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“Exploring the Efficacy of the Praktika App in Enhancing Speaking Skills for Second Language Acquisition”

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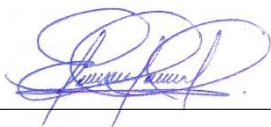
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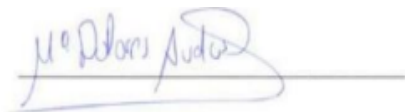
We, the undersigned professors appointed as members of the Degree Tribunal for the evaluation of the research work **“Exploring the Efficacy of the Praktika App in Enhancing Speaking Skills for Second Language Acquisition”** presented by Joselyn Andrea Sánchez Reyes with ID number 0604520759, under the tutorship of PhD. Blanca Narcisa Fuertes López. We certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated, and the author has been heard; having no further observations to make.

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To my beloved parents, Edgar and Sonia, for their infinite love, for their silent sacrifices, for being there at every stage of this journey, and for always encouraging me, for believing in me even when I doubted myself. To my mom, Sonia, for always brightening my heart, motivating me, and shaping my character. To my dad, Edgar, for being the reflection that effort is worth it when it is accompanied by a noble heart. Today, this achievement is ours. Your love, affection, and support have been my greatest motivation. I love you with all my heart.

Joselyn Andrea Sánchez R.

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Joselyn Andrea Sánchez R.

GENERAL INDEX

DECLARATION OF AUTORSHIP

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CERTIFICADO ANTIPLAGIO

DEDICATORY

ACKNOWLEDGEMENTS

GENERAL INDEX

TABLES INDEX

FIGURES INDEX

RESUMEN

ABSTRACT

CHAPTER I. INTRODUCTION	16
1.1. Introduction	16
1.2. Problem Statement	17
1.2.1. Statement of the Problem	17
1.2.2. Problem Formulation.....	18
1.3. Justification	18
1.4. Objectives.....	19
1.4.1. General Objective	19
1.4.2. Specific Objectives	19
CHAPTER II. THEORETICAL FRAMEWORK.....	20
2.1 State of the Art	20
2.2 Theoretical Foundation	21
2.2.1 Second Language Acquisition and Foreign Language Learning.....	21
2.2.1.1. Second Language Acquisition (SLA).....	21
2.2.1.2. Foreign Language Learning (FLL).....	21
2.2.1.3. Differences Between SLA and FLL.	21

2.2.2	Language Acquisition vs. Language Learning	22
2.2.2.1.	Krashen’s Acquisition-Learning Hypothesis.....	22
2.2.2.2.	Role of Input and Output in Language Development.....	22
2.2.3	Pedagogical Approaches.....	23
2.2.3.1.	Communicative Language Teaching (CLT).....	23
2.2.3.2.	Learner-Centered Approach.	23
2.2.3.3.	Task-Based Learning (TBL).....	23
2.2.3.4.	Flipped Learning.....	23
2.2.4	Theoretical Foundations of Language Learning.....	24
2.2.4.1.	Constructivist Learning Theory.....	24
2.2.4.2.	Input Hypothesis.....	24
2.2.4.3.	Output Hypothesis.	24
2.2.4.4.	Interaction Hypothesis.....	24
2.2.5	English Learning Curriculum in Ecuador.....	25
2.2.5.1.	Alignment with the CEFR.	25
2.2.5.2.	Communicative Competence in the Ecuadorian Curriculum.	25
2.2.6	Speaking Skill in Second Language Acquisition	25
2.2.6.1.	Definition of Speaking.....	25
2.2.6.2.	Speaking Subskills.....	26
2.2.6.2.1.	Fluency	26
2.2.6.2.2.	Pronunciation.	26
2.2.6.2.3.	Accuracy.....	26
2.2.6.2.4.	Coherence.....	26
2.2.6.2.5.	Interactive Communication.	26
2.2.7	Importance of Oral Proficiency in EFL Learning	26
2.2.8	Common Difficulties in Developing Oral Proficiency.....	27
2.2.9	Speaking Assessment	27

2.2.9.1. CEFR Descriptors for Speaking.....	27
2.2.9.2. Analytic Rubrics for Speaking Assessment.....	27
2.2.10 Technology in Language Learning.....	28
2.2.10.1. Mobile-Assisted Language Learning (MALL).....	28
2.2.10.2. Technological Pedagogical Content Knowledge (TPACK).....	28
2.2.10.3. SAMR Model for Technology Integration.....	28
2.2.11 Artificial Intelligence in Language Learning	28
2.2.11.1. AI-Based Language Learning Tools.....	28
2.2.11.2. AI Applications for Speaking Practice.....	29
2.2.12 Praktika App as a Digital Tool for Speaking Practice.....	29
2.2.12.1. Features and Functionalities of the Praktika App.....	29
2.2.12.2. Comparison with Other Language Learning Apps.....	30
2.2.12.3. Pedagogical Potential of the Praktika App.....	30
CHAPTER III. METHODOLOGY	31
3.1 Research Approach	31
3.2 Research Modality.....	31
3.3 Research Design and Type.....	31
3.4 Data Collection Techniques and Instruments.....	32
3.5 Study Population	33
3.6 Sample Size	33
3.7 Methods of Data Analysis and Processing.....	33
3.8 Ethical Considerations.....	34
CHAPTER IV. RESULTS AND DISCUSSION.....	35
4.1 Qualitative Results	35
4.2 Quantitative Results	37
4.2.1 Sociodemographic Profile	38
4.2.2 Speaking Performance Results	39

4.2.2.1. Criterion-Based Results.....	39
4.2.2.2. Descriptive Statistics.	40
4.2.2.3. Inferential Analysis.....	41
4.2.2.3.1. Hypotheses Testing.	41
4.2.2.3.2. Normality Test.....	41
4.2.2.3.3. Selection of Statistical Test.	41
4.2.2.3.4. Decision.....	42
4.2.3 Learners' Perceptions of the Praktika App.....	42
4.3 Discussion	47
CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS.....	50
5.1 Conclusions	50
5.2 Recommendations	50
BIBLIOGRAPHY.....	51
ANNEXES	58

TABLES INDEX

Table 1.	31
Table 2.	34
Table 3.	35
Table 4.	36
Table 5.	37
Table 6.	39
Table 7.	40
Table 8.	42

FIGURES INDEX

Figure 1.	39
Figure 2.	42
Figure 3.	43
Figure 4.	45
Figure 5.	46

RESUMEN

Este estudio tuvo como objetivo determinar la eficacia de la aplicación Praktika para mejorar las habilidades orales de los estudiantes de primer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Nacional de Chimborazo (UNACH) durante el período académico 2025-2S. La investigación siguió un enfoque de métodos mixtos con un diseño preexperimental sin grupo de control y una muestra de 22 estudiantes. Como parte de los instrumentos se incluyeron una prueba inicial y final alineadas con el MCER, un cuestionario en escala de Likert y una matriz de análisis documental. La intervención pedagógica tuvo una duración de 5 semanas, distribuidas en un total de 15 sesiones, utilizando Praktika que integra inteligencia artificial para simular conversaciones reales y ofrecer retroalimentación inmediata. En el marco de los resultados, se evidenciaron mejoras significativas en fluidez, pronunciación, coherencia, precisión y comunicación interactiva, también la reducción de la desviación estándar indicó una mayor homogeneidad entre los participantes. De igual manera, el cuestionario en escala de Likert reflejó percepciones positivas sobre motivación, compromiso y confianza para hablar en inglés, mientras que los hallazgos cualitativos respaldaron la eficacia de Praktika como herramienta que fomenta el aprendizaje autónomo e interactivo. Tras el análisis, se concluye que la aplicación Praktika constituye una herramienta eficaz para mejorar las habilidades orales en contextos EFL, aportando a la integración de la inteligencia artificial y el aprendizaje de idiomas asistido por móvil en la enseñanza del inglés.

Palabras clave: Inteligencia Artificial, Aprendizaje de idiomas asistido por móvil (MALL), habilidades orales, EFL, aplicación Praktika.

ABSTRACT

This study aimed to determine the efficacy of the Praktika App in improving the speaking skills of First-Semester Students of the Pedagogy of National and Foreign Languages program at the Universidad Nacional de Chimborazo (UNACH) during the 2025-2S academic term. The research followed a mixed-methods approach with a pre-experimental design without a control group and a sample of 22 students. The instruments included a pre-test and a post-test aligned with the CEFR, a Likert-scale questionnaire, and a documentary analysis matrix. The intervention consisted of 15 sessions distributed over five weeks using the Praktika App, which integrates artificial intelligence to simulate real conversations and provide immediate feedback. The results evidenced significant improvements in fluency, pronunciation, coherence, accuracy, and interactive communication, and the reduction in standard deviation indicated more homogeneous learning outcomes among participants. Furthermore, the Likert-scale questionnaire reflected positive perceptions regarding motivation, engagement, and confidence in speaking English, while qualitative findings supported the app's effectiveness as a tool that promotes autonomous and interactive learning. In conclusion, the Praktika App constitutes an effective tool for improving speaking skills in EFL contexts, contributing to the integration of artificial intelligence and mobile-assisted language learning in English language teaching.

Keywords: Artificial Intelligence, Mobile-Assisted Language Learning (MALL), Speaking Skills, EFL, Praktika App

CHAPTER I. INTRODUCTION

1.1. Introduction

In a world where technology is redefining education, including digital resources in language instruction is critical for effective teaching and learning. As learning institutions expand outside physical boundaries, technological tools are changing the way languages are taught and practiced. Among the four language skills, listening, reading, writing, and speaking, the latter being the most difficult for English second language learners. Developing fluency, spontaneity, and confidence demands constant practice and real-world contact.

Therefore, it is focused on the evaluation of *Praktika*, an artificial intelligence-based application designed to enhance students' speaking skills through interactive simulations with virtual avatars. The tool provides a personalized setting for learners to practice English speech in realistic conversational contexts, boosting confidence and fluency. According to Aliakbari and Mardani (2022), mobile-assisted language learning (MALL) apps can improve pronunciation and fluency by providing interesting, realistic practice scenarios outside of classroom settings. Similarly, Kang and Sung (2024) argue that AI-powered conversational apps promote learner autonomy, confidence, and interaction quality across self-directed speaking practice.

The significance of this study lies in addressing one of the most common challenges in English language learning: the lack of chances for effective oral communication. Despite years of classroom instruction, many students still struggle to express themselves naturally in English. Traditional approaches frequently rely on memorized dialogues and teacher-led repetition, which do not completely match the objectives of a communicative approach. As a result, the use of digital tools like *Praktika* is critical for promoting autonomous, interactive, and ongoing speaking practice.

The study was conducted with First-Semester Students of the Pedagogy of National and Foreign Languages program at Universidad Nacional de Chimborazo (UNACH). This group was particularly relevant because it represented the beginning of their academic program as future language educators. Understanding their interactions with AI-powered educational resources offered significant perspectives on how technology might facilitate spoken language development in Ecuadorian higher education settings.

The research was carried out during the 2025-2S academic term, enabling the implementation of the *Praktika* App, as well as the monitoring and analysis of effects on students' speaking skills. A mixed methods approach was used, collecting qualitative data from comparative analyses and reflective instruments in addition to quantitative data from surveys and assessments conducted before and after speaking. This design ensured a

comprehensive understanding of students' progress and perceptions regarding the use of AI tools in language learning.

The thesis has been organized into five chapters. In Chapter I, the research problem, its significance, and objectives are introduced. In Chapter II, the theoretical framework and key concepts related to speaking, mobile-assisted learning, and artificial intelligence are presented. The methodology and instruments used are described in Chapter III. The results are analyzed and interpreted in Chapter IV, while the conclusions and recommendations are summarized in Chapter V.

1.2. Problem Statement

1.2.1. Statement of the Problem

Speaking is widely recognized as one of the most complex and demanding skills in second language acquisition. Recent evidence shows that improving oral performance requires sustained, feedback-rich practice and mobile access to authentic tasks, conditions under which learners' speaking outcomes improve significantly (Li, 2024). In response to the global challenge of providing individualized oral practice, educational settings worldwide have increasingly adopted digital and AI-mediated solutions to complement classroom teaching. International studies of AI-supported speaking practice report gains in fluency and confidence, and reductions in anxiety, when learners interact with virtual agents and structured prompts (Üstünbaş, 2024).

In Latin America and specifically within the Ecuadorian higher education system, developing communicative competence remains a critical challenge due to limited exposure to the language and predominantly grammar-focused traditional methodologies. Although AI-powered applications like *Praktika*, which mimic real-life speaking with virtual characters, promise immersive, self-paced oral practice, there is a significant empirical gap regarding their integration and pedagogical efficacy within formal university contexts in the region. Therefore, it is imperative to assess how these new global technologies fit into local English as a Foreign Language (EFL) curriculum and national educational standards.

At the Universidad Nacional de Chimborazo (UNACH), this problematic reality is clearly reflected among First-Semester Students in the Pedagogy of National and Foreign Languages program. At the local level, according to institutional placement statistics, learners usually arrive with unequal English foundations, frequently ranging from basic A1 to low A2 levels. Many present pronunciation gaps, limited fluency, and low confidence, coupled with few opportunities for real communication inside the classroom, a situation that significantly limits their motivation and progress in the early phases of their training as future language teachers.

To address this problem, the educational benefit of incorporating digital speaking tools into the EFL program at UNACH is examined. Conducted during the 2025–2S academic period, the research evaluates the effectiveness of the Praktika App as a digital support tool, seeking to determine whether it significantly enhances students' speaking performance and how they perceive its usefulness and relevance in improving oral proficiency.

1.2.2. Problem Formulation

How effective is the AI-powered Praktika App in enhancing the English-speaking skills of First-Semester Students in the Pedagogy of National and Foreign Languages program at the Universidad Nacional de Chimborazo during the 2025–2S academic term?

1.3. Justification

The present study is justified by a concrete problem observed at the Universidad Nacional de Chimborazo (UNACH), where students in the First Semester of the Pedagogy of National and Foreign Languages program consistently struggle with oral English expression. Most of them arrive with limited foundations, typically between A1 and low A2 levels, and many show signs of insecurity and low confidence when asked to communicate in English. These challenges reflect a broader reality in Ecuadorian public education, where there is little opportunity for meaningful speaking practice due to traditional, grammar-focused methods and limited classroom involvement. Since oral communication is at the core of what they will eventually be required to teach, the situation is particularly troubling for future language instructors.

The Praktika App appears as a useful tool worth assessing in response to this issue. With the help of an AI-powered app, students may practice speaking both inside and outside of the classroom at their own speed through simulated interactions. While similar tools have been tested in other parts of the world with promising results, very little research has been conducted in Ecuador or in similar Latin American university contexts. So, this means that teachers and institutions in the region have little guidance on whether these tools actually work under their specific conditions. By evaluating the effectiveness of Praktika in a real academic setting, this research contributes practical and context-specific evidence that can guide future decisions about technology integration in EFL programs.

Regarding feasibility, the study was conducted under accessible and realistic conditions. Twenty-two students participated, all of them had mobile devices and internet connection, and the app's free trial edition kept costs low. The intervention took place within a familiar learning environment, which made participation more natural and data collection easier.

The beneficiaries of this study are students who took part in the intervention, improving their oral communication skills and learning how to use technology for language acquisition. Teachers and student teachers, as well as educational institutions looking to add innovative methods to their curriculum, also benefit from incorporating similar tactics into their teaching practices. From a theoretical perspective, this study contributes to the field of language learning by providing empirical evidence on the effectiveness of AI-based applications for developing oral skills. The study also reinforces the principles of mobile language learning and communicative approaches, demonstrating how technology can support interactive and self-directed learning processes.

Several limitations were identified during the study. In particular, the duration of the intervention may not fully reflect long-term learning outcomes. Furthermore, the sample size, limited to a specific group of students, could restrict the generalizability of the results. Despite these limitations, the study contributes to advancing language teaching practices by offering empirical evidence on the effectiveness of AI-based applications, highlighting their potential to enhance speaking skills and to support more interactive and autonomous learning environments in EFL contexts.

1.4. Objectives

1.4.1. General Objective

- To evaluate the effectiveness of the Praktika App through its pedagogical implementation in enhancing the speaking skills of First-Semester Students in the Pedagogy of National and Foreign Languages program at Universidad Nacional de Chimborazo (UNACH) during the academic term 2025–2S.

1.4.2. Specific Objectives

- To compare the key features of the Praktika App with other language learning applications to justify its pedagogical implementation for speaking skill development in second language acquisition.
- To apply the Praktika App pedagogically to evaluate the development of students' speaking skills prior to and following its implementation.
- To analyze students' perceptions regarding the usefulness and experience of using the Praktika App to enhance their English-speaking skills.

