



UNIVERSIDAD HISPANOAMERICANA

FACULTY OF EDUCATION

Thesis Submitted to Obtain the Licentiate Degree in English Teaching

Impact of using Praktika AI avatar app through a communicative approach to enhance speaking skills related to interactions in real-life situations as part of the process of learning English as a foreign language on the students from the module 309 Conversational English course in CINDEA Puntarenas in the second semester of 2025.

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## SWORN DECLARATION

Yo María José Bojorge Téllez mayor de edad, portador de la cédula de identidad número 604660424 egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título Licenciatura, juro solemnemente que mi trabajo de investigación titulado: **Impact of using Praktika AI avatar app through a communicative approach to enhance speaking skills related to interactions in real-life situations as part of the process of learning English as a foreign language on the students from the module 309 Conversational English course in CINDEA Puntarenas in the second semester of 2025** es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de Puntarenas, a los 5 días del mes de diciembre del 2025



Firma del estudiante

Cédula: 604660424

## LETTER FROM THE TUTOR

San José, 5 de diciembre del 2025

**Destinatario**  
**Carrera**  
**Universidad Hispanoamericana**

Estimado señor:

El estudiante María José Bojorge Téllez, cédula de identidad número 6-04660424, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **Impact of using Praktika AI avatar app through a communicative approach to enhance speaking skills related to interactions in real-life situations as part of the process of learning English as a foreign language on the students from the module 309 Conversational English course in CINDEA Puntarenas in the second semester of 2025**, el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del Inglés. En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

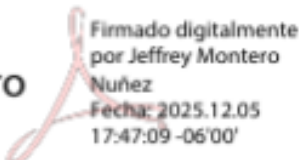
De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	30
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20
	TOTAL	100%	100

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,

**Jeffrey**  
**Montero**  
**Nuñez**



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 Nuñez  
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**Nombre Lic. Jeffrey Montero Nuñez**  
**Cédula identidad 1-1616-0408**  
**Carné Colegio Profesional 71002**

## LETTER FROM THE READER

### CARTA DE LECTOR

San José, 12 de diciembre, 2025

Universidad Hispanoamericana

Sede: Heredia

Carrera: Licenciatura en la Enseñanza del inglés

Estimados señores:

El estudiante **MARÍA JOSÉ BOJORGE TÉLLEZ**, cédula de identidad **604660424** me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado **"Impact of using Praktika AI avatar app through a communicative approach to enhance speaking skills related to interactions in real-life situations as part of the process of learning English as a foreign language on the students from the module 309 Conversational English course in CINDEA Puntarenas in the second semester of 2025."**, el cual se ha elaborado para obtener su grado de Licenciatura en enseñanza del inglés. He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

MSc. Ariel Gustavo Vargas Vindas

Cédula:204420300

Firma:



## LETTER OF AUTHORIZATION FROM THE AUTHOR

**UNIVERSIDAD HISPANOAMERICANA  
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DE LOS TRABAJOS FINALES DE GRADUACION**

Puntarenas, 5 de diciembre 2025

Señores:

Universidad Hispanoamericana  
Centro de Información Tecnológico (CENIT)

Estimados Señores:

La suscrita María José Bojorge Téllez con número de identificación 604660424 autora del trabajo de graduación titulado: **Impact of using Praktika AI avatar app through a communicative approach to enhance speaking skills related to interactions in real-life situations as part of the process of learning English as a foreign language on the students from the module 309 Conversational English course in CINDEA Puntarenas in the second semester of 2025.**

Presentado y aprobado en el año 2025 como requisito para optar por el título de Licenciatura en la Enseñanza del Inglés; **SI** autorizo al Centro de Información Tecnológico (CENIT) para que, con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

De conformidad con lo establecido en la Ley sobre Derechos de Autor y Derechos Conexos N° 6683, Asamblea Legislativa de la República de Costa Rica.

Cordialmente,



Cédula: 604660424

## DEDICATION

I have always believed that it is impossible to achieve any goal without the intervention of the people around you. The support and actions that come from your family, friends, partner, and community are the ones who allow you to continue in the way.

To my mother, Martha, who is my highest inspiration.

To my brother, Se, who is the love of my heart.

To Emma, you were my rock and guiding star.

To my friend, Ana, who is my partner in crime.

To my teachers and coworkers, Mela y Eder, to make this study possible.

To Allan, a little hello to you up there.

Sincerely,

Mery.

## **ACKNOWLEDGEMENTS**

I would like to thank every person who stands by my side during these two years of this journey. This job is the first contribution that I had planned for this amazing profession of education.

First, to all the members of my family, for all the support that has provided during my entire life. But I must highlight my mother without you and your upbringing, nothing of this could be possible.

Second, to all my teachers from UH who have taught me such great lessons not only to teach, but also for life. To my tutor Jeffrey to be my guide during this research.

Thank you!

## **ABSTRACT**

This research is aimed to determine the impact of using Praktika AI avatar app through a communicative approach to enhance speaking skills related to interactions in real-life situations as part of the process of learning English as a foreign language. This research works with a group of students from CINDEA Puntarenas from a course of Conversational English for beginners.

Through the implementation of AI apps, the principal goal is to improve students from CINDEA Puntarenas Emergent course speaking skills to be able to use the language in real life situations. This population was chosen due to its specific features. This course is aimed at being completely conversational, where students must use the language in contextualized problems or situations.

As the protagonist tool, Praktika AI App will be the tool used in this research process. The main reason was the importance of the inclusion of AI technology in teaching processes, and more in English Teaching. This app provides students with the opportunity to speak with an avatar based on the topic also propose. In this way, it is possible for students to practice the language with someone external to the classroom.

### **Key words**

Communicative approach / Artificial Inteligence (AI)/ AI Apps/ Speaking skills/ English in real life situations/

## RESUMEN

Esta investigación tiene como objetivo determinar el impacto del uso de la aplicación de avatar de Praktika AI a través de un enfoque comunicativo para mejorar las habilidades de habla relacionadas con interacciones en situaciones de la vida real como parte del proceso de aprendizaje del inglés como lengua extranjera. Esta investigación trabaja con un grupo de estudiantes de CINDEA Puntarenas de un curso de inglés conversacional para principiantes.

A través de la implementación de aplicaciones de IA, el objetivo principal es mejorar las habilidades de habla de los estudiantes del curso emergente de CINDEA Puntarenas para que puedan utilizar el idioma en situaciones de la vida real. Esta población fue elegida debido a sus características específicas. Este curso está destinado a ser completamente conversacional, donde los estudiantes deben utilizar el idioma en problemas o situaciones contextualizadas. Como herramienta protagonista, la aplicación Praktika AI será la herramienta utilizada en este proceso de investigación.

Como herramienta protagonista, la aplicación Praktika AI será la herramienta utilizada en este proceso de investigación. La razón principal fue la importancia de la inclusión de la tecnología de IA en los procesos de enseñanza, y más en la enseñanza del inglés. Esta aplicación ofrece a los estudiantes la oportunidad de hablar con un avatar basado en el tema propuesto. De esta manera, es posible que los estudiantes practiquen el idioma con alguien externo al aula.

### **Palabras clave**

Enfoque comunicativo / Inteligencia Artificial (IA) / Aplicaciones de IA / Habilidades de habla / inglés en situaciones de la vida real /

**CHAPTER I: RESEARCH PROBLEM**

### 1.1. Research Statement:

“Education is for improving the lives of others and for leaving your community and world better than you found it.” - Marian Wright Edelman

Education is a wide social science where you can find many ways in what a teacher must to endure different realities and context of their students and institutions. In this opportunity, this research is aimed at all adults who give a second chance to their academic lives through an institution such as CINDEAs which main purpose is to provide all the tools to face the world with new knowledge and abilities.

It is important to mention that this activity will be based on the interaction among the students and avatar AI tutor that will provide the challenge in the educational part. Moss and Ross-Felmand (2003) stated that “Empirical research with second language learners supports the contention that engaging in language interactions facilitates second language development” (p.2), but also, they found that “conversational interaction facilitates language acquisition because it connects input what learners hear and read; internal learner capacities, particularly selective attention; and output what learners produce in productive ways” (p.2). These opinions increase the hypothesis that the focus of this investigation could provide interesting results.

Besides that, the use of the AI tools is something relevant for this investigation because it takes part of the new reality in the educational context which is providing awesome tools that make teachers and students' lives easier.

Numerous applications of AI in education (AIED) have emerged. For example, Khan Academy offers Khanmigo, an AI tutor harnessing GPT-4 capabilities, delivering personalized learning support and intelligent feedback across various

subjects, including mathematics, programming, and language learning. Similarly, Duolingo, a language learning platform, uses sophisticated AI systems to improve learner experiences. (Shang et al, 2024, p.1).

That is why it is important to exploit all the opportunities that they can provide to make the teaching process more interesting. In this case the app called Praktika will provide the opportunity to the students to interact with the closest native virtual native speaker every time in English lesson in CINDEA Puntarenas. This could provide a defiant task which students' previous preparation helps to increase their language skill but specifically speaking.

Whit this, speaking will be the protagonist on this research due to its main objective of determine how using Praktika could impact on the speaking skill on the students from CINDEA Puntarenas who takes the conversational English course. Parrish (2019) in her book of *Teaching Adult English Language Learner* explain that "a learner needs to become proficient in a number of areas, including language forms, social interactions, language skills, and learning strategies." (p.16). A student needs to develop their language skill based on several areas or what it is called competences. These competences must be understood as mini worlds where every human must develop, communicate, and interact as in their house, community, jobs, relationships, and others. As it is noticeable, the skill for excellence in order to transmit all the acquired knowledge of the foreign language, and the possibility to communicate information is mainly by speaking. Toro et al (2018) stated that "Students spoken language is more productive when they are engaged in a dynamic learning environment that encourages them to do their tasks." (p.111). Researchers agree that real connection with real context, situations,

objects, and experiences has an amazing impact on students' language acquisition. This is why it is expected to find out the potential that this could have with the target chosen population.

### **1.1.1. Background of the problem:**

The background of this investigation takes into consideration previous authors who work on similar issues or instruments that could guide this research. research made by Kang (2022) called "Effects of Artificial Intelligence (AI) and Native Speaker Interlocutors on ESL Learners' Speaking Ability and Affective Aspects" wanted to explore what would it be the differences between the students' interactions with an AI avatar and a high proficient English Speaker or a native speaker during English lesson. She also wishes to know what the effects on the students during the interaction with both "tools" would be.

Its methodology consists of a population of 61 participants. They were students in a course in the United States; however, they came from different countries such as Korea, Afghanistan, Spain, Mongolia, Albania, Taiwan, Vietnam, Bolivia, Tunisia, Iraq, India, and other countries. Both genders participate actively.

The students will work through Zoom synchronous sessions for fourteen weeks. They were separated into two groups, 31, to work with the AI and 30 with the native speakers. They focused all the session on developing the speaking skills using different activities such as discussions, telling a story, and expressing an opinion. Also, the author was interested in discovering if these two different teaching procedures will affect the students emotionally making a test and by scores analyzing the levels of anxiety, motivation, participation, stress, and others. Another important aspect is that the

researcher also makes the separation of the two groups based on their English Level, classifying the two groups in a low-level and high-level group.

As part of the conclusions, the main results obtained in this research were the following. The speaking abilities taking into consideration the subareas such as fluency, range, accuracy, coherence, and interaction increase positively in both groups. However, there are two crucial details in these results. The high-level group, who work with the native speakers the increase of their abilities higher than the group of low-level that work with the AI avatar; despite of this there was a significant increase in English in the low-level group. Also, there were no significant differences in the emotional part. Both avatars and native speakers impact positively the students.

In conclusion, this research covers too much ground in my opinion. Where the language was in second place, and the emotional part took more protagonism. However, the most important information for this research is that avatars have begun to be used by teachers to improve English skills. She mentioned that this could be more as a supportive tool in the teaching process.

The following research was done by the author Gutiérrez Campos (2024) who started her investigation by asking what the effectiveness of using ProWritingAid AI software with scaffolding strategies to develop coherence of ideas in writing is. For this, she proposed this AI tool because inside its characteristics it provides a complex variety of functions related to grammar, that identifies the errors made by the students during their writing. Even if they commit plagiarism. This AI tool relates to the scaffolding method because it provides instructions, suggestions, feedback that will help students to achieve an independent level of study.

The researcher uses a predominant qualitative result provided by the use of four instruments that includes questionnaires, observations, survey applications, and the AI tool ProWritingAid.

It is possible to notice that the students received the application well. They fill content and confidence using the app while they are completing writing activities. The researcher made a good previous contextualization of the resources and attitudes before the activities started. One of the most important results to me is that the students do not feel afraid during the activities and the process was trustful and gentle with the students.

She recommends conducting more investigation based on students with a lower level where the changes in the process could be easier to notice. Also, it is important to count enough resources to use applications in specific AI tools.

Finally, the author Rizvi (2024) in his research “Unleashing the Power of AI Avatars: Revolutionizing Education for the Digital Generation.” This makes a study of causes related to studies of the power of AI avatar in specific the ones that interact with the students. He started with the statement that this AI tool can revolutionize education in only a few years. It was also established that it can help to improve different areas of the language but also promotes the engagement and understanding of the students.

The features that make AI tools different from the rest of the technology tools. They provide immediate feedback and guidance to the students. It also provides availability of twenty-four hours of the day. It also takes into consideration students’ affinities, hobbies, topics of conversation, and of course their proficiency level.

He also determines a lack of information regarding the privacy of the students. It is important to stabilize a set of boundaries related to what kind of information they can provide, also in terms of plagiarism and evaluation rubrics.

### **1.1.2. Problematization:**

The identification of this research problem started from the necessity to go one step beyond traditional teaching methods to develop the speaking skill in my students. The main reason is that I have been teaching to adults in a CINDEA Puntarenas for two years in a specific course determined by the Ministerio de Educación Pública (MEP) as an “emergent course”.

These courses are available for students enrolled in the institution, but also people from the community can get enrolled in these courses where the only requirement is to be older than fifteen years old. At the end of the year, students get a diploma certifying the abilities obtained during the course. Regarding to the English Language, this institution enables the course “Conversational English for beginners” where the students will learn the language from its basis.

As it is indicated in its name, speaking must be the predominant proficiency. However, it does not refer only to the ability to produce sentences and good pronunciation, it requires understanding a context and using the resources acquired from the language to communicate with others. This is supported by the main objective of this course: “acquire basic command of the language, which will later be used to communicate in English” (Ministerio de Educación Pública, 2018, p.38). All skills must be taught using specific context of real-life situations, for example introducing to a new person, job interviews, giving and asking for directions, describing our country, and the

countries around the world. For this reason, it is necessary to find accessible and creative ways for students to practice this specific skill. Conversely, it is important to highlight that the population of this institution are students of different ages, but also in capacities. Most of them have never studied English before or have been out of the educational system for many years. For this reason, teachers must adequately understand the different perspectives and context where students grew up.

On the other hand, the technology in educational fields has taken hold. The way of how teachers and students relate with different tools that internet and new devices provide have completely changed. In this way, it is important to support the statement of Vallis et al (2023) when they said that: “much activity in education already consists of interactions between humans mediated by technology in the classroom and at home, whether that be digital computers or analog whiteboards”. (p.539). In fact, many universities have reformed all its programs, postgrads in its majority, into virtuality.

Following the same line, it would be significant to include what Bearman et al (2022) explain related to the technology acceleration and changes, they indicate that “the pandemic has accelerated the introduction of online technologies in higher education and the associated opportunity for ‘machine-to-student’ interactions brokered by AI” (p.370). Yes, Artificial Intelligence (AI) is the new trending topic in educational debates and discussion. It has been presented in a variety of designs and functions. Some examples are Alexa. This is an Amazon creation that appears as a small speaker which you can talk and ask for function with commands.

We’ve always thought of Alexa as an evolving service, and we’ve been continuously improving it since the day we introduced it in 2014. A longstanding

mission has been to make a conversation with Alexa as natural as talking to another human. (Rauch, 2023, par. 1)

Another example is the AI tool ChatGPT. This tool is an impressive site where you can find any kind of information, resources, and stories. However, the dilemma began when users found out that the application has in its functions the ability to create any kind of written academic task, from mental maps to essays. According to Gutierrez (2024) as cited by Tzoneva (n.d.), “ChatGPT has also the potential to assist students with learning (i.e., answering questions, summarizing information) and assessment (i.e., proving feedback, exam preparation)” (p.35).

Finally, it is going to be introduced to a new AI tool called *Praktika*. This app is available to download in smartphones, tablets, and computers. It consists of Avatar AI speakers that will help you to have various kinds of conversation depending on the information you provide.

Praktika avatars are more than just virtual figures; They are meticulously designed with unique backgrounds, stories, and accents (American, British, etc.) to give you a truly immersive language experience. These avatars will act as your personal English teachers, native speakers, and friendly conversation partners. (praktica.ai company, 2025, par.2)

Inside the app, it is possible to program all the content depending on your students' abilities based on CERF level (A1, A2, B1, B2, C1). Also, the user can ask to talk about a specific topic, and the roles that the user and the avatar will roll. The experience is new and immersive where it looks like if you were speaking with a native speaker from America, Australia, England, and other countries.

Having contextualized the use of AI in educational contexts, AIs have been endorsed by researchers in a variety of context and population over the last few years. Abdalilah and Mohammed (2023) in its research highlight that “learning a new language can be challenging, but with the help of AI technology, instructors and students can interact more effectively in EFL classrooms” (p.46). As well as Kang (2022) where she finds that “The students who used AI to practice English had more favorable opinions regarding language learning and improved interactive behaviors. Also... AI robot tactics in the language class can improve learners’ English-speaking performance.” (p.13). Despite of this, there are not any information regarding to the use of AI avatars as supportive communicative partners in English teaching in Costa Rica, nor to adults as target population.

### **1.1.3. Justification:**

The proposal of this investigation is aimed to investigate the impact of 3D AI avatars from the application *Praktika* through the point of view of the Communicative Language Teaching Approach to improve speaking skills on students from the conversational English initial course from the institution CINDEA Puntarenas. In this course, the acquisition of the language is crucial, and it seems like an important tool that students can have in order to obtain more opportunities in the future or the labor context.

In Costa Rica, students are expected to obtain at least a B2 level in the English proficiency test when finishes the elementary and diversified education. “The MEP established the exit profile in English for diversified education at the B2 level for students from bilingual and technical schools and, for the other educational modalities, the B1 level according to the CEFR.” (Quesada, 2023, p.8). However, the reality is that just a

few students could obtain that level in public institutions despite the students studying the language even since kindergarten. This is supported by Quesada (2023) when he found that “The results of the English Language Proficiency Test conducted in 2021 showed that the majority of public diversified education students in Costa Rica are at low levels (A1 and A2) of performance” (p.32), but also by Montero (2023) who found interesting results from an instrument applied by the University of Costa Rica that says that

The best performance of the evaluated population was in oral production skills, where 40.5% managed to place in the A2 band (basic proficiency), while 23.4% did so in the B1 (pre-intermediate). However, 19.4% did not manage to pass the A1 band (beginner). Only 8.3% of the total reached the B2 (intermediate) band, while it is worrying that 6.4% are in the Pre-A1 range, taking into consideration that they are already finishing their secondary education and belong to a school in which, it is supposed, they received a reinforcement of this language. (par.5)

In this way, the necessity to investigate how as a teacher can improve the students' English level proficiency is urgent. This must be part of everyday discussions.

The Communicative Language Teaching (CLT) is important for this research because it is the best approach that contextualizes the use of English on contextualization. It is the ample approach for this investigation because it provides students with the opportunity to learn and use the language in context in which they are related. This context must be useful for them to stimulate their motivation and sense of utility. “CLT focuses on teaching language through real-world communication. This method emphasizes speaking and listening skills”. (Feruza, 2024, p.88). This is important

because the population selected to participate in this research will be adults which way of seeing the world is completely different, and an approach that help to feel that something relates to their lives is essential.

As a conclusion, there is a high potential on using AI tools in educational context. 3D AI avatars look, sound, and move as humans provide a completely different experience to adult learners of the language, but also, it can improve the speaking production on a population that finds it challenging or even shameful to start talking in a foreign language. I expect to find rich results after its implementation on students on this specific course. Kang (2022) has as result of her research that “having interactions with AI interlocutors brought more significant effects in improving speaking ability in terms of accuracy, fluency, coherence, and interaction than interacting with NS interlocutors.” (p.36). The previous background information stimulated extra motivation to apply a similar tool considering the variability related to the Costa Rica, Puntarenas province, and my student’s reality.

## **1.2. FORMULATION OF THE PROBLEM**

### **1.2.1. Research Question**

What is the impact of using Praktika AI avatar app through a communicative approach to enhance speaking skills related to interactions in real-life situations on the students from the module 309 Conversational English course in CINDEA Puntarenas in the second semester of 2025?

