 31). A diagnostic test was applied to identify the speaking performance in students. Then, the application of the activity guide for students based on the AI platforms: *Speak & Improve* and *SIVI*, took place, in a period of six weeks in an interactive learning practice with students. At the end of the intervention, a follow-up test was administered. The instrument used was a standardized test provided by Cambridge University that has already been rigorously established, ensuring it is an appropriate and a trustworthy measure for this research context without the need for additional expert validation. The results obtained demonstrated the benefits and enhancement students had made in oral communication skills, with the use of the innovative proposal.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The integration of AI platforms such as *Speak & Improve* and *SIVI* provide structured opportunities for speaking practice. The AI supported activities address persistent difficulties, personalize learning experiences and foster significant improvement in the oral communication skills.

The implementation of an activity guide aligned with the CEFR A2 standards provide meaningful speaking practice. The use of AI technologies boosts learners' motivation, reduce speaking anxiety and are a valuable resource in the enhancement of the of the English-speaking practice.

AI powered tools have to potential to transform English language education by making it more personalized, effective and inclusive. AI technologies can help learners become competent speakers and better prepared for real world communication.

Recommendations

In the light of the observed improvements in students' oral communication skills, it is recommended that AI web app tools such as *Speak & Improve* and *SIVI*, be integrated into English as a Foreign Language (EFL) teaching-learning materials. It provides personalized feedback and allows for repeated practice, both of which are crucial for the development of the speaking skill, fostering greater learner autonomy and sustained oral improvement.

In order to benefit from AI tools to its maximum, activity guides should be designed continuously and used to address student's difficulties in speaking, that can be aligned and practiced with *Speak & Improve* and *SIVI*.

It is recommended to use diagnostic and follow up evaluations to obtain useful data. Practice, feedback and reflection empower learners to take responsibility of their oral communication improvement and achieve a greater communicative competence.

Teacher guidance is crucial to monitor students' progress and provide support such as techniques like how to use the language effectively and convey ideas clearly.

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ANNEXES

DIAGNOSTIC TEST

A2 KEY (KET) SPEAKING TEST

Speaking Part One: Interview (3-4 minutes)

Interlocutor (The interlocutor asks the candidates the questions)

(Candidate A) Where are you from?

(Candidate B) And you?

(Candidate A) Do you work or are you a student?
Where do you live?

(Candidate B) Do you work or are you a student?
Where do you live?

Now, let's talk about your daily life.

A, who do you live with?

B, what's your living situation like?

A, what do you usually do on weekends?

B, tell me about someone important in your life.

A, where do you like to go on holidays?

B, what do you usually do in the evenings?

Speaking Part Two: Discussion (5-6 minutes)

Interlocutor shows the images and asks students the questions. Student's discuss.

Now, in this part of the test you're going to talk together. Here are some pictures that show different leisure activities.

A, Do you enjoy these different activities? Say why or why not. I'll say that again.

B, Do you enjoy these different activities? Say why or why not.

All right? Now, talk together.



Do you think...

- *...having a picnic with others is enjoyable?*
- *...watching TV with company is good?*
- *...cooking with someone is difficult?*

So, A, which of these activities do you prefer?

And you, B, which of these activities do you prefer?

Now, B, do you prefer spending time with others or alone? (Why?)

*And what about you, A? (Do you prefer spending time with others or alone?)
(Why?)*

What's a good memory you have of doing one of these activities, A? (Why?)

*And you, B? (What's a good memory you have of doing one of these activities?)
(Why?)*

Thank you. That is the end of the test.

FOLLOW UP TEST

A2 KEY (KET) SPEAKING TEST

Speaking Part One: Interview (3-4 minutes)

Interlocutor (The interlocutor asks the candidates the questions)

(Candidate A) When is your birthday?

(Candidate B) And you?

(Candidate A) What do you do?

Where do you work? study?

(Candidate B) What do you do?

Where do you work? study?

Now, let's talk about home.

A, Who do you live with?

B, Where do you live?

A, How many bedrooms are in your house?

B, Where do you watch TV at home?

A, What is your favorite bedroom?

B, How many members are in your family?

Speaking Part Two: Discussion (5-6 minutes)

Interlocutor shows the images and asks students the questions. Student's discuss.

Now, in this part of the test you're going to talk together. Here are some pictures that show different places to eat.

A, Do you like these different places to eat? Say why or why not.

B, Do you like these different places to eat? Say why or why not.

Now talk together.



Do you think...

- *...eating in a restaurant is enjoyable?*
- *...eating at home is better than eating in a restaurant?*
- *...eating outdoors is safe?*

So, A, which of these places to eat do you like best?

And you, B, which of these places to eat do you like best?

Now, B, do you think eating in restaurants is expensive? (Why?)

And what about you, A? (Do you think eating in restaurants is expensive?) (Why?)

Do you prefer eating with friends or family?, A? (Why?)

And you, B? (Do you prefer eating with friends or family?) (Why?)

Thank you. That is the end of the test.

Assessing Speaking Performance – Level A2

| A2 | Vocabulary | Grammar | Pronunciation | Interactive Communication |
|----|---|---|---|--|
| 5 | - Uses a range of appropriate vocabulary to talk about everyday situations. | - Shows a good degree of control of simple grammatical forms. | - Is mostly intelligible and has some control of phonological features at both utterance and word levels. | - Maintains simple exchanges. - Requires little prompting and support. |
| 3 | - Uses appropriate vocabulary to talk about everyday situations. | - Shows sufficient control of simple grammatical forms. | - Is mostly intelligible despite limited control of phonological features. | - Maintains simple exchanges despite some difficulty. - Requires prompting and support. |
| 1 | - Uses a vocabulary of isolated words and phrases | - Shows only limited control of a few grammatical forms. | - Has very limited control of phonological features and is often unintelligible. | - Has considerable difficulty maintaining simple exchanges. - Requires additional prompting and support. |
| 0 | Performance below band 1. | | | |

Teacher's notes while testing

| |
|---|
| Vocabulary |
| Does the speaker use appropriate vocabulary to talk about everyday situations? Does the child use words that fit the context/task? |
| Comments: |
| Pronunciation |
| Are the utterances mostly clear? Can the speaker be mostly understood? |
| Comments: |
| Does the speaker show limited control of word and sentence stress and intonation control? |
| Comments: |
| Are individual sounds mostly clear? |
| Comments: |
| Interactive Communication |
| Can the speaker maintain simple exchanges with the examiner? Does the speaker manage to produce appropriate and extended responses? (answers can be simple; a phrase or one or two sentences, a question) |
| Comments: |
| Does the speaker react appropriately to what the examiner says? Does the speaker understand what the examiner is asking (or can he/she ask for clarification and then produce an answer)? |
| Comments: |
| Does the speaker need any prompting or support? |
| Comments: |

Make Your Speaking Skills Shine like Jewels Using AI Tools



ACTIVITY GUIDE FOR STUDENTS

GO



This activity guide has been created for university-level students, offering guidance and inspiration to enhance their English-speaking skills by using AI resources. It aims to help students communicate with confidence and spontaneity in a variety of real-world situations.

Introduction

This purpose of this activity guide is assisting students in improving their speaking abilities through the use of AI platforms such as Speak & Improve and SIVI. These innovative resources offer practice, real-time feedback, and interesting challenges, as well as, increasing confidence and fluency. Learners can become more fluent and articulate speakers with the help of the exercises, whether they are employed in a classroom or for independent study anywhere in the world. The activities have been carefully chosen to engage in topics that are relevant to life in general in a natural way.

