

Implementation of Artificial Intelligence (AI) in EFL Classes: an Analysis of Its Praxis in Oral Communication Courses to Boost Learners' Speaking Skills at Universidad Nacional (UNA), Campus Liberia

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Abstract

The purpose of this essay is to inform about the importance of implementing Artificial Intelligence (AI) in oral communication courses to boost learner's speaking skills at a university level. Indeed, it is known that teaching oral courses in college is not an easy task for teachers since they want their learners to become effective, efficient, and productive in English. This is a serious concern, and teachers ought to be creative, enthusiastic, and responsible for achieving the learning goals that their learners have, that is, the former want to give AI different pedagogical uses to help their learners accomplish those set learning goals. With AI-generated resources, teachers know that using these technological tools help support students in their language performance as the latter sometimes face some difficulties in language use, and that can be noticed in oral communication courses. Therefore, AI becomes an ally in the development of an English class because it offers many tools that both teachers and students can implement during the teaching-learning process. AI is not a new tool because it has been available since the Internet was invented; however, EFL teachers and students are now aware of the benefits it might bring if it is well-introduced in the described courses.

Keywords: Artificial Intelligence (AI), EFL learners, oral communication courses, language teachers, teaching-learning process, technological resources, university level

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Introduction

There are different reasons why teachers are now using Artificial Intelligence (AI) in their speaking courses as this new technological resource is helping students boost their language skills, and this essay will focus on the introduction of AI in teaching as it has demonstrated to be a benefit when it comes to language teaching and learning. For instance, AI represents the use of technological tools to perform human-like tasks, and it helps students carry out a variety of tasks; it has meaningfully transformed the way English teachers carry out their classes at the university because they have changed their traditional teaching methods to modern ones, which include these new trends, that is, AI-generated tools – resources that are designed with this AI technology. Indeed, AI has been effectively enriching a variety of areas, and they include university education and language learning and teaching, especially to improve students' performance in oral communication courses, which is this essay's concern. Certainly, there should be a solid understanding, from teachers, of how AI works and the possible uses it might bring; this is a fundamental step to know the positive impacts on English as a Foreign Language (EFL) teaching and learning, and how it also impacts the teachers' pedagogical praxis.

In addition, universities are now trying hard to implement new technological resources to help learners achieve their learning goals despite the limitations and challenges they usually face. Colleges know that AI has potential uses if it is used wisely; such information will be explained in detail throughout this paper. Another important point to make is that AI offers the tech tools students need; that is, it explicitly provides students with the resources they require to improve their speaking skills – fluency, accuracy, pronunciation, etc. Thus, examples will include the types of platforms learners can use to effectively focus on the areas that have been difficult to master in the oral communication courses they ought to take.

Besides, the implementation of AI at the university includes many methodological, transformational, and pedagogical advantages, which can improve the language learning process. As well, it is necessary to mention that AI-generated resources, for example, chatbots, specialized software systems, language applications, and online platforms help teachers design real-life materials so that students may have more chances to use the target language in different contexts; students might also notice the changes in language production more constantly, and they can make decisions about what to do to boost their knowledge when it comes to oral communication skills.

Additionally, AI, if used effectively and correctly, may give learners the feedback they need after every language performance they will eventually have; teachers can also use this to provide language motivation and support so that students can understand that the language

learning process is not easy to carry out; however, teachers will be there for them in case recommendations and suggestions should be given. As it was mentioned, AI technologies can help in the development of speaking skills by giving students the language elements they require to focus on their oral communication goals. If students are taught to use AI-generated resources on their own, that could increase their autonomy in this important language learning context.

In conclusion, it is crucial to implement AI in language teaching and learning so that students may feel more engaged, motivated, and confident to enhance their oral performance in the communication courses at Universidad Nacional, Campus Liberia; it might result in students being more proficient and fluent when using English in different situations. Hence, AI should not be seen as something negative, but as a modern resource that can methodologically transform how a language might be taught nowadays. In other words, the use of AI in oral communication courses at UNA will demonstrate that it can empower students during their learning process as they know how important it is to speak English fluently and accurately.

Artificial Intelligence (AI)

AI is a technological tool that is revolutionizing the modern world; it has impacted many people's lives since it eases their daily tasks and responsibilities. For example, they can use AI to learn a language, use virtual assistants, and shop online from home. In fact, AI has brought several benefits to humans' living conditions as they now depend somehow on the technology that it includes, for example, to have access to teaching and learning tools, simulated real-life situations, machine learning, social platforms, online shopping, among others. In terms of how beneficial AI is, Wei (2023) stated that "AI, as a branch of computer science, enables machines to simulate human intelligence, learn from experiences, and perform tasks that typically require human cognitive abilities. In the education contexts, AI technologies hold immense potential to transform traditional instructional methods" (p. 3). In this case, AI has evolved to make educational tools more accessible, appropriate, and effective for humans, especially because some of them want to learn languages without relying on using traditional methods, which sometimes hinder the language learning process.

