

COMMUNICATIVE LANGUAGE TEACHING AND ARTIFICIAL INTELLIGENCE ON THE DEVELOPMENT OF THE SPEAKING SKILL IN SENIOR HIGH SCHOOL STUDENTS

LA ENSEÑANZA COMUNICATIVA DE LA LENGUA Y LA INTELIGENCIA ARTIFICIAL EN EL DESARROLLO DE LA HABILIDAD DE EXPRESIÓN ORAL EN ESTUDIANTES DE BACHILLERATO

Recibido: 10/09/2025 - Aceptado: 16/06/2026

Susana del Rocio Chacha Carrillo

Docente del Colegio Militar N°6 “Combatientes de Tapi”
Riobamba - Ecuador

Magister en Pedagogía del Inglés como Lengua Extranjera
Pontificia Universidad Católica del Ecuador

susana.chacha@comil6.edu.ec

<https://orcid.org/0009-0001-5419-431X>

Erika Patricia Tenezaca Yadaicela

Docente del Colegio Militar N°6 “Combatientes de Tapi”
Riobamba - Ecuador

Magister en Pedagogía del inglés como lengua extranjera
Pontificia Universidad Católica del Ecuador

erika.tenezaca@comil6.edu.ec

<https://orcid.org/0000-0002-4785-2038>

Como citar este artículo:

Chacha, S., & Tenezaca, E. (julio - diciembre 2026). Communicative language teaching and artificial intelligence on the development of the speaking skill in senior high school students. *Sathiri*, 21 (2), 30 – 46. <https://doi.org/10.32645/13906925.1485>



Resumen

En el contexto globalizado actual, el inglés es consolidado como el principal medio de comunicación internacional, lo que ha generado un creciente énfasis en el desarrollo de la competencia oral dentro de los entornos educativos de inglés como Lengua Extranjera (EFL). A pesar de este énfasis, muchos estudiantes de nivel secundario continúan mostrando un dominio limitado de la expresión oral, a menudo como resultado de prácticas pedagógicas que priorizan la precisión gramatical por encima de la comunicación significativa.

En respuesta a esta problemática, el presente estudio abordó el siguiente problema de investigación: ¿en qué medida la implementación del Enfoque Comunicativo de la Enseñanza de Lenguas (Communicative Language Teaching, CLT), apoyado por plataformas digitales, influye en el desarrollo de las habilidades de expresión oral en estudiantes de bachillerato en un contexto ecuatoriano? En consecuencia, se planteó la hipótesis alternativa de que los estudiantes expuestos a una instrucción basada en CLT e integrada con herramientas digitales demostrarían una mejora estadísticamente significativa en su desempeño oral, en comparación con aquellos que reciben una enseñanza tradicional.

La investigación se llevó a cabo en una institución educativa de nivel secundario en Ecuador, con una muestra de 47 estudiantes, distribuidos en un grupo experimental y un grupo de control. Mientras que el grupo experimental participó en actividades de expresión oral orientadas por los principios del CLT, el grupo de control desarrolló tareas didácticas que no incorporaron dicho enfoque. La recolección de datos incluyó la aplicación de una prueba diagnóstica (pre-test) y el uso de rúbricas analíticas de evaluación de la expresión oral e incorporó la plataforma digital VIDNOZ como parte del proceso evaluativo.

Los resultados evidenciaron que la implementación de actividades basadas en el CLT, según planteamientos de Littlewood (2013) y Richards (20014) en conjunto con herramientas tecnológicas de apoyo, tuvo un efecto positivo en el desempeño oral de los estudiantes. Estos hallazgos sugieren que la integración de metodologías comunicativas y recursos digitales constituyen una estrategia pedagógica eficaz para el fortalecimiento de la habilidad oral en el aula de EFL, lo cual ofrece implicaciones prácticas para docentes, estudiantes e investigadores en contextos educativos similares.

