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The Impact of an AI-Powered Language Learning Tool on the Oral Communication Proficiency of Alternative Learning System (ALS) Learners

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Abstract: *The incorporation of artificial intelligence (AI) in language education has transformed traditional learning paradigms by introducing personalized, adaptive experiences aligned to specific learner needs. AI-based tools, such as intelligent tutoring systems and chatbots, provide real-time feedback that enhances learners' speaking skills and fosters self-regulation. Despite this potential, AI remains underutilized in non-formal learning contexts such as the Alternative Learning System (ALS) in the Philippines, where learners often face limited resources, diverse backgrounds, and varied learning needs. This study investigates the impact of AI-powered feedback on the oral communication proficiency of ALS learners, specifically in the areas of pronunciation accuracy, vocabulary usage, and fluency control. Employing a quasi-experimental one group pre-posttest research design, 30 purposively selected ALS learners engaged in structured speaking activities using an AI-integrated language learning application over a period of four to six weeks intervention. Data was collected through pre- and post-intervention oral assessments using a standardized rubric and a researcher-designed Likert-scale questionnaire measuring learners' perceptions of AI feedback. Statistical analyses, including mean and standard deviation, paired sample t-tests, and Pearson correlation, were conducted to evaluate changes in performance and examine the relationship between learners' perceptions of AI feedback and their communication outcomes. Findings indicate significant improvement across all three oral communication components, with the greatest gains in pronunciation accuracy. The results suggest that AI-powered feedback provides immediate, individualized, and consistent support, effectively promoting learner autonomy, enhancing speaking proficiency, and offering a practical, scalable approach to equitable, technology-enhanced language learning in non-formal educational settings.*

Key words: *Artificial Intelligence (AI) in Education, Oral Communication Skills, Alternative Learning System (ALS), AI-Powered Feedback, Language Learning Intervention*

Introduction

Rationale of the Study

The incorporation of artificial intelligence (AI) in language education has transformed traditional learning paradigms to introduce personalized, adaptive experiences aligned to specific learner needs. AI-based tools, such as chatbots and intelligent tutoring systems provide real-time feedback to improve learners' speaking skills and help facilitate self-regulation. Qiao and Zhao[1] demonstrated that AI group learners' speaking abilities significantly improved more than learners in a traditional learning setting and where self-directed learning, or learning how to learn, was more successfully developed by learners in an AI group. The evidence is clear that AI could help transform language learning by increasing interaction and allowing for individualized, learner-centered practice.

Lin[2] created IMBUE, an AI-based system that provides just-in-time feedback to improve interpersonal communication, which evidenced significant improvement in learners perceived self-efficacy and mastery of skills. Li[3] examined chatbots for language learning, as an effective practice for conversation activities and grammar correction. Godwin[4] reported on the usefulness of generative AI and customizable interactions for informal second language practice. Park[5] reported on a humanoid robot named FreeTalky, which utilizes persona-based dialogues to reduce language anxiety and improve grammar. Overall, these studies highlight the promise of AI-based feedback being a meaningful and effective mechanism for language acquisition and learning.

In the Philippines, the Alternative Learning System (ALS) of the Department of Education provides an important educational pathway for out-of-school youth and adults by giving them opportunities to attain basic education. The ALS curriculum aims to develop learners' functional literacy, with communication skills as a vital area. ALS programs are confronted by challenges in terms of limited aspects of resources, learners representing multiple backgrounds, and the need for flexible learning modalities. Despite these challenges ALS learners experience challenges related to quality educational resources and prior education experiences which influence communication skills development [6]. For example, Dela Cruz[7] recent work on the English Communication Competences of ALS learners revealed gaps that challenge the instructional approaches. These challenges frame the need for innovative methods for improving ALS programs effectiveness – particularly in developing learners' communication competencies.

Although AI-powered language learning technology has demonstrated a positive potential in formal educational contexts, it is underutilized in nonformal learning contexts such as the Alternative Learning System (ALS). There is limited research focused on how AI-based feedback may impact ALS learners' communication skills development, in which learners typically have a wide range of needs and learning contexts. Despite growing evidence on

AI-assisted language learning in formal education, there remains limited empirical research on its impact on oral communication proficiency among ALS learners in the Philippine context. This presents a clear gap in research about how AI-based feedback can be developed to support communication skills development for ALS learners in their varied learning contexts. Addressing this research gap is important for creating inclusive and equitable learning experiences using technology to benefit marginalized learners as well.

This study aims to explore the benefits of utilizing AI technology to support students' communication skills development through AI-based feedback support in the ALS system. Utilizing adaptive, AI-based language learning tools, this study explored the effectiveness of the tools in supporting ALS students' oral communication skills development. It is anticipated that the results can be used to inform educators and policymakers on the efficacy and potential benefits to ALS of adding AI technology to support communication skills development in ALS and educational outcomes for marginalized learners in the country ultimately.

Theoretical Background

This research assumes that ALS learners have access to and are able to use AI-powered tools for practicing oral communication. The study is anchored on theories of Interaction Hypothesis of Long (1983), Input Hypothesis of Krashen[8], and Technology Acceptance Model *of* Davis[9]. The schematic diagram presents the theories in which the study is anchored to and the legal bases to which it is underpinned.

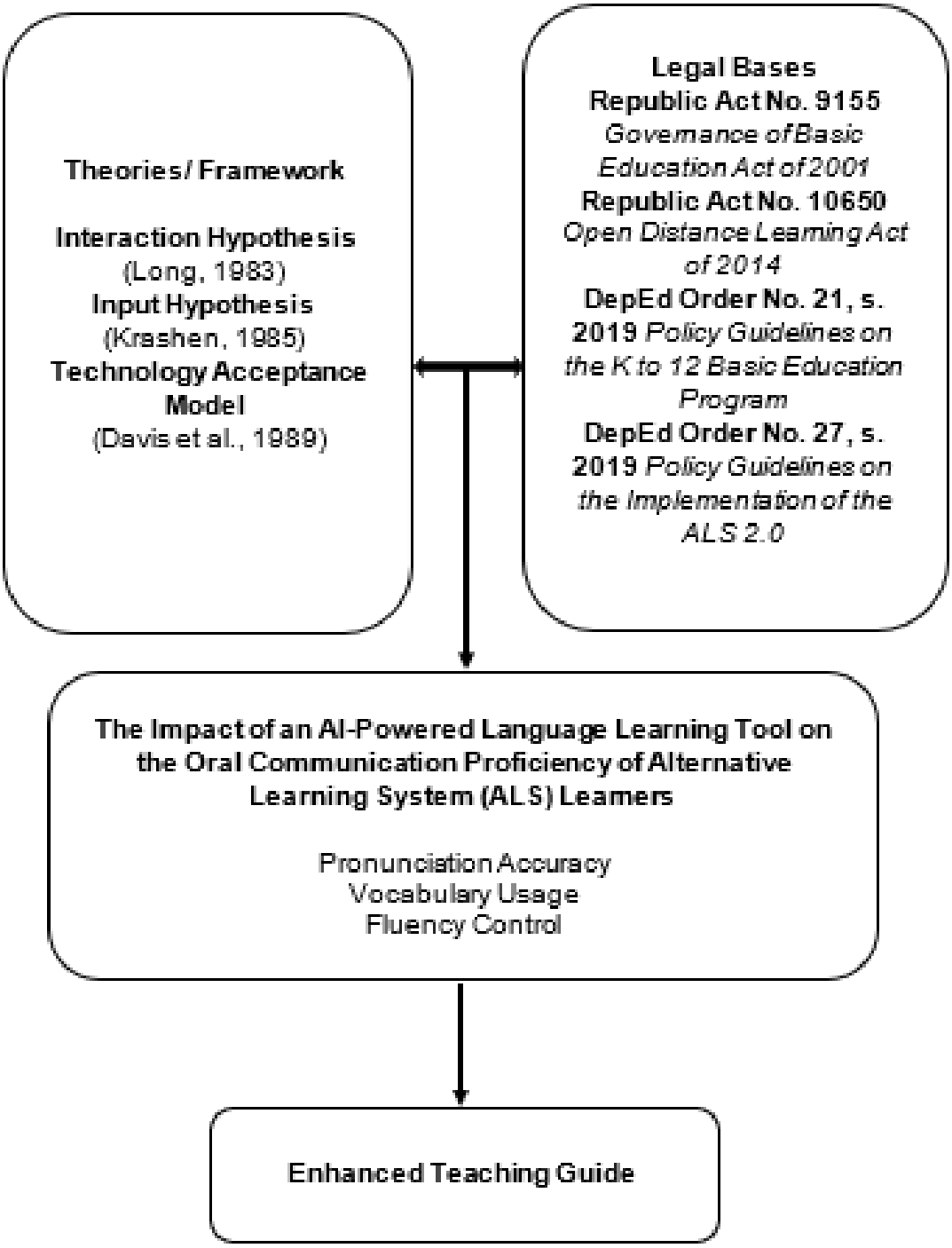

Figure 1. Schematic Diagram of the Study

Interaction Hypothesis

The Interaction Hypothesis, articulated by Long (1981, 1983), posits that the acquisition of language is most effectively enhanced through interactive communicative exchanges. Long contended that it is insufficient for learners to merely receive linguistic input in the form of language data; instead, language acquisition transpires when learners are actively involved in communicative interactions, enabling them to receive comprehensible input and adapt it in accordance with their linguistic requisites. This interactive process furnishes learners with opportunities to negotiate meanings, rectify misunderstandings, and modify their language outputs based on feedback from their interlocutors. Consequently, interaction emerges as a pivotal component in the development of both receptive and productive language competencies, particularly within the realm of oral communication.

In alignment with the Interaction Hypothesis, the exchange of language within a social framework facilitates the adaptation of input to enhance its comprehensibility. Such input modification may

transpire through a variety of strategies, including the simplification of language or the reiteration of phrases in an alternative manner, thereby aiding learners in their processing of the target language. Long (1981) accentuated that interaction represents a dynamic process wherein learners engage actively rather than passively receiving input. Through participation in conversational exchanges, learners are afforded the opportunity to engage in deeper processing of language, comprehend its structural components, and assimilate new linguistic features into their existing repertoire. The feedback garnered from interlocutors in real-time, particularly within conversational contexts, provides learners with immediate corrective input and avenues for linguistic enhancement.

The concept of negotiation of meaning is integral to the Interaction Hypothesis. Negotiation of meaning transpires when learners collaborate with others to ascertain that communication is comprehensively understood, often through requests for clarification or paraphrasing. This process of clarification and reformulation enables learners to recalibrate their language usage and attain a more profound understanding of linguistic structures. Pica (1994) posited that this form of interaction not only facilitates comprehension but also bolsters language retention by promoting deeper cognitive processing. By partaking in this negotiation during real-time conversational exchanges, learners are better equipped to retain novel language forms and integrate them into their linguistic systems. Furthermore, the provision of interactive feedback assists learners in refining their language production, thereby reinforcing the interconnection between negotiation and language acquisition.

The Interaction Hypothesis further emphasizes the significance of fluency development in the context of language learning. Regular engagement in interaction provides learners with the opportunity to practice language use within authentic environments, which is essential for the cultivation of fluency. As suggested by Gass and Varonis (1994), conversational exchanges conducted under natural conditions facilitate the rapid retrieval and production of linguistic structures, thereby assisting learners in enhancing their fluency. When learners participate in spontaneous dialogues, they internalize the rhythm and natural cadence of language use, thereby improving their capacity for efficient language production. This is particularly advantageous for oral communication skills, where fluency and spontaneous language generation serve as critical indicators of proficiency.

