



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“EXPLORING TEACHER’S PERCEPTIONS OF  
ARTIFICIAL INTELLIGENCE TO ENHANCE ENGLISH  
SPEAKING SKILLS”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL  
AND FOREIGN LANGUAGES**

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### **Advisor's Approval**

In my role as Advisor of the research paper entitled "EXPLORING TEACHER'S PERCEPTIONS OF ARTIFICIAL INTELLIGENCE TO ENHANCE ENGLISH SPEAKING SKILLS" prepared by Anthony Darwin Espinal Bailón and Mayerli Arianna Bajaan Ordoñez, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sandra Elizabeth Caamaño López", is written over a horizontal line.

Caamaño López Sandra Elizabeth, MSc.

**ADVISOR**

## Statement of Authorship

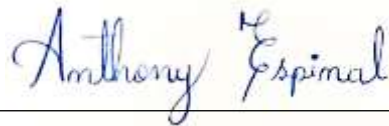
We, Bajaña Ordoñez Mayerli Arianna, with ID number 2400337594 & Espinal Bailón Anthony Darwin ID number 1316851250, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "EXPLORING TEACHER'S PERCEPTIONS OF ARTIFICIAL INTELLIGENCE TO ENHANCE ENGLISH SPEAKING SKILLS", certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.



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## Declaration

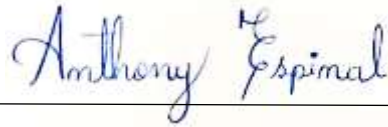
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## **Acknowledgment I**

I would like to take this opportunity to express my heartfelt gratitude. First and foremost, I thank God for blessing and strengthening my spirit, enabling me to achieve this achievement. My family deserves a deep appreciation for their unwavering support throughout this journey. Without their support and invaluable assistance, I would not be here today, completing my third level of education. I am grateful to Ms. Sandra Caamaño, my tutor, for her guidance during my graduation process, and to all the professors at the University who imparted their knowledge patiently and guided me in my professional development. Additionally, I extend my thanks to my friend and thesis partner, Anthony Espinal. His dedication and support were instrumental throughout this research. Thank you all for being part of this significant chapter in my life.

- Mayerli Arianna Bajaña Ordoñez

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First, I want to thank God and the Virgin Mary for blessing me with health, wisdom, and discipline throughout this incredible adventure of life called university. I am deeply grateful to my dear parents, Loren Bailon, and Antonio Holguin, who were my daily motivation, always supporting and advising me. Without a doubt, their encouragement is the greatest legacy they could leave me. I also extend my gratitude to my siblings Marjorie, Yandry, and Fanny for their unwavering support during my educational journey, and to my little nieces, Maydelis and Valentina, for their joy and inspiration.

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Finally, I want to express my gratitude to my alma mater, UPSE. Walking through its classrooms has been a privilege, and I hope to return one day as a member of the teaching staff.

- Anthony Darwin Espinal Bailón

### **Dedication I**

I dedicate this research work to my family, with special recognition to my beloved mother, Reina Ordoñez Pinargote, whose unwavering support and presence throughout years of effort and dedication have been invaluable. Her encouragement has kept me moving forward. I also extend my heartfelt gratitude to my siblings, Joseline and Neiser, for their understanding and unwavering support during the countless hours dedicated to my studies. My family remains my greatest source of strength, inspiring me to persevere and achieve this milestone.

With heartfelt appreciation, Mayerli Arianna Bajaña Ordoñez

### **Dedication II**

I dedicate this thesis to God and the Virgin Monserrate for granting me the strength, health, and determination to persevere. I also dedicate it to my parents, Loren Bailón and Antonio Espinal, and my siblings, Marjorie, Yandry, and Fanny. Their unwavering support, encouragement, and love have been my constant source of inspiration. I am deeply grateful and fortunate to belong to beautiful a family.

With heartfelt appreciation, Anthony Darwin Espinal Bailón



## **Abstract**

The integration of Artificial Intelligence (AI) tools in English language education offers innovative potential to enhance speaking skills. However, the perspectives of teachers on this topic remain unexplored. This research aims to examine teachers' viewpoints and perspectives toward the integration of AI tools within English-speaking skills. Specifically, it seeks to explore teachers' perceptions of AI has impact on communicative skills, understand how AI tools can be utilized to improve English speaking proficiency and describe practical applications of these tools in the classroom. The study involved a sample of English teachers from diverse backgrounds and used qualitative research methods, such as one-on-one interviews. By investigating national and international teachers' experiences and attitudes towards AI in English speaking skills, the results highlighted the potential of AI to improve aspects of speaking ability such as pronunciation, fluency and tone. In addition, it was attributed that AI must be used ethically to avoid its misuse and take advantage of its benefits effectively. This research contributed to the existing literature on educational technology and provided valuable information for educators and curriculum developers seeking to leverage AI to improve English speaking skills.

**KEY WORDS:** Artificial Intelligence, English, Speaking, Technology.

## Resumen

La integración de herramientas de Inteligencia Artificial (IA) en la educación del idioma inglés ofrece un potencial innovador para mejorar las habilidades orales. Sin embargo, las perspectivas de los docentes sobre este tema siguen sin explorarse. Esta investigación tiene como objetivo examinar los puntos de vista y perspectivas de los docentes hacia la integración de herramientas de inteligencia artificial en las habilidades de habla inglesa. Específicamente, busca explorar las percepciones de los maestros sobre el impacto de la IA en las habilidades comunicativas, comprender cómo se pueden utilizar las herramientas de IA para mejorar el dominio del habla inglesa y describir aplicaciones prácticas de estas herramientas en el aula. El estudio involucró una muestra de profesores de inglés de diversos orígenes y utilizó métodos de investigación cualitativos, como entrevistas individuales. Al investigar las experiencias y actitudes de profesores nacionales e internacionales hacia la IA en las habilidades de habla inglesa, los resultados resaltaron el potencial de la IA para mejorar aspectos de la capacidad de hablar, como la pronunciación, la fluidez y el tono. Además, se atribuyó que la IA debe usarse de manera ética para evitar su mal uso y aprovechar sus beneficios de manera efectiva. Esta investigación contribuyó a la literatura existente sobre tecnología educativa y proporcionó información valiosa para educadores y desarrolladores de planes de estudios que buscan aprovechar la IA para mejorar las habilidades de habla inglesa.

**PALABRAS CLAVES:** Inteligencia Artificial, Habla, Inglés, Tecnología.

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## Introduction

In recent years, the use of Artificial Intelligence (AI) in education has become more popular, especially for learning languages. As English is widely used around the world, finding new ways to improve English speaking skills is very important. This research aims to understand what teachers think about using AI tools to help improve students' English-speaking skills. We will use a qualitative method to gather detailed insights from teachers.

The main goal of this study is to look at teachers' viewpoints and perspectives on integrating AI tools to enhance English speaking skills. Teachers are key to successfully using new technologies in the classroom, and their opinions can provide valuable information on how effective AI is, what challenges it presents, and how it can help improve communication skills in English.

This study is based on the idea that AI tools, such as speech recognition and personalized feedback, can help improve English speaking skills. These tools provide new ways for students to practice and improve, and they can be tailored to fit each student's learning pace and style, making learning more effective and enjoyable.

Using AI in English language teaching is a thoughtful and innovative approach. It aims not only to improve language learning but also to prepare students for a future where technology will be very important. By understanding teachers' perspectives, this study aims to give important insights to educators, on how the use of AI in language learning impacts students' skills, specifically helping students improve their English-speaking skills.

## Chapter I

### The Problem

#### 1.1 Research Topic

Information Technology and Speaking Skills

#### 1.2 Title of your project.

Exploring teacher's perceptions of Artificial Intelligence to Enhance English Speaking Skills

#### 1.3 Problem Statement

The importance of developing communication skills in a foreign language such as the English language is extremely necessary in a globalized society. According to (Khanh Ly, 2022), enhancing and developing proficiency in spoken English is an essential communicative skill in today's world. Mastery of the English language facilitates academic, professional, and social achievements. Therefore, people need to overcome the influence of their native language and acquire English communication skills to excel in both their personal and professional lives.

A study by (Saleem Khasawneh , 2023), explains that to learn English as a foreign language (EFL), it is essential to master the four linguistic skills: listening, speaking, reading and writing. However, when it comes to teaching speaking skills, teachers often rely on repetitive and memorization learning methods, which seems contradictory since speaking is the most basic aspect of learning a new language. Therefore, developing effective speaking skills is crucial for effective communication in a foreign language. Consequently, educators have a significant responsibility in helping students acquire speaking skills. Thus, involves equipping them with the necessary tools to navigate the various elements to mastery English Speaking Skills.

This skill is not easy to develop since it requires practice and meeting standardized criteria. A study conducted by (Alcívar Calderón, 2021), indicates that the problem in Ecuador

arises mainly because the country is Spanish-speaking, which creates challenges for students when exposed to the Second Language (L2). As a consequence, according to the EF English Proficiency Index 2021, Ecuadorian students are in position ninety-third out of one hundred countries around the world and the last position in Latin America, which demonstrates the low level of English in the country. Furthermore, the use of mechanical methods and teaching only grammar and vocabulary results in poor performance in speaking skills. Therefore, it is important to find innovative ways of teaching English to stimulate an improvement in oral competencies.

According to (Mandasari & Aminatun, 2019) the English-Speaking skill is not easy to develop since it involves mastering various elements such as vocabulary, grammar, pronunciation, content, and fluency. This process entails a considerable challenge for educators since they must guide their students to master these elements.

For this reason, the relevance of enhancing speaking skills as a basis for developing communicative skills is emphasized. However, according to (Kusuma & Suwartono, 2019), the problem appears when students have a low level in this skill. Therefore, it is necessary to reinforce the teaching and practicing of the speaking skills and thus achieve an improvement in academic performance.

