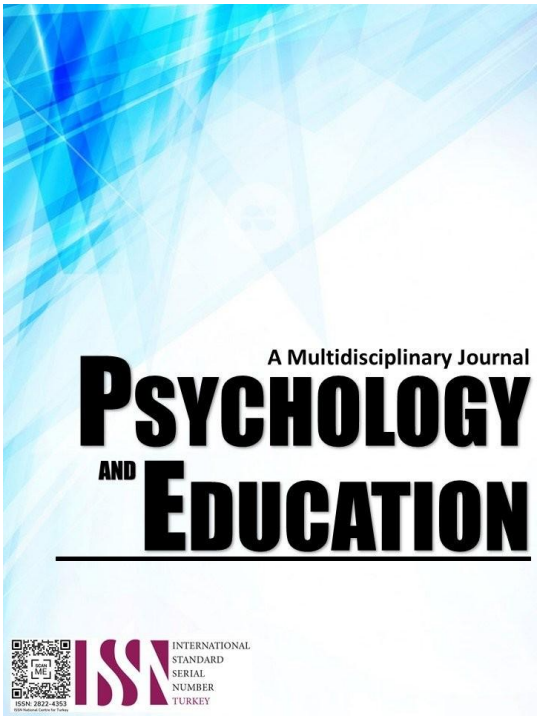
AI-ASSISTED LANGUAGE ASSESSMENT: BASIS FOR SENIOR HIGH SCHOOL LANGUAGE ARTS INSTRUCTION ASSESSMENT



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 43
Issue 9
Pages: 1106-1118
Document ID: 2025PEMJ4219
DOI: 10.70838/pemj.430903
Manuscript Accepted: 06-06-2025

Psych Educ, 2025, **43**(9): 1106-1118, Document ID:2025PEMJ4219, doi:10.70838/pemj.430903, ISSN 2822-4353

Research Article

AI-Assisted Language Assessment: Basis for Senior High School Language Arts Instruction Assessment

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Abstract

This study investigated the role of AI-assisted language assessment in evaluating students' English-speaking proficiency, focusing on grammar, fluency, pronunciation, and vocabulary. It aimed to determine how AI-generated feedback can serve as a basis for enhancing language arts instruction assessment. The study involved seventy (70) Grade 11 HUMSS students from ACLC College of Ormoc City, Inc. A descriptive research design was employed, and students' speaking performances were assessed using an AI tool. Scores were analyzed based on the Common European Framework of Reference for Languages (CEFR), identifying the dominant proficiency levels for each linguistic component. Results revealed that the majority of students achieved high proficiency levels in grammar and vocabulary, predominantly reaching C1 and C2 classifications. However, greater variability was observed in fluency and pronunciation, where some students exhibited occasional hesitations and minor inconsistencies. Despite providing structured and standardized evaluations, the AI tool demonstrated limitations, such as generating vague, repetitive feedback and displaying difficulty in adapting to varied discussion themes. Issues in the clarity and accuracy of the quantitative scores were also noted. Moreover, the AI tool was observed to consistently assign overly high scores across linguistic competencies, raising concerns about its reliability as an assessment measure. As a result, the study does not recommend the use of AI as a sole assessment method for speaking proficiency at the Senior High School level, emphasizing the continued need for human evaluation to ensure more accurate, fair, and meaningful feedback.

Keywords: *AI-generated feedback, english-speaking proficiency, CEFR, language assessment, linguistic competence*

Introduction

As educational institutions increasingly integrate artificial intelligence (AI) into teaching and learning, its role in assessment has become a critical area of exploration. AI-driven assessment tools, such as automated grading systems, intelligent tutoring platforms, and adaptive testing, have transformed traditional evaluation methods by enhancing efficiency, accuracy, and personalization (Saihi, 2024). These advancements enable educators to assess student performance in real-time, provide immediate feedback, and tailor instructional strategies based on data-driven insights.

AI-assisted assessments offer several advantages over conventional methods. Automated grading systems reduce the workload for educators while ensuring objective and consistent evaluation (Dwyer, 2017 as cited in Sesay, 2024). Similarly, AI-powered feedback mechanisms analyze students' responses and suggest improvements, fostering a more interactive and responsive learning environment. Adaptive assessment tools further refine the evaluation process by designing tools to respond to individual learning needs and preferences, making the educational journey not only more tailored but also significantly more effective (Saihi, 2024).