AI-based feedback systems can support Interaction Hypothesis benefits by allowing learners to practice interactive communication and feedback finally. AI-based tools can provide academic communication exchanges that replicate real-life engagements or interactions, as they can involve learners engaging in dynamic dialogues with a competent speaker while receiving corrective feedback and adjusting based on their performance. AI-powered systems provide numerous opportunities to practice and receive instantaneous feedback and adjust in real-time. In turn, AI-based systems reflect the conditions of the Interaction Hypothesis and help develop oral communication skills. AI-powered tools can act as a medium for learners to engage in their interactive, communicative activities in environmental conditions similar to authentic language use, thus supporting the process of language acquisition and fluency in the bi- or multilingual language environment or classroom (Ellis, 2008; Norris & Ortega, 2000).

Input Hypothesis

Stephen Krashen's Input Hypothesis constitutes a seminal concept within the domain of second language acquisition (SLA). Central to this theoretical framework is the assertion that language learners most effectively assimilate new languages when exposed to input that marginally exceeds their current proficiency level, a construct referred to as "i+1". Rather than depending on rote memorization or mechanical grammar exercises, Krashen[10] posits that language acquisition occurs organically when learners comprehend messages presented in the target language. This differentiation between acquisition and learning underscores the significance of meaningful communication over deliberate language instruction, a principle that has profoundly influenced numerous contemporary language pedagogy methodologies.

Expanding upon this premise, Krashen contends that comprehension must precede language production. When learners engage with language that they predominantly comprehend, they incrementally internalize novel grammatical structures and vocabulary without necessitating explicit

pedagogical guidance. This observation has been corroborated by empirical studies conducted in classroom settings, which indicate that learners afforded opportunities for authentic linguistic interaction tend to cultivate superior oral communication competencies in comparison to those who predominantly concentrate on grammatical accuracy[11]. In educational contexts such as the Alternative Learning System (ALS), where students frequently possess diverse educational backgrounds, it is especially crucial to provide access to rich, comprehensible input to facilitate their development of confidence and proficiency in spoken language.

An additional fundamental component of Krashen's theoretical framework is the influence of emotional variables on language acquisition, encapsulated in his Affective Filter Hypothesis. Krashen elucidates that elevated anxiety levels, diminished motivation, or inadequate self-efficacy can function as impediments, obstructing learners from fully assimilating the linguistic input they encounter. Conversely, a low-anxiety, supportive environment fosters an atmosphere conducive to more effective language acquisition. Contemporary research concerning technology-enhanced learning environments indicates that AI-driven tools, when meticulously designed, can assist in reducing students' affective filters by offering personalized, low-pressure practice opportunities[12]. This finding holds particular significance for ALS learners, many of whom may encounter supplementary emotional challenges in their educational pursuits.

Collectively, Krashen's Input Hypothesis provides a robust theoretical underpinning for leveraging AI-assisted tools to enhance oral communication proficiency among students within the ALS framework. By delivering tailored, comprehensible input and fostering a nurturing educational environment, AI technologies can actualize the principles delineated by Krashen. As digital learning platforms advance in sophistication, it remains paramount to prioritize the provision of meaningful language exposure rather than inundating learners with superfluous complexity[13]. Through judicious application, Krashen's concepts can persist in steering innovations in language education, particularly for marginalized populations such as those enrolled in the ALS program.

Technology Acceptance Model

The Technology Acceptance Model (TAM) stands as one of the most extensively acknowledged and impactful paradigms for elucidating the mechanisms through which individuals embrace novel technologies. Initially articulated by Davis[14] and subsequently refined in collaboration with colleagues, TAM was conceptualized to forecast user acceptance of computing systems. It is predicated on the Theory of Reasoned Action (TRA) posited by Fishbein and Ajzen (1975), specifically tailored to the milieu of technological utilization. At its essence, TAM posits those two fundamental beliefs—perceived usefulness and perceived ease of use—are determinants of an individual’s attitude towards utilizing a technology, which subsequently influences their behavioral intention to engage with it and ultimately affects their actual usage.

Perceived usefulness delineates the extent to which an individual believes that the utilization of a specific technology will enhance their occupational performance or enable them to achieve desired objectives more effectively. Concurrently, perceived ease of use encapsulates the extent to which an individual believes that employing the technology will require minimal effort. These two constructs are pivotal as they address both the functional efficacy and the usability of a system. If a technology is perceived as advantageous yet excessively challenging to operate, adoption rates may be diminished; conversely, if it is deemed user-friendly but lacks perceived utility, users may become disengaged. Empirical studies have consistently substantiated the validity of TAM across various contexts, including education, healthcare, business, and more recently, within AI-assisted learning environments[15].

Throughout the years, TAM has undergone extensions and modifications to accommodate the shifting paradigms of technology. Venkatesh and Davis introduced TAM2, incorporating additional variables such as social influence (subjective norm) and cognitive instrumental processes to elucidate technology adoption within organizational contexts more comprehensively. Subsequently, the Unified Theory of Acceptance and Use of Technology (UTAUT) amalgamated components of TAM alongside other theoretical frameworks, emphasizing supplementary factors such as facilitating

conditions and user experience[16]. Notwithstanding these augmentations, the foundational TAM continues to be favored due to its simplicity, robustness, and applicability, particularly in preliminary investigations of emerging technologies like AI-enhanced educational resources.

In the realm of education, particularly within alternative learning systems (ALS) where learners may experience inconsistent exposure to technology, TAM serves as an invaluable framework for comprehending the reception of AI-driven tools. Should ALS students regard AI as both advantageous for skill enhancement (such as oral communication) and straightforward to engage with, their propensity for enthusiastic adoption is likely to increase. Moreover, an understanding of the emotional and cognitive dimensions underpinning technology acceptance can inform educators and developers in crafting AI platforms that are accessible, user-centric, and attuned to the needs of learners. As technology continues to transform educational environments, the application of models such as TAM ensures that

innovations are not only technically proficient but also genuinely embraced by the target populations they intend to serve.

Legal Bases

The current research inquiry, titled "The Impact of AI-Powered Tools on ALS Oral Communication Proficiency," is underpinned by various legal statutes and policy frameworks within the Philippines that advocate for an inclusive, technology-enhanced, and skills-centered educational paradigm for all learners, particularly those participating in the Alternative Learning System (ALS).

Initially, commonly referred to as the Governance of Basic Education Act of 2001[17], formally acknowledges the Alternative Learning System as a critical component of the Philippine basic education framework. Section 4 of the aforementioned Act accentuates the necessity for a learner-centered pedagogical approach that is attuned to the diverse needs and conditions of learners. It urges the Department of Education (DepEd) to adopt suitable learning modalities and technological innovations to augment educational delivery, thereby ensuring that the integration of AI-powered tools is consistent with the legislative intent.

Moreover, known as the Open Distance Learning Act of 2014[18], advocates for the adoption of flexible learning methodologies, including digital and online platforms, specifically designed for learners who are unable to engage in traditional classroom settings. This legislation establishes a robust mandate for the incorporation of AI-driven educational technologies into non-formal educational frameworks such as ALS, thereby facilitating the development of essential competencies, such as oral communication, in a flexible and accessible manner.

Furthermore, the Department of Education promulgated DepEd Order No. 21, s. 2019[19], also known as the Policy Guidelines on the K to 12 Basic Education Program, which advocates for the integration of information and communication technology (ICT) within pedagogical processes. This policy underscores the imperative of cultivating 21st-century competencies, including critical thinking, digital literacy, and communication proficiency, thereby reinforcing the necessity for innovative approaches to language acquisition through technological interventions such as AI.

Specifically targeting ALS, DepEd Order No. 27, s. 2019, or the Policy Guidelines on the Implementation of the ALS 2.0, delineates a reformed and modernized ALS curriculum that aligns with K to 12 educational standards. It vigorously promotes the utilization of blended learning methodologies, incorporating online tools and digital resources to enhance functional literacy, communication skills, and lifelong learning capabilities.

Finally, the current research is congruent with the objectives outlined in the Philippine Development Plan (PDP) [20], which emphasizes the significance of digital transformation and inclusive innovation across all sectors, with particular attention to the field of education. The PDP advocates for initiatives that harness technology to expand learning opportunities, elevate competencies, and adequately prepare Filipino learners for an increasingly dynamic and digital future.

In consideration of these legal frameworks, the employment of AI-powered tools to enhance the oral communication proficiency of ALS learners is not only legally endorsed but also fervently promoted by national educational priorities and developmental aspirations. Bringing together AI-powered tools, the communication needs of ALS learners, and the guiding theories and laws shows how education can be reimagined for greater inclusivity and effectiveness. AI has the power to make language learning more engaging and personal—something ALS learners truly need. With tools that offer real-time feedback and interactive practice, students can build their oral communication skills in a way that's both supportive and motivating. Theories like Long's Interaction Hypothesis and Krashen's Input Hypothesis remind us that learners thrive when they're actively involved in meaningful conversations and exposed to language they can understand just beyond their current level. When these interactions happen in a low-pressure, tech-supported environment, learners not only improve faster, but also gain the confidence they need to speak up. And through the lens of the Technology Acceptance Model, it becomes clear that if ALS students find these tools useful and easy to use, they're more likely to engage and benefit from them.

What strengthens this even more is that the use of AI in ALS is backed by national education policies and legal frameworks. Laws like the Governance of Basic Education Act and the Open Distance Learning Act show the country's strong commitment to accessible, learner-centered education. DepEd policies also encourage the use of technology to build essential skills like communication. These efforts, paired with the goals of the Philippine Development Plan, create the perfect environment for innovation in ALS programs. This study, therefore, doesn't just explore a new teaching method—it responds to a national call to give every learner, especially those in alternative learning pathways, a fair chance to succeed. With the right support and technology, we can open doors for ALS students to develop the communication skills they need for real-world success.

Review of Related Literature and Studies

Oral Communication Development of Students and Technology Integration

The development of oral communication skills is crucial for students in the Alternative Learning System (ALS), as it directly impacts their ability to engage in meaningful interactions and express themselves effectively. Recent studies have explored various innovative pedagogical strategies aimed at enhancing these skills, including the integration of technology, active learning, and student-centered approaches. The following sections highlight key insights from the literature regarding these strategies.

One critical aspect of technology in education is its ability to facilitate personalized learning experiences. For instance, research conducted by Major [21] highlights the effectiveness of technology-supported personalized learning in various educational domains, indicating improved learning outcomes, especially in low- and middle-income contexts, which is relevant for ALS settings where resources may be limited. This finding is complemented by studies suggesting that technology can scaffold learning, enabling individualized feedback that is instrumental in developing both writing and speaking skills[22]. Such customized feedback allows instructors to adapt their teaching strategies, catering to the specific communication needs of ALS students.

Moreover, the emotional engagement and attention of students during learning are crucial for effective instruction. Shanley[23] emphasize the importance of creating engaging educational technology experiences, particularly for learners who might struggle with attention. This aligns with the notion that technology can drive student engagement through interactive elements and multimedia resources, thus enhancing motivation and participation, factors that are paramount in improving communication proficiency.

In addition, evidence from various studies fortifies the argument that incorporating technology into writing instruction can yield significant improvements. For instance, Alsuwat, Young[24] meta-analysis supports the beneficial effects of technology on reading and comprehension skills, suggesting that such enhancements also extend to writing capabilities. This is further evidenced through approaches like Content-Based Instruction (CBI), which have reportedly positively impacted writing skills in foreign language learners through technology-enhanced methods[25]. The implementation

of tools like e-books or mobile applications aids in expanding vocabulary and enriching expressive language skills, which are foundational to effective writing and speaking.

Notably, the specificity of technology's role in developing communication skills cannot be overstated. Zheltukhina[26] discuss the implications of using platforms like WhatsApp to facilitate immediate communication and feedback, essential for refining writing skills among students. By enabling real-time dialogue and collaboration, technology not only enhances students' writing capabilities but also nurtures oral communication through discussions and peer interactions.

