

Improving adult learners' speaking skills through AI-enhanced learning strategies

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Specialized Analytical Summary

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Description	Monograph
Sources	29 Scientific/Academic journals, 8 Theses and university research, 6 Books, 6 Technical reports, 5 reviews, 5 Case studies, 2 Monographies, 1 Essay.
Contents	<p>El aprendizaje de idiomas tiene como objetivo mejorar la comunicación y las competencias lingüísticas en una segunda lengua. Las destrezas lingüísticas se dividen en dos grupos: receptivas (leer y escuchar) y productivas (hablar y escribir). Una de ellas es el habla; esta es una de las habilidades más importantes puesto que a través de ella podemos expresar y compartir ideas y emociones con otras personas.</p>

Teniendo en cuenta estos aspectos teóricos como base, esta investigación pretende desarrollar estrategias efectivas que faciliten la mejora de las destrezas orales del inglés como lengua extranjera en estudiantes adultos a través de un análisis exhaustivo de los artículos, libros y estudios científicos existentes que identifican las necesidades específicas de este grupo demográfico.

Inicialmente, se analizará el panorama de la enseñanza del inglés en Colombia. Desde las políticas que ha intentado implementar el gobierno nacional hasta los retos que enfrenta el sistema educativo, debido a las desigualdades socioeconómicas y estructurales presentes en muchas instituciones educativas de nuestro país. En segundo lugar, se explorará el proceso de aprendizaje de los adultos. El estudio de la andragogía, campo de estudio dedicado a la educación de adultos, ayudará a comprender las estrategias y motivaciones comunes a los grupos de adultos que aprenden el inglés como lengua extranjera. En tercer lugar, entender la comunicación como un proceso esencial en el ser humano y las implicaciones de este proceso cuando tiene lugar al comunicarse en un idioma extranjero. Esto, junto con las barreras cognitivas a las que se enfrentan los adultos, nos ayudará a destacar la importancia de las estrategias que les ayudarán en el proceso de aprendizaje y desarrollo de la capacidad de hablar en inglés. Los puntos clave de la investigación serán las estrategias de aprendizaje y las herramientas educativas basadas en la Inteligencia Artificial (IA). La

	<p>capacidad de aprender estratégicamente permite a los estudiantes adultos tomar el control de su propio proceso educativo y adaptarse a situaciones comunicativas con el uso de tecnologías innovadoras como la IA.</p> <p>Finalmente, es importante mencionar que el proceso de aprendizaje de idiomas se ha vuelto más accesible, interactivo y eficaz, ofreciendo a los estudiantes oportunidades únicas para mejorar habilidades como la pronunciación, la fluidez y la confianza en situaciones reales de comunicación. Esta monografía tiene como objetivo contribuir a la comprensión de cómo los estudiantes adultos y sus profesores pueden optimizar sus habilidades de expresión oral utilizando estrategias de aprendizaje de Oxford y herramientas educativas de IA en una variedad de contextos tales como interacciones en situaciones cotidianas y profesionales.</p>
Research Line	<p>This study aligns with ECEDU’s research line “Línea pedagogía, didáctica y currículo” as it analyzes learning strategies and educational tools to contribute to the teaching and acquisition of speaking skills in English for adult learners.</p>
Conclusions	<p>Learning strategies must be taken into account in the field of language teaching and adult education, as important theoretical references that should</p>

	<p>be reflected in the models of curricular activities. In Colombia, the level of English is still low, so the implementation of modern strategies and tools should be considered in the educational plan to promote this foreign language, specially when referring to learning speaking. It is important to mention that the adult learning process has unique characteristics that must be considered when empathising with these learners. Hence, Artificial Intelligence driven tools can be gradually implemented in the field of EFL education, offering all kinds of activities that promote speaking. To conclude, learning strategies incorporating AI will be able to help adult learners to achieve their goal of communicating in English.</p>
Advisor	Magister Valeria María Eraso Ibarra.

Abstract

Language learning aims to improve communication and language skills in a second language. These skills are divided into two groups: receptive (reading and listening) and productive (speaking and writing). One of these important skills is speaking; it is one of the most important skills because through it, people can express and share ideas and emotions with other people. Considering these theoretical aspects as a basis, this research aims to develop effective strategies that facilitate the improvement of EFL speaking skills in adult learners through a comprehensive analysis of existing scientific articles, books, and studies that identify the specific needs of this demographic group. Initially, the panorama of English language teaching in Colombia will be analyzed from the policies that the national government has tried to implement, and the challenges faced by the educational system, due to the socioeconomic and structural inequalities present in many educational institutions in our country. Secondly, the process of adult learning will be explored by addressing andragogy, a field of study dedicated to adult education. This will help to understand the strategies and motivations common to groups of adults learning EFL. Thirdly, understanding communication as an essential process in human beings and the implications of this process when it takes place in EFL. This along with the cognitive barriers faced by adults will help us to highlight the importance of strategies that will help them in the process of learning and developing the ability to speak in English. Therefore, the key points of the research will be learning strategies and AI-driven educational tools. The ability to learn strategically allows adult learners to take control of their own educational process and adapt to communicative situations with the use of innovative technologies such as Artificial Intelligence (AI). The language learning process has become more accessible, interactive and effective, offering learners unique opportunities to improve skills such as pronunciation, fluency and

confidence in real communication situations. Hence, this monograph aims to contribute to the understanding of how adult students and their teachers can optimize their speaking skills using Oxford learning strategies and AI educational tools in a variety of contexts such as interactions in everyday and professional situations.

Keywords: EFL Adult Students, Oxford Learning Strategies, AI tools, Speaking skills, EFL learning and teaching.

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Introduction

Knowing at least one foreign language has become a fundamental necessity in today's world. Among the most widely learned languages worldwide, English stands out as the foreign language of choice for millions of people. Its importance can be described in the most common reasons: speaking English effectively allows not only to express ideas clearly, but also to understand and establish connections with diverse cultures that also use this language to communicate. This intercultural aspect highlights the need to prioritize the development of communicative skills within foreign language teaching so that students are able to have the fundamental bases to hold conversations.

In the educational field, various learning strategies have been developed and applied with the objective of facilitating English language acquisition, especially in contexts aimed at adult learners. Among the most recognized are the Learning Strategies proposed by Oxford (1990), which offer direct and indirect strategies for learning a foreign language. These strategies have formed an important basis in language teaching and, although they are still relevant, new technologies have been incorporated into the educational field over time.

