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“Enhancing Speaking Skills through Small-talk2Me AI Tool in the English Language Learning Process among High School Students at a Public Institution in Riobamba City, the school year 2023-2024”

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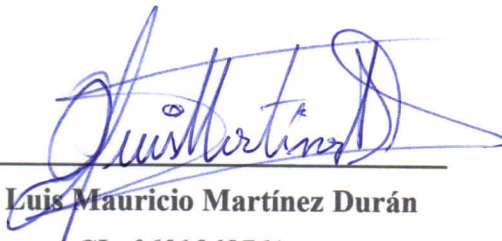
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DEDICATION

This study is committed to students of Unidad Educativa “Riobamba”, in Riobamba City, whose willingness to improve their English-speaking skills has been a basis of inspiration. To the teachers who continuously struggle to innovate in the classroom, approval of new technologies to enhance their students’ learning experience.

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SUMMARY

La herramienta de inteligencia artificial SmallTalk2Me es una estrategia innovadora que integra el aprendizaje de idiomas con la tecnología, con el objetivo de mejorar las habilidades de la competencia comunicativa oral de los estudiantes. Este estudio tuvo como objetivo explicar la efectividad de la herramienta SmallTalk2Me en la mejora de las habilidades de habla en inglés entre los estudiantes de tercer bachillerato. Se utilizó un diseño cuasi-experimental, incorporando enfoques tanto cuantitativos como cualitativos. Los datos se recopilaron utilizando diversos instrumentos, incluidos pre y post evaluaciones y un cuestionario dirigido a conocer las percepciones de los estudiantes con respecto al uso de esta herramienta. Los resultados revelan que la implementación de la herramienta SmallTalk2Me tuvo un efecto positivo en las habilidades de la competencia comunicativa oral de los estudiantes. Se encontraron mejoras significativas en aspectos como fluidez, gramática y vocabulario, siendo la mejora más notable observada en la fluidez, entre las pruebas pre y post. Los hallazgos sugieren que la herramienta SmallTalk2Me es un recurso valioso para desarrollar habilidades de la competencia comunicativa oral, ofreciendo a los estudiantes oportunidades para practicar en un entorno interactivo y aumentar su confianza en la comunicación oral. Finalmente, el estudio muestra que la herramienta SmallTalk2Me apoya eficazmente a los estudiantes para que permanezcan concentrados, comprometidos y ansiosos por practicar la destreza de comunicación oral.

Palabras clave: Herramienta de IA SmallTalk2Me, Habilidades de comunicación oral, Aprendizaje del inglés.

ABSTRACT

This study aimed to explain the effectiveness of the SmallTalk2Me AI tool in improving English-speaking skills among Third Bachillerato students. The research encourages reflection on the benefits of the SmallTalk2Me AI tool as an innovative strategy that integrates language learning with technology, targeting to enhance learners' speaking skills. A quasi-experimental design was utilized, incorporating both quantitative and qualitative approaches. Data were gathered using various instruments, including pre-and post-tests and a questionnaire that pointed to understanding the students' perceptions regarding using this tool. The results reveal that the implementation of the SmallTalk2Me AI tool had a positive effect on students' speaking skills. Significant improvements were found in aspects such as fluency, grammar, and vocabulary, with the most notable enhancement observed in fluency, between the pre-and post-tests. The findings suggest that the SmallTalk2Me AI tool is a valuable resource for improving speaking skills, offering students opportunities to practice in an interactive environment and increase their confidence in oral communication. Finally, the study shows that the SmallTalk2Me AI tool effectively supports the students to remain focused, engaged, and eager to practice speaking.

Keywords: SmallTalk2Me AI Tool, Speaking Skills, English Learning

CHAPTER I

1. INTRODUCTION

1.1 PROBLEM STATEMENT

Speaking is one of the most relevant English language skills that students should acquire to get effective communication. Rao (2019) highlights that Speaking is essential for students to interact with each other in a globalized world, being the familiar way of communicating. Speaking skills need a friendly environment that allows learners to feel confident to practice speaking skills without hesitation because speaking skills are a hard challenge for them (Criollo, 2018).

Unfortunately, in numerous educational institutions, high school students often lack the speaking proficiency needed to effectively communicate in English. This results in low motivation among them to share their opinions or ask questions due to their limited language abilities. Moreover, many schools lack the necessary instructional resources to implement innovative teaching methods that foster engaging interactions between students and teachers. Consequently, students fall short of achieving the desired language proficiency levels as outlined by the CEFR standards.

Students at this level have serious difficulties communicating what they want orally. When producing the English Language, their fear of making mistakes, lack of self-confidence when using grammar and intelligibility skills were noted, since in a common class there is not enough oral production among students as it was noticed in Third Bachillerato students at Unidad Educativa “Riobamba”, in Riobamba city during empirical observations. These difficulties helped the researcher to have a general idea of what the situation is in this high school.

It has been demonstrated that different methods are applied to improve students' speaking skills such as questions, dialogues, roleplays, interviews and conversations. In this sense, the smalltalk2Me AI tool plays an important role in encouraging students' interaction. It is known that oral expression is one of the most difficult skills for non-native speakers to develop, the main reason is that students do not have the confidence to interact in class, nor do they have sufficient lexis and pronunciation to be able to communicate their thoughts using the English language. Likewise, students are afraid to make mistakes when they speak. Given the above, students do not develop speaking skills focused on fluency and coherence because teachers do not implement different methods like Small-talk2Me AI tool.

On the other hand, some research has focused on demonstrating that Small-talk2Me AI tool helps to develop speaking skills by improving students' interaction when using this strategy. Ortega (2012) as cited by Yagual and Figueroa (2017) claims that artificial intelligence apps involve several activities to improve fluency, coherence, pronunciation, grammar, and vocabulary. As a result of employing the Small-talk2Me AI tool, the learners receive immediate feedback that benefits their performance. That is why, it is considered a

useful tool to encourage students to use the language through the combination of the Small-talk2Me AI tool in speaking skills.

This study emerges from recognizing the transformative potential of the Small-talk2Me AI tool within educational settings, particularly concerning language learning and skills enhancement. As technology continues to advance, teachers and institutions alike seek innovative approaches to address challenges in English Learning, such as limited opportunities for authentic speaking practice and individualized feedback (Mustafidah, 2023).

To address this research problem comprehensively, it is necessary to explore existing literature and empirical studies that have examined the integration of the Small-talk2Me AI tool in language learning contexts and their impact on speaking skills development. For instance, Paradedda et al., (2016) underscored the effectiveness of the Small-talk2Me AI tool has driven speech recognition technology in providing personalized feedback and facilitating speaking practice among language learners. Similarly, Wei-Xun and Jia-Ying (2024) highlighted the positive outcomes of incorporating AI-powered conversational agents or chatbots to enhance oral proficiency among students. However, it is also crucial to consider potential challenges and limitations associated with the integration of the Small-talk2Me AI tool in educational settings, as noted by (Kobori et al., 2016) who discussed issues related to accessibility, equity, and privacy concerns.

By synthesizing findings from existing research, this study aims to provide valuable insights into the implications of the Small-talk2Me AI tool integration for oral skills development in the specific context of Third Bachillerato students at Unidad Educativa “Riobamba”, in Riobamba city. Due to this fact, the research proposes a general research question: How does the Small-talk2Me artificial AI tool improve speaking skills? and two sub-questions: What is the effectiveness of using the Small-talk2Me AI tool in the improvement of speaking skills? What are the students’ perceptions and experiences regarding the use of the Small-talk2Me AI tool for speaking skills development?.

PROBLEM FORMULATION

How does the Small-talk2Me artificial AI tool enhance speaking skills improvement in English Learning among Third Bachillerato students at Unidad Educativa “Riobamba”, in Riobamba city, the school year 2023-2024?.

1.2 JUSTIFICATION

Researching the effectiveness of the Small-talk2Me AI tool to improve the speaking skills among Third Bachillerato students at Unidad Educativa “Riobamba”, in Riobamba city, is a relevant topic in the English Language teaching and learning process. Through an intervention plan based on implementing the Small-talk2Me AI tool as a strategy, it is expected to contribute to the development of English-speaking skills. the Small-talk2Me AI tool will enhance students and provide them with chances to improve their English-speaking

skills, fostering students' confidence. Rao (2019) states that speaking is crucial for learners to interact in a globalized world, being the natural way of communicating. Spoken language is one of the four most complicated skills in the English language teaching and learning process, becoming the biggest problem for students in the classroom.

This research has many reasons to be carried out. Firstly, Manggiasih et al. (2023) state that "Small-talk2Me AI tool is one of these strategies that might have a notable effect on learner's performance in speaking" (p.122). Through the implementation of the Small-talk2Me AI tool, students were able to participate in discussions or conversations based on real experiences, taking responsibility in each of their roles so students learn through practical situations based on real experiences. Secondly, La Spisa (2015) claims that the Small-talk2Me AI tool provides students with a fun and interesting environment, such an environment helps teachers to catch students' attention in the learning process, thus positive results on using Small-talk2Me AI to enhance speaking skills in students are shown and proven. Students were excited to participate in classroom activities, leaving aside the fear of making mistakes or errors in pronunciation or sentence structure. The Small-talk2Me AI tool allows learners to reinforce their oral interaction smoothly, avoiding blocking their minds during the speaking activities (Manggiasih et al., 2023). Also, students could use the English language in daily life to communicate with each other. Finally, the Small-talk2Me AI tool is one of the best strategies to improve speaking skills because it allows teachers to introduce entertaining and thrilling activities, helping to increase students' participation and motivation (Mustafidah, 2023). Therefore, this topic is going to contribute to the improvement of the English Language Teaching learning process.

On the other hand, this research is a legal requirement that demands the Universidad Nacional de Chimborazo for the graduation process as a Master's Degree, obtaining the Master in Teaching English as a Foreign Language. In addition, this research is aligned with the five-research line of the Universidad Nacional de Chimborazo which indicated that the research conducted by future professionals will promote and ensure quality education, through this research line: Educational Sciences and Professional Training will assist to solve the problems presented in the educational institutions in the English language teaching process.

1.3 OBJECTIVES

1.3.1 GENERAL OBJECTIVE

- To enhance speaking skills through the use of the Small-talk2Me artificial intelligence tool in English Learning among Third Bachillerato students at Unidad Educativa "Riobamba", in Riobamba city, the school year 2023-2024.

1.3.2 SPECIFIC OBJECTIVES

- To explain the effectiveness of using the Small-talk2Me artificial intelligence tool in the improvement of speaking skills among Third Bachillerato students at Unidad

Educativa “Riobamba” in Riobamba city, the school year 2023-2024.

- To describe students' perceptions and experiences regarding the use of the Small-talk2Me artificial intelligence tool for speaking skills development among Third Bachillerato students at Unidad Educativa “Riobamba”, in Riobamba city, the school year 2023-2024.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 THEORETICAL BACKGROUND

The research on enhancing speaking skills through the Small-talk2Me AI tool extends the overview of the role of AI in language learning. Ayala and Alvarado (2023), affirm the integration of artificial intelligence (AI) in language education offers innovative methods to enhance speaking skills in English language learners. The integration of AI tools has gained significant attention in recent years because of provides learners with interactive, real-time conversations that simulate authentic speaking situations(Ayala & Alvarado, 2023).

The Small-talk2Me AI tool is one such technology that aims to improve learners' speaking abilities. To understand the potential impact of Small-talk2Me, it is essential to consider previous research on AI tools in language learning. One important study, "The Integration of Artificial Intelligence in English Language in Education: A Review of Research and Applications" by Ayala and Alvarado (2023), provides a comprehensive overview of AI's role in language education. The author highlights the advantages of AI-driven conversation tools, such as personalized learning and immediate feedback on pronunciation and speaking skills (Vančová, 2023). These benefits set the stage for exploring the impact of Small-talk2Me on English speaking proficiency.

In the words of Vančová (2023), one of the key advantages of using the Small-talk2Me AI tool in speaking practice is to simulate a variety of conversational scenarios and contexts that learners may encounter in real-life situations. By engaging in diverse dialogues, learners can expand their vocabulary, improve their grammar, coherence, and pronunciation, also gain fluency and confidence in their speaking abilities. Additionally, the Small-talk2Me AI tool can adapt to the learner's proficiency level, presenting progressively challenging scenarios to help learners advance at their own pace(Kobori et al., 2016).

Another essential aspect is evaluating the quality and accuracy of the feedback provided by the Small-talk2Me AI tool. Feedback is essential for learners to understand their strengths and areas for improvement. Through assessing the AI tool's ability to offer constructive and precise feedback on pronunciation, grammar, and content, the research aims to determine the tool's effectiveness in facilitating meaningful language learning experiences(Kang, 2022). High-quality feedback can significantly impact learners' motivation and progress, making it an important area of investigation.

Alanya (2022), in his pilot study "Chatbot-Human Interaction and Its Effects on EFL Students' L2 Speaking Performance", examines the use of AI chatbots in English as a Foreign Language (EFL) learning. Their research found that AI chatbots offer valuable speaking practice and boost learners' confidence in conversational settings. These findings suggest that similar AI tools like Small-talk2Me could play a crucial role in helping learners improve their speaking skills. Another relevant study, "AI-Driven Language Learning: Enhancing

Oral Proficiency with Virtual Conversation Partners" by Ayala and Alvarado (2023), investigates AI-powered virtual conversation partners and their effectiveness in enhancing speaking skills. The study indicates that learners benefit from practicing conversations with AI partners and receiving immediate feedback. This research supports the idea that Small-talk2Me could provide similar opportunities for learners to develop fluency and speaking accuracy.

Van der Kleij et al. (2015), in his study entitled "Effects of Feedback in a Computer-Based Learning Environment on Students' Learning Outcomes: A Meta-Analysis" emphasizes the importance of AI-based feedback in speaking practice. Their research demonstrates that such feedback can be a valuable tool for improving learners' pronunciation and speaking accuracy. This finding aligns with the potential of Small-talk2Me to offer immediate, personalized feedback that enhances language acquisition.

Therefore, two additional studies provide further insights into the potential benefits and challenges of AI tools in language learning. Iorliam and Ingio (2024) mention that, "AI Tools and Language Education: A Comparative Analysis of AI-Powered Learning Platforms," reviews the strengths and weaknesses of various AI-powered language learning platforms, highlighting areas for improvement. Iorliam and Ingio (2024) in their study stated that, "The Efficacy of AI-Assisted Speaking Practice in English Language Learning," found that AI-assisted speaking practice supports learners in developing fluency and confidence. Collectively, these studies underscore the potential of AI tools like Small-talk2Me to significantly enhance speaking skills in English language learners while pointing to areas where further investigation and improvement are needed.

On the other hand, the potential of the Small-talk2Me AI tool to enhance inclusivity and accessibility in English language learning. For learners in remote or underserved areas, or those with disabilities, accessing high-quality language instruction can be challenging. Qiao and Zhao (2023) establish that AI tools can help bridge this gap by providing accessible, on-demand speaking practice opportunities to learners regardless of their location or circumstances. Understanding how the tool can support diverse learner needs is crucial for maximizing its potential benefits. The impact of the Small-talk2Me AI tool on learner motivation and engagement (Tuomi et al., 2019). Traditional language learning methods can sometimes lack the interactivity and immediacy that modern language learners expect. By incorporating AI-driven conversations into their learning routine, learners may experience greater engagement and sustained interest in language learning (Librarian & Chakravarty, 2020). This, in turn, could lead to higher levels of motivation and ultimately better learning outcomes.

Finally, Manggiasih et al. (2023) portray the impact of the Small-talk2Me AI tool on long-term language retention and application may offer immediate benefits in terms of speaking practice and feedback, it is important to determine whether these improvements translate into sustained language skills over time. As long as examining how learners use their AI-assisted speaking practice in real-world contexts, the research can provide insights into the lasting effects of this technology on language acquisition and proficiency.