Furthermore, the context of ALS—often characterized by diverse learner backgrounds and unique educational needs—calls for an adaptable instructional approach. With the shift toward increasing digital literacy, as pointed out by Çetinkaya[27] the incorporation of technology in teacher training for literacy instruction becomes vital in preparing educators to meet the communication needs of ALS students effectively. Such training equips teachers with the skills to utilize digital tools proficiently in their classrooms, positively impacting students' learning experiences.

Several studies emphasize the role of technology in enhancing communication skills, particularly in the context of ALS. Sartini[28] argue that integrating technology into learning environments can significantly enhance communication skills by fostering engagement, personalizing instruction, and improving accessibility. Language learning apps, e-learning, and blended learning projects have been identified as effective tools for improving oral and reading skills by providing students with interactive and flexible learning experiences. Additionally, Dornaleteche[29] advocates for transitioning from traditional face-to-face teaching methods to "Online Oratory" models, which use digital tools to create dynamic, engaging environments that align with students' digital contexts and improve their speaking skills.

Similarly, Ouariach, Khaldi[30] discuss how e-learning tools and communication technologies foster collaboration and interaction, thereby improving communication abilities in diverse learning environments. The use of mobile technology and digital platforms facilitates real-time interaction, enabling ALS students to practice their language skills in practical contexts, which enhances their fluency and confidence.

Active learning strategies have been found to play a crucial role in improving oral communication skills. Techniques such as live interviews, short conversations, and role-plays create opportunities for students to practice speaking in real-world scenarios, promoting accuracy, fluency, and self-confidence[31]. Similarly, Galeano[32] emphasize the importance of role-plays, group discussions, and technology-integrated exercises as effective ways to encourage interaction and fluency. These activities not only improve communication but also promote critical thinking, problem-solving, and active participation, all of which are vital for ALS students.

Another significant strategy is experiential learning, which involves hands-on activities that engage students in real-world applications of their learning. Xu, Funk[33] suggest that incorporating mini-communication workshops, self-assessments, and speaking exercises in a non-threatening environment can help students build confidence while improving their communication skills. Immediate feedback from instructors and peers further supports this process, allowing students to refine their skills and gain a better understanding of their progress.

A student-centered approach, which emphasizes active student participation and collaboration, has proven effective in enhancing communication skills. Camacho[34] advocates for the use of student-centered pedagogy, particularly when incorporating technology to improve English speaking skills. By shifting the focus from teacher-led instruction to learner-driven activities, students can take more ownership of their learning, leading to greater engagement and improved outcomes.

Peer tutoring is another powerful strategy for enhancing oral communication skills. Garriga[35] highlight the benefits of peer tutoring, where students collaborate with one another to practice speaking and provide mutual support. This method helps build confidence, encourages active engagement, and offers personalized learning experiences tailored to individual needs. The study also

emphasizes the importance of initial training for students in peer tutoring roles to ensure the effectiveness of this approach.

Lan and Lin[36] stress the importance of context-based language learning, particularly in second language acquisition (SLA), to enhance oral communication. They argue that integrating technology into learning environments can help create authentic contexts and social interactions, which are essential for developing pragmatic competence. By providing real-life language tasks through mobile technology, educators can immerse ALS students in practical situations that motivate and improve their language performance.

Victoria[37] suggests that integrating internship programs and real-world experiences into the ALS curriculum can also enhance communication skills. Internship opportunities provide students with the chance to apply their learning in practical settings, boosting their confidence and refining their communication abilities in authentic contexts. This approach supports the development of language skills that are directly applicable to professional and social interactions.

Effective leadership and adequate teacher training are critical to the success of innovative pedagogical strategies. Camacho emphasizes the need for teachers to be trained in using technology to support language development, particularly in the context of ALS students. This ensures that educators are equipped to create engaging, interactive, and personalized learning experiences that cater to the diverse needs of their students.

Moreover, effective allocation of resources, including funding for learning materials and professional development programs, is essential for improving educational outcomes in ALS. Victoria highlights the importance of strategic leadership and resource management to create an environment that supports effective teaching and learning.

Integration of Adaptive AI in Oral Communication Development of Students

In contemporary academia, the integration of artificial intelligence (AI) into educational environments has become increasingly prevalent, particularly in the facilitation of communication skills among learners. Significantly, AI-generated vocal systems and evaluative feedback mechanisms have exhibited substantial efficacy in fostering students' speaking competencies. Han (2020) conducted a study examining the influence of AI chatbots on Korean middle school students, revealing significant enhancements in speaking performance alongside a reduction in communication-related anxiety. In a parallel investigation, Zou, Li, and Li[38] evaluated speech assessment software and concluded that AI-assisted feedback was remarkably effective in augmenting the fluency and pronunciation of English as a Foreign Language (EFL) learners.

AI-generated vocal systems additionally furnish immediate, non-evaluative feedback, thereby encouraging students to engage in speaking practice with increased self-assurance. The SpeakEasy chatbot, innovated by Jeon, empowers learners to participate in dialogues while receiving analytical insights regarding pacing, lexical choices, and coherence. Moreover, Wang, Chen, and Xiao established that AI-mediated speaking exercises substantially enhanced both oral proficiency and students' readiness to communicate. Collectively, these investigations underscore the significance of AI as an interactive and facilitative instrument in the domain of language education.

Within the context of the Philippines, AI tools are being systematically implemented to address localized educational challenges. Cuyugan examined the perceptions of communication students at Far Eastern University and discovered that AI platforms, including ChatGPT, were instrumental for speech practice and conceptual enhancement. Furthermore, De La Torre, Santos, and Cruz demonstrated that AI text-to-speech (TTS) applications significantly advanced verbal expression and reading fluency among ninth-grade students. This indicates that AI possesses both national and international pertinence in fostering the development of speaking skills.

The emotional support rendered by AI tools further enhances speaking performance outcomes. For instance, Han reported that students experienced diminished anxiety levels when utilizing AI chatbots, thus fostering a more conducive environment for oral practice. In a distinct study, Wang et al. (2024) underscored that AI-driven speaking activities not only advanced proficiency but also

stimulated increased classroom engagement. Accordingly, these tools support both the cognitive and emotional dimensions of speaking skill acquisition.

AI platforms are efficacious due to their provision of real-time, consistent feedback, enabling learners to promptly identify and rectify errors. Zou emphasized that automated speech evaluation systems facilitated learners' self-awareness regarding their pronunciation and structural organization. Similarly, the SpeakEasy chatbot scrutinized user speech and delivered data-informed insights into the quality of communication. Such feedback mechanisms transcend traditional assessment modalities by providing personalized, objective evaluations.

Furthermore, AI tools possess the potential to enhance educational equity by rendering quality language instruction more accessible. According to Cuyugan, students expressed appreciation for the continuous availability of AI platforms for on-demand speaking practice. Likewise, De La Torre observed significant improvements in literacy and speech among students who had limited access to instructor-led teaching. This highlights the scalability and inclusivity inherent in AI-powered educational tools.

Another function of AI systems is the possible individualized feedback that allows for personalized learning experiences that can adapt with individual requirements. After the study in a multilingual setting, Wang stated that, "students using adaptive AI activities were able to pace their own learning; this self-directed element led to increased motivation and better learning outcomes." Likewise, Jeon emphasized that SpeakEasy's feedback was based extensively on individual speech data making it a more individualized approach to language development.

The pedagogical utility of AI tools increases when these are integrated with existing curriculum frameworks. Han conducted research that showed chatbots used in planned class instruction led to increased engagement and ultimately increased speaking assessments scores. Zou also showed that AI feedback was in a similar vein to in-class oral practices, which ultimately makes a more integrated and less burdensome experience for students.

Collaborative learning takes place when students discuss AI-generated feedback and convey ideas to one another. For example, Cuyugan reported that learners frequently described and engaged in discussion about AI feedback in group settings, which, in turn, engaged them in peer-based learning as well. De La Torre reported that students often used human TTS outputs to self-reflect and to critique with peers, thereby increasing their metacognition of speaking skills. In this case, collaborative learning engaged the students, thereby enriching both individual and collective learning.

Finally, AI tools are not only effective, but they are also sustainable over the long term. Wang were quick to point out how cost-effective and easy it is to implement AI language tools. Similarly, Jeon mentioned the open-source nature of SpeakEasy, which allows educators to repurpose the tool irrespective of their educational context. Both advantages contribute to the endorsement of AI as a strategic resource to assist in developing students' communication skills.

Adaptive artificial intelligence (AI) within the domain of language education has emerged as a pivotal instrument, facilitating individualized pedagogical approaches that dynamically respond to the specific requirements of learners in real-time. AI-driven systems are capable of delivering instantaneous, context-sensitive feedback, thereby significantly augmenting the development of communicative competencies[39]. These technologies utilize natural language processing methodologies to customize corrections in grammar, vocabulary, and pronunciation in accordance with the learner's proficiency level. Consequently, students not only enhance their linguistic accuracy but also cultivate greater self-assurance in their oral and written communication.

A prominent advantage of AI-facilitated feedback lies in its capacity to alleviate language anxiety and elevate learner motivation. In a research study involving English as a Foreign Language (EFL) learners, AI systems contributed to creating a more conducive environment for students to engage in oral communication practice, free from the apprehension of potential embarrassment[40]. This diminution of anxiety fosters a secure environment conducive to linguistic experimentation, resulting

in enhanced retention and proficiency. Furthermore, personalized feedback nurtures learner autonomy, which is a critical determinant in the process of language acquisition.

In the realm of writing instruction, AI platforms such as Grammarly and QuillBot facilitate learners in the processes of self-editing and conceptual refinement. These applications not only rectify linguistic inaccuracies but also elucidate the underlying principles of such corrections, thereby promoting a more profound comprehension[41]. Such iterative feedback mechanisms encourage metacognitive awareness among students, an essential component for sustainable language development. Learners who actively engage with AI-generated feedback demonstrate superior performance in both written and oral evaluations.

Research conducted in the Philippines has revealed promising applications of AI technologies within rural educational contexts. Villarino[42] indicated that notwithstanding infrastructural limitations, rural students in the Philippines experienced significant benefits from AI language tools that provided asynchronous feedback. These observations highlight the potential of AI to promote inclusivity by extending educational opportunities to underserved populations. Nonetheless, challenges such as access to reliable internet connectivity and the necessity for digital literacy must be addressed to optimize the impact of these technologies.

Generative AI tools are increasingly being integrated into pedagogical practices, prompting deliberations regarding ethical usage and digital equity. Within the Philippine educational landscape, educators exhibit measured optimism about the incorporation of Generative AI tools to enhance English communication capabilities[43]. While these tools possess the potential to personalize the learning experience, there exists a risk of learner dependency if not appropriately integrated with conventional instructional methods. Therefore, educator training and policy support are imperative for the sustainable integration of these technologies.

On a global scale, AI-driven language learning platforms are advancing to encompass biometric feedback mechanisms that monitor student engagement and emotional states throughout the learning process. Li discovered that such biometric-enhanced systems offered a comprehensive strategy for enhancing reading comprehension among EFL learners. These innovations enabled real-time modifications in content complexity and tone in response to student interactions. This level of adaptability serves to bolster both comprehension and expressive capabilities.

Another salient advantage of AI systems is their scalability. Once implemented, AI-powered educational platforms can accommodate large cohorts of students with minimal instructor involvement, rendering them particularly suited for institutional adoption. In nations such as the Philippines, where the ratio of teachers to students can be disproportionately high, this characteristic proves to be especially beneficial. Consequently, adaptive learning technologies present significant promise for addressing systemic challenges related to educational access and quality.

AI applications can aid collaborative learning by offering group feedback and discussion prompts that encourage interaction. Santos explain how AI can create dialogue scenario prompts which invite students to practice peer-to-peer communication. The scenarios can be dynamically adapted depending on the group interaction to make sure every learner is being included. The overall effect is a more interactive and communicative classroom culture.