Currently, one of the most significant innovations is the use of educational tools mediated by artificial intelligence, which are increasingly applied at different levels and areas of learning. In this context, this research aims to analyze how adults can strengthen their oral skills in English by combining Oxford learning strategies and artificial intelligence-based technologies. Including its main characteristics, benefits and challenges that will be explored, in order to contribute to the development of future research that seeks to adapt language teaching to the technological demands of the present.

Significance of the Study

One of the greatest challenges that foreign language learners, especially adult learners, face is the development of oral expression. For many of them, the ability to communicate fluently and effectively in real-life situations represents the main indicator of language proficiency. This perception is based on the fact that verbal communication is the most common form of interaction in everyday life, both in personal and professional contexts. Consequently, when students feel that they cannot hold an effective conversation in English, they tend to consider that their learning process is incomplete or insufficient.

This issue is particularly relevant in educational settings where adults seek to learn English for work, academic, or personal purposes. Despite the existence of multiple traditional approaches to teaching the language, many adults continue to face difficulties in significantly improving their oral proficiency. In this context, it becomes necessary to explore strategies that integrate common learning tools, such as Oxford Learning Strategies (1990), with technological tools emerging in recent years, especially those mediated by AI. The incorporation of AI-based technologies in language teaching represents a valuable opportunity for both teachers and learners.

For English teachers working with adults, understanding how to apply these tools in combination with effective pedagogical strategies can enable them to design more dynamic, interactive and learner-centered activities. Meanwhile, learners can benefit from discovering new ways to actively participate in their learning process, strengthening their autonomy and proficiency in speaking. Therefore, it is essential to investigate how the integration of consolidated learning strategies with AI-based educational technologies can contribute to the

development of speaking in adults. This line of study responds to a current need in language teaching and also provides relevant knowledge to improve the quality and effectiveness of the English teaching-learning process.

Statement of the Problem

Language training is a fundamental part of adult education in many countries. However, learning a foreign language at an adult age can be a new challenge, as they have to face several obstacles in order to achieve fluency in speaking. The problem addressed in this research focuses on analyzing Oxford's (1990) learning strategies and new educational AI tools as useful resources that will help them overcome the obstacles in learning to speak English at an adult age.

Firstly, adults often feel that they are too old to study, and this makes them feel that their learning process is slower compared to younger people. Some may have been trying to learn on their own for a long time but feel insecure when speaking or have difficulty understanding what they hear in English which can make them feel unmotivated and frustrated. Secondly, time constraints, associated with the need to balance language learning with other personal and professional responsibilities might affect the time devoted to improving their speaking skill performance. Finally, the way of teaching has evolved over the years; adults grew up within a traditional teaching method where the teacher played the most significant role, forgetting that now they can be active learners in these current educational settings. Thus, they must get used to current educational trends and the implementation of technology, which is often difficult for them to learn.

Therefore, it is crucial that learning strategies are adapted to the particularities of adult learners in order to optimize their learning experience and maximize educational outcomes. Therefore, we intend to conduct an in-depth study of all the theoretical and scientific aspects that are related to teaching speaking in English. Additionally, this research will explore the integration of new AI tools that can be considered by EFL teachers and learners to enhance English proficiency. From this research we will find the answer to this question: How can adult

learners effectively enhance their speaking skills through the integration of Oxford learning strategies and AI tools?

Objectives

General Objective

To analyze how adult students can improve their speaking skills in English by applying Oxford's learning strategies integrated with AI.

Specific Objectives

To carry out a detailed revision of strategies to improve speaking skill in adult learners.

To classify Oxford's learning strategies based on their applicability to develop the speaking skill of adult learners.

To promote the application of strategies and new technologies such as AI in the field of adult education for developing speaking skills.

Literature Review

English Language Teaching in Colombia: Does Speaking Matter?

Education in Colombia is regulated by general laws and decrees for all educational institutions in the country. These guidelines detail the curricular standards that educational institutions must integrate into courses and syllabus design for each grade level. These should be articulated with the approaches and methodologies for the establishment of their institutional educational project (MEN, 1994). Therefore, what are the guidelines for teaching English in Colombia?

Within the guidelines designed by the national government, the Basic Competency Standards in Foreign Languages: English can be found, which are based on the work carried out by the Ministry of National Education (2006). Given the importance of English as a universal language, the Ministry of Education considers it important within its policy to improve the quality of English teaching in the country. Therefore, students are expected to achieve a B1 (Pre-intermediate) level of English proficiency when they graduate from the school system.

In light of the above, the Colombian government has implemented several programs aimed at promoting bilingualism over the years, one of the most important of which is the National Bilingualism Program (PNB, as for its acronym in Spanish). The main objective of this program is to ensure that Colombian citizens acquire English language skills in order to integrate them into global communication processes, boost their participation in the world economy and promote the country's cultural openness. Hence, as stated in the Basic Standards of Competencies in Foreign Languages: English of the Ministry of National Education (MEN), the purpose is to ensure that Colombian citizens are able to communicate effectively in English, thus

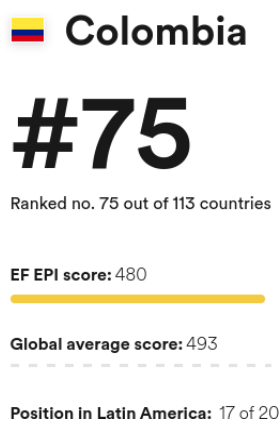
facilitating their integration in international contexts through the establishment of “internationally comparable standards” (MEN, 2006, p. 2).

However, the Colombian educational system is marked by a clear division between public and private education. Access to and quality of English language instruction depend significantly on the social status of the students, while private educational institutions generally have better resources and a greater supply of English programs, public institutions face economic and structural difficulties that limit the effectiveness of English language instruction (British Council, 2015).

In figure 1 there are some statistics from Education First's EF English Proficiency Index (EPI) study (2023) which gives an annual report on the English proficiency of 2.2 million students in 113 countries around the world. All participants were adults between the ages of 18 and 60, of whom 55% were female and 45% male.

Figure 1

EF EPI Colombia's ranking



Source. Escore EF EPI. <https://www.ef.com/wwen/epi/regions/latin-america/colombia/>

This important study showed that Colombia is ranked **75** out of 113, with a **low level in**

English. Jaramillo, (2024) explains that one reason is that Colombia is living in a situation of idealized bilingualism, since we are far from the objectives that the government wants to achieve. When looking at public policies on bilingualism, they have not had good results because the political and social realities of the country are not well understood.