CHAPTER II. THEORETICAL FRAMEWORK

2.1 State of the Art

The relationship between mobile technology and foreign language speaking development has gained considerable attention in recent years. Zhang and Crompton (2021) established that mobile-assisted language learning (MALL) promotes flexible and autonomous learning by allowing students to practice in real-world contexts beyond the classroom. Building on this foundation, Teng and Wu (2024) go further by arguing that mobile tools do not simply provide access to practice opportunities but actively encourage students to take ownership of their language development. When taken as a whole, these viewpoints imply that mobile technology is valuable not only because it is easily accessible but also because it can help students become active participants in their own education rather than just passive consumers.

This shift becomes very pertinent when taking into account the role of artificial intelligence in oral practice. While Zhang and Crompton (2021) and Teng and Wu (2024) concentrate on the autonomous and motivating aspects of mobile learning, Tsai (2024) and Nguyen (2024) draw attention to what happens when AI is introduced into that equation. Tsai (2024) shows that AI-based speech systems with voice recognition and conversation simulations provide students immediate feedback and repeated practice opportunities, while Nguyen (2024) adds that these interactive platforms also result in measurable improvements in fluency. Vančová (2023) complements both perspectives by demonstrating that AI settings offer customized activities tailored to varying skill levels, going beyond standardized techniques. What emerges from these three studies is a consistent picture, when artificial intelligence is integrated into speaking practice, it does not simply replicate the classroom experience digitally, but creates qualitatively different conditions for language development.

However, most of this evidence comes from contexts outside Latin America, which raises important questions about transferability. In the region, Sandoval et al. (2021) and Pazmiño (2023) have documented that digital tools do improve participation and oral fluency in EFL classrooms, these findings are consistent with the international literature. Still, both studies clearly recognize that the use of advanced techniques is constrained by ongoing pedagogical and infrastructure issues in Latin America. García Botero et al. (2019) strengthen this tension by noting that while digital technologies can expand interaction opportunities, their effects are highly dependent on the circumstances of each particular environment. When considered collectively, these regional studies indicate that the advantages shown globally cannot be assumed in Latin American academic environments.

This gap is particularly noticeable when speaking applications driven by AI are taken into account. Even though Tsai (2024), Vančová (2023), and Nguyen (2024) provide strong evidence for the effectiveness of AI-driven tools for improving pronunciation, fluency, and

motivation, none of these studies were conducted in Latin American higher education contexts. Meanwhile, the regional literature, represented by Sandoval et al. (2021), Pazmiño (2023), and García Botero et al. (2019), has not yet examined tools of this nature in depth. It is precisely at the intersection of these two bodies of research where the present study is located, evaluating whether an AI-powered application like Praktika can effectively support the development of speaking skills among EFL university students in Ecuador.

2.2 Theoretical Foundation

2.2.1 Second Language Acquisition and Foreign Language Learning

Understanding how languages are learned requires distinguishing between Second Language Acquisition (SLA) and Foreign Language Learning (FLL). These concepts describe different learning contexts and conditions in which individuals develop proficiency in an additional language. SLA emphasizes the cognitive and social processes involved in acquiring another language, whereas FLL refers to the educational setting where the language is taught, usually through formal instruction. Recognizing this difference helps explain how learners develop communicative competence and why specific teaching strategies and technological tools are needed to support language learning.

2.2.1.1. Second Language Acquisition (SLA). It refers to the process by which people learn a new language in addition to their native tongue. According to Ortega (2009), SLA investigates cognitive, linguistic, and social mechanisms that influence how learners develop proficiency in a second language. This field examines various factors, such as input, interaction, feedback, and learning environments, that contribute to language development. SLA research is especially relevant for understanding how learners improve their communicative abilities, particularly in productive skills such as speaking.

2.2.1.2. Foreign Language Learning (FLL). Foreign Language Learning (FLL) happens when students learn a language that is not commonly spoken in their daily social environment. In these situations, the target language is mainly taught through classroom instruction rather than through natural exposure. Moeller (2015) explains that learners in FLL settings often have limited chances to interact spontaneously in the target language, which can slow down the development of speaking fluency. Therefore, instructional strategies and digital learning tools are essential in providing extra opportunities for language practice.

2.2.1.3. Differences Between SLA and FLL. Although SLA and FLL are closely related ideas, they describe different parts of language learning. SLA focuses on the internal processes by which learners learn a new language, including mental development, interaction, and exposure to meaningful information. FLL, on the other hand, describes the external environment in which the language is learned, typically in formal educational settings when the target language is not widely spoken in society. Since English is typically

taught as a foreign language in countries such as Ecuador, students depend significantly on classroom education and technology to enhance their communication abilities.

Therefore, while this study is based on Second Language Acquisition as a theoretical framework, it takes place within a Foreign Language Learning context, specifically EFL, where technological tools are important in supporting language development.

2.2.2 Language Acquisition vs. Language Learning

The difference between language acquisition and language learning is a key idea in second language research. Krashen (1982) explains that acquisition is a natural, unconscious process by which learners improve their language skills through meaningful communication and exposure to the target language. Language learning, on the contrary, is a conscious process that frequently takes place in formal educational settings and includes learning the language explicitly as well as studying grammatical principles.

Although both processes aid in the development of language, acquisition is considered more effective in fostering communicative ability, particularly in speaking. To help students practice and internalize linguistic structures in authentic circumstances, this perspective highlights the significance of providing them with opportunities to interact and use real-world language.

2.2.2.1. Krashen's Acquisition-Learning Hypothesis. Krashen's Acquisition-Learning Hypothesis is part of his Monitor Model and clarifies the difference between the subconscious process of language acquisition and the conscious process of language learning. According to Krashen (1982), acquisition occurs when students are exposed to meaningful linguistic input and focus on communication rather than on grammatical rules. This process helps students develop fluent and spontaneous language use. Language learning, however, involves explicit knowledge of grammar and linguistic structures, which can be used to monitor or correct linguistic production. However, Krashen argues that true communicative competence is developed mainly through acquisition, rather than through learning formal rules.

2.2.2.2. Role of Input and Output in Language Development. Both input and output play an essential role in second language development. According to Krashen (1982), comprehensible input, that is, language that students can comprehend but that nevertheless contains structures that are slightly more complex than their current level, is crucial. Students' language skills eventually improve as a result of this exposure.

Furthermore, Swain (1985) emphasizes the importance of output, stating that students are encouraged to process language more deeply and identify knowledge gaps when they produce it through speech or writing. Through interaction and communication, students refine their language skills and improve their ability to express ideas accurately and fluently.

2.2.3 Pedagogical Approaches

2.2.3.1. Communicative Language Teaching (CLT). Communicative Language Teaching (CLT) is one of the most influential approaches in modern language education. According to García León (2019), CLT emphasizes developing students' ability to communicate effectively in real-life situations, rather than just mastering grammatical rules. This approach emphasizes meaningful interaction, negotiation of meaning, and the use of language in authentic contexts.

In CLT classrooms, students are encouraged to engage in discussions, role-play activities, and collaborative tasks that require them to use the target language actively. These communicative activities enhance fluency, confidence, and interaction skills, making CLT especially effective for improving spoken proficiency.

2.2.3.2. Learner-Centered Approach. The learner-centered approach focuses on students, emphasizing their needs, interests, and learning styles. Littlewood (2004) explains that this approach encourages learner autonomy and motivates students to take responsibility for their own language development. In learner-centered settings, teachers serve as facilitators who guide and support students rather than deliver information. It promotes participation, collaboration, and active communication, which are vital for developing oral skills in a foreign language.

2.2.3.3. Task-Based Learning (TBL). Task-based learning (TBL) focuses on using meaningful tasks that simulate real-life language use. As defined by Ellis (2003), tasks are activities where students use language to accomplish a certain objective, including conducting an interview, giving instructions, or addressing a problem. Students gain fluency and communication competence by engaging in communicative tasks that allow them to practice language in real-life situations. TBL promotes meaning-negotiation and engagement, two processes crucial to the development of second languages.

2.2.3.4. Flipped Learning. It is an instructional approach that reverses the usual order of teaching activities. In this model, students can access instructional content outside the classroom, usually via videos or digital materials provided. Class time is then focused on interactive activities and practical language use. Bergmann and Sams (2012) explain that this approach enables teachers to spend more time on communication practice and personalized support.

In language learning, flipped learning can increase opportunities for oral practice by having students arrive in class prepared, allowing them to focus on communication activities, discussions, and group work.

2.2.4 Theoretical Foundations of Language Learning

2.2.4.1. Constructivist Learning Theory. It suggests that students actively build knowledge through interaction with their context and social collaboration. Language development occurs through communication with others in the Zone of Proximal Development, according to Vygotsky (1978), who highlights the significance of social interaction in learning. This perspective emphasizes how feedback and guided engagement can enhance learning.

Similarly, Piaget (1952) explains that learning happens through cognitive processes by which students organize and adapt their knowledge as they interact with their environment. Both perspectives suggest that language learning is an active and dynamic process in which students build understanding through meaningful experiences and communication.

2.2.4.2. Input Hypothesis. Krashen's Input Hypothesis states that language acquisition happens when students are exposed to comprehensible input, meaning language they can understand. However, it also includes structures slightly more advanced than their current level (Krashen, 1982). This idea is often shown as $i+1$, where students gradually progress as they encounter new forms of language during meaningful communication.

According to this theory, exposure to comprehensible language in meaningful contexts is crucial for developing linguistic competence. When students receive sufficient input, they can internalize language structures and gradually enhance their communication skills.

2.2.4.3. Output Hypothesis. Swain (1985) proposed the Output Hypothesis, which emphasizes the importance of linguistic production in second language development. According to this perspective, students improve their language skills when they are required to produce spoken or written language. Producing language encourages students to identify knowledge gaps, reflect on grammatical structures, and refine their ability to communicate ideas. Students actively process language and improve their accuracy and fluency through speaking exercises and interaction.

2.2.4.4. Interaction Hypothesis. The significance of interaction and communication in language learning is emphasized by Long's Interaction Hypothesis. According to Long (1983), when kids participate in discussions where they negotiate meaning, ask for explanation, and modify their language to ensure understanding, language development is fostered. These interaction processes help students recognize language forms, receive feedback, and improve their communicative competence. Therefore, opportunities for authentic communication and interactive practice are essential for developing oral skills in a second language.

2.2.5 English Learning Curriculum in Ecuador

English language education in Ecuador is governed by the national curriculum established by the Ministerio de Educación, which aims to develop students' communicative competence in English. The curriculum promotes integrating the four language skills, listening, speaking, reading, and writing, through student-centered communicative methodologies that encourage active participation and meaningful language use in educational settings (Ministerio de Educación de Ecuador, 2016).

In Ecuador, English is taught mostly as a foreign language, so students have limited exposure to it outside the classroom. Because of this, the curriculum focuses on creating opportunities for interaction and communication to help students improve their language skills.

2.2.5.1. Alignment with the CEFR. The Common European Framework of Reference for Languages (CEFR), a globally accepted framework for characterizing language competency levels, is in line with Ecuador's English curriculum. Teachers can evaluate students' progress and create learning objectives based on their communicative abilities by using the CEFR, which divides language development into six stages, from A1 (beginning) to C2 (advanced) (Council of Europe, 2001). The curriculum seeks to guarantee that English language instruction satisfies international standards and promotes the progressive growth of students' communicative skills at various educational levels through this alignment.

2.2.5.2. Communicative Competence in the Ecuadorian Curriculum. The goal of the Ecuadorian English curriculum is to foster communicative competence, or the capacity to use the language successfully in everyday contexts. This ability encompasses not only vocabulary and grammar but also the capacity to communicate, exchange ideas, and negotiate meanings in many contexts (Council of Europe, 2020). According to this framework, oral expression is a crucial ability that helps students become more confident in their language use and actively engage in conversation. As a result, the curriculum supports instructional strategies that foster interaction, teamwork, and meaningful communication in the classroom.

2.2.6 Speaking Skill in Second Language Acquisition

2.2.6.1. Definition of Speaking. Speaking is the productive oral skill that allows individuals to communicate ideas, opinions, and information through spoken language. According to Richards (2008), speaking involves not only producing sounds and words but also organizing ideas, choosing appropriate vocabulary, and interacting effectively with others.

Similarly, Brown (2004) explains that speaking is a complex process that involves integrating several linguistic components, such as pronunciation, grammar, and fluency. These components allow speakers to actively participate in communication and clearly convey meaning.

2.2.6.2. Speaking Subskills. Effective oral communication is supported by subskills that underlie speaking. Fluency, pronunciation, grammatical accuracy, coherence, and interaction are all necessary for effective speaking, according to Brown (2004) and Thornbury (2005). During communication, these elements help learners in producing coherent, meaningful discourse.

2.2.6.2.1. Fluency. Fluency refers to the ability to speak continuously, without excessive pauses or hesitations. Thornbury (2005) explains that fluency involves maintaining the flow of communication and expressing ideas with relative ease. Developing fluency requires frequent opportunities for practice and interaction in the target language.

2.2.6.2.2. Pronunciation. Pronunciation refers to the correct production of sounds, as well as patterns of stress and intonation in spoken language. According to Celce-Murcia, Brinton, and Goodwin (2010), clear pronunciation is essential for intelligible communication, as it allows listeners to accurately understand the speaker's message.

2.2.6.2.3. Accuracy. Accuracy refers to the correct use of grammatical structures and vocabulary when expressing oneself. Brown (2004) explains that accuracy allows speakers to convey meaning clearly and avoid misunderstandings during communication.

2.2.6.2.4. Coherence. Coherence refers to the logical organization of ideas in oral communication. Richards (2008) explains that coherent speech makes it easy for listeners to understand the speaker's ideas, as the information is presented in a clear and organized manner.

2.2.6.2.5. Interactive Communication. Interactive communication refers to the ability to participate actively in conversations, respond to others, and maintain communication. The Common European Framework of Reference for Languages highlights interaction as a key component of communicative competence, as it involves turn-taking, responding to questions, and negotiating meaning in conversations (Council of Europe, 2001).

2.2.7 Importance of Oral Proficiency in EFL Learning

Oral proficiency is a vital part of language learning because it helps students communicate effectively in real-life situations. Brown (2004) states that oral expression enables students to actively use the language and apply the linguistic knowledge gained

during the learning process. In English as a foreign language (EFL) settings, authentic communication opportunities are often limited; therefore, developing oral skills becomes a main goal in language teaching.

2.2.8 Common Difficulties in Developing Oral Proficiency

Many students face difficulties when developing their speaking skills in a foreign language. Thornbury (2005) explains that common challenges include limited vocabulary, lack of confidence, fear of making mistakes, and few opportunities for practice. Additionally, students may struggle with pronunciation, grammatical accuracy, or organizing their ideas clearly during communication, which can impact their participation in speaking activities.

2.2.9 Speaking Assessment

2.2.9.1. CEFR Descriptors for Speaking. The Common European Framework of Reference for Languages (CEFR) provides internationally recognized descriptors for assessing language proficiency, including oral expression. The CEFR organizes language proficiency into six levels, from A1 (beginner) to C2 (proficient), and describes students' ability to communicate in real-life situations (Council of Europe, 2001).

Oral proficiency, as defined by the CEFR framework, encompasses both oral production and oral interaction, with a focus on the capacity to communicate effectively, take part in conversations, and respond properly. Teachers can evaluate students' speech performance in terms of their communication abilities and competency levels due to these descriptors. Given that they provide standardized criteria for evaluating language proficiency and facilitate the development of reliable instruments for oral assessment, CEFR descriptors are frequently used in language instruction.

2.2.9.2. Analytic Rubrics for Speaking Assessment. Analytical rubrics are commonly used to assess oral performance, as they allow teachers to evaluate the different components of oral communication separately. According to Brown (2004), analytical rubrics provide clear assessment criteria by dividing oral performance into specific aspects such as fluency, pronunciation, grammatical accuracy, organization of ideas, and interaction.

Similarly, internationally recognized assessment frameworks, such as the Cambridge English Speaking Assessment Scales, evaluate students' oral skills using multiple criteria, including pronunciation, grammar, vocabulary, discourse management, and interactive communication (Cambridge Assessment English, 2015). These analytical criteria allow assessors to evaluate different aspects of oral performance in a structured and reliable manner.

2.2.10 Technology in Language Learning

2.2.10.1. Mobile-Assisted Language Learning (MALL). Mobile-assisted language learning (MALL) refers to the use of mobile devices, such as smartphones and tablets, to support language learning. According to Kukulska-Hulme and Shield (2008), mobile technologies enable students to access language-learning resources anytime, anywhere, making learning more flexible and accessible.

MALL offers students opportunities to engage in interactive activities, such as listening comprehension exercises, vocabulary practice, and speaking practice, through mobile applications. These tools promote autonomous learning and encourage students to practice their language skills outside the classroom.