Ultimately, the findings from this research will contribute to the broader discourse on the integration of the Small-talk2Me AI tool in English learning and inform best practices for future applications of AI in enhancing speaking skills(Qiao & Zhao, 2023).

2.2 THEORETICAL FOUNDATION BASIS

2.2.1 ENGLISH SPEAKING SKILLS

Speaking skills refer to the ability to communicate effectively using spoken language. These skills are crucial in everyday interactions, professional settings, and academic environments (Safitri, 2022). Developing speaking skills involves mastering various components that together enable clear, coherent, and appropriate verbal communication (Syakur et al., 2020). English-speaking skills development is a multifaceted process that encompasses various cognitive, linguistic, and social dimensions. The following literature review examines the concept of English-speaking skills and dissects its key components, drawing on a range of scholarly sources to provide a comprehensive understanding.

2.2.1.1. English Speaking Skills Meaning

The ability to speak English fluently and effectively is widely regarded as a crucial skill in today's globalized world. In words of Salamea-Avila and Fajardo-Dack (2023)English speaking skills are often conceptualized as the capacity to convey thoughts, ideas, and emotions through spoken language clearly and coherently. According to (Rao, 2019), speaking is an interactive process that involves producing, receiving, and processing information. This process is not merely about uttering words but also about structuring discourse, maintaining interaction, and using appropriate language functions.

Moreover, Azizah (2022), highlights that speaking in a second language involves both linguistic competence (knowledge of vocabulary, grammar, and pronunciation) and pragmatic competence (understanding how to use language appropriately in different social contexts). This dual focus on form and function underscores the complexity of developing proficient speaking skills.

2.2.1.2. Speaking Skills Components

1. Fluency refers to the ability to speak smoothly and with ease. It is often characterized by the speed of speech, the absence of excessive pauses, and the ability to produce language without undue effort (Susanti et al., 2021). Fluency is seen as a critical component because it reflects the speaker's ability to produce language in real-time, which is essential for effective communication(Rao, 2019).

2. Accuracy involves the correct use of vocabulary, grammar, and pronunciation. As Penyusun (2022) states, accuracy is crucial for ensuring that the speaker's message is understood by the listener. This component is particularly important in formal contexts where precise language use is expected.

3. Pronunciation includes the correct articulation of sounds, stress patterns, intonation, and rhythm. Pronunciation affects intelligibility and comprehensibility. Vančová (2023) argues that good pronunciation is essential for effective oral communication because it reduces misunderstandings and enhances the listener's comprehension.

4. Vocabulary A robust vocabulary is essential for expressing ideas clearly and precisely. Kang (2022) notes that a rich vocabulary allows speakers to convey their thoughts more effectively and engage in a wider range of conversations. Vocabulary development is continuous and context-dependent, requiring active engagement with the language.

5. Grammar involves the structural rules that govern the composition of clauses, phrases, and words in any given natural language. Tu, (2020) emphasizes that grammatical competence is crucial for constructing meaningful and syntactically correct sentences, which are foundational for effective communication.

6. Pragmatics Competence is the ability to use language appropriately in different social contexts. Al-Eiadeh et al. (2016) describe it as understanding the social rules of language use, such as politeness, formality, and cultural norms. Pragmatic competence helps speakers navigate various communicative situations effectively.

7. Discourse Management: This component involves the ability to organize and manage speech in a coherent and cohesive manner. Discourse management includes skills such as turn-taking, topic maintenance, and the use of cohesive devices (Rao, 2019). Effective discourse management ensures that conversations flow smoothly and logically, as a result of the coherence and cohesion accurate.

8. Interactive Skills is integrally interactive, requiring speakers to engage in real-time negotiation of meaning, respond to others, and adjust their speech based on feedback (Tu, 2020b). Interactive skills include listening, responding appropriately, and maintaining the interaction through questions, clarifications, and acknowledgment which improve their fluency (Susanti et al., 2021).

Therefore, the integration of these components is essential for developing comprehensive speaking skills. Effective language instruction, therefore, should address each component through targeted activities and practice. Communicative Language Teaching (CLT), as advocated by Nurhalim et al. (2019), emphasizes the need for learners to engage in meaningful communication, thereby developing both fluency and accuracy in a balanced manner.

Understanding the concept and components of English-speaking skills is critical for educators, learners, and researchers. It highlights the intricate nature of speaking proficiency and underscores the need for a holistic approach to language teaching that addresses all relevant aspects of speaking (Kang, 2022).

2.2.2 *SMALL-TALK2ME AI APP*

The rapid advancement of artificial intelligence (AI) has revolutionized language learning, offering innovative tools that enhance the acquisition of new languages (Manggiasih et al., 2023). Among these, the Small-talk2Me AI app has emerged as a significant player in English language learning. Fujita et al. (2023) states the Small-talk2Me AI app facilitates English learning, due to its features. Therefore, the Small-talk2Me AI app can get pedagogical effectiveness, user engagement, and comparative advantages over traditional learning methods (Baranovskaja & Skorupa, 2011).

AI in language learning is grounded in several theoretical frameworks, including communicative language teaching (CLT), constructivist learning theories, and the sociocultural theory of language development. CLT emphasizes interaction as a means of learning, which is a key feature of the Small-talk2Me app, designed to simulate conversational practice (Large et al., 2019). Constructivist theories, advocating for active learner engagement and personalized learning experiences, are reflected in the app's adaptive learning algorithms (De Medeiros et al., 2019). Additionally, Vygotsky's socio-cultural theory underlines the importance of social interaction in learning, which the app seeks to emulate through its conversational AI (Safitri, 2022).

2.2.2.1. *Features of the Small-talk2Me AI app*

The Small-talk2Me AI app integrates several advanced features aimed at enhancing English learning (La Spisa, 2015).

- **Conversational Artificial Intelligence:** The core feature of the app is its ability to engage learners in realistic, context-aware conversations, helping learners practice speaking and listening skills in a simulated environment.
- **Adaptive Learning:** The app uses machine learning algorithms to adapt to individual learner's proficiency levels, providing customized feedback and progressively challenging tasks (Joseph et al., 2021).
- **Natural Language Processing (NLP):** NLP capabilities enable the app to understand and generate human-like responses, making interactions more natural and engaging coherence and fluency in learners' speech.
- **Motivation:** Incorporation of some elements such as rewards, levels, and progress tracking motivate students and make learning enjoyable (Syakur et al., 2020).
- **Pronunciation, Grammar and Vocabulary Feedback:** Real-time feedback on pronunciation, grammar and vocabulary helps learners correct mistakes promptly and improve their language accuracy (Large et al., 2019). As well as other aspects related to the effectiveness of this artificial intelligence tool in improving speaking skills.

2.2.2.2. Pedagogical Effectiveness

AI-driven language learning apps indicate positive outcomes. Studies have shown that the use of conversational AI can significantly improve speaking proficiency and listening comprehension. The adaptive learning feature ensures that learners are continually challenged at an appropriate level, preventing both frustration (Wei-Xun & Jia-Ying, 2024). Moreover, real-time feedback helps in the immediate correction of errors, reinforcing correct language use.

A study by Salamea and Fajardo (2023) on the Small-talk2Me AI app demonstrated that users showed a 25% improvement in speaking fluency over a period of three months. On the other hand, McTear (2022) in his study highlighted the app's effectiveness in enhancing learners' listening skills, with participants scoring 30% higher on listening comprehension tests compared to those using traditional learning methods.

2.2.2.3. User Engagement and Motivation

User engagement is crucial for the sustained use of educational apps. The Small-talk2Me AI app incorporates several features aimed at maintaining high levels of user engagement:

- **Interactive and Personalized Learning:** Personalized feedback and adaptive learning paths keep users motivated by addressing their unique learning needs.
- **Gamification:** Rewards, badges, and leaderboards encourage regular use and make learning fun (Tu, 2020).
- **Social Interaction:** The app's design includes features for learners to interact with peers and native speakers, fostering a sense of community and collaboration.

Manggiasih et al. (2023) found in this study that gamification elements in language learning apps significantly increased user retention and engagement. Similarly, the interactive nature of the Small-talk2Me has been shown to enhance user motivation and willingness to practice regularly (Alanya, 2022).

2.2.2.4. Comparative Advantages

Compared to traditional language learning methods, the Small-talk2Me offers several advantages:

- **Accessibility and Convenience:** Learners can practice anytime and anywhere, making language learning more accessible.
- **Cost-Effectiveness:** The app provides a cost-effective alternative to private tutoring and language courses.
- **Consistency and Availability:** Unlike human tutors, the app is available 24/7, providing consistent and immediate support.

Studies comparing AI language learning apps with traditional classroom methods suggest that apps like the Small-talk2Me can complement formal education by providing additional practice opportunities and personalized learning experiences. In accordance with Du and Daniel (2024), students using the app alongside traditional classes showed greater improvement in oral proficiency than those relying solely on classroom instruction.

2.2.2.5. Challenges and Considerations

While the benefits are substantial, there are challenges and considerations to address:

- **Technological Limitations:** Despite advancements, AI still struggles with understanding and generating nuanced language, particularly in informal and idiomatic expressions.
- **Learner Dependency:** Over-reliance on the app may limit exposure to diverse linguistic inputs and human interaction, which are essential for holistic language development.
- **Data Privacy:** The collection of user data for personalization and improvement of AI algorithms raises concerns about privacy and data security (McTear (2022)).

Pullin (2010), the Small-talk2Me AI app represents a significant advancement in the field of English language learning, leveraging AI to provide interactive, personalized, and effective learning experiences. Its integration of conversational AI, adaptive learning, and gamification addresses key aspects of language acquisition, offering a viable supplement to traditional learning methods (La Spisa, 2015). However, ongoing research and development are necessary to overcome technological limitations and ensure data privacy, thereby maximizing the app's potential in language education (Chang, 2023).

2.2.3 THE ROLE OF TECHNOLOGY IN ENGLISH LEARNING PROCESS

Several studies have underscored the significant impact of technology in English learning, particularly in developing speaking skills. Technology-enhanced language learning (TELL) provides interactive, engaging, and flexible platforms for learners to practice language skills in authentic contexts. Researchers like Van der Kleij et al. (2015) highlight how computer-assisted language learning (CALL) tools facilitate language acquisition through meaningful interaction and immediate feedback.

2.2.3.1. AI and Chatbots in Language Learning

Recent advancements in AI have introduced chatbots as effective tools for language learning. Studies such as Chang (2023) explore the potential of chatbots in providing conversational practice. These tools simulate human interaction, allowing learners to practice speaking in a low-pressure environment. The AI's ability to provide instant feedback and adapt to the learner's proficiency level makes it a valuable tool for improving speaking skills (Van der Kleij et al., 2015).

2.2.3.2. Communicative Competence and Fluency

The effectiveness of small-talk AI tools in enhancing communicative competence is well-documented. Research by Pullin (2010) suggests that conversational agents help learners develop fluency by engaging them in spontaneous, real-life conversations. These interactions are crucial for practicing turn-taking, pragmatic use of language, and responding to unexpected questions, which are all essential components of communicative competence.

2.2.3.3. Learner Autonomy and Motivation

Small-talk AI tools promote learner autonomy by enabling self-paced and self-directed learning. Based on Parsakia (2023), these tools allow learners to practice speaking outside the classroom, leading to increased practice time and exposure to the language. Additionally, studies by (Large et al., 2019) indicate that the use of AI-driven conversational agents can boost learner motivation and reduce anxiety, as learners feel more comfortable practicing with a non-judgmental machine.

2.2.3.4. Feedback and Error Correction

Immediate feedback is a critical feature of small-talk AI tools. Research by Kobori et al. (2016b) shows that timely and relevant feedback helps learners recognize and correct errors, leading to improved language accuracy. AI tools are capable of providing corrective feedback in a way that is personalized and contextually appropriate, enhancing the learning experience.

2.2.3.5. Practical Applications and Case Studies

Numerous case studies illustrate the practical applications of small-talk AI tools in various educational settings. For instance, a study carried out by (Nurhalim et al., 2019) demonstrates the effectiveness of mobile-based chatbots in improving speaking proficiency among university students. Similarly, Parsakia (2023) reports positive outcomes in using AI chatbots for English language learners in Taiwan, noting improvements in both speaking skills and learner engagement.

2.2.3.6. Challenges and Limitations

Despite the promising findings, there are challenges associated with the use of small-talk AI tools. Issues such as limited understanding of cultural nuances, inability to handle highly complex conversations, and the need for continuous updates to the AI's language database are highlighted by researchers like (Safitri, 2022). Moreover, the success of these tools heavily relies on the quality of the AI and the relevance of its responses, as noted by (Safitri, 2022).

2.2.4 THE ARTIFICIAL INTELLIGENCE TOOLS IN ENGLISH LEARNING PROCESS

The integration of Artificial Intelligence tools into the English learning process in words of Qiao and Zhao (2023) is transforming traditional educational methods, offering personalized, adaptive, and engaging learning experiences. Several AI-driven tools and their applications in enhancing English language learning, focusing on their capabilities, advantages, and its potential impact is essential to transform the learning process (Qiao & Zhao, 2023). There are two types of AI tools for English Learning

2.2.4.1 General AI Tools for English Learning

2.2.4.1.1 Grammarly:

- **Functionality:** A language learning platform that uses AI to tailor lessons to individual users' proficiency levels and learning styles.
- **Advantages:** Engages users with gamified learning experiences, adaptive lessons, and progress tracking. It is particularly effective for vocabulary building and basic grammar practice.

2.2.4.1.2 Duolingo:

- **Functionality:** An AI-powered writing assistant that helps users improve their writing by providing suggestions for grammar, spelling, punctuation, and style.
- **Advantages:** Offers real-time feedback, personalized writing insights, and language enhancement tools, making it an invaluable resource for learners aiming to improve their written English.

2.2.4.1.3 Rosetta Stone:

- **Functionality:** Utilizes speech recognition technology to help users practice pronunciation and conversation skills.
- **Advantages:** Immersive learning environment with real-time feedback on pronunciation and fluency, facilitating the development of conversational skills in Small-talk2Me.

2.2.4.2 Specialized AI Tools for Speaking and Pronunciation

SmallTalk2Me:

- **Functionality:** An AI-powered speaking assistant designed to help users practice English speaking and improve communication skills by recording and analyzing their speech (Manggiasih et al., 2023).

- **Advantages:** Provides instant feedback on pronunciation, fluency, and grammar. It features tools like the IELTS Speaking Test Simulator and mock job interviews, making it particularly useful for exam preparation and professional development in the Small-talk2Me app(Alanya, 2022).
- **Applications:** Helps users overcome language barriers and build confidence in speaking English through regular practice and detailed proficiency reports. It is also used in educational settings to automate student assessments and provide personalized learning experiences(Parsakia, 2023).

2.2.4.3 *Benefits and Challenges*

Benefits:

- **Personalization:** AI tools offer personalized learning experiences by adapting to individual learners' needs, proficiency levels, and learning paces(Tuomi et al., 2019).
- **Accessibility:** These tools make English learning more accessible by providing anytime, anywhere learning opportunities(De Medeiros et al., 2019).
- **Engagement:** Interactive features make learning more engaging and motivating for users.

Challenges:

- **Dependence on Technology:** Over-reliance on AI tools may reduce face-to-face interaction and human mentorship in language learning.
- **Data Privacy:** The collection and use of personal data by Artificial Intelligence tools raise concerns about privacy and data security.

AI tools like Grammarly, Duolingo, Rosetta Stone, and SmallTalk2Me are revolutionizing English language learning by offering personalized, engaging, and efficient learning experiences (Tuomi et al., 2019). These tools not only improve learners' writing and speaking skills but also enhance their overall proficiency through tailored feedback and practice opportunities. While the benefits are significant, it is essential to address challenges related to technology dependence and data privacy to ensure a balanced and secure learning environment (Ordenez, 2021).