Furthermore, AI represents a way of accessing information much faster. For instance, there are tools, such as ChatGPT, which people can use to easily access and get the information they need to work on their different duties. To exemplify this, students use ChatGPT to look for resources they can use to boost their speaking skills as it offers a world of learning strategies. However, AI users ought to be intelligent and careful enough to know that such information must be analyzed first before it gets to be used since not all that they find on the

web or AI-generated is a reliable source. For example, some individuals often search for help for their academic issues, that is, to carry out their studies or investigations, and so they rely on AI tools as the latter respond quickly with the required and relevant information the former need. In addition, it can be said that AI is progressively being used in different educational contexts, which helps in those individuals' decision-making process, something that resembles human thinking (Wei, 2023, p. 3). Indeed, the process of making decisions is not easy for humans; that is why they must understand that AI-powered resources are to be examined before using them to avoid future problems. Again, AI is a good option to access the information people need, and it changes through time because it can be powered by human intelligence.

All in all, AI contributes to different aspects of life, and the students' language learning process is not the exception. In other words, teachers can use AI to guide learners into focusing on their oral communication skills as it also plays an important role in EFL courses at the university. Thus, the more students use AI, the more efficient they can become in English without creating dependence on it as they focus on specific communicative aspects.

Importance of AI in the Teaching-Learning Process

Artificial Intelligence plays an important role in society because it can be employed in a variety of situations that may help humans carry out their tasks more effectively, particularly in university-level oral communication EFL courses. So, based on this, there are some elements to consider regarding the importance this technological tool has in all aspects of life, and more specifically in the teaching-learning process. Regarding AI and its pedagogical uses, Seif (2024) stated that

In the field of language learning, artificial intelligence can play its unique advantages. It plays an important auxiliary role in students' learning and teachers' teaching. The application of artificial intelligence technology in English teaching can give full play to its advantages and make up for the shortcomings of traditional classroom teaching. (pp. 27-28)

So, it can be said that AI tools are necessary to improve language learning and contribute to what learners need to acquire all the language elements they require to focus on their speaking skills as this is essential for language production and a more effective communication with others. With that said, these are some features why AI is important in students' learning process. Thus, Vera (2023) indicated that AI is fundamental in the EFL class because it

- brings innovation to the teaching context; it provides teachers with the new technology they need to teach languages more effectively.
- helps simulate real-life situations so that students can put into practice what they have been learning, which is necessary to prove their language abilities.
- reduces costs in the EFL class, especially when it comes to investing time and economic resources to carry out daily teaching and learning activities.
- assists teachers and students in the process of decision-making to solve teaching and learning problems that sometimes take place in the school setting.
- generates resources and materials that are required to ease the teaching-learning process, and it provides the tech tools teachers and learners need for language learning; and
- improves the students' capacities to perform better in the EFL class and secures language proficiency for better communication.

Thus, AI is appropriate for helping both teachers and students change their ways of teaching and learning for good, that is, it gives them the necessary tools they require to do their daily school activities, which is the real purpose of implementing AI in the language class.

AI-Generated Benefits in the EFL Class

When teaching a language, there are university teachers who rely on using traditional methods since they believe these might produce better oral language performances. However, teachers need to decide on integrating this new and pedagogical technology in their speaking classes to help their learners acquire language skills more effectively and easily. The use of AI is a significant tool nowadays as it provides teachers and students with the materials and resources required to learn English. For example, Seif (2024) stated that “with more usage of artificial intelligence in education, major transformations can be foreseen in the education systems and its processes” (p. 29). In other words, there can be more positive results if AI is implemented in the EFL class as students can be more productive, which is an aspect that educational systems are looking for, that is, more positive results when investing in new technologies to improve the teaching-learning process.