2.2.10.2. Technological Pedagogical Content Knowledge (TPACK). Technological Pedagogical Content Knowledge (TPACK) explains how teachers integrate technology with pedagogical strategies and subject content to support learning. Mishra and Koehler (2006) explain that effective teaching with technology requires an understanding of the interaction between technological, pedagogical, and content knowledge. TPACK highlights that, rather than merely replacing conventional teaching tools, technology should be used to support learning objectives and improve instructional methods.

2.2.10.3. SAMR Model for Technology Integration. Four stages of technology integration in education are described by Puentedura's (2013) SAMR model: substitution, augmentation, modification, and redefinition. These levels illustrate how digital tools can transform learning activities and open new educational opportunities. At the higher levels of the SAMR model, technology enables innovative learning experiences that foster collaboration, creativity, and interaction. In language-learning settings, digital tools can facilitate communication and support the development of oral skills.

2.2.11 Artificial Intelligence in Language Learning

2.2.11.1. AI-Based Language Learning Tools. Artificial intelligence has recently become an important component of language learning technologies. AI-based tools are designed to analyze student responses, provide immediate feedback, and tailor learning activities to their needs and performance. According to Li (2025), artificial intelligence systems in language learning environments allow students to participate in interactive activities that promote language development through personalized practice and automated feedback.

Similarly, Vančová (2023) explains that AI-based learning tools can improve student engagement and motivation by providing interactive learning environments that simulate authentic communication. These technologies allow students to practice language skills in flexible contexts and receive feedback that helps them improve their performance.

2.2.11.2. AI Applications for Speaking Practice. AI-based language-learning apps give students the chance to practice speaking in simulated environments. These applications frequently include features like virtual conversation partners and speech recognition that allow students to interact with digital systems and get feedback on their language and pronunciation abilities. According to research, AI-powered conversation tools can improve students' oral communication abilities by providing frequent opportunities for practice and interaction (Tsai, 2024).

Furthermore, Nguyen (2024) highlights how AI-powered conversation applications can improve students' confidence and fluency by establishing low-pressure situations where they can practice speaking without the stress of real-time classroom settings. These digital tools are especially helpful in foreign language learning environments, where opportunities for real-world communication may be limited. By simulating conversation scenarios, AI applications give students more opportunities to improve their conversational skills and communication abilities.

2.2.12 Praktika App as a Digital Tool for Speaking Practice

2.2.12.1. Features and Functionalities of the Praktika App. The Praktika App provides students with opportunities to enhance their English speaking skills through accessible digital technology. It includes essential tools that facilitate speaking practice, like interactive dialogues with AI avatars that simulate real-world interactions. By allowing students to take part in guided dialogues that replicate real-life communicative circumstances, these exchanges can enhance pronunciation, fluency, and confidence (Pérez Zambrana, 2023).

Its use of speech recognition technology, which allows the system to evaluate students' spoken responses and offer immediate feedback on grammar and pronunciation, is one of its primary advantages. This real-time feedback helps students identify errors and make adjustments during practice, leading to gradual improvements in oral accuracy. Research shows that frequent practice combined with timely feedback significantly impacts oral language development, especially for students in the early stages of learning a language (Papora, 2025).

The app also offers interactive conversations that simulate typical academic and social situations. Students gain confidence in their ability to communicate by practicing the language in appropriate settings through these contextual dialogues. Additionally, the platform encourages regular engagement and self-directed learning with features like progress tracking, conversational guidance, and organized practice sessions.

Another key feature of the app is its user-friendly layout and continuous accessibility, which facilitate self-paced learning and allow students to practice speaking outside of the classroom regularly. While the variety of topics and depth of conversation may differ

depending on available features, the app provides valuable opportunities for repeated practice. Digital tools such as Praktika can contribute to more inclusive and flexible language-learning environments, especially when integrated as complementary resources that support classroom instruction (Rodríguez & López, 2022).

2.2.12.2. Comparison with Other Language Learning Apps. Of late, mobile apps have transformed second language learning, providing tools that are accessible, flexible, and engaging for developing speaking skills. Among these, Praktika has become well-known for its use of artificial intelligence and realistic speech simulations. As Pérez Zambrana (2023) states, active repetition, instant feedback, and interactive dialogues are key features to improving pronunciation and overall speaking ability. The app enables students to participate in dynamic, real-time conversations that mimic authentic communication, boosting fluency, spontaneity, and confidence through its AI avatars.

Several language learning apps, such as Duolingo and Memrise, also integrate digital tools to support language practice. These platforms frequently use gamified activities and repetition-based tasks to emphasize vocabulary growth and structured learning exercises (Papora, 2025). In contrast, some new applications incorporate artificial intelligence technologies that enable students to participate in more interactive speaking experiences. Rodríguez and López (2022) argue that genuine oral development needs open interaction and opportunities for spontaneous communication. Similarly, real-time feedback systems can promote immediate self-correction and support long-term retention in oral practice (Sanako, 2025).

2.2.12.3. Pedagogical Potential of the Praktika App. From a pedagogical standpoint, digital language-learning tools can enhance oral expression by providing students with interactive practice opportunities outside the traditional classroom. Applications that incorporate artificial intelligence and conversational simulations support communicative learning by enabling students to practice in relevant contexts and receive real-time feedback.

In this context, the design of the Praktika App aligns with pedagogical approaches that promote communicative interaction and active participation in language learning. According to Richards (2008), opportunities for meaningful communication and consistent oral expression practice are essential for developing oral competence. Therefore, this application was selected as a digital tool for study because its features can enhance oral expression in English as a foreign language.

CHAPTER III. METHODOLOGY

3.1 Research Approach

This study adopts a mixed-methods approach, integrating both quantitative and qualitative research methodologies to comprehensively examine the role of the Praktika App in enhancing English-speaking competencies. According to Creswell and Creswell (2018), mixed-methods research combines numerical analysis and narrative interpretation, providing a more comprehensive understanding of complex educational phenomena.

Specifically, the qualitative component focuses on comparing the principal pedagogical features of the Praktika App with other language-learning applications, such as Duolingo and Memrise, to justify its pedagogical implementation for speaking skill development in second language acquisition. The quantitative component encompasses two main aspects. First, a pre-test and post-test based on a structured Cambridge-style speaking task are applied before and after the pedagogical intervention to measure students' progress in speaking abilities through a holistic evaluation rubric. Second, students' perceptions regarding the usefulness and experience of using the Praktika App are analyzed through a Likert-scale questionnaire administered after the intervention.

3.2 Research Modality

Regarding the modality, this is considered a field research study, as the data were collected directly in the educational setting where the participants' activities take place. Specifically, this study was conducted with First-Semester Students officially enrolled in the Pedagogy of National and Foreign Languages program at the Universidad Nacional de Chimborazo during the 2025-2S academic period. Field research enables the collection of genuine, context-specific data that reflects learners' real behaviors and experiences (Given, 2008). In this case, field research enables the analysis of the actual experiences and learning outcomes of participating students using the Praktika App within their own educational context.

3.3 Research Design and Type

The present study is framed within an applied research approach and follows a pre-experimental one-group pre-test–post-test design. It is considered applied because it seeks to address a practical issue in English language education by evaluating the effectiveness of the Praktika App in enhancing students' speaking skills in a real educational context.

Additionally, the study adopts a pre-experimental design, since it compares students' speaking performance before and after the pedagogical implementation of the Praktika App without the inclusion of a control group. According to John W. Creswell (2018), this type of design is commonly used in educational settings where random assignment and control groups are not feasible.

Furthermore, the design enables the researcher to analyze changes in students' speaking performance through the use of pre- and post-tests, complemented by survey data on students' experiences and perceptions of the application, as supported by Rus Arias (2020).

3.4 Data Collection Techniques and Instruments

Different data collection techniques and instruments were employed throughout the study to fulfill the specific objectives. For the first one, "To compare the key features of the Praktika App with other language learning applications to justify its pedagogical implementation for speaking skill development in second language acquisition," three language learning applications: Praktika, Duolingo, and Memrise, were methodologically compared using a Documentary Analysis Matrix. The matrix included criteria such as pedagogical approach, type of interaction, speaking practice opportunities, development of speaking subskills, feedback mechanism, personalization, authenticity of tasks, and pedagogical potential for speaking development. This one was validated by university professors specialized in English language teaching and educational research to ensure its relevance and clarity.

For the second objective, "To apply the Praktika App pedagogically to evaluate the development of students' speaking skills prior to and following its implementation," the researcher implemented a structured Cambridge-style speaking task as both a pre-test and post-test. An adapted CEFR-based rubric designed by the researcher was used to evaluate Students' speaking performance. The rubric assessed five main criteria: fluency, pronunciation, coherence, grammatical accuracy, and interactive communication, each of which was scored on a five-point scale ranging from 1 (Very Poor) to 5 (Excellent). The final speaking proficiency level was determined according to the average score obtained across all criteria, allowing the classification of student achievement based on CEFR proficiency levels. The collected data were analyzed using measures of central tendency and a paired-samples t-test to determine statistically significant differences between pre-test and post-test results.

Finally, for the third objective, "To analyze students' perceptions regarding the usefulness and experience of using the Praktika App to enhance their English-speaking skills," a structured Likert-scale questionnaire was administered via Google Forms. Ten factors related to interest in English practice, speaking frequency, enjoyment, ease of use, clarity, autonomous learning, growth in pronunciation and fluency, confidence, effectiveness of feedback, and overall progress were included in the questionnaire. Students responded using a five-point scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), providing quantitative data regarding their perceptions and experiences with the application.

All instruments underwent expert validation to ensure their validity, coherence, and reliability within the context of the study.

3.5 Study Population

The population for this study included First-Semester Students enrolled in the Pedagogy of National and Foreign Languages program at Universidad Nacional de Chimborazo (UNACH) during the 2025–2S academic term. This group was chosen to represent a typical language learning situation within the national and local contexts.

3.6 Sample Size

Once informed consent was obtained, all 54 first-semester students took an initial CEFR-based speaking diagnostic test to determine their oral proficiency level. Based on the results obtained through the adapted CEFR-based speaking rubric, students whose performance corresponded to the A1 level or below were selected as the study sample, as this represents the expected proficiency level for first-semester students in the program. A purposive non-probabilistic sampling method was employed to include learners who could benefit most from the intervention. Consequently, a final sample of 22 students was selected for the study, allowing for a more precise evaluation of the Praktika App's impact.

3.7 Methods of Data Analysis and Processing

For the qualitative component, a comparative analysis was conducted using the Documentary Analysis Matrix. Information collected from the Praktika App, Duolingo, and Memrise was systematically examined to identify similarities and differences regarding pedagogical features related to speaking skill development, including interactivity, feedback, personalization, authenticity, accessibility, and speaking-oriented practice. This approach was selected because, as Bowen (2009) argues, documentary analysis enables the systematic examination and interpretation of documents to generate meaningful analytical findings, making it particularly suitable for comparing structured information across multiple sources.

For the quantitative component, the results obtained from the pre-test and post-test were first analyzed through descriptive statistics using Microsoft Excel. Measures such as minimum score, maximum score, mean, median, and standard deviation were calculated to identify variations in students' speaking performance before and after the pedagogical intervention. Descriptive statistics were chosen because they provide a clear and accessible summary of the data, allowing patterns and trends to be identified before proceeding to deeper analysis.

Subsequently, R was utilized to carry out an inferential statistical examination to determine if there were any notable statistical differences between the scores from the pre-test and those from the post-test. The assumption of normality was first examined through the Shapiro–Wilk test. Since the data did not meet the normality assumption, the non-parametric Wilcoxon Signed-Rank Test was applied to paired samples with a significance level of $\alpha = 0.05$. This test was selected because it is specifically designed for paired non-

parametric data, making it the most appropriate alternative to the paired-samples t-test when normality cannot be confirmed.

Finally, the results obtained from the Likert-scale questionnaire were organized and analyzed through descriptive statistics, specifically absolute frequencies and percentages. This method was chosen because it allows for a clear and systematic identification of trends in students' perceptions regarding the usefulness, usability, and overall learning experience provided by the Praktika App during the intervention.

3.8 Ethical Considerations

The study was performed in accordance with basic ethical standards concerning privacy, voluntary participation, and careful management of information. The Program Coordination granted consent to execute the research in the First Semester of the Pedagogy of National and Foreign Languages program. Participants were made aware of the study's educational objectives, the methods used, and that their involvement was entirely voluntary. Furthermore, all collected data were treated confidentially and anonymously, and participants' identities were protected using coding procedures to prevent personal identification in the results.

CHAPTER IV. RESULTS AND DISCUSSION

This chapter outlines the results of the qualitative and quantitative data obtained from the implementation of Praktika. To begin with, qualitative results are presented through a literature review of language learning apps, providing a comparative overview of their features for developing oral expression skills. Additionally, the quantitative results are also described, including a comparison of student performance on the initial and final tests, which assessed their English-speaking skills, and an analysis of the perception questionnaire. The findings are organized around the research objectives and presented systematically and descriptively to provide a clear view of the intervention's outcomes.

4.1 Qualitative Results

This section presents the findings from the documentary analysis conducted to evaluate the pedagogical features of the selected language learning apps. The analysis focused on different factors, including interaction, feedback, communicative practice, and specific subskills that are relevant to the development of oral expression. These elements are thought to be essential for acquiring spoken language in an environment where English as a foreign language.

Table 1.

Documentary Analysis Matrix for Speaking-Oriented Language Learning Applications

Criteria	Indicators	Praktika	Duolingo	Memrise
Pedagogical Approach	Learning approach underlying the app	Communicative, interaction-based learning through AI conversations	Structural and gamified learning	Lexical and repetition-based learning
Type of Interaction	Nature of user interaction	Dynamic interaction with AI avatars in real time	Fixed responses and controlled exercises	Repetition and recognition-based interaction
Speaking Practice Opportunities	Type of speaking activities provided	High: simulated real-life conversations	Low: limited speaking practice focused on repetition	Moderate: pronunciation-focused repetition

Development of Speaking Subskills	Fluency, pronunciation, coherence, accuracy, interaction	Promotes multiple subskills through interactive dialogue and feedback	Focuses mainly on pronunciation and limited fluency	Focuses mainly on pronunciation and vocabulary recall
Feedback Mechanism	Type and timing of feedback	Adaptive interaction based on user responses	Limited adaptation through levels	Moderate adaptation through spaced repetition
Personalization	Adaptation to learner performance	Adaptive interaction based on user responses	Limited adaptation through levels	Moderate adaptation through spaced repetition
Authenticity of Tasks	Real-life relevance of activities	High: contextualized and realistic scenarios	Low: decontextualized exercises	Moderate: contextual phrases without interaction
Pedagogical Potential for Speaking Development	Overall contribution to speaking skills	High potential due to interactive and communicative design	Limited potential for speaking development	Moderate potential mainly for pronunciation practice

Note. Compiled by the researcher based on application features and educational technology literature.

The findings of the documentary review indicate significant differences in the pedagogical design of the selected language-learning applications, especially in how they address the development of oral expressions. Among the reviewed tools, Praktika stands out for its communicative and interactive approach, which allows learners to participate in real-time dialogues with AI-generated avatars. This type of interaction encourages spontaneous language production and fosters progress in key oral skills such as fluency, pronunciation, and interactive communication.

On the other hand, Duolingo and Memrise focus more on vocabulary acquisition and more structured learning exercises. Although these apps incorporate gamification elements that increase engagement, the opportunities provided to practice speaking are limited. The speaking activities they suggest focus primarily on repetition and controlled responses, which restricts the development of communicative competence and reduces the opportunities for authentic interaction.

Another important difference lies in the feedback mechanism. Praktika provides constant and immediate feedback during speaking activities, allowing students to identify and correct mistakes instantly. This feature is crucial for improving both accuracy and pronunciation in oral communication. In contrast, Duolingo and Memrise provide delayed or limited feedback, which mainly focuses on determining whether answers are correct or incorrect, rather than evaluating the quality of spoken production.

Likewise, Praktika offers a higher level of personalization, as its AI-powered system adapts to learners' responses and generates dynamic conversational scenarios. This type of flexible interaction promotes a more stimulating learning experience tailored to individual needs. In contrast, Duolingo and Memrise present more uniform learning paths, with limited adaptation to individual oral performance.

Qualitative findings from the documentary analysis indicate that the studied applications vary considerably in their pedagogical design for developing speaking skills. Praktika stands out for its focus on interactive communicative, real-time feedback and contextualized speaking practice through everyday dialogues that replicate authentic interactions. Conversely, the other applications tend to rely more on decontextualized or semi-contextualized exercises, which can limit opportunities for meaningful language use.