When analyzing the situation, it is evident that a very small proportion of the Colombian population is fluent in English. Why is this happening if we are all supposed to learn this language at school and in higher education institutions? It is crucial to examine how English is being taught, and the level of contact Colombians have with the language. According to the British Council (2015), most Colombians do not have constant contact with English in their daily lives, which is due to the great regional diversity of the country, which means that the relationship with the language varies in each city. In addition, English language instruction is generally limited to a small amount of class time per week and a superficial approach that focuses primarily on memorizing vocabulary and verbs. However, to really learn to speak the language, students must be able to apply that vocabulary in real communicative situations, where they can practice and reinforce their skills more effectively.

Among the difficulties affecting our country, social and economic inequality and the lack of opportunities are the main obstacles that prevent many Colombians from accessing quality English language instruction. The school curriculum used in the country's educational institutions is deficient, as it only provides a list of topics to be taught but does not promote the importance of learning to communicate in English in everyday environments using the topics learned at each educational level.

Teachers require more support in infrastructure and constant academic preparation, so that they are up to date with the latest knowledge and educational tools. All the situations

described above reveal an undeniable need: reforms are needed in the national education system so that the English language ceases to be just another subject and becomes a skill that Colombians can acquire (Gamba, 2022).

Having analyzed the state of English language teaching in the country, the following part will help to understand how English language learning works in the field of adult education.

The Art of Helping Adults to Learn

Learning is the process of acquiring knowledge and skills and is based on two fundamental elements. First, knowledge, which refers to information and data about a subject or a person as well as the collection of specific facts. Second, understanding, which implies the ability to think and reflect on the information, as well as to make connections and deductions from it. Understanding allows processing and applying what has been learned (Licona, 2024).

In the light of the above, learning strategies are based on principles which allow the student to learn how to learn. They provide an environment that increases the learner's personal autonomy and reflection on their learning process. Therefore, by making frequent use of learning strategies for a second language, it is possible to significantly improve the communicative competence in English and to favor better teaching for specific purposes. “Adults are usually goal-oriented, they know what they need to learn and what result they want to achieve. They usually possess a high level of internal motivation. (Vasylieva & Kholodniak, 2024, pp. 126)”

To address this matter, a field of study known as andragogy has been developed, which refers to the guidance or education of adults. This term is formed from the analogy with pedagogy, it comes from Greek words: “andros”, which means man, and “agein”, which means to guide. The term was introduced in 1833 by Alexander Kapp, a German teacher, who recognized the need to adapt teaching methods to the unique characteristics and circumstances of

adults. This field of study shows how various methods and strategies designed to facilitate adult learning have been investigated to better understand the learning process experienced by these students (Araujo, 2017). Adults have different responsibilities and economic situations, as well as diverse life experiences. Therefore, they require teaching methods adapted to their specific needs taking into consideration their learning goals and the context they are in (Navarro, 2024).

In addition to the fact that teachers must structure their classes to achieve specific learning objectives, it is essential that they understand the motivations of their adult learners. This knowledge will allow them to adjust the focus of their classes according to the learners' expectations and needs. One effective strategy to accomplish this is to conduct activities at the beginning of English courses in which students share their previous experiences and their expectations for the course. By integrating these perspectives into lesson planning, teachers can create more relevant and personalized learning, thereby increasing students' motivation and engagement in the educational program (Contreras, 2016). Today, it is essential to explore how to facilitate adult foreign language learning

The reason is that many adult learners find themselves in situations where they are expected to be proficient in English to communicate and succeed in their daily lives. (Karam, 2017). For example, many immigrants arrive in new countries and need to learn English to interact with their neighbors, get jobs and access services. Those who do not make an effort to learn and speak the language may have difficulty trying to perform activities in everyday life: simple things like going to the doctor, shopping in a store, or asking for help become a challenge for them (Lee, 2023). In addition, there are many workers in international companies or university students who need to speak English to collaborate with colleagues from different parts of the world. In the work and academic environment, the English language has become a key

tool for communication as it is a language that functions as a bridge between the individual and others (Perea, 2024).

Real-life situations have motivated millions of adults to learn English. Below, it will be explored how humans need communication for their everyday life and what process and elements are involved.

Understanding Human Communication

Communication is the process of asking for, giving, or receiving information. The term “communication” derives from the Latin *communicare*, which translates as “to share.” This underscores the fundamental essence of communication as a process through which individuals exchange information, ideas, and emotions. Communication involves not only the transmission of messages, but also the establishment of mutual understanding between participants.

Communication is a fundamental pillar that supports human interaction, some of the things it allows us to do are:

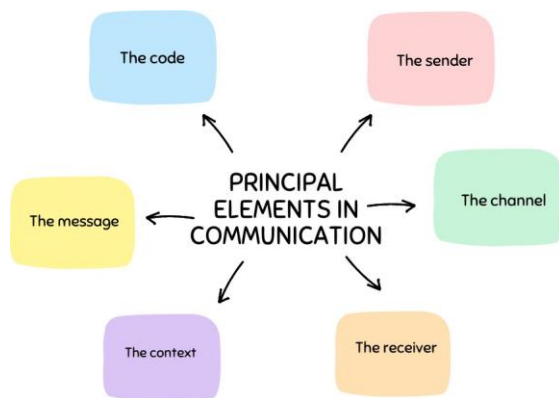
- “• Inform – for example, communicating the time of a meeting.
- Influence – for example, negotiating with a shopkeeper to reduce the price.
- Express feelings – for example, to say or show that you are excited about your success or about a given task.” (NCERT, 2019, p. 2).

In addition to the above explanation, humans communicate to satisfy their basic needs. From the beginning of mankind, communication was essential for survival and sharing with others. Our social nature and the ability to speak is an ability that differentiates us from other species in the animal kingdom (Adaramola & Ifeduba, 2023). Communication is present in many social contexts and has many uses. For example, it helps us to promote collaboration and problem-solving in our society by facilitating the exchange of diverse perspectives between

people that enrich collective understanding. Thus, the act of sharing, as suggested by the Latin roots of the word, is not only related to information but also promotes connection and engagement between people (NCERT, 2019).

Figure 2

Principal elements in Communication



Source. Authorship

Within the field of communication, various elements are identified that play fundamental roles in the communicative process as observed in figure 2. These elements are interdependent and contribute significantly to the effectiveness of information exchange.

The sender: The person or entity in charge of generating the message to be transmitted.

The receiver: The person or group of people who receives and interprets the message that has been transmitted by the sender.

The message: This contains the information that the sender wishes to share with the receiver.

This message can be verbal, written, by means of images or sign language.

The channel: This is how we want to transmit the message; it can be by means of a radio, telephone, television, or air in case it is verbal.

The code: These are the signs that the receiver must decipher and understand. This can be oral, written, linguistic signs or non-linguistic signs.

The context: These are the circumstances in which the communication process takes place and the situation in which it happens.