An article by (Chen, Chen, & Lin, 2020), discusses that Artificial Intelligence (AI) has transformed many aspects of our lives, including education. It has revolutionized the way of teaching by offering various tools that teachers can choose to implement in their classrooms. The use of AI in education has increased over the years and is expected to be progressively incorporated into education. These AI tools allow for improved teaching experience and provide students with knowledge innovatively, moving away from traditional teaching methods.

Educators can choose from a wide range of AI offerings such as cobots, online materials, platforms, websites, and apps. By using tools, teachers can facilitate and enhance their teaching process.

There are alternative Artificial Intelligence tools that can make the process easier and more effective. Therefore, exploring the use of alternative materials, like websites, educational assistance chatbots, adaptive learning systems, virtual tutoring programs, laboratory simulators, and apps for practicing English speaking skills is vital to analyze its influence on student performance.

Educational resources are important for effective teaching. Based on the study done by (Ayala Pazmiño & Alvarado Lucas, 2023), the use of Artificial Intelligence (AI) has the potential to significantly improve English language learning outcomes by providing greater interaction by learners.

The objective of this research is to explore the teachers' perceptions of Artificial Intelligence on English speaking skills. Likewise, analyze what benefits or obstacles arise from Artificial Intelligence tools in teaching English. It is also important to highlight that this type of tool provided by Artificial Intelligence encourages self-learning and language mastery in students.

## **1.4 Problem Formulation**

### **1.4.1 Problem question**

What are the cons and pros perceived by teachers in integrating Artificial Intelligence technologies into English language classrooms to enhance speaking skills?

### **1.4.2 Specific questions**

1. How can Artificial Intelligence influence the student's performance in oral skills?



2. In what ways can Artificial Intelligence contribute to the enhancement of English-speaking skills?
3. What are the advantages and disadvantages of Artificial Intelligence in teaching English?

## **1.5 Objectives**

### **1.5.1 General Objective**

To examine teachers' viewpoints and perspectives toward the integration of Artificial Intelligence tools within English-speaking skills

### **1.5.2 Specific Objectives**

1. To explore the perception of teachers about the integration of Artificial Intelligence on communicative skills in English
2. To understand how the use of Artificial Intelligence tools can positively and negatively affect students' performance
3. To describe how Artificial Intelligence tools can be used to improve English speaking skills

## **1.6 Justification**

This study is achievable because the use of technological tools offered by AI is being incorporated into education every day. AI is revolutionizing education by personalizing learning experiences. In addition, students from an early age are immersed in technology, therefore this must be adapted in education to prepare them for the challenges of a technological world and at the same time advantage of the use of AI.

## Chapter II

### Theoretical framework

#### 2.1 Background

In this study, the theoretical framework is constructed through an analysis of relevant articles within the field of English language teaching focused on the use of Artificial Intelligence tools on performance in speaking skills. By synthesizing existing literature, this framework aims to elucidate key concepts and theoretical perspectives relevant to exploring the influence of Artificial Intelligence on communicative skills.

##### 2.1.1. International background

According to a research article called “The Feasibility of Artificial Intelligence (AI) in Speaking Skill: Lecturers’ Perceptions” by (Chairil Imran, et al., 2023), it highlighted the importance of Artificial Intelligence in the transformation of educational methodologies, as it ushered in an era of more adaptable and personalized learning. The authors discuss the implementation of this Artificial Intelligence tools on the development of the ability to speak in the English language, concluding that the integration of AI in language learning, primarily in speaking. On the other hand, the article also emphasizes creating a balance between the use of those AI tools with the teaching of a teacher or instructor. This tool cannot replace the classes of a course.

Another study conducted in Indonesia called “Empowering Introvert Students: How Artificial Intelligence Applications Enhance Speaking Ability” by (Dede Warman, Erlinda, Tashid, Karpent, & Fatdha, 2023), it focused on analyzing how the use of Artificial Intelligence applications could help introverted university students develop the learning of the English language but above all the ability to speak. The authors highlighted that AI played a role in

personalized learning since through the results of the questionnaire and speaking tests they concluded that the use of these innovative tools can obtain good results with a motivational role for introvert students, because they recommend that it be applied in education as a tool that feeds students' learning and desire to learn.

Another research by (Jaya Hartono, et al., , published in Journal on Education titled "Artificial Intelligence (AI) Solutions in English Language Teaching: Perceptions and Experiences of Teacher and Students", shows that Artificial Intelligence technologies offer valuable support in language teaching English, however, should not replace human interaction or guidance. In the article it is emphasized that the role of the teacher is crucial in improving guidance, facilitating meaningful communication, and creating a conducive learning environment. The authors also explain that Artificial Intelligence is a tool that can contribute a lot to the educational field, but it could also present some consequences. For example, AI can never replace the presence of the teacher in the classroom because students need to interact with the teacher and their classmates. Therefore, AI should be seen as a tool to improve teaching and empower both teachers and students in the language learning process.

In summary, studies have shown excellent results in the use of Artificial Intelligence (AI) in the educational environment. Due to the influence of this type of AI tools on the emotions and personalized learning of students. The articles found concluded that AI helps develop English skills and improves the way of teaching. It is also relevant to understand that Artificial Intelligence is a tool, it cannot replace the role of the teacher. Concluding in creating a balance and proper use of the tools that AI offers.

### 2.1.2. National Background

A study made in Ecuador about the “Advantages and Disadvantages of Artificial Intelligence in the Learning Process in teenagers” by (González Tigrero, 2024) showed that AI for the exclusive use of mathematics, writing, analysis, and research tasks has impacted the ease of task, activities, and learning. The author studied some types of AI to explore which ones remain at the top. The data collected in the interviews highlighted that the ChatGPT software is the most used since compared to others, it provides more precise information. The article also explained the various students’ perceptions about the effectiveness of the use of AI in the learning process. Concluding that it is important to create a balance of these AI tools because some learners highlighted that AI is very beneficial for their learning, but others discuss their dependence on these tools and even their ability to develop autonomy and problem-solving tasks.

## 2.2 Pedagogical basis

### Communicative Language Teaching Approach

A teaching method is Communicative approach, an article about "The Use of the Communicative Language Teaching Approach to improve Students' Oral Skills" by (Toro, The Use of the Communicative Language Teaching Approach to Improve Students’ Oral Skills, 2018) explains that this method is based on keeping students in a dynamic, participatory and productive way. This method gives emphasis to oral production within various contexts such as daily life, workplaces, and academics. The method aims to break down communication barriers to improve listening comprehension, free expression and data collection capabilities.

The Communicative Language Teaching (CLT) approach is well suited for integration with Artificial Intelligence technology (AI) as it emphasizes real-life communication and interaction. There are many ways to integrate AI tools to promote communication such as:

Interactive Language Learning Apps, Virtual Language Exchange Platforms, Speech Recognition Technology, Chatbots for Conversational Practice, and Virtual Reality (VR) Language Immersion. All of these tools provide teachers with virtual spaces to put this teaching method into practice, being suitable for developing communication skills.

### 2.3 Theoretical basis

#### **Constructivism learning theory**

According to constructivist theory, individuals gain knowledge and develop concepts through their experiences. This theory involves two phases: assimilation and accommodation. During assimilation, new experiences are acquired and accumulated, while during accommodation, changes are made based on the comparison of these experiences. This theory assumes that students learn from previous experiences and knowledge. Constructivism encourages individuals to experiment and reflect on their experiences, leading to the development of new knowledge (Kobina Sarbah, 2020).

Many of the core ideas of constructivism are very old, but it may be fruitful to present an historical account based on the influence of the Swiss psychologist and epistemologist Jean Piaget (1896 – 1980). He mentioned that teachers need to engage children in tasks that are stimulating and that are appropriate to their stage of development, as opposed to trying to accelerate their learning.

The idea at the core of constructivism has been around for a long time. However, it could be useful to provide a historical account that focuses on the influence of Jean Piaget. He was a Swiss Psychologist and epistemologist who believed that it was important for teachers to involve children in tasks that were both engaging and appropriate for their developmental stage, rather than trying to accelerate their learning (Macblain, 2021).

To sum up, Jean Piaget's constructivist theory highlights the significance of experiences in the process of acquiring knowledge and formulating conceptions. This idea highlights the value of past knowledge and promotes exploration and reflection as means of generating new knowledge. Constructivism advises instructors to give engaging assignments that are appropriate for each student's developmental stage. By carefully integrating AI tools into language learning experiences, teachers can create environments that align with constructivist principles, promoting active engagement experiences and meaningful learning opportunities for students.

### **Sociocultural theory**

In a scholarly article by (Scott & Palincsar, 2013), explains that Sociocultural theory describes how the connections of cultural, social, and historical contexts influence the mental functioning of each individual. Lev Vygotsky's theory suggests that interactions in space and time result in the development of a psychological profile in terms of adaptation to the environment. This theory also highlights that an individual's development is influenced by social sources from childhood to adulthood and is determined by both social and psychological scenarios. Additionally, the theory emphasizes the individual's contribution to the environment.

From this perspective, it is understood that this theory contributes to teaching by emphasizing the importance of the active participation of students in shaping their learning. Collaborative work and interaction play a crucial role in cognitive development. This theory is particularly useful for teaching English as a foreign language as it highlights how culture and society impact learning. Considering that the ability to speak is developed through communicative practice, this theory emphasizes seeking or adapting better options for the development of this skill.

## 2.4 Legal basis

### **Constitución de la Republica del Ecuador**

Section 5 of the Constitución de la República del Ecuador (2021) establishes the following:

“La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar” (Article 27).

### **Consejo de Educación Superior**

Consejo de Educación Superior (CES), of the Constitution of Ecuador establishes that:

“El sistema de educación superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo” (Article 130).

These articles highlight an education that encourages participation, inclusivity, and quality. They also acknowledge the importance of critical thinking, culture, and personal and professional growth through skill development. From these legal bases, it is understood that human beings have rights and that the state must guarantee them. Meanwhile, professors are essential in developing skills, especially in teaching English. It is vital to consider the effective development of the communicative skills that English teaching encompasses. Artificial

Intelligence is presented as a great opportunity to improve the skill to speak in English, since it is a tool that teachers can use to enhance the teaching-learning process, and the government, through these articles, must guarantee the tools, and technologies that are used in the classroom so that students receive an innovate and quality education, promoting development in language teaching.