These results suggest that Praktika has a higher pedagogical potential to support speaking skill development in EFL contexts, as its design aligns with the principles of communicative language teaching and Mobile-Assisted Language Learning (MALL), which emphasize interaction, authenticity, and learner-centered practice.

4.2 Quantitative Results

This section presents the quantitative results obtained from the pre-test and post-test, as well as the Likert-scale questionnaire applied during the intervention. The pre-test and

post-test were used to measure students' speaking performance before and after the implementation of the Praktika App, using criteria such as fluency, pronunciation, coherence, accuracy, and interactive communication. Additionally, a Likert-scale questionnaire was administered to collect numerical data on students' perceptions of the application's use. The results are presented comparatively and descriptively to identify possible improvements in speaking skills and to analyze trends in students' responses.

4.2.1 Sociodemographic Profile

Table 2.

Sociodemographic profile of participants

Variable	Category	N = 22	100%
		f	%
Gender	Female	11	50
	Male	9	41
	Prefer not to say	2	9
Age	18 years old	14	64
	19 years old	7	31
	20 years old	1	5

Note. N = 22, f = frequency, % = percentage.

Analysis

The study population consisted of First-Semester Students enrolled in the Pedagogy of National and Foreign Languages program who were legally registered for the 2025 2S academic period. Regarding gender, the sample included 50% women, 41% men, and 9% of students preferred not to specify their gender. As for age, 64% were 18 years old, 31% were 19 years old, and the remaining 5% were 20 years old, as shown in Table 2.

Interpretation

The results indicate that female participants are predominant in this study, followed by male participants and, to a lesser extent, those who preferred not to specify their gender. Regarding age, most participants were between 18 and 20 years old, with 18-year-old students representing the largest group. Presenting the sociodemographic profile of the participants is relevant because it provides contextual information about the population involved in the study and helps to better understand the characteristics of the learners who interacted with the language learning applications. In addition, factors such as age and gender may influence students' familiarity with digital tools, learning preferences, and engagement with technology-based language learning environments.

4.2.2 Speaking Performance Results

This section presents results on students' speaking performance before and after the implementation of the Praktika App. The analysis includes criterion-based results, descriptive statistics, and inferential analysis to determine whether the observed improvements are statistically significant.

4.2.2.1. Criterion-Based Results. The results obtained from the CEFR-based analytic rubric show a consistent improvement across all evaluated criteria: fluency, pronunciation, coherence, accuracy, and interactive communication.

Table 3.

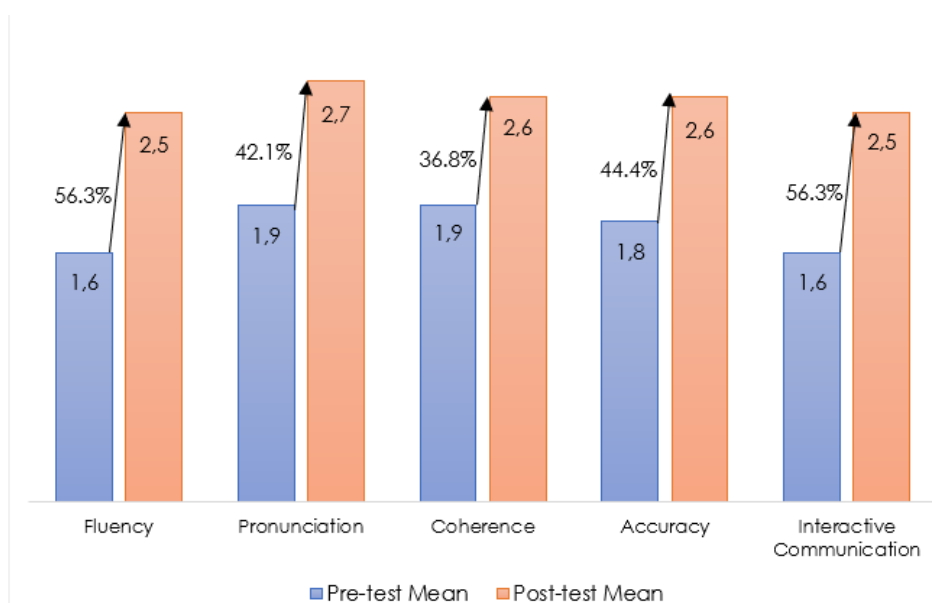
Summary of criterion results from the rubric

Criterion	Pretest Mean	Posttest Mean	Difference	Percentage
Fluency	1.6	2.5	0.9	56.3%
Pronunciation	1.9	2.7	0.8	42.1%
Coherence	1.9	2.6	0.7	36.8%
Accuracy	1.8	2.6	0.8	44.4%
Interactive Communication	1.6	2.5	0.9	56.3%

Note. $N = 22$. The results were obtained from a structured Cambridge-style speaking task evaluated with a CEFR-based analytic rubric. Following a quantitative five-point evaluation scale: 5 = Excellent, 4 = Good, 3 = Fair, 2 = Poor, and 1 = Very Poor

Figure 1.

Comparison of pretest and post-test criteria from the rubric for the Cambridge-style speaking task



Note. $N = 22$. The results were gathered according a five-point evaluation scale: 5 = Excellent, 4 = Good, 3 = Fair, 2 = Poor, and 1 = Very Poor

Analysis

The results compared between the pretest and the post-test indicate that, regarding Fluency, there is a 56.3% improvement. Pronunciation improves by 42.1%. Coherence shows a 36.8% improvement. Accuracy improves by 44.4%, and Interactive Communication by 56.3%. As shown in Table 3 and Figure 1.

Interpretation

Applying the analytical rubric based on the Common European Framework of Reference to assess a structured oral expression task in the Cambridge style revealed consistent improvements across all relevant criteria. The most notable gains were in Fluency and Interactive Communication, which makes sense because of the communicative features encouraged by Praktika. Also, improvements were seen in Accuracy and Pronunciation. Regarding Coherence, a smaller increase was observed with slight improvements compared to the other assessed areas. Overall, the use of the Praktika App resulted in moderate progress across all evaluated criteria.

4.2.2.2. Descriptive Statistics. Before selecting the inferential statistical test, descriptive statistics were calculated to summarize the results of the oral pre-test and post-test. These measures provided an initial overview of students' performance and enabled comparison between the two stages, highlighting general trends and improvements after the intervention.

Table 4.

Descriptive Statistics for the Pre- and Post-Tests

	Pre-test	Post-test	Difference	Percentage
Min	5.0	10.0	5.0	100%
Max	14.0	17.0	3.0	21%
Mean	8.8	13.0	4.2	48%
Median	7.5	12.5	5.0	67%
Standard Deviation	3.4	2.3	-1.1	-32%

Note. $N = 22$. Data was gathered from a structured Cambridge-style speaking task, evaluated over 25 points

Analysis

Regarding the post-test and pre-test, there was a 100% improvement in the minimum value, a 21% increase in the maximum value, a 48% increase in the average, and a 67% increase in the median. Additionally, there was a 32% reduction after implementation, as shown in Table 4.

Interpretation

Considering the values observed between the pre-test and post-test, a substantial improvement was evident across all descriptive statistics analyzed. In particular, the minimum value obtained doubled. Similarly, the maximum, mean, and median values also indicate notable increases. Overall, the intervention using the Praktika App significantly enhanced all aspects, as it represents an educational tool that promotes active learning. Furthermore, the reduction in standard deviation from pre-test (SD = 3.4) to post-test (SD = 2.3) indicates that post-intervention performance was more homogeneous across participants, suggesting a convergence of learning outcomes. In other words, the students developed their Speaking skills in Second Language Acquisition in a similar manner, using the Praktika App, which could have pedagogical implications.

4.2.2.3. Inferential Analysis. To analyze the inferential results of the oral pre-test and post-test, a pre-experimental design without a control group was used, employing related samples. In this method, the initial state of the same group of participants was evaluated, the intervention was applied, and their speaking skills were measured again to identify potential improvements. Before selecting the inferential statistical test, the research hypotheses were defined, and the necessary assumptions were checked, as shown below.

4.2.2.3.1. Hypotheses Testing. The following hypotheses were formulated to verify the effectiveness of the intervention statistically:

H0 (Null Hypothesis): The Praktika App does not significantly improve Speaking Skills for Second Language Acquisition

H1 (Alternative Hypothesis): The Praktika App significantly improves Speaking Skills for Second Language Acquisition

4.2.2.3.2. Normality Test. Considering the sample size (N = 22), the Shapiro-Wilk normality test was applied. The results show that both the pretest (p-value = 0.004211) and the post-test (p-value = 0.007342) did not follow a normal distribution ($p \leq 0.05$). Therefore, a nonparametric statistical test was chosen.

4.2.2.3.3. Selection of Statistical Test. Due to the non-normal distribution of the data and the use of related samples, the Wilcoxon Signed-Rank Test was chosen to compare the pre- and post-test results.

Table 5.

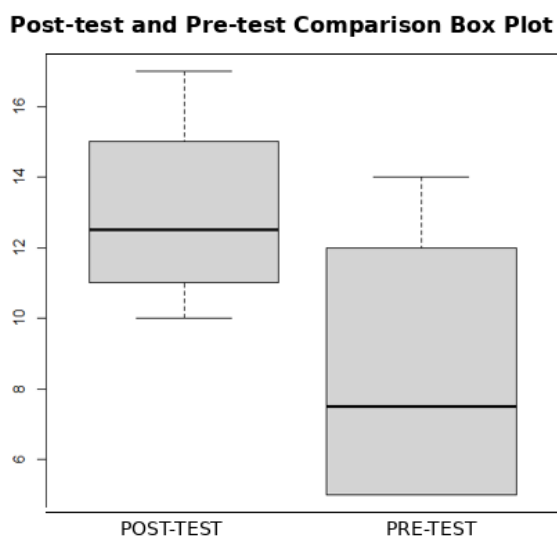
Wilcoxon Signed-Rank Test results

Data	Observed V Statistic	p-value
Post-test and Pre-test	253	0.00001944

Note. N = 22. Confidence level 95 %, significance $\alpha = 0.05$, right-tailed test

Figure 2.

Box plot for post-test and pre-test



Note. $N = 22$. Median comparison between post-test and pre-test

4.2.2.3.4. Decision. Given a significance level of $\alpha = 0.05$, the Wilcoxon Signed-Rank Test yielded $p = 0.00001944$ (Table 5), providing sufficient evidence to reject the null hypothesis. Since this value is less than the significance level ($0.00001944 < 0.05$), the alternative hypothesis is accepted. This indicates that there is statistically significant evidence that the improvement in speaking skills observed in the participants is attributable to the intervention through the Praktika App, and not to chance. Therefore, it can be concluded that the Praktika App significantly improves speaking skills in second language acquisition.

This significant improvement is further illustrated in Figure 2. The box plot of the post-test displays higher values across all measured aspects, particularly in the median, which rose from 7.5 in the pre-test to 12.5 in the post-test, representing a 67% increase in students' overall performance. Furthermore, the standard deviation decreased from 3.4 in the pre-test to 2.3 in the post-test, reflecting a 32% reduction in score variability. This is visually evident in the more compact distribution of the post-test box plot around the median, compared to the wider spread observed in the pre-test. Together, these results suggest that the intervention with the Praktika App not only improved overall performance but also produced more consistent results across participants.

4.2.3 Learners' Perceptions of the Praktika App

This section presents students' perceptions regarding the Praktika App as a tool for improving their speaking skills. The data were collected using a Likert-scale questionnaire comprising 10 indicators related to motivation, usability, and perceived improvement.

Motivation Dimension

Table 6.

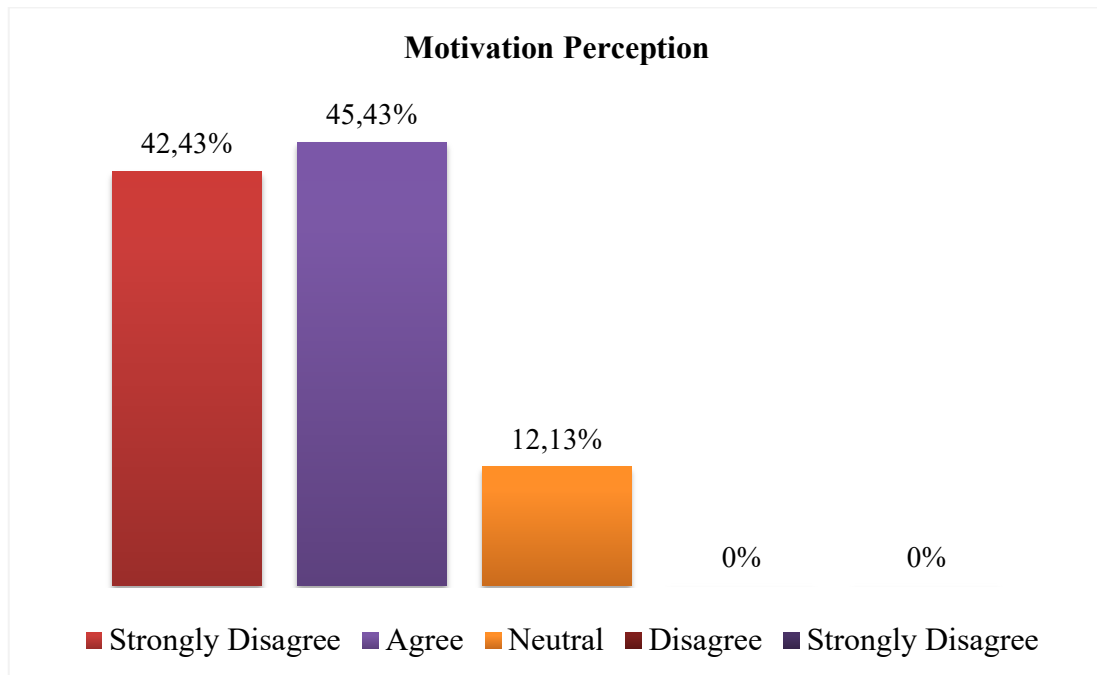
Distribution of Responses on Motivation Toward the Use of the Praktika App

Statement	SA n (%)	A n (%)	N n (%)	D n (%)	SD n (%)
I feel more interested in practicing English after using the Praktika app	6 (27.3)	12 (54.5)	4 (18.2)	0 (0)	0 (0)
The app encourages me to speak English more frequently	8 (36.4)	12 (54.5)	2 (9.1)	0 (0)	0 (0)
Practicing with Praktika makes learning English more enjoyable	14 (63.6)	6 (27.3)	2 (9.1)	0 (0)	0 (0)
Average (%)	42.43%	45.43%	12.13%	0%	0%

Note. N = 22. Values are presented as frequencies (n) and percentages (%). SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree.

Figure 3.

Percentage Distribution of Students' Motivation Toward the Praktika App



Note. N = 22. Percentages represent students' responses to perceived motivation

Analysis

As shown in Table 7 and Figure 3, the results for the motivation dimension indicate that 42.3% of responses were "Strongly Agree," 45.43% were "Agree," and 12.13% were "Neutral," with no responses recorded for "Disagree" or "Strongly Disagree" (0%).

At the item level, the statement “I feel more interested in practicing English after using the Praktika app” received 27.3% “Strongly Agree,” 54.5% “Agree,” and 18.2% “Neutral.” The statement “The app encourages me to speak English more frequently” received 36.4% “Strongly Agree,” 54.5% “Agree,” and 9.1% “Neutral.” The statement “Practicing with Praktika makes learning English more enjoyable” received 63.6% “Strongly Agree,” 27.3% “Agree,” and 9.1% “Neutral.”

Interpretation

The motivation results suggest that most participants perceived the Praktika App positively in terms of its impact on their willingness to practice English. This is particularly evident in the third item, which received the highest endorsement, indicating that the app makes the learning experience more enjoyable. However, the first item showed the highest proportion of neutral responses, suggesting that not all students felt a notable increase in their interest in practicing English after using the app. Overall, the data reflect a positive perception of the app's influence on participants' motivation.

Usability Dimension

Table 7.