CHAPTER III

3. METHODOLOGY

This chapter outlines the research design, type, and methods to investigate the research problem. This section details the study's design, the participants, the data collection instruments, and the analysis procedures, ensuring the research is valid and reliable by adopting a mixed-methods approach, which combines both qualitative and quantitative methods. This chapter explains the rationale for the chosen methods, describes how data were gathered, and discusses the techniques used to analyze the results of the research objectives.

3.1 Research Design

The study follows an action research design with a mixed method because of the combination of qualitative and quantitative methods.

Action research is employed to address specific educational challenges, allowing the researcher to implement, observe, and refine interventions in real-time (Kork Khan, 2019). This study started with the identification of a problem and then finding a solution with the use of the Small-talk2Me AI tool as an intervention to improve English-speaking skills among Third Bachillerato students at Unidad Educativa “Riobamba”, in Riobamba City in the school year 2023-2024.

The action research presents some steps to identify and gather information, those steps are suggested by (Abid et al., 2021). First, the planning stage involved identifying a problem in speaking skills improvement among third high school students at Unidad Educativa “Riobamba, which was evidenced during the classroom work carried out by the teacher in service. Moreover, the researcher stated the following research question: How does the small-talk2Me AI tool improve English speaking skills? Then, it is followed by the action stage which refers to the implementation of the interventional plan, in which the pre-test and post-test were administered to measure the intervention's effectiveness by comparing student performance before and after the implementation, and a rubric was designed to grade students' performance in speaking test too.

Next, the observation stage was carried out using field notes, and questionnaires across the class, to notice if the proposed solution “small-talk2Me AI tool” worked as was expected or not. During the reflection stage, the information was gathered to analyze and interpret the quantitative and qualitative data collected in the intervention plan through different statistical tables and graphs. The general results and findings were reported by establishing conclusions and recommendations that helped to respond to the research sub-questions formulated by the researcher.

3.2 Research Type

This study is classified as action research, aiming to provide practical solutions to

real-world educational challenges. Action research was conducted with the specific intent of improving outcomes within a particular context, in this case, the enhancement of English-speaking skills through technology integration (Shaheen et al., 2018). Seeking to adopt innovative tools like the Small-talk2Me AI application to improve English-speaking skills.

A quasi-experimental design was employed for this research because of the interventions and data collected from research instruments (Galang Isnawan, 2022). On the other hand, Uygun and Cesur (2024) explain that quasi-experimental studies in education examine real-life situations. These designs can still enhance our understanding of how such interventions impact student outcomes. Likewise, quasi-experimental designs are used when participants are assigned to intervention groups through nonrandom processes like administrative decisions, self-selection, or legislative mandates.

This study also incorporated instruments such as pre-tests and post-tests to collect data. In the words of Sefidkar and Madadzadeh (2022), both pre-tests and post-tests are essential components of quasi-experimental research, where a group of students is selected to undergo a new treatment. Initially, the group takes a pre-test based on the dependent variable, followed by the application of a new method to improve their performance. The post-test results were then compared to the pre-test results, and if there is improvement, the method is considered successful.

Therefore, this study was applied research, as it focuses on addressing specific, practical problems by utilizing scientific methods and knowledge to find solutions. It highlights on producing findings that have immediate real-world applications rather than theoretical development. This approach is used in various fields to address pressing issues or improve processes and systems. For example, in education, applied research can develop new teaching methods or evaluate the effectiveness of interventions aimed at improving student outcomes.

Based on Creswell (2017) applied research aims to "find solutions for problems that are currently affecting individuals or groups" and is characterized by its focus on specific, practical goals. Similarly, (Gay et al., 2012) emphasize that applied research directly contributes to practice by using empirical evidence to inform decision-making and policy implementation in professional contexts.

3.3 Research Method

The current research used a mixed-method approach, incorporating both quantitative and qualitative data collection to answer the questions announced in the research problem. This approach allows for a comprehensive analysis, providing a deeper understanding of the research by combining numerical and descriptive data. This research method is fundamental to this study, involving iterative cycles of planning, acting, observing, and reflecting. This mixed-method is particularly suitable for educational environments where ongoing assessment and adjustment are necessary to optimize the effectiveness of interventions (Shaheen et al., 2018).

In this study, the researcher actively engages with the students, implements the AI tool, observes its impact, and makes adjustments based on observed outcomes and feedback. This dynamic approach ensures that the intervention remains responsive to the needs of the students and the educational context.

Consequently, the quantitative method was implemented to gather numerical data on the performance level of the students' speaking skills before and after implementing the smalltalk2Me AI tool (Zawacki-Richter et al., 2020). Similarly, qualitative and quantitative methods were employed to collect information about students' perceptions of using the small-talk2Me to English-speaking skills among third high school students at Unidad Educativa "Riobamba", in Riobamba City in the school year 2023-2024.

3.4 Research Level

The research operates at a descriptive-explanatory level, which combines the detailed documentation of the intervention process with an analysis of the underlying mechanisms driving observed changes. Descriptive elements involve the systematic recording of students' English-speaking performance and engagement with the AI tool, while the explanatory aspect seeks to understand how and why the tool influences learning outcomes (Peel, 2020). This dual approach allows the study to not only report on the success of the intervention but also contribute to broader theoretical insights regarding technology-enhanced language learning.

3.5 Techniques and Instruments of Data Collection

The study employed multiple techniques to gather a comprehensive understanding of the intervention's impact, supported by specific instruments designed to collect both quantitative and qualitative data.

3.5.1 Techniques

3.5.1.1 The Testing Technique

The Testing Technique was used to objectively measure changes in students' speaking skills throughout the intervention. The assessments focused on key components such as fluency, coherence, vocabulary, grammar, and pronunciation, providing quantifiable data on the effectiveness of the Small-talk2Me AI tool (Head, 2020). These tests provided quantifiable data, allowing for a direct comparison of student performance before and after the use of the Small-talk2Me AI tool (Head, 2020). These quantitative data obtained from the tests were compared with the national grading scale established by the Ministry of Education.

3.5.1.2 Survey Technique

The survey Technique was used to gather subjective data on students' attitudes, perceptions, and experiences related to the intervention by asking structured questions. It

can gather information on opinions, behaviors, preferences, or characteristics and is commonly used in both qualitative and quantitative research. Survey technique is particularly useful for researchers who need to collect large amounts of data quickly and efficiently, making it possible to generalize findings from a sample to a broader population. And they can be administered in various formats, such as online, face-to-face, or via telephone.

As Caldwell et al. (2016) states surveys are “a useful tool for gathering information from a large audience efficiently, especially when researchers need to generalize findings to a larger population.” Similarly, Rahman (2023) emphasizes that surveys help researchers collect data systematically and provide the ability to analyze trends or patterns in the responses. Surveys can be either cross-sectional, capturing a photo of a population at a specific time, or longitudinal, where data are collected over extended periods to observe changes over time.

3.5.2 Instruments

Pre-test and Post-test assessments were used as instruments to evaluate students' speaking skills before and after the intervention.

Pre-test

A pre-test is an assessment conducted before implementing an intervention or treatment to measure participants' baseline knowledge, skills, or abilities related to the dependent variable of interest. It serves as a reference point to determine the starting levels of the participants before any instructional or experimental changes are made (Gul Malik & Alam, 2019). In fact, in this research, a pretest was administered to 34 students from third Bachillerato students at Unidad Educativa “Riobamba” to know the students' speaking skills. A reference point for students' English proficiency was essential to assess how the smalltalk2Me AI tool could contribute to improving their speaking skills (see Annex 1).

Following, Swanson and Holton (2005), a pre-test is essential in research because "it provides a benchmark to compare the effects of the intervention and helps in understanding the participants' prior knowledge" (p.23). In educational research, for example, pre-tests often assess specific learning objectives or competencies before introducing a new teaching method.

Post-test

A post-test is an assessment given after the intervention or treatment to evaluate its impact by comparing the results with the pre-test. In the words of Gul Malik and Alam (2019), the post-test measures the same variables or knowledge areas as the pre-test to determine if any significant improvements or changes have occurred as a result of the intervention. While similar to the pre-test in terms of content and structure, the post-test is different in that it assesses the outcome of the applied intervention. The primary purpose is to measure the effectiveness of the treatment or instructional change (see annex 2).

Gul Malik and Alam (2019) explain that a post-test "enables researchers to evaluate the success of an intervention by comparing participants' performance before and after the intervention" If the post-test results show improvement over the pre-test scores, it can be inferred that the intervention had a positive effect.

To develop the pre and post-test instruments, the second specific objective was used as follows (2) to determine the effectiveness of using the Smalltalk2Me artificial intelligence tool in the improvement of speaking skills in English Learning among high school students at a public institution in Riobamba city, school year 2023-24. The tests were composed of three parts related to speaking skills, in which students had to develop tasks focused on assessing indicators such as fluency, coherence, pronunciation, grammar, and vocabulary. These indicators were exposed on the tests, so students could know what aspects would be measured.

As well as; pre-tests and post-tests assess speaking skills, but they are administered at different times. The pre-test establishes the starting point, while the post-test evaluates the intervention's effectiveness. In educational studies, pre-and post-tests are commonly used to measure student learning progress or achievement after exposure to a new teaching method (Gul Malik & Alam, 2019).

Furthermore, both tests utilized a rubric created based on the guidelines from Assessing Speaking for Cambridge English Qualification: A Guide for Teachers. This rubric includes four criteria, each rated on a scale from 1 to 5. It was necessary for evaluating speaking skills and measuring improvements among third Bachillerato students using the Smalltalk2Me AI tool. Additionally, the rubric was designed concerning the Common European Framework of Reference for Languages (CEFR) B1 level (see annex 3).

Questionnaire

Taherdoost (2022), a questionnaire is a research tool that consists of a set of written or digital questions used to collect information from individuals. These questions are designed to gather data on specific topics, such as opinions, attitudes, behaviors, or demographic characteristics and it was aligned to the Likert Scale(Kuphanga, 2024). Questionnaires are widely used in surveys, research studies, evaluations, and feedback collection. In addition, a questionnaire was administered to students to explore their satisfaction with the smalltalk2Me AI tool, its perceived effectiveness, and its impact on their confidence in speaking English (see annex 4). The data collected through this technique provide a more holistic view of the intervention's impact by including student feedback(Aasa, 2016).

By integrating these techniques and instruments, the study ensures a thorough evaluation of the Small-talk2Me AI tool's effectiveness in enhancing English-speaking skills, capturing both measurable outcomes and experiential insights (Taherdoost, 2022). On the other hand, field notes were used to capture students' interactions with the tool in real time. This instrument provides valuable qualitative data that helps identify patterns, monitor

progress, and record unexpected events that structured assessments might overlook. Field notes also allow the researcher to document classroom dynamics, student engagement, and the impact of the AI tool on speaking skills over time (Phillippi & Lauderdale, 2018). By supplementing quantitative data, such as test scores and usage metrics, field notes offer a deeper understanding of the nuances behind students' improvements or challenges. Additionally, the field notes facilitate reflection on teaching practices and support evidence-based conclusions, ultimately providing a comprehensive view of the AI tool's effectiveness in enhancing speaking skills (see Annex 5).

3.6. Population and Sample

The current research was conducted at Unidad Educativa “Riobamba”. The sample consisted of thirty-four students of third Bachillerato during the 2023-2024 school year, including sixteen boys and eighteen girls. The participants were selected through a convenient sampling (Godínez, 2022). First, the participants were selected because of their accessibility to conduct this study; second, all students shared similar criteria such as all of them being in B1.2 English proficiency level according to the National Curriculum of Ecuador; besides, they were the same age between sixteen to eighteen years old. These characteristics made a homogeneous sample. Also, students were asked for permission from their parents or legal custodians to participate in this research study (see Annex 6).

CHAPTER IV

4. ANALYSIS AND DESCRIPTION OF THE RESULTS

The results obtained from the data collection instruments from the pretest, posttest, and questionnaire are detailed in this section. The research instruments allowed us to evaluate the student's improvement in speaking skills such as fluency, coherence, vocabulary and grammar, and pronunciation because of the implementation of the Small-talk2Me AI Tool. In the same way, a questionnaire was based on the Likert scale, using options like, "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree" was implemented to identify the students' perceptions about the implementation of the AI tool. Furthermore, this section details how the objectives proposed were accomplished.

4.1. Pretest results

The first objective of this investigation was to explain the effectiveness of using the Small-talk2Me artificial intelligence tool in speaking skills improvement among Third Bachillerato students at Unidad Educativa "Riobamba" in Riobamba city. For instance, the researcher used pretest and posttest instruments to collect quantitative information.

Table 1

Pretest results on the performance of Third Bachillerato students in speaking skills.

Student's code	Fluency /2.5	Coherence /2.5	GV /2.5	Pronu /2.5	Score /10
UER3B01	1,50	1,00	2,00	1,68	7,18
UER3B02	2,00	2,00	1,00	0,84	5,84
UER3B03	2,00	2,50	2,00	0,00	6,50
UER3B04	2,50	2,00	2,00	1,26	7,76
UER3B05	2,50	2,50	2,50	2,50	10,00
UER3B06	1,50	2,50	1,50	1,68	7,18
UER3B07	2,00	1,50	1,50	1,68	7,68
UER3B08	2,50	2,50	1,50	1,68	8,18
UER3B09	1,00	2,50	2,00	1,68	7,18
UER3B10	1,50	1,50	2,00	0,84	5,84
UER3B11	2,50	2,00	1,50	2,50	8,50
UER3B12	2,00	1,50	2,50	0,84	6,84
UER3B13	1,00	1,50	1,50	0,84	4,84
UER3B14	2,50	2,50	2,50	0,84	8,34
UER3B15	1,50	1,50	1,50	1,68	6,18

UER3B16	2,50	2,50	2,50	0,84	8,34
UER3B17	2,00	2,50	1,50	1,68	7,68
UER3B18	2,50	1,00	2,50	1,68	8,68
UER3B19	2,50	2,50	2,00	2,50	9,50
UER3B20	1,50	2,00	1,50	1,68	6,68
UER3B21	1,50	2,50	2,00	1,68	7,68
UER3B22	2,50	2,50	2,00	1,68	8,68
UER3B23	1,50	2,50	2,00	1,68	7,68
UER3B24	0,50	2,50	2,00	1,68	6,68
UER3B25	1,50	2,00	2,00	0,84	6,34
UER3B26	2,00	2,50	2,50	1,68	8,68
UER3B27	1,50	2,00	2,00	1,68	7,18
UER3B28	2,00	2,50	2,00	0,00	6,50
UER3B29	2,50	2,50	2,00	1,00	8,00
UER3B30	1,50	1,00	0,50	1,68	5,68
UER3B31	2,50	2,50	2,00	0,84	7,84
UER3B32	2,50	2,50	1,50	0,84	7,34
UER3B33	1,50	2,50	2,00	0,84	6,84
UER3B34	2,00	2,00	2,00	1,68	7,68
Mean	1,91	1,23	1,88	1,37	7,40

UER3B01= Unidad Educativa “Riobamba” Third Bachillerato; 01 students’ code

Table 1 shows the pretest results applied to the Third Bachillerato students to diagnose their speaking skills level before the intervention plan. That is to say, applying the pretest allowed the researcher to gather information about students’ speaking skills because it collected significant quantitative data. Moreover, learners got a total mean score of 7,40/10 which was a neutral level according to the grading scale of the Ministry of Education.