Understanding that communication is a fundamental process for human beings, involving various elements essential for acquiring and sharing information, helps us to comprehend how this process works in a foreign language too. Now at the moment of communicating in a foreign language things can get complicated, in the next part understanding why some adult learners find this learning process difficult.

Communication In a Second Language: Why Is It Hard for Adult Students?

A language is not learned just by understanding and applying the grammar rules, rather it is learned by listening, understanding the spoken language and after practicing, being able to speak from a beginner to an advanced level. Communicating in a second language involves a significantly more complex process compared to communicating in the native language (Carvajal, D, 2020). From a cognitive perspective, communicating in a second language involves more mental effort. Bilingual people must internally translate their thoughts before expressing them verbally, which can make it difficult to express emotions that are more natural in their native language.

Moreover, the bilingual speaker is more aware of the use of the linguistic forms of the two languages, this learning involves not only memorizing words and rules but also understanding the context in which various expressions are used. Speakers must therefore navigate between two linguistic systems, which can lead to difficulties in fluency and accuracy of the message (Banditvilai & Cullen, 2018). Consequently, adult learners may also have

difficulties with grammar, and the new vocabulary they must acquire in a language that is different from their native language. Understanding verbs, sentence order, prepositions, tenses, among other aspects of the language might not be a simple process for them.

Adult learners have shown us that they can present difficulties, such as a considerable decrease in their cognitive and memory abilities as time goes by so learning new things can be more complicated for an adult learner (Wu et al, 2014). 'Sometimes we progress very quickly and then feel like we are not progressing at all. (...) It is said that it is more difficult for adults to learn a new language than for children, whose extremely flexible brains grow and make the connections necessary to learn an additional language' (Bakiu & Ziberi, 2024, p. 2594).

In the study conducted by Verdiyeva & Huseynova, (2017) with students from different faculties, identified that students who did not feel comfortable speaking English tended to argue that they had different insecurities. Phrases such as "it is difficult for me to speak English" "my vocabulary is not good" "I am afraid that others will make fun of my English" or "my pronunciation is bad" reflect the way of thinking of many people who do not feel convinced that they can speak English.

Within English language learning, speaking is one of the skills that needs significant practice to be developed (Ismeti, 2022). This is because speaking happens spontaneously in various contexts and situations. Speaking involves several cognitive processes, such as receiving, processing and producing information to communicate effectively. When speaking in a second language, a person must select the most appropriate words according to the context, and this skill requires time, practice and a good knowledge of the language (Verdiyeva & Huseynova, 2017). Therefore, speaking is a fundamental skill that all foreign language learners aspire to master. The following section will delve into the importance of this skill and all that is involved in speaking

English as a foreign language.

The Importance of Speaking in Language Learning

Speaking is recognized as an essential part of communicative competence that must be boosted during the language learning process. Likewise, to achieve effective speaking skills it is required that students learn to articulate their ideas and opinions clearly, confidently and concisely in English as a foreign language. This involves the ability to adapt communication style and approach according to the context in which adult learners are engaged, thus promoting a fluent and meaningful exchange of information with others (Ruiz, 2019).

Maji, E., Samanhudi, U., & Mokoagouw, M. E. (2022) determine in their case study that, to master the skill of speaking, students must learn three main things:

1. The elements of language, such as pronunciation, grammar, and vocabulary.
2. The functions of language, which refer to how we use language to interact and communicate.
3. The social and cultural norms, such as knowing when to speak, the pace of conversation, the pauses between speakers, the role of each person in the conversation, and understanding who is talking to whom, in what context, and for what reason.

Considering what is mentioned in the previous paragraph, to speak effectively in a foreign language, a person must be able to master the elements and functions of the language. In addition to these linguistic elements, each country has its own system to which the bilingual person must adapt when speaking, while respecting the place, its social norms, and culture. This means that for those who are bilingual, speaking becomes an act that requires both mental skills to structure the message and the phonetic dexterity necessary to convey the information, considering the context (Goh and Burns, 2012).

Additionally, it is crucial that students first understand what is being said to them and

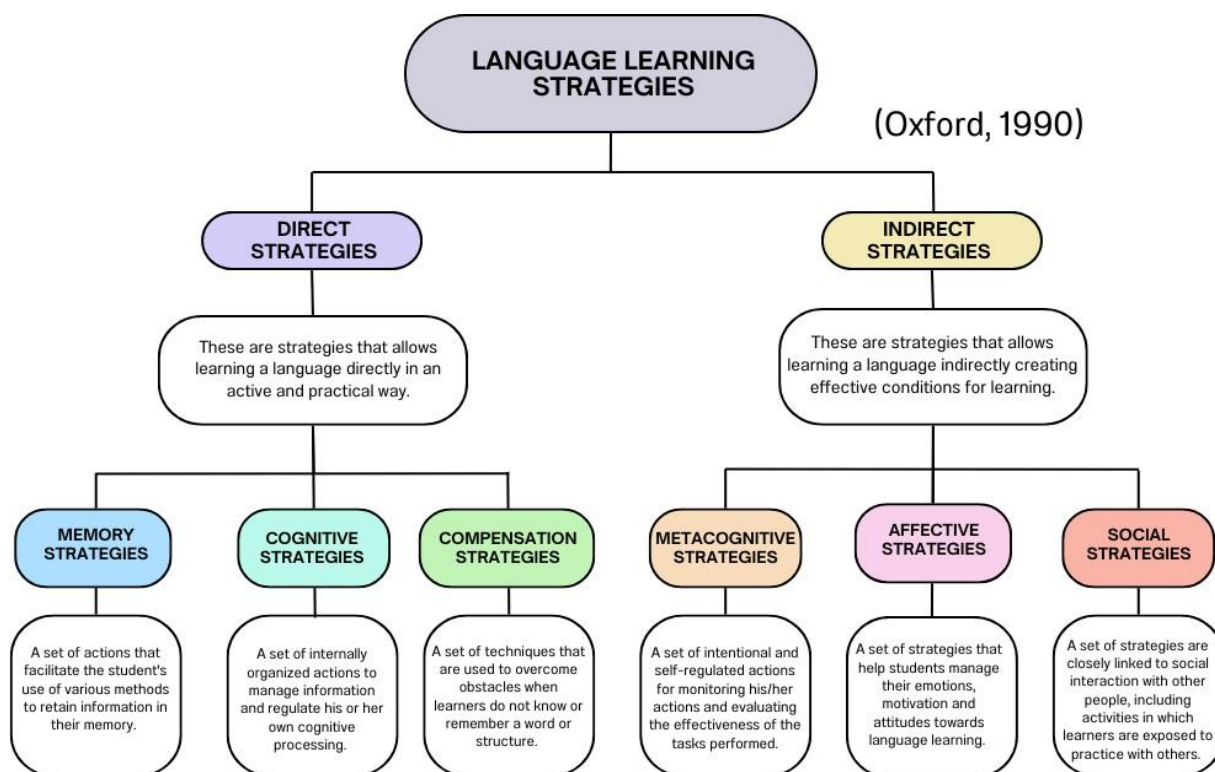
then be able to offer appropriate responses. This is the proper way to have effective and constructive social interactions and meaningful conversations. Since speaking occurs in real time, students develop an incredible mental process where they must plan, process and produce language (Ambarsari, 2024). Hence, the ability to speak is very important for communicating with others in daily life. When someone masters this skill, he or she can interact with others, meet their needs through conversations, and demonstrate what he or she knows how to do as a member of society (Maji, Samanhudi, & Mokoagouw, 2022).