### **1.3. OBJECTIVES OF THE INVESTIGATION**

#### **1.3.1. General Objective**

To determine the impact of using Praktika AI avatar app through a communicative approach to enhance speaking skills related to interactions in real-life situations as part of the process of learning English as a foreign language on the students from the module 309 Conversational English course in CINDEA Puntarenas in the second semester of 2025.

#### **1.3.2. Specific Objectives**

- a. To describe the enhancement of the speaking skill of the students from module 309 in engaging in English conversations in everyday situations, after using the Praktika AI avatar app.
- b. To analyze the role of Praktika AI as an app to enhance speaking skills in the process of learning English as a foreign language among the students from module 309 Conversational English, in the second semester of 2025.
- c. To identify the perception of students and other participants of the process of learning English as a foreign language regarding the use of Praktika.

### **1.4. SCOPE AND LIMITATIONS**

#### **1.4.1. Scope**

The population selected to participate in this research will be one group which consists of around twenty-five students. One requisite to be part of the investigation

process is to be older than 18 years old. They must be part of “Conversational English Initial” from the institution of CINDEA Puntarenas

#### **1.4.2. Limitations**

In the following section, there will be explained the main limitations which have to be faced during all the application of the methodology process. The first aspect that was a limitation of the research, during the application of the instruments, was the limited time available. The researcher had to make sure that everything must be applied and concluded in each session because their lessons are only on one day per week: on Saturdays. Besides that, on some Saturdays the lessons were canceled due to several reasons such as holidays, high-school activities, or teachers' absences. Making the session lose track for the students sometimes.

On the other hand, it is important to include the aspect that at the beginning of the session, it was complicated for the students to start the session of the app and end all the settings by themselves. They need extra help or guidance from the applicants. This delay completely the activities planned for the session.

## **CHAPTER II. THEORETICAL FRAMEWORK**

## **2.1. Historical Context**

### **2.1.1. Background of the Organization**

This research will be developed at CINDEA Puntarenas high school, located in Puntarenas Central downtown. Also, this institution is part of the district of “Chacarita”. To support the information, it was taken from MEP official pages and two founders/teachers of the institution, MSc. Martha Ligia Téllez Silva, who provides the human and experimental point of view of the creation of this institution, and its function in general.

Based on the official page of “Dirección Regional de Educación Puntarenas”, CINDEA Puntarenas was created in 2013 from IPEC Puntarenas which was the only modality that exists in that moment. Its extension was too big that this “satellite” decided, with MEP’s support, to be independent.

Since its beginning, the institution labor inside the academic high school “Liceo de Chacarita”. With the effort of the administrative department and government, it started having better infrastructure and resources. In current days, this institution is enjoying a new building that has all the resources and commodities necessary to continue providing education to the population of Chacarita’s area with around 250 enrolled young and adult students. The population is divided in conventional and emergent courses.

Related to the geographic and social context, Chacarita’s area is compound for around fifteen neighborhoods with around 17 661 population. This community is positioned in a color orange, based on the study of Mideplan in 2023. This color indicated that this district has acceptable averages in the development of education, economy, health, and security. “The proposed initial classification considered a

dichotomous approach, classifying the districts with the highest development and the least relative development. For the purposes of the IDS 2023, the category Lower relative development is subdivided into: medium level, low level and very low level" (Mideplan, 2023, p.59)

## **2.2. History of English Teaching in Costa Rica**

### **2.2.1. English Teaching: Background information**

Nowadays, English is considered the global language. It is studied and learned for many purposes and context being predominant, the job opportunities that the language provides. "English takes its place as one of the world's predominant forms of communication with its influences extending over as much as two billion people globally." (Oxford International, 2021, par.1). As similar as current days, foreign languages were studied as a representation of intellectuality, power, and access to first-hand knowledge or information written in the target language. At first, English was not a language studied in Europe. "Language learning was associated with the learning of Latin and Greek, both supposed to promote their speakers' intellectuality" (Thanasoulas, n.d, par.2).

In the same way, Howatt and Smith (2014) explained that "the teaching of Latin and Greek served as a model for instructional methods, English played a relatively minor role indeed, the population of Britain and the USA combined in 1800 was less than half that of France" (p.79). "The changes in the English language during this period occurred from the 15th to mid-17th Century, and signified not only a change in pronunciation, vocabulary or grammar itself but also the start of the *English Renaissance*." (Oxford International, 2021, p.16). However, something in common that researchers could notice

was that teachers or tutors relay all the learning process on repetition and memorization of vocabulary, grammar rules, and phrases. “Instructors mainly required that learners learn the language through memorization and repetition of the second language (L2) structures without exposing them to real-life situations.” (Alghamdi et al, 2019, p.271). “In the nineteenth century, the Classical Method came to be known as the Grammar Translation Method, which offered very little beyond an insight into the grammatical rules attending the process of translating from the second to the native language.” (Thanasoulas, n.d, par.2). In the same line, “In the early decades of the nineteenth century the restrictive nature of what later came to be called the ‘Grammar-Translation Method’ (or occasionally the ‘Classical Method’) was not too severe” (Howatt and Smith, 2014, p.80). Both authors mentioned something crucial for the advance and the establishment of a formal English Teaching: an approach.

### **2.2.2. English Teaching in the 20<sup>th</sup> century**

The inclusion of English Teaching in Costa Rica answer to a change in the economic and social development in that era. The 20th century in Costa Rica was marked by increased investment in education. As the author Sevilla (2017) explain that “many countries which had recently obtained their independence began to invest more in education, and this in turn led to the need for knowledge of foreign languages, especially of English.” (p.156) and also, Brand and Arias (2022) support that “English teaching in Costa Rica dates back to the beginning of the 20th century as a response to the influence of European and North American markets and their connections with the country’s economic growth.” (p.194). In addition, it is crucial to mention the implementation of new methodologies related to English Teaching. “Nevertheless, we

can speak with some confidence about an explosion in teaching methods in the 20th century more specifically after the establishment of the Council of Europe's Modern Language Project" (Sevilla, 2017, p.155). "Marín Arroyo adds that by the late 1980s and early 1990s, new methodological trends arrived, promoting the creation of contextualized textbooks, a new curriculum, and the implementation of the communicative approach in the English language classrooms" (Brand and Arias, 2022, p.194).

Who was in charge process of the English Teaching in the country the firsts years? In a research made by Marín (2012) explain that, at first, the government hire foreign English teachers, principally from United states of America. "Teachers who came from the United States enjoyed a series of privileges. They were paid in American gold pesos, the State covered the costs of transportation in first class, they worked four hours a day and in addition, they were given food and lodging." (p.5). On the same line, Córdoba at al (2002) explained that

The people who taught English classes in secondary school were foreigners (who taught their mother tongue) or nationals (who learned the language while studying abroad) who lacked the necessary pedagogical preparation to practice in the educational field. (p.4).

That was the first try to introduce the language in our country. And as the authors mentioned it requires a lot of economic investment. It requires around twenty years to finally start training national English teachers in our country, they had to use the Audiolingual method in their lessons. "Texts such as the series English Pattern Practices, Lessons in Vocabulary and English Sentence Patterns Reading in English,

both by Robert Lado and Charles Fries; by Dorothy Danielson and Rebeca Hayden..." (Córdoba et al, 2005, p.5). Finally in 1957 the University of Costa Rica open the new major of English Teaching in the Faculty of Education. It is in this incredible research that in 1972 was elaborated the first plan / English curriculum which contained objectives, activities, and assessment strategies for teachers use, and had a sustainable bibliography such as the mention by the authors. "Lado English Series (libros 1, 2 y 3) de Robert Lado en el área académica, Modern American English in English de Robert J. Dixon en la rama técnica vocacional, y New Horizons de Lars Mellgren, en los colegios nocturnos." (MEP, 1972, quoted by Córdoba et al, 2005, p.5).

As a conclusion, English teaching had an entire evolution from the teachers training to the development of an entire curricula that helps teachers to endure their teaching process in class. However, this is something that continues evolving nowadays.

### **2.2.3. English Teaching in Costa Rica**

Currently, English related to the educational context is a national priority. "En primer lugar, el dominio de este idioma se ha convertido en una habilidad fundamental en el mundo globalizado. Asimismo, el inglés es ampliamente reconocido como el idioma internacional de la comunicación, los negocios y el acceso al conocimiento." (Alfaro, 2024, p.3). Many initiatives were started in order to achieve that students' English performance or proficiency increase their levels. "The country created the Alliance for Bilingualism (ABi), which seeks to increase the coverage of English teaching in Costa Rica." (CINDE, 2018, par.1). However, it is necessary to contextualize the condition and the main features of English Teaching in Costa Rica.

According to Vargas et al (2023), The Ministerio de Educación Pública made an entire change related to the curriculum or programs for English Teaching in 2017, where it was something required due to the new reality that faced the new generation related to a inclusive education and the introduction of new technologies. “The curriculum is a guide teachers use to manage the learning process, and it helps them know what contents, activities, assessment strategies, didactic materials, and topics need to be used while teaching” (p.4). This institution relied on the Action-Oriented Approach (AOA) for the students’ acquisition of a foreign language. “The change from the CLT to the AOA was made to address several challenges. Challenges related to the language itself, and others related to the skills and competencies students need to live in a globalized world.” (p.2). This information is in line with what was indicated by the Ministerio de Educación Pública (2018) answering to the question: Why a new English curriculum? It mentions the following:

The English curriculum reform responds to four main concerns: First of all, learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners. (p.14).

Despite this good news, Alfaro (2024) mentioned in her research, related to the topic English Teaching in high school, that in previous results and research processes determined that most students do not achieve the B1 level (based on CERN level) in English proficiency. Which was a preoccupant result despite all the efforts made six years ago. Vargas et al (2023) explained that “Although assessment should allow students to demonstrate their real competency level and replicate the dynamics of the

classroom” (p.11). Also, Montero (2023) shows the results of a test applied by the Universidad de Costa Rica to students from MEP’s high schools. “La Universidad de Costa Rica (UCR) aplicó un total de 5 625 pruebas de inglés a estudiantes de undécimo y duodécimo año de todo el país” (par.2).

Based on this, the results showed that only a 8% of the students tested (who are equal to 450 students) achieved the B2 level in speaking production. With this, it is possible to conclude that despite of all the effort from the Ministerio de Educación Pública the improvements in the acquisition of the language have been a long process, where the results showed a reality that need to be enhanced.

## **2.3. Approaches to teach English**

### **2.3.1. Grammar-Translation method**

The Grammar-Translation method is one of the first approaches used in order to teach languages. Piantaggini (2020) “Grammar-translation (GT) is a language teaching method recognized for its historical significance” (p.1). It is mentioned that this was the standard methodology to acquire knowledge in vocabulary and the grammatical rules. “In the Western world, “foreign” language learning in schools was synonymous with the learning of Latin or Greek. Latin, thought to promote intellectuality through “mental gymnastics”.” (Chang, 2011, p.15).

It is in this way, why this method now is considered “antique” or “traditional” however its methodology is always used by teacher around the world. The author Nielson (2018) explain that “The goal of the Grammar-Translation method is not communication, but translation. Extensive knowledge of the rules of grammar in the second language is prioritized over every other aspect of learning the language.” (p.12).

In fact, that is why the method is called grammar-translation because all the methods and activities rely on them.

As an example of this, Chang (2011) stated that “Translation helps us understand the influence of one language on the other, e.g., areas of potential errors caused by negative transfer from the first language.”(p.16). How does this method look like in classrooms? This is illustrated by Nielson (2018) where he mentions that “The classroom, homework, and assessment activities are heavily focused on paradigm and vocabulary memorization, as well as accurate translation. Students are often expected to complete charts using various words from their new vocabulary list” (p.15)

### **2.3.2. Audiolingual method**

As similar as the Grammar-Translation method, this approach is based on grammar teaching, however, this is focused on the oral and listening skill. This is interesting because it is mentioned that this is based on behaviorist theories, which makes us understand that this is one of the traditional approaches related to language teaching. “The primary medium of teaching language for the audio-lingual method is oral. Language is speech where oral practice is given much emphasis. This method is teacher centered.” (Miao, 2023, p.60). It is also mentioned that “the ALM is used to teach foreign languages and emphasizes speaking and listening skills.” (Ashari, 2022, p.32).

Teacher has the most protagonist part in classroom because it is necessary that teacher products and develops the activities that involves the target language. “The ALM is a method of teaching a foreign or second language that prioritizes speaking and listening before reading and writing. Thus, it emphasizes conversation as the primary

method of language drills, and it discourages the use of mother tongue in the classroom.” (Ashari, 2022, p.30). This is also important because the core of this approach is to use the language. For instance, the authors Ebrahimi and Elahifar (2021) state that “ALM supporters argue that children should be taught a language directly, rather than utilizing their mother language to clarify new terms or grammatical principles.” (p.72)

### **2.3.3. Task Based Learning method**

“Task-based language teaching (TBLT) constitutes both an innovative language teaching method and a thriving area of investigation in the field of second language acquisition (SLA).” (Ahmadian, 2016, p.1). As its name refers, this approach is aimed at using final tasks where students must apply the learned content. This tasks must represent the real-life context or situation, in what students can relate. “TBLT has, in part, emerged out of the need for language educators to help learners with both acquiring the knowledge of language and honing their skills and abilities to use their knowledge in real-world activities.” (Ahmadian, 2016, p.2). Taking this into consideration, it is possible to understand that this teaching method does not only rely on theoretical content. Many author mention that the transmission of information is necessary, but the teacher must endure the use of the language orally and in determined situations like their context. “The goal of a teacher is to create an opportunity to use language.”(Gulfura, 2019, p.7608)

As a conclusion, this approach is relatively new in its official application in Costa Rican programs. However, this was a huge change regarding the application of the acquisition of language in foreign language students. Huseyn (2023) explained that:

“TBLT is not just a renewal of knowledge content but also represents a paradigm shift in the transmission of knowledge, requiring educators to reevaluate and refine their pedagogical approaches” (p.25).

#### **2.3.4. Action Oriented Approach**

The Action Oriented Approach (AOA) is one of the newest approaches that has been included in English Teaching approaches. It is possible to compare this approach with Task-Based Learning. However, AOA has more weight in the use of the language in real-life situations. Piccardo and North (2019) explained that “The AOA has increasingly circulated in the world of language education since the publication of the Common European Framework of Reference for Languages (CEFR)” (p.1). This institution is the one that create a common reference of the levels of English using categories. But why is it important? This is crucial because this approach motivates students, but mostly teachers use real places, restaurants, supermarkets, schools, community and native speakers to mix what the students learned during lesson, nut with a real application.

AOA suggests that a learner is a social actor who purposefully acts to complete tasks in a social setting. The AOA encourages learning organization through believable, unifying situations that span many classes and culminate in a final group work or project. (Ismail and Kumar, 2023, p.547)

Nevertheless, it is important that we do not understand this as the creation of task like the previous mention such as role plays, presentations, writings, and other. On the other hand, it is necessary, in the possibility, to immerse students in real places, and real tasks. “Tasks are not something artificially created for the purpose of teaching the

language, they are instead a naturally occurring feature of everyday life in the personal, public, educational or occupational domains.” (Piccardo and North, 2019, p.53).

As a conclusion, it is significant the fact that people must use the language as a communication tools, and as the way in what they can survive in the world. That is why this specific approach was well welcome in educational processes.

This effervescence has already produced some positive effects: the action-oriented perspective has been widely accepted, particularly in relation to teaching languages other than English. It is recognized as a new vision in language education, which is rooted in the notion of action. (Piccardo and North, 2019, p.2).

### **2.3.5. Communicative approach**

Learning a foreign language is considered an important challenge not only for the time and process that is needed to invest, but also for the changes that our brain must endure in that. It was explained that a language requires two main important aspects that make possible the acquisition. These are the receptive and the productive skills. This time, we are going to focus on the productive one. “A productive skill, is categorized as one of the micro abilities which is salient for effective communication.” (Aprianto and Zaini, 2019, p.45). This term is crucial to explain the communicative Approach (CA) because this is the focus of its basis.

The CA looks to develop students of foreign language speaking skills though a meaningful way, in simpler words through speaking. In this approach it is necessary to include essential elements such as context, interactions, and students’ experiences. To give an illustration, Dos Santos (2020) explain that “The principle of the CLT approach is to learn in the language and to learn to use the language... In other words, the purpose

of the CLT approach is to help students handle the communication skills of the target language.” (p.105). As well as Uthappa *et al* (2018) mention that “Communicative Language Teaching (CLT), which is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “Communicative Approach”. (p.1).

Besides that, Toro *et al* (2019) refers to these “ultimate goal” as “understanding fluency as the natural language use that takes place when the speakers participate in a conversation despite the limitation of their communicative competence. Accuracy, on the other hand, refers to the creation of correct examples of language use.” (p.111). Taking all the above information into consideration, it is easier to explain that the Communicative approach based all the teaching-learning process on methodologies, techniques, instruments, and material that includes real-life tasks or contexts using the target language, English.

## **2.4. Communicative approach**

### **2.4.1. Generalities of the communicative approach**

Content is always necessary to understand better a concept or theory. The Communicative Approach, also known as Communicative Language Teaching Approach (CLT) is one of the approaches which population targets were immigrant or what we called students of English as a Foreign Language (EFL). The foundation of this approach takes us back in 1970's in a British educational context where a new way of English Teaching was necessary.

The Communicative Language Teaching (CLT) was first proposed in 1970s in England as a methodology of teaching English as a Second Language ESL. The

Grammar Translation Method (GRM) and Audiolingual Method (ALM) had serious inefficiencies in promoting the grammatical and particularly the speaking skills in students in second and foreign language teaching. (Demirezen, 2011, p.57).

In this way, there were several reasons of why it was necessary a different point of view in the process of English Teaching. The author Syaref (2005) in its historical background research found that “in the European context, the language needs of rapidly increasing groups of immigrants and guest workers” (p.3). This causes many teachers, research, and pedagogies to start thinking about what they can improve the way of teaching the language. They found that by adding the context of where they live and what they experience every day, it will be the answer. “Actual problems in real contexts have led applied linguists, teachers, and language practitioners to bridge such problems by taking insights from other disciplines especially linguistics, psychology, and sociology. (Syaref, 2005, p.3). Dos Santos (2020) states that “The CLT approach consistently encourages both teachers and students to seek teaching and learning materials and tools from their current living communities, environments and societies.” (p.106). Finally, Aprianto and Zaini (2019) explained that “Communicative Language Model is the big umbrella for all teaching methods having goals to achieve the students’ language’s communicative skill. This is proven by some teaching practices utilizing the other language teaching methods, as in Task-Based Approach” (p.47).

All things considered, it is possible to conclude that the CA born from a teaching-learning necessity regarding to the acquisition of the English Language, in what, it is necessary to develop the speaking skills as the main objective. But also, the inclusion of real-life situations in process.

### 2.4.2. Role of the teacher

The role of teachers based on this approach could be illustrated by a research paper focused on the teachers' perspective done by Siddiqui *et al* (2018), where they wanted to know what teachers think about CA because their hypothesis was that this approach was losing fame among them, and they started preferring other approaches. For this, some data from an open interview is going to be presented in advance:

How can one expect students to have language competency through teaching some exchanges of the language and practicing them without understanding the basics, the origins, the conjugations, etc. of the whole exponent?" (Participant R) (Siddiqui *et al*, 2018, p.52).

This comment from teachers in this research revalues one of the main point already discussed in this section which is the previous exposure of the language previously the activities of interaction. The teacher mentioned that teachers cannot expect that students performed their best in the language without knowing the theory.

The purpose of learning a language is not just to communicate for everyday needs but also to express thoughts and ideas. In that case the above-mentioned topics for role play seem to be more formal and might not be fun to all learners. (Participant A) (Siddiqui *et al*, 2018, p.53).

This comment shows that in fact some activities like roleplays, work groups, and other kind of activities could be useful in terms of the practicing and acquisition of the language, however, the real immersion in the language will be when students could share their opinions and ideas in a proficient way. This research paper concludes that the opinions are completely divided among teachers who must use all the resources

they can, and they can obtain now. This is because a language is a group of different skills and elements that when they are put into practice together, the student will be able to produce in a speaking way.

### **2.4.3. Role of the students**

First things first, students must be the central part of the classroom. Because, using this approach the main objective is to help students to become competent in English language, allows students to engage themselves in the practical use of the language. This is well explained by Oxford et al (2008) where they state that “Just as students should take responsibility for their own learning, teachers should be actively prepared to accommodate learning styles and strategies that are distinct from their own”. (p.37)

Another role of the students learning from this approach “Students enhance good classroom interaction, they understand the subject content, build confidence among themselves, think critically, speaking English fluently inside and outside classrooms, acquire vocabulary items and language skills.” (Tibategeza and Zimba, 2020, p.52) In other words, students must develop not only the language acquisition, but also personal skills that will allows them to improve in all the areas necessary to improve their English.

