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The Use of Gemini App to Enhance Oral Communication in EFL Classroom: As Pedagogical Innovation.

El uso de la Aplicación Gemini para mejorar la comunicación oral en las Clases de Inglés: Como Innovación Pedagógica.

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Abstract

This article explores the potential of the Gemini app as a pedagogical innovation to optimize oral communication in English as a foreign language (EFL). It analyzes how Gemini's features, such as conversational text generation, dialogue simulation, and real-time feedback, can create an interactive and personalized learning environment. The app allows students to practice fluency, pronunciation, and intonation in a safe, pressure-free environment, overcoming common barriers in traditional classrooms, such as a lack of opportunities to speak or the fear of making mistakes. By integrating Gemini, teachers can design dynamic activities that encourage active participation, improve student confidence, and provide constant exposure to authentic communicative scenarios. This tool not only complements existing teaching methods but also offers individualized support, adapting to different learning rhythms and styles, resulting in significant improvements in oral expression skills (listening and speaking).

Keywords: Gemini, oral communication, English, pedagogical innovation, educational technology.

Resumen

Este artículo explora el potencial de la aplicación Gemini como una innovación pedagógica para optimizar la comunicación oral en el aprendizaje del inglés como lengua extranjera. Se analiza cómo las funcionalidades de Gemini, como la generación de texto conversacional, la simulación de diálogos y la retroalimentación en tiempo real, pueden crear un entorno de aprendizaje interactivo y personalizado. La aplicación permite a los estudiantes practicar la fluidez, la pronunciación y la entonación en un espacio seguro y sin presiones, superando barreras comunes en las aulas tradicionales, como la falta de oportunidades para hablar o el miedo a cometer errores. Al integrar Gemini, los docentes pueden diseñar actividades dinámicas que fomenten la participación activa, mejoren la confianza de los alumnos y les proporcionen una exposición constante a escenarios comunicativos auténticos. Esta herramienta no solo complementa los métodos de enseñanza existentes, sino que también ofrece un soporte individualizado, adaptándose a los diferentes ritmos y estilos de aprendizaje, lo que resulta en una mejora significativa en las habilidades de expresión oral (Escuchar y hablar).

Palabras clave: Gemini, comunicación oral, inglés, innovación pedagógica, tecnología educativa.

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Introduction

This research addresses the problem of limited fluency and accuracy in oral communication in the English as a Foreign Language (EFL) classroom, a persistent challenge that affects students' confidence and performance. Traditional methodologies often fail to provide sufficient opportunities for authentic and personalized practice, resulting in a gap between grammatical knowledge and real communicative skill. (Richards & Rodgers, 2014).

The general objective of this study is to explore and demonstrate how the integration of the Gemini app can serve as an effective pedagogical innovation to enhance the development of oral communication in EFL environments.The aim is to analyse its impact on students' interaction, pronunciation, vocabulary and confidence in expressing themselves in English. (Brown, 2007).

Furthermore, the Gemini App has been applied in the design of sources and dynamic activities focused in the development of English language oral communication, such as audiovisual content analysis, role-playing, and interviews. These strategies seek to enhance students' oral production and communicative interaction. At the same time, they provide teachers with innovative tools that promote active, student-centered methodologies, thus fostering significant pedagogical transformation. (Wainstock, 2025)

This project is based on the growing relevance of Artificial Intelligence (AI) tools in education, recognizing their potential to offer adaptive and enriching learning experiences (Siemens, 2005; Garrison et al., 2000). It addresses second language acquisition theories that emphasize the importance of interactive practice, immediate feedback, and exposure to varied linguistic models (Brown, 2007; Vygotsky, 1978). Gemini's flexibility and ability to simulate conversations, generate ideas, and correct errors in real time position it as a valuable resource for overcoming the limitations of conventional methods.

However, implementing Gemini in educational contexts presents certain challenges. These include potential limitations in student voice recognition and interaction quality, which can be affected by differences in accents, language proficiency levels, and cultural factors. Therefore, it is essential to conduct research that analyzes both the benefits and limitations of its use in real-world teaching and learning environments.

To present this study, a descriptive and qualitative methodology was employed, based on a bibliographic review of relevant literature on AI in education (Siemens, 2005; Garrison et al., 2000) and EFL teaching, as well as an analysis of the specific functionalities of the Gemini App can be applicable to the development of oral skills. Concrete examples of activities and usage scenarios will be presented to illustrate its practical application in the classroom, offering a clear vision of its potential as an innovative pedagogical tool.

To analyze how the use of the Gemini app, as an innovative resource in English language teaching, influences the development of students' oral expression, considering its effectiveness in the classroom, students' perceptions of its use, and its viability within standard pedagogical strategies.

Materials and Methods

This study will adopt a mixed-methodological approach, integrating both quantitative and qualitative methods, in order to provide a comprehensive understanding of the impact of the Gemini app on the development of students' oral communication skills. An experimental planning design will be implemented, with an experimental group and a control group to evaluate and compare the results obtained with the tool's use in the classroom.

