

Analytic Speaking Rubric Based on Luoma (2004)

Aspect	Score Range	Description
Fluency	1–5	1 = Very hesitant, frequent pauses, speech often breaks down 2 = Frequent hesitation, limited flow of speech 3 = Some hesitation, generally understandable 4 = Minor hesitation, mostly smooth speech 5 = Smooth, natural flow with minimal hesitation
Accuracy (Grammar)	1–5	1 = Frequent grammatical errors that impede meaning 2 = Many errors, meaning sometimes unclear 3 = Some errors, meaning generally clear 4 = Minor errors, do not affect comprehension 5 = Accurate and appropriate grammatical use
Pronunciation	1–5	1 = Pronunciation frequently unintelligible 2 = Many pronunciation problems 3 = Understandable with some pronunciation issues 4 = Minor pronunciation problems 5 = Clear and accurate pronunciation
Vocabulary Use	1–5	1 = Very limited vocabulary, frequent repetition 2 = Limited vocabulary, inappropriate word choice 3 = Adequate vocabulary for basic communication 4 = Good range of vocabulary 5 = Wide and appropriate vocabulary use

Scoring System and The Level

17-20 (Very Good); 13-16 (Good); 9-12 (Fair); 5-8 (Poor)

Teacher I,

(Nur Fitri Yana, S.Hum.)

Teacher II,

(Aviyatuz Zahriyah, S.Pd.I., M.Pd.)

Teacher III,

(M. Cahyadi Permana, S.Hum.)

Observation Sheet for observing the classroom dynamics in AI-Integrated MALL

A. Observation Indicators & Checklist

1. Teacher–Student Interaction

(Adapted from Walsh, 2011)

Indicator	Observed (✓)	Notes
Teacher gives clear speaking instructions		
Teacher facilitates rather than dominates talk		
Teacher provides scaffolding during speaking tasks		
Teacher encourages student participation		
Teacher integrates AI feedback into instruction		

2. Student–Student Interaction

(Adapted from Walsh, 2011; Mercer, 2019)

Indicator	Observed (✓)	Notes
Students work collaboratively in pairs/groups		
Peer support during speaking tasks		
Balanced participation among students		
Students negotiate meaning during interaction		
Students respond to peers' spoken output		

3. Student–AI Interaction

(Adapted from Kukulska-Hulme & Shield, 2008; Kim et al., 2022)

Indicator	Observed (✓)	Notes
Students actively use AI tools for speaking		
Students respond to AI feedback (pronunciation/fluency)		
AI used as practice partner (chatbot/voice AI)		
Students repeat or revise speech after AI feedback		
AI supports independent speaking practice		

4. Participation & Turn-Taking

(Adapted from Walsh, 2011)

Indicator	Observed (✓)	Notes
Turn-taking is well distributed		
Reduced teacher-fronted interaction		
Increased student speaking time		
Students initiate speaking voluntarily		
AI reduces speaking anxiety		

5. Learner Engagement

(Adapted from Mercer, 2019; Viberg et al., 2020)

Indicator	Observed (✓)	Notes
Behavioral engagement (active participation)		
Cognitive engagement (focus, task completion)		
Affective engagement (confidence, enthusiasm)		
Students remain on-task using mobile devices		
Positive classroom atmosphere		

B. Open Observation Notes (Qualitative Field Notes)

Describe significant classroom events, interactional moments, unexpected behaviors, or notable use of AI-MALL that influence speaking activities.

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Interview Questions for English Teacher

Theme 1: Teacher Role & Classroom Interaction

(Adapted from Walsh, 2011; Walsh, 2013)

1. How do you usually manage speaking activities before using AI-integrated MALL?
(baseline comparison)
2. After integrating AI-based mobile tools, how has your role in the speaking class changed?
(teacher as facilitator/coach/monitor)
3. What kinds of interaction patterns do you notice most frequently now (teacher-fronted, pair work, group work, student–AI interaction)?

Adapted from:

- Walsh (2011) *Exploring Classroom Discourse*
- Walsh (2013) *Classroom Interactional Competence*

Theme 2: Classroom Dynamics & Participation

(Adapted from Mercer, 2019; Carless, 2013)

4. How does AI-integrated MALL influence students' participation and willingness to speak in class?
5. Do you notice changes in turn-taking or student dominance when AI tools are used?
6. How does AI feedback affect classroom atmosphere (e.g., confidence, anxiety, motivation)?

Adapted from:

- Mercer (2019) – Classroom social dynamics
- Carless (2013) – Teacher feedback & learner engagement

Theme 3: Speaking Development

(Adapted from Luoma, 2004; Fulcher, 2015)

7. In your opinion, which aspects of students' speaking improve the most when using AI-integrated MALL (fluency, pronunciation, accuracy)?
8. Can you share an example of a speaking activity where AI-MALL clearly supported students' speaking performance?

Adapted from:

- Luoma (2004) *Assessing Speaking*
- Fulcher (2015) *Language Testing and Assessment*

Theme 4: Challenges & Pedagogical Considerations

(Adapted from Kukulska-Hulme & Shield, 2008; Lai, 2017)

9. What challenges do you face when integrating AI-based mobile tools into speaking lessons?
10. What support do teachers need to use AI-integrated MALL more effectively?

Adapted from:

- Kukulska-Hulme & Shield (2008) – MALL constraints
- Lai (2017) – Mobile learning affordances & limitations

Interview Questions for Students

Theme 1: Experience with AI-Integrated MALL

(Adapted from Kim et al., 2022; Zhou et al., 2025)

1. Can you describe your experience using AI-based mobile applications for speaking practice?
2. Which AI features help you most in speaking (e.g., pronunciation feedback, chatbot conversation)? Why?

Adapted from:

- Kim, Park & Warschauer (2022)
- Zhou, Hashim & Sulaiman (2025)

Theme 2: Classroom Dynamics & Interaction

(Adapted from Walsh, 2011; Mercer, 2019)

3. How does using AI-integrated MALL affect your interaction with classmates during speaking activities?
4. Do you feel more confident speaking English in class when AI tools are used? Why or why not?
5. How does AI use change the way the teacher interacts with students during speaking lessons?

Adapted from:

- Walsh (2011) – interactional patterns
- Mercer (2019) – learner engagement

Theme 3: Speaking Mastery & Confidence

(Adapted from Luoma, 2004; Ma & Luo, 2022)

6. Do you think your speaking ability has improved after using AI-integrated MALL? In what ways?
7. Which speaking aspects improve the most: fluency, pronunciation, vocabulary, or confidence?

Adapted from:

- Luoma (2004)
- Ma & Luo (2022) – MALL & speaking meta-analysis

Theme 4: Challenges & Suggestions

(Adapted from Viberg et al., 2020)

8. What difficulties do you face when using AI-based mobile tools in speaking class?
9. What suggestions do you have to make AI-integrated MALL more effective in speaking lessons?

Adapted from:

Viberg et al. (2020) – learner digital competence