Purpose

This activity guide is designed to help students develop their English-speaking skills through interactive practice and real-time feedback. The guide introduces you to features of innovative AI powered tools such as Speak & Improve and SIVI platforms, and provide step by step instructions on how to use it effectively to enhance fluency, pronunciation, and overall confidence in spoken English.

Objective

The aim of this activity guide is to support students in developing their English-speaking skills through the Speak & Improve & SIVI platforms by following structured activities to improve and refine their speaking skills.

GO



Table of Contents

| SPEAK & IMPROVE | | |
|-----------------------------------|------------|--|
| ACTIVITY | TIME | FOCUS |
| 1. "About Yourself" | 40 minutes | To learn to respond clearly and accurately to personal questions to improve the speaking skills in a natural and spontaneous way |
| 2. "Present a Topic" | 40 minutes | To develop descriptive language skills, fluency, and the ability to speak clearly about visual topics |
| 3. "Personal Opinion" | 40 minutes | To practice expressing and justifying personal opinions on various topics, enhancing critical thinking and fluency |
| 4. "Advice and/or Recommendation" | 40 minutes | To use appropriate phrases and language and justify their suggestions with clear reasons, speak confidently and fluently |
| 5. "Different Topics" | 40 minutes | To respond confidently and clearly on various topics, using appropriate vocabulary and grammar to provide thoughtful, well supported answers |

Table of Contents

| SIVI | | |
|---------------------------|------------|--|
| ACTIVITY | TIME | FOCUS |
| 1. “Describing a Friend” | 40 minutes | To describe people, especially friends, in a more natural and descriptive way, enhancing their communication skills and social interactions |
| 2. “Seasons and Weather” | 40 minutes | To enhance vocabulary and fluency regarding weather patterns and the different seasons, to engage confidently in conversations about the weather |
| 3. “Talk about Anything” | 40 minutes | To improve the ability to discuss a wide range of subjects, enhancing conversational skills and overall fluency in English |
| 4. “Emergency and Health” | 40 minutes | To improve language skills to handle situations related to health and emergencies to communicate effectively in health-related matters |
| 5. “TV Shows” | 40 minutes | To discuss and understand television shows in English and improve language skills related to media entertainment and opinion expression |

Activity Guide for Enhancing Speaking Skills

Target Audience

University students seeking to improve their English speaking skills

Purpose

To develop English oral communication skills through AI platforms (Speak & Improve and SIVI) that offer:

- Interactive practice
- Real-time feedback
- Interesting challenges
- Step-by-step instructions

Key Features

- AI-powered tools
- Improved fluency and pronunciation
- Increased speaking confidence
- 10 practical scenarios
- Applicable in classroom or independent study



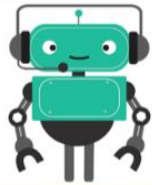
Objective

To support English oral development through structured activities that allow students to improve and refine their communication skills using artificial intelligence technology

Instructions on how to use Speak & Improve app

Step 1: Access the Platform and sign in

Click here



Click on "Start Speaking"
to begin or open or
create a profile

Step 2: Choose a Speaking Task

You may choose tasks such
as: answering questions,
describing pictures, or
engaging in conversation
simulations

Step 3: Start Speaking

Click the microphone icon
and speak clearly into your
device's microphone

Respond to the given
prompts naturally, using
full sentences

If necessary, you can replay
or retry your response
before submitting

Instructions on how to use Speak & Improve app

Step 4: Receive Feedback

The platform will analyze your speech and provide instant feedback on pronunciation, fluency, and grammar

The level of difficulty for the questions will also be regulated (A2, B1, B2, C1) according to your answers

Review the suggestions carefully and note areas for improvement

Step 5: Improve and Practice

Use the feedback to refine your response and try again for better results

Repeat the exercises regularly to track your progress and build confidence

Experiment with different activities to improve various aspects of spoken English

Step 6: Monitor Your Progress

Some activities provide a score or evaluation, helping you see your improvement over time

In the following link you can see a practical example of a student engaging with the Speak & Improve platform.

https://drive.google.com/file/d/1XiOtMJkWqpzXMSpAxKNirf45BnwfkAf3/view?usp=drive_link

The following link demonstrates detailed instructions on how to use the Speak & Improve Platform.

https://drive.google.com/file/d/1TNE55lhTnUgmxY_gSArSNLxzcvl3TVqL/view?usp=drive_link

Note: The resources, material and assessment for all activities remain the same. Please refer to the details provided below, which apply to each activity.



Resources

Device with Internet Access: computer, smartphone, tablet.
Web Browser: Google Chrome, Firefox, Safari, etc
Microphone: A built-in or external microphone for clear speech recording
Headphones (Optional): To enhance listening clarity

Materials

Speak & Improve digital tool
Personal information to answer questions
Notebook or digital notes for recording feedback
Optional vocabulary or grammar reference to aid improving responses



Assessment

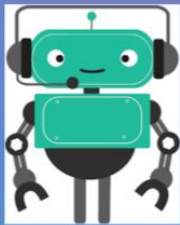
After speaking, users receive an estimated CEFR (Common European Framework of Reference) level, ranging from A1 (beginner) to C2 (proficient) along with constructive feedback

Activity 1: "About Yourself"

Learning objective

To enhance fluency, pronunciation, and confidence in spoken English. You will learn to respond clearly and accurately to personal questions, apply correct grammar and vocabulary, and use AI feedback to improve your speaking skills in a natural and spontaneous way

Click here



Duration:
40 minutes

Procedure

- Click on "Practice Speaking Skill"
- Click on "Answers questions about yourself"
- Click on the numbers from 1 to 6. Listen to the questions question
- Click on the microphone and record your answer

- Continue until you finish recording answers to the 8 questions
- Use complete sentences and focus on clear pronunciation
- Try to use varied vocabulary

Refine and Repeat

Apply the feedback and record your response again, aiming for improvement.

Compare your second attempt with the first to track progress.

Review Feedback

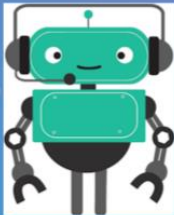
Analyze the AI-generated feedback on pronunciation, fluency, and grammar

Activity 2: "Present a topic"

Learning objective

To develop descriptive language skills, fluency, and the ability to speak clearly about visual topics

Click here



Duration
40 minutes

Procedure

- Click on "Practice Speaking Skill"
- Click on "Give a presentation about a topic"
- Click on the numbers from 1 to 5
- Read and follow the instructions
- Click on the microphone and record your answer
- Continue until you finish recording answers to the 5 presentations
- Use complete sentences and focus on clear pronunciation
- Try to use varied vocabulary and natural expressions

Review Feedback

Analyze the AI-generated feedback on pronunciation, fluency, and grammar
Note the areas for improvement and suggestions provided

Refine and Repeat

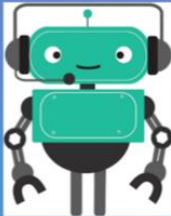
Apply the feedback and record your response again, aiming for improvement.
Compare your second attempt with the first to track progress

Activity 3: "Personal Opinion"

Learning objective

To practice expressing and justifying personal opinions on various topics, enhancing critical thinking and fluency

Click here



Duration
40 minutes

Procedure

- Click on "Practice Speaking Skill"
- Click on "Give your opinion"
- Click on the numbers from 1 to 6.
- Read and follow the instructions.
- Click on the microphone and record your answer.
- Continue until you finish recording answers for the 6 topics.
- Use complete sentences and focus on clear pronunciation.
- Try to use varied vocabulary and natural expressions.