Keywords: actividades comunicativas, enfoque de enseñanza comunicativa de idiomas (CLT), inteligencia artificial, habilidad de expresión oral, Vidnoz

Abstract

In today's globalized world, English has consolidated its role as the principal medium of international communication, to a growing emphasis on the development of oral proficiency within English as a Foreign Language (EFL) educational settings. The present research examined that many secondary level learners continue to demonstrate limited speaking competence, often as a result of instructional practices that prioritize grammatical accuracy over meaningful communication. In response to this issue, the present study addressed the following research problem: to what extent does the implementation of Communicative Language Teaching (CLT) supported by digital platforms, influence the development of speaking skills among high school EFL students in an Ecuadorian context?. Accordingly, the study tested the alternative hypothesis that students exposed to CLT

based instruction integrated with digital tools would show a statistically significant improvement in their speaking performance compared to those receiving traditional instruction.

Accordingly, the research was conducted in an Ecuadorian high school with a sample of 47 participants, divided into an experimental group and a control group. While the experimental group engaged in CLT-based speaking activities, the control group followed instructional tasks that did not incorporate communicative principles. Data were collected through a pre-test and the application of analytic speaking rubrics, with the VIDNOZ digital platform used as part of the assessment process.

The findings indicated that the implementation of CLT activities, as conceptualized by Littlewood (2013) and Richards (2014), in combination with technology-enhanced evaluation tools, had a positive influence on learners' oral performance. These outcomes suggest that the integration of communicative methodologies and digital resources constitutes an effective pedagogical strategy for improving speaking skills in EFL classrooms, offering practical implications for teachers, learners, and future researchers in similar educational contexts.

Keywords: Communicative language teaching (CLT) approach, communicative activities, artificial intelligence, speaking skills and Vidnoz.

Introduction

In today's globalized society, English is regarded as the principal international language and is widely used for communication across borders. Within the English as a Foreign Language (EFL) context, scholars have recognized its importance in educational settings (Shen & Chiu, 2019). Consequently, educational authorities have emphasized the introduction and practice of English at the primary, secondary, and tertiary levels. The mastery of a second language is no longer optional but a necessity, with oral interaction serving as a central element of foreign language pedagogy since it enables learners to exchange ideas, emotions, and perspectives effectively.

One of the greatest challenges for EFL educators lies in the limited access to authentic language exposure in real-life contexts. To address this gap, Communicative Language Teaching (CLT) activities are designed to replicate authentic communication by integrating real-life models of language use, fostering meaningful social interactions, and aligning with communicatively oriented evaluation systems. Instructional materials grounded in CLT place communication at the center, ensuring that learners develop both fluency and accuracy in spoken English (Littlewood et al., 1981).

The advancement of technology has also introduced new opportunities for English teaching and learning. Digital platforms and artificial intelligence (AI) tools now provide innovative ways to enhance language proficiency, making instruction more dynamic and personalized. However, the implementation of technology should not overshadow the essential goals of language education. Instead, AI must be seen as a complementary resource that enriches existing methodologies. Combining linguistic literacy with digital literacy offers learners powerful opportunities to strengthen global competence (Krashen, 1982).

At Combatientes de Tapi High School, students exhibit a low level of speaking proficiency, as evidenced by limited oral participation and reduced communicative confidence. This situation is associated with the use of traditional instructional strategies, insufficient application of communication methodologies, limited integration of AI based platforms, and a lack of teacher training in CLT oriented practices. Consequently, students have few opportunities to engage in meaningful and sustained oral interaction in English.

Based on this context, the present study addresses the following research problem: to what extent does the integration of Communication Language Teaching and artificial intelligence tools influence the development of speaking among senior high school EFL students? In response to this problem, the study proposes the alternative hypothesis that students who participate in CLT based instruction supported by AI platforms will demonstrate a statistically significant improvement in their speaking skills compared to students who receive instruction without such integration. Conversely, the null hypothesis states that there will be no significant difference in speaking performance between students exposed to CLT with AI support and those taught through non communicative or technology limited approaches.

The primary objective of this research is to examine the effects of combining CLT and AI on the improvement of speaking skills in senior high school students. Supported by the theories of Krashen (1982), Harmer (2001), and Littlewood (2013), the study argues that CLT responds directly to learners' communicative needs and can be effectively enhanced through the use of technological tools. By adopting AI platforms alongside CLT activities such as role-plays, picture

description, opinion sharing, and reading aloud, this research seeks to demonstrate how learners can improve both fluency and accuracy in spoken English.