Moreover, integrating AI in assessment not only enhances the evaluation process but also informs instructional decision-making. By analyzing patterns in student performance, AI can help educators identify areas where students struggle, thereby enabling targeted interventions and personalized learning pathways (Dwyer, 2017 as cited in Sesay, 2024). This data-driven approach supports a more learner-centered educational framework, ensuring that assessments are not merely evaluative but also formative.

As schools continue to embrace AI-driven assessment technologies, it is essential to understand how AI can optimize assessment practices to allow educators to harness its full potential, ultimately improving student outcomes and instructional effectiveness. By redefining assessment in the age of AI-assisted learning, educational institutions can move toward a more adaptive, equitable, and data-informed approach to student evaluation (Bearman et al., 2020).

English proficiency is vital for academic and professional success, serving as the global medium for business, technology, science, and education (Agustina et al., 2020). However, a concerning decline in English proficiency has emerged worldwide, particularly in the Philippines. The EF English Proficiency Index (EF EPI) ranks the Philippines 20th in 2023, a drop from 13th in 2016 (Rubio, 2020; Marcelo, 2023). Reports indicate that Filipino college graduates struggle to meet global English proficiency benchmarks, with TOEIC scores lower than those required for Dubai taxi drivers (Santos, 2022). These findings raise concerns among educators, industry leaders, and policymakers, as declining English proficiency threatens the country's economic competitiveness (Antivola, 2023).

At ACLC College of Ormoc, this challenge is even more pronounced due to the school's open admission policy, where students are accepted without the need for an entrance examination. As a result, there is a wide range of students' abilities, particularly in English communication skills. Observations reveal that many students struggle with grammar, fluency, vocabulary and pronunciation, hindering both academic and professional success. Despite DepEd's initiatives like the K– 12 curriculum and the National English Proficiency Program (NEPP), challenges persist. The 2023 National Achievement Test for Grade 12 students recorded a passing rate of only

41.36%, which falls under the 'Developing' proficiency level, highlighting the urgent need to address these issues.

To address these challenges, emerging technologies like AI-powered language learning applications have gained importance in educational settings. These tools offer personalized learning experiences through real-time feedback, adaptive content, and interactive simulations. It can provide learners with immediate feedback on their pronunciation, grammar, and vocabulary usage (Guest 2023). Studies have also shown that AI-driven language platforms can enhance learners' speaking, listening, and comprehension skills by providing immersive and responsive practice environments (Gawate 2019 as cited in Farxha 2023).

However, the accuracy of AI-generated feedback must be interpreted with caution. According to Akbar (2025), while AI can offer consistent and automated feedback, it may lack contextual sensitivity and overlook subtle errors that human assessors would typically detect. Zhang et al. (2025) further noted that although AI-generated feedback is often valued for its objectivity, its perceived genuineness tends to decline once its origin is disclosed. In contrast, feedback co-produced by humans and AI is generally received more positively, suggesting that transparency about feedback sources can significantly influence acceptance. Building on this, Jacobsen et al. (2025) recommend integrating AI-generated feedback with human expertise to enhance educational practices—leveraging the efficiency of AI alongside the nuanced understanding of educators.

Given the critical importance of English proficiency, this study sought to assess the students' speaking skills through an AI-assisted language assessment tool. By evaluating students' skills in grammar, fluency, pronunciation, and vocabulary, the study aimed to determine their proficiency levels, identify specific areas for improvement, and look into the effectiveness of AI evaluation in assessing these language competencies. The insights gathered will serve as basis for the targeted instructional interventions, ultimately enhancing students' communicative competence, academic performance, and readiness for future professional and personal endeavors.

Research Questions

This study aimed to describe the use of AI as an assessment tool in language instruction. Specifically, it aimed to answer the following questions:

1. What is the CEFR level of English language proficiency of the respondents as assessed using an AI tool on the following linguistic competencies:
    1.1. grammar;
    1.2. fluency;
    1.3. pronunciation; and
    1.4. vocabulary?
2. What is the dominant CEFR level for each linguistic competence?
3. What are the perceived limitations of the AI assessment tool?
4. What instructional materials can be developed to enhance students' language proficiency?