### **2.4.4. Advantages of the Communicative Approach**

The positive part of the CA was identified by the authors Tibategeza and Zimba (2020) in their research they found that “using CA strategies, students enhance good classroom interaction, they understand the subject content, build confidence among themselves, think critically, speaking English fluently inside and outside classrooms, acquire vocabulary items and language skills.” (p.52). As it was explained, students

develop more than just English skills, they also improve soft skills that help students communicate themselves better.

This is also supported by Qasserras (2023) which explained that “CLT approach has prioritized real-life communication as a means of developing language competencies in authentic contexts...CLT approach, grounded on the idea of learner-centeredness, endeavors to facilitate students’ autonomy in assuming responsibility for their language acquisition process.” (p.18-19). This is the direct effect on this specific approach. It is also mentioned by Oxford et al (2008) that this is a direct effect of breaking with traditional students and teachers’ roles. Because it is implied in what the approach needs, Innovative communicative activities and students taking an active role in classrooms.

#### **2.4.5. Disadvantages of the Communicative Approach**

The communicative Approach has some weaknesses. Qasserras (2023) mentioned that “one of the primary criticisms directed at the communicative language teaching approach is its alleged neglect of explicit grammar and vocabulary instruction”. (p.20). She explained that this occurs due to the focus on just speaking without grammar training. However, with the previous author above, they mentioned that in fact, students improve their vocabulary proficiency. This same author also mentions that despite the good efforts of implementing this approach in class, and its great theory, it is really complicated to apply the activities in class, due to factors such as time, resources, or students’ interest. “Nevertheless, CLT is not without its limitations. One of the main criticisms of this approach is that it can be difficult to implement in practice.” (Qasserras, 2023, p.21)

This is also supported by the author Tibategeza and Zimba (2020) in their discussion of the results of the research that they agree in the fact that the approach is useful and has a really good focus at helping students to learn a second language. However, there is a common challenge for teachers when using this approach that is the lack of resources, the emotional part of the students, inadequate amount of time, the noise (inside the school or classroom), and finally, they mentioned something important that is the influence that mother tongue has on students' participations or instructions.

#### **2.4.6. Real life situations in the Communicative Approach**

It is crucial that the reader understands the interaction in real-life situations as activities planned and developed inside the classroom or in outdoor controlled environments where teacher will include all the elements necessary in order to create this specific context where students could put into practice their pre and acquired knowledge of the language. "Importance is given to learners' personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons" (Uthappa *et al*, 2018, p.1).

Also, Toro *et al* (2019) contributes that, indeed, a high exposure of the language it is necessary after the interaction among the students. However, it is emphasized that the information that teacher will include in the activities must be real and contextualized to students' reality. In addition, this data is also supported by Yusaf *et al* (2017) where it states that "Communicative Language Teaching focuses mainly on communicative activities which are arranged in realistic and meaningful situations to enhance the communicative competence of the learners". (p.121). Finally, It is significant to add the statements provided by Savignon (2018) who concludes that "CLT is an approach that

understands language to be inseparable from individual identity and social behavior. Not only does language define a community but a community, in turn, defines the forms and uses of language.” (p.5).

The following example is taken from the research called *The Effects of Communicative Activities on EFL Learners' Speaking Performances in CLT Classroom* made by the author Hassan (2022) where they wanted to applied speaking activities using as reference the CA in a experimental group in a region of Egypt. In this research the methodology consisted on two groups the experimental and the control group, where the experimental group is going to be involved during their English lessons on activities such as discussions, role play simulations, information gap brainstorming, storytelling, interviews, story completion, Reporting, Playing cards picture, narrating picture, describing, and find the difference.

These activities mentioned above are highly related to the speaking competences because the students need to produce orally the information to accomplish the tasks. The results were evident related to the performance of the students after the interventions. “The present study provides evidence for the effectiveness of using communicative activities in developing learners' speaking skills.” (Hassan, 2022, p.59).

Finally, another example of how the CA is added or is presented in English Teaching. The following investigation “*The Effectiveness of a Program Based on Communicative Approach in the Achievement of EFL Basic Education Students in English Language at the Faculty of Education, Beni-Suef University*” by the author Osama Farouk Aly (2023) presented what is the effectiveness of Using the

Communicative Approach in increasing the achievement in English among Second Year EFL Basic Education Students. The author expresses that

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, this relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. (p.202).

This is important because it explains the main objective of this research. The methodology is quite like Hassan's research where it needed experimental groups and applied pre-post tests. The results demonstrated again that the activities that involved the CA have an effective and positive effect on students' skills.

Based on what was exposed, it is possible to conclude that the CA is strongly related to the interactions in real-life situations. This is a way in what as teacher must be the students as complex elements in our classrooms. This complexity is related to students' experiences, abilities, previous knowledge, and the motivation of each one of them.

#### **2.4.7. Communicative approach and technology**

The communicative approach can have a strong relation with the use of technology or digital tools that allows to improve or increase the communicative aspects of the use of the language. Beyovic (2024) explained that "ICT tools and resources are available to support the implementation of CLT in language education. Digital platforms such as language learning apps, online dictionaries, and video conferencing tools

enable students to practice communication in authentic settings”. (Beyovic, 2024, p.10756). The reason is that this author believes that information and communication technology provide different settings, tools, and fast connection with a world where the target language is a must. Following the same line, Chen (2024) states that “Virtual Reality (VR) technology has emerged as a revolutionary tool in language education, offering immersive and interactive learning environments that transcend the boundaries of traditional classroom instruction.” (p.216-217).

Fortunately, virtual reality is reachable for everybody thanks to the fact that it is possible to have it in any electronic device. Another kind of technology involve in a research made by Chen (2024) explained that “mobile applications, podcasts, language learning platforms, and social media networks provide learners with on-the-go access to authentic language input, interactive exercises, and collaborative learning opportunities.” (p.217). With the previous information, it is possible to conclude that any kind of digital or technological tool can provide better strategies to teachers of how to apply the approach but also provide better tools to students in their learning process.

## **2.5. Skills in the process of learning English as a foreign language**

In the following section, it will be developed the four basic skills that are part of the process of learning English. These four skills make it possible to develop all the aspects related to a language. “It is a common desire for all of us to speak a second language well. To do this we need to know what skills are required to become a good speaker.” (BINUS University, n.d, par.1) This is important because learners will always

use all of them when using the target language. In that way, the skills are going to be defined in the following segment.

### **2.5.1. Reading skills**

Reading will be the first skill defined in this section. It is important to start quoting the Ministerio de Educación Pública (2016) where they define this skills of English as not only a input skill (where the learner receives the information), but also as an interaction between the text and the reader, because in this process they construct literal or implied meaning. “This skill intends to expose students to different types of texts and genres such as fiction, non-fiction, autobiographies, fables and fairytales, academic and non-academic texts by experiencing different reading techniques and developing different reading strategies.” (p.43).

This information is also supported by Mohammadi et al (2022) where they state that “reading is a receptive skill which requires an interaction among the author of the text, his/her message, and the reader to comprehend it. Reading and thinking are closely interwoven.” (p.2). However, the reading process is not easy as it sounds. It requires training and practicing where the learner can improve or increase the level of complexity. Khonamri and Karimabadi (2025) explained that process as

The readers usually start to read the lines first to grasp the message put forth by the writer, then they should be able to read between the lines to get the implied message not directly given in the passage, and at a higher level, they should read beyond the lines. (p.1)

In other words, the goal is that the reader starts understanding the implicit context in text.

The importance of the developed of this skill is state by Mohammadi et al (2022) where he claimed that “reading is an important language skill that contributes to learners’ academic success by enhancing their understanding of the content of the texts. (p.3). Also, Clenton and Booth (2021) mentioned that “there is a bidirectional relationship between vocabulary and reading, which means that learners who know many words find it easier to read, and these learners are therefore in a better position to learn new words from reading too.” (p.71). Reading is considered one of the best skills to learn vocabulary and meaning depending on the context. Also, to recognize the different types of use of the language as formal or informal vocabulary. “Building a lexicon is an important language learning goal. Whether in the first (L1) or second (L2) language, a lexicon is the pressure point of comprehension.” (Clenton, and Booth, 2021, p.73)

### **2.5.2. Listening skill**

The second skill involved the ears. Listening one of the crucial abilities that people need to domain to have effective communication when they speak with another person. This is the second input skill, where the listener must catch the information at once, because this is what happens in real life. There is no time to analyze what the person said. There were no records of it. “Listening skill is very important in foreign language learning because the key to learn a language is to receive language input.” (Gilakjani and Sabouri, 2016, p.1).

In Costa Rican educational Context the listening skills is aimed to be developed since the early stages of life, it is recommended to train the ears of people since kindergarten. And supporting the previous ideas it is also mentioned that “Learners must be prepared to listen, understand, and answer in an appropriate way, which is essential

for effective communication.” (Ministerio de Educación Pública, 2016, p.43). This is also supported by Gilakjani and Sabouri (2016) where they mentioned that it is a necessity that learners develop listening comprehension to succeed in language learning. “The term “listening comprehension” used in the field of language pedagogy is matched in communicative and psycholinguistic research by such expressions as “speech recognition”, “speech perception”, “speech understanding” and “spoken language understanding”” (Ratnaningsih, 2015, p.2)

Gilakjani and Sabouri also supported that learners who has self-reliance with that skill will feel more motivated to have access to spoken English in advance. Kumar and Shakai (2020) support this ideas by saying that “the role of listening is pivotal, as it helps the language learner to acquire pronunciation, word stress, and vocabulary and understanding of any message is based on the factors like tone of voice, pitch and accent” (, p.2)

### **2.5.3. Writing skills**

Starting with the output skills, we start with one of the most useful skills related to language that writing. Currently, it is one of the principal ways of communication through email, messages, writings, or academic paper.

Writing can be said as a language skill used to communicate indirectly, whether people can't face to face each other's. Expressing thought in writing is not easy for most people, and it plays an important role in the learning process because writers are able to explore their own knowledge and what they are thinking about to others. (Jayanti, 2019, pp.71-72)

Focusing on the function, it is mentioned by the Ministerio de Educación Pública (2016) that “writing is the skill that emphasizes through graphic symbols the formal expression of thought. Students need to know how to write different types of texts.” (p.46). It is also defined as “Writing is a process to create some ideas of students’ knowledge to be a written”. (Yulianti et al, 2019, p.1)

Despite of its importance, it is classified as one of the most difficult task or skill for students. Solano (2022) explained that “writing is a difficult task for many students, and that is the reason why this skill must be toughened because it gives them tools to express their messages and viewpoints in a written way, through important pieces of writing. “(pp.39-40)

#### **2.5.4. Speaking skill**

Finally, speaking skill is the last of the four main skills when learning a language. This is considering the crucial skill to be to truly communicate. Zarifa (2020) define speaking skills as a group pf micro-skills with includes all the previous skills already mention. They are syntax, grammar, morphology, pragmatics, semantics and phonology. Indeed, speaking is an interactive and productive skill that represents the language itself. On the other hand, Roy (2019)

Explained that speaking seems to be the most difficult skills for EFL or ESL students because the production must be there, in the moment. Having interaction and contact with real people. Among the four basic skills of the English language, speaking seems to be difficult because the speakers must produce sentences on the spur of the moment. In this way, more details are going to be explained in advance.

#### **2.5.5. Speaking Skill**

The purpose of the following section is to understand more about the principal skill of this investigation. It is necessary to include general information about what the speaking skill, It will develop its main features, its importance, and the elements of speaking skills.

#### **2.5.5.1. Speaking skill: features**

This section will discuss the definitions from many authors of what is considered a speaking skill. Based on Nunan (2023), quoted by Kayi (n.d) that the speaking skills need to include the following indicators:

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency. (p.1).

The author Walga (2017), on the other hand, provides that there are 5-term classifications for types of speaking. In every type of speaking, it is necessary the dominance of the necessary, like fluency, pronunciation, vocabulary, and others in different levels. For example, imitative speaking, which is an ability where students must repeat others' speech. This is considered the basic level of speaking production or the intensive speaking which is the type of speaking when the learner reads aloud or

completes dialogue. Following the same idea, there are other types of speaking that are explained in advance:

1. Responsive speaking: Based on the author this type of speaking is related to the ability to respond to normal conversations or daily life needs related to communication. It is based on interaction.
2. Interactive speaking: This section was explained like the spaces where the speakers must to produce more information but taking roles, having a format like discussion or forums, and finally, what happen in interviews that can be prepared or have a stablished program.
3. Extensive speaking: Finally, the extensive speaking is when the speaker produces in a format of informative presentations, monologues, or storytelling.

This information is also mentioned by the English program of MEP where they classify the speaking skill in only two categories. "Speaking is divided into two areas: spoken interaction and spoken production; both of them describe specific language users' roles. In the first one, the language user functions as a speaker and as a listener." (Ministerio de Educación Pública, 2016, p.48).

Considering all the information above, it is reasonable to infer that the productive part or oral production is considered one of the most challenging skills when learning a language is about. As English Teacher, you can relate with this situation because is one of the most difficult areas where the lessons should focus more. Sakale (2012) in its investigation mentioned that "The non-native speaker, however, lacks the genuine context and the facility or ease that a native speaker has, so the classroom is one important instance to get them nearer to that." (p.1000). This is related to the fact that

the EFL do not have a 24/7 contact with the target language in all the context of their lives. It is also possible that the only space where they can have contact with the language is inside the classroom, and sometimes in their hobbies. This statement is also supported by Zarrina (2017) because this author stated that “One of the basic skills of communicative language teaching is ‘Speaking’. It is generally accepted that language acquisition without developing speaking skill is very difficult.” (p.1).

In conclusion, the speaking skills are a joint of micro-skills that allows English Learner to produce accurate information and to keep an effective communication in different context. For this, it is necessary the development of these micro-skills. Besides that, this development is only possible if the student has a high exposure of the language.

#### **2.5.5.2. Speaking skill: importance**

Trying to specify the importance of the speaking skills will be considered some authors like Rao (2019) who stated that speaking is considered the most important of the four language skills of English because is the one that requires a real time action and reaction. The author also explained that advanced English learners, that have been studying the language for many years find it difficult. He also mention that people must be aware of this situation and keep practicing and improving due to the competitive and changing use of the language. Kayi (n.d) provides that speaking is a crucial part of a language learning process. That the spoken use must be the main goal in all the scenarios.

Besides that, provide a recommendation that teachers must avoid repetition or memorization dialogues. “The skill of speaking is an important part in language learning,

but it has been underestimated in EFL contexts. Classroom instruction has focused on having students listen to and repeat conversations written in language textbooks” (mentioned by Kayi (2022) cited by Alghamdi, 2019, p.278). Taking the information above into consideration, speaking is crucial in the language learning process because it is considered as the final product of the acquisition of a language.

### **2.5.5.3. Elements of speaking skills**

The concept of speaking skills in English Language will be divided into four main skills that are vocabulary, grammar, fluency, and pronunciation, these are going to be understood as its principal elements. As was already mentioned, it is impossible to be proficient by only developing one of these skills. It is necessary that all of them are trained at the same time. Without one of them, the system breaks down. For that reason, it is necessary to understand what the foundation of these four skills are.

#### **1. Vocabulary**

The vocabulary is understood as the range of words, phrases, and resources that the learners dominate, remember, and use in its speech. “Of course, if you don’t have the words to say what you want to say, then you cannot say it. Being a good speaker means constantly growing your vocabulary. The more interesting words you know, the stronger your speaking skills.” (BINUS, 2018, par.3). That why no matter how good your fluency or pronunciation would be if you do not know how to say certain words or the content. “Being able to use particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task can help individuals become effective communicators” (Mokhtar, 2023, par.12).

#### **2. Grammar**

The apprehended skill: Grammar. This is the skills which as English learners can understand the formulas or rules of how to use the language, the tenses, the order of the words, and the intentions that you wanted to communicate. “The Communicative Language Teaching (CLT) underlined the importance of focusing on the functional and communicative aspects of language rather than the grammar and vocabulary building. The CLT emphasizes the learner’s understanding and explanation of the language functions and notions. (Eyüp, n.d, p.5). Also, “Grammar is the collection of rules and conventions that makes languages go. In linguistics, grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language.” (Hans and Hands, n.d, p.1).

### **3. Pronunciation**

Another important aspect of speaking skills in pronunciation is based on the phonological rules of a language. It contains the rules, the exception, the phonetic alphabet, also, it depends on the function of every word that the speaker is going to use. “The sub skills of pronunciation include word and sentence stress, intonation, rhythm and the use of the individual sounds of a language.” (BINUS, n.d, par.5). This is well explained also by Peterson (2018) where stated that

Pronunciation is the making of different sounds when speaking English. To be clearly understood, good pronunciation is required for verbal communication.

When speaking, good grammar and other language skills can be irrelevant and useless with poor pronunciation. Most students say improving pronunciation is a priority and they need additional help. (p.50).

## **4. Fluency**

The last skill, as a personal belief, is the joint of the three subskills mentioned above. “Fluency refers to the ability to speak without hesitations, pauses, or repetitions. It is the ability to speak smoothly with a logical flow of ideas without planning or rehearsing beforehand.” (Mokhtar, 2023, par.3). Fluency is in simpler words the ability to flow with the information, to keep a rhythm, a smooth way of speaking, to about constant pauses or interruption in the information you wanted to transmit. “Fluency is about how comfortable and confident you are in speaking English. If you can speak for an extended period, that is an indicator of strong fluency.” (BINUS, n.d, par.2).

### **2.6. Technology as part of the process of learning English as a foreign language**

#### **2.6.1. Generalities of Artificial Intelligence**

It is easy to read the word Artificial Intelligence and think about all these stories that people told us that in the future there will be self-driving cars, robots, and machines that will not need humans to do a lot of tasks that we do yet. This reality is closer than ever, and this will not only affect certain jobs or context, but this will also change the way humans live forever.

In order to understand better it is important to define what an AI is. Haenlein and Kaplan (2019) explain that artificial intelligence is “a system’s ability to interpret external data correctly, to learn from such data, and to use those learnings to achieve specific goals and tasks through flexible adaptation.” (p.1). In other words, AI is a system that obtains human being mental abilities that we know as “intelligence” something that it is consider something exclusively human.

Following the same line, Raj and Kos (2023) emphasized this previous ideas deeper when they explain that “AI is a part of science, and it can be described as a group of technologies for computation that are motivated by the manners humans utilize their nervous systems and like human bodies to sense, observe, understand, and act.” (p.2). They even explain that the system continuously learns for all the information that receive, and the last steps is the development of “artificial emotions” that helps the machine to understand better humans. So, it is correct to say that AI is a artificial mega human brain. “With the rapid evolution of AI, so much attention is cast from different views across many disciplines. Much research has, hence, targeted its applications, challenges, and future directions. Artificial intelligence converges with other rising technologies. (Amiri *et al*, 2024, p.303).

It was established that the birth of the concept and idea of AI started in 1950’s to the current years. These are some ideas presented by different authors. For instance, Specter (2006) presented an interesting investigation where Charles Darwin, one of the most important scientific related to the theory of the evolution, mentioned that “Charles Darwin in 1859. Darwin showed how complex and adaptive systems can arise naturally from a process of selection acting on random variation. That is, he showed that complex and adaptive design could be created without an intelligent designer.”. (p.1251).

Besides that, the Turing Test was considering the beginning of AI, this is explained by Raj and Kos (2024) when they explained that “One of the most famous and outstanding tests was carried out by Alan Turing in 1950 to examine the ability of machines to demonstrate intelligent behavior and ability to win a game of human

imitation. Turing proposed a question in 1950, "Can machines think?". (p.1). Finally, the information taken from the research of Haenlein and Kaplan (2019) stated that

The discussion above makes it clear that AI will become as much part of everyday life as the Internet or social media did in the past. In doing so, AI will not only impact on our personal lives but also fundamentally transform how firms take decisions and interact with their external stakeholders. (p.5).

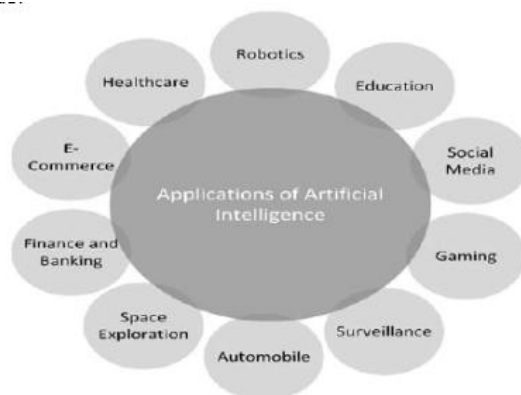
As it was illustrated, the AI impact will trespass all the sense and context in what humans are involved. During these last years, the topic has taken hold. It is possible now to find more and more applications which its core is the AI. For example,

As AI technology rapidly develops, robots are becoming more advanced and efficient in accomplishing tasks that previously were too tough and complex. Integration of robotics and AI technology helps robots to become autonomous which means robots are performing their tasks without human intervention. (Raj and Kos, 2023, p.7)

This is a very good example of how far AI has improved the use of AI in the field of robotics. However, this is not only the field in what the AI is involved. Image 1 presents all the fields.

