



# Automated Assessment of Communicative Competence: An RNN- Driven AI Model for Student - Centered Intelligent Language Teaching

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**Abstract:** Artificial Intelligence (AI) in language teaching has brought about revolutionary developments in student engagement, instructional design, and evaluation techniques. Processing Natural language (NLP)-based tests, gamified learning platforms, and automated tutoring systems are examples of AI-powered solutions that have greatly improved accessibility, efficiency, and personalization in education. These solutions use AI-driven algorithms to enable self-directed learning outside of typical classroom settings, provide immediate feedback, and dynamically modify learning content based on individual progress. This study aims to develop and evaluate an intelligent communicative language teaching model with artificial intelligence integration. The model incorporates three essential elements: Peer teaching, debate, group discussions, and role-playing that organizes classroom activities are all part of a five-stage CLT; An AI module that uses computerized translation, standard linguistic processing and recurrent neural networks; a speech-to-text conversion system that uses acoustical preprocessing, linguistic modeling, and acoustical modeling to transform spoken communication through textual that can be analyzed. The suggested intelligent communicative language teaching delivers a data-driven, scalable method to connect particular student-centered activities with quantifiable linguistic performance. The model's output is evaluated across two dimensions: English skills using standardized speaking for fluency accuracy coherence vocabulary and interaction; learning achievement measured by both pre- and post-test gain score.

**Keywords:** NA

## 1. Introduction

The method of teaching languages known as Communicative Linguistics skill places more emphasis on meaningful communication and the practical use of language than it does on memorizing of grammatical rules. CLT first appeared in North America and Europe in the 1970s, and it has since grown to be one of the most important approaches to teaching English, especially in Europe. By incorporating all facets of language proficiency into classroom activities, it aims to empower students to speak successfully and appropriately in everyday contexts. In a number of industries, including education, artificial intelligence (AI) has become a game-changing breakthrough. Alan Turing, a mathematician who questioned whether machines were capable of reasoning, first put forth the fundamental idea of artificial intelligence. This led to the creation of the Turing Test as a means of evaluating machine intelligence. Artificial Intelligence (AI) is the ability of computer systems to carry out tasks like acquiring knowledge, troubleshooting, perception, and natural language understanding that normally need human intelligence. AI has been widely used in education to improve educational outcomes, tailor training, while boosting educational activities.

AI in language instruction can be divided into two primary categories: intelligent computing and information-based systems. Knowledge-driven systems rely on explicit knowledge that is incorporated into the system and



comes from scientific information and specialized information. This strategy entails creating databases and understanding repositories that AI systems can utilize to give students explanations, problem-solving advice, and educational assessment. Conversely, computational intelligence concentrates on developing models that provide approximations of ways to solve difficult issues when intellectual consistency is not achievable. It uses data-driven methods, neural networks, and machine learning algorithms to identify themes, forecast outcomes, and produce output based on incoming data. Natural Language Processing (NLP) tasks including autonomous essay grading, grammar correction, standard interpreting, and speech identification are examples of how computer intelligence is used in language education. Through these programs, AI platforms can process massive amounts of linguistic data and deliver real-time feedback, promoting student independence and speeding up acquiring a language. This paper includes related work in section 2, the proposed methodology in section 3, Output in section 4 and the conclusion in section 5.

## **2. Related Work**

The communicative method to teaching second languages (L2) has been defined and interpreted in a variety of ways since communicative language teaching (CLT) was first introduced in the late 1970s. This has led to a number of misunderstandings about CLT and its application in L2 classrooms, which is not surprising. There is controversy over whether CLT [1] should include a focus on the analysis and practice of language forms, even though the majority of descriptions of CLT emphasize the conveyance of messages and meaning. The compatibility of teaching vocabulary, literacy skills, and the use of the first language (L1) with the tenets and methods of CLT is another topic of discussion (and confusion).

New roles for instructors and students in the classroom were also implied by the kinds of activities suggested in CLT. Students were now required to take part in cooperative rather than individualistic learning activities [2] in the classroom. Instead of depending on the teacher as an example, students have to learn to listen to their peers when working in groups or pairs.