Methodology

Research Design

This study utilized the descriptive research design to provide a comprehensive understanding and adequate interpretation of the data. The study focused on the respondents' level of English language proficiency in terms of linguistic competence in speaking, particularly in grammar, fluency, pronunciation, and vocabulary. The proficiency levels were analyzed using the Common European Framework of Reference for Languages (CEFR), a standardized framework that categorizes language abilities into specific levels: A1—Beginner; A2—Elementary; B1—Intermediate; B2—Upper Intermediate; C1—Advanced; and C2—Proficient, providing a globally recognized benchmark for interpreting students' performance.

Respondents

The participants of the study were students at ACLC College of Ormoc City, Inc. who were enrolled in the first semester of the academic year 2024-2025. They were selected through a random sampling technique to ensure an unbiased representation.

Instrument

To gather data for the study, an English-Speaking App-Stimuler and a rubric were used. The English-Speaking App-Stimuler assessed the linguistic competence of the respondents, focusing on their speaking skills, while the rubric identified the perceived limitations of AI as an assessment tool. The English-Speaking App-Stimuler was crafted by a team of IITians, Akshay Akash, Akshat Baranwal, Anesh Srivastav, and Ankit Kumar Pandey. It was created to enhance the English-speaking proficiency of nonnative speakers of English and to increase IELTS band. English Speaking App-Stimuler was awarded as Google Play's best AI App of 2023 that offers real-time feedback in less than 20 seconds and is used in various countries like Vietnam in their curriculum (Founderhub). Meanwhile, the rubric used in this study was adapted from the work of Bubaš, Čižmešija, and Kovačić (2024) titled Development of an Assessment Scale for Measurement of Usability and User Experience Characteristics of Bing Chat Conversational AI, but was modified to suit the specific needs and context of the present research.

In this study, the English-Speaking App-Stimuler application facilitated a 30- minute speaking activity centered on the topic of hobbies. During the 30-minute speaking activity, the stimuler and the respondents engaged in a conversation, responding to each other's prompts. After the activity, the application generated an overall score and evaluated the respondents' performance in four key areas: grammar, fluency, pronunciation, and vocabulary. At the same time, the rubric was answered by the researcher herself to systematically determine the perceived limitations of the AI assessment tool.

Procedure

A formal request for permission to administer English Speaking App- Stimuler and the survey questionnaire was secured from the Senior High School Coordinator of ACLC College of Ormoc City. Before the data collection, respondents were be fully informed of the study's objectives, the intended use of their data, and their rights as participants. Written consent was obtained, ensuring that responses remained confidential and used solely for research purposes.

Subsequently, the respondents used their phones' mobile data to install the English-Speaking App – Stimuler and to access the speaking activity. During the administration of the survey questionnaire, the students were seated two seats apart to avoid the possibility of copying answers and to reduce distractions during the speaking activity.

The respondents' performance in four key areas—grammar, fluency, pronunciation, and vocabulary—was automatically generated by the English-Speaking App and recorded immediately after the speaking activity. Likewise, the survey questionnaires were collected and analyzed promptly after their administration.

Data Analysis

The data gathered from the speaking activity was analyzed based on the scores generated by the English-Speaking App – Stimuler in the areas of grammar, fluency, pronunciation, and vocabulary. These scores were interpreted using the Common European Framework of Reference for Languages (CEFR), a standardized framework that categorizes language abilities into specific proficiency levels: A1—Beginner; A2—Elementary; B1—Intermediate; B2—Upper Intermediate; C1—Advanced; and C2—Proficient. The descriptions and interpretations for each proficiency level are derived from the CEFR, ensuring alignment with internationally recognized language standards. The score ranges used to determine proficiency levels are assigned according to the scoring system of the English-Speaking App – Stimuler, ensuring consistency between the app's metrics and the CEFR framework.

Results and Discussion

This section presents the results and discussions of the gathered data. It consists of the following parts: the CEFR level of English language proficiency of the respondents as assessed using an AI tool on grammar, fluency, pronunciation and vocabulary; the dominant CEFR level for each linguistic competence; the perceived limitations of the AI Assessment tool; and the instructional materials that can be developed to enhance students' language proficiency.

CEFR level of English Language Proficiency in Grammar

Figure 1. *Pie chart of Linguistic competence in Grammar*

As shown in Figure 1 presented above, the results of the AI-assisted assessment revealed that the majority of the respondents demonstrated a high level of English proficiency in grammar. Specifically, 77% of the respondents attained a C2 level, indicating mastery of complex grammatical structures, accuracy in sentence construction, and the ability to use advanced syntactic patterns. This suggests that most respondents can consistently communicate with near-native grammatical accuracy.