Review Feedback

Analyze the AI-generated feedback on pronunciation, fluency, and grammar. Note the areas for improvement and suggestions provided.

Refine and Repeat

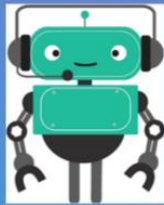
Apply the feedback and record your response again, aiming for improvement. Compare your second attempt with the first to track progress.

Activity 4: "Advice and/or Recommendation"

Learning objective

To use appropriate phrases and language and justify their suggestions with clear reasons, speak confidently and fluently

Click here



Duration
40 minutes

Procedure

- Click on "Practice Speaking Skill"
- Click on "Give advice or make recommendations"
- Click on the numbers from 1 to 5
- Read and follow instructions
- Click on the microphone and record your answer
- Continue until you finish recording answers to the 5 situations
- Use complete sentences and focus on clear pronunciation
- Try to use varied vocabulary and natural expressions

Review Feedback

Analyze the AI-generated feedback on pronunciation, fluency, and grammar. Note the areas for improvement and suggestions provided

Refine and Repeat

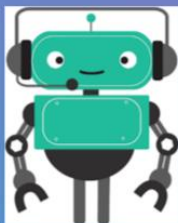
Apply the feedback and record your response again, aiming for improvement. Compare your second attempt with the first to track progress

Activity 5: "Different topics"

Learning objective

To respond confidently and clearly on various topics, using appropriate vocabulary and grammar to provide thoughtful, well supported answers.

Click here



Duration
40 minutes

Procedure

- Click on "Practice Speaking Skill"
- Click on "Answers questions about a topic"
- Click on the numbers from 1 to 6
- Listen to the questions question

- Click on the microphone and record your answer
- Continue until you finish recording answers to the 6 situations.
- Use complete sentences and focus on clear pronunciation
- Try to use varied vocabulary and natural expressions

Refine and Repeat

Apply the feedback and record your response again, aiming for improvement
Compare your second attempt with the first to track progress

Review Feedback

Analyze the AI-generated feedback on pronunciation, fluency, and grammar
Note the areas for improvement and suggestions provided

Instructions on how to use the SIVI AI Learn English Speaking App

Step 1: Access the App

Download the SIVI AI Learn English speaking App in google play or App store or open the App in your computer or other devices with the Google emulator

Step 2: Sign In

Open the App. Sign in using your email address or mobile number and follow the screen prompts

Step 3: Select the Speaking Option

Click on "voice chat" to speak to ARYA and visualize your speech text and visualize the highlighted corrections from ARYA. Or Click on "call" to have a conversation with ARYA, listen to ARYAS's instant feedback and visualize your spoken text by pressing the captions icon

Step 4: Start Speaking

Choose the speaking topic and press practice with ARYA, wait for ARYA to start the conversation and answer her question (there is no need to press a microphone icon, just start speaking)

Instructions on how to use the SIVI AI Learn English Speaking App

Step 5: Receive Feedback

Once you finish answering the question, ARYA will give you instant feedback depending on the option you selected (voice chat or call)

Step 6: Improve and Practice

Refine and repeat as many times as necessary or continue with the conversation
Experiment with different activities to improve various aspects of spoken English and build confidence

Step 7: Monitor your Progress

Click on the progress icon to keep track of your progress (it keeps record of your interactions).

In the following link you can see a practical example of a student engaging with the SIVI application.

https://drive.google.com/file/d/1XiOtMJKWqpzXMSpAxkNirf45BnwfkAf3/view?usp=drive_link

The following link demonstrates detailed instructions on how to use the SIVI application.

https://drive.google.com/file/d/1LpH_2Js mCz6pQ5DsLkaGpgrZ4vC1FBQI/view?usp=sharing



Note: The resources, material and assessment for all activities remain the same. Please refer to the details provided below, which apply to each activity.



Resources

Device with Internet Access: cellphone, computer, smartphone, tablet, etc..
SIVI AI Learn English Speaking App or on your computer
Microphone: A built-in or external microphone for clear speech recording
Headphones (Optional): To enhance listening clarity

Materials

SIVI digital tool: notebook or digital notes for recording suggestions and feedback
Optional vocabulary or grammar reference to aid improving responses

Assessment

After speaking, users receive instant feedback: grammar structures, vocabulary, and suggestions on how to answer according to the topic

Activity 1: "Describing a Friend"

Learning objective

To help learners develop the ability to describe people, especially friends, in a more natural and descriptive way, enhancing their communication skills and social interactions

Click here



Duration
40 minutes

Procedure

- Access SIVI AI learn English speaking (cellphone or another device)
- Click on "voice chat" to speak to ARYA and visualize your speech text and visualize the highlighted corrections from ARYA. Or
- Click on "call" to have a conversation with ARYA, listen to ARYA'S instant feedback and visualize your spoken text by pressing the captions icon
- Click on the "Description of a Friend" topic
- Review the feedback from ARYA
- Note the areas for improvement and suggestions provided
- Refine and repeat as many times as needed or continue the conversation
- Click on Practice with ARYA
- Use complete sentences with a natural expression
- Used varied vocabulary

Activity 2: "Seasons and Weather"

Learning objective

To enhance their vocabulary and fluency regarding weather patterns and the different seasons, enabling them to engage confidently in conversations about the weather.

Click here



Duration
40 minutes

Procedure

- Access SIVI AI learn English speaking (cellphone or another device)
 - Click on "voice chat" to speak to ARYA and visualize your speech text and visualize the highlighted corrections from ARYA. Or Click on "call" to have a conversation with ARYA, listen to ARYA's instant feedback and visualize your spoken text by pressing the captions icon
-
- Click on the "Seasons and Weather" topic
 - Click on Practice with ARYA
 - Use complete sentences with a natural expression
 - Used varied vocabulary
-
- Review feedback from ARYA
 - Note the areas for improvement and suggestions provided
 - Refine and repeat as many times as needed

Activity 3: "Talk about any topic"

Learning objective

to help learners improve their ability to discuss a wide range of subjects, enhancing their conversational skills and overall fluency in English.

Click here



Duration
40 minutes

Procedure

- Access SIVI AI learn English speaking (cellphone or another device)
- Click on "voice chat" to speak to ARYA and visualize your speech text and visualize the highlighted corrections from ARYA. Or Click on "call" to have a conversation with ARYA, listen to ARYA's instant feedback and visualize your spoken text by pressing the captions icon
- Click on the "Talk about any topic"
- Click on Practice with ARYA
- Use complete sentences with a natural expression
- Used varied vocabulary
- Review feedback from ARYA
- Note the areas for improvement and suggestions provided
- Refine and repeat as many times as needed or continue the conversation

Activity 4: "Emergency and Health"

Learning objective

To equip learners with the necessary language skills to handle situations related to health and emergencies, ensuring they can communicate effectively in health-related matters.

Click here



Duration
40 minutes

Procedure

- Access SIVI AI learn English speaking (cellphone or another device)
- Click on "voice chat" to speak to ARYA and visualize your speech text and visualize the highlighted corrections from ARYA. Or Click on "call" to have a conversation with ARYA, listen to ARYA's instant feedback and visualize your spoken text by pressing the captions icon
- Click on the "Emergency and Health"
- Click on Practice with ARYA
- Use complete sentences with a natural expression
- Used varied vocabulary
- Review feedback from ARYA
- Note the areas for improvement and suggestions provided
- Refine and repeat as many times as needed or continue the conversation

Activity 5: "TV Shows"

Learning objective

To enhance learners' ability to discuss and understand television shows in English. As well as improve their language skills related to media entertainment and opinion expression.