The application of AI in education has proven to influence multiple aspects, including operational efficiency, global learning opportunities, customized learning paths, intelligent content generation, and improved educational management (Godwin-Jones, *Emerging technologies: Artificial intelligence and language learning*, 2020). Within this study, the researcher identified several CLT-based speaking tasks and AI platforms that provided students with greater opportunities to engage actively in oral practice.

Accordingly, this investigation seeks to answer the following research questions:

4. To what extent can artificial intelligence be effectively integrated to support CLT in the development of speaking skills?
5. What effects does combination of CLT and AI have on students' oral performance in an EFL context?

The findings of this study are expected to contribute to the field of EFL by providing empirical evidence on the pedagogical value of integrating communicative approaches with emerging technologies while offering practical implications for teacher, learners, and educational stakeholders.

Chapter I: Literature Review

Speaking

Speaking is considered the most essential tool of communication, as it allows individuals to share opinions, emotions, and ideas through language. It also plays a central role in social and interpersonal interactions, which makes communication indispensable in every aspect of human life. Chaney y Burk (1998) define speaking as the process of constructing and expressing meaning by combining verbal and non-verbal symbols across different contexts. Within the field of English as a Foreign Language (EFL), this skill is widely acknowledged as fundamental. However, in past decades, speaking was often underestimated in language instruction, with many teachers relying primarily on repetitive drills and memorized dialogues (Kayi, 2012).

Speaking is also closely connected to listening, since both skills complement one another in oral communication. This interaction facilitates the smooth exchange of roles between speakers and listeners, creating a more fluent and meaningful dialogue. Logan and Lilian (1972) identified nine core characteristics of speaking:

1. it is reciprocal with listening,
2. it follows a specific communicative process,
3. it involves creative expression,
4. it represents a type of behavior,
5. it is a learned activity,
6. it improves through experience,

7. it helps individuals gain clarity of perspective,
8. it is strongly influenced by the linguistic environment, and
9. it is an individual act of production.

According to Songsiri (2007), improving students' speaking ability can be achieved by incorporating varied classroom activities and promoting exposure to the target language, particularly through listening exercises supported by media. These strategies provide learners with authentic input and opportunities to practice, thereby strengthening both fluency and confidence in oral communication.

Teaching speaking skills

Every learning process is unique; therefore, the methods, approaches, and techniques applied in the classroom should be adapted to meet the specific needs of learners. Within this process, language instruction typically emphasizes the development of both grammatical structures and vocabulary knowledge.

In the case of speaking, instructional materials may include activities such as simulated coffee breaks, practice in casual conversation, and the use of conversation gambits, role-play dialogues, and exercises in practical English usage. According to (Burns, 1998), these resources highlight the importance of analyzing actual speech behaviors to design contextually appropriate lessons that promote effective and socially suitable oral communication.

Overview of the Communicative Language Teaching (CLT) approach:

The method Communicative Language Teaching (CLT) approach was regarded as one of the most pertinent and suitable language teaching and learning theories in contemporary language education (Savignon, 2002). However, many EFL teachers endeavor to integrate the CLT approach into their classrooms, a substantial number of their colleagues still struggle to grasp how to effectively implement and manage this approach in their teaching. In actuality, the CLT approach is closely associated with a variety of classroom activities and tools, including discussions, group sharing, problem-based learning, and role-plays (Taguchi et al., 2019).

CLT Advantages: One of the key advantages of this approach is its emphasis on real-life situational practices, whereby teachers endeavor to design activities that are pertinent to students' daily lives, communities, and societies.

Additionally, students enhance their comprehension and proficiency in language usage, practicality, and communication skills through the CLT approach. Another benefit is that it enables both teachers and students to transition from their conventional teaching and learning principles to an innovative teaching and learning approach.

When students are engaged in real-life stories and exercises, their interest in the classroom environment tends to flourish. Activities like stories, exercises, problem solving, and case studies empower students to become active participants rather than mere spectators (Jiménez et al., 1996).

CLT Disadvantages: There are potential challenges related to the teaching and learning environment. Primarily, the CLT approach encourages teachers to utilize teaching and learning materials and resources drawn from real-life communities and societies, instructors might find

themselves overwhelmed when preparing lessons, potentially overlooking important questions and facing various challenges.