Meanwhile, 19% of the respondents were classified at the C1 level, signifying a high grammatical accuracy, with rare errors that do not hinder comprehension. These respondents are likely capable of handling complicated sentence structures but may still exhibit minor inconsistencies in advanced grammar use.

A smaller percentage of 3%, attained the B2 level, meaning they have a good grasp of grammar but may have occasional "slips" or minor flaws with advanced sentence structures. Lastly, only 1% of the respondents were classified at the B1 level, which suggests a generally good control, though with noticeable mother- tongue influence. They may still need support in constructing grammatically accurate and varied sentence structures.

The data indicates that the majority of the respondents have already reached an advanced level of grammatical competence. However, the accuracy of these AI-generated ratings must be interpreted with caution. According to Akbar (2025), while AI can offer consistent and automated feedback, it may lack contextual sensitivity and overlook subtle errors that human assessors would detect. This raises the possibility that the high scores observed in the study may not fully reflect real-world communicative competence.

Moreover, as highlighted by Manggiasih et al., (2023), AI assessments often depend on pre-programmed algorithms, which can lead to inflated or homogenized ratings, especially when evaluating students from similar linguistic backgrounds. Given this, it is crucial for language instructors to triangulate AI-generated assessments with teacher-led evaluations or authentic speaking tasks to ensure reliability and fairness in evaluating students' actual grammar performance (Algaraady & Mahyoob, 2023). While most of the respondents appear proficient, it is important to provide differentiated instruction that targets the needs of students at lower proficiency levels to help bridge the gap between AI scores and functional grammatical usage.

CEFR Level of English Language Proficiency in Fluency

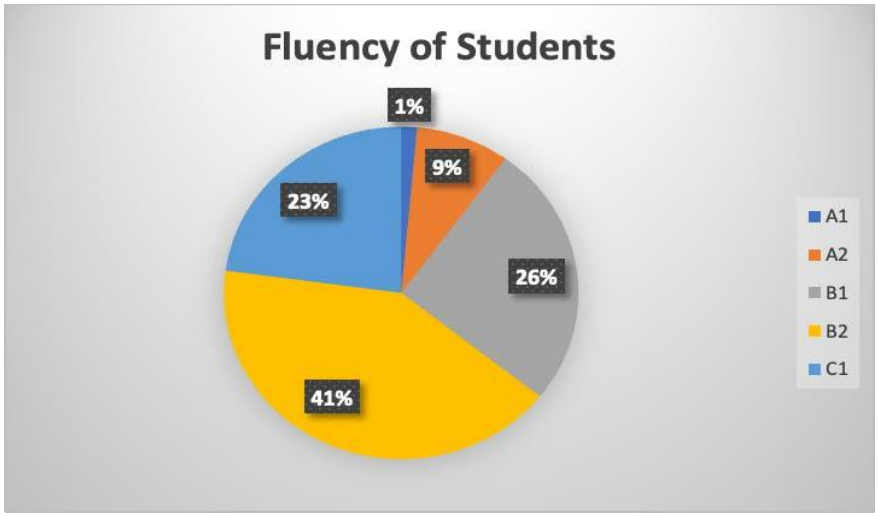

Figure 2. *Pie chart of Linguistic competence in Fluency*

As shown in Figure 2 presented above, the AI-assisted assessment of respondents' fluency in English revealed a diverse range of proficiency levels. The largest proportion, 41%, were classified at the B2 level, indicating that they can communicate effectively with a natural flow, though occasional hesitation or searching for words may still occur and there are few noticeably long pauses. These students can engage in extended conversations but may struggle with complex topics requiring precise articulation.

Meanwhile, 26% of the respondents attained a B1 level, suggesting they can handle everyday conversations but may still experience noticeable pauses and inconsistencies in speech especially in longer stretches of production. Their fluency is developing, but they may need more practice to speak with greater spontaneity and confidence.

A notable 23% of the respondents reached the C1 level, demonstrating strong fluency with minimal hesitation and the ability to express ideas clearly and smoothly. These respondents can engage in discussions on various topics with little difficulty. However, none of the respondents reached the C2 level, implying that complete mastery in fluency, where speech is effortless and highly natural, has not yet been achieved.