Click here



Duration
40 minutes

- Access SIVI AI Learn English speaking (cellphone or another device)
- Click on "voice chat" to speak to ARYA and visualize your speech text and visualize the highlighted corrections from ARYA. Or

- Click on "call" to have a conversation with ARYA, listen to ARYA's instant feedback and visualize your spoken text by pressing the captions icon
- Click on the "TV Shows"

Review feedback from ARYA

- Note the areas for improvement and suggestions provided
- Refine and repeat as many times as needed or continue the conversation

- Click on Practice with ARYA
- Use complete sentences with a natural expression
- Used varied vocabulary

Consistency is key! Keep using AI tools, engage in conversations, and embrace every opportunity to speak confidently.



 **Your journey to fluency continues!**

Example of Lesson Plan before students use the activity guide for individual practice with the web app tools

Virtual Class Lesson Plan

| | | | | | | | |
|---|---|-------------------------------------|--------------------------------|--|--|--|---|
| TOPIC: About Yourself | | | | | | | |
| Level: 4 th Level | Student's age: 19-38 years | Number of students: 15 | | | | | |
| Previous English experience: English A1 according to the Common European Framework | Resources: <ul style="list-style-type: none"> • Google slides • Breakout rooms • Computer • Zoom platform • Padlet | Skill Focus: Speaking | Duration: 40 min | | | | |
| <p>Objectives</p> <p>At the end of this lesson, students will be able to:</p> <p>Introduce themselves and ask/answer questions about personal information (name, age, nationality, occupation, hobbies) using correct basic grammar and pronunciation in a conversation.</p> | | | | | | | |
| <p>Outcomes:</p> <p>At the end of the lesson, students will:</p> <p>Introduce themselves clearly using complete sentences, ask and answer personal information questions using correct question forms, engage in a basic conversation with a classmate or in role play, using personal information appropriately and use appropriate pronunciation and intonation.</p> | | | | | | | |
| <p>Teaching objectives</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Content</u></p> <p>Students will be introduced to:</p> <ul style="list-style-type: none"> • Personal information terms • Wh questions and Yes/No questions/simple present tense • Sample Dialogue </td> <td style="width: 50%; vertical-align: top;"> <p><u>Communication</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Interact with classmates to exchange personal information • Simulate real-life speaking situations </td> </tr> <tr> <td style="vertical-align: top;"> <p><u>Cognition</u></p> <p>Students will be offered opportunities to:</p> <ul style="list-style-type: none"> • Recognize and understand common structures, phrases and vocabulary used to share personal information. • Apply listening and speaking strategies (e.g., asking follow-up questions) </td> <td style="vertical-align: top;"> <p><u>Digital Literacy (virtual learning)</u></p> <p>Student will be able to:</p> <ul style="list-style-type: none"> • Navigate basic digital tools (e.g., breakout rooms) to complete speaking tasks • Share their dialogues to reflect on their performance and progress. </td> </tr> </table> | | | | <p><u>Content</u></p> <p>Students will be introduced to:</p> <ul style="list-style-type: none"> • Personal information terms • Wh questions and Yes/No questions/simple present tense • Sample Dialogue | <p><u>Communication</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Interact with classmates to exchange personal information • Simulate real-life speaking situations | <p><u>Cognition</u></p> <p>Students will be offered opportunities to:</p> <ul style="list-style-type: none"> • Recognize and understand common structures, phrases and vocabulary used to share personal information. • Apply listening and speaking strategies (e.g., asking follow-up questions) | <p><u>Digital Literacy (virtual learning)</u></p> <p>Student will be able to:</p> <ul style="list-style-type: none"> • Navigate basic digital tools (e.g., breakout rooms) to complete speaking tasks • Share their dialogues to reflect on their performance and progress. |
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Activities / tasks:

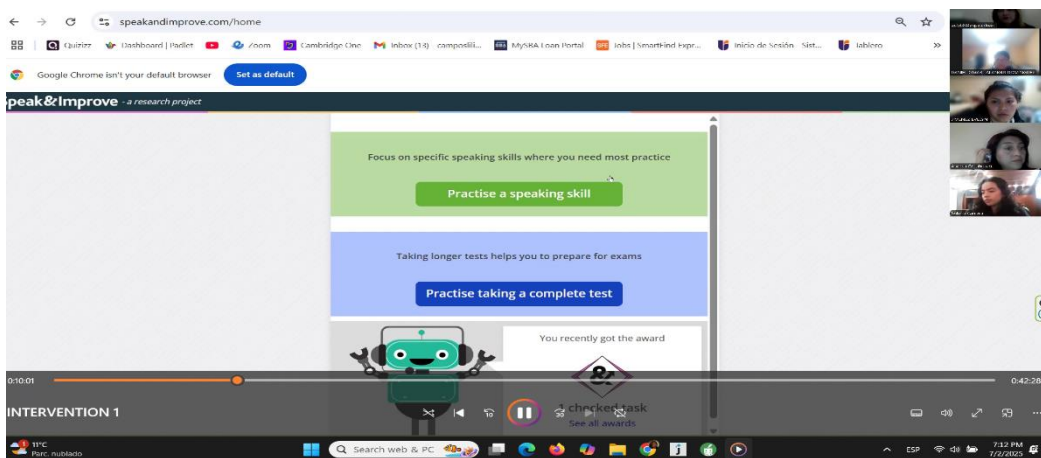
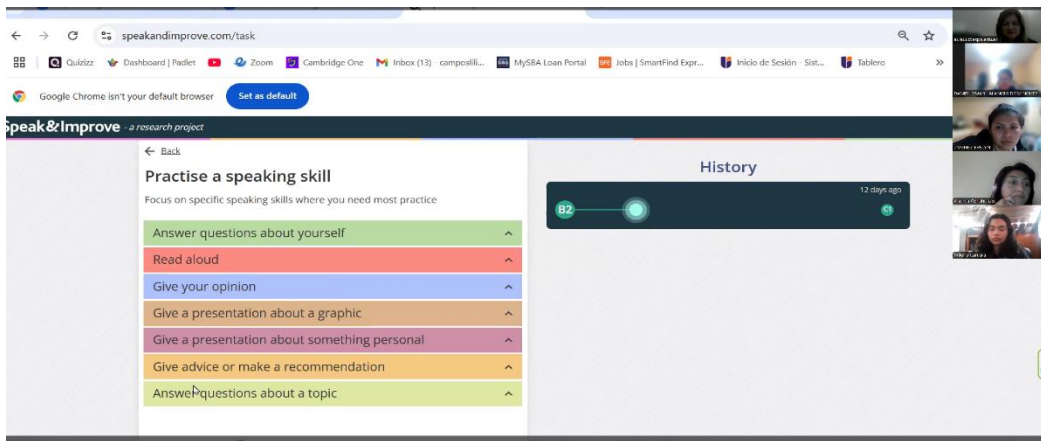
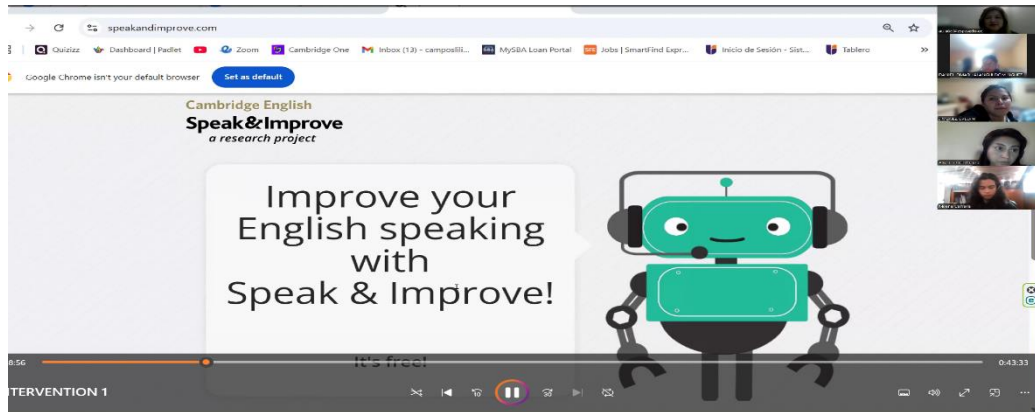
| | |
|-----|---|
| 5' | Warm -up: T activates students' experience by showing a blurred picture and three clues (e.g., "I'm 20. I'm from Argentina. I love cooking."). Ss guess who it is. Then, T asks 2–3 students to give clues about themselves (without saying their name) |
| 6' | Ss watch a short video on how people talk about their personal information https://www.youtube.com/watch?v=sVcF6md-Vww |
| 15' | Ss students are sent to breakout rooms for each pair to interview each other using the questions words provided and a model of answers (What's your name? Where are you from? What do you do? What are your hobbies? What's your favourite food, etc.). Ss upload interview in Padlet. Then, share interviews in main class T monitors rooms and offers help as needed. |
| 10' | Ss are sent to breakout rooms to practice on the Speak & Improve web app platform talking about themselves and record in the app until comfortable with answer. T monitors rooms and offers help as needed. |
| 4' | Wrap-up and Homework T asks: What did you learn about your partner? Ss practice on the Speak and Improve web app platform for homework and upload a paragraph that describe themselves in google classroom. |