Based on the previous premise, in the coming sections a set of benefits will be given to exemplify how AI can contribute to enhance the students' experiences and expectations in the EFL class. Indeed, AI usage in the language class is now a possibility because if teachers and students want to get positive results, then they both ought to adopt the new forms of learning by implementing more technological tools in the EFL class. On one hand, Seif (2024) mentioned that

AI can also enhance teachers' skills by providing them with access to a range of tools and resources that can help them become better educators. For example, AI-powered assessment tools can provide teachers with real-time feedback on student performance, enabling them to adjust their teaching strategies to better meet the needs of their students. AI can also help teachers to personalize learning, creating lessons that are tailored to the individual needs of their students. (p. 31)

Consequently, teachers have different options to give students the information and feedback the latter need to focus more on their language learning process; this process can be carried out face-to-face, or both students and teachers can meet online as well, which is another possibility in the EFL class. In other words, AI provides different scenarios for language learning, and it can bring solutions to problems such as accessibility, distance, and inclusivity. Both teachers and students can look for those scenarios, and the web offers such language learning tools.

Thus, if AI has the possibility of precisely recognizing learners' strengths, weaknesses, learning problems, and learning styles, then it can also give more personalized content, activities, and real-time feedback to create more appealing and effective language learning experiences in the EFL class. Additionally, by adding gamification, ludic elements such as prizes, challenges, and progress follow-up, AI, therefore, has the potential to enhance language motivation and involvement, making the learning process more significant and enjoyable (Lee & Davis, 2024, p. 1).

In short, students' motivation can be increased if teachers have AI be part of the new pedagogical methods that they might use to empower students in being engaged and interested in improving their oral communication skills at the university. In this way, AI will not be seen as a threat to teachers and students, but it will turn into an educational and transformative tech ally.

AI in the EFL Class at a University Level

AI functionality in the EFL class has been thoroughly explained, and it also gives better perspectives of how to use it at the university level, especially in the oral communication courses, in which students are expected to be fluent and accurate during class participation. For example, some AI-generated applications, such as *Duolingo*, which assesses oral language performance and provides feedback in real time, *Jumpspeak*, which is used to have real-life conversations and prepares you for oral real world situations, and *Talkpal*, the one that simulates real-world conversations, are essential in having students be more responsible for

their language learning process as they are expected to be more productive when it comes to using English language. The idea of implementing AI in the class is to enhance students' oral communication competence since sometimes there is a lack of exposure to the target language (López et al., 2025, p. 63). Nonetheless, to have students be language users, they require time and space to adjust their learning process to the new AI situations; these experiences will be new to them, and teachers must be patient and wait until students feel more comfortable with these AI methods. Of course, the aim is to have students be able to listen, speak, read, and write; however, it takes time, and that time can be reduced if more AI tools are implemented at the university classes.

Thus, by paraphrasing López-Minotta et al (2025), a summary of the benefits will be given as follows because it is important to externalize the advantages that AI brings to the EFL class at a university level:

- The use of AI in language learning can give personalized and access to quality learning materials at the university context; such resources can break the barriers related to distance and money, economically speaking. However, universities must invest a lot in this to give students the opportunities to improve their language skills, and the yearly budget they get is not enough, but they try to provide students with what they need.
- When using AI, it is vital to think that students can also increase their confidence, motivation, and comfort while using these technological tools; when they get familiar with them, the learning process eases.
- The use of applications with ludic and dynamic characteristics and collaborative conversation activities demonstrates how crucial and engaging AI tools are; they can help keep students' motivation and reduce their intellectual challenges often faced in language learning, especially when they do not know how to use the new available technology. This allows students to be more engaged, interested, and motivated with their EFL learning process by focusing on the four language skills as AI permits to integrate all of them in simple tasks.
- The implementation of AI can enhance time management, and such space can effectively be used in other educational purposes, for example, to provide students with the feedback they need in different sessions and situations.
- The incorporation of AI in teaching and learning provides more dynamic and significant environments that may promote students' participation and commitment. This is a fundamental idea because students should feel well when being part of a class; this allows them to participate and be more creative when being immersed in the language class.

Overall, it is fulfilling to give students the chances they deserve to learn and practice English; AI represents a pedagogical way to demonstrate that a language can be acquired if the necessary tools are implemented; teachers ought to demonstrate that they are open and willing to serve as guides and facilitators when language learning takes place. Therefore, to expect positive results, teachers need to guide students in knowing how AI can be wisely used for communicative purposes, which sometimes denotes a pedagogical limitation.

