



Contribution ID: 59

Type: Practice-oriented Oral Face-to-face presentation

## AI-Assisted Assessment of Speaking Proficiency Development in SA Programs

*Sunday 18 May 2025 09:30 (25 minutes)*

### TITLE

AI-Assisted English Proficiency Development in Pre- and Post-Study Abroad

### RELEVANT SIG

College and University Educators (CUE)

### FORMAT

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### Short English description

### KEYWORDS

AI-assisted learning, Pre- and post-study abroad, LANGX Speaking

### First-time presenter?

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### ABSTRACT

To assess intercultural competence gained through study abroad experiences, various tools such as the Intercultural Development Inventory (Hammer & Bennett, 2002) and the Cultural Intelligence Scale (Ang et al., 2007) have been widely used. Standardized English proficiency tests are available to measure improvements in speaking ability before and after overseas experiences; however, they involve limitations such as high cost and the need to travel to a designated test center. This presentation explores the integration of an AI-powered tool, LANGX Speaking, into pre- and post-study abroad programs to measure the spontaneous English speaking skills of university students participating in English language programs in the Philippines. A total of 35 students participated (10 in the 6-week on-site program; 21 in the 3-week on-site program; 4 in the 3-week online program), with 26 completing both pre- and post-AI assessments. Results showed that 6-week on-site participants improved by +1.49 points on the LANGX Speaking scale and by +116 points in evaluations conducted

by the overseas institution. Notably, online participants showed the highest AI score gains at +1.52 points while receiving the lowest institutional evaluation scores. These findings suggest that LANGX Speaking can assess speaking proficiency development in a low-pressure, spontaneous communication environment.

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**Session Classification:** B8-106 CUE

**Track Classification:** College and University Educators