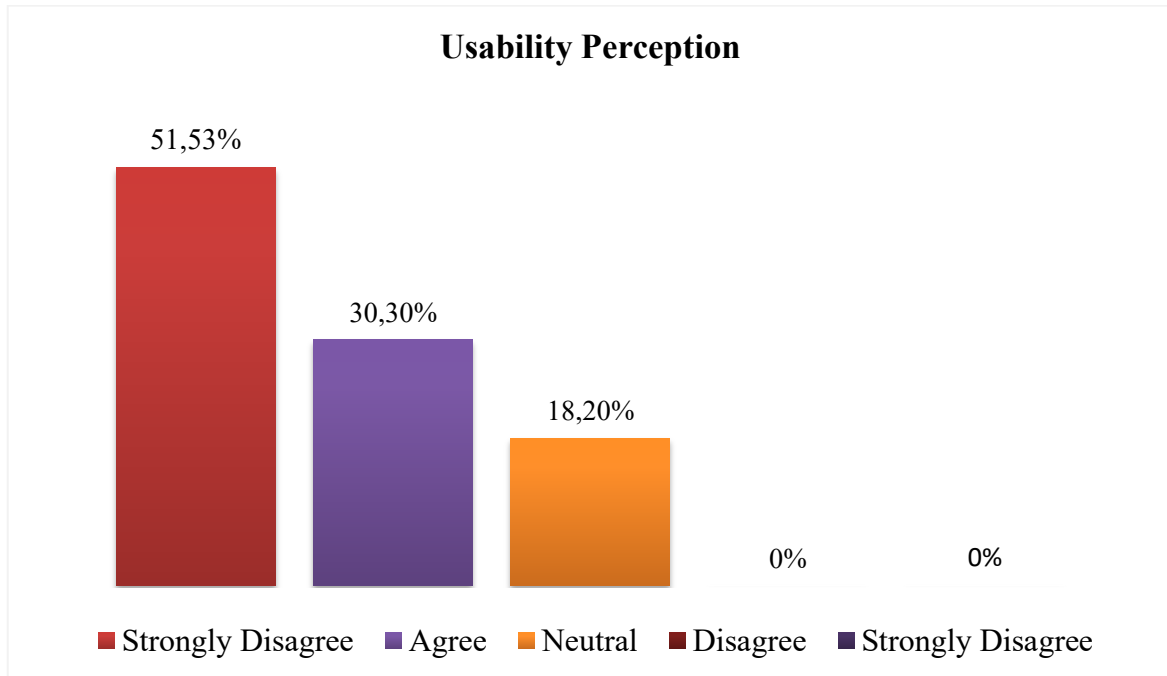
Distribution of Responses on the Usability of the Praktika App

Statement	SA n (%)	A n (%)	N n (%)	D n (%)	SD n (%)
The app is easy to use and understand	15 (68.2)	5 (22.7)	2 (9.1)	0 (0)	0 (0)
The instructions and exercises are clear and well-organized	9 (40.9)	9 (40.9)	4 (18.2)	0 (0)	0 (0)
I can use the app without difficulty or external help	10 (45.5)	6 (27.3)	6 (27.3)	0 (0)	0 (0)
Average (%)	51.53%	30.30%	18.20%	0%	0%

Note. N = 22. Values are presented as frequencies (n) and percentages (%). SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree.

Figure 4.

Percentage Distribution of Responses on the Usability of the Praktika App



Note. N = 22. Percentages represent students' responses to perceived usability

Analysis

As shown in Table 7 and Figure 4, the results for the usability dimension indicate that 51.53% of responses were "Strongly Agree," 30.30% were "Agree," and 18.20% were "Neutral," with no responses recorded for "Disagree" or "Strongly Disagree" (0%).

At the statement level, the item "The app is easy to use and understand" received 68.2% "Strongly Agree," 22.7% "Agree," and 9.1% "Neutral." The statement "The instructions and exercises are clear and well-organized" received 40.9% "Strongly Agree," 40.9% "Agree," and 18.2% "Neutral." Finally, the statement "I can use the app without difficulty or external help" received 45.5% "Strongly Agree," 27.3% "Agree," and 27.3% "Neutral."

Interpretation

The usability results suggest that most participants perceived the Praktika App as easy to use, well-structured, and clearly organized. However, the neutral responses, most notably in the item related to independent use, indicate that some students may still require initial support to become fully familiar with the app's features and navigation. Overall, the data reflects a positive perception of the app's usability among participants.

Perceived Improvement Dimension

Table 8.

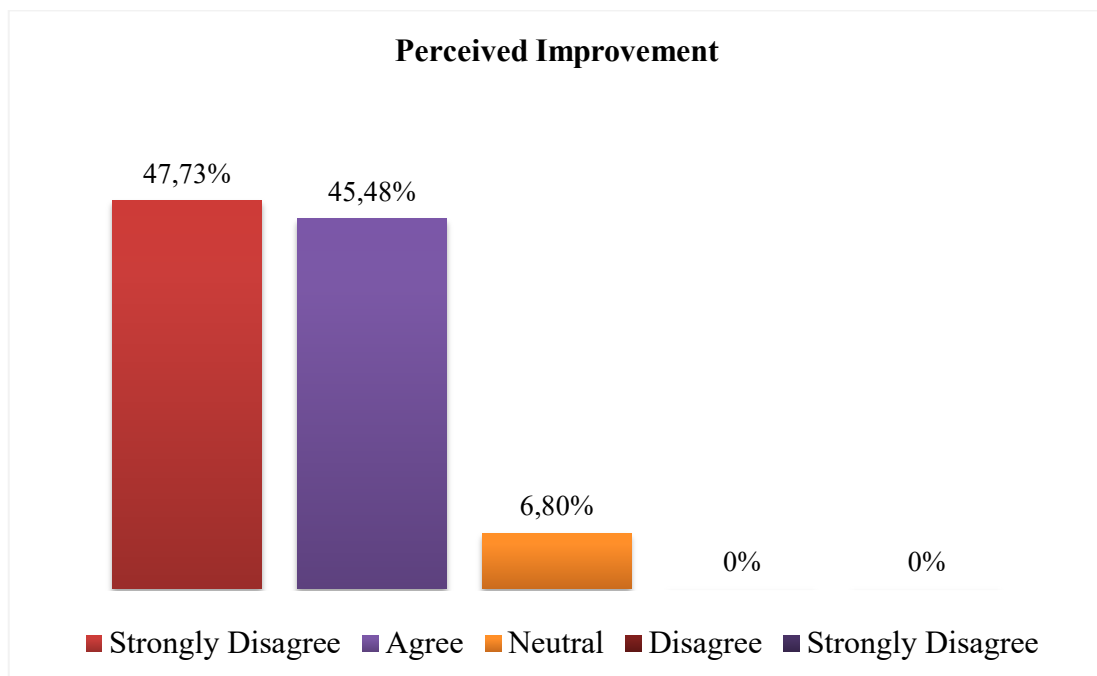
Distribution of Responses on Perceived Improvement in English Speaking Skills

Statement	SA n (%)	A n (%)	N n (%)	D n (%)	SD n (%)
Praktika helps me improve my pronunciation and fluency	5 (22.7)	13 (59.1)	4 (18.2)	0 (0)	0 (0)
I feel more confident speaking English after using the app	11 (50.0)	10 (45.5)	1 (4.5)	0 (0)	0 (0)
The feedback from the app helps me correct my speaking mistakes	18 (81.8)	4 (18.2)	0 (0)	0 (0)	0 (0)
I have noticed overall progress in my English-speaking skills	8 (36.4)	13 (59.1)	1 (4.5)	0 (0)	0 (0)
Average (%)	47.73%	45.48%	6.80%	0%	0%

Note. N = 22. Values are presented as frequencies (n) and percentages (%). SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree.

Figure 5.

Percentage Distribution of Perceived Improvement in English Speaking Skills



Note. N = 22. Percentages represent students' responses to Perceived Improvement

Analysis

Regarding the improvement students perceived in their speaking skills, the results show that 47.73% of the responses were “Strongly Agree,” 45.48% were “Agree,” and 6.80% were “Neutral,” with no responses recorded for “Disagree” or “Strongly Disagree” (0%), as shown in Table 8 and Figure 5.

At the statement level, the item “Praktika helps me improve my pronunciation and fluency” received 22.7% “Strongly Agree,” 59.1% “Agree,” and 18.2% “Neutral.” The statement “I feel more confident speaking English after using the app” received 50.0% “Strongly Agree,” 45.5% “Agree,” and 4.5% “Neutral.” The statement “The feedback from the app helps me correct my speaking mistakes” shows 81.8% “Strongly Agree” and 18.2% “Agree,” with no neutral responses. The statement “I have noticed overall progress in my English-speaking skills” shows 36.4% “Strongly Agree,” 59.1% “Agree,” and 4.5% “Neutral.”

Interpretation

Regarding perceived improvement, most participants selected “Strongly Agree” or “Agree,” with few neutral responses and no negative responses, suggesting that students perceive the Praktika App as a positive contributor to their English-speaking development, particularly in pronunciation, fluency, and confidence. Notably, the feedback item received the highest endorsement, indicating that immediate corrective feedback is one of the app's most valued features. Overall, participants reported a favorable perception of their own progress in speaking ability.

4.3 Discussion

The present study provides evidence that the Praktika App significantly enhances the development of speaking skills by promoting interactive, contextualized, and feedback-oriented learning. This finding supports current perspectives in Mobile-Assisted Language Learning (MALL), which emphasize the importance of flexibility, interaction, and learner autonomy in language acquisition. In this regard, Zhang and Crompton (2021) argue that mobile learning environments facilitate continuous and flexible engagement, while Teng and Wu (2024) highlight their role in fostering active participation among learners. Furthermore, the results are consistent with Tsai (2024), who states that AI-based speech systems enhance oral practice by providing immediate feedback and realistic communicative scenarios. Therefore, the findings of this study reinforce the relevance of integrating AI-driven mobile applications into EFL instruction to support speaking development.

The results of this study showed a significant improvement in students’ speaking performance after the implementation of the Praktika App, particularly in fluency and interactive communication, which presented the highest gains (56.3%). Improvements were also observed in pronunciation and accuracy, although to a lesser extent. Notably, coherence

showed the smallest increase (36.8%), suggesting that while students were able to speak more fluently and interact more confidently, they still faced challenges in organizing their ideas clearly and logically. This may be explained by the nature of AI-based practice, which tends to prioritize immediate interaction and response over the development of structured discourse. These findings indicate that AI-based tools can effectively support continuous practice, interaction, and immediate feedback, contributing to fluency and confidence, but may require complementary instructional strategies to strengthen coherence and accuracy. This result is consistent with Nguyen (2024), who found that digital platforms designed for oral practice enhance fluency while reducing speaking anxiety. Likewise, Tsai (2024) and Vančová (2023) highlight that AI-based learning environments promote interactive and personalized practice, although additional guidance may be necessary to support more complex aspects of language production.

From a regional perspective, the findings also reflect patterns observed in Latin American educational contexts. The increased participation and communicative interaction identified among students suggest that digital tools can enhance engagement in language learning processes. This is consistent with Sandoval et al. (2021), who, working with university-level EFL students in a Latin American context, reported increased learner engagement and interaction when digital tools were integrated into classroom instruction. Similarly, Pazmiño (2023), in a study conducted with Ecuadorian learners, found that the use of digital resources promoted more communicative and student-centered learning environments. These similarities in context and educational level strengthen the comparability of the findings. Furthermore, the statistically significant improvement confirmed by the Wilcoxon Signed-Rank Test reinforces the effectiveness of the intervention, indicating that the observed progress was not due to chance. This result also supports García Botero et al. (2019), who highlight that digital technologies provide opportunities for interaction and independent practice, which are essential for developing communicative competence.

Furthermore, students' perceptions revealed a high level of acceptance of the *Praktika* App across all three dimensions evaluated. Regarding motivation, 87.86% of participants agreed or strongly agreed that the app increased their interest in practicing English and made the learning process more enjoyable, which is key to sustaining engagement, consistent with Teng and Wu (2024), who note that mobile learning tools facilitate active participation and motivate students to take greater responsibility for their language development. In terms of usability, 81.83% of responses fell within the agree or strongly agree categories, reflecting that students perceived the app as easy to use and well-structured, although some neutral responses indicate that a few users may still require initial support to fully adapt to its features, as Vančová (2023) suggests when noting that AI-enabled environments offer personalized activities adapted to different proficiency levels. Concerning perceived improvement, 93.21% of participants recognized progress in their speaking skills, particularly in pronunciation, fluency, and confidence, with the feedback item being the most strongly endorsed (81.8% Strongly Agree), supporting Tsai (2024), who highlights that AI-

based speech systems provide immediate feedback and repeated practice opportunities. Overall, the consistent positive trend across all dimensions reinforces the effectiveness of the intervention from the learners' perspective and suggests that AI-based tools like Praktika can foster more engaging and student-centered EFL learning environments.

Converging evidence from the documentary analysis, the rubric scores, and the perception questionnaire collectively indicates that the Praktika App is an effective tool for enhancing students' speaking skills in EFL contexts. The documentary analysis highlighted the app's strong pedagogical features, including interactive communication, real-time feedback, and contextualized practice. These characteristics were reflected in the quantitative results, where rubric scores showed significant improvement across all speaking criteria, particularly in fluency and interactive communication. Additionally, students' perceptions revealed high levels of motivation, confidence, and engagement when using the application. The consistency of these findings across multiple data sources strengthens the validity of the results and provides robust evidence supporting the integration of AI-based mobile applications in language learning environments.

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- It has been determined that the Praktika App surpasses Duolingo and Memrise in speaking features, particularly in simulated conversations and real-time feedback, making it a stronger option for speaking skill development in EFL contexts.
- It has been demonstrated that the use of the Praktika App led to a 67% increase in students' speaking performance, with fluency and interactive communication showing the most notable progress.
- It has been concluded that 93.21% of students reported increased confidence and willingness to communicate in English, reflecting a positive change in their attitudes toward speaking practice.

5.2 Recommendations

- AI-powered tools such as the Praktika App should be integrated as supplementary resources for speaking practice, given their capacity to provide interactive conversations and real-time feedback beyond the classroom.
- Additional instructional support should be incorporated to strengthen coherence and discourse organization in speaking tasks, as these aspects showed lower improvement compared to other speaking subskills and may require more explicit pedagogical guidance.
- Future research should examine the long-term effects of AI-powered speaking applications with larger and more diverse student samples to strengthen the generalizability of findings and provide broader evidence regarding their effectiveness in EFL contexts.

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ANNEXES

Annex 1. Instruments for Collecting Information



Dirección
Académica
VICERRECTORADO ACADÉMICO



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTY OF EDUCATION, HUMAN AND TECHNOLOGICAL SCIENCES
DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

TOPIC:

Exploring the Efficacy of the Praktika App in Enhancing Speaking Skills for Second Language Acquisition

Objective:

To examine the key features of the Praktika app compared with other popular language learning applications such as Duolingo and Memrise, focusing on aspects related to interactivity, feedback, personalization, and speaking skill development.

Purpose:

This instrument aims to analyze and compare the pedagogical and technological characteristics of selected language learning applications to identify which elements contribute most effectively to the enhancement of speaking skills in English as a Foreign Language (EFL) context.

Instructions:

Collect and review official documentation, academic articles, and credible online resources about each app. Complete the following matrix by describing the characteristics of each application according to the specified criteria.

Structure:

Criteria	Indicators	Praktika	Duolingo	Memrise
Pedagogical Approach	Learning approach underlying the app			
Type of Interaction	Nature of user interaction			
Speaking Practice Opportunities	Type of speaking activities provided			
Development of Speaking Subskills	Fluency, pronunciation, coherence, accuracy, interaction			



Feedback Mechanism	Type and timing of feedback			
Personalization	Adaptation to learner performance			
Authenticity of Tasks	Real-life relevance of activities			
Pedagogical Potential for Speaking Development	Overall contribution to speaking skills			

Evaluator's Name: _____

Signature: _____

Date: _____



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTY OF EDUCATION, HUMAN AND TECHNOLOGICAL SCIENCES
DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Topic:

Exploring the Efficacy of the Praktika App in Enhancing Speaking Skills for Second Language Acquisition

Student's Name: _____

Date: _____

Semester: _____

Objective:

To analyze students' perceptions about the usefulness, usability, and effectiveness of the Praktika app in improving their English-speaking skills.

Purpose:

This questionnaire aims to gather quantitative data from students regarding their motivation, usability experience, and perceived improvement in speaking performance after using the Praktika app.

Instructions:

Read each statement carefully and select the option that best represents your level of agreement. Circle or mark the number that corresponds to your opinion, according to the following scale:

Scale	Meaning
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Structure:

Dimension	Item	Statement
Motivation	1	I feel more interested in practicing English after using the Praktika app.
	2	The app encourages me to speak English more frequently.
	3	Practicing with Praktika makes learning English more enjoyable.



Usability	4	The app is easy to use and understand.
	5	The instructions and exercises are clear and well-organized.
	6	I can use the app without difficulty or external help.
Perceived Improvement	7	Praktika helps me improve my pronunciation and fluency.
	8	I feel more confident speaking English after using the app.
	9	The feedback from the app helps me correct my speaking mistakes.
	10	I have noticed overall progress in my English-speaking skills.



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTY OF EDUCATION, HUMAN AND TECHNOLOGICAL SCIENCES
DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Topic:

Exploring the Efficacy of the Praktika App in Enhancing Speaking Skills for Second Language Acquisition

Student's Name: _____

Date: _____

Semester: _____

Objective:

To assess students' oral performance before and after using the Praktika app, focusing on fluency, pronunciation, coherence, and accuracy, in alignment with CEFR (Common European Framework of Reference for Languages) descriptors.