Assessment (formative): (6')

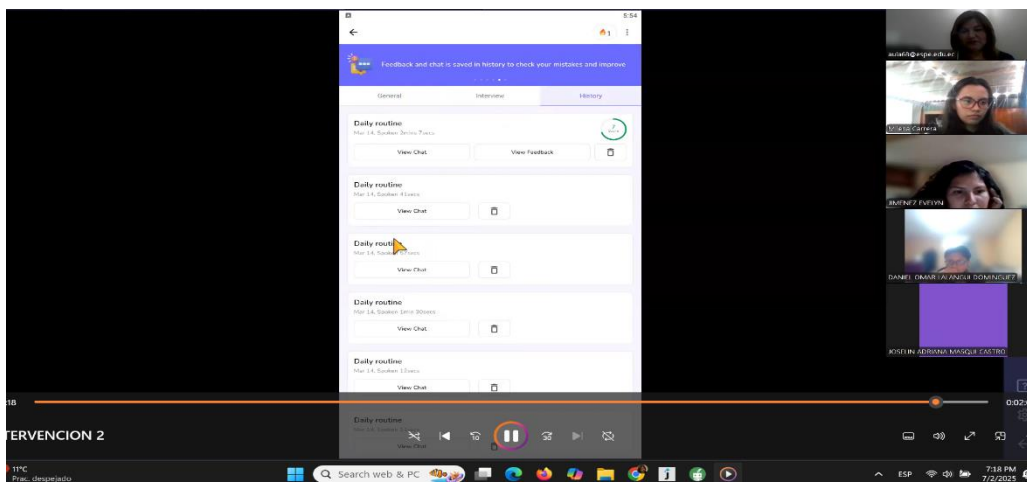
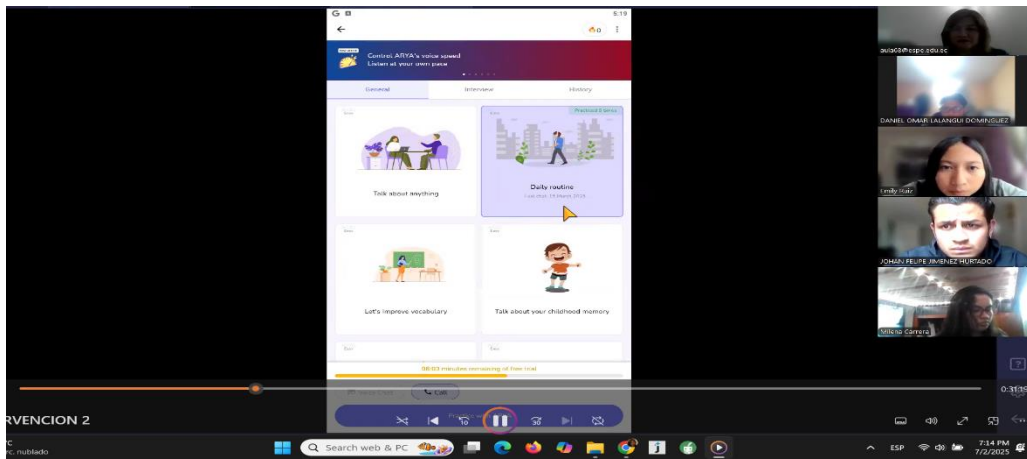
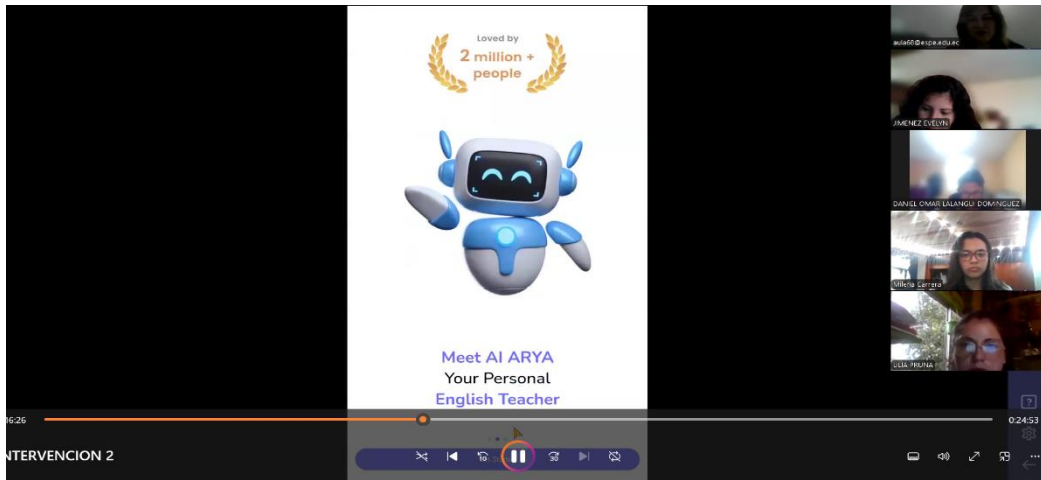
T asks students randomly to share their interview and evaluates based on clarity, use of full sentences, confidence and fluency.

T helps student interpret the web app tool feedback for autonomous improvement

Students working with *Speak & Improve* AI tool for speaking development



Students working with SIVI AI tool for speaking development



***Speak & Improve* activity: Personal Information**

Transcription of student using the platform

Robot Sandy: What's your name?

Student: My name is Anderson Gabriel Pacheco Sanchez

Robot Sandi: How do you spell your family name?

Student: P-A-C-H-E-C-O Pacheco

Robot Sandi: Where are you from?