Pedagogical Uses of AI in a University Context

It is essential to say that AI is a practical and technological tool that enriches how students learn when taking, for example, conversational or oral expression courses at the university. When being at the university, students are needed to have an acceptable English level, and they already understand that, but that specific feature changes among them. However, at that level, they should be more committed to their language learning process. In other words, teachers expect them to be efficient and proficient when it comes to using English in different contexts. However, if teachers want that to happen, they must look for a variety of ways to give AI its pedagogical uses. AI exists, and it is available to everyone, but focusing it on its educational usages is pivotal for both teachers and students. Indeed, Kim et al. (2021) explained that “based on the students’ responses, it was found that AI chatbots helped them to improve their English-speaking skills as well as their pronunciation in a comfortable learning environment” (p. 731). Once an AI is found, teachers ought to adapt that technological tool to what students need, as it is demonstrated with the use of the chatbot in Kim and Young’s study. As the authors Kim et al. (2021) mentioned, chatbots are useful, technological tools that help students be more in contact with the target language, and they can use them to learn about general aspects of English. For example, chatbots can provide students with simulated conversations, which they can repeat or reproduce to improve their oral communication skills, more specifically, fluency, accuracy, and pronunciation.

Thus, if students learn how to be committed to AI tools, then they can practice English more and generate significant language. In this way, AI demonstrates to be a support for language development as it gives students personalized and meaningful learning. Therefore, students will be able to successfully use English in real-life situations during oral communication classes.

Implementation of AI in the Oral Communication Courses

Why is it important to implement AI in oral communication courses? When talking about the use of AI in language classes, it means that AI works as a bridge that helps students build their confidence, motivation, and language skills, for example, while using English in real-life

contexts, when teachers give them feedback, and once they are ready to use AI-generated resources. AI is essential in oral communication classes because they allow students to be more proficient and effective when interacting with others. Students can also use AI tools to communicate with other people either face-to-face or online.

Consequently, integrating artificial intelligence technology into oral communication instruction is critical. This integration can support English teachers in delivering listening and speaking lessons, and this will potentially increase students' motivation and engagement to learn, especially when using English either in the class or in the real world. In fact, this might enable learners to practice their communication skills in different settings, and connect with real-life situations or contexts, which will boost their understanding and comprehension of spoken English features (Chen, 2024, p. 3).

An important aspect to consider is that teachers can integrate AI in their classes; however, they ought to be trained how to do that because AI is not easy to implement; it needs a series of steps to follow to take advantage of it. In fact, AI can be functional when teachers are to provide feedback to students; there are a lot of learning applications that can give what students need to improve their language performance. For instance, language simulators such as Duolingo, Jumpspeak, and Talkpal can serve as language tools that can also let students practice conversation online, and, after practicing, the same platform can provide the recommendations needed for language improvement. Thus, this is how AI takes that valuable role in aiding both teachers and students to get better results on the oral communication courses through activities designed by the same apps or shared on virtual spaces.

Another important point to make is that AI is essential because it evolves constantly. In this modern world, times change rapidly, and artificial intelligence becomes gradually integrated into other aspects of people's daily routines and habits. For instance, an increasing number of learners are now relying on advanced AI apps (Duolingo, Jumpspeak, and Talkpal) to strengthen and boost their language learning process. This innovative technique not only offers a vastly and greatly personalized learning experience, but it also intelligently orders both the content and the pace of instruction to suit each student's individual communication abilities and learning needs. By doing so, AI helps learners to progress at an adequate, relaxed, and effective rate level while they can focus on aspects and elements that need improvement – for a more precise language production (Chen, 2024).

On top of that, AI has proved to be an ally for teachers because they can recommend to their students different webpages and applications that the latter can use to work on their language performance and improvement. Now teachers are opting for making their classes

more and more dynamic and interactive since this is a way of calling students' attention. To exemplify that, by considering personal experiences as a language teacher, universities are investing in installing language labs, buying smart screens in classrooms, and getting Internet access to take advantage of the available AI technological tools; this gives learners more opportunities to put English into practice in oral communication courses, which, as a result, boosts students' language performance. Nevertheless, to get better options, state universities, for instance, in Integrated English and Oral Communication courses at UNA, Campus Liberia, are also opting for getting licensed tools to facilitate language learning so that students can also use what is available to integrate all the language skills: listening, speaking, reading, and writing – for a more complete learning process; one can personally discuss this as teachers and students are relying on these AI tools to enhance their language knowledge, especially in speaking courses; however, students must wisely use the tools to avoid dependence on them.

AI Tools to Improve Speaking Skills

There is a great variety of online tools that teachers can use to help students improve their communication skills, especially in oral communication courses. Such tools have been being replaced by AI-generated ones, which meet the students' needs when it comes to language learning. At a university level, teachers could possibly implement AI to teach English; however, the process requires analysis and availability of economic resources. For instance, UNA, Campus Liberia, is remodeling its language labs so that students can access and use the available and technological equipment for language practice; in this way, language learners can be more exposed to the target language. Therefore, universities are given AI tools an opportunity to be used in the EFL class for the students' benefit.