## **2.5 Definitions**

### **Definition of Speaking Skill**

The definition of speaking skills has been described as follows according to (Fattah Torky, 2006), who explained that the act of speaking is described as a dynamic process of sense-making that encompasses the production, reception, and processing of information. Both its structure and meaning are influenced by the environment in which it occurs, the participants involved, and the communicative goals of the dialogue. Furthermore, speaking is characterized as the ability of students to verbally express themselves coherently, fluently, and appropriately within a defined, meaningful context. This involves fulfilling both transactional and interactional objectives, including the utilization of precise pronunciation, grammar, and vocabulary, while also adhering to the pragmatic and discourse conventions of the spoken language.

Hence, speaking skill is a fundamental component in teaching languages. Mastering this skill is key to developing communicative competence. Therefore, it is important to encourage continuous practice.

### **The importance of Speaking Skills in English as a Foreign Language**

English speaking skill in teaching English as a foreign language is merely necessary since it has an important role in the development of communicative competence.



A study by (Sudarmo, 2021), explained that effectively communicating in a foreign language demands proficiency in language skills along with mindfulness to ensure clarity and comprehension for the listener. Proficiency in speaking English as a foreign language necessitates adeptness and thoughtful expression to facilitate understanding for the listener.

According to (Srinivas Rao, 2019), the English language is a lingua franca, which is spoken in many countries, and different areas. Although it is true, the language is made up of 4 skills, speaking, reading, writing, and listening. Despite this, the ability that allows us to demonstrate our level in the language, communicate, and interact with other people faster is speaking.

To conclude, in teaching English as a foreign language, it is important to put speaking skill into practice because this is an essential component of developing communicative competencies.

### **Definition of Artificial Intelligence**

The definition of Artificial Intelligence has changed over time, but lately, there are more precise concepts, according to (Sheikh, Prins, & Schrijvers, 2023), who explains that AI focuses on specific skills, such as image or voice recognition and also AI is an innovative tool, but it is very far from replacing human capabilities, because it does not cover all the qualities and abilities that human beings can do through interaction and a real environment, which artificial intelligence allows us, it is to facilitate our daily, work, or academic activities in many fields. Nonetheless, for now it is giving excellent results, but it must be remembered that everything that is used in excess causes harm, so that it must take AI as a support mechanic through a computer system.

## **Artificial Intelligence in Education**

According to (Aparicio-Izurieta, 2024), the teacher must be prepared to face the new challenges of AI and adapt them to the new changes. Today, AI is a powerful tool that allows educators to use its resources to adapt them to the needs of the students and obtain more standardized and e-learning. Innovative, where traditional methods are left behind and the technological advances that Artificial Intelligence offers us are opted for.

Many schools or universities still have a low knowledge of technology, sometimes this could be due to a low level of preparation of teachers in this area. AI should be used in classrooms, where students can experience more innovative learning through technology. Moreover, there are many ways to use AI, for example, by relating a teaching method to fun activities using applications, websites or social media and so on.

## **Artificial Intelligence for Enhancing English Speaking Skills**

Artificial intelligence is an excellent option to be implemented as an educational tool in teaching English as a foreign language, as it helps practice, learn, or improve pronunciation, fluency, and confidence when speaking through the integration of innovative tools in virtual environments.

Findings from a study by (Edupulapati, Sivapurapu, Koppula, & Sreehari, 2023), discusses that Technology in the classroom generates an entertaining experience but also helps students show higher levels of information retention. The integration of AI tools plays a fundamental role in improving students' linguistic skills, covering listening, speaking, written, and reading skills. Furthermore, the adoption of educational games and simulations has proven to be effective in improving students' problem-solving aptitude, critical thinking ability, motivation, and communication skills. In the digital age, a multitude of strategies and tools are available to

address the challenges associated with developing English speaking proficiency, offering educators and students access to a wide range of AI tools to facilitate the acquisition of English-speaking skills.

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## **Chapter III**

### **Methodological Framework**

#### **3.1 Method**

##### **3.1.1 Qualitative Methodology**

For the purpose of collecting information about Artificial Intelligence as a tool to enhance English-speaking skills, this study focuses on a qualitative research methodology. This approach enables the exploration of feelings, perceptions, beliefs, and also the relationship between the variables and the various factors to discuss in this study.

According to research done by (McMullin1, 2021), the qualitative method seeks to explain, understand, and predict patterns within the study through questions asked to one-on-one interview. This leads us to the conclusion that this method focuses on searching and understanding the topic based on the opinions of the sample group.

Through this method, we seek to deepen teachers' experiences on the use of Artificial Intelligence to enhance English speaking skills, in this way obtaining first-hand information about the advantages, disadvantages, and practice in the use of these tools.

#### **3.2 Type of Research**

##### **3.2.1 Phenomenological studies**

According to (Worthington, 2019) cited by (Patton, 2002), the following phenomenology focuses on how individuals give meaning to their experiences, which is central to human experience. Furthermore, the main ideas learned from phenomenology involve understanding a phenomenon from the viewpoints of those who have experienced it. This kind of investigation is based on the belief that there are fundamental aspects to shared experiences. Phenomenological research aims to reveal and interpret the essential nature of participants' mental processes related

to a common experience. As a result, the outcome of such an investigation is a portrayal that captures the essence of the phenomenon, allowing readers to gain a deep understanding of what it is like to have gone through that particular experience.

The goal of this phenomenological study is to explore teachers' perceptions of Artificial Intelligence to enhance English speaking skills, providing deep insights into the educational experience. By applying a phenomenological approach, this study aims to know into how teachers make sense of AI's role in language education, particularly in improving students' English-speaking abilities. This investigation seeks to capture the fundamental aspects of teachers' shared experiences and interpretations of AI integration in the classroom. Through in-depth interviews and analyses, the research will reveal the essential nature of teachers' cognitive and emotional responses to AI tools, highlighting the opportunities and challenges they perceive.

### **3.3 Data collection techniques**

#### **3.3.1 One-on-one interview**

In qualitative research, interviews are used as a data collection technique. Interviews can be face-to-face or by electronic means. This technique is used through a conversation between the person who asks the question and the interviewee who answers them.

Virtual interviews will be taken through the zoom platform, because certain teachers are not physically close to the province or do not have the time. Consequently, it was decided to take flexible schedules through Zoom. On the other hand, interviews will also be carried out in person for those teachers who are locally nearby. Both virtual and in-person interviews will be of great contribution to support our questions regarding the use of Artificial Intelligence in teaching English focused only on the ability to speak.

### **3.4 Instruments**

#### **3.4.1 Questionnaire**

A questionnaire is a vital tool in research studies, enabling the collection of relevant data on specific topics. Its design is crucial to minimize errors and ensure accuracy, yet researchers often face challenges related to content clarity, visual layout, and method of administration. Effective questionnaires require clear, relevant questions, an engaging and organized appearance, and appropriate administration methods to avoid biases and ensure respondent engagement. Addressing issues like length, question types, and cultural sensitivity is essential. Ultimately, careful design and implementation are key to obtaining reliable and valid data, leading to credible research findings. paraphrase this paragraph (Hamed, 2022).

A questionnaire was used to gather data on Artificial Intelligence to enhance English speaking skills. The questionnaire focused on teachers' previous experiences with Artificial intelligence in speaking skills. The questionnaire has been directed to university professors who use Artificial Intelligence tools to provide instruction in the institutions they work in. In total eight questions were asked for the questionnaire.

### **3.5 Type of question**

#### **3.5.1 Open-ended questions**

Open-ended questions allow participants to share their attitudes, experiences and perceptions in a deeper and more detailed way. Therefore, it is a necessary tool in research.

This questionnaire focuses on finding teachers' perceptions related to the integration of artificial intelligence on the ability to speak in English. Its objective is to show the perceptions of teachers when they use Artificial Intelligence tools. Through individual interviews with open-ended questions, the information required to support the investigation can be obtained.

Consequently, the data collected will provide a more detailed vision of the integration of Artificial Intelligence in the educational landscape focused on the ability to speak the English language (Taherdoost, 2022).

### 3.6 Data Collection Processing and Resources

Basic Questions	Explanation
What?	To obtain the data
Where?	At Peninsula of Santa Elena University, La Libertad – Santa Elena Province
When?	2024
How?	One-on-one interview, questionnaire
What for?	Explore the experiences of English teachers with the use of Artificial Intelligence focused on oral skills, and in this way identify the advantages and disadvantages of its use in teaching English.

### 3.7 Population and sample

A population encompasses all individuals related to a topic that meet specific criteria or interest, therefore, it is the largest study group in which findings are sought. Because this research project is based on teachers' perspectives on the use of Artificial Intelligence on speaking skills, our population will be drawn from universities that are using Artificial Intelligence. Specifically, teachers in the English subject.

The sample is a specific group of people from whom the information will be obtained to carry out the investigation. Consequently, university educators in the English area were taken from different universities both in Ecuador and in other countries, through a specific selection with teachers who apply Artificial Intelligence to teach the English language. In total, 5 teachers were selected who use Artificial Intelligence to teach English focused on speaking skills.



## Chapter IV

### Analysis of Findings

#### 4.1 Brief explanation of the findings

The interviewees' responses emphasized the teachers' perceptions of the use of Artificial Intelligence to improve English speaking skills and what their experiences have been regarding the effect of the AI on academic performance in the classroom. Through their knowledge and experiences, they provided an exploration of the incorporation of AI into the educational field to promote English language proficiency, particularly in speaking skills. Overall, their reflections offered valuable information on the dynamic interaction between AI technology and educational practices, showing insight into its use in language learning and students' academic performance.