Secondly, the diverse social and cultural backgrounds and perspectives of learners come into play. Consequently, many of these students tend to adhere to the belief that language learning involves rote memorization of vocabulary and grammar, along with filling in blanks. This perspective leads to their reluctance to fully embrace the CLT approach (Ahn & Kang, 2017).

Thirdly, the pressures and requirements of standard examination guidelines may also influence the application and employment of the CLT approach. For example, in the United States, secondary school students are recommended to take the Scholastic Assessment Test (SAT) as one of the university entrance requirements. Consequently, the CLT approach may have limitations when applied to certain student groups, influenced by their social and cultural backgrounds and perspectives.

Classroom Activities in CLT Approach: Richards (2006) described CLT as “activities where practice in using language within a real communicative context and exchange real information, and where the language used is not totally predictable” (p. 16). Therefore, Richards (2005) in “Communicative language teaching today” article proposed several activities used in the CLT approach, including:

1. **Information gap activity:** It helps to get and receive information, which learners do not know.
2. **Task completion activity:** Activities such as puzzles, games, map reading, and similar exercises are integral to this approach. The objective is to employ one’s language skills to successfully complete the task.
3. **Information gathering activities:** they encompass tasks such as surveys, interviews, and research. The primary objective of this activity is to apply their linguistic competence to acquire information effectively.
4. **Opinion sharing activity:** Students share and compare their points of view.
5. **Role-play activity:** Learners performance different roles and scenes based on information and clues.
6. **Group work:** It is done in pairs or small groups

Artificial intelligence: Artificial intelligence represents a cutting-edge technological field focused on enabling machines to perform tasks traditionally requiring human intelligence. As technology advances, it increasingly facilitates various activities, including the teaching and learning of English. Among the most frequently discussed innovations, artificial intelligence is seen as creating numerous new opportunities in language education (Fryer & Carpenter, 2006).

Artificial Intelligence in English Language Learning: The rise of digital platforms has facilitated the teaching and learning of English. Artificial intelligence (AI) now provides opportunities to enhance English language proficiency. The integration of language literacy with digital literacy effectively promotes global competence. AI operates through the linguistic processing of texts, improving its language accuracy and sophistication as technology advances. Consequently, AI technologies play a pivotal role in strengthening the teaching and learning of foreign languages (Yingsoon, 2021).

Fitria (2021) mentioned that there is a wide range of language learning applications powered by Artificial Intelligence (AI) technology available for both English educators and learners. Some examples of AI-driven tools that can be utilized in English language learning include:

1. **Google Translate:** Google Translate supports translation in up to 50 languages and allows users to translate entire documents. Additionally, it can pronounce words in the target language and provide word definitions. With the mobile “translate” app, users can instantly translate street signs, while the platform also offers website translation across multiple languages.
2. **Duolingo:** it is an online platform designed for learning foreign languages. This language-learning application employs a gamified approach, engaging users through word-matching exercises and sentence completion tasks. This approach is intended to teach essential grammar, vocabulary, and phrases in context.
3. **Vidnoz:** this platform creates on-screen avatars that narrate stories, enhancing videos with a more human touch and interactive experience. All Vidnoz AI avatars are modeled after real individuals, featuring precise lip synchronization and natural gestures. Additionally, users have the option to create a custom avatar that resembles themselves.

Chapter II: Methodology

This present research is framed as an action oriented research project employing mixed methods approach, integrating both qualitative and quantitative data to obtain a comprehensive understanding of the research phenomenon. The design places particular emphasis on the active participation of the students, whose involvement was essential throughout the instructional intervention. In this sense, the study is grounded in the principles of Participatory Action Research (PAR), a research paradigm that seeks not only to examine educational practices but also to promote meaningful change within a specific learning context.

On the other hand, the study involved the participation of 47 students enrolled in the first year of Bachillerato General Unificado (BGU) at Combatientes de Tapi High School in Riobamba city. These students were divided into two groups: the experimental group, which consisted of 23 students, and the control group, which comprised 24 students, resulting in 47 participants. The students’ ages typically ranged between 15 and 16 years old.