The following is an analysis of what strategies can be used for teaching oral skills and what are their fundamental elements applied in English adult students' education.

Learning Strategies for Speaking Skills

According to Oxford (2017), learning strategies are understood as the set of specific actions, behaviors, techniques or methods that students employ consciously or unconsciously to improve the efficiency and quality of their learning process. In a constantly changing environment, the ability to learn strategically becomes essential, as it empowers adult students to take control of their educational process and adapt to diverse communicative situations. These strategies not only encompass a variety of cognitive approaches, but also include metacognitive aspects, and the students' ability to reflect on their learning process and adjust their study methods according to the circumstances (Bećirović et al, 2021).

Casasola (2020) acknowledges that Education is closely related to the use of strategies, since these act as cognitive tools aimed at achieving learning objectives or goals. Therefore, we are going to determine the strategies that can help adult students to work on their speaking skills in English. These strategies will be classified into six categories: cognitive, metacognitive, compensation, social, affective and memorization strategies.

Figure 3*Learning strategies by Oxford*

Source. Authorship.

Integrating these six strategies into the speaking learning process not only improves the language skills of adult learners but also fosters greater autonomy and confidence in their ability to communicate. Each strategy addresses different aspects of learning, creating a holistic approach that is fundamental to successful new language acquisition. With practice and mindful use of these strategies, students can experience significant improvement in their ability to speak fluently and effectively.

Doff & Thaine (2015) explain that one characteristic of English is that “A lot of this language is idiomatic in nature and the literal meaning of the language changes when it is used in context as an interaction strategy (p. 3)”. Hence, it is key for English teachers to realize all the

advantages that language learning practices offer. By integrating these practices into their classes, they not only make learning more dynamic, but also help adult learners understand how they can improve their own process. The teacher who uses strategies gives them tools that will serve them both in and out of the classroom. In addition, when students become familiar with these strategies, they feel more empowered in their learning. They begin to see the language as something they can master at their own pace, which makes them more engaged and enjoy the process (Malini, 2022). These strategies can be applied through activities and methods that will boost speaking skills in adult learners.

First, cognitive strategies focus on information processing and are fundamental to the development of language skills. Cognitive strategies are reflected in word and sentence organization exercises in which students learn to structure oral information. One cognitive strategy is auditory representation, this cognitive strategy consists of using sounds, music or auditory elements to facilitate memorization and comprehension of information (Zare, 2012). Auditory stimulation can activate different parts of the brain, making learning more dynamic and effective. For example, creating rhymes or melodies to learn vocabulary lists. Acquiring a large vocabulary allows us to hold an oral conversation.

Second, metacognitive strategies are related to self-reflection and control of one's learning. They are essential for adult learners to become aware of and adapt to their learning process. Metacognitive strategies are reflected in activities in which they evaluate their learning by identifying areas for improvement, such as pronunciation or grammatical structure. One metacognitive strategy consists of setting one goal for each speaking practice session, to focus on learning and maximize the effectiveness of the class. It allows us to evaluate the progress in the development of speaking skills (Teng, 2023). For example, students who wish to improve their

speaking skills can set goals for themselves, like learning 5 new words each English class.

Third, the socio-affective strategies are related to the social interaction we have with other people when we speak English. The socio-affective strategies are reflected in the activities in which there is collaborative learning with two or more people orally interacting. One socio-affective strategy is joining conversation groups, consisting of organizing a reading group where topics of interest in the target language are discussed between the students and the teacher. For example, participate in exchange programs organized by universities that connect international students to practice languages. The best way to practice speaking is to talk to other people.

Fourth, compensation strategies are approaches that individuals employ to overcome a lack of knowledge or skills in a second language. An example of these strategies is the use of synonyms: when a specific word is not remembered, another word of similar meaning can be used to continue communication effectively. This helps adult learners not to feel nervous when they speak if they forget a word, as they can use synonyms or other words to make themselves understood.

Finally, memorization strategies are important because most of the information about the language must first be memorized to be able to speak. Memorization strategies are reflected in activities where there is the use of mnemonic techniques in which we associate words with images or situations that make adult learners remember ideas in their mind when they are going to speak. One memorization strategy is associating words with images or situations. This is a very effective memorization strategy that uses visualization to improve retention of vocabulary and concepts in a new language. This technique is based on the principle that images and visual experiences are easier to remember than just words. For example, use memory flashcards that

show an image on one side and the corresponding word on the other side. In this way you can practice the pronunciation of the words.

In modern times, learning strategies have improved over time, and now we have a very valuable tool that can support them: the integration of technology in education. These tools have proven to be very valuable, so in the following part we will explore how using the latest trends in technology helps adult students to improve their speaking skills.

Adapting Oxford Strategies to the Integration of AI to Boost Speaking Skills

Currently, there is access to new tools that are gradually being incorporated into language teaching. These new strategies and didactic materials have the potential to improve education, promote learning in a way that makes it accessible, interactive and creative (Martinez et. al, 2024). In addition, it also can adapt to the level of each student, offering personalized content and exercises that favor progressive learning (UNESCO, 2019).

Among the technologies that have been developed over the last few decades are (AI) Artificial Intelligence tools. AI is a field of computer science that seeks to create systems and programs that can give a machine different human abilities, such as learning, action planning and task development, imitating human capabilities. The fields of application of these technologies in education are diverse, such as text processing and translation, process control, multimedia analysis, creation of learning environments and process automation (Jara & Ochoa, 2020). In consideration of these promising tools for the field of education, there have already been teachers and researchers who are applying AI during their classes. We will now analyze the results obtained by using AI to improve speaking skills in the following two studies.