An overview of different approaches to teaching English is given at the beginning. The origin, theoretical underpinnings, and key characteristics of communicative language teaching are discussed, along with certain well-known definitions. Many linguists and scholars [3] have focused on Communicative Language Teaching (CLT), which is one of the best and most contemporary methods for teaching English as a foreign or second language. This essay also explains how this method has improved communication in language learning by citing numerous studies that have been done on the subject. I will also discuss the benefits and drawbacks of using CLT. Lastly, a conclusion is reached based on the review of the relevant literature.

One of the most important topics in the domains of teaching and learning today is teaching language using effective theories, guidelines, and methods of instruction. For language learning classrooms, determining the most suitable and successful teaching and learning approaches and tactics for a particular circumstance is crucial. Numerous theories [4] have been developed over time to address the demands of the students of that era. However, a significant number of modern theories have been established and used in a variety of diverse techniques and applications due to the quick development of social and cultural settings.

Due to the ongoing epidemic, home-based teaching and learning has now been implemented through online learning. The application of Communicative Language Teaching (CLT) in the setting of synchronous online learning is thoroughly examined in this paper. It seeks to provide some helpful methods for teaching CLT digitally as well as an answer to the question of the current state of CLT instruction. Since CLT [5] is a well-liked and inclusive teaching method, integrating it with technology is an exciting process that involves many mistakes.

A prominent pedagogical strategy for teaching L2 that may aid students in developing communicative competence is communicative language teaching. The purpose of this study was to find out how teachers felt about CLT and how it was used in online education. Thirty teachers participated [6] in this study, which used a survey research approach. Teachers from Tanjungpinang-Bintan and Batam's junior and senior high schools participated. The instruments were two questionnaires.

Higher education operations now heavily rely on data technology and virtual-learning systems, with many institutions using online frameworks and innovations. With an emphasis on students' views, the study's objectives are to assess the efficacy of Communicative Language Teaching (CLT) using university platforms for online teaching and learning in Indonesia and Malaysia. A modified 63-item questionnaire with five score scales and six sections was distributed online via the Survey123 application [7] in order to collect quantitative data.

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Students' academic feelings and performance in self-directed distance learning were greatly impacted by Communicative Language Teaching Approaches (CLTA). Seventy-six Denpasar university students took part. Exam results and two questionnaires were used to get the data. While questionnaire B [9] was the DASS 21, questionnaire A assessed students' learning intentions, motivation, and self-encouragement. Pearson Correlation was utilized to examine the impact of CLTA on students' learning performance and intention as well as their perceptions of stress, anxiety, and depression.

After that, it explains how the training was conducted, talks about its results, and considers the use of synchronous online activities to train preservice teachers in the CLT Approach. Teaching implications for [10] educators considering training preservice teachers in the CLT Approach are discussed in the article's conclusion.

In order to improve their students' English language proficiency, the program taught teachers how to implement Communicative Language Teaching (CLT) principles. The study makes an effort to pinpoint [11] the opportunities and challenges associated with applying CLT concepts and methods in these universities. The findings suggest that educators should teach English in a more learner-centered manner.

Students now need to acquire new kinds of abilities and competences than they did in the past. One of the most significant advancements in language instruction is the emphasis on communicative skills. By including communicative activities [12] into EFL/ESL classes, students are better equipped to use English in the real world according to their individual needs, interests, and opportunities.

The primary goals of communicative language instruction are the growth of language proficiency, interaction, and practical communication. This study emphasizes the use of ChatGPT [13], a powerful language model, into the CLT framework to enhance language learning experiences. The impact of ChatGPT on instructional strategies, language acquisition, and student learning outcomes is the primary focus. This study advances our knowledge of technology-enhanced language instruction. Descriptive analysis of learner engagement data and qualitative interviews with English as a Foreign Language (EFL) instructor shows that AI tools like speech-recognition tutors, adaptive chatbots, and automated feedback systems encourage personalized scaffolding and ongoing engagement in online learning environments.