On the lower end of the proficiency spectrum, 9% of the respondents were assessed at the A2 level, indicating that while they can communicate simple ideas, pauses, false starts and reformulation are very evident. They often rely on memorized phrases and may struggle to maintain longer conversations. Additionally, 1% of the respondents were classified as A1, meaning their fluency is very limited, and they can only produce very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions.

These results suggest that while a significant number of students have reached an intermediate to upper-intermediate level in fluency, there is still room for improvement, particularly among those in the A1, A2, and B1 levels. The absence of any C2-level fluency performers contrasts sharply with the grammar scores, where a large majority achieved near-native proficiency. This disparity raises

critical questions about AI's scoring sensitivity when evaluating different language domains.

According to Akbar (2025), while AI-based language tools offer immediate and scalable assessments, they often lack contextual awareness and the nuanced interpretation of spontaneous speech that a human evaluator can provide. This may explain why fluency scores appear more conservative than grammar scores— fluency involves real-time processing, intonation, and rhythm, which AI may struggle to assess holistically.

Furthermore, as noted by Sanako (2021), fluency is a dynamic skill that depends not only on vocabulary and grammar but also on processing speed, comfort, and interactional competence. AI tools might not fully capture hesitations, prosody, or turn-taking ability, potentially leading to inaccurate or inconsistent ratings across learners.

This finding is also consistent with Hishan (2020) who emphasized the importance of targeted fluency development, especially through authentic interaction, task- based speaking, and real-time feedback. These practices go beyond what AI currently offers and should be prioritized in instructional design.

Given this, instructional interventions should not rely solely on AI-generated fluency ratings. Teachers are encouraged to integrate structured speaking exercises, such as debates, storytelling, and spontaneous conversation tasks, paired with real-time human feedback to address individual fluency gaps. Doing so will better align learners' actual oral communication abilities with CEFR expectations.

CEFR Level of English Language Proficiency in Pronunciation

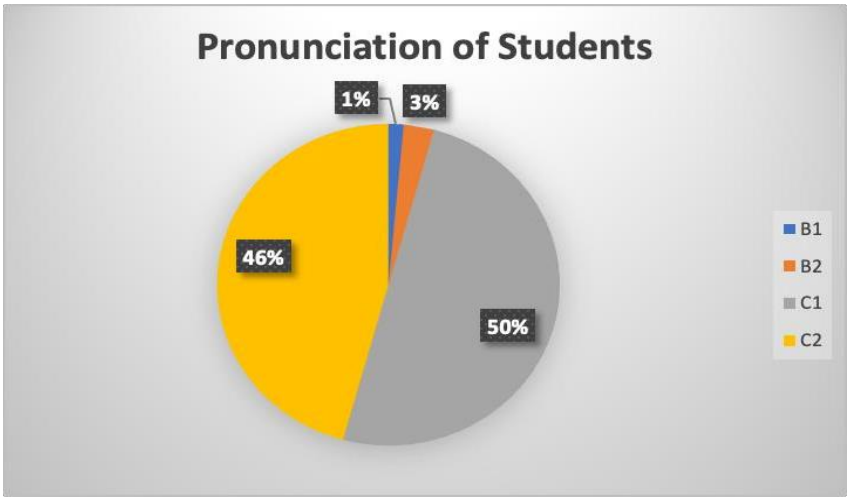

Figure 3. *Pie chart of Linguistic competence in Pronunciation*

As shown in Figure 3 presented above, the AI-assisted assessment of the respondents' pronunciation skills revealed that the majority of students demonstrated a high level of proficiency. Specifically, 50% of the respondents were classified at the C1 level, signifying strong pronunciation skills with only minor inconsistencies. Respondents at this level can produce speech that is clear and intelligible, though slight variations in accent, stress, or rhythm may still be present.

Similarly, 46% of the respondents were classified at the C2 level, indicating near-native pronunciation accuracy, clear articulation, and the ability to use appropriate intonation and stress patterns naturally. These respondents likely exhibit minimal to no pronunciation errors that could hinder comprehension. The combined 96% of students at C1 and C2 suggests that most respondents have well-developed pronunciation skills, which contribute to their overall spoken language proficiency.