First, the study conducted by Fathi et al (2024) sought to evaluate the impact of using an artificial intelligence platform in English as a foreign language class. This was in order to

improve students' speaking skills specifically in areas such as fluency and coherence in speaking, vocabulary, grammatical accuracy and willingness to communicate (WTC). In addition, students' attitudes and perceptions toward AI-mediated speaking activities were qualitatively examined. To conduct the research, 33 EFL students were randomly assigned to an experimental group (AI group) and 32 students to a control group (face-to-face group). Participants in the AI group performed interactive speaking activities using an AI chatbot called Andy English Chatbot, while the control group participated in conventional oral peer-to-peer interaction activities.

The results of the AI-mediated interactive speaking activities demonstrated a significant improvement in EFL learners' speaking skills as well as in their willingness to communicate (WTC). In addition, participants expressed positive perceptions toward the use of artificial intelligence in teaching speaking, suggesting that this innovative approach can be an effective tool for fostering both the development of language skills and motivation to actively participate in the communication process.

Second, the study conducted by Hidayatullah (2024) wanted to evaluate whether the use of a tool called Talkpal.AI helped improve students' English pronunciation. To do so, they conducted an experimental study with two groups: an experimental group that used the tool and a control group that did not use it. They took 4 students from an Islamic school in Magelang, Indonesia and divided them into two groups; one group used Talkpal.AI and the other did not. For two months, the students in the experimental group used Talkpal.AI, which is an application that helped them practice their pronunciation. The control group, on the other hand, did not use this application. At the end of the two months, the two groups took pronunciation tests again to see if they had improved. They compared the before and after test results between the two groups, then used statistics to see if there was a significant difference between the two groups.

The research results indicate that Talkpal.AI had a positive impact on students' English pronunciation skills. Students who used the tool showed a significant improvement in their English-speaking ability compared to students who did not use the application. Thus, this research clearly demonstrates how AI-powered digital tools offer great potential for improving students' speaking skills, especially in English language learning.

As evidence above, teachers have a variety of AI-based apps and chatbots at their disposal that can be used to complement and enrich the learning process. For example, these tools offer students the opportunity to practice effectively and continuously, providing instant feedback so they can improve. In addition, they allow interactive exercises that reinforce language skills, help students gain confidence and develop their ability to communicate in various contexts where they need to speak English. Also, artificial intelligence can adapt to the level of each student, offering personalized content and exercises that favor progressive learning.

Learning to use current technology has become a new challenge that older adults must face, as it is something new for them that requires a process of adaptation and learning. As mentioned before by Wu et al., (2014), this generates frustration and demotivation in some adults, as they perceive digital skills as too complex for their age. Through the help of third parties and constant practice, it is possible for these older people to integrate technology into their daily lives. Knowing the interfaces, applications and websites also opens up the possibility that they can learn English using their own electronic devices (Martinez et al, 2024).

As discussed in the previous section, learning strategies are specific techniques that students employ to optimize their learning process and achieve greater understanding and retention of content (Oxford, 2017). For adult learners learning English as a foreign language, AI can be a key tool for improving the effectiveness of these strategies. For instance, one of the

indirect learning strategies are metacognitive strategies, which refer to a person's conscious reflection on his or her own knowledge. For students to develop this metacognition process, feedback during their learning process is usually expected. Feedback is an extremely important process in the field of educational evaluation, since its objective is to orient and correct the students' knowledge. One of the methods used by AIs are Diagnostic models which are methods that can contribute to the identification of students' weak areas and provide them with more specific recommendations for the improvement of their learning process (Shehab, 2019).

Using AI to obtain immediate feedback for adult students who are learning to speak English can have a positive impact. Unlike children and young learners, who are often satisfied with a good grade, an adult learner expects to go further and understand what needs to be improved. Access to real-time feedback through AI tools facilitates this process, as punctual comments on the aspects to correct and improve promote learning using metacognitive strategies (Bañuelos and Romero, 2024). Hence, AI learning systems can be seen as a modern metacognitive strategy. The AI collects the data and behaviors of the learners to make an assessment of the students' performance and give feedback, either by text, voice or images that evaluate their process. These results can be of great help to teachers as well, since implementing its use in classroom activities and monitoring the results helps to establish the aspects that should be reinforced and practiced with the student, and he or she will be aware of the results and advice that will help the student to improve his or her learning.

Among the direct learning strategies that could be observed in the previous conceptual map, there are cognitive strategies, which include a set of mental processes aimed at facilitating cognitive processes that help to acquire knowledge (Orodea, 2024). In this sense, autonomous learning by means of AI, based on machine learning allows access to a personalized process,

which is adjusted to the individual needs of each learner. Thanks to the ability of AI to adapt the difficulty of questions, activities and explanations according to the learner's level of English, a progressive and natural learning progress is encouraged, effectively optimizing the educational experience (Shehab, 2019). AI can be considered as a tool with a lot of potential to be used by teachers, for example when planning class activities, offering interactive exercises and other educational interfaces that are a support for our classes.

Adult learners and teachers have at their disposal a wide variety of AI-based apps and chatbots that can be used to complement and enrich learning strategies (Fathi et al, 2024). Some examples of these tools include apps that integrate artificial intelligence into their software are Duolingo, Elsa Speak, Speeko and Babbel. Chatbots such as Andy English Chatbot, ChatGPT and Cake Chat are also available tools that can help practice speaking and allow students to learn at their own pace at any time. In the following paragraphs, the strategies employed by artificial intelligence-driven applications and chatbots in their systems for English language teaching will be analyzed.

Duolingo has interesting features such as personalized activities, everyday phrases and leveled content. It has become one of the most widely used language learning applications in the world (Muharral, 2023). Now, exploring the method ELSA Speak follows we find that it follows an instant feedback method. This application simulates a tutor that corrects pronunciation to identify specific areas for improvement (Elsani et al, 2023). What learners have to do is to record themselves speaking according to interactive exercises and they will receive real-time feedback on their performance word by word.

On its part, Speeko's application helps learners improve their public speaking skills in meetings and work environments where they have to give presentations or interviews. Speeko

offers in its interface interesting features such as speech analysis, feedback and practice exercises to help you achieve proficiency in oral speech (Shafiee, 2024). In Babbel's app it can be found that its method of vocabulary memorization and oral review seeks to teach its users to converse in the foreign language they are learning (Van Deusen-Scholl et al, 2021).

As for the memorization strategies, they allow the acquisition of vocabulary necessary to develop speaking skills. These tools would be of great help to adult learners who are looking for ways to develop their English conversation skills. As for chatbots, it can be seen that they have similar strategies where they seek to practice conversation and vocabulary acquisition (Fathi et al, 2024). With the chatbot Andy Speak we can practice English with a robot named Andy using the words and grammar that we are studying in a conversation with the chat.