Although AI tools have their potential advantages, there is still concern with overdependence on AI feedback particularly in terms of formative language learning. One concern is that learners will become passive consumers of feedback, rather than using the language more actively if there is not an emphasis on critical thinking. As such educators also need to promote the use of AI alongside traditional human-led instructions that promote reflection and creativity. When applied thoughtfully it is possible for AI applications/tools to augment rather than replace traditional pedagogies.

This study is situated in a fusion of theoretical and legal underpinnings that inform its conceptualization and focus. Long’s (1983) Interaction Hypothesis and Krashen's Input Hypothesis move the learning process to cultural models of learning by recognizing the value of meaningful interaction in the learning process and comprehensible input in second language acquisition.

Language theories are supplemented by the Technology Acceptance Model, which proposes a framework for understanding how learners might use AI-powered educational tools based on their perceived usefulness and ease of use.

In addition to its theory basis, the study aligns closely to key legal mandates that impact Philippine education systems. Republic Act No. 9155, Republic Act No. 10650 both emphasize accessible, flexible systems of education. In addition, DepEd Order No. 21, s. 2019, describes guidelines for the K to 12 Basic Education Program in the Philippines and DepEd Order No. 27, s. 2019, to support the implementation of ALS 2.0, set out policy to support innovative and responsive educational delivery to marginalized learners.

Expanding from this, the research investigates the use of an AI-driven tool, in relation to the oral communication abilities of learners in Alternative Learning Systems (ALS). The key improvements focus on 1) pronunciation, 2) vocabulary, and 3) fluency. This research intends to illustrate how AI could support meaningful communication development in a non-traditional, unique educational context.

The research aims to propose an intervention plan to locate and develop AI-driven solutions into ALS programs that improve oral communication skills of individuals engaged with ALS systems as well as contribute to the ongoing process of education for inclusivity and technological empowerment.

The Problem

Statement of the Problem

This research determined the influence of AI-driven feedback on the oral communication proficiency of students in the Alternative Learning System in North District of Cebu City, particularly Mabini Integrated School ALS Learning Center and Lusaran Elementary School ALS Learning Center for School Year 2025-2026 as basis for designing an enhanced teaching guide for Learning Strand 1 Oral Communication Skills (English).

1. What is the respondents' level of performance in oral communication skills in the pre-intervention in terms of:

1.1. Pronunciation accuracy;

1.2. Vocabulary usage; and

1.3. Fluency control?

2. What is the respondents' level of performance in oral communication skills in the post-intervention in terms of their ability in the aforementioned competencies?

3. Is there significant difference between the scores of the respondents in the pre-intervention and post-intervention phase?

4. To what extent does AI-powered feedback tool impact on the communication skills of the respondents in terms of:

4.1. Pronunciation accuracy;

4.2. Vocabulary usage; and

4.3. Fluency control?

5. Based on the findings, what enhanced teaching guide for Learning Strand 1 Communication Skills (English) can be presented?

Statement of the Null Hypothesis

Based on the objectives of the study, the following null hypothesis was tested at 0.05 level of significance:

H_o – There is no significant difference between the scores of the respondents in the pre-intervention and post-intervention phase.

Significance of the Study

This research study contributes to the field of applied linguistics by examining the potential role of adaptive AI-powered feedback systems in improving the oral communication of students in the Alternative Learning System (ALS).

Department of Education (DepEd). This study is significant to the Department of Education (DepEd) as it provides evidence on how AI-powered tools can enhance oral communication skills among Alternative Learning System (ALS) learners. The findings can help DepEd in designing technology-integrated instructional strategies and teacher training programs tailored to non-formal education. It supports the department's goals of promoting inclusive, equitable, and future-ready learning for all.

Policymakers and education systems. The implications of the study offer compelling arguments for funding and adopting AI-based education technologies. The research highlights how education technologies can help reduce inequities in education by providing equitable access to learning opportunities for groups that have been historically underserved, in particular remote or resource-poor regions.

Administrators. This study is significant to ALS administrators as it offers insights into how AI-powered tools can improve oral communication proficiency among learners, addressing one of the key skill areas in the ALS curriculum. The results can guide administrators in providing technical assistance to ALS teachers in selecting and implementing effective, technology-enhanced programs that support learner engagement and progress.

Educators and curriculum developers working in ALS. This study is significant to educators and curriculum developers working in ALS due to its practical implications for understanding, for example, what and how technology can be used to continue building upon technologies that engage in language learning programs that include student engagement but do not often offer them face-to-face access to instruction on a sustained basis. If AI-assisted feedback could improve pronunciation, amount and accuracy of vocabulary use, and verbal fluency it can be argued this study provides the empirical evidence on how the frequency, type, and modality of AI-generated feedback impacts language learning and contributes to enhancements to educational strategies in ALS to an evidence base.

Teachers. This study is significant to ALS teachers as it highlights how AI-powered tools can be used to support and enhance learners' oral communication skills through personalized, interactive, and real-time feedback. It provides practical insights that can help teachers improve their instructional strategies and better address diverse learner needs. Ultimately, it empowers teachers to integrate technology meaningfully into their teaching practices to boost learner confidence and communication proficiency.

ALS Learners. This study shows that learners can improve their oral communication skills in English through substantial interaction with AI-based technologies, a skill that will serve to dramatically broaden their academic, professional, and social opportunities outside the classroom.

Future Researchers. In the areas of language learning, education technology, and AI in education, this study adds to an increasingly rich literature base on the application of evidence-based theories of second language acquisition in digital education contexts and proposes new research directions on how to better implement adaptive AI systems to suit learner profiles and educational situations.

Research Methodology

This section described the methodology and processes utilized throughout the investigation. It outlined the study's design, flow, statistical treatment, and data analysis to help elucidate the judgments made at each stage. It ensures transparency and rigor, supporting the validity and reliability of the findings.

Design

For this study, a quasi-experimental one group pre-posttest design research was used to measure the impact of AI-powered feedback on the development of oral communication skills of Alternative Learning System (ALS) learners. The pre-posttest design was especially appropriate for this kind of study because it allowed the researchers to identify the effects of the AI-powered feedback intervention. The researchers were able to measure learners' communication skills both before and after use of the tool, allowing them to attribute any change in proficiency directly to the AI feedback as an intervention rather than random changes or external factors. It gives a clear, quantitative metric of the effects of the intervention. The samples used an AI language learning application (SpeechAce) which is designed to support the development of oral communication skills. The application provides real-time feedback on learners' pronunciation, vocabulary usage, and fluency, allowing them to immediately recognize and improve specific areas of their speaking performance. The group received a pre-test measure and then a post-test measure of their oral communication skills focusing on the same three constructs - pronunciation accuracy, vocabulary use, and fluency control.

Flow of The Study

The Flow of the Study provides a clear and logical framework that outlines the sequence of activities undertaken throughout the research process. It serves as a blueprint that connects the research inputs, the methodological procedures, and the intended outcomes. In the context of this study on "THE IMPACT OF AN AI-POWERED LANGUAGE LEARNING TOOL ON THE ORAL COMMUNICATION PROFICIENCY OF ALTERNATIVE LEARNING SYSTEM (ALS) LEARNERS.," the flow ensures a systematic approach to examining how artificial intelligence can support the development of oral communication skills among Alternative Learning System (ALS) learners. By detailing each phase—from assessing learners' baseline performance to evaluating the effects of AI feedback tools and formulating an intervention plan—the study flow guarantees coherence, relevance, and direction in achieving its objectives.

Input. The input of this study centers on two essential components. First is the performance level of ALS (Alternative Learning System) learners in oral communication prior to the intervention. This includes their ability in pronunciation accuracy, vocabulary usage, and fluency control. These baseline indicators help establish the learners' initial speaking proficiency and serve as a reference point for comparison. The second input is the integration of an AI-powered feedback tool, which provides real-time, individualized responses to learners' oral outputs. This tool is designed to enhance communication skills by identifying errors, offering corrections, and suggesting improvements. The combined input allows the study to explore both the starting point of learners' oral proficiency and the impact of AI-assisted learning.

Process. The process of the study follows a descriptive method that guides the systematic examination of data. It begins with the gathering of relevant data through observation, pre- and post-tests, and recordings of learners' oral performances. These data are then organized and categorized according to the three focus areas: pronunciation, vocabulary, and fluency. After organization, the data undergo analysis to determine the changes or trends in learners' performance after using the AI tool. Lastly, the data are interpreted to draw conclusions about the effectiveness of the AI-powered intervention. This structured process ensures that the study is both methodologically sound and capable of generating meaningful insights into the role of AI in language education.

Output. The output of the study is the development of an enhanced teaching guide tailored for ALS learners. Based on the findings from the data analysis, this enhanced teaching guide is intended to improve oral communication instruction by incorporating AI-powered tools in a structured, pedagogically sound manner. The enhanced teaching guide includes targeted activities and strategies that address learners' weaknesses in pronunciation, vocabulary use, and fluency. It also offers practical guidance for ALS teachers on how to implement and maximize the use of AI tools in enhancing learners' speaking proficiency. Ultimately, the output not only addresses current gaps in oral communication but also supports the integration of innovative technologies in ALS education.

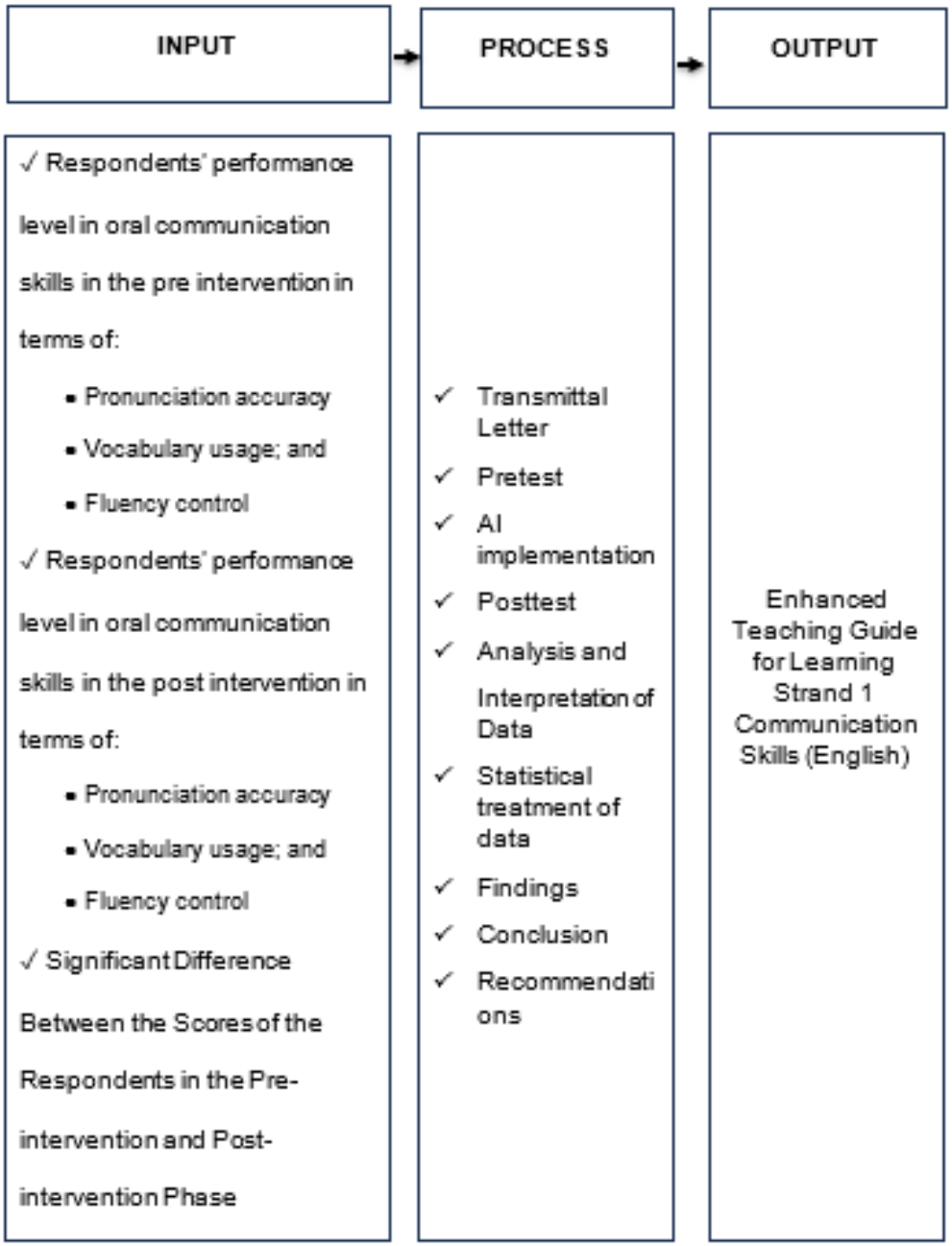

Figure 2. Flow of the Study

Environment

The research took place in the community-based Alternative Learning System (ALS) learning location within Cebu City, Philippines. English language education is taught as part of their Basic Education Equivalency (BEE) Program. The students who attend class at the location are all adults who have not been able to complete their elementary education and wish to complete or improve on their educational competency.