Five English teachers with extensive experience in education participated in the interviews and shared their experiences about what it has been like to apply Artificial Intelligence for their English classes, especially focused on speaking skills. They highlighted some of its most frequent uses, agreements and disagreements regarding the incorporation of Artificial Intelligence, the ease that AI provides by giving resources quickly, and some advantages and cons were also highlighted regarding the effect on students. Educators emphasized the importance of creating a balance between these AI tools and human contact to avoid dependency and incorrect use of these tools. It is worth mentioning that all those interviewed had a similar perspective when it came to maintaining a balance in the incorporation of Artificial Intelligence in the classrooms, they mentioned that its inappropriate or misuse could hinder the development of critical thinking, instead of enhancing students' abilities.

## 4.2 Interpretation of data from the interview

1. Question number one was: **Can you describe your experiences, if any, using AI tools in your classes?** Through the interview carried out with five university professors regarding the use of AI, it became evident that the use of AI tools in educational settings presents a complex situation where both advantages and drawbacks exist. Some educators mentioned that AI has the potential to enhance language learning by offering extra practice and exposure to diverse linguistic inputs. They emphasized that AI could help improve fluency, listening skills, and academic writing. The positive experiences shared by these teachers indicated that, if used appropriately, AI can be an asset in education, providing personalized support and enhancing the learning environment. On the other hand, many educators were skeptical about using AI in assessments due to concerns about its impact on academic honesty and the accurate evaluation of student abilities. Some of the interviewees mentioned that Artificial Intelligence allows learners to perform various tasks easily, but the learning process becomes slow because they do not develop their critical thinking towards the target language. This contrast in viewpoints highlighted the necessity of a balanced approach, utilizing AI to support learning while upholding stringent standards for evaluating student progress.

2. Question number two was: **What do you think about the impact of the Artificial Intelligence revolution on education?** Regarding the impact of Artificial Intelligence in education, it is worth noting that the interviewees expressed diverse perspectives on both positive and negative aspects. The impact of Artificial Intelligence (AI) on education brings both benefits and challenges. Some teachers expressed concern that AI makes students lazy and dependent, reducing genuine learning and personal effort. They

believed that AI could lead to shortcuts in assignments and exams, harming true understanding. Others mentioned that AI as a powerful tool that can enhance learning by providing valuable information and new opportunities for exploration (Sheikh, Prins, & Schrijvers, 2023). Professors emphasized the importance of using AI responsibly to avoid issues like plagiarism and to ensure students still engage deeply with their studies. Overall, AI's role in education was considered important, but its success depends on how it is used and integrated into teaching and learning processes.

3. Question number three was: **In your opinion, what are the benefits of using Artificial Intelligence in Education?** Based on the interviewees' responses, it was concluded that Artificial Intelligence provides many benefits to both teachers and students; all of them highlighted different uses to improve the teaching process. For instance, the use of Artificial Intelligence (AI) in education brings several advantages. Firstly, it helps students with their projects and learning by providing easier access to advanced tools and technologies. This makes learning more engaging and interesting. Secondly, AI can save time and money for schools and teachers by automating tasks. It also gives teachers more resources to prepare their lessons and materials. For students, AI can make understanding complex texts easier by providing summaries and explanations. Moreover, it assists both students and teachers in writing and research, making the process more efficient. Overall, AI improves education by making learning more accessible and effective for everyone involved (Chairil Imran, et al., 2023).

4. Question number four was: **What is your opinion on the use of Artificial Intelligence to improve English language teaching?** Regarding the use of Artificial Intelligence for teaching the English language, educators shared different opinions in which

they highlighted some pros in terms of the development of the skills of the target language, but at the same time emphasized some cons. Opinions about incorporating Artificial Intelligence (AI) into English language education varied among educators. Some educators emphasized AI as the future of teaching by recognizing its potential to transform learning through advanced tools and technologies (Aparicio-Izurieta, 2024). They said AI can help improve language skills such as reading, listening, writing, and speaking. Others expressed reservations, particularly concerning the assessment of students' language abilities. They argued that relying solely on AI for assessments may not accurately represent students' true competence and could prevent more natural learning.

5. Question number five was: **Based on your experiences and observations, how do you think students might respond to the use of AI for developing English speaking skills?** The interviewees explained some ways of effective use of Artificial Intelligence for students, it was evident these tools have helped improve the teaching and learning experience. They mentioned that students might respond to the use of AI for developing English speaking skills in varied ways. AI can provide valuable practice in speaking through interactive tasks, pronunciation feedback, and exposure to different accents. However, it was emphasized that human guidance is crucial to ensure that students use AI appropriately and do not become too dependent on it. Therefore, AI can be an excellent tool for improving English speaking skills if students use it with the right support and consistent practice.

6. Question number six was: **In your experience, what are some of the potential benefits and drawbacks of incorporating AI into English language instruction, particularly for developing speaking skills?** Based on the experiences of English teachers, some benefits and cons of Artificial Intelligence in the ability to speak English have been

separated. Incorporating AI into English language instruction for speaking skills offers several benefits. On the positive side, AI provides instant access to practice materials and pronunciation feedback, helping students improve their speaking skills anytime and anywhere. It can also expose students to various accents and sentence structures, enhancing their understanding of English. Most teachers highlighted that AI can significantly contribute to developing speaking skills, especially in the aspect of oral production and pronunciation. However, they mentioned significant drawbacks. AI might lead to dependency, reducing students' motivation to practice with real people, which is crucial for natural language development (Jaya Hartono, et al., Additionally, there is a risk of students getting distracted by non-educational AI features. Another concern is the misuse of AI to create false voices and images, leading to misinformation. Therefore, while AI can greatly help language learning, it must be used wisely, the interviewees emphasized that with proper guidance and consistent practice, its benefits can be maximized, and potential drawbacks minimized.

7. Question number seven was: **In your opinion, what role should teacher play in guiding and supervising students' use of AI tools for English speaking practice and improvement? How can teachers ensure that AI is used effectively and appropriately in this context?** The role of the teacher is essential to guide students to use Artificial Intelligence effectively. Within this context, the interviewees presented their perspective and concluded that teachers play a crucial role in guiding and supervising students' use of AI tools for English speaking practice. It was highlighted that they should provide clear instructions on how to use AI properly, ensuring that students understand the benefits and limitations of these tools. It is worth mentioning that teachers need to monitor students' progress by reviewing recorded speech and providing personalized feedback. This helps

students correct their pronunciation and improve fluency. Additionally, teachers should encourage students to practice independently while emphasizing the importance of human interaction for developing natural conversation skills. By balancing AI use with traditional teaching methods, teachers can help students enhance their speaking abilities while maintaining a human touch in language learning.

8. Question number eight was: **What specific aspects of English speaking do you believe AI could be most beneficial for?** The ability to speak is essential for effective communication; within this aspect, teachers shared their experiences regarding the use of Artificial Intelligence on that skill. All interviewees mentioned some of its uses and positive effects, arriving at the idea that AI has the potential to benefit different aspects of English-speaking skills, especially in pronunciation, intonation, rhythm, and overall fluency. The use of AI applications can also assist in improving coherence and vocabulary usage in spoken English, which is essential for clear communication. They emphasized that educators should ensure that students select appropriate AI tools and use them consistently to see improvement. One of the most repeated advantages was that AI applications provide real-time feedback on pronunciation, helping students refine their spoken language to sound more natural and accurate. Overall, AI was seen as a transformative tool in language learning, particularly speaking English skills through technological support and feedback mechanisms. The teachers highlighted that these AI tools contribute to improving relevant aspects of oral ability, such as the precision of pronunciation and the ease of independent practice (Toro, Camacho Minuche, Pinza Tapia, & Paredes, 2018).

Table 1

*Teachers' perceptions regarding to the use of Artificial Intelligence in English teaching, particularly in speaking skills*

<b>Questions</b>	<b>Can you describe your experiences, if any, using AI tools in your classes?</b>	<b>What do you think about the impact of the Artificial Intelligence revolution on education?</b>	<b>In your opinion, what are the benefits of using Artificial Intelligence in Education?</b>	<b>What is your opinion on the use of Artificial Intelligence to improve English language teaching?</b>
<b>Answers</b>	Pros: enhancing language learning through diverse practices and personalized support. Cons: its impact on assessment and critical thinking.	Some educators were concerned AI might foster student laziness and reduce genuine effort, others view it as a potent tool that enhances learning through information access and exploration opportunities.	Benefits: easier access to advanced tools and technologies. Artificial Intelligence saves time and finds resources faster.	AI is transformative, improving the skills such as reading, listening, writing, and speaking with advanced technologies. Nevertheless, it is concerned about AI's limitations in accurately assessing students' language abilities.
<b>Authors</b>		Artificial intelligence facilitates our daily, work or academic tasks in many fields. (Sheikh, Prins, & Schrijvers, 2023)	Artificial Intelligence in the transformation of educational methodologies, as it has ushered in an era of more adaptable and personalized learning. (Chairil Imran, et al., 2023)	The teacher must be prepared to face the new challenges of AI and adapt them to the new changes. (Aparicio-Izurrieta, 2024)

Table 2

*Teachers' perceptions regarding to the use of Artificial Intelligence in English teaching, particularly in speaking skills*

<b>Questions</b>	<b>Based on your experiences and observations, how do you think students might respond to the use of AI for developing English speaking skills?</b>	<b>In your experience, what are some of the potential benefits and drawbacks of incorporating AI into English language instruction, particularly for developing speaking skills?</b>	<b>In your opinion, what role should teacher play in guiding and supervising students' use of AI tools for English speaking practice and improvement? How can teachers ensure that AI is used effectively and appropriately in this context?</b>	<b>What specific aspects of English speaking do you believe AI could be most beneficial for?</b>
<b>Answers</b>	Positive: AI allows interactive tasks, pronunciation feedback, exposure to diverse accents, and helping practice. Note: human guidance is essential.	Teachers considered AI to be beneficial for improving English speaking skills. They emphasized the need for guided use and regular practice to maximize benefits and minimize drawbacks.	Role: provide clear instructions, monitor progress through speech review, encourage independent practice, and emphasize human interaction.	Particularly in pronunciation, intonation, rhythm, and vocabulary usage, and fostering clearer communication.
<b>Authors</b>		AI offer valuable support in language teaching English, however, should not replace human interaction or guidance (Jaya Hartono, et al.,		Communicative Language Teaching Approach is based on keeping students in a dynamic, participatory and productive way (Toro, Camacho Minuche, Pinza Tapia, & Paredes, 2018)



## Chapter V

### Conclusions and recommendations

The integration of Artificial Intelligence in language education represents a significant advance in pedagogy, as it offers innovative opportunities to improve students' skills. The main objective of this study is to explore the teachers' perceptions about the incorporation of Artificial Intelligence to enhance students' speaking skills. The findings of this study explore the impact of AI on students' oral proficiency. The research found that AI has both positive impacts and certain challenges within the educational field. It is worth mentioning that it provides many valuable resources and tools for teaching the English language. AI provides teachers with effective tools with positive results for students. After careful consideration of the theoretical framework and teachers' perceptions, it is evident that artificial intelligence significantly contributes to improving English speaking skills.