For example, Chen (2024) said that “everyone has different learning habits and preferences, so university students hold different attitudes towards different ways of improving their speaking skills online and offline” (p. 4). Therefore, students can use a variety of tools to improve their speaking skills. Some of these tools can be represented by AI elements such as the Rosetta Stone, Talkpal AI, Duolingo, and ELSA Speak applications; these AI resources focus on the students' speaking skills in oral communication courses, and they give feedback towards pronunciation, fluency, accuracy, and vocabulary. Of course, there are other AI resources that can also help strengthen learners' language skills.

These AI tools can be accessed for free, or people can also pay a significant fee for having more opportunities to use the platforms thoroughly. For example, some students have externalized that they enjoy using the previous apps a lot, especially because they assist them with what they need, and the same apps specifically concentrate on oral communication. The

results have been positive, and students are now putting into practice what they constantly learn from those learning apps (Vera, 2023). In terms of AI positive results, Chen (2024) stated that “In addition, AI can form learning communities with other learners to promote communication and competition among them. Through continuous technological innovation and improvement, AI can be expected to play a greater role in improving spoken English” (p. 5). With that said, AI experiences constant innovation, and its errors are continuously fixed for giving the users, teachers and students, ongoing experiences, in which learning becomes the number one priority; learning communities can be found online, more specifically when learners play video games with people from different parts of the world.

Regarding Chen’s (2024) study, it also investigated how artificial intelligence helps university students improve their spoken English in China. The results obtained in the study can also be used and applied to Costa Rican state universities, especially UNA, Campus Liberia, as there are students who are working and focusing on learning English by using AI tools that can assist them in polishing their language skills. AI language tools or applications enhance students’ oral skills, focusing on aspects such as pronunciation, accuracy, grammatical structures, and fluency as they provide more personalized learning experiences and feedback from well-designed apps. In fact, Chen (2024) explained that “this type of learning not only provides a personalized learning experience, but also intelligently adapts the content and pace of teaching according to each student’s speaking level and needs” (p. 4). To sum it up, there are many AI tools to improve oral communication skills; however, students and teachers use the ones they feel comfortable with for meeting their learning needs and problems.

Boosting Pronunciation: Accuracy and Fluency Enhancement with AI

At the university, when it is about oral communication courses, it is necessary to focus on aspects that are going to help students improve the way they communicate in the target language; some of those elements have to do with fluency and accuracy. On one hand, one might say that fluency deals with how natural a person speaks a language, that is, there is no hesitation or doubt about what will be said, an aspect that will not affect the communicative process. On the other hand, accuracy is related to aspects that cope with the use of correct vocabulary and grammatical structures (syntax) to accurately express ideas. These two language key points are usually taught to engage students in mastering the foundations they ought to know for language competence. For instance, López-Minotta et al. (2025) explained that “by implementing an AI-based application, students are expected to improve their communicative competence in English, especially in oral expression” (p. 63). This is one of the objectives that needs to be reached, in other words, English teachers expect students to

enhance their level of language use by implementing and focusing on prosodic aspects that will lead them into an acceptable pronunciation.

Besides language competence, when comparing two groups, low-level and intermediate-level learners, Kim et al. (2021) found out that “the group comparison results also demonstrated that there were significant differences between the intermediate- and low-level groups, suggesting that the intermediate-level students performed better than the low-level students in terms of communication skills and fluency” (p. 731). Hence, when working on language fluency, it seems that the higher the level students have, the better they perform in oral communication classes; this can be a result of the previous language knowledge that intermediate-level students have in comparison to the others. Thus, it can be concluded that language knowledge plays an important role in being proficient or not when using English effectively. However, teachers should look for different strategies to work with students that are having problems in pronunciation because they also deserve to be taken care of – they need their teachers’ assistance to boost their language competence in English.

To have students be more familiarized with prosodic aspects, teachers must think about what types of AI tools they can implement to boost the former’s English in the language class. In this case, Chen (2024) said that “by simulating real-life dialogue scenarios and providing instant feedback, AI helps students practice pronunciation, grammar and fluency more efficiently” (p. 4). To get positive results, teachers, along with the students, ought to work together to talk about the AI resources that will be used to learn English more properly and effectively. UNA, Campus Liberia, students are always willing to do what it takes to improve language skills, especially speaking, and that has been demonstrated in one’s personal experience as a teacher. AI is pivotal for boosting pronunciation, but teachers need to be knowledgeable about how to teach that specific part of language if they want their students to be as productive as expected; this is not an easy task neither for teachers nor for students; however, efforts will pay off if both parts work hard to ensure a language class environment where students can feel motivated and supported.