This research was carried out for two weeks by using 4 communicative strategies proposed by (Finocchiaro & Brurnfit, 1983) such as role-plays, describing pictures, reading aloud a short text and giving an opinion for 2 weeks during 4 periods. Additionally, the experimental group used Vidnoz platform for developing the communicative strategies. This current study was based on the topic “Christmas Holiday” matched with the period of vacation during December and learners could talk about them comfortably.

Pre-Test and Post-Test: A preliminary assessment, or pre-test, was administered concurrently to both experimental and control groups to ascertain the initial proficiency levels of the students in spoken English. Subsequently, the post-test was carried out to the experimental group underwent instruction in English guided by the Communicative Approach, while the control group adhered to the traditional approach. The assessment methodology adopted adhered to the assessment

principles delineated by (English & Symonds, 2016), which encompass validity, reliability, impact, and practicality.

Results and discussion

Results: The data analysis was conducted using the SPSS program. Each scale within the survey underwent coding. Individual items were assigned numerical codes, such that, for instance, the statement “I have done it” corresponds to code 4, while “I don’t like this type of activity” corresponds to code 1. The analysis of results involved participants responding to questions based on their perspectives on role-plays and Vidnoz platform.

Role-playing activities involve assigning roles to students who then improvise a scene or exchange based on provided information or clues.

Weekly changes occurring in psychological dimension.

In the first week, the students worked in groups of four and were asked to express their opinions about the following statement “Some people prefer to take a job that does not pay well but does provide a lot of time off from work. What is your opinion about taking a job with a low salary that has a lot of vacation time? Give reasons for your opinion”.

Table 1
Psychological changes

Psychological Items	Week 1				Week 2			
	Session1		Session 2		Session 1		Session 2	
	N° Ss'	%	N° Ss'	%	N° Ss'	%	N° Ss'	%
The child looks nervous	10	29%	8	24%	7	21%	3	9%
The child reflects his/her emotion	4	12%	6	18%	10	29%	12	35%
The child seems willing to talk	8	24%	9	26%	12	35%	16	47%
While the learner is talking, she/he is uncomfortable	12	35%	11	32%	5	15%	3	9%
Total	34	100%	34	100%	34	100%	34	100%

Source: Author

This investigation reveals a critical issue in teaching spoken grammar. It is the uncertainty that teachers often experience regarding their own proficiency in spoken language, leading them to avoid using the target language in class and offering limited opportunities for students to engage in spoken communication. Dewaele (2017) posited that speakers often appear nervous and uncomfortable due to the persistent influence of anxiety among learners throughout the

teaching-learning process. Hence, 35% of the learners felt uncomfortable and nervous during the activities in the first week. Moreover, MacIntyre, and Serroul (2015) propose that when learners encounter lexical or grammar difficulties, there emerges a dynamic interplay between motivation and anxiety. On the other hand, just 12% of the students showed encouragement to participate in these communicative activities. One possible explanation is that they possessed prior experience and self-confidence in similar tasks, enabling them to articulate their thoughts effectively in the target language.

This outcome supports previous research suggesting that familiarity with communicative practices fosters autonomy and reduces affective barriers in oral production. Unlike studies that report uniform gains in speaking confidence through communicative instruction alone, the present findings suggest that effectiveness of CLT based activities may depend on learners' affective readiness and previous experiences. These results highlight the need for future research to explore strategies that systematically address speaking anxiety within communicative and technology supported frameworks.

Weekly changes occurring in physical dimension

During the first week, the activities were evaluated in terms of the physical dimension. There were some negative behaviors in the experimental group because the physical factors observed in the first week include common speech mistakes such as word swallowing, sentence repetition, responding to questions with repeated sentences, and a decrease in comprehensibility.

Table 2
Physical changes

Physical Items	Week 1						Week 2					
	Session 1			Session 2			Session 1			Session 2		
	N°	Ss'	%	N°	Ss'	%	N°	Ss'	%	N°	Ss'	%
The teenager makes eye contact with the listener.	5		15%	12		35%	18		53%	29		85%
The teenager is sitting properly.	22		65%	25		74%	29		85%	31		91%
The teenager uses gestures and mimics properly while speaking.	6		18%	15		44%	18		53%	24		71%
The teenager adjusts his/her tone of voice according to the content of the speech.	5		15%	10		29%	15		44%	26		76%

Source: Author

Ortega (2009) and Horwitz, Horwitz, and Cope (1986) defined that learning a language compromises "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). On the other side, the second week had critical changes based on physical factors and one of them

occurred while speaking, the teenager takes long pauses to express his thoughts. The average in the first week was 88% but during the last sessions, the percentage decreased at 71%.