First and foremost, taking into account the result from the pretest it is noticeable that learners had some difficulties in achieving a higher score according to the grading scale of the Ministry of Education. Therefore, it demonstrates learners’ knowledge. Firstly, the score of **1,91/2,5** related to the “**fluency**” indicates a moderate level of fluidity in the participant's speech. While the speaker demonstrates some ability to speak without significant hesitation or unnatural pauses, there are still noticeable interruptions or inconsistencies that prevent a higher fluency score. This score suggests that the participant is able to convey their message, but with some challenges that affect the overall smoothness of their speech. In addition, the score **1,23/2.50** reveals the necessity to recognize the correct “**coherence**” highlights the importance of logical and orderly connections between ideas within the participant's speech. This aspect is crucial for maintaining clarity and ensuring that the listener can easily follow

the speaker's train of thought, making the communication more effective and comprehensible. Then, based on the score of **1,88/2,5** related to “**grammar and vocabulary**” show that some students were not able to identify the correct word depending on the context, since the word use goes beyond the context of each sentence, so if students understand the context, they will manage the grammar and vocabulary.

"Finally, the score of **1.37/2.5** in “**pronunciation**” indicates a level of articulation that may be understandable but is marked by noticeable inaccuracies. This score suggests that while the participant can generally be understood, there are frequent mispronunciations or deviations from standard pronunciation that affect the clarity of their speech. These issues may cause occasional misunderstandings or require the listener to make extra effort to grasp the intended message.

4.2. Posttest results

Table 2

Posttest results on the performance of Third Bachillerato students in speaking skills

Student's code	Fluency /2.5	Coherence /2.5	GV /2.5	Pronun /2.5	Score /10
UER3B01	2,50	2,50	2,50	1,68	9,18
UER3B02	2,50	2,00	1,50	0,0	6
UER3B03	2,50	2,50	2,50	1,68	9,18
UER3B04	2,50	2,50	2,00	1,68	8,68
UER3B05	2,50	2,50	2,50	0,84	8,34
UER3B06	1,50	2,00	2,50	2,50	9,5
UER3B07	2,50	2,00	2,50	2,50	9,5
UER3B08	2,50	2,50	1,50	1,68	8,18
UER3B09	2,50	2,50	2,50	0,84	8,34
UER3B10	2,50	2,50	2,00	1,68	8,68
UER3B11	2,50	2,00	2,00	1,68	8,18
UER3B12	2,50	2,50	2,00	1,68	8,68
UER3B13	2,50	2,50	2,00	2,50	9,50
UER3B14	2,50	2,00	2,00	1,68	8,18
UER3B15	1,50	1,00	2,50	1,84	6,84
UER3B16	2,00	2,00	2,50	0,84	7,84
UER3B17	2,50	2,50	2,00	1,68	8,68
UER3B18	2,50	1,00	2,00	1,68	7,18

UER3B19					0,00
UER3B20	2,50	2,00	2,50	2,50	9,50
UER3B21	2,50	2,00	2,50	1,88	8,68
UER3B22	2,50	2,00	0,50	1,68	6,68
UER3B23	2,50	2,00	1,50	0,00	6,00
UER3B24					0,00
UER3B25	2,50	2,50	2,50	2,50	10,00
UER3B26	2,50	2,50	2,50	1,68	9,18
UER3B27	1,50	2,00	2,50	2,50	9,50
UER3B28					0,00
UER3B29	2,50	2,50	1,50	0,00	6,50
UER3B30	2,50	2,00	2,00	1,68	8,18
UER3B31	2,00	2,00	2,00	2,10	8,60
UER3B32	2,50	2,50	2,50	1,68	9,18
UER3B33	2,50	2,50	2,50	1,84	8,34
UER3B34	2,50	2,50	2,50	1,68	9,18
Mean	2,19	2,14	2,20	2,05	8,58

UER01= Unidad Educativa “Riobamba” 01 students’ code

As Table 2 shows, there is a difference in the post-test after the intervention plan. As exhibited in Table 2 the total mean score was **8.58** out of 10. Therefore, based on the findings from the posttest, results revealed a noticeable improvement in speaking skills. However, 3 students were not able to take the students so the results would be extremely perfect as in the pretest where all the students took the test.

Firstly, the scores **2,19/2,50** from the “**fluency**” represent clear differences after that students used the small-talk2Me artificial intelligence tool to speaking skills, so through the use of picture cards, students were able to recognize the meaning of the words, in the same way, students represent a good improvement in “**coherence**” with a score of **2,14/2,5** where students improve their level recognition at the moment of identifying the correct spelled word to use them into sentences, as students were working with letter cards they recognize them perfectly, since in some cards the spelling was wrong and in the other one correct so as they were practicing vocabulary, they could identify them perfectly.

Then, the “**grammar and vocabulary**” with a score of **2,20/2,50** shows that through the use of the small-talk2Me AI tool, students were able to identify the context in which the word could be used since students were practicing the vocabulary and grammar to understand and use the correct vocabulary words and grammar structures.

In the end, the “**pronunciation**” has a score of **2,05/2,5** which represents that students were not able to produce the correct sounds, despite the researcher making use of the small-talk2Me IA tool, students could not produce them perfectly, that is why the pronunciation has not a good improvement as the other indicators. However, the researcher takes that as an advantage, since for future investigations the pronunciation can be an option to look for more strategies for a significant improvement. Moreover, according to the grading scores of the Ministry of Education, it is still considered a good performance since learners achieved the required learning.

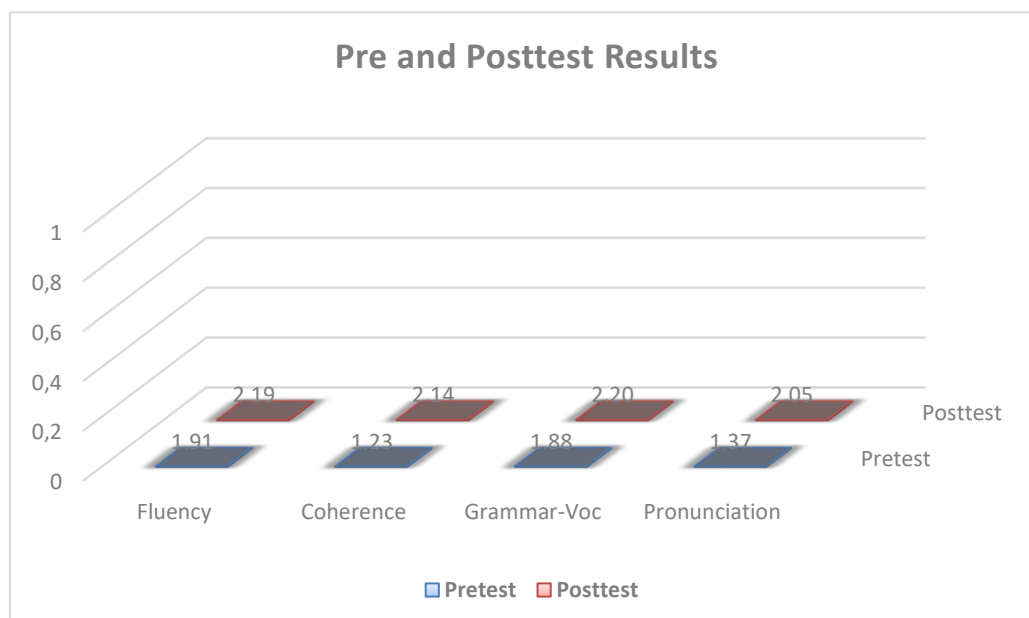
4.3. Pretest and Posttest Comparison

Table 3

Comparison of Pretest and Posttest means, before and after the intervention plan in speaking skills.

Indicators	Pretest	Posttest
Fluency (2.5/2.5)	1,91	2,19
Coherence (2.5/2.5)	1,23	2,14
Grammar-Vocab (2.5/2.5)	1,88	2,20
Pronunciation (2.5/2.5)	1,37	2,05
Total means	7,40	8,58

The table above shows the comparison of the pretest and posttest means



Graph 1 *Comparison of Pretest and Posttest means, before and after the intervention plan in speaking skills.*

Elaborated by the research

Graph 1, illustrates the comparison of the results before and after using the small-talk2Me in formative assessment for improving speaking skills in aspects such as **fluency, coherence, grammar and vocabulary, and pronunciation**. First, “fluency” evidence a significant improvement because it had the highest score of 2,19/2,50 achieved by learners. In the same way, pupils got 2,14/2,50 on “**coherence**”, then for “**grammar and vocabulary**” students got a score of 2,20/2,50, and lastly for “**pronunciation**” students obtained 2,05/2,50 these results were after the use of the small-talk2Me AI tool, so it is evidence of the performance of the students using the strategy. Moreover, during the post-test, 3 missing students did not take it. In addition, as is shown in Table 3, pupils achieved the required learning taking into consideration that they overcame the average 7/10 established by the Ministry of Education in its grading scale.

Finally, the researcher noticed how students could learn through the use of the small-talk2Me IA tool without losing the purpose of improving English speaking skills since students are who expect to learn English in a didactic and enjoyable way to avoid being bored during the English lessons.

4.4. Analysis of the Survey

To support the evidence from the posttest after implementing the intervention plan, and provide an answer to the second objective which was to explain the effectiveness of using the Smalltalk2Me artificial intelligence tool in the improvement of speaking skills in English Learning. In the same way, the third objective aims to describe students' perceptions and experiences regarding the use of Smalltalk2Me artificial intelligence tools for speaking skills development in English Learning among third high school students at Unidad Educativa Riobamba, in Riobamba city, school year 2023-2024.

A questionnaire and field notes were a formal and organized way to collect relevant information to support the first used instruments. For instance, the questionnaire was elaborated with six questions and designed based on the Likert scale which involves the following categories: “Strongly Agree”, “Agree”, “Disagree”, and “Strongly Disagree”. In addition, field notes were employed by the researcher for gathering relevant information related to the use of games in formative assessment during the intervention plan.

The first question from the questionnaire was focused on the level of success that the small-talk AI tool had.

Table 4 Results of the questionnaire using a small-talk2Me AI tool

	Questions	SA	A	D	SD
1	Did you enjoy using the small-talk2Me AI tool activities to improve your English-speaking skills?	50%	35%	10%	5%
2	Are you satisfied with the obtained learning and developed activities by the small-talk2Me AI tool inside the classroom?	48%	37%	10%	5%
3	Do you believe that smalltalk2Me AI tool activities have improved your communication skills among classmates?	47%	43%	10%	-
4	Do you consider effective smalltalk2Me AI tool activities to practice and improve your English-speaking skills?	50%	35%	15%	-
5	Do you consider that using the small-talk2Me AI tool in class is appropriate to increase collaboration among classmates?	40%	38%	15%	7%
6	Do you think that small-talk2Me AI tool activities increase confidence in speaking? Mention the most relevant activity that helped you to increase your confidence.	47%	35%	12%	6%
7	Do you think the small-talk2Me AI tool implementation has improved your pronunciation and fluency?	44%	39%	15%	2%
8	Do you think, you have improved your vocabulary and grammar by applying the small-talk2Me AI tool?	50%	40%	7%	3%

Note: Martínez (2024)

The results evidence that the Smalltalk2Me AI tool is generally well-received by participants for improving various aspects of their English-speaking skills. Many participants, particularly those who strongly agreed or agreed, found the tool effective in enhancing their fluency, coherence, pronunciation, grammar and vocabulary, and overall communication skills. Many noted that activities such as role-playing, questions and answers, and peer discussions were particularly beneficial in enhancing their confidence in speaking. Additionally, the majority of participants expressed satisfaction with the learning the activities developed by the tool, with a notable improvement in vocabulary and grammar. However, some participants felt that the tool did not significantly impact their speaking skills, particularly in terms of collaboration and fluency.

Despite the positive feedback, there were areas where the Smalltalk2Me AI tool could improve. Some participants indicated that while the tool was generally effective,

certain activities were less engaging or impactful. A small percentage of students did not find the tool effective in increasing collaboration among classmates or in improving their fluency grammar and vocabulary. These results suggest that while the Smalltalk2Me AI tool is a valuable resource for language learning, there is room for refining its activities to better meet the needs of all learners.

4.5. Discussion

This section offers a more in-depth analysis of the results presented in the previous studies, in which the researcher compares the results of this research to some of the previous studies mentioned above. Likewise, this section aims to answer the main research questions and sub-questions presented at the beginning of the study, as well as highlight the limits that were identified during the intervention plans and make some recommendations for future studies.

The main question proposed in this research was the following: How does the smalltalk2Me artificial intelligence tool improve speaking skills? The results of the pre and post-test (Table 1) evidenced that the use of the small-talk2Me IA tool had a positive effect on the improvement of students' speaking skills. This is because students were able to improve their fluency, coherence, grammar and vocabulary, and pronunciation. These findings are similar to results that (Peel, 2020) the study, in which the use of the small-talk2Me bringsM2 helps students speak more naturally because it develops their fluency and coherence.

Likewise, Shaheen et al. (2018) conclude that this technique helps students develop their speaking ability and self-confidence to produce correct pronunciation and grammar accuracy. Consequently, the use of the small-talk2Me IA tool is an effective strategy to enhance students' speaking skills in the English language teaching process. However, during these interventions, there were certain limitations, such as the lack of internet connection that was intermittent and avoid practicing intensively during the classes.

Therefore, the researcher suggests that future studies include more extensive interventions to better assist students with their speaking practice. Addressing the first sub-question: What is the effectiveness of using the Smalltalk2Me artificial intelligence tool in the improvement of speaking skills? The effectiveness of the small-talk2Me IA tool in improving speaking skills was reflected in the pre-test score (7.40) and post-test score (8.58), with a difference of 1.18 points. This improvement exceeded the benchmark of 7 points set by the National Grading Scale, indicating a significant enhancement in students' speaking skills.

Moreover, the results obtained in the post-test were effective since the students demonstrated how many points, they improved in each of the indicators, as shown in Table 3: fluency (2.19), coherence (2.14), grammar and vocabulary (2.20), and pronunciation (2.05). Therefore, the researcher confirmed that using the small-talk2Me tool had a notable impact on speaking skills. These results agree with those of (Manggiasih et al., 2023a), who

explains that the repetitive nature of the small-talk2Me AI tool activities enhances fluency and positively affects coherence.

Furthermore, the results of the present study align with those obtained by (Vančová, 2023), who noted that this artificial intelligence tool enhances students' speaking skills and increases their confidence in sharing ideas using language. This was achieved by encouraging students to participate and work in groups. Similarly, studies by (Susanti et al., 2021b) confirmed that this small-talk2Me AI tool integrates real-world experiences into the classroom, engaging students in speaking English more naturally. By practicing fluency, coherence, grammar, vocabulary, and pronunciation through speaking activities, students were able to improve their speaking skills.

Regarding the second question, which was: What are the students' perceptions and experiences regarding the use of the Smalltalk2Me artificial intelligence tool for speaking skills development? the information collected from the questionnaire and observations during the interventions through field notes determined that a significant percentage of the participants had positive perceptions towards using the small-talk2Me AI tool to enhance pronunciation. For instance, students mentioned that this technique was interesting because they had not practiced it before with any subject, and they also noted that they did not know there could be an engaging way to learn English. The findings reported by Penyusum (2022), align with the results of this study, as they indicated that after completing the intervention, all of their students agreed that it should be continued in future courses due to its effectiveness in improving their speaking skills. They also found working with smalltalk2Me artificial intelligence was highly enjoyable compared to traditional classroom activities.

However, it is important to highlight certain limitations based on the findings.

Concerning the intermittent internet connection for implementing the small-talk2Me AI tool, the researcher faced challenges such as limited practice time. Also, students lacked sufficient language proficiency to effectively engage in dialogues, conversations, role-plays slightly advanced vocabulary, struggling even with basic speaking skills. Another challenge was that previous studies conducted similar artificial intelligence tools with high school and university students, which facilitated smoother intervention development.

Researchers could investigate how AI-driven learning tools contribute to other areas of English language development, like listening comprehension and writing skills. Expanding the scope of studies to include diverse populations and learning environments will help determine the broader impact of AI tools on EFL teaching practices.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the key conclusions from the study on improving speaking skills using the SmallTalk2Me AI tool among Third Bachillerato students at Unidad Educativa “Riobamba”, in Riobamba City. It highlights the tool’s impact on students' oral communication and offers practical recommendations for integrating the smalltalk2Me AI tool into the English teaching and learning process. The conclusions and recommendations aim to help teachers enhance language learning outcomes through innovative practices.