Purpose:

This rubric aims to measure the development of students' speaking skills quantitatively and descriptively, allowing comparison of pre-test and post-test results to determine the app's effectiveness in improving oral communication.

This rubric is based on descriptors from the Common European Framework of Reference for Languages (CEFR) and adapted from Cambridge-style speaking assessment criteria.

Instructions:

Each student will complete a brief speaking task lasting five to six minutes. The evaluator will rate performance in four criteria using the following rubric. The same rubric will be applied in both the pre-test and post-test for reliability and consistency.

Structure:



Criterion	Description	5 – Excellent	4 – Good	3 – Fair	2 – Poor	1 – Very Poor	Observations
Fluency	Ability to speak smoothly and with minimal hesitation.	Speaks naturally with minor pauses.	Some hesitation, but overall fluent.	Frequent pauses, but the message is understandable.	Hesitant and fragmented speech.	Unable to maintain communication.	
Pronunciation	Clarity and intelligibility of sounds.	Clear and accurate pronunciation.	Occasional mispronunciations.	Frequent errors, but comprehensible.	Pronunciation affects understanding.	Difficult to understand.	
Coherence	Logical organization and connection of ideas.	Ideas are well organized and connected.	Mostly coherent with minor lapses.	Some disorganization or repetition.	Ideas are poorly linked.	No logical structure.	
Accuracy	Correct use of grammar and vocabulary.	Consistently accurate and appropriate.	Few grammatical or lexical errors.	Some recurring errors, but the meaning is clear.	Frequent grammatical mistakes.	Constant errors hinder understanding.	
Interactive Communication	Ability to initiate, maintain, and respond in conversation appropriately.	Actively participates, asks and answers questions naturally, and keeps the conversation going.	Participates well with minor lapses in interaction.	Responds when prompted but rarely initiates interaction.	Limited responses: interaction is difficult to sustain.	Does not respond or interact.	

Note:

This rubric was not subjected to expert validation because it is an instrument adapted from internationally standardized CEFR and Cambridge speaking assessment criteria, which already possessed validity and reliability. However, it was reviewed to ensure contextual suitability for the target population.



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTY OF EDUCATION, HUMAN AND TECHNOLOGICAL SCIENCES
DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Topic:

Exploring the Efficacy of the Praktika App in Enhancing Speaking Skills for Second Language Acquisition

Student's Name: _____

Date: _____

Semester: _____

Objective:

To assess students' oral performance before and after using the Praktika app, focusing on fluency, pronunciation, coherence, and accuracy, through a structured Cambridge-style speaking task evaluated with a CEFR-based analytic rubric.

Purpose:

This speaking task aims to elicit authentic oral production from students through three communicative activities similar to Cambridge speaking examinations. The same structure is applied in both the pre-test and post-test to compare speaking performance and identify progress.

Instructions:

The test is conducted individually or in pairs, depending on availability (Part 3 requires interaction; if pairing is not possible, the examiner may simulate interaction).

- Total duration per student: 5 to 6 minutes.
- The evaluator does not correct, guide, or assist students during the task.
- Use neutral encouragement only (e.g., "Thank you, "Please continue").
- Evaluate performance using the CEFR/Cambridge-based Speaking Assessment Rubric for both pre-test and post-test to ensure consistency.

Structure:

SPEAKING TEST – PRE / POST

Student Information

• **Student Name:** _____

• **Semester:** _____

• **Date:** _____

• **Evaluator:** _____

PART 1 — PERSONAL INFORMATION (Interview)



Objective: evaluate fluency, coherence, and pronunciation in simple personal questions.

Instructions to the evaluator:

Please read to the student: I am going to ask you some questions about you and your life.

Please answer in full sentences.

Guiding questions:

1. About you

What is your name?

How old are you?

Where are you from?

Who do you live with?

2. Daily life

What do you usually do during the week?

What do you like doing in your free time?

Do you study or work? Tell me about it.

3. Likes and preferences

What kind of music do you like?

Do you enjoy traveling? Why or why not?

What is your favorite place? Describe it.

4. Future

What would you like to do in the future?

Is English important to you? Why?

PART 2 — DESCRIBING A PICTURE

Objective: To assess description, vocabulary use, coherence, and fluency.

Student Instructions:

Please look at the picture.

In this picture, you can see many people in a park.

I would like you to describe what you can see.

You can talk about the people, the place, the weather, and what they are doing.

Please speak as much as you can.



Support Prompts (if the student struggles — optional questions)

Use only if necessary:

- What place is this?
- How is the weather?
- What are the people doing?
- What activities can you see?
- Would you like to be there? Why?

PART 3 — PAIRED DISCUSSION TASK (Interactive Communication)

Objective: To assess interaction, negotiation of meaning, and collaborative communication. Students converse with each other.

✓ **Situation 1 — Choosing an Extracurricular Activity**

Student Instruction:

Now you are going to talk together.

Imagine your school is offering new extracurricular activities. Talk together about these activities and decide which one would be best for students.

Supporting ideas

- sports club
- Music lessons
- art club



- Language classes
- computer club
- drama club

Final task: Decide which activity would be the most useful or enjoyable for students.

✓ **Situation 2 — Choosing a Place to Visit**

Student Instruction:

Now imagine you and your friend want to travel together during the holidays. Talk about the different places you could visit and decide which one would be the best.

Supporting ideas

- The beach
- The mountains
- to big city
- A small town
- A theme park
- A historical place

Final task: Decide which place you would like to visit the most and why.

✓ **Situation 3 — Deciding How to Stay Healthy**

Student instruction:

Now imagine you want to improve your health and lifestyle. Talk together about these ideas and decide which ones would help the most.

Supporting ideas

- Doing more exercise
- Eating more fruits and vegetables
- Sleeping earlier
- Drinking more water
- Reducing screen time
- playing sports

Final task: Determine which two habits are most crucial for maintaining good health.

Annex 2. Instrument Validation Documents



Dirección de Postgrado
VICERRECTORADO DE INVESTIGACIÓN
VINCULACIÓN Y POSTGRADO

en movimiento



Validation of Research Instruments

Theme: Exploring the Efficacy of the Praktika App in Enhancing Speaking Skills for Second Language Acquisition

General objective: To determine the efficacy of the Praktika app in enhancing speaking skills in first-semester students of the Pedagogy of National and Foreign Languages program at Universidad Nacional de Chimborazo (UNACH), during the academic period 2025–2026.

Author: Joselyn Andrea Sánchez Reyes

Evaluator: Daysi Valeria Fierro López

Academic tutor: Dra. Blanca Narcisca Fuertes López

Type of instrument: Ficha de análisis de aplicaciones educativas

Rating scale:

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

Aspect 1:

Criteria	1	2	3	4	5
1. Does the instrument gather data suitable and relevant for the research topic?					✓
2. Do the items have a logical relation with the study objectives?					✓
3. Do the items have a connection with the study variables?					✓
4. Does the instrument display clear decision categories, dimensions or items?					✓
5. Is there a logical organization with the items display?					✓
6. Do the items contain clear and concise instructions to use the instrument?					✓
7. Are the items clear, appropriate and relevant to the target audience?					✓

Aspect 2:

Principles of Assessment	Criteria description	1	2	3	4	5
Validity	Does the instrument measure what it intends to measure?					✓
Reliability	Is the test consistent or free from random errors; presenting constant conditions across two or more administrations? Does the instrument give precise directions, and use an appropriate rubric for scoring?					✓
Authenticity	Does the instrument reflect "real-world" language, containing language that is as natural as possible?					✓
Practicality	Is the test appropriate regarding logistical aspects (time, budget, and administrative issues) involved in making, giving, and scoring the instrument?					✓
Washbak	Does the instrument have a positive impact on the participants?					✓

Note: Designed by Fuertes, N (2025)

Validated by (Name and surname): Mgs. Daysi Fierro

ID: 060A026512

[Signature]
Signature



Validation of Research Instruments

Theme: Exploring the Efficacy of the Praktika App in Enhancing Speaking Skills for Second Language Acquisition

General objective: To determine the efficacy of the Praktika app in enhancing speaking skills in first-semester students of the Pedagogy of National and Foreign Languages program at Universidad Nacional de Chimborazo (UNACH), during the academic period 2025–2026.

Author: Joselyn Andrea Sánchez Reyes

Evaluator: Daysi Valeria Fierro López

Academic tutor: Dra. Blanca Narcisca Fuertes López

Type of instrument: Prueba oral estructurada (pre-test y post-test) para evaluación del desempeño comunicativo.

Rating scale:

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

Aspect 1:

Criteria	1	2	3	4	5
1. Does the instrument gather data suitable and relevant for the research topic?					✓
2. Do the items have a logical relation with the study objectives?					✓
3. Do the items have a connection with the study variables?					✓
4. Does the instrument display clear decision categories, dimensions or items?					✓
5. Is there a logical organization with the items display?					✓
6. Do the items contain clear and concise instructions to use the instrument?					✓
7. Are the items clear, appropriate and relevant to the target audience?					✓

Aspect 2:

Principles of Assessment	Criteria description	1	2	3	4	5
Validity	Does the instrument measure what it intends to measure?					✓
Reliability	Is the test consistent or free from random errors; presenting constant conditions across two or more administrations? Does the instrument give precise directions, and use an appropriate rubric for scoring?					✓
Authenticity	Does the instrument reflect “real-world” language, containing language that is as natural as possible?					✓
Practicality	Is the test appropriate regarding logistical aspects (time, budget, and administrative issues) involved in making, giving, and scoring the instrument?					✓
Washbak	Does the instrument have a positive impact on the participants?					✓

Note: Designed by Fuertes, N (2025)

Validated by (Name and surname): Mos Daysi Fierro

ID: 0601026542

Signature



Validation of Research Instruments

Theme: Exploring the Efficacy of the Praktika App in Enhancing Speaking Skills for Second Language Acquisition

General objective: To determine the efficacy of the Praktika app in enhancing speaking skills in first-semester students of the Pedagogy of National and Foreign Languages program at Universidad Nacional de Chimborazo (UNACH), during the academic period 2025–2026.

Author: Joselyn Andrea Sánchez Reyes

Evaluator: Daysi Valeria Fierro López

Academic tutor: Dra. Blanca Narcisca Fuertes López

Type of instrument: Cuestionario tipo Likert

Rating scale:

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

Aspect 1:

Criteria	1	2	3	4	5
1. Does the instrument gather data suitable and relevant for the research topic?					✓
2. Do the items have a logical relation with the study objectives?					✓
3. Do the items have a connection with the study variables?					✓
4. Does the instrument display clear decision categories, dimensions or items?					✓
5. Is there a logical organization with the items display?					✓
6. Do the items contain clear and concise instructions to use the instrument?					✓
7. Are the items clear, appropriate and relevant to the target audience?					✓

Aspect 2:

Principles of Assessment	Criteria description	1	2	3	4	5
Validity	Does the instrument measure what it intends to measure?					✓
Reliability	Is the test consistent or free from random errors; presenting constant conditions across two or more administrations? Does the instrument give precise directions, and use an appropriate rubric for scoring?					✓
Authenticity	Does the instrument reflect "real-world" language, containing language that is as natural as possible?					✓
Practicality	Is the test appropriate regarding logistical aspects (time, budget, and administrative issues) involved in making, giving, and scoring the instrument?					✓
Washbak	Does the instrument have a positive impact on the participants?					✓

Note: Designed by Fuertes, N (2025)

Validated by (Name and surname): Mgs Daysi Fierro

ID: 06.01026542

[Signature]
Signature

Annex 3. Informed Consent Form



Carrera de Pedagogía
de los Idiomas Nacionales y Extranjeros
FACULTAD DE CIENCIAS DE LA EDUCACIÓN,
HUMANAS Y TECNOLOGÍAS



INFORMED CONSENT FORM

Study title	Exploring the Efficacy of the Praktika App in Enhancing Speaking Skills for Second Language Acquisition
Researcher	Joselyn Andre Sánchez Reyes
Academic period	2025 2S

PURPOSE

This study aims to determine the efficacy of the Praktika App in enhancing English speaking skills among first-semester students of the Pedagogy of National and Foreign Languages program at UNACH. Your participation involves completing a pre-test, using the Praktika App during class sessions, answering a perception questionnaire, and completing a post-test. Activities will take place within regular class time and pose no physical or psychological risk.

VOLUNTARY PARTICIPATION & CONFIDENTIALITY

Participation is entirely voluntary. You may withdraw at any time without academic consequences. All data will be kept strictly confidential and anonymous — a code will replace your name so you cannot be identified in any results or publications. Data will be used for academic purposes only.

CONTACT

Researcher: Joselyn Sánchez — Email: joselyna.sanchez@unach.edu.ec

DECLARATION OF CONSENT

Last Names and First Names	ID Number	Signature	Comment
1. Garcia Rivera Dalesky Pauleth	0202244430		
2. Asunción Elizalde Andrea Esthefania	1105620304		
3. Contero Tamay Doménica Mercedes	0605957240		
4. Lema Lema Sara Anabel	0605767697		
5. Santillan Milán Silvia	0202336954		
6. Veronica.			
7. Dafne Anahi Vera Chinga	0850446477		
8. Ayol Puma Selena Stefonya	0605840115		
9. Ayol Lluco Jenny Nicol	0605224047		
10. Barahona Enríquez Henry Omar	0606121085		
11. Sangucho De La Cruz Bryseida Adalia	0504299454		
12. León Alulema Leidy Mayte	0605762046		
13. Ana Lia Lopez Zula	1250906342		
14. Brigitte Estefania Morán Hidalgo	2350489759		
15. Jennifer Maritza Yaucan Gavilanes	0650148737		
16. Gómez Veloz Odalys Valeska	1250941687		
17. Tuaza Muñoz Alain Alberto	0606074656		
18. Larrea Vásconez Samara Alessandra	0606132843		
19. Merlin Lopez Janina Alejandra	0604989434		
20. Guerrero Rodríguez Marlon Patricio	060454052-6		
21. María Fernanda Uquillas Cisneros	0605895648		
22. Nayely Ruth Grefa Yumbo	1600645251		

Annex 4. Pedagogical Intervention

This pedagogical intervention was designed to enhance students' English speaking skills by integrating the Praktika App as a complementary learning tool. The activities were structured to promote interactive speaking practice, autonomous learning, and the use of digital resources to support language development.

Context and Participants

The study was carried out at the Universidad Nacional de Chimborazo, within the Faculty of Education, Human Sciences, and Technologies. The participants included 22 First-Semester Students enrolled in the Pedagogy of National and Foreign Languages program, who attended classes in room U503 of the U Building.

Description of the Intervention

The intervention consisted of 15 sessions over five weeks. Each meeting was designed to improve students' speaking skills, using the Praktika App as a support tool. The activities included interactive speaking practice, role-playing games, and guided conversations with Artificial Intelligence. The students participated actively and were encouraged to practice outside the classroom to reinforce their learning. The planned structure of the intervention provided continuous exposure to oral activities, promoting improvement in their communicative competence.

Intervention Plan

The following table presents the structure of the pedagogical intervention implemented during the study. It outlines the topics, learning outcomes, methodological approaches, learning activities, and students' work developed throughout the 15 sessions. This structured plan guided the implementation of the intervention and ensured the progressive development of students' speaking skills.

EXPLORING THE EFFICACY OF THE PRAKTIKA APP IN ENHANCING SPEAKING SKILLS FOR SECOND LANGUAGE ACQUISITION

Objectives

General Objective

- To evaluate the effectiveness of the Praktika App through its pedagogical implementation in enhancing the speaking skills of First-Semester Students in the

Pedagogy of National and Foreign Languages program at Universidad Nacional de Chimborazo (UNACH) during the academic period 2025–2S.

Specific Objectives

- To compare the key features of the Praktika App with other language learning applications to justify its pedagogical implementation for speaking skill development in second language acquisition.
- To apply the Praktika App pedagogically to evaluate the development of students' speaking skills prior to and following its implementation.
- To analyze students' perceptions regarding the usefulness and experience of using the Praktika App to enhance their English-speaking skills.