Student: I'm from Ecuador. More specific, Riobamba

Robot Sandi: Are you working or studying at the moment?

Student: In this moment I study in ESPE University.

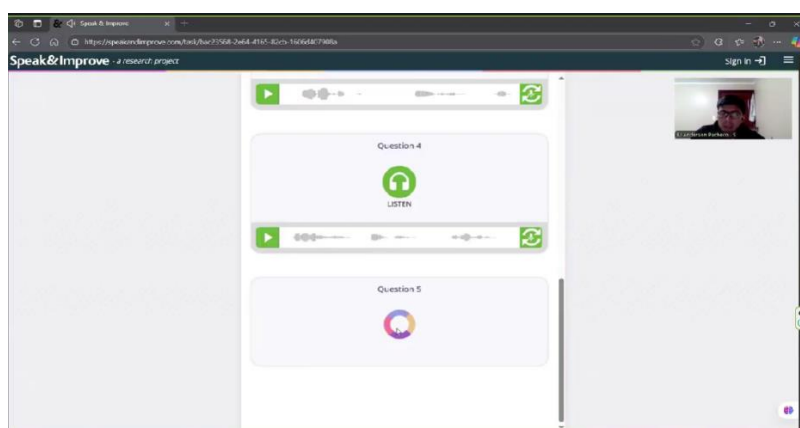
Robot Sandi: How interested are you in learning about other countries?

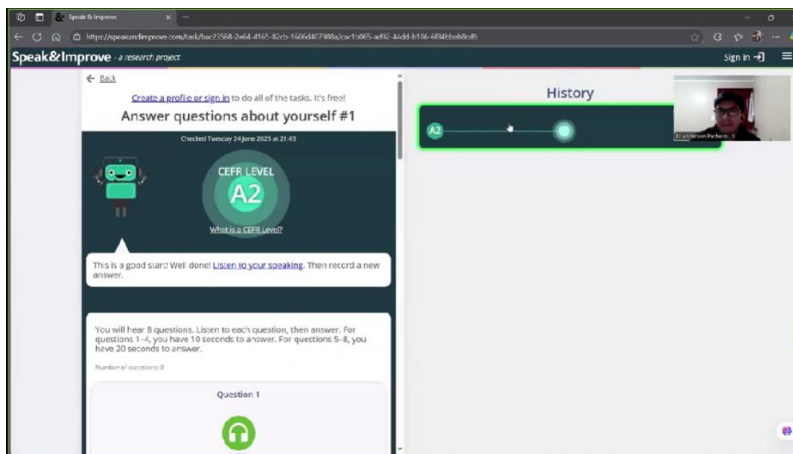
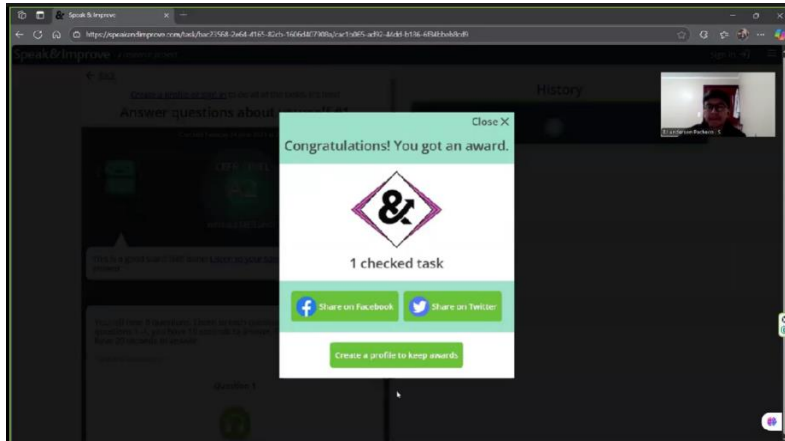
Student: I would like to learn about food, the idiom and the culture.

Robot Sandi: How do you enjoy spending your free time?

Student: In my free time I like to play de guitar, play video games and listen to music and cook. Sometimes cook.

System feedback: an award and a A2 level.





Speak & Improve activity: Advice and/or Recommendations

Transcription of student using the platform

Robot Sandi: What advice do you give people who want to develop eating habits?

Student: My advice is to eat more fruits and vegetables, it's good for your body and drink water.

Robot Sandi: How important is it to drink lots of water?

Student: It's important because water helps to the body to do some actions that they need to. For example, transportation or digestion.

Robot Sandi: In your opinion, is it essential to do exercises every day?

Student: Yes, It is essential because it helps to us to keep healthy and prevent some diseases.

Robot Sandi: People say everyone needs 8 hours sleep every night? What do you think?

Student: Sleeping is the way of the brain and the body to rest and recover from a day and from activities of the day.

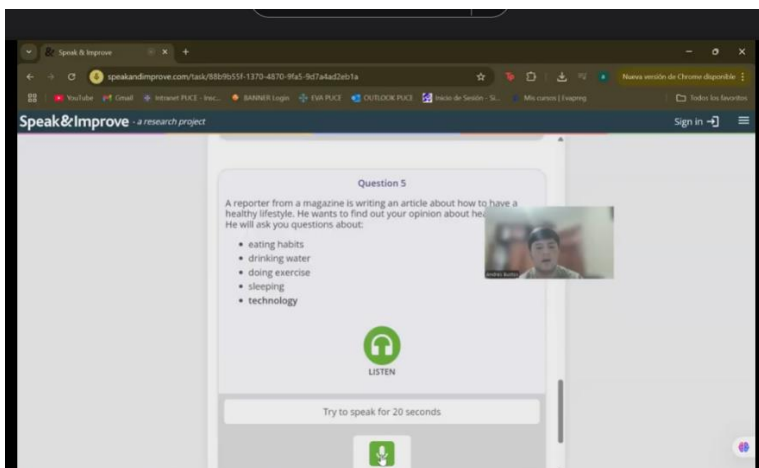
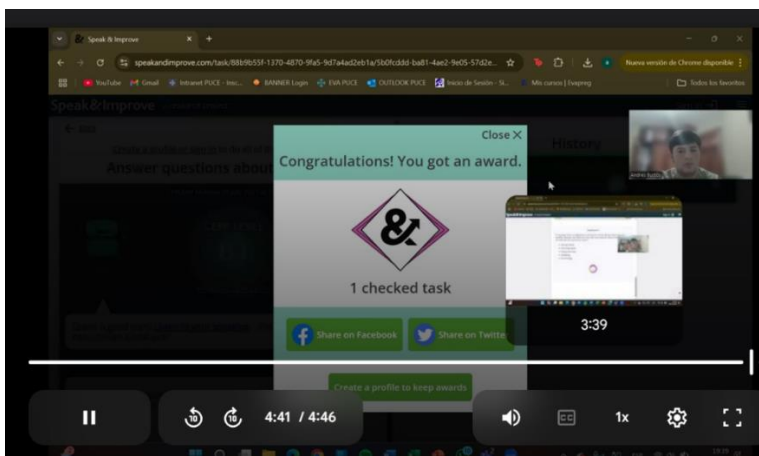
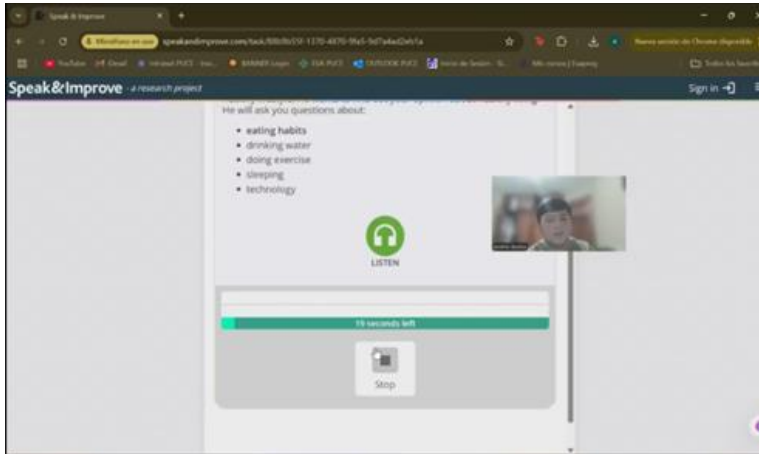
Robot Sandi: Do you think technology generally had a positive or negative effect on people's health?