Weekly changes occurring in the grammar and spelling dimension

During the initial week, adverse alterations were observed in the academic performance of students concerning certain aspects within the grammar dimension. These elements encompassed an augmentation in the utilization of concise sentences, repetition of sentences, and provision of brief responses to questions.

Table 3

Grammar and spelling changes

Grammar and spelling Items	Week 1				Week 2			
	Session1		Session 2		Session 1		Session 2	
	N°	Ss'	N°	Ss'	N°	Ss'	N°	Ss'
The teenager makes long sentences.	5	15%	5	15%	7	21%	11	32%
The teenager makes short sentences.	27	79%	26	76%	24	71%	19	56%
The teenager uses unnecessary words causing problems in expression.	27	79%	27	79%	25	74%	20	59%
The teenager repeats sentences (parrot talk)	28	82%	27	79%	23	68%	21	62%

Source: Author

The grammar and spelling factors showed in the first week are common during communicative activities. It happens because the main problem faced by learners is grammar, followed by pronunciation, vocabulary, fluency and comprehension (Hadijah, 2014). Another investigation made by Kayum (2015) refers about errors in speaking activities and he thinks that teachers play an important role in the process because they must correct students' errors during their interventions.

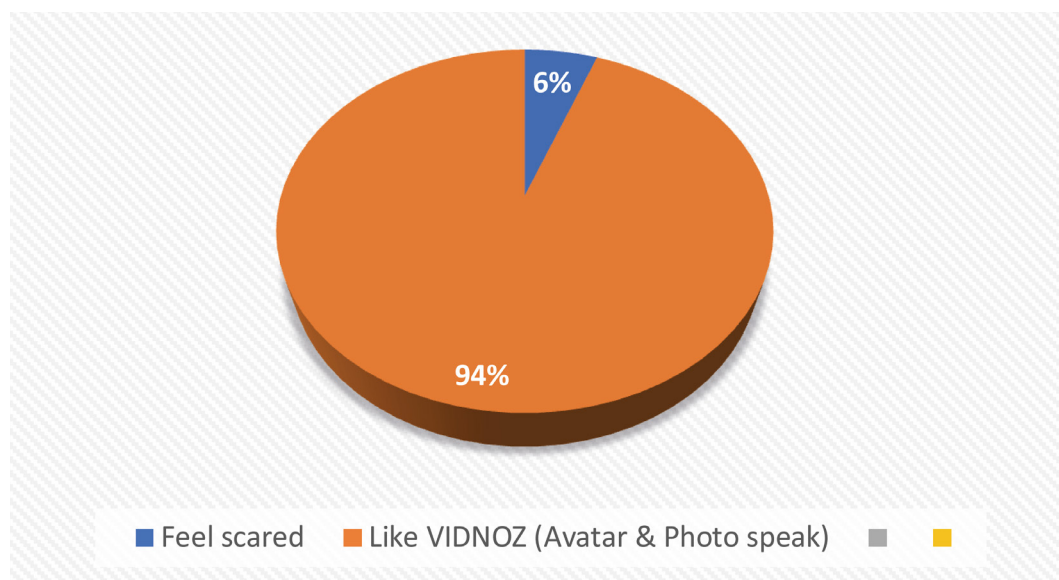
However, it is necessary to let learners the chance to do self-correction. In addition, improving the students' errors in speaking performance is necessary to analyze the pronunciation, structure, vocabulary and fluency. This underscores the need for future research examining how gradual scaffolding and affective support can mitigate physical and cognitive in early stages of spoken interaction.

Students' perception of Vidnoz platform

The chart reveals that the vast majority of students (94%) feel comfortable using the VIDNOZ platform, mainly because it allows them to design an avatar and use photographs that simulate natural speech. These features create a less intimidating environment for practicing English, while also encouraging active participation and motivation in the learning process. Only 6% of the

students reported feeling fear or discomfort, a response that can be linked to the common anxiety experienced when using new technologies or practicing oral communication in a foreign language.