The focus of the study was on the students who attended learning sessions from Barangay Mabini and Barangay Lusaran. Barangay Mabini is situated in a more urbanized part of Cebu City and is characterized by relatively better access to infrastructure, including stable internet connectivity, availability of mobile devices, and proximity to educational and commercial establishments which provide learners in this area with greater exposure to digital tools and online learning resources, which can enhance their opportunities to practice and develop their English language skills both inside and outside the classroom while Barangay Lusaran represents a more rural and upland community, where access to educational and technological resources is comparatively limited. Learners in this area often face challenges such as unstable internet connectivity, limited availability of digital devices, and geographical barriers that may affect consistent attendance and participation in learning activities.

This combination of urban and rural contexts provided a diverse learning environment and allowed the study to capture variations in learners' exposure to technology, access to online resources, and opportunities for English language practice.

Figure 3. Location Map of the Study

Respondents

Participants were ALS learners in a community-based learning center that teaches English language modules as part of its basic education equivalency program. A purposive sampling technique was employed to select learners who satisfy specific inclusion criteria. This inclusion criteria include: (1) being aged 18 years or older, (2) having smart phone or tablet access to download and access the AI-powered app for language learning, and (3) has internet access strong enough to continuously interact with the AI. Learners enrolled in formal training related to public speaking or have the resources to engage a private English tutor were also excluded to ensure greater alignment in baseline speaking exposure.

Table 1. Distribution of Respondents

Area	Frequency	Percentage
Barangay Mabini, Cebu City	9	30
Barangay Lusaran, Cebu City	21	70
Total	30	100

Instruments

This research used quantitative instruments to measure the development of ALS learners' oral communication skills using AI-based feedback mechanisms. These instruments are developed to provide valid and comparable numerical data pre- and post-intervention.

Teacher-made speaking tasks utilizing oral communication skills assessment rubric

To evaluate the proficiency of students' oral communication capabilities prior to and subsequent to the intervention, a custom-developed speaking activity was created and employed as the principal research instrument. This speaking activity was meticulously crafted to correspond with the study's aim of assessing students' performance across three fundamental dimensions of oral communication: accuracy in pronunciation, effective usage of vocabulary, and regulation of fluency.

The speaking task was thematically relevant and linguistically appropriate for the students' existing grade level and language proficiency. It encompassed a judicious mixture of familiar and reasonably challenging vocabulary, diverse sentence structures, and phonetic components that facilitated discernible variations in both pronunciation and fluency. The passage's content was presented in a neutral and academic tone to mitigate the risk of bias or discomfort.

The assessment procedure entailed each student reading the identical passage aloud within a controlled classroom environment during both the pre-intervention and post-intervention stages.

The primary instrument to measure oral communication skills is a standardized rubric that is considered valid and reliable. This rubric is used in pre-test and post-test assessments. The rubric for evaluating oral communication skills has three components: pronunciation— articulation, clarity, and correct stress; vocabulary usage—using appropriate words and expressions in contexts; and fluency control—the ability to express one's thoughts with smoothness and logical sequence.

Researcher-made questionnaire for the aspects of AI-powered feedback

In order to collect quantitative data pertaining to the effects of an AI-enhanced feedback instrument on learners' communication proficiency, the researcher employed a meticulously structured Likert scale questionnaire as the principal research apparatus. This instrument was specifically formulated to gauge participants' self-reported perceptions and experiences concerning their oral communication competencies subsequent to their engagement with the AI tool. The questionnaire was systematically segmented into three fundamental domains that encapsulate critical elements of communication proficiency:

Pronunciation Accuracy – items within this domain evaluated the participants perceived enhancement in the articulation of phonemes, stress patterns, intonation, and the overarching clarity of their spoken expression.

Vocabulary Usage – this segment concentrated on the learners' capacity to employ a diverse array of vocabulary in an appropriate and contextually relevant manner, encompassing both lexical variety and the precision of word selection.

Fluency Control – items in this section assessed the fluidity and natural rhythm of speech, with a distinct emphasis on speech rate, management of pauses, and the ability to articulate thoughts without excessive hesitation.

Each item in the questionnaire employed a 5-point Likert scale, ranging from:

Rating	Range	Verbal Description	Qualitative Description
5	**4.21-5.00**	Strongly Agree	The respondent shows a very high agreement on the indicator.
4	**3.41-4.20**	Agree	The respondent shows a moderate agreement on the indicator.
3	**2.61-3.40**	Neutral	The respondent did not show an agreement or disagreement on the indicator.
2	**1.81-2.60**	Disagree	The respondent shows a moderate disagreement on the indicator.

1	**1.00-1.80**	Strongly Disagree	The respondent shows a very high disagreement on the indicator.

Using the scale enabled the researcher to quantify the level of agreement with statements related to perceived effectiveness of the AI-powered tool versus self-reported effectiveness for the three communication dimensions. The questionnaire was initially validated by experts for clarity, relevance, and reliability; and, a pilot was conducted prior to the study.

Data Collection Procedure

Data collection was systematic and ethical to promote adequate reliability, validity, and integrity of data collected. The researcher sought approval first for any data collection from DepEd, local ALS coordinators and school head before data collection commenced. Once granted ethical approval from the relevant authorities, the researcher obtained informed consent from all participants. Informed consent detailed the study's purpose and objectives, plan, any risks, and their right to withdraw from the study at any time.

In the data collection process, the first task was to use an initial assessment to establish ALS learners' baseline oral communication skills. Specifically, planned data collection included recordings of learners' speech to assess their pronunciation, vocabulary, and fluency control, according to a predetermined rubric. Once the baseline is established, ALS learners utilized SpeechAce, an AI language learning tool that gives feedback on their spoken English. The intervention occurred over a predetermined time (four to six weeks), at which time participants were encouraged to use the tool in their speaking practice as frequently as possible.

After the intervention period was finished, there was a post-intervention assessment recorded on the same rubric to determine whether the learners have experienced any improvement with respect to their oral communication performances. In addition to this, the researcher-made questionnaire was distributed in either a paper-pencil format or a digital format, depending on the accessibility of technology for the learners. The questionnaire investigated their experiences with the AI feedback, and more specifically, how often they received feedback, what types of feedback they received, and what would engage them in terms of modality of feedback.

Learners who had issues understanding the items in the questionnaire due to language or literacy barriers was supported. Responses was collected anonymously to protect participants' identities and to encourage honest reflections and responses.

Statistical Treatment

The results of the pre-assessment and post-assessment measures, as well as the researcher-designed questionnaire was analyzed using descriptive and inferential statistics that were used to evaluate the changes in learners' oral communication skills; including what elements of AI feedback had the most impact on performance.

Descriptive statistics. To summarize the participants' demographic profiles and responses to Likert-scale questionnaire, descriptive statistics such as mean, standard deviation, frequency, and percentage were used. This allowed analysis to overall show trends in learner perceptions of the frequency, type, and modality of AI feedback presented.

Weighted mean was used to determine the level of students' fluency, vocabulary usage, and pronunciation based on their responses to the assessment instrument. This statistical measure allowed for the computation of the overall level of each speaking component by considering the assigned weights of the rating scale.

Standard deviation was used to determine the variability of the students' scores around the mean, indicating the consistency of performance across the assessed areas.

Paired sample t-test. To explore differences in learners' oral communication skills before the intervention compared to skills after the intervention, a paired sample t-test for means was conducted

to assess scores for each component of communication before the intervention (pre) and after the intervention (post), for instance, in relation to command of oral communication skills: Pronunciation Accuracy; Vocabulary Usage; and Fluency Control. The results of the t-test should provide some indication if AI-powered feedback has significantly impacted the learner's performance.

Pearson Product-Moment Correlation Coefficient. To explore the relationship between learners' perceptions of aspects of feedback related to AI (frequency, type, modulation) and learners' communication performance, Pearson's r was calculated to examine whether any of the aspects of feedback are significantly correlated to post-intervention scores on oral communication.

Scoring Procedure

This study employed two quantitative instruments to generate numerical data suitable for statistical analysis: (a) a teacher-made speaking task assessed through a standardized oral communication rubric, and (b) a researcher-made Likert scale questionnaire measuring learners' perceptions of AI-powered feedback.

A. For Teacher-Made Speaking Task Using an Oral Communication Skills Rubric, the researcher rated the three criteria of oral communication using the rubrics. The maximum score obtained by a student is 12 points indicating excellent oral communication proficiency while the lowest score is 3 points indicating a need to improve oral communication skills.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Pronunciation Accuracy	Clear articulation with accurate stress and intonation	Minor errors; does not affect understanding	Several mispronunciations; affect clarity	Frequent errors that hinder understanding
Vocabulary Usage	Wide range of vocabulary; precise word use	Adequate vocabulary; minor repetition	Limited vocabulary; overused basic terms	Incorrect or inappropriate vocabulary
Fluency and Coherence	Smooth flow with natural pacing and clear ideas	Occasional pauses or fillers; mostly coherent	Frequent hesitations; ideas somewhat disjointed	Speech is fragmented or hard to follow

Scoring Procedure for the Respondents' Performance Level in Oral Communication Skills

The respondents' performance level in oral communication skills in terms of their ability in pronunciation accuracy, vocabulary usage and fluency control was evaluated using a 4-point analytical rubric. Each ability was assigned a score from 1 to 4 and to determine the overall performance level for each, the mean score was calculated and interpreted using the following.

Score	Mean Score Range	Descriptive Rating	Verbal Interpretation
4	3.25-4.00	Excellent	The respondents' performance level in oral communication skills is at an extraordinary level.
3	2.50-3.24	Good	The espondents' performance level in oral communication skills exceeded expectations.
2	1.75-2.49	Satisfactory	The respondents' performance level in oral communication skills met expectations.
1	1.00-1.74	Needs Improvement	The respondents' performance level in oral communication skills failed to meet expectations.

B. For Researcher-Made Questionnaire on AI-Powered Feedback, a five-point Likert scale, with responses ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was utilized. Each item has an

assigned numerical value corresponding to a selected response. The score intervals were used to determine the verbal interpretation of each item.

Rating	Range	Verbal Description	Qualitative Description
5	**5.00 – 4.21**	Strongly Agree	The respondents have very high level of agreement to the indicator.
4	**4.20 – 3.41**	Agree	The respondents have high level of agreement to the indicator.
3	**3.40 – 2.61**	Neutral	The respondents have moderate level of agreement to the indicator.
2	**2,60 – 1.81**	Disagree	The respondents have low level of agreement to the indicator.
1	**1.80 – 1.00**	Strongly Disagree	The respondents have very low level of agreement to the indicator.