The following section examines the research conclusions and provides a vision of the incorporation of Artificial Intelligence in the educational field focused on enhancing English speaking skills. It discusses the benefits and challenges of using AI for this purpose.

#### 5.1. Conclusions

**Conclusion 1:** Artificial Intelligence has the potential to facilitate the teaching process by providing support with a wide range of resources, personalized learning experiences and real-time feedback. The integration of AI tools into English speaking skills can be positive. AI has the potential to provide personalized feedback, facilitate interactive learning experiences, and offer immediate corrections, which can enhance students' speaking abilities.

**Conclusion 2:** AI can have both positive and negative implications on students' performance. AI can improve engagement and provide consistent practice opportunities, but it is

important that students develop their critical thinking as Ai cannot replace teaching methodology and human interaction.

**Conclusion 3:** Artificial intelligence tools can help to develop and practice some aspects of speaking skills such as pronunciation, intonation, and increase understanding of dialogues.

## 5.2. Recommendations

**Recommendation 1:** Educational institutions should train teachers on how to effectively integrate with ethics, AI tools into their teaching both technical skills and pedagogical strategies to maximize the benefits of AI in enhancing English speaking skills.

**Recommendation 2:** It is essential to adopt a balanced approach to integrate AI in language learning. Teachers should combine AI tools with traditional teaching methods. To help maintain human interaction in language teaching, which is crucial for developing communicative competence.

**Recommendation 3:** Educators should incorporate pronunciation and intonations activities in their lessons providing students opportunities to practice with AI to improve these aspects of speaking with regular assessments and feedback.

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## Annexes

Annex A: *Certified Anti-plagiarism System.*

### Certificado Sistema Anti-Plagio

En calidad de tutor/a del Trabajo de Integración Curricular denominado “EXPLORING TEACHER’S PERCEPTIONS OF ARTIFICIAL INTELLIGENCE TO ENHANCE ENGLISH SPEAKING SKILLS” elaborado por los estudiantes Espinal Bailón Anthony Darwin y Bajaña Ordoñez Mayerli Arianna, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3 % de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.

Atentamente,



Caamaño López Sandra Elizabeth, MSc

**TUTORA**

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Annex B: *Questionnaire*.

## **Exploring teacher's perceptions of Artificial Intelligence to Enhance English**

### **Speaking Skills**

**Objective:** To know the teachers' perceptions regarding the use of Artificial Intelligence on the ability to speak in English

#### Questionnaire

1. Can you describe your experiences, if any, using AI tools in your classes?
2. What do you think about the impact of the Artificial Intelligence revolution on education?
3. In your opinion, what are the benefits of using Artificial Intelligence in Education?
4. What is your opinion on the use of Artificial Intelligence to improve English language teaching?
5. Based on your experiences and observations, how do you think students might respond to the use of AI for developing English speaking skills?
6. In your experience, what are some of the potential benefits and drawbacks of incorporating AI into English language instruction, particularly for developing speaking skills?
7. In your opinion, what role should teacher play in guiding and supervising students' use of AI tools for English speaking practice and improvement? How can teachers ensure that AI is used effectively and appropriately in this context?
8. What specific aspects of English speaking do you believe AI could be most beneficial for?

*Annex C: Interview Transcripts*

**Interview with professors**

**P1**

Q1: Can you describe your experiences, if any, using AI tools in your classes?

A: In my experience has been that I am using GPT chat for some assignments, but actually students can use those kinds of tools only for reinforcement of the language. Because as you may know, language is a social aspect in which we are now getting into these new technologies, but they are not necessarily able for the or development of the language. But I use GPT chat and I use social networks that they are not necessarily artificial intelligence, but they use some of the tools to practice with, for example in groups of participations in Facebook or Instagram or WhatsApp.

Q2: What do you think about the impact of the Artificial Intelligence revolution on education?

A: Well, I think that is a double, double sharp sword, you know, because it makes, it makes easier the interaction, it makes easier the development of tools and also technology. But sometimes students can be like, I don't know, like they can be taken, can be taken for other way. You know, it's like they get the learning aside, the real learning. Sometimes with technology started, I think that students get lazier, like they don't want to do the whole assignments or practicing by themselves, and they use technology. I think that this pretty cool, but sometimes it is not so beneficial for the real learning.

Q3: In your opinion, what are the benefits of using Artificial Intelligence in Education?

A: Easier developments of essay. For example, if I require for my students some essays, some structure that may have difficulties for them, but also for my students from animation and effects, they are like pre linked with companies like Pixar and Disney and DreamWorks. And

when I ask a task about creating a commercial or creating an activity in English, including the technologies, it is easier for them, pretty easier for them.

Q4: What is your opinion on the use of Artificial Intelligence to improve English language teaching?

A: This is the future. You know, we cannot step back to old or orthodox way of teaching. We cannot step back. We have to see the future, and future is right now. And I think that is a very helpful tool. A very helpful tool. But in Mexico, for example, people is not used to artificial intelligence yet. This is like the new puppy from the technology and they well here those who do not use artificial intelligence in I think for me uh most of the people are using this only for entertainment so far but I think that is the future for education.

Q5: Based on your experiences and observations, how do you think students might respond to the use of AI for developing English speaking skills?

A: Well I think that the skills productive skills like writing and speaking are going to be taken by artificial intelligence you know as we can see right now they just give some idea as to these apps in which they create a whole a whole written test and a whole like a interaction a spoken interaction we have these voices like Alexa voices in which they describe and give the ideas that a person has but they have difficulties or he or she has difficulties to express the thought but I think that it is pretty important you know the intervention of real humans or human beings in order to guide the students and in don't or don't let the artificial intelligence take the place of the real human you know what I mean because right now we can see videos we can see a photographs modified in which for example the Pope is in a discotheque dancing or something like that and I think that it is about it is about the use of artificial intelligence because the

artificial intelligence can take the place of the real human being so we have to be very careful for students uh to avoid that necessity of artificial intelligence instead of their own knowledge.

Q6: In your experience, what are some of the potential benefits and drawbacks of incorporating AI into English language instruction, particularly for developing speaking skills?

A: I think it has an important gap to feel. Speaking is one of the most difficult skills in English, more difficult even than writing, because you have to switch ideas from your mother tongue and the second language acquisition or development. And I think that AI has an important role in it, not so close, but I think in two or three years, artificial intelligence is going to take the place of many activities, many activities, like instant translators. Well, actually we have instant translators, but I think that they are going to make a real, real impact in this production skill.

Again, I think that we have to be very careful and not be replaced by the intelligence, you know, artificial intelligence.

Q7: In your opinion, what role should teacher play in guiding and supervising students' use of AI tools for English speaking practice and improvement? How can teachers ensure that AI is used effectively and appropriately in this context?

A: Now, we are in like in a generation, I don't know, if I could say that, in which many professors or teachers are reluctant to use technology. They are fighting because in this country, for example, they are pretty afraid of being dismissed by technology, not only for artificial intelligence. You know what I mean? They are afraid of losing their jobs because human activity won't be necessary in the future. So, the limitations the professors put on the students are pretty immense. So, the limitations the professors put on the students are pretty immense. You know, they are huge because here in this country, we are not kind of prepared for that. I am 45 and I use technologies for teaching learning processes, but there are many, many

professors or teachers that are about 50s or 60s and they don't even use, you know, a presentation, an electronic presentation. So, fortunately, there are many new professors in this way that are in their early 20s, but all the impacts of English have not been talked about since primary school. If you are not in a private school here in Mexico, you don't have English until high school, you know, and if you are rich or you have the possibilities, you may take English since kindergarten. So, in this case, I think that there is an environment in which the professors are afraid of using it.

Q8: What specific aspects of English speaking do you believe AI could be most beneficial for?

A: Definitely productive. Productive skills. And you know, if you have a job, you have to be able to use your skills and, you know, because grammar and some other sub-skills, maybe, maybe, I think, again, including speaking skill, some sub-skills like intonation, pronunciation, rhythm, phonology, and phonetics. I think that they are going to be the first or the main important aspects in which artificial intelligence can impact learning for students. I think that's our reading.

## **P2**

Q1: Can you describe your experiences, if any, using AI tools in your classes?

A: You know you best know what artificial intelligence means It is a new concept charming into place now, and artificial intelligence in the school curriculum it's entering right dees to me personally, as an English teacher, I will not approve I don't approve of the use of artificial intelligence because why? With artificial intelligence, it gives room for a student to just go in, work out with artificial intelligence and give response to questions, So to me. I prefer to assess a student based on he or she personally ideas. So, with artificial intelligence, it's a good concept because you get results, response exact and proper and accurate. You know, those are stereotype concepts that have been put on the mainstream, the Internet mainstream. But to me with more

experience as an English teacher, I always to use artificial intelligence in response to questions or examinations. A case scenario with a student. I have with the university metropolitan, she. The first best, she was a little bit, uh, she answered with her own intelligence. But when I gave the exams, she used artificial intelligence to answer the exams and her response were perfect, 100% correct. But based on my assessment as a experience teacher, I knew her capabilities, I knew her abilities I know she cannot respond to such questions, to that level, you see? So, I told her this, this is the result of artificial intelligence. She said, yes, sir. Excuse me, sir, I'm sorry, I didn't have time to prepare and the rest So I gave her an exam. I said, write these exams based on your personal abilities. So, I personally discourage the use of artificial intelligence for students, because to me, it does not help you to give your right an accurate assessment. You know, as a young student studying English language, you need to have your own personal ability your own personal push, not the use of artificial intelligence to help you out. I'm sure I did answer your question very well with some examples.