For the implementation of the plan, the primary material utilized was the Gemini application, selected for its interactive features and capacity to support oral communication practice in English. The application was accessed through mobile devices and computers,

ensuring flexibility and accessibility for students. Complementary resources included headphones with microphones to enhance audio clarity, internet connectivity for real-time interaction, and digital worksheets designed to guide the activities. Additionally, institutional technological infrastructure such as projectors and speakers was employed to facilitate group demonstrations and collective practice sessions. These materials collectively supported the integration of Gemini as a pedagogical resource to strengthen students' listening and speaking skills.

Literature Review

Oral Communication (Listening and Speaking)

Oral communication has been widely recognized as one of the most essential skills in language learning, as it integrates both listening and speaking abilities. Listening provides the necessary input for learners to develop comprehension, vocabulary, and pronunciation patterns, while speaking allows them to express ideas and interact effectively. According to Richards (2015), listening is not a passive skill but an active process in which learners construct meaning, and this in turn supports their ability to produce spoken language more fluently.

Several studies emphasize that speaking is often the most demanding skill for language learners because it requires both fluency and accuracy in real time. Brown (2014) notes that oral interaction is complex since learners must process information quickly and respond appropriately, often under pressure. This highlights the need for strategies and classroom practices that reduce anxiety and promote confidence, which are crucial for successful oral communication.

Interactive approaches have been shown to enhance both listening and speaking skills by creating meaningful opportunities for practice. Nunan (2016) explains that activities such as role-plays, group discussions, and task-based communication foster authentic interaction and provide learners with real contexts to use the language. Moreover, research indicates that these activities

contribute not only to linguistic competence but also to the development of social and pragmatic skills, which are essential for effective oral communication.

Recent findings also suggest that technology can play a significant role in improving oral communication. According to Godwin-Jones (2018), digital tools and applications provide learners with access to diverse listening input and allow them to practice speaking in interactive and flexible ways. By integrating technology into the classroom, teachers can create more engaging learning environments that strengthen communicative competence and better prepare students for real-world communication.

The Role of AI in Language Learning

The use of technology in language education is not a new phenomenon, with a rich history rooted in Computer-Assisted Language Learning (CALL) (Chapelle, 2017). However, recent advancements in artificial intelligence have moved beyond simple drills and practice exercises to create more intelligent and interactive systems. These systems, powered by natural language processing (NLP) and machine learning, can understand context, generate human-like text, and provide nuanced feedback (Kukulska-Hulme, 2020). The theoretical basis for using such tools for oral communication is grounded in the concepts of comprehensible output and input, where learners need to produce language and receive feedback to notice gaps in their knowledge (Swain, 1985). AI applications are uniquely positioned to provide this constant cycle of production and correction in a low-anxiety environment (Ghafar, 2023).

The Gemini App as a Tool for Oral Communication Enhancement

An application utilizing Gemini's advanced generative AI could serve as a powerful catalyst for improving oral communication in the EFL classroom. First and foremost, such an app can provide unlimited conversational practice, a resource often limited by time and teacher availability.

Students can engage in spontaneous dialogue, building fluency and reducing hesitation without the fear of judgment from peers or instructors (Halim, 2024). The AI's ability to simulate various real-life scenarios, from ordering food at a restaurant to participating in a job interview, allows learners to practice language in contextually rich and relevant situations.

Secondly, a Gemini-powered app can offer instant, personalized feedback on a range of communicative sub-skills. Through features like speech recognition, the app can analyze a student's pronunciation, intonation, and rhythm, providing targeted corrections and suggestions (Smith & Johnson, 2022). Furthermore, it can correct grammatical errors and offer alternative vocabulary, thereby enhancing both accuracy and lexical richness. This immediate feedback loop allows students to identify and rectify mistakes in real-time, fostering a deeper understanding and better retention of language rules (Lu & Li, 2021). The tailored nature of the feedback means each student can progress at their own pace, addressing their specific weaknesses effectively.

Pedagogical Implications and Challenges

While the potential of an AI app is substantial, its integration requires a thoughtful and strategic pedagogical approach. The app should not be seen as a replacement for the human teacher, but rather as a supplementary tool that enables more meaningful and interactive learning. Teachers' roles would evolve from being the sole providers of input and correction to becoming facilitators who guide students in using the app, curate learning activities, and focus on higher-order communicative skills that require human interaction (Aijun, 2024).

However, several challenges must be addressed for successful implementation. Concerns exist regarding the digital divide, as unequal access to technology could exacerbate learning inequalities (Huang et al., 2023). Ethical considerations, such as data privacy and potential algorithmic biases, must also be navigated to ensure a safe and equitable learning environment (González et al., 2022). Over-reliance on the technology could also hinder a student's ability to

engage in spontaneous, unstructured human communication, underscoring the need for a balanced approach that combines AI-driven practice with face-to-face classroom activities.

Gemini App:

The primary tool used in this study will be the Gemini app, which offers students the ability to interact in real time with conversational simulations. It also provides immediate feedback on students' pronunciation and fluency. The app includes voice analysis, improvement recommendations, and adaptive role-playing activities that adjust to the student's level and progress.