Definition Of Terms

The following terms are defined operationally and conceptually for better understanding on the context of the study.

AI-Powered Feedback System is a digital system that uses artificial intelligence to provide feedback for learners either in real-time or asynchronously on their language output. In this study, the AI feedback system is giving students feedback about pronunciation, vocabulary and fluency, based on input from the learner.

Fluency Control is the ability to speak fluidly, at an appropriate speed, and with appropriate rhythm and minimal hesitancy and interruption, suggesting confidence and competence as an oral language user.

Oral Communication Skills is the learner's ability to utilize spoken language successfully, including pronunciation accuracy, word choice, and use of fluency. These are considered primary measures of language proficiency.

Pronunciation Accuracy is the degree to which a learner's spoken language accurately represents the standard pronunciation of words in the target language.

Vocabulary Usage is the learner's ability to correctly and effectively use a range of vocabulary items in a spoken context.

Results and Discussion

This chapter presents, analyzes, and interprets the data gathered in the study in order to address the research objectives and provide a clear understanding of the findings based on the respondents' responses and the variables examined.

Oral Communication skill is a process of sharing ideas, information, and feelings through spoken language in a clear, and appropriate way. It involves not only speaking but also listening, understanding contexts, and responding effectively to others. Through tone, pronunciation, gestures, and choice of words, the speaker conveys meaning while adapting to the situation and audience.

Performance Level of ALS Students In Oral Communication Skills in The Pre-Intervention

This presents the pre-intervention performance level of ALS students in oral communication skills, specifically in terms of fluency, vocabulary usage, and pronunciation. The results establish the baseline performance of the students prior to the implementation of the instructional intervention. Weighted mean and standard deviation were used to describe the level and consistency of students' performance.

Pronunciation Accuracy

Table 2 presents the pre-intervention performance level of ALS students in oral communication skills, specifically in terms of pronunciation accuracy. A teacher-made speaking tasks was utilized following an oral communication skills assessment rubric for pronunciation accuracy.

Table 2. Pronunciation Accuracy

	4	3	2	1	Mean	Sd	Verbal Description
Pronunciation Accuracy	4	8	15	3	2.43	0.86	Satisfactory

Legend: 1.0-1.74 Needs Improvement 1.75-2.49 Satisfactory
2.50-3.24 Good 3.25 - 4.00 Excellent

Based from Table 2, Pronunciation Accuracy showed the highest average score of the three components (M = 2.43, SD = 0.86), indicating that learners seem to possess adequate knowledge in their ability to pronounce words correctly, although the standard deviation is relatively large, thus indicating that there is still some variability in pronunciation proficiency among participants.

The students had a baseline level indicating room for improvement of oral language ability before the intervention, indicating that respondents fell within the acceptable range of the rating scale reflecting limited prior exposure to sustained oral communication practice focusing on pronunciation. The variability suggests that learners experience different levels of proficiency due to several factors, including prior educational background, language background, and confidence when speaking.

Vocabulary usage

Table 3 presents the pre-intervention performance level of ALS students in oral communication skills specifically in terms of vocabulary usage. A teacher-made speaking tasks was utilized following an oral communication skills assessment rubric for vocabulary usage.

Table 3. Vocabulary Usage

	4	3	2	1	Mean	Sd	Verbal Description
Vocabulary Usage	4	0	19	7	2.03	0.89	Satisfactory

Legend: 1.0-1.74 Needs Improvement 1.75-2.49 Satisfactory
2.50-3.24 Good 3.25 - 4.00 Excellent

Based from table 3, the mean score for Vocabulary Usage is 2.03 (SD = 0.89), interpreted as satisfactory. This score suggests that students have a basic vocabulary which is sufficient to engage in simple oral communication; however, the lack of a broad vocabulary constrains their ability to communicate the ideas they want to convey more appropriately and effectively. The increased standard deviation suggests that there is a high degree of variance in vocabulary development among the students.

The findings imply that while students possess a foundational level of vocabulary adequate for basic communication, there is a clear need for targeted instructional interventions to expand their lexical range and expressive capacity. Differentiated instruction, vocabulary enrichment activities, and contextualized language exposure should therefore be prioritized to address individual learning gaps. This also underscores the importance of integrating structured and sustained vocabulary-building strategies within the curriculum to ensure more consistent and equitable language development among learners.

Fluency

Table 4 presents the pre-intervention performance level of ALS students in oral communication skills, specifically in terms of fluency. A teacher-made speaking tasks was utilized following an oral communication skills assessment rubric for fluency.

Table 4. Fluency

	4	3	2	1	Mean	Sd	Verbal Description
Fluency	0	6	17	7	1.97	0.67	Satisfactory

Legend: 1.0-1.74 Needs Improvement 1.75-2.49 Satisfactory
2.50-3.24 Good 3.25 - 4.00 Excellent

Fluency represents the lowest average score (M=1.97, SD=0.67) although it is still classified as an adequate score. As indicated here, the poor average scores achieved by the students in this area suggest that students have a great deal of difficulty producing smooth and continuous speech patterns. As a result, their speech consists of many interruptions (i.e. pauses) and/or much less effective speech (due to increased filler words) than should have been produced for fluency. This phenomenon occurs in many situations, particularly when an individual has few opportunities to practice speaking for an extended period of time (oral communication) in an alternate learning setting.

When looking at all data, it is clear that while ALS students have foundational skills in oral communication prior to the intervention, there is still great potential for increasing their proficiency in Vocabulary and Fluency. These baseline data justify the need for additional instruction and indicate that future efforts should focus on instructional strategies aimed at improving the oral communication of ALS students (e.g., the need for a proposed oral communication program) by providing a foundation for evaluating the success of such programs during future evaluation periods.

Performance Level of ALS Students in Oral Communication Skills in The Post-Intervention

This presents the post-intervention performance level of ALS students in oral communication skills after the implementation of the AI-powered feedback tool, Speechace. The assessment focused on fluency, vocabulary usage, and pronunciation to determine the students' performance following the intervention. Weighted mean and standard deviation were used to describe the level and consistency of the post-intervention scores.

Pronunciation Accuracy

Table 5 presents the post-intervention performance level of ALS students in oral communication skills, focusing on pronunciation accuracy. A teacher-made speaking tasks used in the pretest was utilized following an oral communication skills assessment rubric for pronunciation accuracy.

Table 5. Pronunciation Accuracy

	4	3	2	1	Mean	Sd	Verbal Description
Pronunciation Accuracy	10	12	8	0	3.07	0.78	Good

Legend: 1.0-1.74 Needs Improvement 1.75-2.49 Satisfactory
2.50-3.24 Good 3.25 - 4.00 Excellent

The performance indicators reached a level of "Good" on the assessment scale, with the highest mean score for Pronunciation Accuracy (M=3.07, SD=0.78). The lower standard deviation than the post intervention indicates more stability in the learning outcomes regarding pronunciation after the intervention, pointing to a greater impact of the teaching strategies that were implemented for this area of study.

The results imply that the instructional strategies—particularly the integration of AI-based pronunciation tools—were effective in enhancing students' pronunciation skills, as evidenced by the "Good" performance level and the highest mean score in pronunciation accuracy. This suggests that technology-supported learning environments can significantly improve learners' phonological competence by providing immediate, individualized feedback, which is essential for refining speech production.

Previous research has also shown that AI-based Pronunciation Tools can provide immediate individual feedback to learners and improve their phonological accuracy and consistency during speech production.

Vocabulary usage

Table 6 presents the post-intervention performance level of ALS students in oral communication skills, focusing on vocabulary usage. A teacher-made speaking tasks used in the pretest was utilized following an oral communication skills assessment rubric for vocabulary usage.

Table 6. Vocabulary Usage

	4	3	2	1	Mean	Sd	Verbal Description
Vocabulary Usage	8	14	8	0	3.00	0.74	Good

Legend: 1.0-1.74 Needs Improvement 1.75-2.49 Satisfactory
2.50-3.24 Good 3.25 - 4.00 *Excellent*

The use of vocabulary increased significantly with an average score of 3.00 (SD = 0.74) considered as Good. This means that students could use a wider variety of appropriate vocabulary while completing oral communication activities. The improvement indicates that students' lexical awareness and confidence in selecting words increased, likely due to the structured exposure to contextualized language tasks created during this study.

The findings imply that the instructional strategies implemented in the study were effective in enhancing students' vocabulary usage, as evidenced by the significant improvement to a "Good" performance level. This suggests that structured and contextualized language tasks play a crucial role in developing students' lexical awareness, enabling them to select more appropriate and varied words during oral communication.

There are similar reports on improvements to lexically related skills from the use of AI-assisted conversational and feedback systems enabling learners to have multiple practice opportunities and adaptive input, thereby allowing learners to access and refine their active vocabulary use in relation to speaking.

Fluency

Table 7 presents the post-intervention performance level of ALS students in oral communication skills, focusing on pronunciation accuracy, vocabulary usage, and fluency. A teacher-made speaking tasks used in the pretest was utilized following an oral communication skills assessment rubric for fluency.

Table 7. Fluency

	4	3	2	1	Mean	Sd	Verbal Description
Fluency	6	17	7	0	2.97	0.67	Good

Legend: 1.0-1.74 Needs Improvement 1.75-2.49 Satisfactory
2.50-3.24 Good 3.25 - 4.00 Excellent

In terms of fluency, the students achieved an average score of 2.97 (SD = 0.67), also classified as Good. This means students became more skilled at expressing their ideas without interruption, pausing, or hesitating. The relatively low standard deviation suggests considerable improvement toward fluency across the majority of respondents and not just a few of the highest performing individuals. Similar studies support the ability of AI-powered conversational bots to provide prolonged oral output while minimizing speaking anxiety thus improving fluency and continuity of speech.

In general, the post-intervention findings suggest that the implemented program on the use of AI powered tool suggests a positive effect of the intervention in enhancing the oral communication skills of ALS students across all assessed dimensions. The shift from Satisfactory levels in the pre-intervention phase to Good levels in the post-intervention phase underscores the positive impact of the intervention and provides empirical support for its instructional value. These results are consistent with systematic evidence indicating that AI-assisted speaking interventions contribute to measurable improvements in pronunciation, vocabulary use, and fluency, particularly when aligned with learner-centered and feedback-driven instructional approaches. The findings therefore serve as a strong basis

for subsequent comparative and inferential analyses to further establish the significance of the observed improvements.

Test of Significance of Difference Between The Scores of The Respondents in The Pre-Intervention and Post-Intervention Phase

Table 8 presents the comparison between the pre-intervention and post-intervention performance levels in oral communication skills of the respondents.

Table 8. Significant Difference Between the Scores of the Respondents in the Pre-intervention and Post-intervention Phase

Pre-intervention Mean	Post-intervention Mean	Mean Difference	Sd	P-value	Significance
6.43	9.03	2.6	1.4	0.000	Significant

From table 8, the major findings of the study indicate a statistically significant improvement in the oral communication skills of the respondents from the pre-intervention phase (M = 6.43) to the post-intervention phase (M = 9.03), with a mean difference of 2.60 and a highly significant p-value ($p < .05$). The development of the AI powered feedback intervention is an example of the effectiveness of using this form of instructional assistance. The magnitude of improvement suggests a meaningful educational effect.

The AI powered feedback intervention may provide learners with immediate, personalized, and data-based feedback when learning a skill; this is important for developing one's ability to communicate orally. Traditional means of providing feedback are typically given to the learner after the fact and in a generalized manner, whereas with this type of feedback learners can receive instantaneous insight into their performance in specific areas such as pronunciation, fluency, clarity, pacing, and coherence. This instantaneous information makes it easy for learners to spot mistakes and to make necessary corrections immediately, making the enhancement of their abilities go much quicker thanks to the iterative practice they are now able to utilize.