Q2: What do you think about the impact of the Artificial Intelligence revolution on education?

A: Artificial intelligence on the academic arena or the academic sector, which is very good. The concept of artificial intelligence is good. Artificial intelligence is good, but it has its shortcomings It has it feedbacks, both positive and negative feedbacks. Okay, with positive feedbacks. More with artificial intelligence is being used mostly in the. In the cinematography, in the film production studio We use artificial intelligence, which is very, very good. We get people, we can get Antony, use my voice, improvise as if it's Anthony which is speaking in film production or entertainment industry, which is very good. But in the academic arena, in the academic sector, artificial intelligence, to me, to my personal opinion, it is very. It has negative feedback. It is very discouraging because most students rely much on artificial intelligence to

give response to quizzes, tests or exams, that does not help the teacher to have a personal assessment of each of the students, to know each If each student. The level of each student, how best the student is at the level of understanding the level of English. So, to me, artificial Intelligence in the academic department or the academic in the educational sector is causing more harm than good. It's not encouraging. It's not welcome.

Q3: In your opinion, what are the benefits of using Artificial Intelligence in Education?

A: The use of artificial intelligence generally on a global scale first it helps to reduce cost feed costs second it helps it does a lot it does a lot to mitigate time to manage time second it gives room for the personnel turnover for example cost I take each point and discuss with you now cost with artificial intelligence what you will spend to do something to go in and do something to move to to spend to get a result a considerable result for a problem with artificial intelligence you can just click in and you get the result instantly without any expenditure without spending anything second with artificial intelligence you don't you tend to reduce the use of personnel the use of people for example in the cinematography industry the film industry rules functions that were supposed to be done by people that will support that you have to employ people to act at themes various functions with artificial intelligence one or two people can play the rule of the world and that's what we are doing right now of five ten people just two people can play the role of ten people so it helps now to reduce personnel with artificial intelligence the coming of artificial intelligence in the world today has done a lot to help most Industries most Industries nowadays instead of recruiting people to work in the factories and other they use artificial intelligence implanted into robots into robots and robots do the job that a robot can do the job of five people in Industries thereby reducing the cost reducing personnel and with artificial

intelligence there is a high level of efficiency very efficient because everything has been organized and put in place to give that particular response so artificial intelligence helps to give an exact and accurate response to a solution.

Q4: What is your opinion on the use of Artificial Intelligence to improve English language teaching?

A: English language teacher with the use of artificial intelligence, personally does not agree with the use of our designers in English language studies I don't I disagree why because with English language most especially with students studying English language their level of understanding is based on their ability on how best they understand the affects how best the student responds to his program to his language program you can best evaluate and assess a student based on his ability what the student is capable of doing for example if you set an exam and a student respond using artificial intelligence you which is which gives an accurate and exact response to your exam you as a teacher you cannot best evaluate if that student is apt is good is excellent in the level of English language you cannot best understand so I personally discourage I disagree the use of artificial intelligence in English language program I disagree all right you can answer.

Q5: Based on your experiences and observations, how do you think students might respond to the use of AI for developing English speaking skills?

A: Students can also use artificial intelligence to build up their English skills which is good first of all we artificial intelligence program that hasn't put based online mechanisms which has been put based online sliced online during some time yes student can click go online click search listing follow and then put into practice which is a very good concept it's a very good idea that is very good because with artificial intelligence it gives room it gives an opportunity for students to go in to go and look at how and understand how teaching skills to gain more skills to get more



language skills but when these language skills are being gained the students can help the students now to reproduce naturally outside natural artificial intelligence i discourage artificial intelligence purposely for answering exams quiz most students use it for to answer exams no but it helps a student to develop he is or has skills and language skills because this gives access to a student to go in understand look at how various teaching and language skills have been have been used you see so it's a good concept it's a good idea for students to gain more skills on languages for example how to pronounce how to pronounce words not just pronouncing words how to spell words and how to use some of these words to construct sentences because when you use these words to construct sentences it helps you to know the actual meaning of these words okay.

Q6: In your experience, what are some of the potential benefits and drawbacks of incorporating AI into English language instruction, particularly for developing speaking skills?

A: I will be I will say that it artificial intelligence have more advantages which is very advantageous which is good for developing in speaking skills for example with artificial intelligence you might listen you get to listen to what for example i am saying you listen to my pronunciation you listen to how i pronounce the words how i make construct sentences using the tenses the past tense the present tense the simple past and the past participle you listen to how i construct the sentences using modern technology in artificial intelligence and then you can incorporate you can now understand how it has been used and in various when how and when it has been used for example you have to with the with understanding artificial intelligence you use of artificial intelligence to understand some speaking skills you need to know how to conjugate some of your verbs some of your tenses in the past tense you know you have to use past tense for example you can listen I did I went I went to church yesterday that is the past tense yesterday I

went to church so when you listening using me you listen to me using the word went the past tense of go went you see so it helps you to know when next you can use tenses in the simple present or past tenses now on the negative side of it artificial intelligence also helps to damage communication skills most especially in in in speaking why with artificial intelligence I can take my voice what I'm talking like this I can take my voice this is me unless the teacher talking artificial intelligence can enable somebody to use this voice and put a different image on the voice I might be talking like this but the image you are seeing seen it is Anthony's image you see that is some of the drawbacks the negativity of artificial intelligence the disadvantages people use voices of people and reproduce things as if it is the person talking it is very bad and in the world of today artificial intelligence is causing more harm than good because you see for example there are videos that people put out there putting the image of different person for example there's a video that came out and the image of the video it's like is the president of the United States of America Joe and actually he is not the one talking he's not the one talking so artificial intelligence has caused more harm on the speak on the speaking side of it also negative disadvantages because people use it now to give negative propagandas outside negative information just because they use your voice they can use your voice and superimpose a different image a different face a different picture talking so those are the advantages and disadvantages of artificial intelligence based on speaking always stand the answer.

Q7: In your opinion, what role should teacher play in guiding and supervising students' use of AI tools for English speaking practice and improvement? How can teachers ensure that AI is used effectively and appropriately in this context?

A: As an english teacher as an experienced english teacher, but if you know the concept of artificial intelligence is just coming it's not a concept that has been for years behind no it's a new

concept that is just coming and so many students or schools are grabbing up penetrating grabbing to want to take advantage of it so as a as an experienced language teacher i will advise and guide students on how to use artificial intelligence on speaking in that one i will do as much as possible to limit i will limit the use of artificial intelligence for students based on understanding and responding in english language how what do i mean by understanding and responding english language i would like each and every student to read to understand and express what he or she understands not going using artificial intelligence to respond to questions or answer or exams no i will limit that and i will guide each student they are giving them the advantages and disadvantages of using artificial intelligence in english language most especially in english language and speech in english language and speaking english language especially in speaking secondly thirdly i will also explain to students the disadvantages of using artificial intelligence for example i would tell them that with the use of artificial intelligence they can get you into trouble somebody can say a word say a discouraging word superimpose your image and then you would think that you are the one that said it but actually you are not the one is as a result of artificial intelligence that's just an aspect of artificial intelligence but artificial intelligence it is a pre-determined a pre a pre-organized a kind of software a kind of organized tab a template a default template organized that you go there it gives you an accurate exact respond to your to your to your problems or to your to your question but in normal students with a normal student i will appeal that you best are sitting you best respond you give your natural yeah you give your level of understanding for any concept that you know you see artificial intelligence for the discourages it gives you the impression that you know of which you don't know with the use of if a student uses artificial intelligence to pass an exam or to to reproduce something it kills your talents it kills your intelligence it kills your talent because practically you don't know

anything you got that answer correct because of the help of artificial intelligence it is not your understanding it is not your perception okay but with without artificial intelligence you can best give your own views your ideas your perception your understanding to any idea to any concept to any principle but if you use artificial intelligence it you are just given something that has been pre pre pre pre-prepared that has been prepared you reproduce something it is not your own personal assessment.

Q8: What specific aspects of English speaking do you believe AI could be most beneficial for?

A: If you follow my response to your third question, what did I say? I said I will encourage the use of artificial intelligence in speaking based on your understanding, you're listening and understanding. When you're listening, you understand, you see how words have been pronounced, articulation, syntax, it is very important. Artificial intelligence helps in that domain. It helps you now to listen, to see how words have been pronounced, in what tenses, the past tense, the present, the simple past, past participle. I encourage the use of artificial intelligence in speaking very well because with the use of artificial intelligence, it helps you, it builds up, it builds up your brain, it builds up your mind on how to use, on how to pronounce, on how to make sentences, how to construct sentences in the right way using the tenses. How can you construct a sentence using the present tense, the present continuous tense, the past tense?

### **P3**

Q1: Can you describe your experiences, if any, using AI tools in your classes?

A: In the major that we are applying, after the pandemic that everybody suffered, we started using AI a lot more in regular English and teaching for students. My experience is that it is all positive. It is all positive for teachers. It is all positive for teachers. AI allows us to prepare

classes much better and also allows students to prepare themselves to answer questions in a much better way. However, it all depends on how students use AI to learn English.

Q2: What do you think about the impact of the Artificial Intelligence revolution on education?

A: Great impact. Excellent question. It is a great impact. Nowadays, education, and not only education, the whole world is moving around AI. Focusing on education for educators like myself, for students like yourself, AI has come to be a big part in the learning and teaching process.

Q3: In your opinion, what are the benefits of using Artificial Intelligence in Education?