5.1. Conclusions

It is concluded that before the intervention plan, the majority of students showed significant challenges in their speaking abilities. Common issues included hesitation during speech, frequent grammatical errors, limited vocabulary, and poor pronunciation, all of which hindered effective communication. Their overall fluency was low, with many students struggling to construct coherent sentences or express their ideas confidently, which was demonstrated in the pre-test grades of 7 out of 10. This lack of proficiency revealed a gap in both classroom practice and student engagement with spoken English.

On the contrary, it was evidenced that the Smalltalk2Me artificial intelligence tool had a significant and positive impact on improving students' speaking skills in English. Most of them got grades of 8,50 out of 10. By using this tool, students were better able to enhance their fluency, pronunciation, vocabulary, and overall communication abilities. The tool effectively engaged students in authentic conversational practice, allowing them to apply their speaking skills in real-world contexts, which fosters deeper engagement and understanding of the language.

As students interacted with the smalltalk2Me AI tool, they gradually improved their coherence, grammar, and fluency, which are critical for effective spoken communication. This progress in speaking skills benefited not only their performance in English lessons but also their ability to use the language in daily life. Furthermore, the tool provided students with a supportive environment to practice speaking, reducing anxiety and promoting confidence in their ability to express themselves in English.

Students’ perceptions of the Smalltalk2Me AI tool highlighted both its effectiveness and engagement. It was demonstrated students found the AI-driven conversations to be innovative, motivating, and enjoyable. The interactive nature of the tool encouraged students to remain focused, engaged, and eager to practice speaking. They appreciated how the tool provided immediate feedback, helping them to refine their speaking skills through real-time corrections on pronunciation and language structure.

Overall, the use of the Smalltalk2Me artificial intelligence tool not only improves students' speaking abilities but also creates a more dynamic, interactive, and enjoyable learning experience, enhancing both the quality of language learning and the student's willingness to participate actively in their learning process.

5.2. Recommendations

Teachers are encouraged to integrate the Smalltalk2Me AI tool into their regular lessons to enhance students' speaking skills, making the learning process both effective and engaging. Teachers should provide continuous support and feedback to students while they use the tool, ensuring that they practice speaking in a structured and supportive environment. In addition, teachers could adapt the AI tool's settings to focus on specific areas like fluency, coherence, vocabulary, grammar, or pronunciation, depending on the needs of their students, ensuring a tailored and enjoyable learning experience.

It is recommended that students use the Smalltalk2Me AI tool reliably to improve their speaking skills, not only in class but also in independent practice. By utilizing the tool's wide range of conversational topics and receiving real-time feedback, students can improve their fluency, grammar, and pronunciation. The tool can be adapted to focus on different aspects of spoken English, helping students to become confident and effective communicators in both academic and everyday contexts.

Policymakers could promote the use of innovative AI tools like Smalltalk2Me as part of the standard curriculum in English language teaching. By encouraging schools to adopt these tools, policymakers can ensure that students can access advanced technology that enhances speaking skills. Besides, policymakers could support further research and resource development to improve the integration of AI tools into teaching, adapting them to meet diverse learner needs and ensuring their effectiveness in promoting language acquisition.

APPENDIX

Appendix 1: Speaking Pre-test

Universidad Nacional de Chimborazo
Maestría en Enseñanza del Inglés como Lengua Extranjera
Speaking Pre-test

Objective:

To evaluate the students' speaking abilities before starting the intervention plan.

General instructions:

1. The test is divided into three parts. Each part has specific tasks.
2. You will be evaluated based on fluency, coherence, vocabulary, grammar, and pronunciation.
3. Listen carefully to the teacher's instructions and respond accordingly.

Part 1: Introduction and Interview (2–3 minutes)

Instructions:

- Each student will listen to the questions
- Each student will answer the questions about their personal information
- The teacher will ask the questions to both students.

Questions:

1. What's your name? How old are you?
2. Where do you live?
3. Who do you live with?
4. Do you live in [name of town/city/region]?
5. Do you live with your family?

Part 2: Individual Long Turn (2–3 minutes per student)

Instructions:

- Each student will describe a photograph.
- Students will have about 1 minute to speak.
- Each student will listen to the other student when it is not your turn.
- The teacher shows the photograph and asks the student to describe it.

Photograph 1: (Student A). Learning a new skill

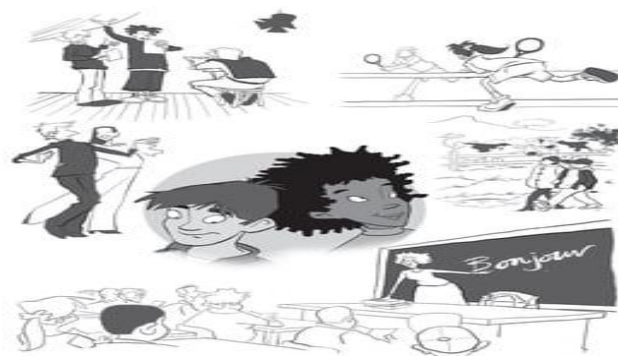
1. Please tell us what you can see in the photograph.
2. Talk about the people/person.

3. Talk about the place.
4. Talk about other things in the photograph.



Photograph 2: (Student B). At home after school.

1. Please tell us what you can see in the photograph.
2. Talk about the people/person.
3. Talk about things that people do after school
4. Talk about other things in the photograph.



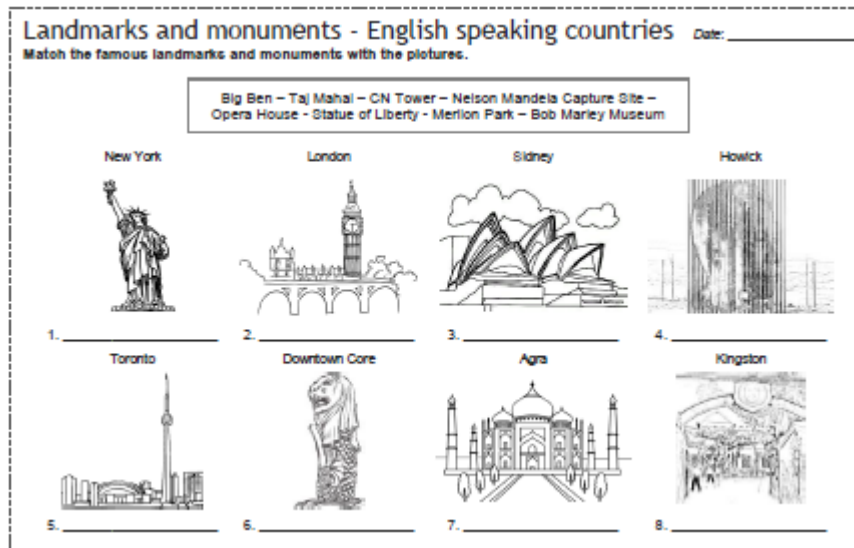
Part 3: Collaborative Task (2-3 minutes)

Instructions:

- Students will see the photo with the activities for discuss in pairs
- Students will talk together about the different activities they could do in their capital city and say which would be most interesting.
- Students will discuss the activities and decide which would be the most interesting.

Photo Description 2: Exploring cultural landmarks

1. Talk about the different cultural landmarks shown in the photograph.
2. Discuss how visiting these places could enhance your understanding of the language and culture.
3. Decide which landmark would provide the most educational value and explain why.



Appendix 2: Speaking Post-test

Universidad Nacional de Chimborazo Maestría en Enseñanza del Inglés como Lengua Extranjera Speaking Post-test

Objective:

To evaluate the student's progress in speaking abilities after completing the intervention plan.

General Instructions:

1. The test is divided into three parts, mirroring the structure of the pre-test for comparative purposes.
2. You will be evaluated based on fluency, coherence, vocabulary, grammar, and pronunciation.
3. Listen carefully to the teacher's instructions and respond accordingly.

Part 1: Introduction and Interview (2–3 minutes)

Instructions:

- Each student will listen to the questions.
- Each student will answer questions related to their personal information and experiences since the start of the intervention.
- The teacher will ask the questions to both students.

Questions:

1. What are your hobbies, and how do they help you practice English?
2. How often do you engage in activities that involve English, such as reading books, watching movies, or listening to music?
3. Have you joined any clubs or groups that use English? What do you do there?

4. How do your hobbies or interests influence your English learning?

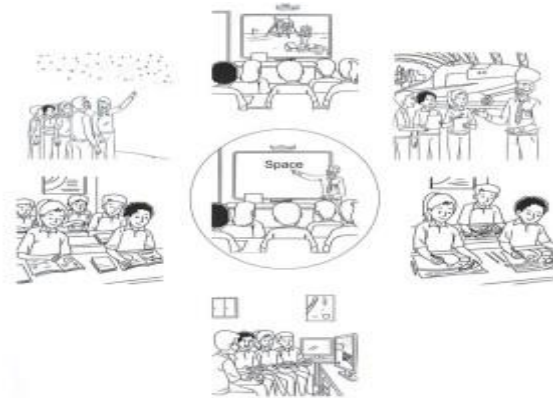
Part 2: Individual Long Turn (2–3 minutes per student)

Instructions:

- Each student will describe a new photograph related to themes explored during the course.
- Students will have about 1 minute to speak.
- Each student will listen to the other student when it is not their turn.
- The teacher shows the photograph and asks the student to describe it.

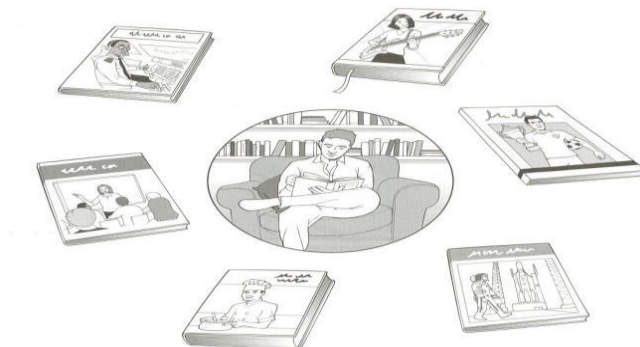
Photograph 1 (Student A): Presenting a project in English class

1. Please describe what you see in the photograph.
2. Talk about the people/person and what they might be feeling.
3. Discuss the place and its significance.
4. Mention any other relevant details in the photograph.



Photograph 2 (Student B): Studying in a library

1. Please describe what you see in the photograph.
2. Talk about the people/person and their activities.
3. Discuss the place and its atmosphere.
4. Mention any other relevant details in the photograph.



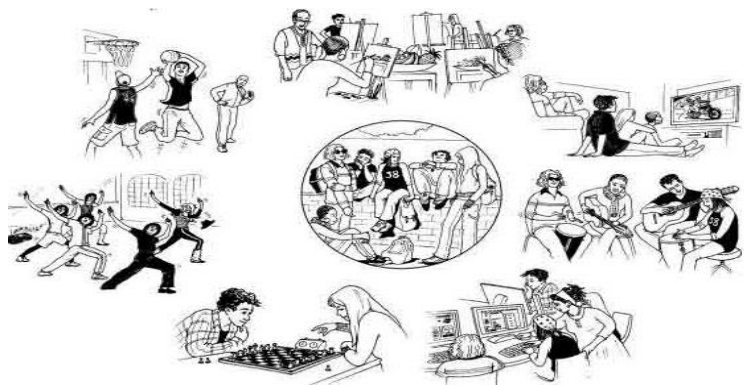
Part 3: Collaborative Task (2–3 minutes)

Instructions:

- Students will see a new photo with activities to discuss in pairs.
- Students will talk together about the different activities they could do in their capital city and decide which would be the most beneficial for improving their English.
- Students will discuss the activities and come to a consensus on which activity would be the most effective for language learning.

Photo Description: Activities in a language immersion camp

1. Discuss the various activities shown in the photograph.
2. Explain how each activity could help in improving your English.
3. Decide which activity you think would be the most beneficial and explain why.



Appendix 3: Rubric

UNIVERSIDAD NACIONAL DE CHIMBORAZO MAESTRIA EN ENSEÑANZA DEL INGLES COMO LENGUA EXTRANJERA

English Level: B1. High School (Bachillerato).

Rubric Adapted from Cambridge Analytical Scale

Subskills	1 Poor	2 Weak	3 Good	4 Very Good	5 Excellent
Vocabulary Range	Uses a limited range of appropriate vocabulary to talk about familiar topics.	PERFORMANCE SHARES FEATURES OF 1 AND 3	Uses a range of appropriate vocabulary when talking about familiar topics.	PERFORMANCE SHARES FEATURES OF 3 AND 5	Uses a range of appropriate vocabulary to give and exchange views on familiar topics.
Grammar Control Appropriacy	Show sufficient control of simple grammatical forms.		Shows a good degree of control of simple grammatical forms.		Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.
Coherence Cohesion Extent Relevance	Produces responses that are characterized by short phrases and frequent hesitation. Repeats information or digresses from the topic.		Produces responses that are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.		Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.
Pronunciation Intonation Stress Individual sounds	It is mostly intelligible, despite limited control of phonological features.		It is mostly intelligible and has some control of phonological features at both utterance and word levels		Is intelligible. Intonation is appropriate. Sentence and word stress is generally accurately placed. Individual sounds are articulated clearly.
Fluency Interactive Communication	Maintains simple exchanges, despite some difficulty. Requires prompting and support.		Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.		Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.

Source: Cambridge Assessment English (2020) Handbook for teachers for exams from 2020. *Cambridge English Qualifications*. <https://n9.cl/39iuv>

Appendix 4: Questionnaire

UNIVERSIDAD NACIONAL DE CHIMBORAZO
MAESTRIA EN ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA
Student's Questionnaire

Participant Code: _____ **Date:** _____ **Course:** _____

Instruction: The purpose of this instrument is to obtain information about students' perceptions of applying the Small-talk2Me AI tool as a strategy for improving English speaking skills. Through this instrument, the researcher will know whether personal skills increase and the effectiveness of the independent variable (the smalltalk2Me AI tool) on the dependent variable (speaking skills).

Note: This test is confidential, please answer the questions honestly.

Mark X according to your scale and explain why according to your selection.

1. Did you enjoy using the small-talk2Me AI tool activities to improve your English-speaking skills?

Strongly agree Agree Strongly disagree Disagree

Why? _____

2. Are you satisfied with the obtained learning and developed activities by the small-talk2Me AI tool inside the classroom?

Strongly agree Agree Strongly disagree Disagree

Why? _____

3. Do you believe that smalltalk2Me AI tool activities have improved your communication skills among classmates?

Strongly agree Agree Strongly disagree Disagree

Why? _____

4. Do you consider effective smalltalk2Me AI tool activities to practice and improve your English-speaking skills?

Strongly agree Agree Strongly disagree Disagree

Why? _____

5. Do you consider that using the small-talk2Me AI tool in class is appropriate to increase collaboration among classmates?

Strongly agree Agree Strongly disagree Disagree

Why? _____

6. Do you think that small-talk2Me AI tool activities increase confidence in speaking? Mention the most relevant activity that helped you to increase your confidence.

Strongly agree Agree Strongly disagree Disagree

Why? _____

7. Do you think the small-talk2Me AI tool implementation has improved your pronunciation and fluency?

Strongly agree Agree Strongly disagree Disagree

Why? _____

8. Do you think, you have improved your vocabulary and grammar through the application of the small-talk2Me AI tool?

Strongly agree Agree Strongly disagree Disagree

Why? _____

Appendix 5: Field Notes

**UNIVERSIDAD NACIONAL DE CHIMBORAZO
MAESTRIA EN ENSEÑANZA DEL INGLES COMO LENGUA EXTRANJERA
FIELD NOTES**

Objective:

To systematically document observations and reflections during intervention sessions aimed at enhancing speaking skills through using the Small-talk 2Me AI tool in the English language learning process among high school students.