Strengthening University-Level Oral Competencies with AI

When dealing with oral competencies at a university level, teachers are constantly looking forward to enhancing students’ capacities to speak English effectively at any language context. It has been a hard process, but with the students’ commitment and efforts, the results can be either positive or acceptable; students are able to think and express their ideas in English, yet there is a lot more to do, especially when it is about fluency and accuracy. In fact, the teachers’ job is demanding and complex as they have their students’ progress in their

hands, and they also need to be as creative as possible to meet the students' needs in language learning. Nonetheless, AI-generated tools can be that so-called ally to strengthen students' abilities in English.

Oral language competence must be fostered, and students should try to implement AI-related tools to ludically learn English; this is a hard decision-making process for UNA, Campus Liberia students, and if they want to master all aspects that English use requires, then they must start becoming more familiar with the new and available AI technology (AIT). According to Sergieieva (2023),

AI is already being used in the practice of foreign language teaching in higher education today, so its presence cannot be ignored. Consequently, a scholarly discussion about its future role in teaching and learning in higher education, and about the choices universities will make about AIT, needs to begin. In fact, now is the time for universities to rethink their functions and pedagogical systems of teaching, as well as their future relationship with AI technologies and their owners. (p. 21)

It is urgent for universities, public and private, to get ready to face the challenges and realities of how students are learning nowadays; universities need to focus on changing traditional methods and approaches to help their students become better language proficient users. But to do this, they ought to train teachers about AI use, change the old-fashioned language labs they still have, and invest more in getting the licenses for getting permission to access AI-generated resources.

In the end, if universities continue implementing AI in oral communication courses, students will be able to access resources that might improve their language learning process, especially when it comes to the development of oral communication skills. This can have students be more prepared to face real-life situations, where they are asked to effectively use their speaking skills; this is a step to get adapted to the new technology, and this also increases their chances to get competitive job opportunities.

Promoting Oral Proficiency with AI-Based Approaches

In teaching languages, there is not a perfect approach that teachers can rely on; they use a combination of different ones that may somehow be integrated to see what results they can bring. Approaches such as the Communicative Approach, Task-Based Approach, Total Physical Response, and Action-Oriented Approach (AOA), to mention some, are commonly implemented by teachers to develop and boost students' speaking skills. Indeed, a combination

of AI tools and these approaches can offer students with significant and dynamic practice, personalized feedback, and real-life simulated situations to enhance, once again, oral performance in speaking classes. These approaches are now being combined with AI tools for having students learn a language effectively. Nevertheless, teachers ought to look for what works best for students, considering the latter's language learning needs. To exemplify, as an English teacher that works for the Ministry of Public Education (MEP), one can see that the current English programs are aimed at promoting oral proficiency in the students because the programs were designed with the AOA. What students learn in high schools is what they will be using at a university level, hopefully, but sometimes that process fails, and students are not as productive as expected. So, to foster oral proficiency, there is a need to use AI resources to improve language production; in other words, teachers are motivated to implement AI-based approaches since this will bring learning adjustments to what students really need to be more fluent and accurate in English.

For fostering oral skills with AI-based approaches, Thooyib and Aniyah (2024) mentioned that teachers must be conscious about the current "gaps in students' understanding and for providing the necessary scaffolding to support students in achieving holistic language proficiency. So, a more integrated approach combining AI, traditional teaching, and peer collaboration may offer the most effective strategy for language development" (p. 327). Thus, AI can assist teachers in changing what they have traditionally been doing, which sometimes is fruitless, and students do not learn what they need to be able to communicate with others, orally speaking. One way to implement AI in this sense is giving students feedback based on their language performance. This can be done by using AI platforms which students access to get to know what their strengths and weaknesses are; this is not going to replace the teachers' job, but AI will support them in creating environments where students can feel more comfortable and confident when using the target language.

When it comes to the integration of AI in language teaching, it might be said that it has unlocked new opportunities for boosting learners' oral communication skills. Teachers must look for varied ways to assist their students in reducing their language problems and barriers. In this case, AI resources may encourage learners to have more motivation, engagement, and willingness to participate in class oral activities. In the end, Boumaza (2024) explained that "English learners may encounter many language difficulties when they communicate in oral sessions, AI advanced technology boosts their self-confidence to face their fears and communicate effectively and efficiently" (p. 341). This represents a clear example of what

students and teachers can use in the language learning process, that is, by the utilization of AI-generated tools, the main goal, oral proficiency can be achieved.