Student: Mostly I think that technology has had a bad impact because a lot of prefers to stay on their phones instead of to go outside and do some exercise.

Robot Sandi: Let's talk about travel. If you could visit any country in the world, where would you go and why?

Student: I would like to visit Japan because I love the culture, the food, and the technology.

System feedback: an award and a B1 level.



Speak & Improve activity: Present a topic

Transcription of student using the platform

Robot Sandi:

- 1) Talk about a time when someone helped you. You should say:
 - Who the person is
 - What they helped you with
 - How you felt about the help you were given

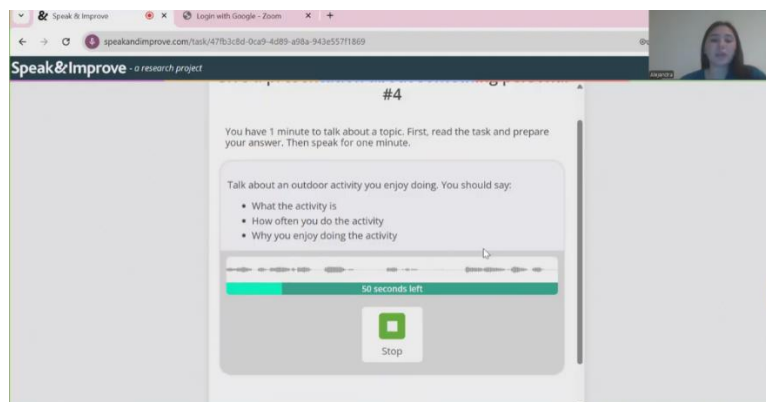
Student: The person that helped me was my older sister. She helped me to study for a math test I had at school and I felt really good because I was really stressed about it.

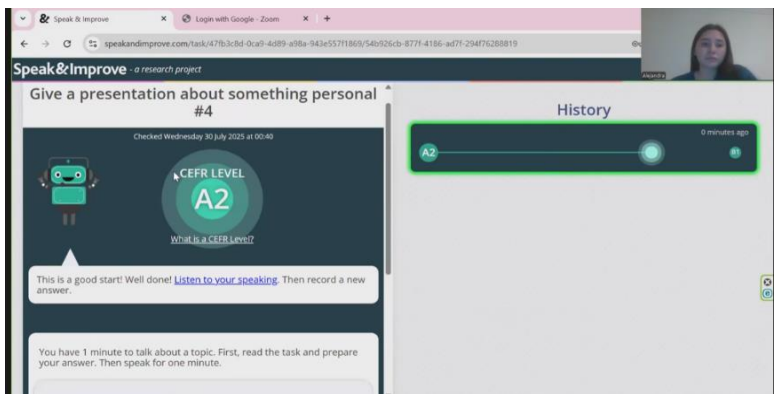
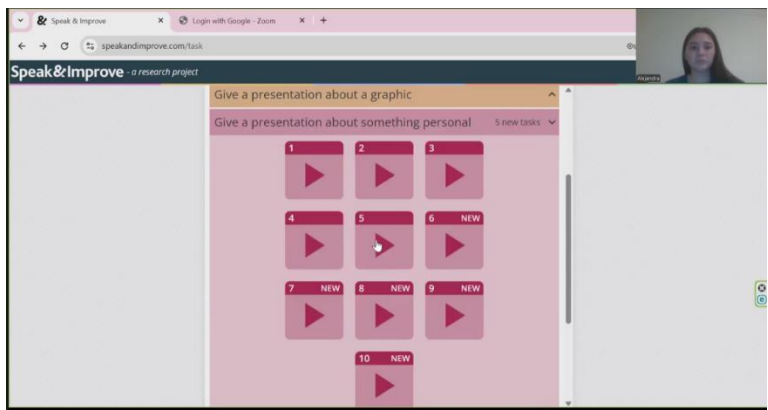
Robot Sandi:

- 2) Talk about an outdoor activity you enjoy doing. You should say:
 - When the activity is
 - How often you do the activity
 - Why you enjoy doing the activity

Student: The activity that I like to do outside is walking and getting fresh air. I try to do it two times in a week and I like it because I can relax and connect with nature.

System feedback: an award and a A2 level.





SIVI activity: Describing a friend

Transcription of student using the platform

Arya: Hi Nathy. It's great to meet you. How are you doing today?

Student: Hello. Arya. How are you? Fine thanks and you?

SIVI's system feedback: Hello Arya. How are you? **I'm fine** and you?

Arya: I'm doing well thank you. I'm glad to hear things are fine for you. So tell me about your friend. How would you describe them?

Student: He is Jose. He is tall and has beautiful eyes.

SIVI's system feedback: SIVI's system feedback: Spot on! You've got it!

SIVI's system feedback: Jose sounds interesting. It's lovely that he has beautiful eyes. What kind of personality does he have?

Student: He's very funny but serious, but he is friendly.

SIVI's system feedback: He's funny **and friendly, but can also be serious.**

Arya: What do you like to do together?

Student: We like to see movies and play video games in weekends.

SIVI's system feedback: We like to **watch** movies and play video games **on** weekends.

SIVI's system feedback: That sounds like fun! What kind of movies do you both enjoy watching?

Student: We like watching action movies and also comedies sometimes.

SIVI's system feedback: SIVI's system feedback: We like watching **action movies** and comedies sometimes.

Arya: Action and comedies are great choices! Do you have a favorite movie?

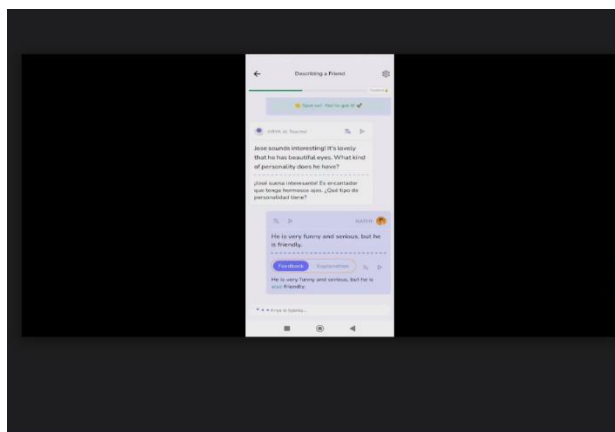
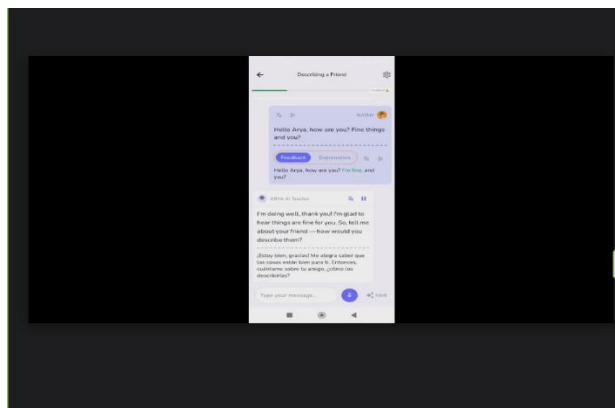
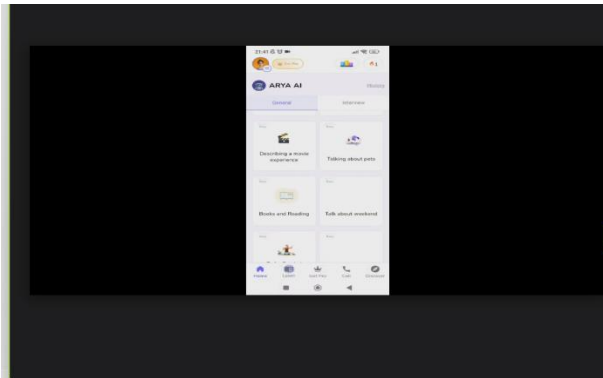
Student: My favorite movie is Avengers.