**Figure 1**

*Some major areas of application of AI-technologies*



Note. By Raj and Kos (2023)

As summary, this section was a general point of view of the evolution and the contextualization of what can be understood as AI, and what is the range of it functions. As it presented in the previous image, the field of education is presented as one of the areas of application of AI-technologies.

### **2.6.2. AI platforms for learning English**

It is exciting to see how AI tools are increasing gradually in the education area. These tools help teachers in many aspects from planning-assessment to the generation of original material. It is also common to found now several applications that help students to improve in the four skills of English Language, with interesting activities and task inside them. That is why, it is going to be presented some tools or applications that were used for different authors and them believes related to AI.

To start with, Elaiess (2023) did research related to the use of AI tools in research processes where he concluded that

Artificial intelligence can help academics in their research, writing, and collaboration in a variety of ways. AI can facilitate cooperation, automate time-consuming processes, and produce fresh insights. To ensure that AI is utilized properly, it is crucial to be aware of the potential drawbacks of introducing AI into research and cooperation. (p.220)

This investigation also states that AI tools help to decrease the amount of time that researchers must invest in their investigation and the process of analysis of data or the collection of that. However, it is also important what he said. There are necessary boundaries of how far a person can use AI for this research process. It is about collaboration, not irresponsibility.

Continuously, Mananay (2024) expresses that “Integrating AI technologies in language teaching has garnered significant attention in educational research. Scholars have explored various AI technologies, such as NLP, machine learning, and deep learning, highlighting their potential to enhance language learning experiences.” (p.363). She mentioned that the integration of AI in Educational aspect is a real challenge, but it is not impossible. The tools can have a great impact on teachers and students’ performance. This point of view is totally accepted, because as teachers who experienced the big challenge of COVID-19 pandemic, it is easier to understand that humans can adapt their abilities and learn the use of new tools in short periods of time. As a matter of fact, the result of her investigation shows that “Teachers in public schools reported using AI 95% of the time, whereas teachers at private schools reported using it 96% of the time...This equivalence implied that the type of school might not significantly impact the adoption of AI”. (Mananay, 2024, p.367).

Another example of this is the exploratory research made by Ghimire *et al* (2024) where they wanted to study the GenAI. This was a trendy topic last year, because their application provided a very good example of how far the development of AI tools was achieved. They used applications like ChatGPT, Copilot and Gemini. The main reason was that these three AI apps are the ones called generative. This means that they mimic or work as a gigantic source of information but also mimic human empathy giving recommendations or having conversations with the servers.

GenAI tools have emerged as a transformative force across various domains, including education, where its integration holds significant promise for revolutionizing traditional teaching and learning approaches. In recent years, GenAI technologies have gained attraction in English Language Teaching (ELT), erring educators and learners' innovative tools to enhance language acquisition and proficiency. (Sallam *et al.*, 2023 quote by Ghimire *et al*, 2024, p.31).

Finally, after applying all the instruments and methodology in their investigation they concluded that “the careful examination and interpretation of participants' views and experiences regarding the incorporation of GenAI tools in English language teaching and learning revealed different themes”. (p.33). In fact, the innovation in classrooms seeks new experiences, to increase the students' motivation, and their proficiency in the subject they studied. In this case, the performance in English Teaching Lessons was the target.

The inclusion of AI tools in classroom, using the correct techniques and very good, planned lessons, could be advantageous for both teachers and students. “their integration has resulted in greater teaching efficiency, time savings, and a transition

toward student-centered teaching methods—ultimately enhancing the overall effectiveness of educational engagements. (Ghimire *et al*, 2024, p.37.)

### **2.6.3. Praktika AI avatar app**

To start explaining what the app called Praktika AI avatar is, it is important to read the introduction from the CEO of the app. Adam Turaey, who invented and launched the app on May 26, 2022, quote that “Our solution is immersive: Many real-life scenarios allow practicing any topic in the native environment. Finally, you won’t be ashamed by our AI robots for making mistakes. We have an innovative approach to English language learning and practice where there is no need for a human.” (par.1). Praktika is an educative app focusing on learning many languages. However, English is the predominant language in the app.

This app is supported by AI avatars who provides immersive learning situations and provides in-depth personalized feedback. “AI included in this best app to practice English-speaking behaves, looks, and talk as real humans do. So, you will feel like you are interacting with a real human being, and that can be helpful for building confidence.” (Praktika.ai, 2022, par.4). As it was developed in the previous section, the AI avatars are the protagonist of this app. Another important point of this app is the realist scenarios that it provides. The topics are based on specific context or conversation that people could experience in real life.

This best app to practice English speaking gives you realistic scenarios of conversations to practice. You talk to a robot, but your conversations are inspired by events that are either real or might happen in the real world. The Praktika English

conversation app uses this advantage to prepare you better for the practical usage of English. (Praktika.ai, 2022, par.8)

Finally, the app also uses AI to process the information that the student provides in the conversation to provide an immediate grammatic and pronunciation feedback. “You can get in-depth feedback based on your pronunciation, grammar, and more. These scores are updated in-real-time, so you know if you are going in the right direction of the learning process.” (Praktika.ai, 2022, par.12). This app is available for many electronic devices. It is accessible for everybody.

#### **2.6.4. Background information of Praktika AI avatar app**

The specific information related to the background of this app it is shared by Butcher (2024) he explained that “the company’s founding team, Adam Turaev (CEO), Anton Marin (CTO) and Ilya Chernyakov (CPO), previously built Cleverbots, an AI service business that counted companies like Coca-Cola, Kimberly-Clark, and AstraZeneca among its clients. (par.4)

In the google store it is reflected that more than 10 million of people download the app, and Startvic (2024) mentioned that “Praktika AI is an innovative platform dedicated to transforming the way individuals learn English. With a mission to make language learning enjoyable and accessible, Praktika aims to empower millions of learners worldwide” (par.1). Futurepedia (2025) from its side, mentioned that “Praktika stands out due to its innovative use of generative AI avatars. This approach enhances engagement and provides a personalized learning experience, mimicking real-life conversations, a feature lacking in traditional language learning apps.” (par.6) Finally, Butcher (2024) Also explained that in a interview he obtained the following information: “we’re an AI-native

company. We have used GPT-4, GP Turbo, Gemini, Claude, and Mistral. We experiment with different versions of their models as well. We gathered a lot of training data, and the app still learns.” (par.6)

### **2.6.5. Features of Praktika AI Avatar app**

The main features of this app are provided by Stackviv (2024), Futurepedia (2025), praktoka.ai (2025) and AI Parabelum (2025), that can be summarized in the following list:

1. One of the standout features of Praktika AI is its use of 25 ultra-realistic AI avatars. These avatars come from diverse backgrounds and possess unique stories and accents, even you can choose avatars with different nationalities or personalities.
2. The app offers informative and enjoyable exercises. Among then conversation taking in consideration real life experiences.
3. This feature helps with perfect pronunciation and fluency. The app provide instant feedback related to your performance in grammar, intonation, tone, pronunciation and more.
4. It has different modalities depending on the necessities of the learner such as if it is a student, or you just want to practice some specific or technical vocabulary related to your job or a future trip.

### **2.6.6. Advantages of Praktika AI Avatar app**

Among the advantages of the use of Praktika AI, it is ppsiible to consider the following. Based on AI Parabelum (2025). This app provides the best accessibility because you can study or use the app anytime and anywhere, this is also supported by

Futupedia (2025) which mention that “Users can learn conveniently, fitting sessions into their busy schedules.” (par.7).

Another important advantage of this app is that “provides instant feedback through its AI-driven characters, offering personalized coaching to help users refine their language skills. This immediate response allows learners to identify areas for improvement and adjust their learning strategies accordingly.” (Stackviv, 2024, p.5).

Regarding to the economic aspect, Stackviv (2024) mentioned that “At only \$8 per month, Praktika is presented as a highly affordable alternative to traditional tutoring” (par.14). It is compared to traditional tutoring that is more expensive than the use of the app. It is also mentioned by this website that “Lifelike avatars with accurate lip-syncing and the ability to display emotions and mimicry enhance the learning experience.” (par.16). This can be defined as a realistic experience and innovative one.

### **2.6.7. Disadvantages Praktika AI Avatar app**

The counterpart of this app is characterized by the following points stated by Futurepedia (2025) where he states that there are limited language options. Despite, Praktika is available in many countries, currently, it only supports English, limiting its utility for learning other languages. In the same way, there is a complete dependency on technology and requires a stable internet connection. Zainurrahman (2023) explain that “many schools lack up-to-date computer hardware and software, and any software reliant on an internet connection is vulnerable to interruptions. As a result, even presently, many teachers, particularly those in remote regions, remain hesitant to integrate it” (p.5). This could be a possible stressful factor of using technology, in which Praktika AI needs an internet connection to work appropriately.

Finally, on the same line, another disadvantage of this application is that “The premium version is required for full access” (Dheda, 2024, par.30). In other words, it is necessary that you pay for membership monthly to receive the different lessons and the interaction with the avatars. Finally, it is necessary to remember that in any kind of app that we use using the internet potential privacy risks are inherent in apps. Nevertheless, it was mentioned that

Maintaining student trust and data security is a priority for the Praktika AI team. As per their privacy policy, appropriate cybersecurity infrastructure and data encryption protocols are used to protect user information. Users also retain control over what personal data is shared. (Dheda, 2024, par.31).

**CHAPTER III:**  
**METHODOLOGICAL FRAMEWORK**

### 3.1. RESEARCH TYPE

#### 3.1.1. Applied Purpose

The current research will be defined as applied research due to the direct intervention of the author in the problem identified. And its name indicates, applied research implies that the methodology involves certain features that need the researcher to be part of the process. This means that actions are required to produce information. “The primary criterion of success in applied research is contribution to the solution of specific practical problems.” (Roll-Hasen, 2009, p.6). As was said, the problem first must be solvable or at least practical, and it must be based on specific objectives that help the researcher to obtain the needed information to conclude the research in a successful way.

“Applied research also has its roots in the experimental method, but it uses scientific methodology to develop information aimed at clarifying or confronting an immediate societal problem.” (Hedrick *et al*, 1993, par.4). The previous information introduces the main objective of this research, which is to find out the impact of applying an AI tool to improve a skill in a determined group of students. In this case, the intervention is necessary to produce significant new information. It is also important to add what Hassan (2024) mentioned that “applied research focuses on solving practical problems and addressing real-world challenges through systematic investigation. Unlike basic research, which seeks to expand theoretical knowledge, applied research aims to develop actionable solutions and innovations.” (par.1).

The information is accurate in terms of that this investigation wants to be developed and involved in a real-life context. It was determined that this research is also

necessary due to the complexity of the elements that must be included, and a researcher must manage to work with human beings and real problems.

### **3.1.2. Transversal Temporal dimension**

The temporal dimension of this investigation is defined as transversal. This means that the research process will be developed in a single or specific time. Ranganathan (2019) explains that “transversal studies, observations about exposure and outcome are made at a single point in time.” (par.3). This also means that there is no comparison among others results collected in different periods. As an example of this, Zangirolami-Raimundo *et al* (2018) exemplified how this temporal dimension looks like:

It is that the observation of variables, whether they are cases, individuals, or other types of data, is performed in a single moment (the same), when the researcher records a “photograph” of the facts (variables) of interest and not the “movie” of its evolution. (pp.356-357)

This transversal dimension was also chosen for the features of the current investigation, but also for the limited time established to develop this paper. There will be advantages and some unique features that are important to consider by doing this research.

The study has the advantages of allowing direct observation by the researcher of the phenomena to be investigated, of performing the information collection in a short time without the need for follow-up of the participants, and to produce faster results, therefore, at a lower cost than the other designs. (Zangirolami-Raimundo *et al*, 2018, pp.357)

### **3.1.3. Framework of the research**

Related to the people and subjects that are going to be influenced by this research will be the students from the course Conversational English, that are a specific group with specific features. That is why the type of framework will be established as micro. In order to have a clearer idea, Eaton (2020) who worked into specific individuals and specific skills, which research was declared also into the micro framework. "Individual students and educators are at the heart of the 4M framework. Each person's conceptual understanding of academic integrity, as well as practical skills such as paraphrasing, citing, and referencing, develops at an individual level." (p.2).

Another justification is provided by Arrieta (2024) where she clarifies that "the choice of a micro-framework is closely proportional to the size of population and sample being studied. Furthermore, it is justified with the goal of applying the most effective resources to obtain accurate results." (p.31). Due to the population and sample of this investigation will be totally assigned as micro.

### **3.1.4. Nature of research**

The nature of this research is mixed due to the collection of the data most important will be taken with qualitative and quantitative tools. In harmony. "Integration, a key concept in mixed methods research, is the intentional combining of quantitative and qualitative research in such a way that they become interdependent and work together to achieve a common research goal" (McLeod, 2024, p.1). In the same way, Hassan (2024) states that

Mixed methods research is a popular and robust approach that combines both qualitative and quantitative methodologies within a single study. This integrative

method allows researchers to leverage the strengths of both paradigms, providing a deeper and more nuanced understanding of complex research problems.

(par.1)

For this research this nature is necessary due to the type of data that will be collected. Quantitative data that will provide trustful numbers and qualitative data that will provide the experiences, opinions, and features of the process that will be also crucial for the understanding of the phenomenon. Also, mixed method research is widely discussed and applied in academia because of its wide variety, much debated philosophical alignment, and advantages and disadvantages associated with it. As this methodology is the combination of two dominant research genres, it has the potential to offset the shortcomings of one single method and therefore offers more validity and reliability to the findings of research. (Hafsa, 2019, p.48)

### **3.1.5. Type: Exploratory and Experimental**

This research is aimed to investigate how the use of an app will affect the speaking skills of students of a specific English course. This topic to be investigated, based on background exploration and on the articles that already exist, has not been researched yet. This app Praktika and the hypothesis were not developed in a research article. That is why this research fits in the exploratory character. For this, Khan (2023) explains that “Exploratory research aims to explore a topic or problem to gain a better understanding and develop hypotheses. It is more flexible and open-ended, focusing on generating new ideas and insights.” (Khan, 2023, p.51). Indeed, there is a necessity for new information in this research process.

On the other hand, it is necessary to follow some steps and to provide at the end with the new data collected. This kind of research has an experimental characteristic. “In experimental research is a scientific method used to investigate cause-and-effect relationships between variables. In experimental research, the researcher manipulates one or more independent variables to observe the effect on a dependent variable.” (Em, 2024, p.1). This last information about the variables is significant because it can be understood as a game or competition where participation depends totally on two or more people. One depends on the other. In this case, the dependable variable will be influenced by the independent variable.

### **3.2. Subjects and sources of information**

#### **3.2.1. Participant subjects**

The subject is the most valuable source for the author of research. It can be compared to a mine where the researcher must investigate. Every single individual who participates in the investigation will provide a lot of valuable information. “The unit of analysis is important because it helps you understand what you are trying to find out about your subject, and it also helps you to make decisions about how to proceed with your research.” (Emmanuel, 2025, par.3). In this research, the subjects are the students in the conversational English course of the CINDEA Puntarenas High-School, and the English Teachers in charge of the groups.

### **3.3. Sources of information**

#### **3.3.1. Primary sources**

To obtain the data to prove the hypothesis of this research it was necessary to use a variety of sources of information. There are different kinds of methods where the analysis will depend on how much they were used. Regarding to the primary sources Nicoles (2024) explain that “primary research is used when a researcher needs original and up-to-date information on a specific topic. It is also a means to answer a new research question that has been sought by a research scholar”. (par.5). This information will be obtained after all the methodology is applied to the students from the conversational course in CINDEA Puntarenas. All that rare information must be analyzed using the tools that provide a better understanding of events. “Primary research can be carried out in many ways but should always be done according to the principles of scientific methods.” (Nicolas, 2024, par.7)

### **3.3.2. Secondary sources**

Following the same line, the secondary sources were used since the beginning of this investigation process. Secondary sources provide interpretation, experiences, beliefs, deeper explanations, and the opinions of experts in the area from the original data. “Secondary sources analyze, interpret, or summarize information from primary sources. They offer a second-hand account and often provide context, interpretation, or a broader topic overview.” (Ingram, 2023, par.11). This allows the researcher to find out if the study will be valuable, and it will provide evidence in your background theories that will guide all the aspects of the investigation. “A secondary source refers to any material that interprets, analyses, or reviews information originally presented elsewhere. Unlike primary sources, which offer direct evidence or first-hand testimony, secondary sources work on those original materials, offering commentary, critiques, and perspectives”

(Nicolas, 2024, par.2). Even though both kinds of sources are different, they are completely necessary to endure with all the research process.

### **3.4. Sampling selection**

#### **3.4.1. Population**

The population of this study consist of all the students of the Conversational English Course from CINDEA Puntarenas and the English Teachers in charge of the courses.

#### **3.4.2. Sample**

The sample includes all the students from two groups of the Conversational English Course opened in CINDEA Puntarenas. There are approximately 60 students. Additionally, two teachers in charge of the groups.

#### **3.4.3. Non-probabilistic selection**

The sampling in this research process will be chosen through a non-probabilistic sampling method. This is necessary due to some limitations of the population.

The necessity for non-probability sampling can be explained in a way that for some studies it is not feasible to draw a random probability-based sample of the population due to time and/or cost considerations. In these cases, sample group members must be selected on the basis of accessibility or personal judgment of the researcher. (Saunders *et al*, 2012, par.1).

In this case, there are only three groups of students that are enrolled during Conversational English. The number of students is approximately 60 students in a

variety range of ages. As everything it will be possible to find some disadvantages in the selection of this method such as “difficulties in estimating sampling variability and identifying possible bias” (Saunders *et al*, 2012, par.5). However, this is the most effective method to work with this population.

### **3.5. Techniques and Instruments**

Taking the most crucial part of this research, the collection of data will be obtained by using three different instruments with their specific techniques. Every one of these instruments has a determined function related to the type of information the author wants to collect.

In order to start, the first instrument will be the test. The test, in this case, will be an oral test using rubrics where the applicator can identify the students’ abilities. However, this test will be apply previously and post the introduction of the app Praktika to the students. This is also called a Pre-test and Post-test.

A pre-test is applied at the beginning of the process in order to have a initial point of view of the dependable variable that is going to be developed. “The importance of pre-testing lies in its ability to establish a baseline and provide essential context for evaluating the effectiveness of interventions, programs, or treatments.” (Majka, 2024, p.1).

On the other side, the function of a post-test is to verify is there was a significant change in the results that students showed at the beginning of the process. “Post-testing is a critical component of research and evaluation, serving as the means to assess the effectiveness and impact of interventions, programs, or treatments.” (Majka, 2024, p.3). This will allow a final comparison of how the application affected students’ abilities.

Related to the second instrument, a liker scale survey will be applied in order to obtain information related to what the students think of how effective the app Praktika in their speaking skills was.

A Likert scale is a rating scale used to measure opinions, attitudes, or behaviors. It consists of a statement or a question, followed by a series of five or seven answer statements. Respondents choose the option that best corresponds with how they feel about the statement or question. (Bhandari and Nikolopoulou, 2023, par.1-2)

Finally, the last instrument will be an interview. This instrument is defined by Taherdoost (2022) as a tool that is “used to obtain in-depth information about the participants’ experiences by interpreting them” (p.2). The format of this instrument is based on questions that are made to the interviewer. The type will be a structure interview.

### **3.6. Conceptual, Operational, and Instrumental Concept of The Variables**

#### **3.6.1. Factor A, Independent Variable**

The use of Praktika AI avatar app through a communicative approach in English Teaching lessons.

#### **3.6.2. Factor B, Dependent Variable**

Students’ speaking skills related to interactions in real-life situations.

#### **3.6.3. Variable Definition**

The variables of a research study are the pieces that the researcher must use accordingly to the result that are expected. They entirely defined the study, as Bhandari (2023) explained that “In research, variables are any characteristics that can take on different values, such as height, age, temperature, or test scores. Researchers often manipulate or measure independent and dependent variables in studies to test cause-and-effect relationships.” (par.1).