FIELD NOTES			
High School:			
Institutional tutor:		Class:	
Teacher		Date:	
Time:		Theme:	
Descriptive Notes		Reflective Notes	

Appendix 6: Consent Letter

Consent Letter

Dear Parent,

We are excited to inform you about our upcoming research study titled "Enhancing Speaking Skills through Small-talk AI Tool in the English Language Learning Process among High School Students at a Public Institution in Riobamba City, school year 2023-2024." This study, conducted by Luis Mauricio Martínez Durán a student in the Master's program in English Language Teaching at the Universidad Nacional de Chimborazo, aims to investigate the effectiveness of integrating a Small-talk AI tool in improving English speaking abilities among high school students. Your child, a student at Unidad Educativa "Riobamba", has been selected to participate in this innovative research endeavor.

Your consent for your child's participation in this study is paramount to its success. Throughout the school year 2023-2024, your child will be asked to utilize the Small-talk2Me AI tool as part of their regular English language learning activities. Data collection will include recordings of spoken interactions with the AI tool, surveys, and possibly interviews or focus group discussions, all of which will be conducted with strict confidentiality to protect your child's privacy. Participation is voluntary, and you and your child may withdraw from the study at any time without any negative consequences. Your decision will not impact your child's academic standing or relationship with the school or researchers. Should you have any questions or concerns, please do not hesitate to contact the principal investigator Luis Mauricio Martínez Durán.

Thank you for considering this opportunity for your child to contribute to educational research while potentially benefiting from innovative language learning methods. We kindly request your signature below to indicate your consent for your child's participation. Please return this form to me.

Sincerely,

Luis Mauricio Martinez Durán
Master program Student
Universidad Nacional de Chimborazo



Graph 2 Intervention Plan Evidence
Elaborated by the research



Graph 3 Intervention Plan Evidence
Elaborated by the research



Appendix 7: ACADEMIC PROPOSAL



OVERVIEW

This didactic guide is designed to help teachers engage students to improve their speaking skills by using the smalltalk2Me AI tool. Smalltalk2Me is an innovative AI-driven tool that enhances speaking skills by simulating real-life conversations in English, providing immediate feedback, and creating an engaging and interactive learning environment. This approach improves students' fluency, pronunciation, coherence, grammar and vocabulary, and communication skills. It allows students to practice speaking in a meaningful context while learning new vocabulary and language structures.

The guide includes eight lesson plans that incorporate various interactive speaking activities on topics like Describing People and Places, Narrating Past Experiences, Expressing Opinions and Arguments, Discussing Future Plans, Everyday Situations, Using Complex Sentences, Cultural Awareness, and Global Issues. Each lesson plan focuses on four subskills of speaking such as fluency, pronunciation, coherence, grammar, and vocabulary.

1. **Purpose and Audience:** Smalltalk2Me helps define the reason for speaking (communication, social interaction, expressing Opinions and Emotions, etc.) and makes it a vital skill for effective communication and interaction.
2. **Organization and Structure:** The tool encourages students to organize their spoken responses logically, with clarity in Communication, logical flow, real situations, and critical thinking.
3. **Details:** The Smalltalk2Me AI tool guides students in providing specific feedback details that make their spoken responses engaging and understandable.
4. **Language Conventions:** Smalltalk2Me AI tool offers real-time feedback on grammar, vocabulary, pronunciation, and fluency, which are essential for effective spoken communication.

This guide is a useful resource, teachers can help students to become more confident and effective speakers. The guide provides various interactive activities and resources that can be tailored to meet the needs of different students. Furthermore, smalltalk2Me supports students in improving their speaking skills in English, increasing motivation, developing critical thinking and problem-solving abilities, and providing opportunities to learn about different cultures and topics through spoken interaction.

General Objective:

To improve students' speaking skills in a meaningful way through the integration of interactive AI-driven conversations, fostering critical thinking, creativity, and effective communication in English.

Specific Objectives:

Students will engage in interactive dialogues demonstrating a deep understanding of various topics in English.

1. Students will improve their ability to express their opinions and ideas clearly and coherently during conversations.
2. Students will use English creatively and confidently in simulated real-world interactions facilitated by the smalltalk2Me AI tool.

This guide outlines eight lesson plans designed to enhance the English-speaking skills of third Bachillerato students. Each lesson provides a structured framework for teachers to implement, promoting a deeper understanding of the language and the subject matter.

Each lesson plan includes a specific objective, warm-up activity, speaking focus, interactive practice using smalltalk2Me, feedback, and assessment. The lessons are linked, allowing for continuity and progression throughout the learning process. Teachers are encouraged to complete each lesson within a designated timeframe to maintain the flow of learning and ensure that students benefit fully from the interconnected nature of the activities.

Materials:

- English book
- Smalltalk2Me AI tool
- Cellphone, tablets, computers
- Internet Connection
- English Dictionary
- Visual aids
- Videos.
- PowerPoint Presentations
- Canva Slides
- Projector
- Worksheet
- Office materials such as (pencils, erasers, scissors, glue, ruler, etc.)

LESSON PLAN 1

This lesson plan is designed to engage students in improving their English-speaking skills by using the smalltalk2Me AI tool to describe people and places using the present simple tense in short sentences. The lesson integrates technology and creativity, as students will interact with the smalltalk2Me AI tool to practice speaking and then create short descriptions of people and places. The lesson is structured to be completed in 120 minutes however this lesson plan can be adjusted in time depending on students' individual needs and proficiency levels.

Learning Objective: students will be able to accurately describe people and places using appropriate vocabulary, grammar structures, and descriptive language, demonstrating improved fluency, pronunciation, and coherence in spoken English through interactive practice with the smalltalk2Me AI tool, and applying their skills in creative presentations.

Topic	Content	Small-talk2Me AI tool/ Intervention activities	Duration
Describing People and Places	<p>Vocabulary: Physical characteristics</p> <p>Grammar Focus: Use of adjectives, the verb “to be,” and sentence structure for describing people.</p>	<p>1. Presentation (30 minutes)</p> <ul style="list-style-type: none"> • Warm-Up Discussion: Start with an engaging discussion where students share descriptions of famous people or places they know. Highlight how adjectives and specific details make descriptions vivid. • Presentation of Vocabulary and Structures: <p style="margin-left: 40px;">Describing People: Introduce key vocabulary (e.g., tall, short, curly hair, friendly) and sentence structures ("She is wearing...", "He looks..."). Discuss the order of adjectives and how to describe personality and appearance.</p> 	Three hours per week

		<p>Describing Places: Present vocabulary related to places (e.g., historic, crowded, quiet, near the beach) and sentence structures ("The place is...", "It is located..."). Include prepositions of place (next to, behind).</p> <ul style="list-style-type: none"> • Demonstration with smalltalk2Me: Show students how to describe a person or place using the AI tool. Demonstrate the tool's feedback feature, focusing on pronunciation, grammar, and fluency, to illustrate how it enhances learning. <p>2. Practice (40 minutes)</p> <ul style="list-style-type: none"> • Guided Speaking Practice: Have students interact with the smalltalk2Me AI tool to describe a person or place. The AI will prompt them with questions like "What does he/she look like?" or "Can you describe your hometown?" • Pair Practice: Students work in pairs, one using smalltalk2Me to practice descriptions while the other listens and provides feedback. Rotate roles so both students benefit from speaking and listening practice. • Targeted Feedback: Focus on the AI's feedback on specific areas such as pronunciation, vocabulary use, and sentence structure. Encourage students to repeat descriptions to improve accuracy and fluency. 	
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		<p>3. Production (50 minutes)</p> <ul style="list-style-type: none">• Creative Task: Students create a visual project, such as drawing a person or designing a map of a place, labeling key features with descriptive phrases learned during practice.• Presentations: Students use their visuals to describe a person or place to the class, incorporating the AI feedback they received to refine their speaking performance. Encourage natural speech and the use of varied descriptive language.• Reflective Feedback Session: End the lesson with a class discussion on how the smalltalk2Me tool helped improve their speaking skills, emphasizing improvements in pronunciation, fluency, and descriptive language.• Pretest: Students do the pretest to measure their knowledge before integrating the smalltalk2Me AI tool.	
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Resources:

Lesson plan 1.

AI Tool: <https://app.smalltalk2.me/>





Audio of the practice:

https://app.smalltalk2.me/shared/crof6jueavqus51b0clg?utm_source=app.smalltalk2.me&utm_medium=report&utm_campaign=shareReport&utm_term=copyLink

Video: <https://n9.cl/2a525c>

Presentation Slides: <https://docs.google.com/presentation/d/1zrZuYbaluNf3sMF8Yuh0SmQSSWRH-x69/edit?usp=sharing&oid=106264757849406674963&rtpof=true&sd=true>

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Watch the video till 1:02 and read the transcript out loud, repeating intonation and pronunciation

Who are you gonna be? And if you'll notice I'm not asking what are you gonna do but who are you gonna be? I'm asking you about how you plan to live your life every day. How are you gonna respond when you don't get that job you had your heart set on.

For all of you who are gonna be teachers, what are you gonna do if the students in your class next year just don't respond to your lessons? For all of you going into business, how will you react when your boss gives you a goal that feels way too high?

See these are the moments that define us. Not the day you get the promotion. Not the day you win Teacher of the Year. But the times that force you to claw and scratch and fight just to get through the day.



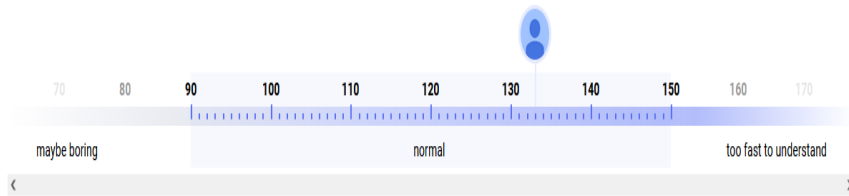
Start Record

Finish

Speaking rate (words per minute)

My speaking rate
133

Common speaking rate for native speakers in the US
90-150



Pronunciation

Pronunciation mistakes Phonetic inaccuracies that change the meaning

Who are you gonna be? And if you'll notice I'm not asking what are you gonna do but who are you gonna be? I'm asking you about how you plan to live your life every day. How are you gonna

Most difficult words to pronounce

Word	Transcript	Audio
gonna	/ˈɡɒnə/	
asking	/ˈɑːsk/	
respond	/rɪˈspɒnd/	
notice	/ˈnɒtɪs/	
students	/ˈstjuːd(ə)nt/	

Continue studying





SmallTalk2Me is analyzing your speech



Checking your active vocabulary size

You can check the results later on the [My Reports](#) page

Describing people

SARAH



Complete the descriptions with the words from the box

TEN - HAIR - EARS - SMALL - SHORT - A - MOUTH - IS

She ___ Sarah. She is ___ years old. She is ___ girl. She is ___ and fat. She has got long _____. She has got a big _____. She has got small _____. She has got a _____ nose.

TOM



A - NOSE - SHORT - MAN - FAT - IS - BIG - TOM

He is _____. He ___ 40 years old. He is a _____. He is _____. He has got _____ brown hair. He has got _____ eyes. He has got _____ big mouth. He has got a small _____.



DESCRIBING PICTURES PLACES AROUND TOWN

• Look at the picture and decide if each description is true or false.



1. This is a picture of a supermarket downtown. TRUE / FALSE
2. There is a white dog in the middle of the picture. TRUE / FALSE
3. There are five cars parked by the side of the road. TRUE / FALSE
4. Near the cars, there is a small child with his father. TRUE / FALSE
5. There is a large tree on the left side of the picture. TRUE / FALSE

LESSON PLAN 2

By following this lesson plan and integrating the smalltalk2Me AI tool, students will enhance their English-speaking skills while learning to narrate past experiences effectively. The lesson is structured to be completed in 120 minutes however this lesson plan can be adjusted in time depending on students' individual needs and proficiency levels.

Objective: students will be able to narrate past experiences using the past simple tense, descriptive language, and story structure, demonstrating improved speaking skills such as fluency, coherence, and pronunciation through interactive practice with the smalltalk2Me AI tool and creative presentations.

Topic	Content	Small-talk2Me AI tool/ Intervention activities	Duration
Narrating Experiences	Past Grammar Focus: Past simple tense (regular and irregular verbs). Vocabulary: Common verbs related to past experiences (traveled, saw, visited, enjoyed). Speaking Skills Development: Structuring a narrative with a clear beginning, middle, and end. Creative Skills: Storyboard or comic strip creation to visually represent past experiences.	1. Presentation (30 minutes) <ul style="list-style-type: none"> • Warm-Up Discussion: Begin with a class discussion on memorable past experiences, such as vacations, achievements, or funny moments. Ask questions like, “What is the most memorable experience you’ve had?” to engage students. • Presentation of Language: <ul style="list-style-type: none"> Grammar Focus: Explain the past simple tense, highlighting regular and irregular verbs (e.g., went, saw, played). Include common time expressions (yesterday, last year, when I was a child). Vocabulary Building: Introduce vocabulary related to common experiences (travel, parties, school events) and descriptive language (exciting, scary, beautiful). 	Three hours per week

		<p>Story Structure: Discuss how to structure a narrative with a clear beginning, middle, and end, using connectors (first, then, finally) to sequence events.</p> <ul style="list-style-type: none"> • Demonstration with smalltalk2Me: Show students how to narrate a simple experience using the smalltalk2Me AI tool. Demonstrate how the AI provides feedback on sentence structure, pronunciation, and coherence. <p>2. Practice (40 minutes)</p> <ul style="list-style-type: none"> • Guided Speaking Practice with AI: <p>Have students interact with smalltalk2Me by narrating a simple experience (e.g., “Tell me about your last holiday” or “Describe a time you felt proud”). The AI will ask follow-up questions to prompt more detailed responses.</p> <p>Encourage students to focus on using the past simple tense correctly and incorporating descriptive language.</p> • Pair Practice with Feedback: In pairs, students take turns narrating their past experiences to each other after practicing with the AI. Partners provide feedback based on what they’ve learned from the AI’s suggestions. • Targeted Feedback Integration: Use the AI’s feedback to help students correct their use of irregular verbs, improve 	
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		<p>sentence structure, and enhance pronunciation. Encourage them to repeat and refine their stories based on the AI's input.</p> <p>3. Production (50 minutes)</p> <ul style="list-style-type: none"> • Create a Storyboard: Students create a storyboard or a simple comic strip of a memorable experience, illustrating key events with captions. This visual aid helps organize their thoughts and serves as a prompt for storytelling. • Presenting to the Class: Using their storyboard, students narrate their past experiences to the class, focusing on clear and coherent storytelling. They should incorporate feedback from the AI to improve their performance. • Reflective Feedback Session: Conclude with a class discussion on how the smalltalk2Me tool helped improve their speaking skills. Highlight areas where students felt more confident, such as pronunciation, fluency, or using the correct past tense forms. 	
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Resources:

Lesson plan 2:

AI Tool: <https://app.smalltalk2.me/>

Video: <https://n9.cl/qwmo7>







Presentation Slides:

[https://docs.google.com/presentation/d/1qqNzzpVFWLTw1XatkBuXv9MPleqYIsBd/edit?usp=drive link&oid=106264757849406674963&rtpof=true&sd=true](https://docs.google.com/presentation/d/1qqNzzpVFWLTw1XatkBuXv9MPleqYIsBd/edit?usp=drive_link&oid=106264757849406674963&rtpof=true&sd=true)

The past perfect tense is a verb form used to describe a past action that occurred before another past action. The past perfect is formed using the auxiliary verb "had" and the past participle of the main verb.