With ChatGPT learners can configure the AI by asking it specifically what skills they want to improve, and the chat will adjust its system to teach them simulating being an English teacher. With Cake, which teaches English and Korean language, students have access to various activities such as new videos every day, quizzes to practice speaking and listening, and classes taught by native teachers (Aqilah, 2024).

In conclusion, the wide range of available applications and chatbots has facilitated the development of various language teaching strategies, offering multiple approaches to support users in learning English. It is important for teachers to consider using these tools, as they can provide an interactive and personalized form of teaching that motivates adult learners and facilitates their progress at their own pace. However, the use of this technology may present certain challenges first, which will be discussed in the next section.

Challenges in using AI in educational fields

Although AI has been enthusiastically received as a tool with great potential in

education, it is wise to recognize the challenges that can arise when using these technologies (Crompton et al, 2024). From a personal perspective, it can be considered that the challenges and limitations currently faced by artificial intelligence in education should be interpreted as an opportunity to optimize and perfect this technology. While it is true that there are certain failures and areas for improvement in its implementation, these can be seen as starting points for critical analysis and continued development. In the educational context, AI has significant potential to transform teaching.

One of the main drawbacks is connectivity. In many regions of South America, the lack of access to adequate power or internet infrastructure hinders the use of technological tools, which affects those who wish to learn but cannot access their electronic devices effectively (Guanga et al, 2024). It is also relevant to note that it has not yet been possible to develop a way for AI to effectively foster socio-affective strategies. Such strategies require real human interaction, since social and emotional learning is based on sharing experiences and having authentic conversations with other people (Robiansyah & Rochmahwati, 2020). In addition, AI remains a system susceptible to errors, bugs or glitches, which can generate frustration among users when they do not work properly (Pasupuleti et al, 2023).

In summary, artificial intelligence has emerged in recent years as a versatile tool with multiple platforms, applications and chatbots. Professionals in the field of adult education might consider incorporating these technologies into their classes to enrich the variety of activities and encourage diverse ways of learning English. Adults who want to take the time to learn can use these tools whenever they want to practice and enrich their knowledge. Despite the challenges and limitations that may arise when using artificial intelligence in education, it is possible to start implementing it gradually. This would allow educators to become familiar with the tools and

evaluate their effectiveness in their classroom environment. Over time, AI could become more smoothly and effectively integrated into teaching processes, transforming education into a positive way by providing more personalized, accessible and dynamic learning methods for all adult learners.

Methodology

Research methodology is a series of organized steps that researchers follow to obtain relevant information about a specific topic or question. This process involves using scientific and systematic methods to collect data, analyze it, and then interpret the results clearly and accurately. Through this guide, it ensures that research is done in an orderly and reliable manner, helping to obtain valid conclusions (Sreekumar, 2023). Identifying the methodology is fundamental because it allows us to determine the approach followed to collect and analyze the information.

This is a monograph based on literature review which is a summary and critical evaluation of academic articles on a specific topic. It provides a solid context for a research paper to situate its own question within the context of the evidence and studies that have already looked more broadly at that topic. Literature reviews address common beliefs or debates about a topic, provide definitions and frameworks needed to understand it, and include recent and older studies on the topic (CTL, 2025). Literature reviews can be a useful overview for readers on a topic to understand all the elements within the question to be investigated.

Narrative review was chosen as the main approach for the compilation and analysis of the literature relevant to this work. This methodology allows to comprehensively and coherently address previous studies, facilitating a broad and detailed view of key issues (Gregory & Denniss, 2018). The narrative review aims to perform a more flexible and less strict analysis than the systematic review (Ferrari, 2015). Instead of following a strict protocol, the narrative review allows to explore more freely the studies and articles related to the research topic on English language education for adult learners. In this approach, the topic of interest is selected and

previous work mentioned by researchers in the field is examined. The aim is not only to summarize the existing discussion but also to present new insights, ideas, and suggestions that enhance the understanding and progression of the topic. Through this research we were able to follow the narrative review by taking the liberty of describing all the literature and characteristics of what the information presented entailed (El-Farargy, 2012).

Inclusion And Exclusion Criteria

For the selection of the articles used in the literature review of this monograph, certain inclusion and exclusion criteria were established to ensure the relevance and quality of the materials consulted.

Bibliographic articles were included if they were directly related to education, adult English language teaching, communication in a second language, research projects, case studies, and other documents relevant to the topic of the monograph.

In addition, priority was given to the inclusion of studies published in the last 10 years, since they offer updated information on the most recent educational practices and approaches. However, some studies prior to this period were allowed to be included if they contained key information, such as the Oxford strategies or the documents of the Colombian Ministry of Education, which are still highly relevant in the field of study.

As for the target population of the studies, adult learners were considered to be people between the ages of 18 and 60, in order to focus the research on this specific age group. The selected articles were mainly written in English and Spanish, ensuring linguistic diversity and accessibility of sources. Studies from many countries were included, which allowed us to obtain a broader and more contextualized picture of English language teaching to adults at a global level.

On the other hand, articles that were not directly related to adult education or that did not fit the topic of English language teaching were excluded. Studies or papers that did not meet academic standards, such as those that lacked a rigorous review or were not based on serious research, were also discarded. Similarly, papers whose publication date was older than 10 years were excluded, unless their content was considered essential for the development of the monograph.

Database

For the collection of information relevant to the research, various academic and scientific databases were used that contained a wide range of articles and specialized publications on the topic in question. Platforms and research databases such as ResearchGate, UNAD Repository, Dialnet, EBSCO, JSTOR, ERIC, Oxford Academic, among others, provided us with articles and studies for research. Within the bibliographic resources we can highlight the studies that allowed us to develop this research. There are the statistical studies on the teaching and level of English in Colombia that gave us an introduction to the reality of education in the country and the implications. Also, several projects applied in educational institutions on research and approaches used in the teaching of English as a foreign language in various countries were reviewed.

Stages of Study

- Stage 1 - Initial bibliographic research
- Stage 2 - Evaluation of documents and studies
- Stage 3 - Reflection and analysis
- Stage 4 - Organization and paper planning

Explanation Of the Stages

Stage 1 - Initial Bibliographic Research

During this phase, an exhaustive search for relevant information on the topic of the monograph was conducted. The objective of this search was to find a variety of sources that would help to understand the initial concepts such as adult education, foreign language speaking ability, and the processes related to its acquisition. The first primary and secondary sources were sought, such as academic articles, case studies, research projects, statistical reports and official documents related to English language education in Colombia.