### 3.6.4 Independent variable

“An independent variable is the variable you manipulate or vary in an experimental study to explore its effects. It’s called “independent” because it’s not influenced by any other variables in the study.” (Bhandari, 2023, par.5)

### 3.6.5. Dependent variable

“A dependent variable is the variable that changes as a result of the independent variable manipulation. It’s the outcome you’re interested in measuring, and it “depends” on your independent variable.” (Bhandari, 2023, par.25)

**Table 1**

<b>Specific Objective</b>	<b>Variable</b>	<b>Conceptual definition</b>	<b>Instrumental definition</b>	<b>Operational definition</b>
To describe the enhancement of the speaking skill of the students from module 309 in engaging in English	The level of enhancement in speaking skills of the students.	This concept could be defined as the improvement that students will	<b>Instrument:</b> Oral Pre-test Oral Post-test (Rubrics) <b>Technique:</b>	The rubric is going to contain specific indicator that will help the researcher to

<p>conversations in everyday situations, after using the Praktika AI avatar app.</p>		<p>reflect after the intervention of the Praktika AI App.</p>	<p>A pre-test and post-test are used to measure change or knowledge change. The participants will take a pre-test, after that, the participants will receive the training or the inclusion of the app in classrooms. Finally, the post-test is applied.</p>	<p>identify the improvement areas. Those rubrics are going to be of 30 points with a highest grade of 100. The minimum grade to pass the test is 70.</p>
<p>To analyze the role of Praktika AI as an app to enhance speaking skills in the process of learning English as a foreign language among the students from module 309</p>	<p>The role of Praktika AI app in the learning English Process</p>	<p>The role of Praktika AI app must be understood as what its function or purpose in the process of</p>	<p><b>Instrument:</b> Survey (liker scale)  <b>Technique:</b> The students are going to answer</p>	<p>The variable is valid if 80% of students (at least 80 out of 100) report that the platform was useful and easy</p>

<p>Conversational English, in the second semester of 2025.</p>		<p>learning English as a foreign language among the students was</p>	<p>specific questions related to how effective the app Praktika was improving their fluency and coherence in their classrooms.</p>	<p>to use, selecting a positive rating (4 or 5) on the Likert scale for 70% of the survey questions.</p>
<p>To identify the perception of students and other participants of the process of learning English as a foreign language regarding the use of Praktika.</p>	<p>Perception of the students regarding the use of Praktika AI app</p>	<p>In this case, the perception of the teachers and students will be what they interpret or comprehend about all the process they went through.</p>	<p><b>Instrument:</b> Structure Interview <b>Technique:</b> A set of written questions aimed to know the perception of the teachers and students regarding to the use of an app as Praktika in the process of learning English.</p>	<p>The variable is valid if at least 70% of teachers interviewed report positive outcomes after the implementation of the Praktika AI app.</p>

## **CHAPTER IV:**

### **DATA ANALYSIS AND INTERPRETATION OF THE DATA**

## **4.1. Analysis and Interpretation of Data**

In this chapter will be presented the analysis and interpretation of the data gathered during the implementation of the pre-test, post-test, questionnaire and interviews. This is aimed to determine the impact of using Praktika AI avatar app through a Communicative Approach to enhance speaking skills related to interactions in real-life situations. These instruments were applied to thirty-two students (pre and post-test, a questionnaire and an interview) and two teachers were interviewed at the CINDEA Puntarenas High School.

### **4.1.1. Tests**

This instrument was applied to 31 students from the course of Conversational English Beginners. The test was applied orally based on the topic that they were learning at that moment with the professors. The topic to be adapted and evaluated in this pre-test was "Ordering in a restaurant." The students demonstrated their abilities by interacting and answering questions like the following:

1. Welcome to my restaurant, how can I help you with it?
2. What would you like to order?
3. Would you like a recommendation?
4. Do you want anything else?
5. It's 15000 colones, what payment method will you use?

#### **4.1.1.1. Pre-test**

A formal criteria was needed to evaluate the enhancement of the students in this process which is presented in the following chart (table 2):

**Table 2**

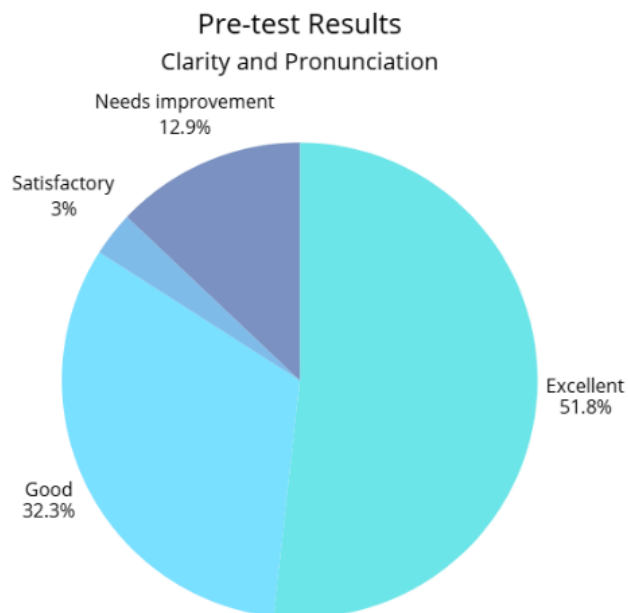
*Indicators and criteria to evaluate the speaking skills in everyday situations.*

Indicators	Criteria
Clarity and pronunciation	Excellent
Vocabulary usage and relation with the situation.	Good
Grammatical accuracy	Satisfactory
Fluency	Needs improvement
Relevance and coherence with the situation.	Unsatisfactory

Excellent: Make less than 2 mistakes, use a variety and appropriate vocabulary. Good: make 3 to 5 mistakes, the use of the vocabulary and fluency is good with minor lapses. Satisfactory: Make from 5 to 7 mistakes, noticeable hesitations and some unclear responses. Needs improvement: 7 to 9 mistakes during their interaction, lack logical connection with the questions, many pauses and hesitations. Unsatisfactory: More than 10 mistakes during their interaction, speech is hard to understand which impedes communication.

**Source:** Data collected from the pre-test instrument applied to CINDEA Puntarenas students.

To support the data collection about students' speaking oral skills in real situations, an oral rubric test was applied to determine the level of the indicators as excellent, good, satisfactory, needs improvement, or unsatisfactory. The results are shown in the next graphs.

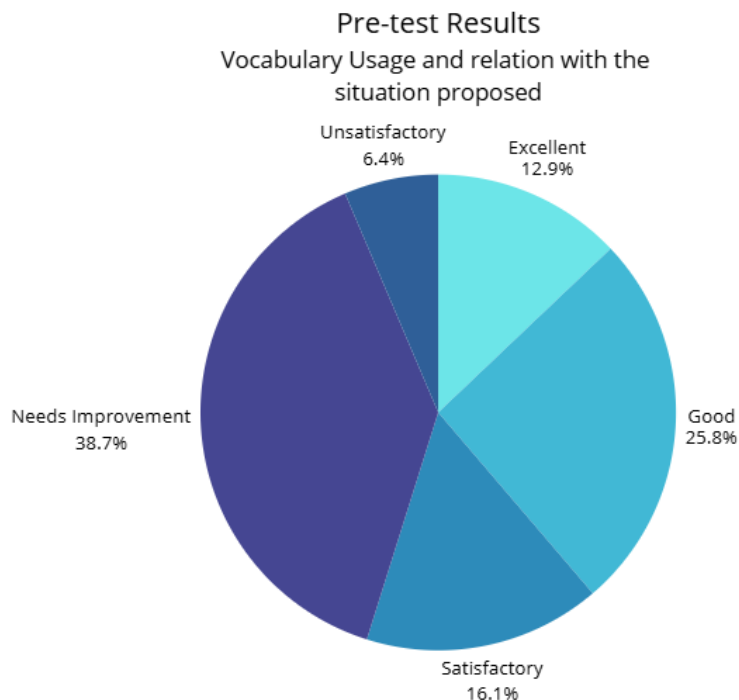
**Graph 1***Results of the indicator of clarity and pronunciation*

**Source:** Self-made. Data collected from the pre-test applied to CINDEA Puntarenas students.

Figure 2 illustrates that 51% of the students obtain the criteria of excellent and 32% of the students obtain the criteria of good. This data suggests that a representative amount of the population have proficient clarity and pronunciation where their speech is clear. However, around 15% of the students still need to improve this ability, which means that frequent errors affects the understanding of information transmitted.

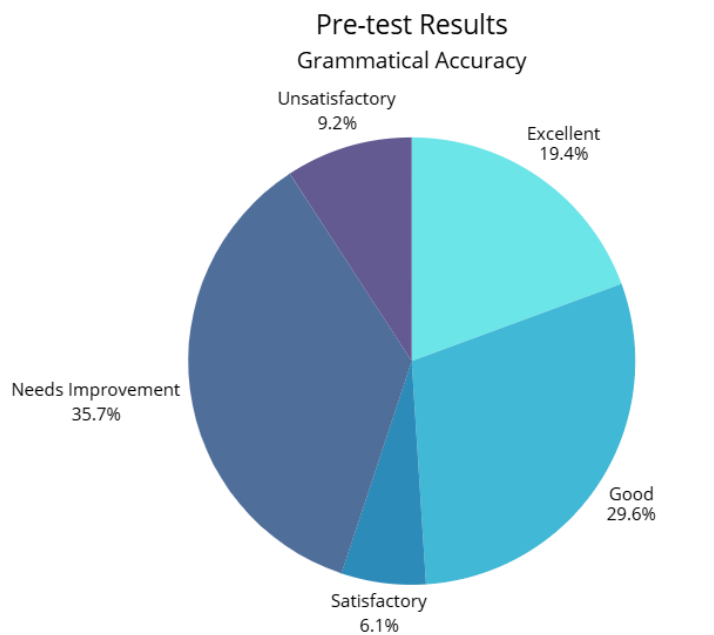
**Graph 2**

*Results of the indicator of vocabulary usage and relation with the situation proposed.*



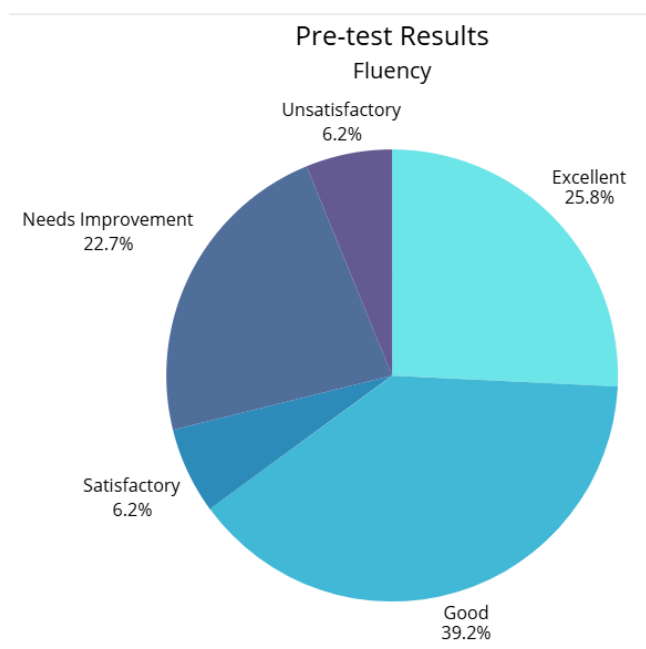
**Source:** Self-made. Data collected from the pre-test applied to CINDEA Puntarenas students.

In this pie chart, it is illustrated that most of students, who represents a 38%, are in the category of “needs improvement” which means that they do not used or know the vocabulary necessary to expand their speaking interactions. Nevertheless, the “good” category was also representative where students could use a variety of words and phrases related to the situation proposed.

**Graph 3***Results of the indicator grammatical accuracy*

**Source:** Self-made. Data collected from the pre-test applied to CINDEA Puntarenas students.

In this chart it is possible to determine that despite the positive 29% of the students classify in the level of good, there is around 35% of the students evaluated who need improvement in grammatical accuracy due to their mistakes in basic grammatical structures and around 9% of students, their grammatical mistakes impede communication.

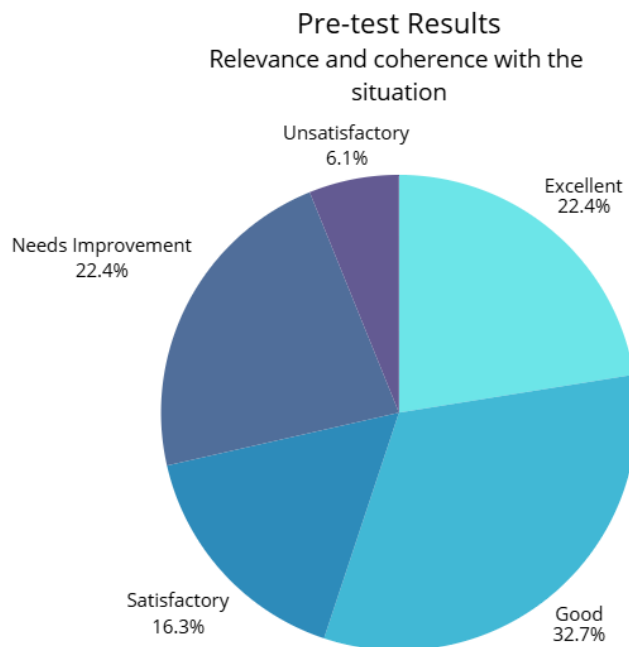
**Graph 4***Results of the indicator of fluency*

**Source:** Self-made. Data collected from the pre-test applied to CINDEA Puntarenas students.

In the following case, it is possible to see that around 65% of the students are placed in the two highest level of the criteria “Excellent “and “Good”, which means that they have a natural pacing, minor or fewer disruptions or vocal fillers. Although around 30% of the students need improvement in this area due to their speech presented several hesitations, pauses, or very fragmented talking.

## Graph 5

*Results of the indicator of relevance and coherence.*



**Source:** Self-made. Data collected from the pre-test applied to CINDEA Puntarenas students.

This indicator implies the students' ability to reply to the questions or conversation in a direct, clear and organized manner, besides that their answer should be totally related to the context and information provided. Based on this, 32% of the students are place in a "good" level and 22% in a "Excellent" level. Despite these results, there is a significant percentage of almost 30% who could not answer the questions or provide incoherent replies.

### 4.1.1.2. Post-test

The students were trained for two days (Saturdays) to improve their pronunciation, grammatical structures use, and the use of the app making the lessons

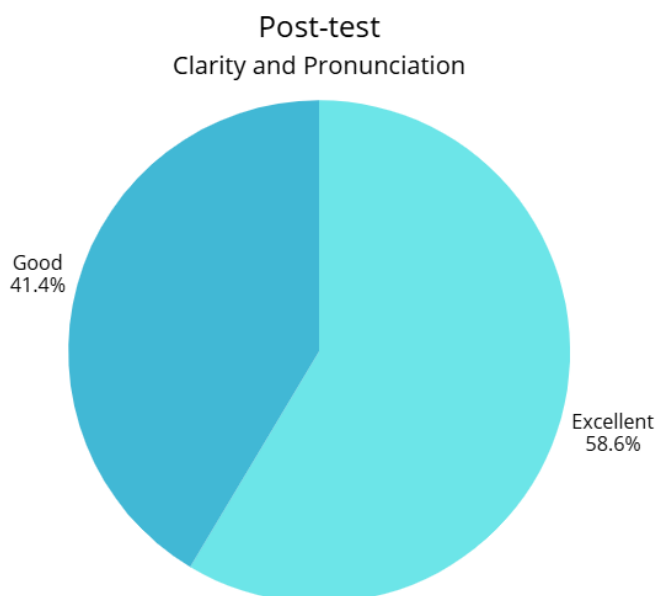
starting from level 1 and the impromptu activity where the students must write input information about the context. In this occasion, they were asked to include in the indications (input): “I am in a restaurant, and I need to order food to a waiter. At the end, pay for it”. They have also the freedom to use the app outside class, any time they wanted to.

Besides that, the students had 2 main sessions of 2 hours each with their teachers. The researcher provided material to the teacher such as digital presentations, videos, worksheets, and speaking exercises that they can develop during this two sessions. But they have to use the app at the end for at least fifteen minutes to establish and use the vocabulary already taught.

After all this process, the students were evaluated again using the same oral evaluation rubric by the applicator. Therefore, these are the results:

### **Graph 6**

*Result of the indicator clarity and pronunciation*

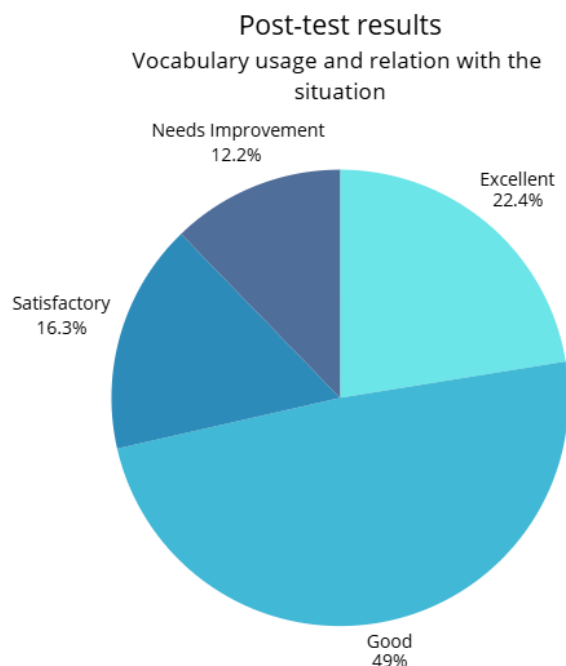


**Source:** Self-made. Data collected from the post-test applied to CINDEA Puntarenas students.

The pronunciation and clarity at the reply moment improved significantly, showing that 41% of the students make no more than 3 minors mistakes during their speech and the understanding was not affected by it. Besides that, 58% of the students made less than 3 mistakes during their speech making their speech more consistent.

## Graph 7

*Results of the indicator of vocabulary usage and relation with the situation*



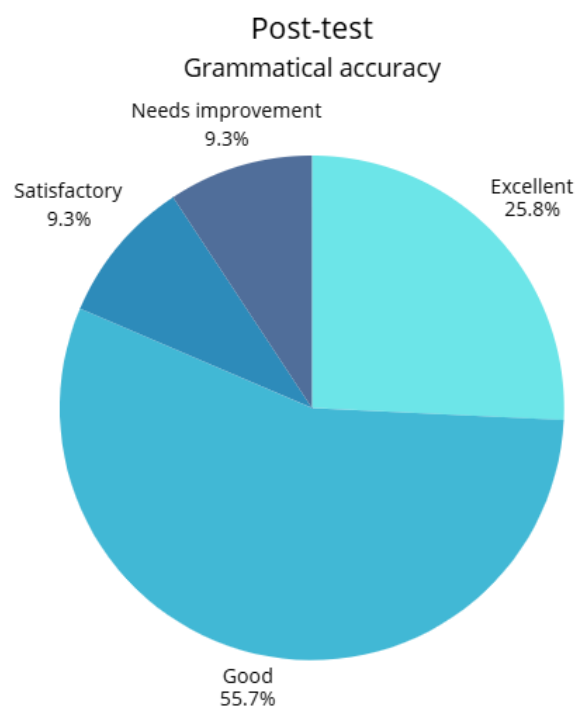
**Source:** Self-made. Data collected from the post-test applied to CINDEA Puntarenas students.

The indicator of vocabulary usage and its relation with the context results were varied. On one hand, it is possible to see that 49% of the students obtain a qualification of “good” which means that they used a good variety of vocabulary in the minimum range of 8 to 10 words/phrases and minor mistakes. This percentage represents the majority. The group from excellent, which represents 22% of the students, were able to

use more than 10 words or phrases related to the context and there were no relevant mistakes in their use. On the contrary, there were two groups of students, which represents a total of 28% who obtained satisfactory or needed improvement qualification. This means that they were not capable of use more than 6 words or phrases related to the context during their speech with occasional or frequent misuses.

## Graph 8

### *Results of the indicator grammatical accuracy*



**Source:** Self-made. Data collected from the post-test applied to CINDEA Puntarenas students

In this pie chart who obtained the category of “good” in their grammatical accuracy, were the 55% of the students evaluated. The aspects that were crucial to obtain this category were that they had to say from 2 to 3 minor mistakes in the grammar structures during their speech. A 25% from the population evaluated obtained a category of “Excellent” were they made 0 to 1 minor mistakes and use a variety of structure

accurately. Yet, a group which represents a 18% remains in the “satisfactory” and “needs improvement” level.