Affirmative	Negative	Question
<p>We use had + the past participle</p> <p>I had eaten.</p> <p>She had eaten.</p> <p>He had eaten.</p> <p>It had eaten.</p> <p>They had eaten.</p> <p>We had eaten.</p> <p>You had eaten.</p>	<p>We use hadn't + the past participle</p> <p>I hadn't eaten.</p> <p>She hadn't eaten.</p> <p>He hadn't eaten.</p> <p>It hadn't eaten.</p> <p>They hadn't eaten.</p> <p>We hadn't eaten.</p> <p>You hadn't eaten.</p>	<p>We use had followed by the pronoun or subject + the past participle</p> <p>Had I eaten?</p> <p>Had she eaten?</p> <p>Had he eaten?</p> <p>Had it eaten?</p> <p>Had they eaten?</p> <p>Had we eaten?</p> <p>Had you eaten?</p>

Directions: Find the past perfect tense (affirmative) of the verb in each sentence below, and write or type it above each line

<p>1. The team had won the championship before the coach retired.</p> <p>_____</p> 	<p>2. They had decorated the room before the guests arrived.</p> <p>_____</p> 	<p>3. She had already prepared lunch when her friends came over.</p> <p>_____</p> 
<p>4. He had fixed the leaky faucet before the plumbing issues escalated.</p> <p>_____</p> 	<p>5. The students had completed their assignments before the teacher collected them.</p> <p>_____</p> 	<p>6. We had visited that city before it became a popular tourist destination.</p> <p>_____</p> 

Each player should be asked at least one follow-up question!



LESSON PLAN 3

This lesson plan effectively integrates the smalltalk2Me AI tool, providing structured and interactive opportunities for students to enhance their speaking skills in expressing opinions and arguments. The lesson is structured to be completed in 120 minutes however this lesson plan can be adjusted in time depending on students' individual needs and proficiency levels.

Objective: students will be able to effectively express their opinions and construct well-reasoned arguments using appropriate vocabulary, grammar, and persuasive language, demonstrating improved speaking skills through interactive practice with the smalltalk2Me AI tool.

Topic	Content	Small-talk2Me AI tool/ Intervention activities	Duration
Expressing Opinions and Arguments	<p>Vocabulary: Connectors for Arguments: however, on the one hand, on the other hand, furthermore, in addition, whereas, etc.</p> <p>Grammar: Conditional Sentences: to present hypothetical situations (e.g., “If I were in charge, I would...”).</p> <p>Discussion and Debate:</p> <p>Engaging in Discussions: taking turns, listening actively, and responding appropriately.</p>	<p>1. Presentation (30 minutes)</p> <ul style="list-style-type: none"> • Warm-Up Discussion: Start with a class discussion on a current topic (e.g., environmental issues, technology). Ask students for their opinions to engage them. • Language Introduction: <p style="margin-left: 40px;">Vocabulary: Present key terms related to opinions (believe, argue, support) and connectors for arguments (however, on the one hand, in addition).</p> <p style="margin-left: 40px;">Grammar Structures: Explain modal verbs (should, must) and conditional sentences (If I were...).</p> • AI Demonstration: Show how to use smalltalk2Me to practice expressing opinions. Provide an example where the AI asks students to state their opinions on a topic, demonstrating its feedback on clarity and pronunciation. <p>2. Practice (40 minutes)</p>	Three hours per week

		<ul style="list-style-type: none"> • Guided AI Interaction: Students engage with smalltalk2Me by discussing a prompt (e.g., “What do you think about renewable energy?”). The AI provides questions to deepen their responses and encourages them to elaborate. • Feedback Focus: Encourage students to focus on the AI’s feedback regarding sentence structure and use of persuasive language. Discuss any common errors as a class. • Pair Practice: In pairs, students take turns sharing their opinions on a given topic using the AI tool. They provide each other with feedback based on their practice and the AI’s suggestions. <p>3. Production (50 minutes)</p> <ul style="list-style-type: none"> • Creative Argumentative Task: Students choose a topic of interest and prepare a short persuasive speech or argument. They can use visual aids (like slides or posters) to support their points. • Presentations: Students present their arguments to the class, incorporating the vocabulary, structures, and feedback received from the smalltalk2Me tool. Encourage them to engage with their audience through rhetorical questions and persuasive language. • Reflective Discussion: Conclude with a class discussion on the experience of using the smalltalk2Me tool. Students share how the feedback helped them improve their speaking skills and what strategies they found most effective in expressing their opinions. 	
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Resources:

Lesson plan 3.

AI Tool: <https://app.smalltalk2.me/>

Video: <https://learnenglishteens.britishcouncil.org/skills/speaking/b1-speaking/different-opinions>

Presentation Slides: https://docs.google.com/presentation/d/1mhZLXksmEuHzjt_9EMZCvQQKOApuh-W/edit?usp=sharing&oid=106264757849406674963&rtpof=true&sd=true

EXPRESSING OPINION IN ENGLISH

Expressing a Personal Opinion;

- In my opinion,...
- I feel that...
- I would say that...
- It seems to me that...

Fillers in Conversation

- By the way ...
- What I mean is ...
- So ...
- Anyway...

Expressing Personal Doubt

- I'm not sure if ...
- I'm not satisfied that ...
- I'm not convinced that...
- I doubt that ...

Summing Up, Drawing Conclusions

- Finally ...
- The obvious conclusion is ...
- Summing up, I must say that ...
- In conclusion we can say that ...

Stating Something As a Fact

- Everyone knows that ...
- It is normally accepted that ...
- There can be no doubt that ...
- As everybody knows ...

Giving Reasons

- I tell you all this because ...
- I base my argument on ...
- I'm already thinking that because ...

Enumeration of Points

- Moreover ...
- In addition to that ...
- Furthermore ...
- First of all, I would like to say ...

Expressing Disagreement

- I'm sorry but I'm of a different opinion.
- I don't agree with you about ...
- Sorry, I can't accept your opinion that ...

Expression Support

- You took the words right out of my mouth
- That's very important point.
- You are right.
- I strongly agree with you.



OPINION

sentence starters



- In my opinion ...
- I prefer ...
- I think ...
- I feel ...
- I know ...
- I believe ...
- The best thing about ...
- Everyone should ...

OPINION

sentence starters



Introducing Your Opinion	In my opinion	I prefer
	I believe	I feel
	I think	My favorite
Giving Reasons or Examples	To start with	For example
	Another reason	One example is
	Most importantly	In other words
	In particular	Additionally
Writing Your Conclusion	Everyone should	Now you will agree
	As you can see	It is clear that
	All in all	We would all be better off if

HELPFUL WORDS



LESSON PLAN 4

This lesson plan effectively integrates the smalltalk2Me AI tool to help students practice using complex sentences in speaking, providing interactive and structured opportunities for improvement. The lesson is structured to be completed in 120 minutes however this lesson plan can be adjusted in time depending on students' individual needs and proficiency levels.

Learning Objective: students will be able to construct and use complex sentences in spoken English, demonstrating improved fluency, accuracy, and coherence through interactive practice with the smalltalk2Me AI tool.

Topic	Content	Small-talk2Me AI tool/ Intervention activities	Duration
Using Complex Sentences	<p>Grammar Structures:</p> <p>Complex Sentences: Understanding independent and dependent clauses.</p> <p>Vocabulary Development:</p> <p>Common Phrases: Expanding vocabulary with phrases that frequently appear in complex sentences (e.g., "as soon as possible,"</p>	<p>1. Presentation (30 minutes)</p> <ul style="list-style-type: none"> • Warm-Up Activity: Begin with a simple activity where students identify complex sentences in short texts or spoken examples. Discuss why complex sentences are important for adding detail and connecting ideas. • Language Focus: <p>Grammar Introduction: Present complex sentences and subordinating conjunctions (e.g., because, although, since, if, when). Explain the difference between independent and dependent clauses.</p> 	Three hours per week

	<p>"even though it was difficult").</p> <p>Speaking Skills:</p> <p>Fluency: Using complex sentences naturally in speech without hesitating.</p> <p>Pronunciation and Intonation: Correct pronunciation of conjunctions and appropriate intonation to signal connected ideas.</p> <p>Coherence and Cohesion: Enhancing the flow of speech by connecting ideas logically using complex sentences.</p>	<p>Examples: Provide examples of complex sentences, such as “Although it was raining, we went for a walk,” and highlight how the sentence adds more information.</p> <ul style="list-style-type: none"> • AI Demonstration: Show students how to use smalltalk2Me to practice constructing complex sentences. Demonstrate how the AI can ask questions prompting complex sentence responses, such as “Why do you like your favorite book?” <p>2. Practice (45 minutes)</p> <ul style="list-style-type: none"> • Guided AI Interaction: Students interact with smalltalk2Me by responding to prompts that require complex sentences (e.g., “Describe a time when you faced a challenge and explain how you overcame it”). The AI will prompt them to add detail and connect ideas. • Feedback Focus: Encourage students to pay attention to the AI’s feedback on sentence structure, specifically the use of dependent clauses and conjunctions. Discuss common mistakes as a class. • Sentence Transformation Activity: In pairs, students take simple sentences and combine them into complex sentences. They can use the AI tool to practice saying the sentences aloud and receive pronunciation feedback. <p>3. Production (50 minutes)</p> <ul style="list-style-type: none"> • Storytelling with Complex Sentences: Students create a short story or personal anecdote using at least five complex sentences. 	
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		<p>They can outline their story first, focusing on how to connect their ideas effectively.</p> <ul style="list-style-type: none"> • Presentations: Students present their stories to the class, using the smalltalk2Me feedback they received during practice to refine their sentence structures. Emphasize the use of varied complex sentences to enhance their storytelling. • Reflective Feedback Session: Conclude with a discussion on how the smalltalk2Me AI tool helped improve their use of complex sentences in speaking. Encourage students to reflect on the changes they made based on feedback. 	
<p>Resources: Lesson 4. AI tool: https://app.smalltalk2.me/ Video: https://n9.cl/ikzle Presentation Slides: https://docs.google.com/presentation/d/12-ZRvwCFAiVoNbcgHb_rY7oKaZz6pzlW/edit?usp=sharing&ouid=106264757849406674963&rtpof=true&sd=true</p>			

Simple Sentences

A simple sentence is also called an independent clause. It contains a **subject** and a **verb** and expresses a complete thought.

Scott plays tennis in the morning.

Compound Sentences

A compound sentence contains two independent clauses joined by a **coordinating conjunction** (and, but, for, nor, or, so, yet).

Scott was playing tennis, so Mary went to the beach.

Complex Sentences

A complex sentence combines an independent clause with one or more dependent clauses. A complex sentence always has a **subordinating conjunction** (after, although, because, since, when) or a relative pronoun (that, which, who).

I did not see Scott today because he was playing tennis.

Simple & Compound Sentences

A simple sentence is a complete thought with a subject and predicate.



Tina painted a picture of an apple tree.



1 subject and 1 predicate

A compound sentence is two simple sentences put together and uses a comma and a conjunction.

Tina painted a picture of an apple tree, but she didn't like it.

2 ideas, uses a comma, and a conjunction

Other conjunctions to look for: but, so, and, for, yet, because



LESSON PLAN 5

This lesson plan effectively integrates the smalltalk2Me AI tool, offering structured opportunities for students to practice and enhance their ability to discuss future plans, with a focus on interactive speaking skills. The lesson is structured to be completed in 120 minutes however this lesson plan can be adjusted in time depending on students' individual needs and proficiency levels.

Learning Objective: students will be able to confidently discuss their plans using appropriate future tenses, vocabulary, and functional language, demonstrating improved speaking skills through practice with the smalltalk2Me AI tool.

Topic	Content	Small-talk2Me AI tool/ Intervention activities	Duration
Discussing Future Plans	<p>Grammar Structures:</p> <p>Future Tenses:</p> <p>Will: For spontaneous decisions and predictions (e.g., "I will go to the meeting tomorrow").</p> <p>Vocabulary:</p> <p>Time Expressions: Next week, tomorrow, in a year, in the future, soon, later, etc.</p>	<p>1. Presentation (30 minutes)</p> <ul style="list-style-type: none"> • Warm-Up Discussion: Start by asking students what they plan to do over the weekend or their next holiday. Engage the class with a few spontaneous questions to spark interest. • Language Focus: <p style="margin-left: 20px;">Future Tenses Overview: Explain the use of "will" for spontaneous decisions, "be going to" for planned actions, and the present continuous for future arrangements.</p> <p style="margin-left: 20px;">Vocabulary and Phrases: Present key vocabulary (e.g., plan, intend, decide) and phrases (e.g., "I'm going to...", "I will...").</p> 	Three hours per week

	<p>Speaking Skills:</p> <p>Fluency: Speaking about future plans confidently without pauses.</p> <p>Pronunciation and Intonation: Emphasizing future intentions with appropriate stress and rising intonation for questions.</p> <p>Coherence: Connecting future plans logically in a conversation, using transitions like “first,” “then,” “after that.”</p>	<ul style="list-style-type: none"> • AI Demonstration: Show how smalltalk2Me can be used to practice discussing future plans. Demonstrate with a sample conversation, highlighting how the AI provides feedback on accuracy and fluency. <p>2. Practice (40 minutes)</p> <ul style="list-style-type: none"> • Guided AI Interaction: Students interact with smalltalk2Me by responding to prompts about their future plans (e.g., “What are your plans for the next year?”). Encourage them to use different future structures and pay attention to the feedback given by the AI. • Sentence Matching Activity: Students match different sentence structures to appropriate future contexts (e.g., "I will go" vs. "I am going to go"), reinforcing correct usage. • Pair Practice: In pairs, students discuss their future plans using prompts such as “What are you going to do after school today?” They then use smalltalk2Me to practice articulating these plans, focusing on fluency and accuracy. <p>3. Production (50 minutes)</p> <ul style="list-style-type: none"> • Future Plans Presentation: Each student prepares a short presentation on their future plans (e.g., their goals for the next five years). They should include different future tenses and key vocabulary. 	
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		<ul style="list-style-type: none"> • AI-Enhanced Role Play: Students use smalltalk2Me to simulate real-life scenarios like planning a trip or discussing their future career plans with a friend. The AI provides questions and feedback, helping them refine their responses. • Class Discussion and Reflection: Conclude with a class discussion on how the smalltalk2Me tool helped them improve their speaking skills. Students can share the specific feedback they received and how it influenced their language use. 	
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Resources:

Lesson plan 5.

AI tool: <https://app.smalltalk2.me/>

Video: <https://n9.cl/c89el>

Presentation slides: https://docs.google.com/presentation/d/1H2_eSwF1yxMQGQ6a_avks0_lpuJTYzaf/edit?usp=drive_link&oid=106264757849406674963&rtpof=true&sd=true

Be Going To - pt

1. Choose a word from the box below and write it under the correct picture.

- | | | | | |
|-----------------|----------------|-------------------|--------------|------|
| take the bus | go to the gym | make a phone call | walk the dog | fly |
| take a test | go shopping | go hiking | move house | sell |
| visit relatives | go on vacation | have a snack | cook | |
| do the laundry | see a movie | get married | go home | |



Future Plans - Affirmative (+)				
I		am		
You		are		
He, she	is	+ going to	+ verb	
We	are			
They	are			

2. Complete the sentences below with the correct form of the verb.

- I _____ my relatives next weekend. (visit)
- She _____ at the weekend and get some new shoes. (go shopping)
- We _____ to Paris from London, then take the train. (fly)
- We _____ house in a few years. (move)
- I _____ the laundry this weekend. I have nothing to wear. (do)
- They _____ married in July. (get)
- We _____ a movie on Friday. Do you want to join us? (see)
- I'm tired. I _____ and relax after school. (go home)

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BE GOING TO

We use "be going to" to talk about future plans or intentions. It implies that the speaker has the intention or plan to do something, but may not have taken any concrete steps to schedule/arrange it yet.