A: I can name two great benefits. The first benefit is that it allows teachers, while we prepare classes, it allows teachers to have in our hands a lot more material to prepare the class. We don't rely just in physical books anymore. That is as far as the teachers. On the students' regard, it allows students to do a search and research information. With technology, I get with it. That is artificial intelligence. Therefore, we do not rely just in physical books anymore.

Q4: What is your opinion on the use of Artificial Intelligence to improve English language teaching?

A: It's like any other subject. Nursing, architecture, engineering. In order to learn English, we have to apply many different tools. And now we have the opportunity to use AI in order to not only improve our reading skills, not only to improve our listening skills, or our writing skills. Nowadays, by using AI, we can also improve our pronunciation, which is the speaking skills. Because there are many applications. There are many applications out there that can actually correct our pronunciation while we are speaking.

Q5: Based on your experiences and observations, how do you think students might respond to the use of AI for developing English speaking skills?

A: I believe, based on experience, I believe that students are accomplishing and they are accommodating their schedule. I believe that students are accomplishing and they are accommodating their schedule. To use AI. I believe that artificial intelligence is going nowadays hand by hand with students. Students like very much the use of artificial intelligence instead of physical books.

Q6: In your experience, what are some of the potential benefits and drawbacks of incorporating AI into English language instruction, particularly for developing speaking skills?

A: There are many potential benefits. We have information writing under our fingertips. We don't have to be at home or in a library or in a classroom in order to access information. We can be traveling from one place to another. And in the bus, on the bus, we can start searching for information. That's the potential benefit. The drawback that I believe is that students very easily get deviated from the educational research and they start using their time doing other activities that AI provides.

Q7: In your opinion, what role should teacher play in guiding and supervising students' use of AI tools for English speaking practice and improvement? How can teachers ensure that AI is used effectively and appropriately in this context?

A: Nowadays, classrooms, the number of students in a classroom is a lot bigger than what it used to be. That's number one. In order for the teacher trying to supervise activities that students are performing in a classroom is very difficult. Here is the time that maturity and responsibility on part of the student plays a big role. The only thing that teachers can do is guide students and provide information on how they can use it. How they can use artificial intelligence. However, the most important part here is that students' responsibility, students' discipline on how they are going to use AI in the classroom.

Q8: What specific aspects of English speaking do you believe AI could be most beneficial for?

A: Artificial intelligence has many different aspects. Especially for the speaking ability. In order to practice speaking abilities, nowadays all we have to do is speak on our cell phone and then listen back to what we are saying. That's number one. We can practice on our own on how our pronunciation is. That's number one. Number two is that there are many applications out there that not only correct our grammar but also correct the pronunciation. It all depends on what applications we use and how much time we as students dedicate ourselves in order to practice pronunciation.

#### **P4**

Q1: Can you describe your experiences, if any, using AI tools in your classes?

A: In my experience I use, as I told you in academic writing I use Ai for academic writing specifically to summarize or paraphrase, paraphrase articles, and to write paragraphs and essays We use many several AI, for example, chap GPT or CHAP PDF or perplexity, to analyze the information of the sources we will find in the research articles and then we can use these AIs For identifying the main ideas of the research and then to transcribe into the summary paragraph or summary response essay. That's what we do in our classes.

Q2: What do you think about the impact of the Artificial Intelligence revolution on education?

A: Well, it's a broad question, but i consider that artificial intelligence is a tool, it's a great tool to use in order to get information First to understand any topic or to get more and then the other thing in the education field is to present, or to present maybe texts for academic purposes. For example, students write essays, or at the end of their careers, they write research articles. So, in that way we use consider the artificial intelligence is useful in in the field of education.

Q3: In your opinion, what are the benefits of using Artificial Intelligence in Education?

A: the benefits are, for example, understand, understand the, the text, academic texts. That's why many of the students, they don't like reading. So instead of reading, they can use artificial intelligence to, to get the, the, the main ideas of the text, and then understand, text without reading, reading the, the whole text, only the, the summary of that text. So that's why one of the benefits, the other benefits, as I told you, is to write information. For example, if you need to, to present results, for example, we have another, artificial intelligence, which is the Aether, or Aether, they say Aether, it's good for writing essays or papers, but you have to describe, describe the, the requirements you, you need for that document. So, you, you write a specific detail of the document, or the, the, the intelligence, or, or artificial intelligence, write for its own. So, I consider there are many benefits for students and professors as well, not only for students. Professors, they, they can use, artificial intelligence to prepare lessons, lesson plans for students to prepare presentations or any, any kind of material. So, it's very useful for, for academic purposes.

Q4: What is your opinion on the use of Artificial Intelligence to improve English language teaching?

A: I consider the benefits of, uh. Uh, uh, I specifically in English and I was teaching is very important, uh, in the field of, for example, in pronunciation, you can use any. Well. And. And I. To record, for example, to record a text, the pregnancy incorrect pronunciation. Uh, one of them, for example, is Google Translator and Google Translate. Some students say they don't understand how to pronounce some words, for example, and you can copy and paste the text and the translator, and you click on the button, and you can listen to the text, listen to the pronunciation of the correct pronunciation itself. And these students also copy that, practice differentiation and present this, uh, this text to the class. So, in English, I was teaching we use AI



for, for all uh, for all um, skills that would just be for speaking, listening, uh, reading and writing. Uh, well, in teaching English as a foreign language, but I consider the artificial intelligence is, is using all of the fields and all the subjects on the system of the education.

Q5: Based on your experiences and observations, how do you think students might respond to the use of AI for developing English speaking skills?

A: I consider the, the students might be prepared first before, before, uh, using the AI. Some of the students in my experience, they don't know how to use artificial intelligence, and they don't know what the purpose is, what is the purpose of, of these tools. Uh, for example, in academic writing, they, they, they have to write an essay, for example, and then if they don't know the structure, the writing structure of the introduction, they don't know the, the structure of a paragraph, if they don't know the structure of, of the conclusion, when, uh, they don't, uh, they, they don't know how to write, when they use artificial intelligence, when they use artificial intelligence, uh, they can copy and paste what they have, but if you are prepared, or the students are prepared, they can, they can, we allow, we recognize some of the mistakes that they could, could find in these, uh, in these, AI results. So, it's important that the students first prepare, or teachers must prepare students, uh, for the use of these kind of tools. Intelligent, intelligent tools. So, uh, I can see that the, this is the, the, the, I have the experience when students have used the artificial intelligence and they don't have the procedures, they made many mistakes. So, in that case, it's not necessary to use artificial intelligence.

Q6: In your experience, what are some of the potential benefits and drawbacks of incorporating AI into English language instruction, particularly for developing speaking skills?

A: In speaking skills, as I told you, I am a teacher of academic writing. But I know that I am not a teacher of English. I know that there are many artificial intelligence tools for speaking, for

improving speaking skills. But the benefits are many if the students can use correctly this tool. But the drawbacks, I consider there are drawbacks in the sense of, for example, if you have a language acquisition or language learning, they are not prepared to use this tool and maybe they don't practice. As any of the different tools we have for language acquisition or language learning, if we don't practice, we cannot improve our skills. So, this artificial intelligence is necessary, or it's important to use it, but the student has to practice. The practice is important in English language learning, especially in speaking. You have to practice speaking if you have artificial intelligence. You can speak and this artificial intelligence corrects your pronunciation, but it's the art of practicing, practicing, practicing all the time. We don't see improvements when students use only for once, one time they use artificial intelligence. So, we don't have positive results. But the students, when used all every time, all these artificial intelligences, they can improve their skills. I think we have many benefits better than drawbacks.

Q7: In your opinion, what role should teacher play in guiding and supervising students' use of AI tools for English speaking practice and improvement? How can teachers ensure that AI is used effectively and appropriately in this context?

A: Artificial intelligence is used for students in autonomous work.

So, during the classes, I consider the teacher does not have enough time to control the progress of each student. During my classes in academic writing, of course, they have to write and it's easier to control the progress of the students using this technique or this tool. But when we refer to speaking or maybe listening or reading, sometimes it's necessary to... the teacher does have to have a computer lab. In a computer lab, the students work better than in a normal classroom. So, the students can use artificial intelligence in a computer lab. So, it's much easier for the teacher or for the professor to control the activities, specifically in the day-to-day life. So, it's much

easier for the teacher or for the professor to control the activities, specifically in the day-to-day life. Now, while they, they are working with speaking, one of the methods the teacher uses are to record. Record the pronunciation or record the speech on the speaking parts of the students. So, in that way, in the English lab, the teacher can listen to every minute of the data we have. or each recording of their students in order to understand the progress or to check the progress. So, if we talk about a normal classroom in English that was teaching, it's difficult to control the progress of the students unless the institution has an English lab or a computer lab where the students use their earphones and microphones and they can speak, they can listen, and they can read and write. And they use the four skills

Q8: What specific aspects of English speaking do you believe AI could be most beneficial for?

A: In my experience, I work with academic writing. So, I have seen my students working much better with their writing skills. So, artificial intelligence is improved, and it the writing skills better than other skills in the classroom, of course, in the classroom. But as I told you, when students work at their phones in autonomous work, the teacher doesn't know how they are practicing or using these tools. So, in this case, I consider that the benefits of artificial intelligence in the classroom is to improve the writing skills.

**P5**

Q1: Can you describe your experiences, if any, using AI tools in your classes?