On the other hand, a small percentage of students exhibited lower levels of pronunciation proficiency. 3% of the respondents were categorized at the B2 level, indicating generally clear pronunciation but with occasional mispronunciations or difficulties in maintaining consistent stress and rhythm influenced by the other language they speak. Additionally, 1% of the respondents were assessed at the B1 level, meaning their pronunciation is generally intelligible; intonation and stress at both utterance and word levels do not prevent understanding of the message.

While the results appear to show a highly proficient learner population, the extremely high proportion of students rated at C1 and C2—with nearly half at a near-native level—calls for careful consideration. Since AI tools assess speech based on acoustic features such as waveform clarity, pitch, and intonation consistency, there is a possibility that subtle yet important pronunciation nuances—like intonation appropriateness, rhythm variations, and cultural accent markers—may not have been thoroughly captured.

According to Manggiasih et al., (2023), AI-based pronunciation evaluation offers rapid and consistent analysis, but lacks the contextual and cultural sensitivity that human evaluators provide. The AI's focus on surface-level acoustic signals may have led to inflated scores, especially for learners who mastered rehearsed, scripted, or AI-friendly pronunciation patterns but might still struggle in spontaneous or high-pressure communicative situations.

Manggiasih (2023), further emphasized that pronunciation proficiency goes beyond mere intelligibility—it includes the ability to adjust intonation, stress, and rhythm in interactionally appropriate ways. Such skills are difficult for AI to measure, as it lacks the human ability to judge the pragmatic appropriateness of pronunciation in real-world contexts.

Furthermore, Alisoy (2025) noted that learners who are exposed to authentic pronunciation models (e.g., native speakers, audiovisual materials) tend to develop better articulation over time. This implies that while AI tools can assist in pronunciation training, human modeling and interaction remain essential for deeper improvement.

CEFR Level of English Language Proficiency in Vocabulary

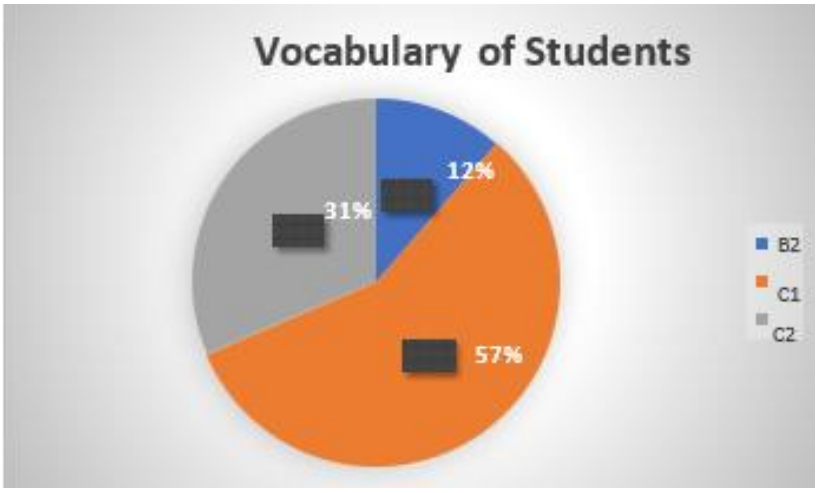

Figure 4. *Pie chart of Linguistic competence in Vocabulary*

As shown in Figure 4 presented above, the AI-assisted assessment of the respondents' vocabulary proficiency revealed that the majority of students demonstrated a strong command of the English language. The dominant proficiency level was C1 (57%), indicating that more than half of the respondents possess an extensive and flexible vocabulary range. These students can effectively use contextually appropriate words and expressions, allowing them to communicate with precision and nuance.

In addition, A significant 31% of the respondents attained a C2 level, which suggests near-native proficiency. Learners at this level have a mastery of advanced vocabulary, including idiomatic expressions and specialized terms, enabling them to express ideas with accuracy and sophistication. Their ability to understand subtle differences in meaning and use words in various contexts further enhances their communication skills.

At the upper-intermediate level, 12% of the respondents were classified at B2, meaning they have a strong vocabulary foundation but may still struggle with specialized terminology or idiomatic usage. While these students can effectively participate in discussions and comprehend a wide range of texts, they may occasionally encounter difficulties when expressing abstract or complex ideas.

The absence of respondents in lower CEFR levels (A1, A2, and B1) suggests that all students have at least an upper-intermediate vocabulary proficiency. However, this overall trend points to a highly proficient group of learners, at least from the perspective of the AI tool's assessment.