## Graph 9

### *Results of the indicator fluency*

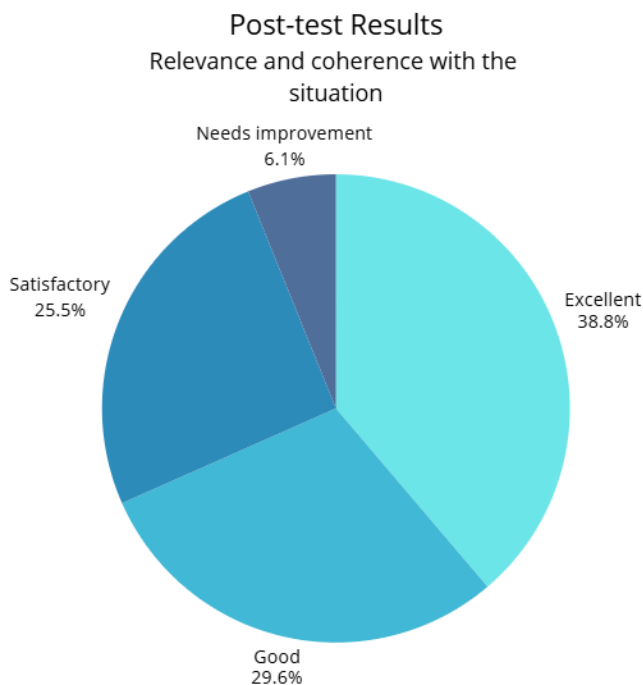


**Source:** Self-made. Data collected from the post-test applied to CINDEA Puntarenas students

In relation to the indicator of fluency, there are three significant groups obtained in the results. Excellent, good and Satisfactory. The most predominant group is the category of “Excellent” which represents 40% of the students evaluated. This illustrates that they speak in a natural pacing, making fewer than 2 mistakes such as long pauses or vocal fillers. The category of “good” was obtained by a 36% of the students, which is also another predominant quantity of students. They did not make more than 4 mistakes and minor disruptions. While 23% of the students still presented noticeable hesitations, many pauses and a little fragmented pace.

## Graph 10

### *Results of the indicator relevance and coherence with the situation*



**Source:** Self-made. Data collected from the post-test applied to CINDEA Puntarenas students

In the last indicator of relevance and coherence with the context provided during the evaluation, 38% of students obtained an “Excellent” level which determines that their answers were totally related to the information asked and they keep a coherence during all the evaluation. It is followed by a 29% percent of students which their performance contained minor lapses in clarity or situation content.

The satisfactory level was represented by 25% of students which performance was defined by some unclear responses during their interaction, and they could not answer all the questions. Finally, a small group of students who represent a 6% lack in logical connections and answer few questions accurately.

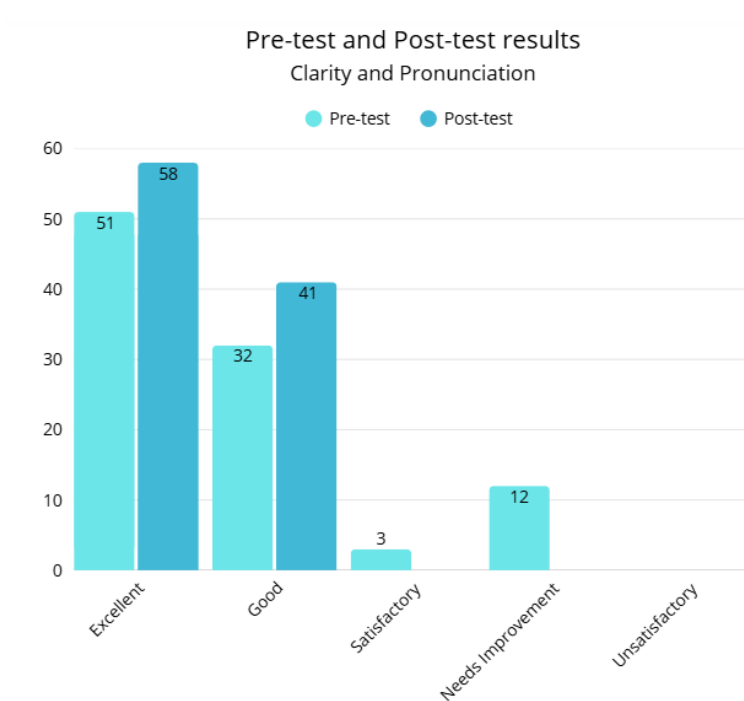
### 4.1.1.3. Comparative analysis

In the following section, there will be analyzed the results of each indicator in both: the pre-test and the post-test. In this way, it will be possible to determine if there was a significant change before the intervention and use of the Praktika AI app for their speaking training, and after it.

In the following bar chart (Graph 11) it is possible to see two significant increments in the percentages of the level “Excellent” and “Good” where “Excellent” change from 51% to 58% and the “Good” category changes from 32% to 41%. But also, it is important to notice that in the post-test there were not students placed on the categories of “Satisfactory” and “needs improvement”. So, it suggested that the students from those categories improve their ability related to clarity and pronunciation of the words in their speech.

#### Graph 11

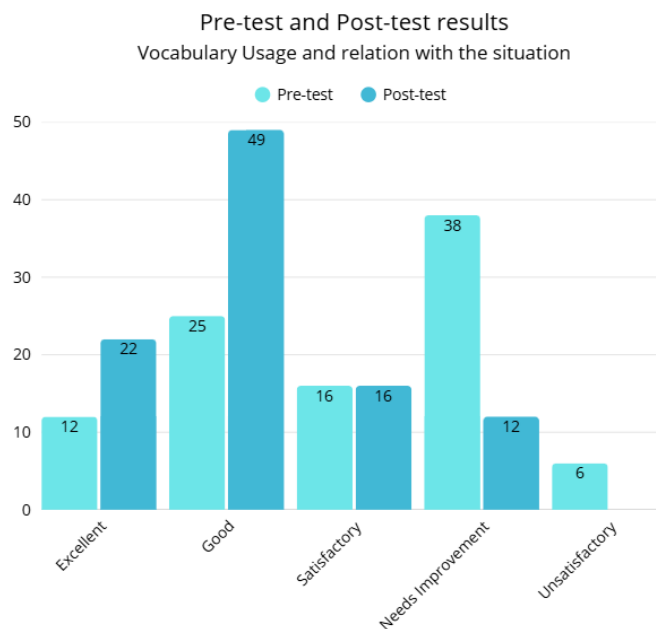
*Bar charts of the pre-test and post-test in clarity and pronunciation*



**Source:** Self-made. Data collected from the pre-test and post-test applied to CINDEA Puntarenas students.

## Graph 12

*Bar charts of the pre-test and post-test in vocabulary usage and relation with the situation*



**Source:** Self-made. Data collected from the pre-test and post-test applied to CINDEA Puntarenas students.

The present chart defines the changes in the students' ability in vocabulary usage and their relations with the situation provided. Again, the two last categories decrease in percentage having as a result that the unsatisfactory level does not have percentage at all. The category of "needs improvement" decrease from 38% to 12%. This indicates that around 32% of the population improved meaningfully.

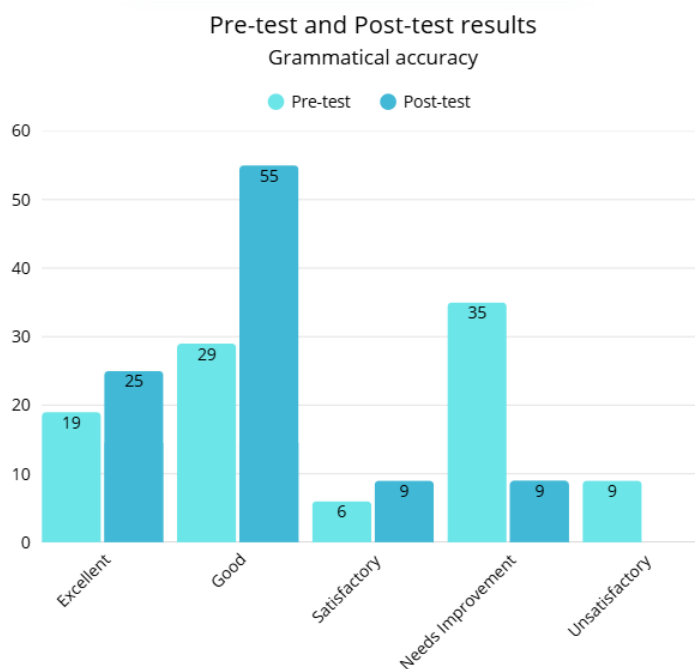
Another important aspect is that there is a group that did not reflect on any change. The satisfactory level remains at the same percentage of the students, 16%.

Finally, the most representative increment in this comparative analysis occurred in the “good” level. The pre-test indicated 24% increase, changing from 25% to 49%. This is relevant because the good level determines that the students enhance their ability to use the vocabulary in an accurate way.

Following the same line, in figure 14 there is a comparison of the results of both tests in the indicator of grammatical accuracy.

### Graph 13

*Bar charts of the pre-test and post-test in grammatical accuracy*



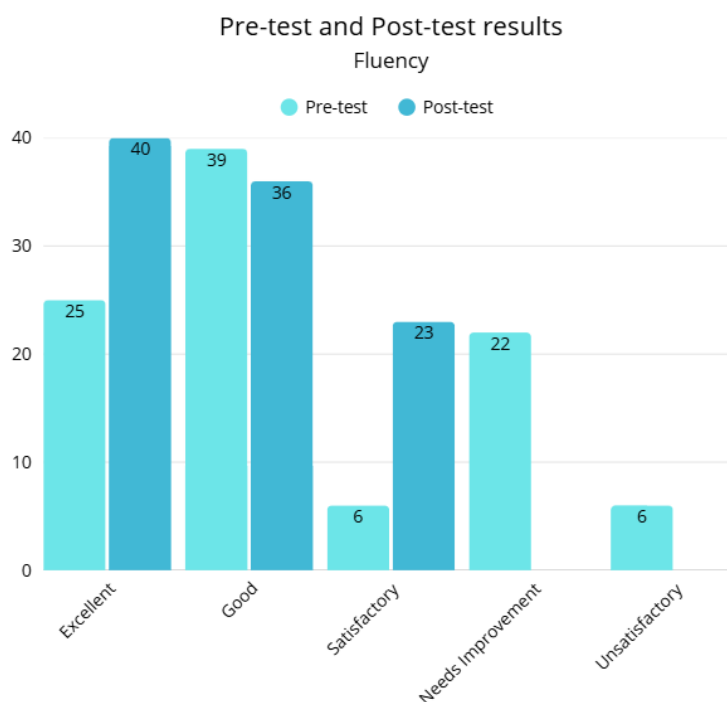
**Source:** Self-made. Data collected from the pre-test and post-test applied to CINDEA Puntarenas students.

The grammatical accuracy in the students evaluated from the conversational course in CINDEA Puntarenas improves in a meaningful way as well. This is possible to determined because in the post-test any student obtained the qualification of

“unsatisfactory” which makes it decrease to a 0%. In the same way, the “needs improvement” level has a decrease of 26%. This allows us to determine that most of the students are placed in the first three levels of the criteria. This suggests that most of the students use the grammatical structures correctly and make no more than 5 mistakes in their speech. In this way, the main change on the result relies on the “good” category from a 29% to a 55% of the population.

### Graph 14

*Bar charts of the pre-test and post-test in fluency*



**Source:** Self-made. Data collected from the pre-test and post-test applied to CINDEA Puntarenas students.

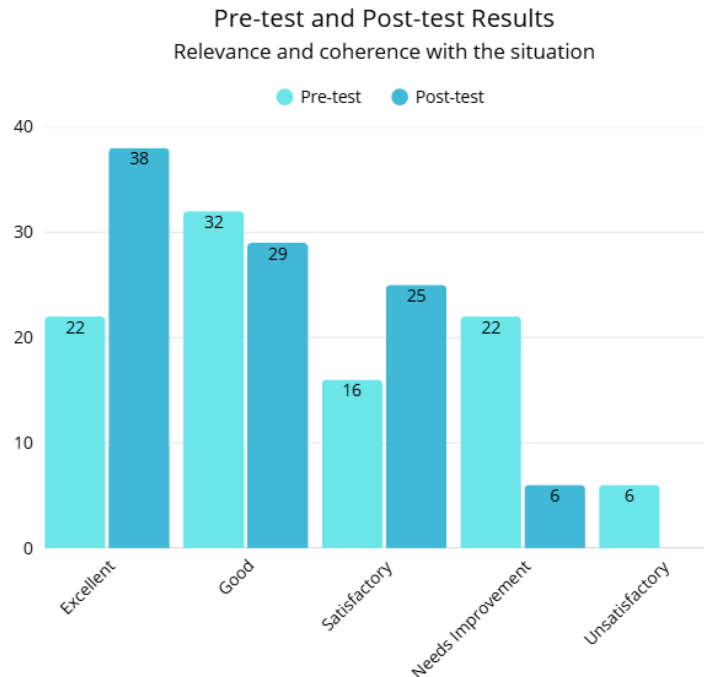
It is crucial to remember that fluency in this evaluation was determined by the students' ability to speak in a fluent manner without no long or unnecessary pauses,

hesitations, vocal fillers or fragmentations during their interactions. Taking this into consideration, 28% of the students who were placed unsatisfactory and need improvement improved their ability in this area. Most of them could improve their level in a “satisfactory” and “good” level.

Apart from this improvement, it is noticed that students from “good” category decrease a 3%; however, this is something positive because those students improve their level in to “excellent” which is the most prevalent increase that change from 25% to a 40% (8 to 12 students).

## Graph 15

*Bar charts of the pre-test and post-test in relevance and coherence.*



**Source:** Self-made. Data collected from the pre-test and post-test applied to CINDEA Puntarenas students.

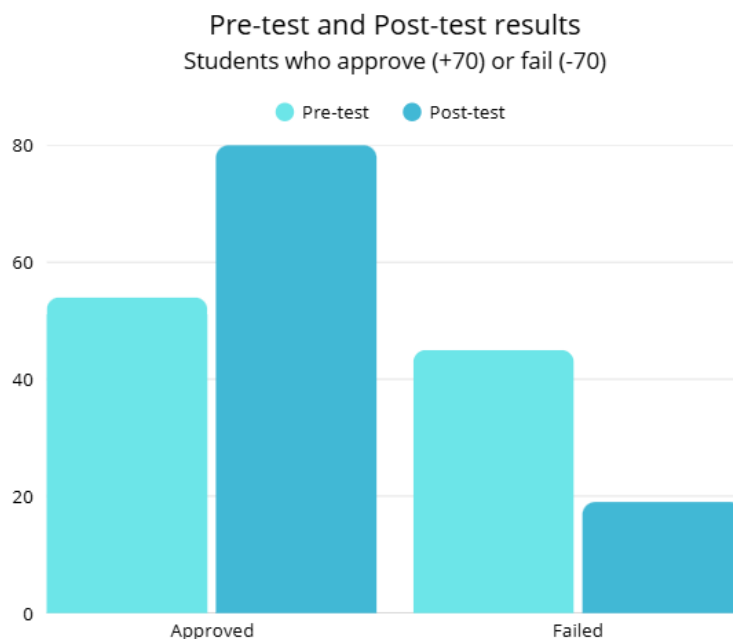
The last bar chart represents the results of the pre and post-test in the indicator of relevance and coherence with the situation. This indicators wanted to evaluate the students' ability to answer questions in the most direct, clear, and well-organized manner. In other words, that students answer specifically what they are asked for. Likewise, it was reflected in the previous charts, the improvement was gradual and significant. The minor group placed at an unsatisfactory level disappear and the three levels of Excellent, Good, and Satisfactory predominate. Giving as a result that they are able to reply more than the 60% of the questions or interaction in English, this based on the rubric use to evaluate this indicator.

#### 4.1.1.4. Approval Analysis

In advance, the results of how many students of the population measure approve the pre and post-test are going to be illustrated in the following chart. It is important to clarify that the minimum grade to approve the test is to obtain a 70 or more than it.

#### Graph 16

Results of the approved and failed test



**Source:** Self-made. Data collected from the pre-test and post-test applied to CINDEA Puntarenas students.

Related to the pre-test, it is possible to see in the chart that 54% of the students approve and 46% of the students failed it . On the other hand, after applying the app, the lessons which were based on interactions in real life situations have as a result that 80% of the students approved of the post-test getting a 70 or more. However, 20% of the students still failed the test.

#### **4.1.2. Survey**

This survey was aimed to obtain information from the 31 students of the Conversational English Course about what was the role of the app Praktika AI during their learning English as a foreign language process inside the classroom and even outside of it.

In this, they selected the answer they most identified with. This instruments included aspects related to their pre-knowledge of the app, motivation, accessibility, the easy handle of the app, the teaching and the feedback methodology. The results are going to be presented below.

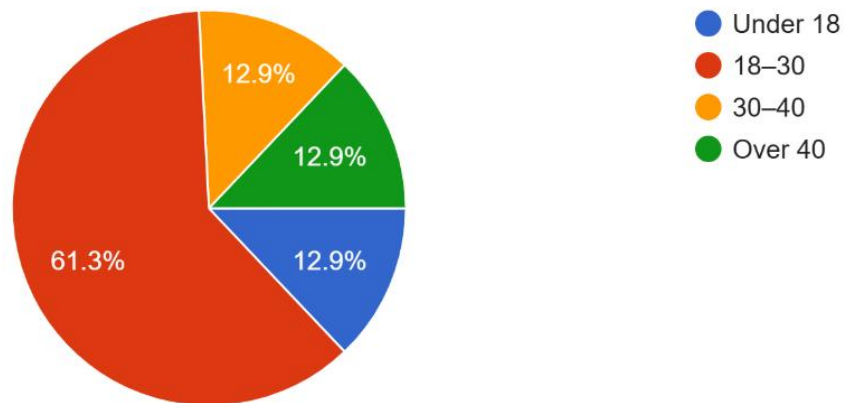
##### **Question 1:**

*Results of question 1*

##### **Graph 17**

## Age

31 respuestas



**Source:** Self-made. Data collected from the survey applied to CINDEA Puntarenas students.

The data represents the amount of range of ages of the students who were taking the English conversational course beginners. Based on this, the students from 18 to 30 years are the most representative age group. However, there was an equal representation of the rest of the age group under 18 years and over 30 years. Despite this, the age group of adults (over 18 years) represents most of the population.

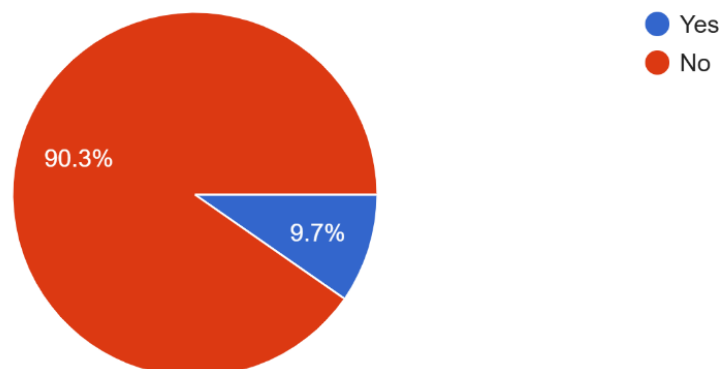
## Question 2:

### Graph 18

#### *Results of question 2*

Have you used Praktika AI App before?

31 respuestas



**Source:** Self-made. Data collected from the survey applied to CINDEA Puntarenas students.

Secondly, 90% of the students surveyed had not used the app before, and only 9% (3 students) had used it before this investigation. This implies that almost all the students use the app for the first time during the English lessons. This is crucial because this helps to demonstrate a turning point of improvement in their speaking skills abilities.

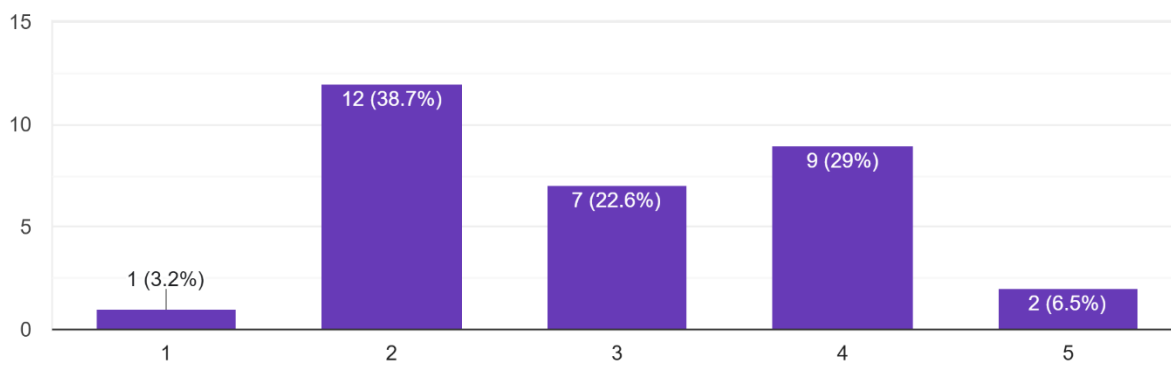
### Question 3:

#### Graph 19

##### *Results of question 3*

The application was easy to handle and access

31 respuestas



**Source:** Data collected from the survey applied to CINDEA Puntarenas students.

This question was presented on a liker scale format where 1 represented the lowest point of relatability (I strongly disagree) and 5 represented the highest point (I strongly agree). Based on the results shown in the chart, 38.7% of the students chose to disagree. This means that the app was not easy to handle and access. This is followed by a 29% who chose the “agree” option and a 5% who selected Strongly agree to the statement.