• **I'm going to** go out this weekend.
(I intend to go but have not arranged it yet.)

• **I'm going to** get a new job.
(I intend to get a new job.)

• **I'm going to** take my driving test next month.
(I intend to do it, but the test has not been scheduled or arranged yet.)

PRESENT CONTINUOUS

We use the present continuous to talk about arrangements or plans that are already scheduled or fixed. It indicates that you have already made plans and arrangements for something in the future.

• **I'm going** out this weekend.
(I'm definitely going out this weekend. I have already arranged to do it. There is a definite time and/or place).

• **I'm getting** a new job.
(It's already decided /arranged.)

• **I'm taking** my driving test next month.
(It's a definite plan. The test has already been scheduled.)

LESSON PLAN 6

This lesson plan integrates the smalltalk2Me AI tool to help students improve their speaking skills in everyday situations, providing them with interactive and engaging opportunities to practice. The lesson is structured to be completed in 120 minutes however this lesson plan can be adjusted in time depending on students' individual needs and proficiency levels.

Learning Objective: students will be able to confidently engage in conversations about everyday situations using appropriate vocabulary, expressions, and structures, enhancing their fluency and accuracy through practice with the smalltalk2Me AI tool.

Topic	Content	Small-talk2Me AI tool/ Intervention activities	Duration
Everyday Situations	<p>Vocabulary:</p> <p>Daily Activities Vocabulary: Words related to common actions like buying, traveling, eating, and socializing.</p> <p>Grammar Structures:</p> <p>Questions and Requests: Forming polite questions and requests (e.g., “Can I have...?”, “Do you have...?”, “Would you mind...?”).</p>	<p>1. Presentation (30 minutes)</p> <ul style="list-style-type: none"> • Warm-Up Discussion: Start by asking students about different everyday situations they encounter, such as shopping, asking for directions, ordering food, making appointments, or talking on the phone. • Language Focus: <p style="margin-left: 40px;">Common Phrases and Expressions: Introduce key phrases like “Can you help me with...?”, “I would like to...”, “Where can I find...?”, and polite expressions used in requests and interactions.</p>	Three hours per week.

	<p>Speaking Skills:</p> <p>Pronunciation and Intonation: Correct intonation for polite requests and questions, stress on keywords for clarity.</p> <p>Fluency: Developing natural responses without hesitation, focusing on smooth, coherent communication.</p>	<p>Vocabulary: Highlight essential vocabulary related to everyday activities, including items commonly bought, directional words, and polite forms of address.</p> <ul style="list-style-type: none"> • AI Demonstration: Show how the smalltalk2Me AI tool can simulate everyday situations, demonstrating how the tool provides feedback on pronunciation, vocabulary usage, and fluency. <p>2. Practice (45 minutes)</p> <ul style="list-style-type: none"> • Scenario-Based AI Practice: Students interact with smalltalk2Me, choosing from various everyday situations like ordering at a restaurant or asking for help in a store. The AI guides them through dialogues and offers corrective feedback on their responses. • Role-Playing in Pairs: In pairs, students role-play different scenarios, such as a customer and shop assistant or a person asking for directions. They then use the AI tool to practice similar interactions, focusing on natural speech patterns. • Vocabulary Drills: Quick drills using flashcards to reinforce vocabulary and common phrases used in each situation. <p>3. Production (50 minutes)</p> <ul style="list-style-type: none"> • Create Your Scenario: Students create their own dialogues based on a chosen everyday situation. They outline their 	
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		<p>dialogues, ensuring they use appropriate vocabulary and structures.</p> <ul style="list-style-type: none"> • AI-Enhanced Interaction: Students practice their dialogues with smalltalk2Me, allowing the AI to simulate a realistic conversation. They adjust their speech based on the feedback received. • Class Presentations: Groups present their scenarios to the class, demonstrating their understanding of the language used in everyday contexts. The class can provide feedback on the effectiveness and clarity of the interactions. 	
<p>Resources: Lesson plan 6. AI Tool: https://app.smalltalk2.me/ Video: https://n9.cl/42yzt Presentation Slides: https://docs.google.com/presentation/d/1LMEwG4_U8KlcY5Jji-qvSEba4TvN0o5/edit?usp=sharing&oid=106264757849406674963&rtpof=true&sd=true</p>			

Conversation Cards

Look at the pictures and answer the questions.



What do you see in the photo?
 What are the people doing?
 Where are they?
 What are they eating?
 What are they drinking?
 How many members does this family have?
 How many family members live together in your family?
 Do you always eat with your family?
 Where do you eat?
 Who cooks?



What do you see in the photo?
 Where was this photo probably taken?
 Do you think it's a real photo or a trick?
 Do you think the scene is dangerous?
 Do you like radical sports?
 Which ones do you like best?
 What radical sport have you already done or would you like to do?



What happened?
 Where did this happen?
 Why did this happen?
 Do you think the accident is serious?
 Where will the injured person be taken?
 How will he get there?
 Have you ever had an accident while skiing? What happened?



What do you see? Where does this scene take place?
 What tricks are shown?
 Do you think that animals should be used for such performances?
 Why? Why not? Do you think the animals like to do that?
 Do you like the circus?
 What do you like best?



What do you see in the photo?
 What are the police doing?
 What did the man do to get arrested?
 Where will he be taken?
 Is there a lot of crime in your country?
 How do the police act in your country?
 Do you trust the police?
 Have you ever seen a crime?



What do you see in the photo?
 What do people celebrate?
 What are people wearing?
 Whose birthday is it?
 Are you celebrating your birthday? Why? Why not?
 How do you celebrate your birthday?
 What do you wish for birthday?

Who do you have the best relationship with in your family? Why?

What is your best friend like? Why is he/she special?

What do you do on a normal day during the week?

How would you describe your daily routine?
 What do you do?

What three things would you take with you to a desert island?

What would you do if you won the lottery?

Where did you go on your last holidays? Who did you go with?

What was the most special present you have ever received?

Can you describe your bedroom? Do you like it? Why (not)?

Can you describe your home? Do you like it? Why (not)?

LESSON PLAN 7

This lesson plan effectively integrates the smalltalk2Me AI tool, providing students with interactive opportunities to explore cultural awareness and develop their speaking skills dynamically and engagingly. The lesson is structured to be completed in 120 minutes however this lesson plan can be adjusted in time depending on students' individual needs and proficiency levels.

Learning Objective: students will be able to engage in conversations about cultural differences, express cultural sensitivity, and navigate cross-cultural interactions with confidence, improving their speaking skills through the use of the smalltalk2Me AI tool.

Topic	Content	Small-talk2Me AI tool/ Intervention activities	Duration
Cultural Awareness	<p>Vocabulary:</p> <p>Culture: Definition and examples of what culture includes (e.g., language, food, dress, customs).</p> <p>Values:</p> <p>Empathy: Encouraging students to see situations from another culture's point of view.</p>	<p>1. Presentation (30 minutes)</p> <ul style="list-style-type: none"> • Warm-Up Discussion: Start by asking students about their experiences with different cultures. Questions could include, “Have you ever visited another country?” or “What cultural differences have you noticed in your city?” • Language Focus: <p style="margin-left: 40px;">Key Vocabulary: Introduce terms such as customs, traditions, etiquette, non-verbal communication, and cultural sensitivity.</p> <p style="margin-left: 40px;">Common Expressions: Teach useful phrases like “In my culture...,” “It’s common in [country] to...,” and “Respecting different traditions is important because...”.</p> 	three hours per week.

		<p>Cultural Differences Overview: Briefly discuss common differences, such as greetings, eating habits, and social norms in various cultures.</p> <ul style="list-style-type: none">• AI Demonstration: Show students how smalltalk2Me can simulate conversations about cultural topics. Demonstrate a dialogue where cultural sensitivity is essential, highlighting how the AI provides feedback on language use and appropriateness. <p>2. Practice (45 minutes)</p> <ul style="list-style-type: none">• Scenario-Based AI Practice: Students interact with smalltalk2Me by responding to prompts related to cultural situations, such as being invited to a foreign wedding or understanding different greetings. The AI provides feedback on their responses, focusing on language accuracy and cultural sensitivity.• Role-Playing Cross-Cultural Interactions: In pairs, students role-play scenarios such as a business meeting with someone from another country or a social event with diverse guests. They then practice similar conversations with the AI, allowing them to refine their language in a safe environment.• Cultural Comparison Activity: Students work in small groups to compare two cultures (e.g., their own and another). They discuss similarities and differences, then practice discussing these comparisons with the AI tool.	
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		<p>3. Production (50 minutes)</p> <ul style="list-style-type: none"> • Cultural Presentations: Each student prepares a short presentation on a cultural aspect they find interesting, such as a traditional holiday, food customs, or communication styles. They use phrases and vocabulary learned during the lesson. • AI-Enhanced Dialogue Creation: Students create their own dialogues about a cultural situation, such as explaining their culture to a visitor or asking about another culture’s customs. They use smalltalk2Me to practice and refine their dialogue, receiving feedback on how to improve. • Class Discussion and Reflection: Wrap up with a class discussion on the importance of cultural awareness in communication. Students share how the smalltalk2Me tool helped them understand cultural differences and express their thoughts more clearly. 	
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Resources:

Lesson plan 7.

AI Tool: <https://app.smalltalk2.me/>

Video: <https://n9.cl/gese1>

Presentation Slides: https://docs.google.com/presentation/d/1uA9rNFDno1-HMLTr9PbvAq_zdFFYBFqw/edit?usp=sharing&oid=106264757849406674963&rtpof=true&sd=true

WHAT IS CULTURE?



IDENTITY IS...

- The Way We Look
- The Way We Think
- The Things We Do

WHAT PEOPLE SEE

WHAT PEOPLE DON'T SEE

What are some commonalities you found?

What are some things that all or almost all people have in common?

Stereotypes

Prejudice

Discrimination

Really? Seriously? Not okay.

How do you think it makes people feel when you say that?

I'm trying to understand why you said that. Can you please explain your thinking?

We don't make comments like that in our classroom.

What you said was inappropriate. Please don't say it again.

Your comment made me feel because _____

LESSON PLAN 8

This lesson plan provides a structured approach to engaging students with global issues while enhancing their speaking skills through the interactive use of smalltalk2Me. The lesson is structured to be completed in 120 minutes however this lesson plan can be adjusted in time depending on students' individual needs and proficiency levels.

Learning Objective: students will be able to discuss global issues confidently, express their opinions and concerns, and suggest possible solutions, enhancing their speaking skills through interaction with the smalltalk2Me AI tool.

Topic	Content	Small-talk2Me AI tool/ Intervention activities	Duration
Global Issues	<p>Vocabulary related to Global Issues:</p> <p>Climate Change: greenhouse gases, carbon footprint, renewable energy, sustainability, adaptation.</p> <p>Grammar: Conditional Sentences:</p>	<p>1. Presentation (30 minutes)</p> <ul style="list-style-type: none"> • Warm-Up Discussion: Start with a class discussion about what students think are the most pressing global issues today, such as climate change, poverty, human rights, or pollution. Use guiding questions like, “What global problems concern you the most?” or “Have you ever participated in any actions to address these issues?” • Language Focus: <p>Key Vocabulary: Introduce essential terms such as sustainability, inequality, humanitarian, deforestation, global warming, and renewable energy.</p> <p>Common Expressions: Teach phrases like “One of the biggest challenges is...”, “We need to address...”, and “Possible solutions could include...”.</p> <p>Expressing Opinions and Suggestions: Review structures for giving opinions (e.g., “I believe that...”, “In my opinion...”) and</p> 	Three hours per week

<p>First Conditional: Used for real and possible situations.</p> <p>Second Conditional: Used for hypothetical situations.</p>	<p>suggesting solutions (e.g., “We should...”, “It would be better if...”).</p> <ul style="list-style-type: none"> • AI Demonstration: Show how the smalltalk2Me AI tool can simulate discussions on global issues, offering examples of how it provides feedback on expressing opinions and formulating solutions. <p>2. Practice (40 minutes)</p> <ul style="list-style-type: none"> • AI-Driven Discussion Prompts: Students use smalltalk2Me to respond to prompts related to global issues, such as “What are the main causes of climate change?” or “How can we reduce poverty?” The AI provides feedback on their speaking, focusing on clarity, fluency, and accuracy. • Group Discussions: Divide students into small groups to discuss specific global issues. Each group selects an issue, such as water scarcity or gender inequality, and uses guided questions to explore causes, effects, and possible solutions. Groups then practice discussing these topics with the AI tool, adjusting their responses based on feedback. • Role-Playing Activists: Students role-play as activists presenting a global issue to a community. They use the AI to refine their speech, ensuring their arguments are persuasive and well-structured. <p>3. Production (50 minutes)</p> <ul style="list-style-type: none"> • Present Your Issue: Students prepare a short presentation on a global issue of their choice, incorporating vocabulary and phrases learned during the lesson. They present their issue, outline the main problems, and propose possible solutions. 	
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		<ul style="list-style-type: none"> • AI-Enhanced Debates: Organize a debate session where students use smalltalk2Me to practice defending or opposing viewpoints on global issues. The AI provides a platform to test arguments and refine responses. • Class Reflection and Feedback: End with a class reflection where students share what they learned about discussing global issues and how the AI tool helped them enhance their speaking skills. Encourage them to reflect on the feedback received and how they can improve further. • Post-test: Students do the post-test to measure their speaking skills improvement. 	
<p>Resources: Lesson plan 8. AI tool: https://app.smalltalk2.me/ Video: https://n9.cl/4ktoe Presentation Slides: https://docs.google.com/presentation/d/1SOqV6tc-zcUhTNmQUI1OW4kUzDf5pQX2/edit?usp=drive link&oid=106264757849406674963&rtpof=true&sd=true</p>			

GLOBAL ISSUES

a) LOOK AND MATCH WITH THE PICTURES:

1. RACISM
2. ILLEGAL IMMIGRATION
3. POVERTY
4. FAMINE
5. CHILD LABOUR
6. HOMELESSNESS
7. WAR
8. DISEASE

b) READ AND MATCH THEM WITH THE PREVIOUS GLOBAL ISSUE:

1. is a widespread scarcity of food.
2. is a large-scale armed conflict.
3. refers to the employment of children at regular and sustained labour.
4. refers to the condition of not having the means to afford basic human needs.
5. is the movement of people across national borders in a way that violates the laws.
6. is an abnormal condition of an organism that impairs bodily functions, associated with specific symptoms and signs.
7. is the belief that race is a primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race.
8. is the condition of people and social category of people who don't have a regular house or dwelling because they cannot afford it.



- greenhouse effect
- to produce gases (CO₂)
- smoke from factories
- to be careful about
- cars use petrol
- oxygen
- to destroy ozone layer
- environmental organizations
- to reduce global warming
- to cause climate change
- the scientists are worried

global warming

pollution

- water / soil / air pollution
- smoke from factories
- leads to global warming
- to reduce pollution
- to improve the environment
- to recycle glass/paper/plastic
- to use pesticides on farms
- to burn oil/coal/gas
- to keep the planet clean

diseases

- AIDS
- HIV
- cancer
- to cure a disease / illness
- developing countries
- to make medicines available
- to save lives

- extinct animals
- to protect
- to prevent from dying out
- to survive
- to destroy the habitat
- hunting

endangered species

- terrorist attack
- planting bombs
- take hostages
- to prevent attacks
- to threaten / a threat
- to keep people safe

terrorism

poverty

- famine
- child labour
- against the law
- homeless people
- to survive
- developing countries
- to starve

energy waste

- saving energy
- saving natural resources
- solar power (solar panels)
- wind power (windmills)
- alternative sources of energy
- renewable resources
- planting trees
- cutting down trees
- recycling
- to generate electricity
- to invest in
- to run out of resources

natural disasters

- drought
- flood
- earthquake
- volcano eruption
- tsunami
- hurricane
- forest fire

Global issues



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