While the results indicate a promising level of lexical competence among students, the AI's tendency to assign high CEFR ratings should be interpreted with caution. AI assessment tools often evaluate vocabulary based on lexical diversity, word frequency, and appropriateness, but they may not fully capture the depth of semantic understanding or the pragmatic use of words in varied contexts.

Manggiasih et al., (2023) pointed out, although AI tools offer fast and objective assessments, they due to their may overestimate proficiency levels focus on surface-level language features. This is especially relevant when students use prepared or rehearsed responses rich in advanced vocabulary, which the AI might rate highly even if the actual depth of understanding or spontaneous application is limited.

Moreover, Fengyu (2023) emphasized that vocabulary learning is best reinforced through interactive, contextualized activities. This suggests that vocabulary proficiency should not only be assessed but also continuously developed through authentic, communicative tasks.

Mohamed (2023) further supports this view, asserting that AI tools are most effective when combined with human input and task-based instruction, ensuring that vocabulary use is not only broad but also accurate, context-sensitive, and meaningful.

Table 1 shows the AI-assisted assessment of the respondents' English language proficiency across different linguistic competencies—grammar, fluency, pronunciation, and vocabulary—revealing varying levels of mastery.

Table 1. *Dominant CEFR Level for Each Linguistic Competence*

Category	*Dominant CEFR Level*	*Range of Scores*	*Mean*	*SD*
Grammar	C2 (77%)	48-100	92.471	9.262
Fluency	B2 (41%)	27-89	63.414	13.118
Pronunciation	C1 (50%)	52-100	87.871	7.706
Vocabulary	C1 (57%)	65-100	85.143	9.269

The majority of respondents demonstrated proficiency in grammar, with 77% attaining a C2 level. This indicates their ability to use complex grammatical structures accurately and effectively, with near-native command of syntax and sentence construction. However, it is important to note that there was a disparity in the grammar scores, which ranged from 48 to 100, with a standard deviation (SD) of 9.262. This wide range highlights that while most students performed at an advanced level, a significant portion still struggled with achieving grammatical precision.

The relatively low SD suggests a more consistent level of proficiency among respondents. The disparity, however, suggests variability in students' mastery of grammar, possibly influenced by differences in language exposure, learning strategies, or confidence in language use. Addressing this gap is crucial to ensure that all learners reach a high level of grammatical competence. Targeted interventions, personalized feedback, and differentiated instruction could help support those students who are performing below the C2 standard, thereby promoting a more uniform level of grammatical proficiency across the cohort.

In terms of fluency, the respondents' scores ranged from 27 to 89, indicating a broader disparity compared to grammar performance. The most dominant fluency level among respondents was B2, with 41% achieving this classification. This suggests that while a significant portion of the students can communicate effectively and maintain conversations with relative ease, occasional hesitations, pauses, and difficulties in articulating more complex ideas may still occur.

The wide range of scores reflects that fluency remains a developing skill for many students, with some demonstrating a higher level of ease in spontaneous speech while others continue to face challenges in maintaining fluid and coherent communication. The SD of 13.118 for fluency suggests a greater spread of scores, indicating more variability in fluency levels. These findings imply the need for more targeted speaking activities and practice opportunities that encourage real-time language production, helping students minimize hesitations and enhance their ability to express nuanced thoughts more naturally.

For pronunciation, the scores ranged from 52 to 100, indicating a moderate disparity among respondents. The C1 level emerged as the most dominant, with 50% of students attaining this level of proficiency. This suggests that most respondents are able to articulate words clearly and maintain appropriate stress and intonation patterns, which are essential for effective oral communication. However, minor inconsistencies in pronunciation were observed, often influenced by retained accent features from their first language or other linguistic backgrounds. Although these inconsistencies do not significantly hinder overall intelligibility, they highlight an area for continued refinement. The SD of 7.706 for pronunciation suggests relatively less variability compared to fluency, indicating that most students' pronunciation skills are more consistently developed. However, there remains room for improvement, and sustained pronunciation practice, particularly focusing on accent reduction, rhythm, and intonation, will further enhance the students' oral proficiency.