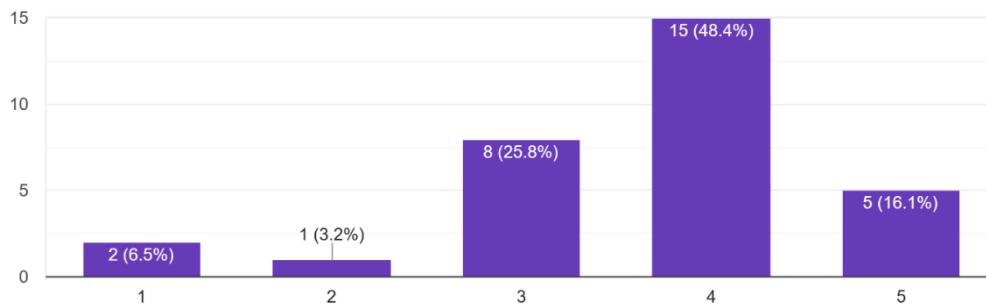
It is possible to add the following information to understand this result based on the experience with the students during the process of signing in and creating an account. It was quite complicated making students struggle a little at the beginning. However, once they managed to finish this process everything was accessible.

#### Question 4:

#### Graph 20

##### *Results of question 4*

I feel more confident speaking English after using Praktika AI  
31 respuestas



**Source:** Self-made. Data collected from the survey applied to CINDEA Puntarenas students.

The students' speaking English confidence after their exposition with the app Praktika was survey in this statement giving as result that 48.4% of the students agree, 25% neither disagree or agree and 16% of the students strongly agree with the idea. Nevertheless, there is a minor percentage of the students, a 9%, who disagree and strongly disagree that the app improves their confidence to speak English.

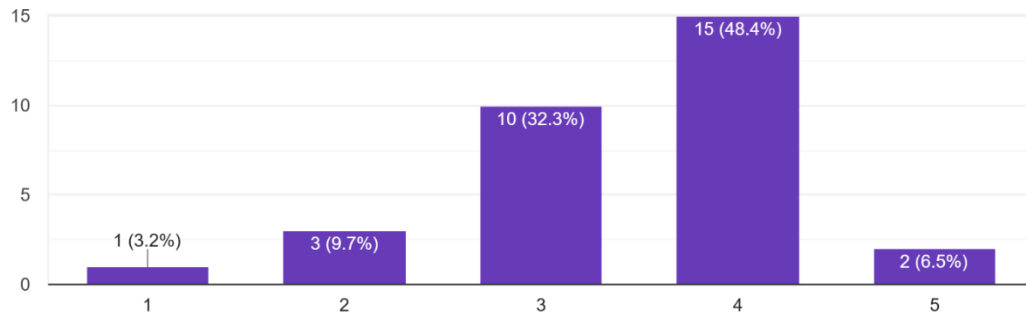
#### Question 5:

#### Graph 21

### Results of question 5

I feel the app helped me to improve my grammar mistakes when speaking.

31 respuestas



**Source:** Self-made. Data collected from the survey applied to CINDEA Puntarenas students.

In this question the students select the option which identifies the most related to their improvement in grammar knowledge when speaking after using the app Praktika, where the 48.4% of the population selected agree with the statement. 32.3% neither agree nor disagree, and a minor group of 12.9% (4 students) indicated that they do not improve their knowledge in grammar.

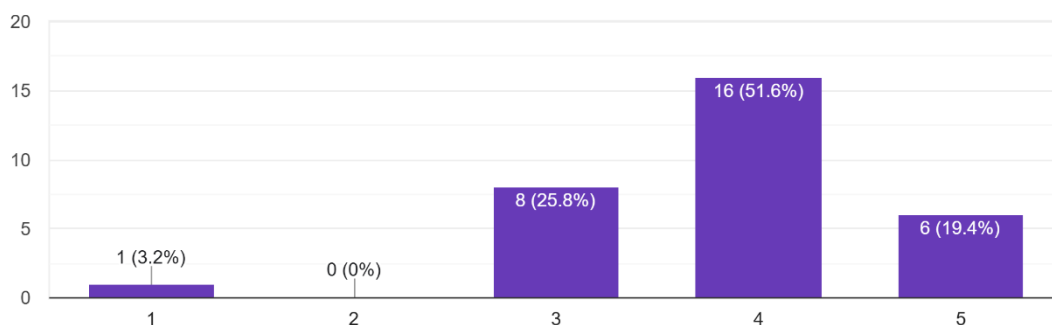
### Question 6:

#### Graph 22

### Results of question 6

The app provided good correction techniques for students.

31 respuestas



**Source:** Self-made. Data collected from the survey applied to CINDEA Puntarenas students.

The chart above represents the results of students' responses related to the statement "the app provided a good correction technique for students". From this statement it is possible to conclude that 51.6% of students agree that the app provides a good technique for correction during their speaking interaction with the app. 19.4% of students strongly agree, and around 25% neither agree nor disagree, which does not represent a specific respond to the statement.

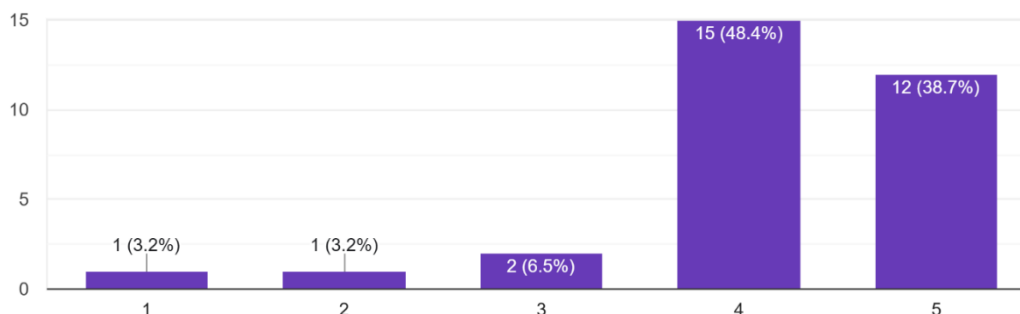
### Question 7:

#### Graph 23

#### *Results of question 7*

The app increased the use of my speaking English skill in the course.

31 respuestas



**Source:** Self-made. Data collected from the survey applied to CINDEA Puntarenas students.

In the following chart, 48.4% of students select the option of "I agree" and the 38.7% of students selected to option of "I strongly agree". With this, it is possible to conclude de most of the students surveyed increased their use of the speaking skill thanks to the app.

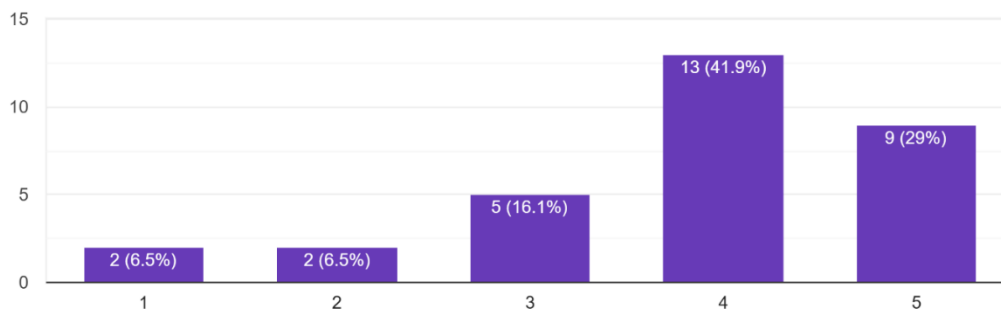
### Question 8:

## Graph 24

### *Results of question 8*

I feel more motivated to practice English after using the app.

31 respuestas



**Source:** Self-made. Data collected from the survey applied to CINDEA Puntarenas students.

The results of question number 8 wanted to gather information about if the AI app affects in students' motivation to practice more English. In this case, the students who chose the option of agree represents a majority with a 41.9%, followed by a 29% of students that positive answered with a "I strongly agree" to the statement. However, it is important also to show that around a 29% of the students survey have no a defined opinion or disagree in general with the statement proposed.

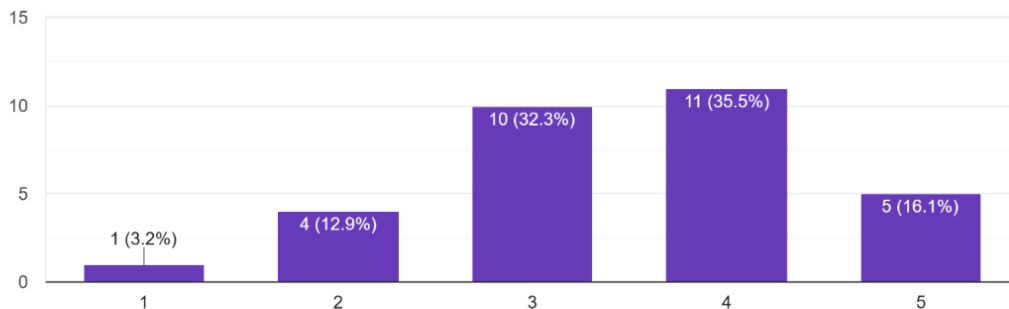
### **Question 9:**

## **Graph 24**

### *Results of question 9*

My interaction in English in real-life situations has improved after using the Praktika AI app.

31 respuestas



**Source:** Self-made. Data collected from the survey applied to CINDEA Puntarenas students.

The results of this question specifically differ from others previous questions due to the equal distribution in the answers. Despite this, there is still a large number of positive answers to the statement “my interaction in English in real-life situations has improved after using the Praktika AI app”, 35.5% of the students chose that they “agree”. Yet, 32% of the participants selected that they “neither agree nor disagree” showing a non-specific position about it. Finally, 16.1% percent of the students “totally agree” with the statement.

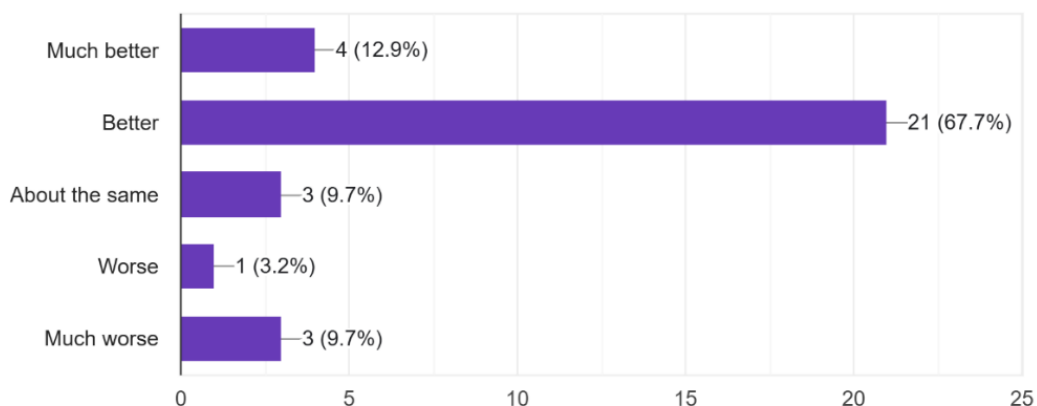
**Question 10:**

**Graph 26**

*Results of question 10*

Compared to other traditional speaking practice methods, the app Praktika AI is:

31 respuestas



**Source:** Self-made. Data collected from the survey applied to CINDEA Puntarenas students.

In the next question, the students must select an option that represents better their opinion about how is considered Praktika AI app compared to other traditional speaking practice/ teaching methods. There were five possible answers: Much better, Better, About the same, Worse, and Much worse. In this time, the most prevalent answer, represented by the 67% of the participants, was that students consider the inclusion of the app in the process of learning English better than other traditional methods.

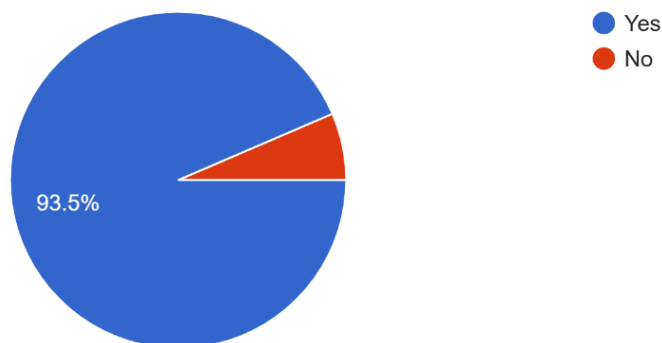
### Question 11:

### Graph 26

#### *Results of question 11*

Would you recommend Praktika AI to other English learners?

31 respuestas



**Source:** Self-made. Data collected from the survey applied to CINDEA Puntarenas students.

Finally, the students were asked if they would recommend Praktika AI app to other English learners. The results were that 93% of the students would recommend the

app to be included in the learning English process. In contrast with the 6.5% of participants that selected that they would not recommend it.

### 4.1.3. Interviews

These interviews have as main objective to identify the perception of students and other participants of the process of learning English as a foreign language after the use of Praktika AI app.

#### 4.1.3.1. Teachers' interview

The current interview was aimed to the students in charge of the emergent course of Conversational English for Beginners from CINDEA Puntarenas. These two teacher have almost 10 years of experience teaching English and teaching English in the modality of adult and young people in this high school.

This instrument consisted of ten open question where the teachers share their opinion about the students' engagement, speaking production, the communicative language approach in class, and more question which are going to gather interesting information about the inclusion of AI inside classrooms. The responses and analysis are going to be presented in the following table.

Questions	Responses and Analysis
<b>Question #1.</b> How would you describe the general engagement using Praktika AI in your class?	In a general view both teachers complement their answers related to the engagement of the app inside the class. Teacher 1 mentioned that the use of the app was practical and

	<p>simple because he thinks that most of the students are using this type of app. He mentioned that his students compare the app with Duolingo. Teacher 2 believed that it has an engagement because students found the interaction with the avatar interesting.</p>
<p><b>Question #2.</b> Have you noticed any changes in students' speaking skill production during the English lessons?</p>	<p>Teacher 1 could answer this question. He noticed during all this process how their students were using the app. "Of those who have used it more frequently, I have been able to see a change. In fact, there are some that did as common use." (Teacher 1)</p>
<p><b>Question #3.</b> Based on your experience, have you used the Communicative Language Approach in your class before?</p>	<p>It was noticed that neither teachers were familiarized with the term of Communicative Language; however, after being explained on what in specific consist of this approach they started providing amazing answers. Teacher 2 mentioned that "I always try to put their context, because they live in a community where they fight for different things, for example, in the case of the last topic we saw, about restaurants, interactions, food and everything, I talked about the food that is widely used here in Puntarenas." (teacher 2) She also mentioned that this is crucial in any learning process. In the case of teacher 1 he</p>

	<p>mentioned that indeed he always tries to teach and make students use the vocabulary in the most natural way possible. He highlights that this app is based on this approach.</p>
<p><b>Question #4.</b> Do you integrate apps activities into your lesson plans?</p>	<p>The integration of apps, websites, and digital activities and devices are part of these teachers' classrooms. They mentioned that they always try to include something digital or technological in their lessons.</p>
<p><b>Question #5.</b> How would you add the use of the Praktika app in your lesson plan for this course?</p>	<p>They mentioned that in the same way as the researcher suggested to include during this sessions. They first teach the vocabulary, grammar, and more aspect related to the topic and then make the students speak for at least fifteen minutes in free format with the avatars.</p>
<p><b>Question #6.</b> Did you identify an improvement in your students' motivation?</p>	<p>The motivation in this case was highly related to how much the students used the app, because teachers mentioned that in those who consciously and actively use the app, are the ones which motivation has increased.</p>
<p><b>Question #7.</b> What limitations or challenges do you see in using Praktika AI for EFL learning?</p>	<p>Teacher 1 focusses on the fact that most of the population enrolled in this course, as it was possible to see in the survey, are adults. Some of them in their 40's or 50's. He notices</p>

	<p>that the use of technology and apps like Praktika could be such a challenge and it requires more time for them to adapt to the modality and the app features. Teacher 2 mentioned that the app is not totally free. Those features who are not affordable for everybody could be the difference in their speaking improvement.</p>
<p><b>Question #8.</b> How can you describe the feedback provided by the app? Could you use it as a guide to improve the way in what you provide feedback in developing speaking skills?</p>	<p>Teacher 1 mentioned that AI app allows students to be self-didactic, but when about corrections or provide feedback, it is necessary someone or in this case something objective that provides this feedback. Teacher 2 added that AI tools also help to notice things that probably humans could miss, so she agrees with the idea of implementing the app for this task.</p>
<p><b>Question #9.</b> In your opinion, do you think that apps like Praktika AI can replace the traditional face-to-face interaction, or is it only a tool that teacher can take advantage of?</p>	<p>When this question was agreed with the teachers, both mentioned without hesitation or doubt that they totally disagree with the statement. The teacher supports their arguments on the fact that there will no machines capable to provide what humans do for each other: emotional support.</p>

<p><b>Question #10.</b> What changes would you recommend seeing in the app to make it more effective?</p>	<p>They mentioned that the changes needed are not related to the app. It is more about the external factors that always the public education faces: internet access, better technological devices, trainings, and budget to invest in this types of apps that requires payments.</p>
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#### 4.1.3.2. Students' interview

The second interview was aimed at the students from the course Emergent of Conversational English for Beginners, from CINDEA Puntarenas. The teacher in charge selected the two participants needed. The applicator explained the main objective of the instrument, and finally they agreed with the application of the interview.

The interview consisted of eleven open question where the students can express their opinions freely about their perspective of the use of the app. The students were recorded during the application of the instruments with the corresponding permission.

The analysis of the questions is presented in advance.

Questions	Responses and Analysis
<p><b>Question #1.</b> How would you describe your experience using Praktika AI for practicing English?</p>	<p>Participant 1 mentioned that was something completely new to him. Participant 2 mentioned that at the beginning it was difficult for her to get access so that she needed help. But after that it was interesting and motivated</p>

	<p>me to use the app more. Based on this, it is possible to say that the experience of the students was determined by motivation and interest in use this app and its tools for the first time.</p>
<p><b>Question #2.</b> Do you feel more confident speaking English after using the app? Why or why not?</p>	<p>It is possible to conclude that the app helps participants to face the fear of speaking English aloud, and more to solve some exercises. This is possible to determine because both students mentioned that they felt less nervous when speaking. At first it was difficult to leave that feeling behind. But then, after using the app many times, they felt more confident indeed.</p>
<p><b>Question #3.</b> Do you feel comfortable with the AI Avatar speaking interaction?</p>	<p>The opinions were divided because on one hand, participant 1 mentioned that for him it was totally normal because, at the end, he was interacting with someone. He selected a friendly (visually) avatar and the accent they wanted to use. On the other hand, participant 2 mentioned that the AI Avatar looks awkward at the beginning, but it helps to train their brain as if they were talking with another person who speaks English. So, it is possible to conclude that the interaction with the AI</p>

	Avatar at the end is an interesting process, but it is not uncomfortable.
<b>Question #4.</b> Do you think practicing with the app is similar to talking with a real person? Why or why not?	Participants 1 and 2 mentioned that differ from their answer. In this question one of the participants believes that, "yes, indeed. Because I am interacting with someone.". Participant 2 disagrees with the idea. She explained that it looks like an animation and despite it looks like a 3D version, it looks fake for her.
<b>Question #5.</b> Has the app helped you participate more actively in classroom English conversations? How?	The participants shared that they believe that the app has helped to make more active and interactive lessons during this Saturdays because they could use the cellphone for something different. The teacher provides the space to use the app for 15 minutes or more.
<b>Question #6.</b> What kinds of topics or situations have you practiced with the app? Did they feel similar to real-life situations?	Participant 1 mentioned that the last topic he practices with the app was about vocabulary related to health and pronouns. Participant 2 mentioned that she was practicing the first levels that are available about personal information and going outside. Both students mentioned that the conversation does not follow a routine or guide, it depends a lot on what they answer. So, they conclude that it

	feels totally as if they were interacting in a real-life situation.
<b>Question #7.</b> Has Praktika AI helped you understand spoken English better? Can you give an example?	The participant in general mentioned that the app has many option in that they can use during the lesson, when they do not understand something, they receive immediate feedback, then it is possible for them to understand. Also, when they are not sure about something they touch a word from the transcript of the conversation they received the pronunciation and the meaning, and they learned the word. Also, they share that it was helpful that while the avatar is speaking, they receive a transcript so they can pay attention to both skills (reading and speaking) at the same time.
<b>Question #8.</b> Which features of the app help you the most (e.g., conversation avatars, pronunciation feedback, vocabulary support)?	Participant 1 mentioned that he likes the way in what he receives the feedback: "It helped me avoid more mistakes... Yes, yes, because when I speak, if I get confused, he corrects me and I understand" (participant 1). Participant 2 focus more on that it helped her to learn more vocabulary and phrases of how to say different things in English.
<b>Question #9.</b> What challenges or difficulties do you face when using the app?	The participants mentioned one aspect in common that the accessibility to the app at

	<p>the beginning was something difficult, more to adults that are slower than young classmates in the use of technology. This was noticed during the process that the applicator should help most of the students. Participant 1 mentioned that although it was something interesting at the beginning it was difficult for him to create sentences by speaking.</p>
<p><b>Question #10.</b> If you could add one thing in Praktika AI to help your speaking, what would it be?</p>	<p>It was recommended that the app improves accessibility. Make it easier to use when it is for the first time and make clearer where the tools or activities are located.</p>
<p><b>Question #11.</b> Would you recommend the app to other students? Why?</p>	<p>Participant 1 textually said that: "Yes, I feel so, it looks very useful." Participant 2 agreed with her classmate. She mentioned that: "They can take it as a challenge to do something new and to improve in English. It might be of great use to someone else." As a conclusion, the students agree that they positive could recommend the app with other students.</p>

## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

## 5.1. Conclusions

The following conclusions were built from the results obtained after the application of the instruments to the students and teachers from CINDEA Puntarenas. This allows us to provide different perspectives and points of view related to what was established in the beginning of this research process: problem formulation, general and specific objectives.