Numerous empirical studies have established that using AI powered speaking tools to give learner's immediate correction and differentiated scaffolding based upon the individual learner's needs has helped these learners' oral performances improve significantly; and there is also considerable evidence to support that the ability to receive real-time feedback from an AI powered system increases the ability of learners to perform tiered and iterative practice and refinement of their speaking abilities in EFL learning settings.

The increased mean scores imply that the AI-based feedback was beneficial for the respondents by providing feedback that encouraged active self-regulation and reflective learning. The AI staff continually monitored the learner's development and provided individualized feedback that likely improved a learner’s awareness of their communication abilities, which were areas of both strength and weakness. Formative assessment practice indicates feedback not only assesses performance but also helps to improve performance through feedback. Earlier studies have concluded that using AI feedback improves the capacity for autonomy, enables self-monitoring and fosters metacognitive engagement, all of which support a learner’s enhanced ability to speak. In addition, Environments that include AI have identified a reduction in the affective barriers associated with speaking anxiety, thus enabling learners to take more responsibility for their practices in improving their oral communication performance. Moreover, as evident from the moderately thin standard deviation of the mean (SD = 1.4), the AI intervention was not necessarily effective for all learners since their level of engagement, technological proficiency and learning pace were differences that likely impacted the improvement achieved. However, regardless of this variability, the statistically significant gains demonstrated that responses to the AI-based feedback intervention were significant across the group of respondents.

The major findings strongly support the conclusion that AI-powered feedback significantly enhanced oral communication skills. The intervention’s capacity to deliver personalized, consistent, and timely

feedback appears to have played a crucial role in improving performance outcomes. These results underscore the potential of AI-driven technologies as powerful pedagogical tools in communication skills development and justify their integration into instructional practices.

Extent of Impact of AI-Powered Feedback Tool on The Communication Skills of The Respondents

This section presents the extent of the impact of the AI-powered feedback tool on the respondents' communication skills, focusing on key areas such as pronunciation accuracy, vocabulary usage, and fluency.

Pronunciation Accuracy

It refers to how correctly a person produces the sounds of a language compared to standard or expected pronunciation.

Table 9 presents the extent of the impact of the AI-powered feedback tool on the communication skills of the respondents in terms of pronunciation accuracy.

Table 9. Pronunciation Accuracy

Indicator	Sd	Mean	Interpretation
The AI-powered tool helped me pronounce words more clearly.	0.71	4.33	Very High
The AI-powered tool helped me improve my intonation and stress patterns	0.71	4.20	High
The AI-powered tool helped me gain confidence in pronouncing unfamiliar words.	0.84	4.33	Very High
The AI-powered tool helped me identify mispronounced words easily.	0.71	4.67	Very High
The AI-powered tool provided helpful corrections on my pronunciation mistakes.	0.41	4.20	High
Composite Mean	0.70	4.35	Very High

Legend: **1.00-1.80** Very Low **1.81-2.60** Low
2.61-3.40 Moderate **3.41-4.20** High **4.21-5.00** Very High

The greatest impact of the AI-powered pronunciation feedback tool was found to be on pronunciation accuracy with a composite mean score of 4.35 (Strongly Agree). Survey participants experienced noticeable improvements in clarity of words, intonation patterns and their confidence to pronounce unfamiliar words, as well as their ability to identify and correct mispronunciation errors. These results demonstrate that the speech recognition and diagnostic feedback components of the AI tool were particularly effective in promoting phonological development, consistent with previous studies which have shown how pronunciation systems driven by artificial intelligence enhance pronunciation accuracy through automated analysis of speech and corrective feedback.

The high degree of effect on pronunciation is likely due to the immediacy and specificity of AI created feedback, providing learners with real-time and precise feedback instead of delayed or generalized comments. For many years, it has been established that immediate feedback is an essential requirement in second language acquisition to prevent fossilization of errors and reinforce the development of correct speech patterns. Research continues to show that real-time, AI-driven instantaneous feedback allows learners to make repeated, unpredictable self-corrections and engage in focused practice, producing increased stabilization of pronunciation and improvement in articulation accuracy.

Moreover, the relatively low standard deviations indicate consistency in learners' experiences, suggesting that the intervention benefited respondents regardless of individual differences in proficiency levels. Similar findings have been reported in AI-assisted pronunciation research, where standardized feedback mechanisms help reduce performance gaps among learners by providing equitable access to individualized corrective input.

Vocabulary Usage

It refers to the learner's ability to select and use appropriate, varied, and meaningful words in spoken communication. It includes the correct use of word meanings, proper word choice based on context, and the ability to express ideas clearly and effectively using an adequate range of vocabulary.

Table 10 presents the extent of the impact of the AI-powered feedback tool on the communication skills of the respondents in terms of vocabulary usage.

Table 10. Vocabulary Usage

Indicator	Sd	Mean	Interpretation
The AI-powered tool helped me learn new vocabulary relevant to everyday communication.	0.83	3.00	High
The AI-powered tool helped me use a wider range of words in my spoken responses.	0.48	3.67	High
The AI-powered tool helped me understand the meaning and usage of new vocabulary better.	0.51	3.47	High
The AI-powered tool helped me apply new vocabulary naturally during speaking tasks.	0.35	3.87	High
The AI-powered tool improved my ability to select appropriate words in conversations.	0.48	3.67	High
Composite Mean	0.62	3.53	High

Legend: **1.00-1.80** Very Low **1.81-2.60** Low
2.61-3.40 Moderate **3.41-4.20** High **4.21-5.00** Very High

Participants perceived the AI-based corrective feedback as having a positive impact on their vocabulary use, with an overall mean rating of 3.53 (Agree), signifying agreement that the intervention helped them expand or apply their vocabulary when communicating orally.

The AI-based corrective feedback helped learners to develop an understanding of the meaning of words as well as to expand their vocabulary usage and support selecting the correct words when engaging in conversation. This is consistent with research that defines the role of AI-based conversation systems/feedback tools as facilitating vocabulary development through providing contextualized input and feedback based upon the use of a vocabulary during speaking activities.

Although vocabulary development has a slightly lower mean than pronunciation development, it has been shown that vocabulary is developed more slowly than pronunciation; thus, it requires more time and a greater amount of processing for learners, which includes being exposed to vocabulary over time, contextualized and repeated use. AI may assist with the acquisition of vocabulary, but the actual learning of vocabulary will depend upon learners' prior knowledge, the depth with which they have processed this knowledge, and their opportunity to interact meaningfully with the vocabulary, which can occur over more than just the period of short-term interventions.

Nonetheless, the respondents' agreement indicates that the AI-powered feedback tool played a meaningful role in facilitating lexical awareness and active vocabulary use. By providing contextual cues and corrective feedback during speaking tasks, the AI system may have supported deeper processing of new vocabulary, thereby promoting more accurate and confident word usage. This finding supports earlier evidence that AI-assisted speaking environments enhance vocabulary application by integrating feedback within communicative practice rather than isolated drills.

Fluency Control

It refers to the learner's ability to speak smoothly, continuously, and at an appropriate pace with minimal hesitation.

Table 11 presents the extent of the impact of the AI-powered feedback tool on the communication skills of the respondents in term of fluency control.

Table 11. Fluency Control

Indicator	Sd	Mean	Interpretation
The AI-powered tool helped me speak more smoothly without frequent pauses.	0.43	4.23	Very High
The AI-powered tool helped me organize my thoughts better before speaking.	0.35	3.87	High
The AI-powered tool helped me reduce fillers like "uh," "um," or "like."	0.50	3.60	High
The AI-powered tool helped me maintain a steady speaking pace.	0.53	4.30	Very Low
The AI-powered tool helped me respond more quickly during oral tasks.	0.52	4.07	High
Composite Mean	0.53	4.01	High

Legend: **1.00-1.80** Very Low **1.81-2.60** Low
2.61-3.40 Moderate **3.41-4.20** High **4.21-5.00** Very High

These findings also illustrate that participants rated the effectiveness of the AI-based feedback tool as having a positive effect on the level of control for fluency. The data showed that participants rated the tool's effectiveness on the average at an aggregate score of 4.01 (Agree). Participants self-reported becoming more fluid in their delivery of speech; the amount of pauses between words decreased (i.e., less use of the "uh" and "um" and so on) and their ability to maintain a steady rate of speech improved, which helps with organization of thought and produces quicker responses to speaking tasks. Several AI-based speaking practice tools (conversation bots) were used, documented similar improvements to the user's fluency due to multiple oral practice sessions and immediate feedback.

Based on these findings, it is suggested that the AI-based feedback tool increased the users' awareness of their speech patterns and allowed them to be able to control their own verbalization an increased level because the AI system helped them become aware of the locations of their pauses, how many fillers they were adding to their speech, and where they were pausing, which would lead them to consciously regulate their speech. This is consistent with the self-regulated learning and formative assessment concepts, which define feedback as critical to the process of assisting learners to routinely monitor, assess, and adjust their performance levels on the skills they are developing.

Fluency is a critical indicator of communicative competence, as it reflects not only linguistic knowledge but also cognitive processing efficiency. The observed improvements suggest that the AI-powered feedback intervention supported learners in transitioning from hesitant, effortful speech to more automatic and confident oral production. Previous research similarly emphasizes that AI-mediated speaking practice reduces cognitive load and speaking anxiety, thereby facilitating smoother and more continuous speech.

Table 12. Extent Of Impact of AI-Powered Feedback Tool on the Communication Skills Of The Respondents

Indicator	Sd	Mean	Interpretation
Pronunciation Accuracy	0.70	4.35	Very High
Vocabulary Usage	0.62	3.53	High
Fluency Control	0.53	4.01	High
Grand Mean/ Sd	0.71	3.96	High

Legend: **1.00-1.80** Very Low **1.81-2.60** Low
2.61-3.40 Moderate **3.41-4.20** High **4.21-5.00** Very High

The grand mean of 3.96 indicates that the respondents generally agree that the AI-powered feedback tool has a positive impact on their communication skills. This suggests that the tool is perceived as effective in enhancing key aspects of communication, including pronunciation accuracy, vocabulary usage, and fluency control. Among the indicators, pronunciation accuracy received the highest mean score of 4.35, interpreted as "Strongly Agree," highlighting that the tool is particularly beneficial in

improving the clarity and correctness of spoken language. The overall positive perception underscores the potential of AI-powered feedback tools to serve as valuable supplementary resources in the development of communication skills. These findings imply that integrating such technology into language learning or instructional programs can enhance learners' proficiency and provide targeted support for areas needing improvement, thereby contributing to more effective and adaptive learning experiences.

The results indicate that AI feedback tools can offer effective formative assessment strategies within communication courses. Given that the tools produced significant improvements in pronunciation and fluency performance, the integration of AI feedback tools into classroom settings can be beneficial when the opportunity to provide individualized oral feedback is limited due to classroom sizes or time constraints. Previous research has also indicated that using AI as a tool for formative assessment aligns with repositioning educators from sole assessors to facilitators who assist learners in understanding and applying AI-generated feedback.

The consistent positive evaluations among all participants also indicate that AI feedback promotes learner autonomy by allowing for independent practice. By providing immediate feedback based on practice performance and opportunities to improve continuously, AI feedback supports the development of self-directed independent learning beyond the physical classroom. Existing literature corroborates the conclusion of this study regarding AI's potential for creating individualized, lifelong language-learning pathways.

In a nutshell, AI-powered feedback tool exerted a strong and multidimensional impact on respondents' communication skills, with the greatest effect observed in pronunciation accuracy, followed by fluency control and vocabulary usage. The findings underscore the potential of AI-powered feedback as a transformative instructional tool that enhances oral communication through immediate, personalized, and actionable feedback. Academically, these results support the strategic integration of AI technologies in communication instruction and provide a solid foundation for future research in technology-enhanced language learning.