Pedagogical Intervention Plan Using the Praktika App

N° Session	Topic	Learning Outcomes	Methodological Approach	Learning Activities	Students' Work
1	Pre-Test	To identify students' initial speaking level	Oral Assessment Aligned with the CEFR	The teacher explains the speaking task and provides instructions. Students respond to guided prompts.	Students respond to prompts based on simple communicative situations.
2	Introduction to the Praktika App	To navigate the Praktika interface and interact with AI avatars	Mobile-Assisted Language Learning (MALL) Student-centered approach	The teacher demonstrates how to use the app and guides students through their first interaction	Students navigate the app and complete a guided conversation with AI avatars.

				with AI avatars.	
3	Greetings and Introductions	To perform basic conversational exchanges using personal information	Mobile-Assisted Language Learning (MALL) Communicative Language Teaching (CLT)	Students follow guided AI prompts to practice greetings and self-introductions.	Students perform short dialogues in which they introduce themselves using personal information.
4	Pronunciation Practice	To pronounce target words and phrases during guided speaking tasks	Mobile-Assisted Language Learning (MALL) Communicative Language Teaching (CLT)	Students listen, repeat, and receive feedback on target words and phrases using the app.	Students record and repeat target words and phrases using AI feedback.
5	Talking about Daily Routines	To describe daily routines using simple present tense structures	Mobile-Assisted Language Learning (MALL) Task-Based Learning (TBL)	Students engage in guided AI conversations about daily activities and routines.	Students describe their daily routines using simple present tense structure.
6	Describing Personal Information	To describe personal information such as hobbies, interests, and preferences	Mobile-Assisted Language Learning (MALL) Communicative Language Teaching (CLT)	Students respond to guided prompts about personal information in structured conversations.	Students describe personal information such as hobbies, interests, and preferences.

7	Answering Follow-Up Questions	To respond to follow-up questions using appropriate vocabulary and expressions	Mobile-Assisted Language Learning (MALL) Communicative Language Teaching (CLT)	Students answer follow-up questions generated during AI interactions.	Students produce oral responses to follow-up questions using appropriate vocabulary.
8	Pronunciation and Fluency Reinforcement	To repeat and perform dialogues to increase oral fluency and clarity	Mobile-Assisted Language Learning (MALL) Task-Based Learning (TBL)	Students repeat conversations focusing on clarity, rhythm, and pronunciation.	Students repeat and perform dialogues to improve fluency and clarity of speech.
9	Extended Speaking Responses	To produce extended spoken responses using simple coherent structures	Mobile-Assisted Language Learning (MALL) Communicative Language Teaching (CLT)	Students respond to prompts that require longer, more structured answers.	Students produce extended oral responses during guided speaking tasks.
10	Real-Life Situations	To participate in contextualized conversations based on real-life scenarios	Mobile-Assisted Language Learning (MALL) Communicative Language Teaching (CLT)	Students engage in AI-based role-play scenarios simulating real-life situations.	Students perform role-play conversations based on real-life scenarios.
11	Spontaneous Speaking Practice	To produce spontaneous oral responses	Mobile-Assisted Language Learning (MALL)	Students respond to unpredictable AI-generated	Students produce spontaneous oral responses

		using learned expressions	Communicative Language Teaching (CLT)	questions without prior preparation.	to unpredictable prompts.
12	Accuracy and Self-Correction	To use correct grammatical structures and adjust responses based on feedback	Mobile-Assisted Language Learning (MALL) Learner-Centered Approach	Students review feedback and repeat responses to correct errors.	Students adjust and repeat responses after receiving feedback to improve accuracy.
13	Confidence in Speaking	To participate in speaking activities by producing independent oral responses	Mobile-Assisted Language Learning (MALL) Communicative Language Teaching (CLT)	Students complete extended conversations with reduced teacher guidance.	Students perform independent speaking tasks through AI-based conversations.
14	Review and Consolidation	To perform mixed conversations combining previously learned topics	Mobile-Assisted Language Learning (MALL) Communicative Language Teaching (CLT) Task-Based Learning (TBL)	Students revisit previous topics through integrated speaking activities.	Students engage in mixed-topic conversations that combine previously learned content.
15	Post-Test	To demonstrate improvement in speaking performance	Speaking Assessment aligned with CEFR	The teacher administers the final speaking task using	Students respond to the final oral responses to evaluate their

through an oral task	structured prompts.	speaking performance.
-------------------------	------------------------	--------------------------

Note. The table summarizes the pedagogical intervention implemented over 15 sessions during five weeks using the *Praktika App* as a complementary tool for developing speaking skills.

Description of the Sessions

- **Session 1: Pre-test Application**

Methodological Approach: Oral Assessment Aligned with the CEFR
Date: January 7, 2026, 7:00–9:00 a.m.

The intervention began with the administration of the oral pre-test to the 22 participants at the Universidad Nacional de Chimborazo (UNACH). Before the assessment, a brief warm-up activity was conducted to reduce anxiety and encourage students to feel more comfortable speaking in English. This initial activity helped create a supportive environment and increased students' willingness to participate. The researcher then conducted individual Cambridge-style speaking interactions in which students responded to prompts designed to elicit spontaneous oral production. During the assessment, the researcher ensured that each student had equal opportunities to respond and maintained a neutral but supportive role to facilitate communication.

Although some students initially showed hesitation and limited fluency, most of them demonstrated a positive attitude and willingness to engage in the activity. Students' performance was evaluated using an analytical rubric aligned with CEFR descriptors, assessing fluency, pronunciation, accuracy, coherence, and interactive communication. This stage provided valuable information about students' baseline speaking levels and enabled the researcher to identify common difficulties to be addressed throughout the intervention.

Reflection: During the pre-test, students showed initial hesitation, limited fluency, and difficulty maintaining interaction, which confirmed their low baseline speaking level. However, most of them demonstrated a positive attitude and willingness to participate. The results of this session allowed the researcher to identify common weaknesses, particularly in fluency, coherence, and accuracy, which informed the design of subsequent sessions focused on building confidence, improving pronunciation, and promoting more interactive speaking practice.

- **Session 2: Introduction to the *Praktika App***

Methodological Approach: Mobile-Assisted Language Learning (MALL) and Student-Centered Approach

Date: January 8, 2026, 8:00–10:00 a.m.

The session began with a short warm-up activity to activate students' prior knowledge of technology's use in language learning. Students shared their previous experiences with mobile applications, which helped them connect their background knowledge to the new tool to be introduced. The researcher then introduced the Praktika mobile application, explaining its main features, including AI avatar interactions, voice recognition, and immediate feedback. A guided demonstration was conducted to show students how to navigate the platform and interact effectively with the avatars.

Students explored the application and completed their first guided conversations. They appeared curious, motivated, and actively engaged during the exploration phase. The researcher monitored their interactions, provided support when necessary, and clarified doubts to ensure proper use of the application. Students were encouraged to practice speaking with the application at home for approximately 1 hour and 30 minutes. At the beginning of the following session, students shared new vocabulary and expressions they had learned. The researcher provided brief feedforward to guide their improvement and enhance their future performance.

Reflection: Students showed high levels of curiosity and motivation when interacting with the Praktika App for the first time. Although some required initial guidance to navigate the platform, they quickly adapted and engaged actively in the tasks. This positive response indicated a strong potential for sustained engagement, which supported the integration of the application as the main tool for subsequent sessions, emphasizing autonomous practice and continuous interaction.

- **Session 3: Greetings and Introductions**

Methodological Approach: Mobile-Assisted Language Learning (MALL) and Communicative Language Teaching (CLT)

Date: January 9, 2026, 9:00–11:00 a.m.

A short communicative warm-up was carried out to activate basic expressions related to greetings and introductions. This helped students feel more confident before engaging in the main activity. Students then participated in simple conversational exchanges with AI avatars, focusing on introducing themselves and providing personal information. These activities were designed to help learners initiate and maintain short interactions using basic structures.

Throughout the session, students demonstrated increasing confidence and a more active disposition to participate. The researcher guided interactions by encouraging students to respond clearly and use appropriate expressions. Immediate feedback from the application enabled students to identify errors and adjust their responses in real time. Students were encouraged to continue practicing at home. In the following session, they shared new expressions and clarified doubts. Feedforward was provided to support improvement in their communicative performance and to reinforce correct language use.

Reflection: Students showed initial hesitation when initiating conversations, but their confidence increased as they interacted with the AI avatars. Some students relied on memorized expressions, indicating a need to promote more spontaneous responses. Therefore, the following session placed greater emphasis on pronunciation and repetition to strengthen oral accuracy.

- **Session 4: Pronunciation Practice**

Methodological Approach: Mobile-Assisted Language Learning (MALL) and Communicative Language Teaching (CLT)

Date: January 14, 2026, 8:00–9:00 a.m.

The session began with a pronunciation-focused warm-up activity designed to help students become aware of key sounds and improve their articulation. This initial stage prepared students for the main speaking task. Students then engaged in guided speaking activities using the Praktika App, where they listened, repeated, and recorded target words and phrases. The application provided immediate feedback on their pronunciation, allowing students to identify areas for improvement.

Students demonstrated a positive attitude and were willing to repeat phrases several times to improve clarity and accuracy. The researcher monitored their performance and provided additional support when necessary, especially when students faced difficulties with specific sounds. Students were encouraged to continue practicing at home for approximately 1 hour and 30 minutes. In the following session, students discussed words they found difficult to pronounce and clarified doubts. Feedforward was provided to support continued improvement in pronunciation and fluency.

Reflection: Students demonstrated strong engagement during pronunciation practice and were willing to repeat words multiple times. However, difficulties with specific sounds were observed, suggesting the need for continued reinforcement. This informed the next session, which focused on applying pronunciation within meaningful communicative contexts.

- **Session 5: Talking About Daily Routines**

Methodological Approach: Mobile-Assisted Language Learning (MALL) and Task-Based Learning (TBL)

Date: January 15, 2026, 9:00–11:00 a.m.

The session began with a brief warm-up activity in which students were asked to describe simple actions they usually perform during the day. This initial interaction activated their prior knowledge and familiarized them with basic vocabulary related to daily routines. Students then interacted with AI avatars via the Praktika App, engaging in guided conversations about daily activities. The task required students to describe their routines

using simple present-tense structures, which allowed them to connect grammar and vocabulary in a meaningful communicative context.

Throughout the session, students appeared motivated and increasingly confident as they expressed their ideas. The researcher guided their participation by encouraging them to produce complete responses and use appropriate expressions. When necessary, support was provided to help students organize their ideas more clearly. Additionally, the application's immediate feedback enabled students to identify errors and adjust their responses in real time. Students were encouraged to continue practicing at home for approximately 1 hour and 30 minutes using similar conversational scenarios. At the beginning of the following session, students shared how they described their routines and clarified any doubts about vocabulary or structure. The researcher provided feedforward to improve grammatical accuracy and fluency for future speaking tasks.

Reflection: Students were able to describe their routines with increasing confidence; however, some struggled to organize their ideas coherently. As a result, the following session emphasized expanding responses and improving the structure of spoken production.

- **Session 6: Describing Personal Information**

Methodological Approach: Mobile-Assisted Language Learning (MALL) and Communicative Language Teaching (CLT)

Date: January 16, 2026, 10:00–11:00 a.m.

To begin the session, a short warm-up activity was carried out in which students shared basic personal information, such as their hobbies, interests, and preferences. This activity helped activate relevant vocabulary and prepared students to engage more confidently in the main task. Students then participated in guided conversations with AI avatars, during which they were required to describe personal information in greater detail. The activity focused on helping students produce oral responses related to their personal experiences using appropriate vocabulary and simple structures.

Students showed a positive attitude and active participation throughout the session. Many of them appeared more willing to speak and to expand their responses than in previous sessions. The researcher monitored the activity, provided support as needed, and encouraged students to extend their answers rather than give short responses. The application's feedback allowed students to recognize and correct mistakes immediately. Students were encouraged to continue practicing at home for approximately 1 hour and 30 minutes. In the following session, students shared new expressions they had used and discussed any difficulties encountered. The researcher provided feedforward to strengthen their ability to describe personal information more accurately and fluently.

Reflection: Students showed increased confidence when describing personal information and were more willing to expand their responses compared to previous sessions. However, some still relied on short answers and required guidance to provide more detailed information. This indicated the need to continue encouraging extended responses, which was reinforced in the following sessions through more interactive and elaborative speaking tasks.

- **Session 7: Following Answer-Up Questions**

Methodological Approach: Mobile-Assisted Language Learning (MALL) and Communicative Language Teaching (CLT)

Date: January 21, 2026, 7:00–9:00 a.m.

The session began with a brief warm-up activity in which students answered simple questions based on previously studied topics. This initial stage helped activate prior knowledge and prepared students to engage in more interactive speaking tasks.

Students then interacted with AI avatars and responded to follow-up questions generated within the conversations. These questions required students to provide more detailed, extended responses, encouraging them to move beyond short answers and develop their communicative skills. Students demonstrated noticeable improvement in their willingness to participate and showed greater confidence when responding. They were more capable of maintaining interaction and expanding their ideas.

The researcher guided the activity by encouraging students to elaborate on their answers, use appropriate vocabulary, and maintain coherence during their responses. Students were encouraged to continue practicing at home for approximately 1 hour and 30 minutes. In the following session, students shared examples of the questions they had answered and reflected on the difficulties they encountered. The researcher provided feedforward to improve the clarity, organization, and effectiveness of their responses in future speaking tasks.

Reflection: Students showed improvement in answering follow-up questions, although some responses lacked depth. This highlighted the need to further develop extended speaking skills, which was addressed in the subsequent session through longer response tasks.

- **Session 8: Pronunciation and Fluency Reinforcement**

Methodological Approach: Mobile-Assisted Language Learning (MALL) and Task-Based Learning (TBL)

Date: January 22, 2026, 10:00–11:00 a.m.

The session began with a short pronunciation warm-up activity in which students repeated common words and expressions practiced in previous sessions. This helped activate prior knowledge and prepare them to focus on improving clarity and fluency. Students then engaged in repeated conversational tasks in the Praktika App to practice previously learned

dialogues. The activity aimed to reinforce oral fluency and improve pronunciation through repetition and continuous interaction with AI avatars. Students demonstrated greater awareness of their speech production and a positive attitude toward repeating phrases to improve their performance.

The researcher monitored their participation, provided support as needed, and encouraged students to focus on clarity, rhythm, and accuracy when speaking. The immediate feedback from the application played a key role in helping students adjust their pronunciation and improve fluency. Students were encouraged to continue practicing at home for approximately 1 hour and 30 minutes, focusing on repeating conversations and improving their speech. In the following session, students shared words or expressions they found challenging. The researcher provided feedforward to strengthen pronunciation accuracy and overall fluency.

Reflection: Students demonstrated improvement in pronunciation and fluency through repeated practice, showing greater awareness of their speech production. Nevertheless, some learners still struggled with maintaining accuracy while speaking more fluently. This highlighted the need to balance fluency and accuracy, which was addressed in subsequent sessions by integrating more structured speaking activities.

- **Session 9: Extended Speaking Responses**

Methodological Approach: Mobile-Assisted Language Learning (MALL) and Communicative Language Teaching (CLT)

Date: January 23, 2026, 10:00–11:00 a.m.

The session started with a brief warm-up activity in which students answered short questions about familiar topics. This helped activate their speaking skills and prepared them for producing longer responses. Students then engaged in speaking tasks that required them to produce extended oral responses during their interactions with AI avatars. The activity focused on helping students organize their ideas and express them using simple but coherent structures. Students showed increased confidence and were more willing to speak at length compared to previous sessions.

The researcher guided the activity by encouraging students to expand their responses, connect ideas, and maintain coherence as they spoke. The application's feedback helped students improve their responses. Students were encouraged to continue practicing at home for approximately 1 hour and 30 minutes. In the following session, students shared examples of their extended responses and discussed any difficulties encountered. Feedforward was provided to improve the organization, clarity, and coherence of their speech.

Reflection: Students demonstrated progress in producing longer responses, but some still faced challenges in maintaining coherence. This led to the inclusion of more structured speaking activities in the following session to support better organization of ideas.

- **Session 10: Real-Life Situations**

Methodological Approach: Mobile-Assisted Language Learning (MALL) and Communicative Language Teaching (CLT)

Date: January 28, 2026, 8:00–9:00 a.m.

The session began with a warm-up activity that contextualized the session by having students discuss common real-life situations, such as making plans or interacting in everyday contexts. This helped prepare them for the main communicative task. Students then participated in scenario-based conversations via the Praktika App, engaging in simulated real-life situations. These activities required students to use language in practical, meaningful ways by responding to contextual prompts provided by the avatars.

Students appeared highly engaged and motivated, as the scenarios allowed them to connect language learning with real-world communication. The researcher supported the activity by guiding students in using appropriate expressions and maintaining interaction. The application's feedback allowed students to improve their responses in real time. Students were encouraged to continue practicing similar scenarios at home for approximately 1 hour and 30 minutes. In the following session, students shared the situations they practiced and the vocabulary they learned. The researcher provided feedforward to improve communicative effectiveness and contextual language use.

Reflection: Students showed high levels of engagement during scenario-based activities, as they were able to relate language use to real-life situations. This increased their motivation and participation; however, some students still had difficulty maintaining coherence in extended responses. This informed the need to continue reinforcing organization and clarity in speaking tasks in the following sessions.