Figure 1
Use of AI platform



Source: Author

These findings are consistent with previous studies that emphasize how innovative digital tools can reduce communication barriers and increase learners' confidence when interacting in the target language (Zawacki et al., 2019). Research has also highlighted that platforms incorporating avatars or speech simulations provide immersive and personalized learning experiences, which are particularly beneficial for learners at lower proficiency levels (Li, 2022). Similarly, the use of visual representations or virtual characters offers learners a safe space to rehearse pronunciation and fluency, two essential components of oral competence (Godwin-Jones, Emerging technologies: Artificial intelligence and language learning, 2020).

In conclusion, the evidence suggests that platforms such as VIDNOZ have significant potential to improve students' attitudes toward English learning by lowering communication anxiety and fostering learner autonomy. However, attention should also be given to the minority who experience fear, ensuring that the integration of such tools remains inclusive and responsive to diverse learner needs.

Conclusions

- This research summarized the application of the CLT Approach and teaching cycle for developing speaking skills, which have a set of techniques and steps to follow in the classes to improve learners' fluency in speaking English. Quantitative results revealed a clear improvement in students' speaking performance, as evidenced by the increase in post-test scores compared to the pre-test results. These measurable gains

confirm that the systematic implementation of CLT based activities contributed significantly to the development of learners' spoken English.

- The study details information about Communicative Language Teaching, its origins, the changes and evolution this approach has had. It also shares different researchers' opinions about how learners acquire the language through CLT.
- CLT has positive changes in the students' speaking skill. Students got interest for speaking activities. For instance, the learners adjusted their voice tones better and the audibility of their voices increased. These changes happened when teachers design a good lesson plan and follow the phases correctly including artificial intelligence tools. In addition, it synthesizes the perspectives of various scholars on how language acquisition occurs within a CLT framework, emphasizing the role of meaningful interaction, communicative competence, and learner centered practices in the development of spoken language.
- Concerning to set tasks for developing a CLT approach for speaking skills; role plays, describing pictures, sharing opinions, and reading aloud the text are helpful and meaningful activities for learners. This study demonstrates that these communicative tasks effectively engaged learners in expressing their ideas and strengthening their self-confidence, particularly when supported by artificial intelligence based platforms.
- Finally, the students showed improvement in terms of grammar dimension using Vidnoz platform. By the end of the intervention, learners were able to respond to questions using longer and more structurally accurate sentences, reflecting significant progress in their speaking skills. Overall, the study demonstrate the positive impact of the CLT instructional cycle combined with artificial intelligence tools in enhancing oral language development within EFL contexts.

Recommendations

- Integrate CLT systematically in lesson planning. Teachers should consistently design lessons following the phases of Communicative Language Teaching (CLT). A structured sequence that includes pre-task, task, and post-task stages fosters greater fluency and accuracy in learners' oral production (Richards & Rodgers, 2014).
- Prioritize communicative activities to enhance fluency. Activities such as role- plays, picture description, opinion sharing, and reading aloud should be incorporated regularly. These tasks encourage interaction, promote confidence, and provide meaningful contexts for learners to practice oral English (Littlewood, 2013).
- Balance communicative practice with technology. While technology-supported tools like VIDNOZ can enrich speaking practice, teachers should combine them with traditional classroom interaction. This balance ensures that students benefit from both digital resources and face-to-face communication opportunities (Godwin-Jones, Emerging technologies: Artificial intelligence and language learning, 2020).
- Focus on the development of prosody and voice projection. Since students improved their tone and audibility through CLT activities, teachers are encouraged

to design exercises that integrate pronunciation, intonation, and volume. These aspects support clearer communication and stronger oral performance (Celce & Goodwin, 2010).

- Provide ongoing feedback on grammar within speaking tasks. The findings indicate that students produced longer and more complex sentences during the study. Therefore, teachers should offer constructive feedback on grammar while learners engage in speaking activities, reinforcing both fluency and accuracy (Ellis, 2009).