### **3. Methodology**

The goal of this research is to create an intelligent communicative language teaching model that uses artificial intelligence to improve student's English language acquisition. The goal of this study's conceptual framework is to enhance academic achievement and English language proficiency by integrating AI technology and a speech-to-text module with the communicative language teaching is shown in figure 1.

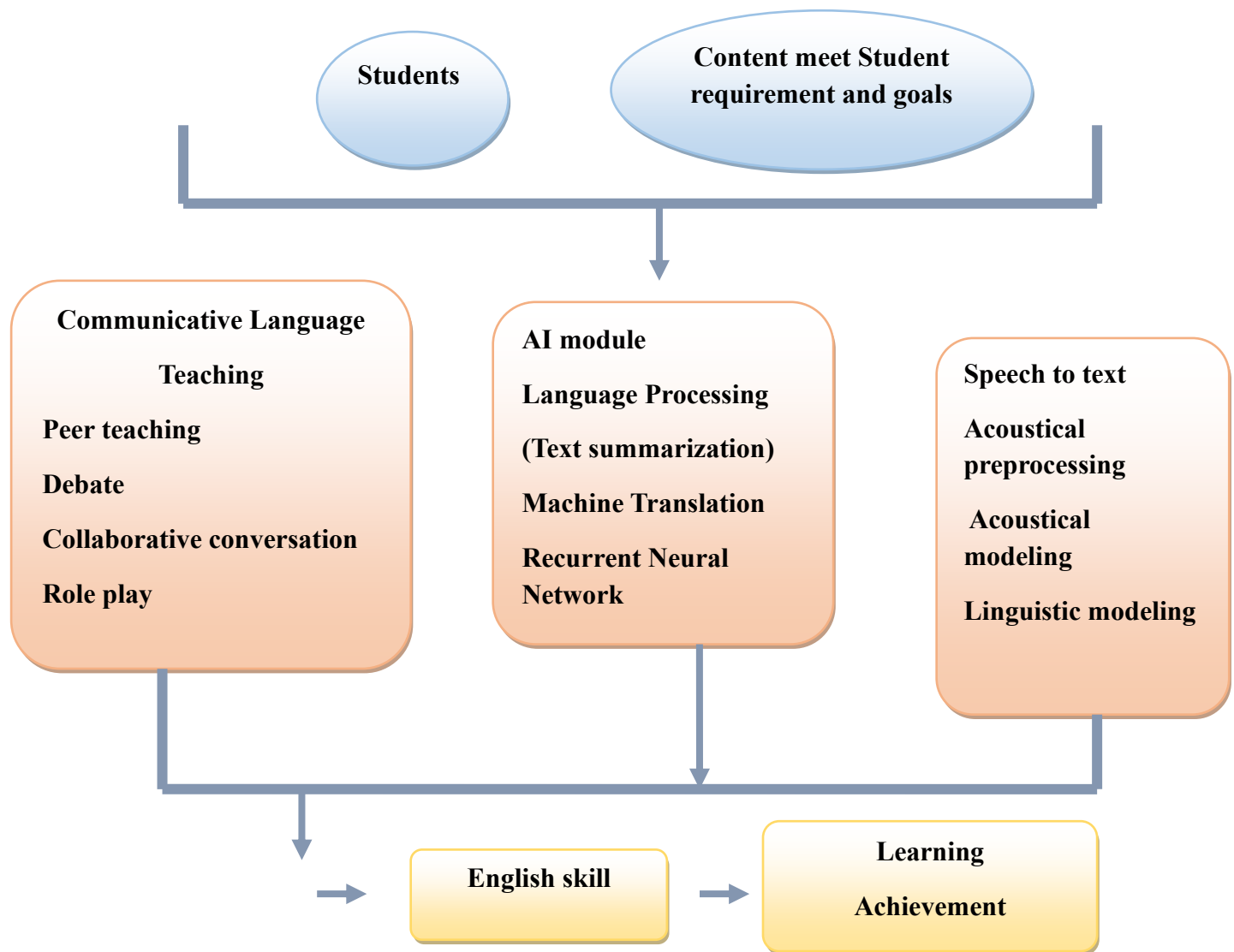


Figure 1 Intelligent Communicative Language Teaching model with AI

Three modules make up the suggested research design. Classroom interaction is organized in the first module. In order to process student data and forecast proficiency gains, the second module, AI, offers machine learning techniques such as recurrent neural networks in addition to natural language processing and machine translation. Spoken text is transformed into analyzable text in the third module. The middle line formed by the convergence of data from all three modules yields two quantifiable results: learning achievement and English proficiency.