Summary of Findings, Conclusion, and Recommendation

This chapter presents a concise summary of the major findings of the study, draws conclusions based on the analyzed data, and offers recommendations derived from the results to inform practice, policy, and future research.

Summary of Findings

Students enrolled in the ALS Program reported that they used Pronunciation Accuracy, Vocabulary Usage and Fluency to a satisfactory degree. Pronunciation Accuracy scored the highest mean value of the 3 scores earned while Fluency was rated the lowest mean value of the 3 outcomes. After the intervention was completed, the ALS Program students demonstrated a positive increase in their Oral Communication Skills on all 3 components of the assessment: Pronunciation Accuracy, Vocabulary Usage and Fluency. Pronunciation Accuracy continued to score the highest mean value; however, a significant increase was also noted for vocabulary usage and fluency. The pre- and post-intervention score comparison resulted in an evident statistical difference supporting the improvement in oral communication skills of respondents. Specifically, respondents felt that the use of the AI-powered feedback tool had a very positive effect on their communication skills. The area of pronunciation accuracy was rated highest however, fluctuations in fluency showed a significant impact as well, as demonstrated by the decrease in filler words, increased pacing of speech, and smoother speech. Furthermore, the area of vocabulary usage received a lower mean than the other areas.

Conclusion

By combining all of these elements together, it is apparent from the data collected in this study regarding how AI Feedback Technologies can help reformulate oral communication instruction in the Alternative Learning System (ALS). With AI feedback tools providing immediate, personalized, and

continuous support that traditional classroom environments cannot consistently provide. Based on the impact demonstrated by within the context of this study, it is logical for it to be recommended that the integration of AI Feedback Technologies should be included in the ALS programs through formative assessment and learning activities as a means of increasing learner autonomy, self-regulation of practice and pronunciation & fluency issues within their own learning environment. The findings of this study further indicate the need for changes within the ALS pedagogy, whereby the teacher's role would change from the primary source of correction, to that of facilitators, assisting the learners in understanding and applying the AI-generated feedback. Additionally, on an institutional level, the study provides good examples of the need for adequate investment in digital infrastructure and the necessary training of teachers in order to be able to achieve the successful and equal implementation of AI technologies. Overall, the implications from the data indicate that AI feedback technologies are very valuable in terms of providing for efficiency of Instruction, engagement of learners, and the development of long-term communicative competence in non-traditional learning environments.

Recommendation

Based on the presented findings and conclusion, the following recommendations are proposed:

1. *For policy makers, institutionalize AI-powered feedback in ALS instruction*. Given the statistically significant improvement in learners' oral communication skills, ALS programs should formally integrate AI-powered feedback tools into regular speaking activities. These tools may be used as formative assessment instruments to provide immediate, individualized, and consistent feedback that supports continuous skill development.
2. *For DepEd, strengthen teacher capacity for AI-assisted instruction.* Teachers should be provided with professional development programs focused on effectively integrating AI-powered feedback into lesson planning and assessment. Training should emphasize how teachers can guide learners in interpreting AI-generated feedback and aligning it with instructional goals.
3. *For administrators, improve digital infrastructure and accessibility.* To ensure equitable implementation, educational institutions and stakeholders should invest in reliable digital infrastructure, including access to devices and stable internet connectivity. This will allow all ALS learners to fully benefit from AI-assisted learning regardless of socioeconomic constraints.
4. *For ALS teachers, promote learner autonomy and self-regulated practice*. ALS learners should be encouraged to use AI-powered feedback tools independently for practice beyond classroom sessions. Structured self-practice tasks supported by AI feedback can foster learner autonomy, motivation, and responsibility for their own communication progress.
5. *For future researchers, conduct further research on long-term and broader impacts.* Future studies may explore the long-term effects of AI-powered feedback on communicative competence, as well as its applicability to other language skills and ALS subject areas. Comparative studies involving different AI tools and learner profiles are also recommended to refine best practices.

These recommendations aim to maximize the instructional benefits of AI-powered feedback while supporting sustainable, inclusive, and learner-centered oral communication development within the Alternative Learning System.

AI Technology-Assisted Learning for Improving Narrative and Oral Communication in ALS (AI TALINO-ALS): SpeechAce Instructional Integration Program

Rationale

The AI **Technology-Assisted Learning for Improving Narrative and Oral Communication in ALS (AI TALINO-ALS)** program is grounded in the empirical findings of the study, which revealed a statistically significant improvement in learners' oral communication skills following the use of AI-powered feedback. The gains in improved Pronunciation Accuracy, Fluency Control and Vocabulary Usage demonstrate the effectiveness of Immediate, Personalized, Consistent and Timely Feedback,

which cannot normally be obtained through traditional methods of delivering instruction in Alternative Learning Systems (ALS).

Furthermore, AI TALINO-ALS enhances student engagement and self-direction by providing opportunities for Guided Practice and Independent Practice of Speaking Skills outside of the classroom. Having access to AI-Powered Feedback provides learners with the opportunity to assess their speaking performance, identify errors when they occur, and implement strategies for correcting those errors as they occur, ultimately supporting self-regulation, reflection, and independent learning behaviors. This model of learner-centered education is especially relevant for learners in the ALS program who typically must balance their studies with their job and family obligations, requiring flexible learning modalities that are supported by technology. By encouraging independent practice and continuous improvement, the program supports the development of confidence and conversational competence, both of which are essential attributes for academic, professional, and social participation.

Finally, the program responds to the need for instructional innovation and teacher support in ALS delivery. AI TALINO-ALS positions teachers not as replacements of technology but as facilitators who guide learners in interpreting AI-generated feedback and aligning it with instructional goals. Through structured implementation and capacity-building initiatives, the program ensures that AI integration remains pedagogically sound, inclusive, and sustainable. Ultimately, AI TALINO-ALS aims to enhance the quality of oral communication instruction in ALS while contributing to the broader goal of equitable access to effective, technology-enhanced learning opportunities.

General Objective

This instructional program guides ALS teachers and learners in systematically using SpeechAce to develop pronunciation accuracy, vocabulary usage, and fluency control in oral communication.

Enhanced Teaching Guide

AI-Driven Oral Communication Intervention for ALS Learners

Learning Area: English / Oral Communication

Duration: 6 Weeks

Target Learners: Adult ALS Learners (18 years old and above)

AI Tool Used: Speech Ace

Week 1: Baseline Assessment and AI Tool Orientation

I. Objectives

At the end of the week, the learners shall be able to:

1. Demonstrate baseline oral communication skills through an oral reading task;
2. Identify the basic features and functions of the AI-powered Speech Ace platform; and
3. Perform basic pronunciation drills using the AI tool.

II. Content

- Oral Communication Skills (Pronunciation Focus)
- Orientation on AI-powered language learning tools
- Ethical and responsible use of AI in learning

III. Learning Resources

- Standardized oral reading passage
- Mobile phone or tablet with internet access
- Speech Ace application

- Headset or earphones (if available)
- Learner Orientation Checklist

IV. Procedures

A. Introduction (Motivation)

The teacher explains the importance of oral communication in daily life, work, and community participation. Learners share brief experiences related to speaking English.

B. Pretest Administration

Learners individually read a standardized passage aloud. Each reading is audio-recorded under controlled conditions. No corrective feedback is given at this stage to preserve baseline integrity.

C. Tool Orientation

The teacher demonstrates how to access and use Speech Ace, including recording procedures, viewing AI-generated feedback, and saving outputs. Learners perform a guided trial recording.

D. Guided Practice

Learners complete basic pronunciation drills focusing on vowel sounds, consonants, and word stress using the AI tool.

E. Closure

The teacher summarizes the session and reiterates expectations for responsible AI use.

V. Assessment

- Recorded pretest oral reading audio
- Completed learner orientation checklist

VI. Remarks

Baseline data established for pronunciation, vocabulary, and fluency.

Week 2: Pronunciation Accuracy Development

I. Objectives

Learners shall be able to:

1. Improve articulation and clarity of speech through repeated pronunciation practice;
2. Interpret AI-generated pronunciation feedback; and
3. Monitor personal progress using a pronunciation accuracy log.

II. Content

- Segmental pronunciation (phonemes, stress, clarity)
- AI-assisted pronunciation feedback

III. Learning Resources

- Speech Ace pronunciation exercises
- Pronunciation accuracy log sheet

IV. Procedures

A. Review

Brief review of Week 1 activities and pronunciation challenges.

B. Independent Practice

Learners engage in daily 15-minute pronunciation exercises using Speech Ace. Recordings are submitted for AI analysis.

C. Feedback Processing

Learners examine AI-generated scores and note recurring pronunciation errors.

D. Teacher Monitoring

The teacher checks logs and provides brief corrective feedback during scheduled consultations.

E. Closure

Learners reflect on progress and identify pronunciation goals for the next week.

V. Assessment

- AI-generated pronunciation scores
- Completed pronunciation accuracy log

VI. Remarks

Focus on consistency and accuracy in speech production.

Week 3: Vocabulary Development In Context

I. Objectives

Learners shall be able to:

1. Use appropriate vocabulary in meaningful spoken contexts;
2. Demonstrate improved word choice accuracy in speech; and
3. Reflect on vocabulary learning experiences.

II. Content

- Contextualized vocabulary (food, work, health)
- Meaning-based oral expression

III. Learning Resources

- Vocabulary prompts
- Weekly Learning Diary
- Speech Ace vocabulary tasks

IV. Procedures

A. Motivation

Discussion on how vocabulary affects clarity and confidence in speaking.

B. Practice Activities

Learners respond orally to contextual prompts using target vocabulary. Recordings are submitted to Speech Ace for analysis.

C. Reflection Activity

Learners write entries in their Weekly Learning Diary highlighting new words learned and challenges encountered.

D. Feedback Session

Teacher clarifies common vocabulary misuse based on AI feedback trends.

V. Assessment

- Word usage checklist
- AI vocabulary accuracy scores

- Weekly learning diary

VI. Remarks

Emphasis on contextual accuracy rather than memorization.

Week 4: Fluency Development And Spontaneous Speech

I. Objectives

Learners shall be able to:

1. Speak with improved flow and reduced hesitation;
2. Maintain logical sequence of ideas in spontaneous speech; and
3. Apply AI and teacher feedback to enhance fluency.

II. Content

- Speech rate, pause control, coherence
- Spontaneous oral interaction

III. Learning Resources

- AI chatbot conversation prompts
- Fluency checklist
- Speech Ace recording feature

IV. Procedures

A. Warm-Up

Short guided speaking activity on familiar topics.

B. Main Activity

Learners engage in AI chatbot conversations and submit 1-2 minute recordings for fluency scoring.

C. Feedback and Coaching

Teacher discusses fluency indicators and provides targeted guidance.

D. Reflection

Learners complete the fluency checklist.

V. Assessment

- AI-graded voice recordings
- Completed fluency checklist

VI. Remarks

Focus on confidence and continuity of speech.

Week 5: Integrated Oral Communication Task

I. Objectives

Learners shall be able to:

1. Integrate pronunciation, vocabulary, and fluency in extended speech;
2. Evaluate peer performance using a rubric; and
3. Apply feedback for performance improvement.

II. Content

- Integrated oral communication

- Peer assessment strategies

III. Learning Resources

- Mini-podcast task guide
- Simplified oral communication rubric

IV. Procedures

A. Task Orientation

Explanation of mini-podcast requirements.

B. Performance Task

Learners record a 1–2-minute speech applying all learned skills.

C. Feedback Process

AI scoring, teacher comments, and peer rubric-based evaluation are conducted.

D. Reflection

Learners identify strengths and areas for improvement.

V. Assessment

- Integrated speech recording
- Peer and AI rubric scores

VI. Remarks

Authentic application of oral communication skills.

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