Implementing AI Chatbots in the EFL Context

Language learning now requires the implementation of different approaches, techniques, and strategies that can help EFL learners achieve their learning goals. With the use of AI in the English class, these students have the possibility to change traditional methods to modern ones, especially to those that are related to the new technological resources teachers are putting into practice for more hands-on ways to grasp a language. One example of AI implementation is the introduction of chatbots. But what are they? From a teacher's perspective, they would be defined as those simulated human interactions students can have with a programmed computer, that is, teachers and students can set activities online which the latter can practice English with. In this way, students can feel more motivated and comfortable talking to an avatar or an artificially made person. This might give students the courage to interact with the bots, use language properly and effectively, pay attention to their use of language, and, above all, receive feedback from the AI to improve their performance as language users. Chatbots are pedagogical resources that can serve to expose students to real English contexts, offer feedback, and provide real language usage; they have different pedagogical uses, and they can also be adapted to the students' English levels and needs to promote communicative competence.

For giving and exemplifying the pedagogical usage chatbots provide, in their study, Kim et al. (2021) specifically supported that

AI chatbots have encouraged EFL students to practice speaking. There is no denying that students in EFL fields benefit from interacting with the chatbots. Above all, speaking practice with chatbots resembles face-to-face conversation, and its benefits in oral proficiency are similar to those in face-to-face conversation. (p. 731)

Moreover, these AI tools are always available; sometimes the users will have to pay, but if the universities where they study offered them the chance to use them for free, that would be the ideal situation so that students will not have to spend money on that, which may represent an extra expense for them. So, the said AI automated systems might give students solutions to the language problems they usually face, and these same AI-generated tools can assist students at any time and place. For EFL teachers, this is a great relief as they would like to interact with their students consistently and constantly, but unfortunately it is what they can do, so these new technologies provide that opportunity to keep working on the target language. If universities do

not provide the chatbot service for language learning, then students and teachers can investigate which types of online learning tools they can access for free and take advantage of that. There should not be excuses in this sense, and students must also be committed to look for what is best for them.

Regarding those software applications, Dávila et al. (2024), in their study, stated that there is “effectiveness of chatbots and virtual assistants in conversational practice. These systems offer students the opportunity to interact in simulated environments in a realistic manner, which contributes significantly to the development of fluency and confidence when speaking” (p. 3833). Even though this represents virtual assistance, English learners can improve their speaking skills by putting into practice and implementing their already acquired knowledge in simulated situations in which they can feel they are learning. In fact, chatbots are designed to train students better, especially when they are having difficulties in oral communication courses at the university. For example, after students talk to a virtual assistant, the program immediately stores the information given by the student, and then it provides the feedback they need to correct their mistakes and learn from them. This is part of the benefits that language users can get from AI-generated language learning and teaching innovations. Thus, chatbots are highly recommended for students to master English in the EFL class.

Other AI Speaking Environments to Develop Oral Competence

There has been a thorough discussion about using AI at the university language class as this essay focuses more on the classroom context; however, students can also learn a language outside the classroom setting on their own – by putting into practice what they have been learning formally. As a result, EFL learners have more chances to practice the target language with a variety of AI-powered tools that are not part of what is being offered in college such as video-gaming, gamification, and language-related apps to mention some. There are other simulated speaking settings that students can rely on to develop their oral communication skills. For instance, students can find options such as general language communities online, municipal language labs, private classes, among others. Therefore, at a university level, there should not be any limitation to be immersed in or be part of a speaking environment to develop the expected language skills.

To deepen this issue, Rusmiyanto et al. (2023) explained that “the integration of Artificial Intelligence (AI), in developing English language learners' communication skills, holds great promise for enhancing language learning outcomes” (p. 756). So, if AI-powered oral activities are supported, at any setting, students can work well on how to improve their abilities to be able to effectively communicate in English. What they sometimes lack is the exposure or immersion

in English situations, especially because it is usually hard to find native speakers whom they can practice with. Nevertheless, with the implementation of AI, students do not have to depend on other people, yet they can access AI platforms so that they are more in contact with the language they want to learn.

It is necessary to say that most language learners prefer to be part of a language class, such as the ones they take at the university, but there are more options they might take advantage of to develop oral competence. Of course, the idea is to stick to and benefit from simulated speaking environments, but learners should not be limited to only think about learning in formal settings or situations; there are more options or ways to learn, especially if the concern is to concentrate on oral communication skills.