### 3.1 Data Collection

Two hundred undergraduate students from three Tamil Nadu educational institutions participated in a quasi-experimental investigation. It also includes outlines instructional content that is appropriate with student requirements, explains the goals aimed at improving learners' proficiency in communicating in English, and outlines the responsibilities of both students and instructors or executives.

### 3.2 *Communicative Language Skill*

The communicative language skill components are represented by this block, which lists particular student-centered exercises that are intended to operationalize and improve students' oral communication skills. Peer teaching, debate, collaborative discourse, and simulations are four methods that are used as instructional interventions during the execution and development phase. Instead of reciting memorized forms, each activity requires students to utilize language in a real-life manner.

Peer teaching helps students become more accurate and clear by having them express things to their peers. Debate encourages critical thinking and fluency. In pairs or trios, cooperative dialogue promotes listening comprehension and meaning negotiation. In order to practice situational language and pronunciation, role play replicates real-world setting.

### 3.3 *Speech to text module*

A speech recognition program called "speech to text" uses computational linguistics to identify spoken words and translate it into writing. Other names for it include computer speech recognition and speech recognition.

Speech to Text works according to the following steps:

Step 1 Clean up the audio

- Audio conversion to mono format
- Use a noise filter to eliminate background noise
- Eliminate quiet, use speech activity detection.
- Every 10 ms, cut audio into 25 ms segments.
- Use log-Mel characteristics to convert each component into a number.

This process yields the number of sound-representing sequences.

Step 2 Acoustical modeling

- Feed the number sequences into the Wav2Vec2 model that has already been trained
- The model determines which letter or sound each piece is by looking at it
- For perspective, it also considers earlier and later compositions.

Possibilities for every letter at every time step are the result of this stage.

Step 3 Connectionist Temporal Classification Decoding

- Collapse repeated letters and eliminating blanks.
- Keep the top 50 word sequences

Step 4 Linguistics modeling

- From level 3, make 50 approximations
- Use a language-trained model to verify each guess
- The dialect model assigns an assessment
- Select their prediction obtained from the acoustic and linguistic models that has the most outstanding cumulative score.

### 3.4 AI module

#### 3.4.1 Language processing

Processing linguistics is a branch of deep learning that enables computers to learn, understand, manipulate, and interpret natural human language. Text and speech are examples of unstructured data, as is natural human language. Since human language, including text and voice, falls under the category of unstructured data and computers are unable to comprehend unstructured textual or voice data, natural language processing (NLP) is used. In general, computers are able to comprehend structured data, such as tables and spreadsheets in databases.

#### Text Summarization using PEGASUS

A crucial method in Natural Language Processing (NLP) is Automatic Text Summarization, which use algorithms to condense lengthy texts while maintaining crucial information. Text summarization technology has undergone constant advancements, although not getting as much attention as other machine learning innovations. These technologies have the potential to transform businesses by preserving the original meaning while extracting important concepts.

A Transformer-based approach created especially for text summarization is called PEGASUS. In contrast to other models, PEGASUS employs a special pre-training technique in which important sentences are hidden while being trained. In order to produce summaries that are more precise and cohesive, the model is then required to generate these hidden sentences.

#### 3.4.2 Rule based Machine Translation

A set of rules that outline how to use stored linguistic data for translation are provided by rule-based machine translation (RBMT). A list of word-level language pairs and part-of-speech tags, for instance, might be used to assist the computer in combining words into grammatically sound structures. The computer can then be instructed by the user to map words and other textual groups from one language onto another using a set of rules.