References

- Ahn, S. Y., & Kang, H. S. (2017). South Korean university students' perceptions of different English varieties and their contribution to the learning of English as a foreign language. *Journal of Multilingual and Multicultural Development*, 38(8), 712-725.
- Burns, A. (1998). Teaching speaking. *Annual Review of Applied Linguistics*, 18, 102-123.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation: A course book and reference guide (2nd ed.)*. Cambridge University Press.
- Chaney, A. L., & Burk, T. L. . (1998). *Teaching Oral Communication In Grades K-8*. Eric.
- Dewaele, J. M. (2017). Psychological dimensions and foreign language anxiety. In *The Routledge handbook of instructed second language acquisition*. Routledge., pp. 433-450).
- Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221-246.
- English, C., & Symonds, Q. . (2016). English at work: Global analysis of language skills in the workplace. *Cambridge English Language Assessment*.
- Finocchiaro, M., and Brunnfit. . (1983). *The Functional Notional Approach: From Theory to Practice*. New York: Oxford University Press.
- Fitria, T. N. (2021). Lecturer's pedagogic competence: Teaching English in online learning during pandemic Covid-19. *Journal of English Education*, 6(2), 100-108.
- Fryer, L., & Carpenter, R. (2006). *Bots as language learning tools*.
- Godwin-Jones, R. (2020). Emerging technologies: Artificial intelligence and language learning. *Language Learning & Technology*, 24(3), 5-14.
- Godwin-Jones, R. (2020). Emerging technologies: Artificial intelligence and language learning. *Language Learning & Technology*, 24(3), 5-14.
- Hadijah, S. (2014). Investing the problems of English speaking of Islamic Boarding School Program at STAIN Samarinda. *Dinamika Ilmu: Jurnal Pendidikan*, 14(2), 240-247.
- Harmer, J. (2001). *The Practice of English language teaching (3rd ed.)*. Harlow: : Pearson Education Limited.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.
- Jiménez, R. T., García, G. E., & Pearson, P. D. (1996). The reading strategies of bilingual Latina/o students who are successful English readers: Opportunities and obstacles. *Reading Research Quarterly*, 31(1), 90-112.
- Kayi, H. (2012). *Teaching Speaking: Activities to promote Speaking in a second language*. Новейшие научные достижения.

- Kayum, M. A. (2015). Error analysis and correction in oral communication in the EFL context of Bangladesh. *International Journal of Multidisciplinary Research and Development*, 2(3), 125-129.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford, UK: Pergamon.
- Li, J. (2022). Artificial intelligence in language education: Opportunities and challenges. *Journal of Language Teaching and Research*, 13(2), 238-245.
- Littlewood, W. (2013). *Developing a communicative classroom*. Routledge.
- Littlewood, W., William, L., & Swan, M. . (1981). *Communicative language teaching: An introduction*. Cambridge university press.
- Logan, Lillian M.; Logan, Virgil G (1972). *Creative Communication: Teaching the Language Arts*. Toronto: McGraw Hill Ltd.
- MacIntyre, P. D. & Serroul, A. (2015). Motivation on a per-second timescale: Examining approachavoidance motivation during L2 task performance. In Z. Dörnyei, P. D. MacIntyre & A. Henry (Eds.), *Motivational dynamics in language learning*. (pp. 109-138).
- Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.
- Richards, J. C. (2005). *Communicative language teaching today*.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching (3rd ed.)*. Cambridge University Press.
- Savignon, S. J. (2002). *Interpreting communicative language teaching: Contexts and concerns in teacher education*. New Haven, CT: Yale University Press.
- Shen, M. Y., & Chiu, T. Y. (2019). EFL learners' English speaking difficulties and strategy use. *Education and linguistics research*, 5(2), 88-102.
- Songsiri, M. (2007). *An action research study of promoting students' confidence in speaking English*. Victoria University.
- Taguchi, T., Magid, M., & Papi, M. (2009). Iranian Learners of English: A Comparative Study. *Motivation, language identity and the L2 self*. 36, 66.
- Yingsoon, G. Y. (2021). Using AI technology to support speaking skill development for the teaching of Chinese as a foreign language. In *Multidisciplinary functions of blockchain technology in AI and IoT applications*. IGI Global Scientific Publisng, (pp. 209-227).
- Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education – Where are the educators?. *International Journal of Educational Technology in Higher Education*, 16(39), 1-27.