A: Okay, I will be very honest with artificial intelligence. I have used this tool more for research purposes. For example, when students require, when they are required for abstracts or different ideas for specific authors, when they are working on their thesis, I try to follow up and I give some instructions in the way that they can use these ideas and to copy and paste. So artificial intelligence is more than only using resources? Yes, it's a wonderful tool when you know what is

the objective of the activity that you are going to perform, particularly speaking skills. Okay. So, students use different software, especially when they try to exchange information with other people, native speakers or nonnative speakers. So, most of the time, people spend time working on different issues, for example, grammar, writing. But the most important is the input that you receive, in the listening, and also the output that you perform, which is speaking. So how can you perform this? In my case, in one of my classes, I remember that I use a specific tool of artificial intelligence to enhance a student's fluency. Okay. Not only pronunciation, because the pronunciation they need to work so hard, constantly and permanently, but the fluency they are required to work in classes with the teacher so they can develop every class now for example that like videos when they when they type for examples on words I explain them that um the topic that they love in Spanish for example sports fashion uh I don't know transport transportation and technology they take their names and they say the similarly as they listen in in Spanish they can do in English and after that they connect it's like when you when you're a baby when you receive input and you're processing that information and you are able to produce now to produce language so that that is the idea now and the artificial intelligence supports because they hear for example videos or experts or people that speak English no they can be foreign people also native speakers or non-native speakers but they that they develop oral skills very well so the it's also it's also very important that they uh listen both accents so you know that English is a multilingual uh um around the world so you need to listen different accents different a tone of voice that when people speak so it's important that students are exposed to hear different native speakers accents and the artificial intelligence is very useful for these purposes so you need to know exactly how you can use it and you follow up your students or the people that you guide in order to scaffold them to another level okay especially for example if they're beginners and you expect that in six

months or after a year they improve their level so you need to be updated you need to check them every day regularly you need to feed your feedback so it's very important that you um go ahead with them all the time constantly and also try to motivate them because English um uh it's a permanent it's a permanent path that they have to uh sometimes they feel frustrated when things don't go right or when they fail but you need to explain it that it's a trial error they don't learn it don't make mistakes so in simple words so um if you don't if you don't uh if you don't make mistakes you won't you won't take for granted you will you will not learn so you need to experience and in order to um in order to learn from them and then you can improve in the language.

Q2: What do you think about the impact of the Artificial Intelligence revolution on education?

A: artificial intelligence is a tool it's a fantastic tool that educators parents authorities even students if they um use uses okay with responsibility um you they will see great results because uh the artificial intelligence is not only to uh to look for looking for some purposes artificial intelligence is more than see a final product is a process so you need to learn how to use content constantly in your daily class so there are many teachers that they facilitate the use of these tools and I think that's fantastic because uh the technology when you when you open your mind with the new um uh with this new um uh perspective of using. Technologies you will have more opportunities to learn more things to discover different uh aspects of the of the learning that you never know if you don't use this uh application so we don't have to close our mind we need to accept the challenges of the technology but we need to know exactly how to use positively and not to use for a for different perspective that don't go right for example when you make illegal things when you copy and paste or something like that or when you don't do your own research when you just take something from an author and you don't cite or you don't explain that or don't

paraphrase something so you need to know the academic the academic process which is in the up and ours so it's complex but it's necessary in order to uh to grow in an academic uh environment.

Q3: In your opinion, what are the benefits of using Artificial Intelligence in Education?

A: In fact when you when you are a good researcher good researcher um you are a person who is able to identify the different resources and how to adapt then to the type of modality of research that you are um that you're doing um when you graduate and you and you know the topic of your or your thesis or your research okay you need resources you need to know about the topic you need to read a lot you need to variables of your study so the benefit is that you become a good reader that you become critical thinker okay so you don't spend time reading everything 100 books because you turn into a select you are you turn into a selected person and you know how to identify okay i have 10 books for different others with only reading the title the name of the others and you said okay that topic is interesting to me it fits to my thesis i will take it i will separate it so the benefit is that you become more selective so you quickly spread up your mind in order to select different resources maybe another different is that um that you can um speed up the number of books or the number of information that you're required to read for example maybe in the past you used to read two or three books but now when you know how to read it maybe you improve the number of books now you improve to tens seven eight nine ten eleven so and that's good because you are creating a new habit in your routine for example every night before you go to sleep you read something okay you spend one hour one hour and a half and that's good because that information that you receive is not only passive okay so when you read at the moment when you read you are constantly thinking about it reflecting on it and that's a kind of critical thinking that we are a university or college expect the students become.

Q4: What is your opinion on the use of Artificial Intelligence to improve English language teaching?

A: I consider the benefits of, uh. Uh, uh, I specifically in English and I was teaching is very important, uh, in the field of, for example, in pronunciation, you can use any. Well. And. And I. To record, for example, to record a text, the pregnancy incorrect pronunciation. Uh, one of them, for example, is Google Translator and Google Translate. Some students say they don't understand how to pronounce some words, for example, and you can copy and paste the text and the translator, and you click on the button, and you can listen to the text, listen to the pronunciation of the correct pronunciation itself. And these students also copy that, practice differentiation and present this, uh, this text to the class. So, in English, I was teaching we use AI for, for all uh, for all um, skills that would just be for speaking, listening, uh, reading and writing. Uh, well, in teaching English as a foreign language, but I consider the artificial intelligence is, is using all of the fields and all the subjects on the system of the education.

Q5: Based on your experiences and observations, how do you think students might respond to the use of AI for developing English speaking skills?

A: In different ways so remember that every person is different so not everyone has the same expectations than the ones that they expect to uh for example um in in your case I don't know maybe you want to travel abroad and you will say okay mister I need to learn English in six months I need to improve my language I need to improve my speaking my listening so in one year I am going to be a an excellent proficiency student so it is up to you set up your own goals so every person set up their own goals you design and you create your own goals um and every student design their own learning styles as um when we are talking about the multiple intelligence so in in education or regarding to uh language teaching okay so students are

committed are committed to uh respond according to their own expectations so you need English for a specific purpose um so I need to improve my English so I need to speed up I need to improve my English now other people say no mister I need to travel abroad no I need English because I'm going to be a teacher in a language center online or face to face so according to that uh specific goals you uh prepare your path and you set up your own goals and obviously, you need to be very wise in order to understand what goals are um uh how can I explain you and when you have the vision that they're going to be in a long time others in a in a short time so you need to focus on the ones that you need to be realistic and then you go through the others .

Q6: In your experience, what are some of the potential benefits and drawbacks of incorporating AI into English language instruction, particularly for developing speaking skills?

A: Regarding to the to the benefits and potentials that you mentioned in language teaching in this case I particularly speak developing speaking i would say that um students are exposed to improve their confidence when they um when they meet someone when i say someone i require another person okay when they exchange information another partner native or non-native speaker and they can speak English so that's a positive thing another thing is that in the platforms students checkup the level they are required to observe for example okay that native speaker is the one that I need to improve my speaking maybe that person speaks British the other person speaks American Australian so that's good because you are turning into a um you select you're more selective to choose one part one partner no so when you are and that's when you become an expert when you are beginner you choose I don't say that you choose whatever but you don't know how to choose you choose maybe you see everything and ever and everyone calls your attention but when you know who will be your partner or who and you're talking to you don't feel uh surprised for anyone so you know that that person is convenient for my speaking I need



to improve with that person I practice English for my thesis with this in my writing my tutoring so that's a benefit um in contrast um when people don't go through the artificial intelligence and they only expect for the platform or other I don't know some software so that you can meet uh people for practicing speaking maybe the difference is that that you will find a number um a big deal of on if there's speakers to practice but you don't become selective because you will find okay I need to improve my British English but in this platform I only have American maybe you need to maybe you need to leave that platform maybe you need or you have to go through a another platform or you or go to the artificial intelligence so maybe that I think that that's a limitation or a drawback no that that you said no um possibly another drawback is the um the time consuming okay the time consuming is when for example when the uh when the native speaker the other person lives in another country so the time for example in Ecuador you are I don't know 10 o'clock 10 a.m. in the morning and in overseas they are 5 p.m. so that the time crosses it's very difficult now when you need to get up very early another person is late when you have to stay late another person well it's midnight so it's in artificial intelligence is different because you don't need to focus on real time with a person you just type and you maybe you find a dialogue a similar dialogue that you're required for looking for uh for practicing the language uh without uh um the real time that you're spending in a platform.

Q7: In your opinion, what role should teacher play in guiding and supervising students' use of AI tools for English speaking practice and improvement? How can teachers ensure that AI is used effectively and appropriately in this context?

A: The role of the teacher in order to know exactly what the teacher is doing in order to know exactly what the teacher is doing in order to know exactly what the teacher is doing uh if during the process of using the artificial intelligence to improve the speaking skills is based on evidence

based on data uh how you how can you uh know that the data is real okay so the teacher can participate in different forms the teacher can be uh present in the in the online meeting invitation to the students process by giving a feedback until the end or another um another way is that the students record okay and send to the teacher and the teacher uh looks for the evidence and compare okay the variables of the study for example if they are focusing on pronunciation or fluency or lang or use of language so the teacher uses a specific rubric or the CLT rubric in order to list the observations that they petition during the data during the evidence and finally the teacher can compare every session for example let's suppose that you do it weekly okay for every Friday for example last Friday students work on this evidence the teacher compares the results with this Friday with the last Friday and the teacher measures quantitatively statistically and they and the teacher obviously makes a conclusion about it it's like uh research you know so statistically progressively we have been a progression of data the teacher will have enough data to make to draw conclusions and finally um support to the student and guide and explain it okay you need to improve this you did this very well you need to change this instead of this do this so like uh like a feedback no so I think that that's the role of the teacher in order to facilitate the the use of the artificial intelligence is in developing speaking.

Q8: What specific aspects of English speaking do you believe AI could be most beneficial for?

A: Many people believe that the pronunciation is uh pronunciation is considered one of the most important aspects in the real communication not the real in the real world and uh I don't disagree about it but it's not the most important the most important is the way that you communicate the use of land the use of the language you need to incorporate cohesion you need to incorporate vocabulary oral grammar and particularly you need to um uh connect all of these ideas with accuracy is the capacity to do it very well so it's like an orchestra when all the aspects all the

contents are working synchronically so pronunciation is only an example like giving you an example but some people focus on pronunciation but in my opinion I believe that uh there are more aspects that you can um pay attention in the in the speaking for example as I said the fluency is very important the communication so when you receive when you so the listening part of the in the speaking now so and the cohesion so the capacity to enhance um uh one idea and then to make it coherent with another idea so that they don't go separated and you will be able to to put in order and make it like a big picture in your mind so that that's very important um so I think that artificial intelligence can be very useful for that purpose.