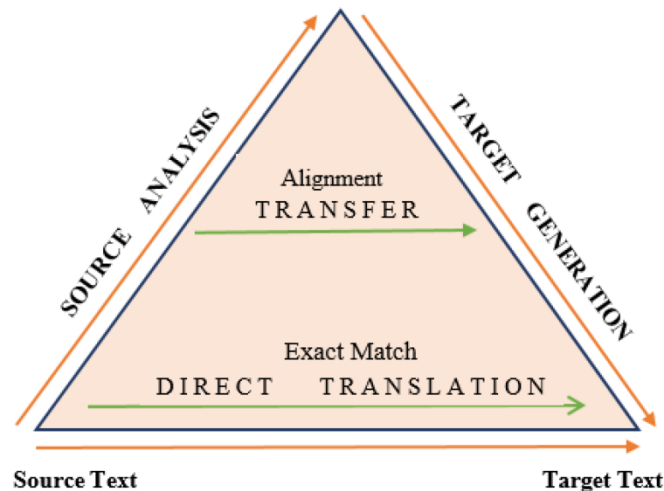


Figure 2 Rule based Machine translation

The source and translated texts are represented via a formalized and artificial intermediary in this method is shown in figure 2. In essence, this intermediary is even more abstracted than the version generated by morphological analysis in transfer systems. The system decodes the source text into the target language after encoding it into this abstract artificial language

#### 3.4.3 Recurrent Neural Network (RNN)

One kind of artificial intelligence (AI) program that can analyze event sequences and forecast the future is a Recurrent Neural Network. The architecture of recurrent neural networks has hidden layers that enable the algorithm to perceive time and recall previous iterations While RNNs and other deep learning architectures have comparable input and output structure, their information flow from input to output is very different. In contrast, each thick layer

in a typical deep neural network has its own weight matrix. RNNs are able to retain knowledge over sequences by using shared weights across time steps.

To maintain sequential dependencies, RNNs compute the hidden state for each input. These fundamental formulas are used in the computations:

Hidden State Computation:

$$l_t = \sigma (W.Y_t + W_1 * l_{t-1} + N) \quad (1)$$

Where,

$l$  – Concealed status of the moment

$W_1$  and  $W$  – Matrices of weights

$N$  – Bias

Analysis of Output:

$$Y_1 = O (v.l + G) \quad (2)$$

Applying the n activation function to the loaded hidden state  $G$  - where and stand for weights and bias calculate the output .

### 3.5 System Validation

There are two components to the evaluation component: Evaluation of students' English language proficiency using a rubric scoring system in line with CEFR (Common European Framework of Reference for Language) guidelines as given in table 1 along with evaluation of pretest and posttest results to gauge academic learning achievements.

| <b>Criterion</b> | <b>A2 with 2 point<br/>(CEFR level with Rubric Score)</b> | <b>B1with 3 point<br/>(CEFR level with Rubric Score)</b> | <b>B2 with 4 point<br/>(CEFR level with Rubric Score)</b> |
|------------------|-----------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------|
| Fluency          | Frequent pauses, very short turns                         | Keeps going, some pauses to search for words             | Speaks with smooth flow little hesitation                 |
| Coherence        | Links words with 'and', 'but'                             | Links ideas with 'because', 'so', 'although'             | Uses a range of connectors clear logical structure        |
| Accuracy         | Basic structures, systematic errors                       | Errors occur but meaning clear                           | Good control, errors don't cause misunderstanding         |
| Vocabulary       | Words for daily topics only                               | Enough vocab for familiar topics+ some circumlocution    | Wide range, can express ideas precisely                   |
| Interaction      | Needs help to keep conversation going                     | Can start maintain, close simple exchanges               | Can debate, develop arguments, handle turn-taking         |
| Pronunciation    | Strong accent, some words unclear                         | Generally clear features present                         | Clear, natural, only occasional features                  |

Table 1 CEFR level with rubric score for system validation

The teachers use CEFR rubric to manually rate recorded Communicative language skill performances. The proposed RNN takes the transcript and predicts the CEFR level for each criterion. Compare AI- predicted rubric score to human rubric score to prove the model works