SIVI's system feedback: Nicely done! You used a complete sentence. Well said!

Arya: What do you usually do after watching a movie?

Student: We usually talk about the movie and eat snacks.

SIVI's system feedback: Perfect! You're using the adverb “usually” correctly to describe habits.



SIVI activity: Talk about any topic

Transcription of student using the platform

Arya: Hi Fabian. It's great to meet you. How are you doing today?

Student: I'm fine and you? How are you today?

SIVI system feedback: Spot on! You got it!

Arya: I'm doing well. Thank you. I'm excited to chat with you. Do you want to tell me about a friend of yours. How would you describe them?

Student: Yes. I have a special friend that is a girl. Her name is Simone and she's my best friend.

SIVI system feedback: I have a special friend **who is a girl**. Her name is Simone **and she's** my best friend.

Arya. That's lovely! What do you admire most about Simone? I'd love to hear about her personality or any fun memories you have together.

Student: I think that she is a person that like many things but in special food, dance and sing and do exercise. This activities that he does, she does, is more important for her and I admire this of Simone.

SIVI system feedback: I think she is a person **who likes many things**, but is **specially food, dancing, singing and exercising**. **These** activities that she does are more important **to** her and I admire this **about** Simone.

Arya: It sounds like Simone has a vibrant and active personality. It wonderful that you admire her passion for food, dance and exercise. How did you two become friends?

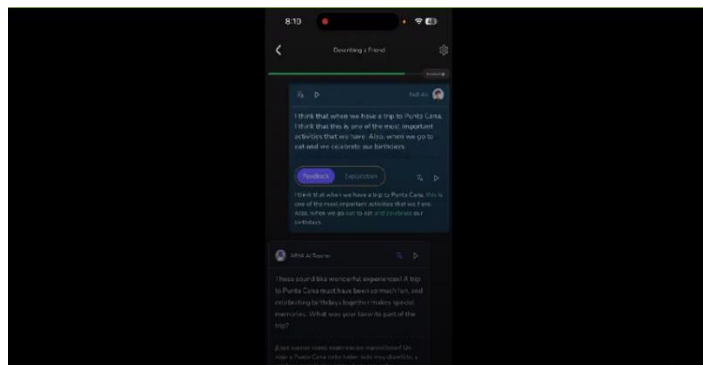
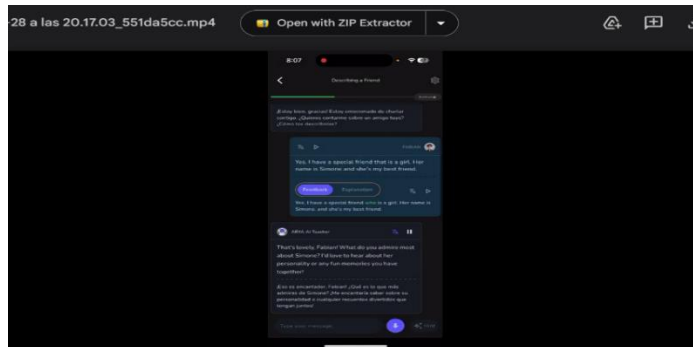
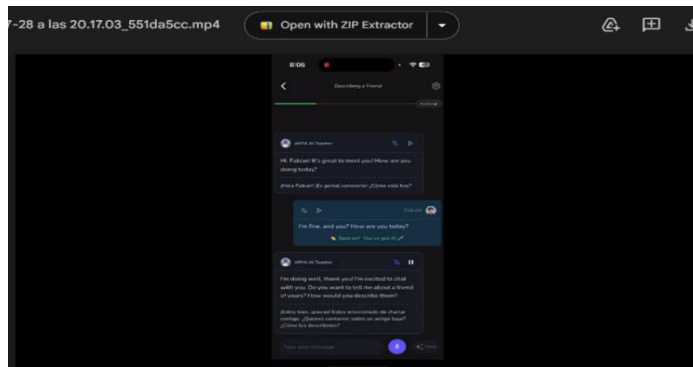
Student: We I know her in the school in Liceo del Valle and 2 or 3 months that we know us. We have a friendship.

SIVI system feedback: I know her **from** school in Liceo de Valle **and we have known each other** for 2 or 3 months.

Arya: It's great that you met Simone at school. Building those friendships in early months, must have been exciting. What have been some of your favorite moments together since you became friends?

Student: I think that when we have a trip to Punta Cana. I think that is one of the most important activities that we have. Also, when we go to eat and celebrate our birthdays.

SIVI system feedback: I think when we had our trip to Punta Cana. **This is one of the most important activities we have.** Also, when we **go out to** eat and celebrate our birthdays.



SIVI activity: TV Shows

Transcription of student using the platform

Arya: Hi Alejandra! It's great to meet you! What is your favorite TV show?

Student: My favourite TV show is called "Once Upon a Time."

SIVI system feedback: My **favorite** TV show is called "Once Upon a Time."

Arya: That's a wonderful choice! Once Upon a Time has such interesting stories. What do you like most about the show?

Student: I like that it has interesting characters and the storey throughout the seasons is very impactful.

SIVI system feedback: I like that it has interesting characters and the **story** throughout the seasons is very impactful.

Arya: I completely understand! The character development can be so captivating. Do you have a favorite character from the show?

Student: My favourite character is Snow White.

SIVI system feedback: My **favorite** character is Snow White.

Arya: Snow White is a great character! She's strong and kind. What do you enjoy most about her?

Student: Then she was very, like you said, strong and then she tried to help others.

SIVI system feedback: **That** she was very, **as** you said, strong and then she tried to help others.

Arya: Absolutely! Her willingness to help others is inspiring. Have you found any other shows with similar themes of kindness and strength?

Student: I have been watching some but not really like I got kind of tired of watching TV shows

SIVI system feedback: I have been watching some but not **I don't** really like **it**. **I kind of got** tired of watching TV shows

Arya: That's okay! Taking a break from TV shows can be nice sometimes. What do you like to do in your free time instead?

Student: I really like to listen to music or read books.

SIVI system feedback: Perfect! Your grammar skills are impressive.

Arya: Those are wonderful hobbies! Music and books can be so relaxing. What kind of music or books do you enjoy the most?

Student: I like music that can be for like dancing and books that are romantic.

SIVI system feedback: I like music **that makes me want to dance** and books that are romantic.