- **Session 11: Spontaneous Speaking-Practice**

Methodological Approach: Mobile-Assisted Language Learning (MALL) and Communicative Language Teaching (CLT)

Date: January 29, 2026, 10:00–11:00 a.m.

To start the session, a short warm-up activity was conducted in which students answered simple, unexpected questions about familiar topics. This helped them become more comfortable responding without prior preparation and set the tone for spontaneous interaction. During the main activity, students engaged with AI avatars and responded to open-ended prompts that required immediate answers. Unlike in previous sessions, students

were not given time to plan their responses, encouraging more natural and spontaneous communication. At first, some students hesitated, but as the activity progressed, they became more confident and willing to take risks when speaking.

The researcher supported the process by encouraging students to keep speaking, even when unsure, and by prioritizing communication over perfection. The application's feedback allowed students to identify areas for improvement without interrupting the flow of interaction. Students were asked to continue practicing at home for approximately 1 hour and 30 minutes, focusing on responding more naturally during conversations. In the following session, students shared expressions they used and reflected on their experience. The researcher provided feedforward to help them improve fluency and reduce hesitation in future speaking tasks.

Reflection: At the beginning, students hesitated to respond spontaneously; however, as the session progressed, they became more confident and willing to take risks. This indicated a reduction in speaking anxiety, which was reinforced in subsequent sessions by prioritizing communication over accuracy.

- **Session 12: Accuracy and Self-Correction**

Methodological Approach: Mobile-Assisted Language Learning (MALL) and Learner-Centered Approach

Date: January 30, 2026, 10:00–11:00 a.m.

The session opened with a brief reflective warm-up in which students revisited some of the most common mistakes observed in previous sessions. Instead of correcting them immediately, students were encouraged to identify what sounded incorrect and suggest possible corrections, which helped raise their awareness of language use. During the main activity, students worked with the Praktika App, paying closer attention to the feedback provided after each response. Rather than simply repeating answers, they were guided to listen carefully, notice their errors, and try again with improved accuracy. This process encouraged a more conscious use of language.

As the session progressed, students became more attentive to their own speech and started making adjustments with less external support. The researcher accompanied this process by asking guiding questions and highlighting patterns in their mistakes, helping students become more independent in their learning. For home practice, students were asked to continue using the application, focusing on improving accuracy rather than speed. At the beginning of the following session, they shared examples of corrections they had made and reflected on what they had improved. Feedforward was provided to help them maintain this awareness and apply it consistently in future interactions.

Reflection: Students became more aware of their errors and showed progress in self-correction. However, some still depended on external feedback. This suggested the need to continue promoting learner autonomy in the following sessions.

- **Session 13: Confidence in Speaking**

Methodological Approach: Mobile-Assisted Language Learning (MALL) and Communicative Language Teaching (CLT)

Date: February 4, 2026, 7:00–9:00 a.m.

The session began with a light warm-up activity that encouraged students to talk freely about familiar topics without focusing too much on correctness. This helped create a relaxed atmosphere and reduced pressure, allowing students to speak more naturally. Students then engaged in longer conversations with AI avatars, where they were expected to interact more independently and sustain communication with less guidance. Unlike earlier sessions, the emphasis was placed on maintaining the conversation rather than producing perfect responses. Throughout the activity, students appeared more confident and willing to take risks when speaking.

Many of them spoke more spontaneously and showed less hesitation compared to previous sessions. The researcher supported this development by offering encouragement and intervening only when necessary, allowing students to take greater control of their speaking. Students were encouraged to continue practicing at home, focusing on maintaining conversations and expressing ideas more freely. In the following session, they shared their experiences and reflected on how their confidence had changed. Feedforward was provided to help them continue building confidence while maintaining clarity and coherence.

Reflection: Students demonstrated greater confidence and willingness to speak spontaneously, with reduced hesitation compared to earlier sessions. Many were able to maintain longer interactions and take more risks when communicating. However, occasional difficulties in maintaining coherence and accuracy were still observed, suggesting the need to reinforce these aspects while continuing to build communicative confidence.

- **Session 14: Review and Consolidation**

Methodological Approach: Mobile-Assisted Language Learning (MALL), Communicative Language Teaching (CLT), and Task-Based Learning (TBL)

Date: February 5, 2026, 7:00–9:00 a.m.

To begin the session, a brief review activity was conducted in which students recalled key expressions and topics from previous sessions. This helped activate their prior learning and prepare them for a more integrated speaking task. Students then engaged in mixed conversations on the Praktika App, covering topics such as daily routines, personal

information, and real-life situations. The goal was to enable students to use everything they had learned in a more flexible, connected way. At this stage, students demonstrated greater fluency and confidence when speaking.

They were able to move more naturally between topics and maintain conversations with fewer interruptions. The researcher observed their performance and provided occasional guidance to help them refine their responses. For home practice, students were encouraged to review previous activities and reinforce areas where they still felt less confident. At the beginning of the final session, students shared the strategies they used to improve their speaking. Feedforward was provided to help them prepare for the post-test.

Reflection: Students demonstrated noticeable improvement in fluency and confidence, as well as the ability to connect ideas across topics. This confirmed the effectiveness of the intervention and informed the preparation for the post-test.

- **Session 15: Post-Test**

Methodological Approach: Speaking Assessment Aligned with the CEFR

Date: February 6, 2026, 9:00–11:00 a.m.

The final session began with a brief warm-up activity to reduce anxiety and help students feel more at ease before the evaluation. This allowed them to approach the task with greater confidence. The researcher then administered the oral post-test using the same Cambridge-style format applied in the pre-test. Students participated in individual speaking interactions, responding to similar prompts to ensure consistency in the evaluation process.

Compared to the initial assessment, students demonstrated noticeable improvement in their speaking performance. Many of them showed greater fluency, clearer pronunciation, and more confidence when expressing their ideas. The same analytical rubric aligned with CEFR descriptors was used to evaluate their performance, ensuring reliability and comparability of results. This final stage enabled the researcher to assess the progress made in students' speaking skills following the intervention.

Reflection: In comparison to the pre-test, students demonstrated clear improvement in their speaking performance, particularly in fluency, pronunciation, and confidence. They were more capable of maintaining interaction and expressing their ideas with greater clarity. However, some difficulties in coherence and accuracy were still observed, indicating areas for further development. Overall, the results confirmed the effectiveness of the intervention and reflected the progress achieved throughout the sessions.

Annex 5. Photographs of the Pedagogical Intervention Sessions

Oral Pre-test Application



Note. Taken by Joselyn Sánchez (2026).

Introduction to the Praktika App and Initial Interaction with AI Avatars



Last Names and First Names	ID Number	Signature	Comment
1. García Riviera Dalesky Pauleth	0202244430		
2. Asunción Bzalde Andrea Estefania	1105620304		
3. Contera Tamay Doménica Mercedes	0605957240		
4. Lema Lema Sara Anabel	0605767697		
5. Santillan Milán Silvia Verónica.	0002336954		
7. Dalne Anahí Vera Chinga	0850446477		
8. Ayal Puma Selena Stefanya	0605840115		
9. Ayal Llucio Jenny Nicol	0605224047		
10. Barahona Enriquez Henry Omar	0606121085		
11. Sangucho De La Cruz Bryseida Adalia	0504299454		
12. León Alujama Leidy Mayte	0605762046		
13. Ana Lia Lopez Zula	1250906342		
14. Brigitte Estefanía Marán Hidaigo	2350489759		
15. Jennifer Maritza Yaucan Gavilanes	0650148737		
16. Gómez Veloz Odalys Valeska	1250941687		
17. Tuaza Muñoz Alan Alberto	0606074656		
18. Lamea Vásquez Samara Alessandria	0606132843		
19. Merlin López Janina Alejandra	0604989434		
20. Guerrero Rodríguez Marian Patricia	060454052-6		
21. María Fernanda Iquillas Cisneros	0605895648		
22. Nayely Ruth Greña Yumbo	1600645251		

Note. Taken by Joselyn Sánchez (2026).

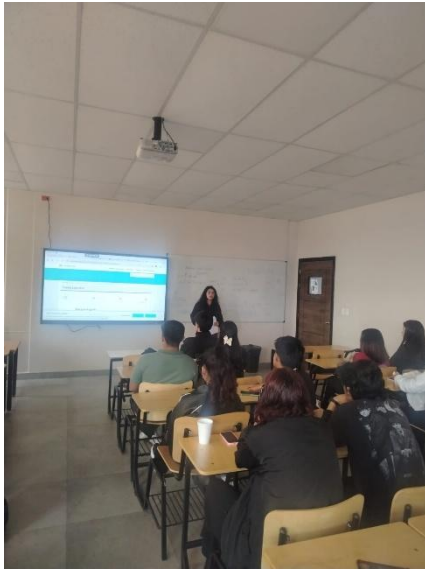
Greetings and Self-Introductions through Guided AI Conversations



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1. García Riviera Dalesky Pauleth	0202244430	<i>[Signature]</i>	
2. Asunción Etzalde Andrea Esthelania	1105620304	<i>[Signature]</i>	
3. Cántero Tamay Doménica Mercedes	0405957240	<i>[Signature]</i>	
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17. Tuaza Muñoz Alain Alberto	0606074656	<i>[Signature]</i>	
18. Lamea Vázquez Samara Alessandra	0406132843	<i>[Signature]</i>	
19. Merlín López Janina Alejandra	0604989434	<i>[Signature]</i>	
20. Guerrero Rodríguez Marian Patricia	040454052-6	<i>[Signature]</i>	
21. María Fernanda Uquillas Cisneros	0405895648	<i>[Signature]</i>	
22. Nayely Ruth Greña Yumbo	1400645251	<i>[Signature]</i>	

Note. Taken by Joselyn Sánchez (2026).

Describing Daily Routines Using Simple Present through AI-Guided Interaction



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20. Guerrero Rodríguez Marian Patricia	040454052-6	<i>[Signature]</i>	
21. María Fernanda Uquillas Cisneros	0405895648	<i>[Signature]</i>	
22. Nayely Ruth Greña Yumbo	1400645251	<i>[Signature]</i>	

Note. Taken by Joselyn Sánchez (2026).

Answering Follow-Up Questions in Speaking Tasks



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22. Nayely Ruth Greña Yumbo	1600645251	<i>[Signature]</i>	

Note. Taken by Joselyn Sánchez (2026).

Extended Oral Responses in Guided Speaking Tasks



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3. Contera Tamay Doménica Mercedes	0605957240	<i>[Signature]</i>	
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Accuracy and Self-Correction in Speaking Tasks



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5. Santillán Milán Silvia Verónica.	0202336954	<i>[Signature]</i>	
7. Dalne Anahí Vera Chinga	0850446477	<i>[Signature]</i>	
8. Ayal Puma Selena Stefanya	0605840115	<i>[Signature]</i>	
9. Ayal Llucó Jenny Nicol	0605224047	<i>[Signature]</i>	
10. Barahona Enriquez Henry Omar	0406121085	<i>[Signature]</i>	
11. Sangucho De La Cruz Bryseida Adalia	0504299454	<i>[Signature]</i>	
12. León Alulema Leidy Mayte	0605762046	<i>[Signature]</i>	
13. Ana Lía Lopez Zula	1250906342	<i>[Signature]</i>	
14. Brigitte Estefanía Morán Hidalgo	2350489759	<i>[Signature]</i>	
15. Jenniffer Maritza Yaucan Gavilanes	0650148737	<i>[Signature]</i>	
16. Gómez Veloz Odalys Valeska	1250941687	<i>[Signature]</i>	
17. Tuaza Muñoz Alain Alberto	0606074656	<i>[Signature]</i>	
18. Lamea Vázquez Samara Alejandra	0606132843	<i>[Signature]</i>	
19. Merlin Lopez Janina Alejandra	0604989434	<i>[Signature]</i>	
20. Guerrero Rodríguez Marlon Patricia	060454052-6	<i>[Signature]</i>	
21. María Fernanda Uquillos Cisneros	0605895648	<i>[Signature]</i>	
22. Nayely Ruth Greña Yumbo	1600645251	<i>[Signature]</i>	

Note. Taken by Joselyn Sánchez (2026).

Final Speaking Assessment (Post-Test)

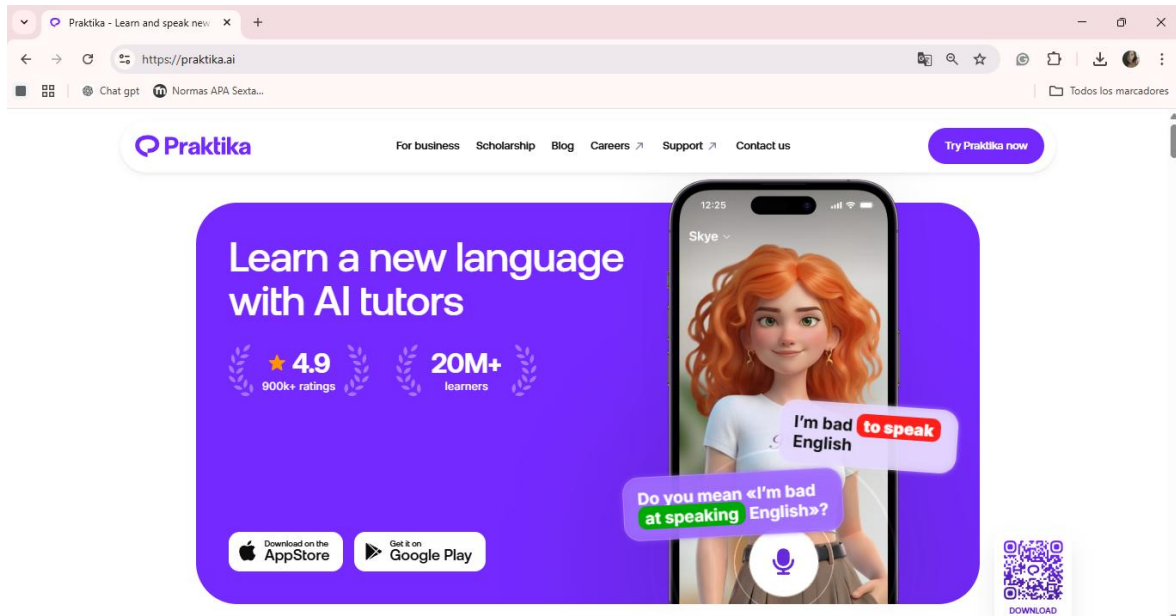


Last Names and First Names	ID Number	Signature	Comment
1. García Rivera Dalesky Pauleth	0202244430	<i>[Signature]</i>	
2. Asunción Elizalde Andrea Estefanía	1105620304	<i>[Signature]</i>	
3. Contero Tamay Doménica Mercedes	0605957240	<i>[Signature]</i>	
4. Lema Lema Sara Anabel	0605767697	<i>[Signature]</i>	
5. Santillán Milán Silvia Verónica.	0202336954	<i>[Signature]</i>	
7. Dalne Anahí Vera Chinga	0850446477	<i>[Signature]</i>	
8. Ayal Puma Selena Stefanya	0605840115	<i>[Signature]</i>	
9. Ayal Llucó Jenny Nicol	0605224047	<i>[Signature]</i>	
10. Barahona Enriquez Henry Omar	0406121085	<i>[Signature]</i>	
11. Sangucho De La Cruz Bryseida Adalia	0504299454	<i>[Signature]</i>	
12. León Alulema Leidy Mayte	0605762046	<i>[Signature]</i>	
13. Ana Lía Lopez Zula	1250906342	<i>[Signature]</i>	
14. Brigitte Estefanía Morán Hidalgo	2350489759	<i>[Signature]</i>	
15. Jenniffer Maritza Yaucan Gavilanes	0650148737	<i>[Signature]</i>	
16. Gómez Veloz Odalys Valeska	1250941687	<i>[Signature]</i>	
17. Tuaza Muñoz Alain Alberto	0606074656	<i>[Signature]</i>	
18. Lamea Vázquez Samara Alejandra	0606132843	<i>[Signature]</i>	
19. Merlin Lopez Janina Alejandra	0604989434	<i>[Signature]</i>	
20. Guerrero Rodríguez Marlon Patricia	060454052-6	<i>[Signature]</i>	
21. María Fernanda Uquillos Cisneros	0605895648	<i>[Signature]</i>	
22. Nayely Ruth Greña Yumbo	1600645251	<i>[Signature]</i>	

Note. Taken by Joselyn Sánchez (2026).

Annex 6. Digital Tool

Praktika App Interface (Praktika.ai)



Note. Screenshot from Praktika, by Praktika.ai (<https://praktika.ai/>). Copyright © Praktika.ai.