Challenges and Limitations of AI in Oral Communication Courses in College

When talking about the challenges in using AI in the oral communication courses, teachers and students might say that the issue sometimes has to do with the lack of commitment state universities have in investing in new and modern ways to teach languages. Recently, there have been budget cuts, for example, from the government, and that cause risks in the students' formal education so that universities are limited to offer what is currently in their hands. Another point to ponder is the little training language teachers receive to use more technologically advanced tools for language teaching. As well, there is no cooperation between teachers and students to work together in the implementation of these new AI-powered resources. Unfortunately, these are some aspects that need to be overcome to help students be more confident, motivated, and proficient when it comes to language use.

In terms of the limitations, language facilitators still use books and teacher-centered classes to teach languages, and that is not presently working; students need more practical ways to put what they know into practice. Another aspect to consider is the use of real-life situations and materials that students can enjoy while learning; that puts them more in contact with language opportunities. Indeed, teachers must be creative to design materials with the available AI resources so that students can ludically learn a language. In terms of this, Waly and Zakiyyah (2024) said that "while AI-based learning brings valuable resources, it should be integrated with significant teacher involvement to balance its impact on students' skills development" (p. 250). The teachers' creativity is fundamental, and that will demonstrate that they can also have the capacity to build new AI-generated tools for their students' language involvement. In other words, teachers can also create their own materials by using AI to assist students in developing their communicative competence. One more limitation to state is that the

government is cutting university education budget to invest in other areas; that represents a lack of access to technological tools that may help students learn language more effectively.

In the end, IA is a great tool, and teachers and students must understand that it only represents a mechanism to assist them in the teaching and learning process; AI does not have to be seen as something that will do everything for the users. It brings new forms to learn, and that is the aspect that users must keep in mind. In this specific context, Vera (2023) concluded that “the personalized nature of AI tools, the immediate feedback they provide, and the interactive learning experiences they offer have resulted in enhanced student motivation, improved language proficiency, and increased confidence in using English. Thus, AI-generated tools offer many opportunities to improve oral communication skills, but all language users need to comprehend how to benefit from them to achieve the set learning goal, and that is be more efficient, effective, and proficiently competent in English as a foreign language for communicative purposes. AI may bring positive outcomes; however, teachers and students ought to know how to implement it inside and outside the EFL classroom.

Conclusions

In terms of the implementation of AI in oral communication courses at the UNA, Campus Liberia, it was essential to carry out an analysis about how this technological tool can help teachers and students in EFL classes, which can result in maximizing the advantages and positive outcomes that it can bring to the teaching-learning praxis. In this sense, Merdassi and Belmekki (2024) mentioned that Artificial Intelligence “is reshaping EFL education by offering innovative tools to enhance language learning” (p. 72). This was proved throughout the whole essay as the writer explained the reasons why AI needs to be used or implemented in the EFL context. It can be read that there are benefits and positive results once teachers and students start relying on AI-generated resources, and some examples of them are chatbots, online applications, etc.

Regarding the sections presented in the essay, it must be said that AI is aimed at helping students carry out learning tasks and simulate real-life situations. AI is essential because it personalizes language learning and offers teachers new teaching strategies. Moreover, AI helps give students feedback based on their language performance and promotes learning engagement and learning autonomy. Towards its pedagogical uses, AI supports language practice and assessment as it is aligned to students’ oral communication skills and needs. Other important points to make are that AI offers significant oral practices in the classroom, boosts students’ pronunciation, fluency, and accuracy, exposes them to real-language situations, and provides ongoing feedback. In addition, AI empowers students by

giving them autonomous opportunities to work on their oral proficiency and competence; AI aligns with different communicative approaches, and it presents AI-generated tools such as chatbots, which learners can implement in their learning process to refine their speaking skills. Finally, AI might present limitations; despite them, teachers and students can take advantage of it to increase the latter performance in the English class. In general, AI supports students, and it is relevant to students' language learning expectations.

Furthermore, Vera (2023) said that "AI technologies assist in teaching grammar, vocabulary, pronunciation, and speaking skills through the use of machine learning, natural language processing, and other advanced techniques" (p. 72). Thus, AI can transform the current teaching practices, and educators cannot go against it, but they can give themselves the chance to use it in their everyday teaching responsibilities.

In conclusion, AI needs to be aligned with the students' needs and learning styles; teachers can opt for adapting AI tools to what students require for a more successful English language development. AI represents a challenge in education, and teachers and students are not the exceptions; they need to work together to find solutions to the communicative problems that might be encountered in the oral communication courses. So, AI is here, and teachers need to know how to implement it to take advantage of what it brings. This is how language teachers can justify its importance and use the teaching praxis that takes place at university oral communication courses; it can transform the teachers' perspectives of how English classes need to evolve for students to become better EFL users.

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