Stage 2 - Evaluation of Documents and Studies

After having found all the necessary sources, a more in-depth evaluation was carried out to determine which ones were really useful for the research and which ones did not provide relevant or updated information. In addition to the documentary evaluation, the focus of the research was also adjusted. Initially, the idea of the research was to address the learning of oral and listening skills in adult learners. However, it was decided to focus only on oral skills in order to make the research more direct.

Stage 3 - Reflection and Detailed Analysis

In this phase, a more in-depth analysis of the data collected and how existing theories connected with the results of previous studies and current research was conducted. Studying the key strategies that explain the acquisition of English as a foreign language, and how these theories apply specifically to adult learning was very important during this process.

In addition, new research on the impact of emerging technologies, especially artificial intelligence (AI) tools, on language learning was analyzed. With the rise of AI-based language

learning applications, such as Duolingo, ELSA Speak or conversational chatbots, new possibilities are opening up for adult learners.

Stage 4 - Organization and Paper Planning

In this stage, the monograph was organized and structured according to what UNAD establishes in its graduate work guidelines. For this, the general structure of the work was defined, determining the sections to be included and their characteristics, such as introduction, statement of the problem, objectives, literature review, methodology and conclusions. After having established the structure to be completed, Magister Valeria Araso helped us to design a work plan with specific deadlines for each phase of the process of completing this monograph. The plan included dates for each part and advice for editing the document. During the writing process, there were comments from the tutor to adjust and improve the monograph until the present document was finalized.

Results and Discussion

The exhaustive analysis of the bibliographic information gathered throughout this monograph, carried out through a narrative approach in the literature review, has allowed to identify key results and aspects, which will be analyzed in detail in this section.

The aim of this monograph was to analyze how adult learners can improve their English-speaking skills using Oxford learning strategies supported by Artificial Intelligence (AI). A detailed review of the strategies that help improve adult speaking skills was made. In addition, there was a classification of Oxford strategies according to their effectiveness in developing these skills. Finally, a discussion of the use of these strategies and new technologies, such as AI, in adult education to improve adult English speaking skills was addressed.

As a result of this monograph, it was found that learning English is important for many adults, since they see the opportunity to improve their daily and professional lives by acquiring the ability to speak English as a foreign language. However, it is also vital to recognize that for many adults learning to speak English requires a lot of practice and a greater cognitive effort. Not only must they have a good knowledge of the language and its grammatical structures and features, they must also take the time to practice what they learn in real conversations.

Therefore, Oxford learning strategies have been highlighted as fundamental to improving the English-speaking skills of adult learners and overcoming the challenges they face during their learning process. Direct strategies make it possible to work actively with the language and improve fluency and accuracy. Indirect strategies, on the other hand, allow for the creation of a suitable learning environment. Both types of strategies have a particular way of developing foreign language learning.

Regarding AI in the field of modern education, the studies reviewed show that the AI tools that are currently being developed, such as chatbots and apps, have a positive impact on the development of students' speaking skills. As references are: the studies of Fathi et al. (2024) and Hidayatullah (2024). In both studies it could be evidenced that students improved their fluency, willingness to communicate, vocabulary and more skills to improve their English speaking thanks to the implementation of AI chatbots and applications.

From the results, it would be interesting to open the discussion on how future research could help to better understand adult education using emerging AI technologies. AI is a new tool, and it still has some bugs and flaws that need to be improved.

Conclusions and Recommendations

This research has comprehensively addressed the learning of speaking, adult education and learning strategies applicable in this context. Throughout the study, aspects related to the development of communication skills in adults have been analyzed, as well as the most effective strategies to teach speaking. The conclusions and recommendations that can be derived from the findings obtained in the monograph are presented below.

In the statistical analysis of the level of English at the national level, it was found that the levels of English speaking in Colombia continue to be low. Although policies have been implemented by the Ministry of Education, many aspects still need to be improved. To enhance these aspects, it is necessary to implement a series of reforms in different key areas, such as teacher training, educational infrastructure and teaching methods. It is also urgent to create a more immersive environment that facilitates daily contact with English. Starting to implement AI-powered educational tools can be a fundamental first step to promote the learning of speaking in adults who wish to learn to speak English. These tools, being based on advanced technologies, offer multiple advantages that can transform the way learners interact with the language and improve their communication skills.

The learning process in adults is unique, and to be effective, it must be adapted to their specific characteristics, experiences and needs. Throughout this analysis, the importance of understanding the motivations and difficulties that adults face when learning a foreign language, such as English, and how traditional teaching methodologies are not always sufficient, has been highlighted. It is essential that teaching methods are flexible and adapted to the characteristics of adults, using strategies such as those promoted by andragogy, which emphasize the learner's experience and motivation.

Learning strategies (Oxford, 1990) to improve adults' English-speaking skills are important. Both direct strategies for learning the language in a practical and active way, as well as indirect strategies that help create an environment that encourages more informal learning can be used in the English language learning environment.

The implementation of AI has great potential to improve the effectiveness of learning strategies in adult learners of English as a foreign language. AI can personalize the educational process through adaptive applications that adjust activities according to the level and pace of each student, thus facilitating the use of cognitive, metacognitive, and memorization strategies. It is recommended that English teachers seeking to encourage speaking practice in their students use the tools mentioned in the literature review, many of which are free and can be used both in the classroom and independently outside the classroom. Taking advantage of these tools can transform the way adults learn and enhance their educational experience so that they can achieve their goal of speaking English with confidence in the future.

Through various technological tools, AI offers accessible and adaptive resources that can facilitate the teaching and learning process in an effective and personalized manner. In the context of adults who wish to learn English, AI can be a key partner, providing a variety of educational platforms, apps, chatbots and digital materials that can be used by both teachers and learners themselves.

As AI is still a technology in the process of improvement and development, it is essential that, in the future, more research be conducted specifically focused on its application in the field of adult English language education.

As recommendations, it is important to be open to future releases of new tools and platforms using AI, and to learn how to use them appropriately to maximize their benefits. The

field of education is constantly evolving, and the integration of AI offers unique opportunities to enhance language teaching and learning. Educators and learners must be willing to adapt to these technological advances, exploring how each new tool can complement and enrich their educational process.

In addition, although language learning strategies have been established for several decades, it is very likely that new methodologies and approaches may emerge as research in the field of AI and education continues. These new strategies could offer more efficient and effective methods for teaching English to adults, considering the specific advantages of emerging technologies, such as personalization of learning, instant feedback, and integration of more dynamic and contextualized practices.

As AI becomes more sophisticated and learning strategies are evolving, new ways to support language skill development, especially in speaking, may be discovered. It is essential to continue to research and be prepared to adapt to new tools that can enhance the learning experience.

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