Gemini, as a digital application powered by artificial intelligence, has recently gained attention in the field of language education due to its ability to provide real-time interaction and personalized learning support. Research on AI-driven tools suggests that they can enhance oral communication by offering immediate feedback, adaptive prompts, and opportunities for repeated practice (Kukulska-Hulme, 2020). In addition, applications like Gemini allow learners to engage in speaking and listening activities beyond the classroom, creating flexible spaces for practice that support learner autonomy and motivation (Godwin-Jones, 2021).

Moreover, Gemini integrates multimodal resources, such as text, audio, and speech recognition, which facilitate the development of both listening comprehension and spoken fluency. Studies highlight that technology-enhanced learning environments foster engagement by simulating authentic communication and reducing anxiety in language practice (Zou & Thomas, 2019). In this sense, the use of Gemini aligns with recent trends in digital pedagogy, as it not only supplements traditional instruction but also creates dynamic and interactive conditions that strengthen learners’ oral communication skills.

Analysis of Results

In order to assess the impact of using the Gemini application on the development of oral communication skills among third-year high school students, various evaluation instruments were implemented weekly over a four-week period. Through rubrics, learning journals, and audio-visual recordings, both quantitative and qualitative data were collected related to speaking fluency, listening comprehension, and autonomous use of the technological tool. The results provide insight into the gradual improvement of students in each of these areas, as well as the effectiveness of Gemini as an interactive support in the EFL classroom. The following tables and graphs illustrate the students' performance progression throughout the implementation phase.

This data analysis is based on the implementation of a pedagogical innovation carried out over a one-month period at Unidad Educativa La Concordia and/or through independent English classes. The intervention targeted a group of third-year high school students (approximately 17 years old) with a low-intermediate (B1) English proficiency level. The sessions were conducted three times per week, with a total of three instructional hours weekly, and focused on developing listening and speaking skills using the Gemini application Google's artificial intelligence tool on mobile devices or computers. Throughout the four-week period, students engaged in guided oral communication activities and received real-time support and feedback from the AI tool. To assess the progress and impact of this approach, data were collected weekly through rubrics, audio/video recordings, and learning logs. The following section presents an analysis of this data, highlighting patterns of student improvement and the pedagogical value of integrating Gemini into the EFL classroom.

Table 1. *Results and Data Analysis*.

Week	Oral Activity	Indicators Evaluated Average	Score (out of 5)	Key Observations
1	Personal Presentation (Recording)	Initial fluency, pronunciation, everyday vocabulary	2.8	Difficulties with basic structure
2	Diálogo temático: “Going Shopping”	Use of useful expressions, pronunciation, coherence	3.5	Slight improvement in thematic vocabulary
3	Personal Narrative Monologue Narrative	fluency, structure, new vocabulary	4.0	Greater autonomy in self-expression
4	Final Video Presentation	Coherence, creativity, use of learned vocabulary	4.4	Notable progress; Natural use of expressions

Table 2. *Results and Data Analysis*

Week	Listening Activity	% of correct answers average	Comprehension level	Observation
1	Diagnostic test	58%	Low	Difficulty recognizing structures
2	Dialogues with Gemini (guided comprehension)	68%	Medium-low	Improvement in identifying details

Week	Listening Activity	% of correct answers average	Comprehension level	Observation
3	Narrations and debates	75%	Medium	Greater retention of main ideas
4	Interview with Gemini	84%	Medium-high	Good handling of implicit questions

Table 3. *Results and Data Analysis*

Week	Homework with Gemini	Level of autonomous interaction (1-5)	Average time used outside of class	Student comments
1	Basic simulation	2.0	10 min	“I still don't know how to use the commands correctly”
2	Thematic role-play	3.0	15 min	“Gemini helped me answer common phrases”
3	Open-ended questions	4.0	25 min	“Practical for thinking quickly in English”
4	Final project preparation	4.5	30+ min	“I used Gemini to review my entire script”

Conclusion

The integration of Gemini in EFL instruction positively influenced students' oral communication abilities, offering personalized support and fostering greater engagement. Its use as an interactive assistant encourages real-world language use, especially in contexts with limited exposure to English outside the classroom. The study supports the inclusion of AI tools in language education while emphasizing the importance of ethical and guided use.

The integration of Gemini into English classes has shown clear potential for improving oral communication, particularly in listening and speaking. The application provides interactive and flexible tools that allow learners to practice in real time, receive feedback, and develop confidence in their communication. By supporting both individual and group activities, Gemini creates meaningful opportunities for students to engage in authentic language use.

Although the use of Gemini demonstrates many benefits, some barriers remain. Access to stable internet connections, the availability of devices, and the need for teacher training can limit its effectiveness. Additionally, some learners may experience initial difficulties adapting to the use of artificial intelligence tools, which could affect participation and motivation. Recognizing these barriers is essential in order to design strategies that minimize their impact.

Overall, the findings suggest that Gemini represents a valuable resource for fostering oral communication in English classes. With proper support and planning, the application can overcome common challenges and significantly contribute to the development of learners' listening and speaking skills. Its innovative features align with current trends in digital education, positioning it as a promising tool to strengthen communicative competence in language learning.

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