## 4. Output

The RNN-predicted performance of the first student in each of the six communicative skills is shown in Table 2, together with the rubric score and CEFR level. The model gave the performance a rubric score of 4 for fluency since it saw that the student spoke nonstop with just short pauses for thought.

| English Skill | Predicted Performance of student one by RNN                      | CEFR level | Rubric Score |
|---------------|------------------------------------------------------------------|------------|--------------|
| Fluency       | Speaks continuously, only brief pauses to think                  | B2         | 4            |
| Coherence     | Uses because, so, although to link ideas                         | B1         | 3            |
| Accuracy      | Some tense errors but meaning always clear                       | B1         | 3            |
| Vocabulary    | Uses topic- specific words from engineering, some circumlocution | B1         | 3            |
| Interaction   | Initiates turns, responds, asks follow up questions in debate    | B2         | 4            |
| Pronunciation | Accent noticeable but all words intelligible                     | B1         | 1            |

Table 2 English skill performance of student one – RNN Prediction

Additionally, the student received a score of 4 for interaction as they took rounds, gave suitable answers, and followed up with questions during the argument. Each of coherence, accuracy, and vocabulary received a score between 0 and 3: The learner employs topic-specific terms with sporadic circumlocution, makes some tense mistakes but exhibits clear definition, and connects ideas with hooks like because, thus, and although.

The RNN-predicted and manually computed rubric scores for student 1 across six CEFR-based English skills are contrasted in Table 3. According to this comparison, the manual total is 16 out of 24, whereas the RNN total is 20 out of 24. In comparison to manual scoring, the RNN exhibits high efficiency. On 96.7% of the skills, it reached perfect agreement.

| Comparison<br>(English Skill) | RNN predicted rubric score<br>(For student 1) | Manually calculated rubric score<br>(For student 1) |
|-------------------------------|-----------------------------------------------|-----------------------------------------------------|
| Fluency                       | 4                                             | 4                                                   |
| Coherence                     | 3                                             | 3                                                   |
| Accuracy                      | 3                                             | 2                                                   |
| Vocabulary                    | 3                                             | 2                                                   |
| Interaction                   | 4                                             | 2                                                   |
| Pronunciation                 | 3                                             | 3                                                   |

Table 3 Comparison of RNN with manually calculated rubric score

More significantly, the RNN produces these ratings automatically in a matter of seconds, whereas each student needs eight to ten minutes. Therefore, the RNN provides significant time savings while preserving higher alignment with human expert opinion for large-scale evaluation including 200 students and several activities.

The entire model shows that using the CEFR rubric to score learning achievement is both possible and very effective.

Based on CEFR rubric scores, table 4 shows learning achievement statistics for two students both before and after the intelligent communicative language teaching intervention.

| Learning Achievement | Pre- test<br>(Rubric score) | Post- test<br>(Rubric score) | Improvement |
|----------------------|-----------------------------|------------------------------|-------------|
| Student 1            | 15                          | 20                           | 33.3%       |
| Student 2            | 18                          | 20                           | 11.1%       |

Table 4 Learning Achievement

## 5. Conclusion

When students take an active role in the curriculum through student-centered activities, communicative language skills are developed most effectively. These methods foster a stimulating learning atmosphere where learners are given the opportunity to converse, observe, discuss content, and function together in significant manners. Additionally, the fundamental ideas of communicative language teaching—which stress the value of significant interactions and learner autonomy—are strongly aligned with student-focused approaches. This study created and assessed an intelligent communicative language teaching model that combines AI with speech-to-text conversion, recurrent neural networks, and five-stage CLT activities. The CEFR-based rubric scoring across six English skills and the learning outcomes from the pre-test to the post-test were used to gauge the mode's efficacy. The results show that the RNN-driven AI module can accurately mimic human evaluation.

The system allows learning outside of traditional classroom settings and dynamically adjusts content to individual progress by automating the scoring of CEFR rubrics and providing instant feedback. Thus, comparable accuracy, significant time savings, and a standardized assessment of English speaking abilities are provided by the Intelligent Communicative Language Teaching model with AI.

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