### 5.1.1. Regarding Problem Formulation

What is the impact of using Praktika AI Avatar app through a communicative approach to enhance speaking skills related to interactions in real-life situations on the students from the module 309 Conversational English course in CINDEA Puntarenas in the second semester of 2025?

The problem of this investigation wanted to know what the impact on the speaking skills of the CINDEA Puntarenas students could be. Taking this into consideration and based on the result obtained, it is possible to conclude that the implementation of Praktika AI Avatar app promotes an improvement of the competence of speaking skills related to interactions in real-life situations on the students from CINDEA Puntarenas enrolled during Conversational English Beginners. All this guide under the vision of the communicative approach methods and theories.

This improvement was not only in a quantitative way such as the number of students who approved of the post-test, but also, there were many aspects related to their feelings and motivation that were positively affected like the significant increment of students' confidence, and the enhancement that they felt related to speaking skill.

### 5.1.2. Regarding the General Objective

To determine the impact of using Praktika AI avatar app through a communicative approach to enhance speaking skills related to interactions in real-life situations as part of the process of learning English as a foreign language on the students from the module 309 Conversational English course in CINDEA Puntarenas in the second semester of 2025.

The general objective which wants to determine the impact of suing Praktika AI Avatar app on the students from the module 309 Conversational English in CINDEA Puntarenas was fulfilled. The study determines that students improve significantly in a variety of areas who were established to be determined. First, it was possible to determine their abilities before and after the implementation of the methodology on the population studied. The results showed that all the students had an improvement in the criteria (speaking abilities) included in the rubric in a matter of two weeks. The students expressed at the end of the process that their fear to speak English diminish. Besides that, they found the app as a new and innovative way to learn English, any time or place.

On the other hand, it was possible to determine the impact through teachers' perspectives where they agree that the app is innovative, useful, but challenging at the same time. It was possible to obtain the role that this app had in their learning process of the language where many of the students concluded that the implementation of this app in class is better than traditional methods of teaching and that they would recommend the app to other students. Finally, from the perspective of all the participants, it was

possible to determine that the app helps to break fears/insecurities, increase oral participation in class, and allows students to improve their speaking abilities in general.

This findings answer the general objective of this investigation by determining that the integration of the Praktika AI app demonstrated a positive and enriching influence on the enhancement of English language abilities to interact in real-life situations.

### **5.1.3. Regarding Specific Objectives**

To describe the enhancement of the speaking skill of the students from the Conversational English course, module 309, in engaging in English conversations in everyday situations, after using the Praktika AI avatar app.

The first specific objective of the research aimed to describe the improvement of the students from the Conversational English course 309, in speaking skills when engaging in everyday English conversations using Praktika AI avatar app. For this it was necessary to determine the initial level by a pre-test, and after the implementation of the app, a post-test was applied.

The results from both assessment showed that there was a significant improvement in every criteria included in the test. The main improvements were in the criteria for vocabulary, grammar, and fluency abilities. In the area of vocabulary around 24% students improve from the lowest levels to the Excellent or good level. Showing that the app helps to acquire vocabulary in an effective way. Following the same line, the grammar area was determined by an increase of 35% being the most impressive result

the students who were placed in the “need improvement” level who increase their level to “good” level. After this, the fluency aspect was another crucial result because this reflects the confidence in their speaking production. The evidence demonstrates that at the end of the process all the students were placed in the three first level of Excellent, good and satisfactory. In contrast to the results from the pre-test were 28% of the students were placed in the two lowest level of “needs improvement” and “unsatisfactory”.

Therefore, it can be concluded that the use of the Praktika AI avatar app had a positive impact on students’ ability to engage in everyday English conversations.

To analyze the role of Praktika AI as an app to enhance speaking skills in the process of learning English as a foreign language among the students from module 309 Conversational English, in the second semester of 2025.

The second specific objective of the investigation sought to analyze the role of the Praktika AI app in enhancing students’ speaking skills during the English learning process. To achieve this, it was necessary to apply a survey where the students must select the responses who felt more related to.

The analysis revealed that 90% of the students have not used the app before its use 64% of the students felt more confident when speaking in English, 54% indicated that they notice an improvement in their grammar knowledge, 70% of the students agree with the fact that the app provide a good correction technique to them. Besides that, almost all the students indicate that using the app they increase the use of the language in a speaking way, which consequently increases the students’ level of motivation.

One of the most important results obtained is the students' perspective after using the app related to the interaction in English in real-life situations, where around 52% of the students conclude that they have improved this skill since they started using the app.

Thus, is it possible to say that the use of Praktika AI can be concluded to be an effective tool for enhancing speaking skills within the EFL learning context of Conversational English 309 module.

To identify the perception of students and other participants of the process of learning English as a foreign language regarding the use of Praktika.
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The findings let be possible to identify the students' and teachers' perception of the process of learning English as a foreign language regarding the use of Praktika app. Based on the interviews applied to the students who participate in the process. Their perceptions reflect that the app is something interesting and innovative which helps to increase their motivation and confidence once it is used. The results also reflect that despite the interaction with an Avatar at the beginning is quite intimidating and peculiar, it feels like a secure space where they can practice, lose their fears, and speak the target language which is English.

Even though the students' perspectives were major positive, they mentioned that the use of this app could be a real challenge for the population of students of this modality which are predominantly adults.

Consequently, the findings show the teachers' perspective, which can be concluded as an adequate tool in relation to the new AI tools. They found it easy to apply in class and motivate students to speak in English during class. The app is ideal to use the target

language based on a real-life situation or context. Finally, they were positive about the inclusion of the app during future lessons, or they were also motivated to include different tools in future courses. However, not everything was ideal. The teachers remark on final thoughts. First, they mentioned that they do not believe that the app will replace face-to-face interaction with humans. They argue that even though the avatar tries to imitate all the possible human features, the emotional and psychological factor will not be able to replace by any chance. Finally, it is crucial to take into consideration Costa Rica's reality in other educational institutions where the accessibility to resources such as technological appliances and internet is completely limited.

## **5.2. Recommendation**

In the following section, it will be presented a variety of recommendations that were possible to obtain after all the process of this investigation.

- a) Based on the results, English teachers should integrate the use of AI tool which allows the interaction using English like Praktika AI Avatar in their plannings and their teaching process. This will allow teachers to be updated with the new current trend of AI technology taking advantage of all its benefits.
- b) The students should take advantage of all the resources that AI-based conversational English provide. They can enhance their speaking abilities such as pronunciation, grammar, fluency, and listening comprehension at their own pace. Without judgments, the app will provide the appropriate feedback depending on your weaknesses. This will provide confidence and motivation in their learning process.

- c) To the institution CINDEA Puntarenas, the administrative department should explore the possibility of including in the curriculum of this emergent courses' licenses or new AI tool or programs which could take advantage of the space and resources that the new high school provides. As far as possible, it is important to give priority the access or inclusion of training opportunities to teachers related to the integration of AI tools inside the classroom.
- d) It is recommended to the national curriculum to make an annual plan where new techniques, current trends and methodologies to teach English were properly explained and studied. This could be such an rich opportunity to make teachers go out of their comfort zone.

**CHAPTER VI: PROPOSAL**

## **6.1. Proposal of the Research**

The proposal of this research recommends the possibilities to examine how Praktika AI Avatar app would affect another language skill in this case the listening comprehension. It is important to remember that language skills naturally overlap. It is impossible to focus on one skill such as speaking without the ability to listen with its crucial for an accurate interaction.

## **6.2. Place where the Proposal is Developed**

This proposal should continue to be developed in CINDEAs modality in the courses of Conversational English in all its levels because in this module the adult population is who prevailed. This is important for the researchers due to the low studies focus on this modality and students' age.

## **6.3. Objective of the Proposal**

### **6.3.1. General Objective**

To determine the impact of using Praktika AI avatar app to enhance listening comprehension skill as a complementary skill in interaction using the English language in students from CINDEAs in the Conversational English Course.

### **6.3.2. Specific Objectives**

To describe the enhancement of the listening comprehension skill of the students from CINDEAs after exposing them to a variety of accents, speech rates, and discourse patterns that the Praktika AI Avatar app could provide.

To analyze the impact on students the inclusion of long-term skill development project that includes listening tasks with the content included inside Praktika AI app.

#### **6.4. Suggested Activities**

##### **a) Pre-listening activities: Introducing Praktika AI Avatar app**

Duration: 4 sessions (1 hour each one). This is important because the course schedule is one day per week.

Content: Implementation of short pre-listening activities that activate background knowledge, introduce key vocabulary, and establish context followed by the simulations of real-life conversation using Praktika app.

Materials: cellphones, internet, speakers, worksheets, and pencils.

Before engaging with speaking tasks in Praktika, teachers can implement short pre-listening activities that activate background knowledge, introduce key vocabulary, and establish context. Such activities may include:

- Brief audio clips related to the scenario students will practice in the app.
- Prediction tasks where learners anticipate key ideas or vocabulary they expect to hear.
- Guided questions that help students focus on essential information during the listening task.

These preparatory steps will help learners approach speaking activities with greater confidence and comprehension. However, it is necessary that teacher's study and use

the app previously. This will allow the pre-activities to be completely related to the content of the app.

After all this preparation process, the next step is the use of the app. Praktika AI exposes learners to authentic spoken models, which strengthens listening comprehension and trains students to decode real-time language. The app will allow students to comprehend prompts, questions, and instant avatar responses. The app also provide the exposure to different accents, speeds, and interaction types by selecting different characters inside the app where they “came from” different English-speaking countries.

### **b) Projects**

The following suggestion for activities is the project. These kinds of activities are totally aligned with task-based learning which is promoted by the Ministry of Education. In this section, teachers may incorporate small projects that combine listening and speaking tasks aligned with the thematic content of Praktika modules. Examples include:

- Listening to an interview and then recreating or extending the conversation using Praktika.
- Preparing a short oral summary after listening to an audio clip related to daily situations practiced in the app.
- Conducting pair or group discussions based on the ideas extracted from a listening input before practicing individually with the app.

Those conversation may be developed in real time in front of the class, or they could be previously recorded.

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**ANNEXES**

## Annex 1. Pre-test rubric



### Pre- test

**Objective:** To describe the enhancement of the speaking skill of the students from module 309 in engaging in English conversations in everyday situations, before using the Praktika AI avatar app.

**Description:** This rubric is designed to evaluate the enhancement of students' speaking skills in English conversations in everyday situations as part of module 309.

The students will demonstrate their abilities by responding to questions on various daily life topics. The pre-test is going to be divided into group A and group B, where they are going to develop a specific situation such as ordering food in a restaurant, giving instructions or directions to a stranger, or in a job interview.

Criteria The student...	(5) Excellent	(4) Good	(3) Satisfactory	(2) Needs improvement	(1) Unsatisfactory
<b>Clarity &amp; pronunciation</b>	Makes a maximum of 2 words incorrectly. Speech is consistently clear.	Makes 3 minor errors. Understanding is not affected.	Makes 5 words incorrectly. Some errors occasionally affect clarity.	Makes 7 words incorrectly. Frequent errors affect understanding.	Makes more than 10 words incorrectly. Speech is very hard to understand.
<b>Vocabulary usage and relation with the situation</b>	Uses 10 or more varied and appropriate words/phrases for the context provided with no misuse.	Uses 8 to 9 varied words/phrases with 1–2 minor mistakes.	Uses 6 to 7 basic words/phrases with occasional misuse.	Uses 4 to 5 words/phrases, repeats vocabulary, frequent misuse.	Uses fewer than 4 words/phrases related to the context provided.
<b>Grammatical accuracy</b>	Says 0 to 1 minor errors, uses 3+ varied structures accurately.	Says 2 to 3 minor errors, maintains variety in structures.	Says 4 to 5 errors, uses basic structures correctly most of the time.	6 to 7 errors, relies on very simple structures.	Says more than 7 errors, severely impedes communication.
<b>Fluency</b>	Natural pacing, fewer than 2 long pauses and maximum 3 fillers.	Generally fluent, 3 to 4 long pauses without major disruption.	Noticeable hesitation. 5 to 6 pauses and a reasonable pace.	Frequent hesitation. 7 to 8 pauses and a choppy pace.	Speech halts often more than 9 pauses, very fragmented.
<b>Relevance and coherence with the situation</b>	Answers 100% of questions directly, ideas are clear and well-organized. They are totally related to the situation.	Answers 85% of questions, minor lapses in clarity or the situation content.	Answers 60% questions, some unclear responses.	Answers 40% questions, lacks logical connection.	Answers less than 30% of questions, irrelevant or incoherent. It has no relation with the situation purpose.

## Annex 2. Post-test rubric



### Post- test

**Objective:** To describe the enhancement of the speaking skill of the students from module 309 in engaging in English conversations in everyday situations, after using the Praktika AI avatar app.

**Description:** This rubric is designed to evaluate the enhancement of students' speaking skills in English conversations in everyday situations as part of module 309.

The students will demonstrate their abilities by responding to questions on various daily life topics. The post-test is going to be divided into group A and group B, where they are going to develop a specific situation such as ordering food in a restaurant, giving instructions or directions to a stranger, or in a job interview.

Criteria The student...	(5) Excellent	(4) Good	(3) Satisfactory	(2) Needs improvement	(1) Unsatisfactory
<b>Clarity &amp; pronunciation</b>	Pronounces a maximum of 2 words incorrectly. Speech is consistently clear.	Pronounces 3 minor errors. Understanding is not affected.	Pronounces 5 words incorrectly. Some errors occasionally affect clarity.	Pronounces 7 words incorrectly. Frequent errors affect understanding.	Pronounces more than 10 words incorrectly. Speech is very hard to understand.
<b>Vocabulary usage and relation with the situation</b>	Uses 10 or more varied and appropriate words/phrases for the context provided with no misuse.	Uses 8 to 9 varied words/phrases with 1-2 minor mistakes.	Uses 6 to 7 basic words/phrases with occasional misuse.	Uses 4 to 5 words/phrases, repeats vocabulary, frequent misuse.	Uses fewer than 4 words/phrases related to the context provided.
<b>Grammatical accuracy</b>	Says 0 to 1 minor errors, uses 3+ varied structures accurately.	Says 2 to 3 minor errors, maintains variety in structures.	Says 4 to 5 errors, uses basic structures correctly most of the time.	6 to 7 errors, relies on very simple structures.	Says more than 7 errors, severely impedes communication.
<b>Fluency</b>	Natural pacing, fewer than 2 long pauses and maximum 3 fillers.	Generally fluent, 3 to 4 long pauses without major disruption.	Noticeable hesitation. 5 to 6 pauses and a reasonable pace.	Frequent hesitation. 7 to 8 pauses and a choppy pace.	Speech halts often more than 9 pauses, very fragmented.
<b>Relevance and coherence with the situation</b>	Answers 100% of questions directly, ideas are clear and well-organized. They are totally related to the situation.	Answers 85% of questions, minor lapses in clarity or the situation content.	Answers 60% of questions, some unclear responses.	Answers 40% of questions, lacks logical connection.	Answers less than 30% of questions, irrelevant or incoherent. It has no relation with the situation purpose.

### Annex 3. Teachers interview



#### English Teachers' Interview

**Objective:** To identify the perception of teachers in the process of teaching English as a foreign language regarding using Praktika AI app as a tool to enhance speaking skills. This interview is aimed at obtaining teachers' experiences, findings, and recommendations regarding the use of the app and the results obtained from their students.

1. How would you describe the general engagement using Praktika AI in your class?
2. Have you noticed any changes in students' speaking skill production during the English lessons?
3. Based on your experience, have you used the Communicative Language Approach in your class before?
4. Do you integrate apps activities into your lesson plans?
5. How would you add the use of the Praktika app in your lesson plan for this course?
6. Did you identify an improvement in your students' motivation?
7. What limitations or challenges do you see in using Praktika AI for EFL learning?
8. How can you describe the feedback provided by the app? Could you use it as a guide to improve the way in what you provide feedback in developing speaking skills?
9. In your opinion, do you think that app like Praktika AI can replace the traditional face-to-face interaction, or is it only a tool that teacher can take advantage of?
10. What changes would you recommend seeing in the app to make it more effective?

## Annex 4. Students interview

### Students Interview



Objective: To identify the perception of students in the process of learning English as a foreign language regarding the use of the Praktika AI app as a tool to enhance speaking skills. This interview aims to obtain students' experiences, findings, and recommendations regarding the use of the app and the results obtained from them

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1. How would you describe your experience using Praktika AI for practicing English?
2. What kinds of topics or situations have you practiced with the app? Did they feel similar to real-life situations?
3. Do you feel more confident speaking English after using the app? Why or why not?
4. Do you feel comfortable with the AI Avatar speaking interaction?
5. Do you think practicing with the app is similar to talking with a real person? Why or why not?
6. Has Praktika AI helped you understand spoken English better? Can you give an example?
7. Which features of the app help you the most (e.g., conversation avatars, pronunciation feedback, vocabulary support)?
8. Has the app helped you participate more actively in classroom English conversations? How?
9. What challenges or difficulties do you face when using the app?
10. If you could add one thing in Praktika AI to help your speaking, what would it be?
11. Would you recommend the app to other students? Why?

## Annex 5. Survey

# Survey about the students' perception and experience using Praktika AI in enhancing their English speaking skills.

**Objective:** To analyze the role of Praktika AI as an application to enhance conversational skills in the process of learning English as a foreign language among the students of module 309 of Conversational English, in the second semester of 2025.

### Instructions:

- 1) Please answer the questions honestly. Your answers will represent an important part of the results of this reaserch.
- 2) This survey is about your experience using Praktika AI in your English lessons. There are 10 questions in total. They are in a format of multiple choice and Liker scale. You have to select from 1 to 5 corresponding what answer do you feel relatable.
- 3) Your responses will remain totally confidential, only for this research purpose
- 4) If you do not understand, please let your teacher know.

Age \*

- Under 18
- 18–30
- 30–40
- Over 40

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Have you used Praktika AI App before? \*

- Yes
- No

# Survey about the students' perception and experience using Praktika AI in enhancing their English speaking skills.

\* Indica que la pregunta es obligatoria

## Liker scale question

Please select the option you feel more identified.

1. I Strongly Disagree
2. I disagree.
3. I Neither Agree nor Disagree
4. I Agree
5. I Strongly agree

**The application was easy to handle and access \***

	1	2	3	4	5	
I strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I strongly agree

**I feel more confident speaking English after using Praktika AI \***

	1	2	3	4	5	
I strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I strongly agree

**I feel the app helped me to improve my grammar mistakes when speaking. \***

	1	2	3	4	5	
I strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I strongly agree

**The app provided good correction techniques for students. \***

	1	2	3	4	5	
I strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I strongly agree

The app increased the use of my speaking English skill in the course. \*

1 2 3 4 5

I strongly disagree      I strongly agree

I feel more motivated to practice English after using the app. \*

1 2 3 4 5

I strongly disagree      I strongly agree

Compared to other traditional speaking practice methods, the app Praktika AI is: \*

- Much better
- Better
- About the same
- Worse
- Much worse

Would you recommend Praktika AI to other English learners? \*

- Yes
- No

My interaction in English in real-life situations has improved after using the Praktika AI app. \*

1 2 3 4 5

Strongly disagree      Strongly agree