In terms of vocabulary, the respondents' scores ranged from 65 to 100, showing a relatively narrower disparity compared to the other components. The dominant level for vocabulary was C1, with 57% of students achieving this proficiency. This indicates that most respondents possess a broad and flexible range of vocabulary, enabling them to use contextually appropriate words and expressions with relative ease. They are generally able to select precise and varied vocabulary suited to both formal and informal situations. However, occasional gaps may still occur, particularly when they are required to discuss specialized, technical, or conceptually complex topics. The SD of 9.269 for vocabulary reflects some variability in vocabulary proficiency, although it is slightly lower than fluency. These findings suggest the importance of continuous vocabulary enrichment efforts, particularly focused on expanding academic, professional, and domain- specific language to fully support advanced-level speaking performance.

Overall, the results demonstrate that while a majority of students exhibit strong English-speaking competencies across grammar, fluency, pronunciation, and vocabulary, noticeable disparities in scores exist. The standard deviations further illuminate these disparities, showing that some areas, particularly fluency, display a wider spread of performance levels. These disparities underscore the importance of providing differentiated support and targeted interventions to address the specific needs of students at varying proficiency levels. Such efforts will be essential in achieving a more consistent and higher standard of oral communication among all learners.

Moreover, the wide range of scores across the four speaking components suggests that further investigation into the underlying factors contributing to these disparities is necessary. Addressing these factors will be critical in enhancing overall language proficiency and ensuring equitable outcomes for all students. This finding supports the need for task-based and interaction-rich environments, as emphasized by Hishan (2020), who found that language proficiency improves significantly when students engage in meaningful, communicative tasks rather than passive exposure alone. Additionally, Mohamed (2023) highlights that while AI enhances feedback efficiency, it should complement—not replace—teacher-led instruction and discourse-based assessment to ensure balanced language development.

Conclusions

Based on the findings of this study, the following conclusion was drawn:

This study demonstrated the potential and limitations of AI-generated feedback in assessing students' English-speaking proficiency. The results showed that while a significant proportion of respondents achieved high proficiency in grammar (77% at C2 level) and strong performance in vocabulary and pronunciation (both dominantly C1 level), fluency was a relatively weaker area, with only 41% attaining a B2 level. Variability in scores, particularly reflected by the standard deviation values, indicates differing levels of language mastery among students. Several factors may have contributed to these variations, including the open admission policy of the institution, which allowed students of diverse academic backgrounds and language competencies to participate. This diversity may have influenced the overall distribution of proficiency levels. While the AI tool proved efficient in providing structured and immediate feedback, it exhibited notable limitations: the qualitative feedback was often vague, repetitive, and lacking in actionable advice; quantitative scores sometimes lacked clarity and fairness; and minor usability issues were reported. The researcher, therefore, does not recommend the exclusive use of the English-Speaking App Simulator for assessment purposes due to its loose standards and lack of contextual sensitivity.

To support students' language development more effectively, the study suggests a combined approach where AI feedback is complemented by human teacher evaluation. In response to the study's findings, the researcher developed the AI-Enhanced Language Proficiency Toolkit (AELPT), which provides targeted, task-based speaking activities aimed at improving grammar, fluency, pronunciation, and vocabulary through authentic, communicative practice. Future research is encouraged to focus on enhancing AI's adaptability to varied speaking contexts and to establish best practices for integrating AI- generated and teacher-led assessments to deliver more comprehensive, personalized language feedback.

Based on the findings and conclusions drawn, the researcher recommends the following: AI developers should refine language models to provide more context-aware feedback, considering variations in discussion themes to help AI better assess language use across different topics and improve its adaptability. Teachers should complement AI-generated feedback with human assessments to ensure more accurate and personalized language evaluations, and training educators on how to integrate AI feedback effectively into their teaching strategies can also be beneficial. The researcher does not recommend the use of the English-speaking app simulator for local classroom-based assessment, as it tends to provide generic qualitative feedback on students' linguistic competence in grammar, fluency, pronunciation, and vocabulary, and assigns disproportionately high scores that may misrepresent actual proficiency; while such tools have seen usage in countries like Vietnam and Thailand, they may not align with the specific assessment standards and instructional needs in the Philippines. Lastly, follow-up studies may be undertaken on the following: (1) AI vs. Human Evaluation: A Comparative Study on Assessing Student Speaking Proficiency, (2) Blended Assessment Approaches: Enhancing Teacher Evaluation with AI Support in Language Learning, and (3) Teacher Perceptions on the Use of AI in Student Performance Assessment.

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