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Mobile Applications for Enhancing Oral Fluency in English as a Foreign Language Learners: A Systematic Review

Aplicaciones móviles para mejorar la fluidez oral en estudiantes de inglés como lengua extranjera: una revisión sistemática

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Abstract

The increasing presence of Artificial Intelligence (AI) in education has significantly influenced how English as a Foreign Language (EFL) learners develop spoken proficiency. This systematic review explores the most recent mobile platforms designed to support speaking development, applying the PRISMA methodology to ensure an accurate and thorough literature selection. Academic works were extracted from databases including Scopus, Web of Science, Google Scholar, and SciELO. The review focused on three guiding inquiries: (1) What AI-based mobile apps are used by English teachers? (2) How do such apps contribute to independent speaking practice? (3) What constraints are associated with their classroom integration? The analysis indicated that mobile applications positively impact oral fluency through features like real-time correction, individualized practice routines, and improved learner autonomy. These tools enhance flexibility in language acquisition, allowing learners to manage their practice schedules and receive targeted support. Nonetheless, implementation challenges such as technological inequality and algorithmic limitations were identified. Future exploration should address these concerns to maximize the pedagogical potential of AI-enhanced mobile learning.

Keywords: AI-based feedback; EFL oral practice; learner autonomy; mobile-assisted language; speaking proficiency

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Resumen

La creciente presencia de la Inteligencia Artificial (IA) en el ámbito educativo ha influido significativamente en la forma en que los estudiantes de inglés como lengua extranjera (EFL) desarrollan la competencia oral. Esta revisión sistemática examina las plataformas móviles más recientes diseñadas para apoyar el desarrollo de habilidades orales, aplicando la metodología PRISMA para garantizar una selección de literatura precisa y rigurosa. Se extrajeron trabajos académicos de bases de datos como Scopus, Web of Science, Google Scholar y SciELO. La revisión se centró en tres preguntas orientadoras: (1) ¿Qué aplicaciones móviles basadas en IA utilizan los docentes de inglés? (2) ¿Cómo contribuyen estas aplicaciones a la práctica oral independiente? (3) ¿Qué limitaciones se presentan al integrarlas en el aula? El análisis indicó que las aplicaciones móviles tienen un impacto positivo en la fluidez oral gracias a características como la corrección en tiempo real, las rutinas de práctica individualizadas y una mayor autonomía del estudiante. Estas herramientas favorecen la flexibilidad en el aprendizaje del idioma, permitiendo a los usuarios gestionar sus horarios de práctica y recibir retroalimentación específica. No obstante, se identificaron desafíos relacionados con la desigualdad tecnológica y las limitaciones de los algoritmos. Las investigaciones futuras deben abordar estos aspectos para maximizar el potencial pedagógico del aprendizaje móvil potenciado por IA.

Palabras clave: autonomía del estudiante; idioma asistido por el móvil; práctica oral EFL; retroalimentación basada en IA; suficiencia oral

Introduction

Achieving oral fluency in English remains a complex goal for many EFL students due to the cognitive demands of spontaneous speech production. Unlike listening or reading, speaking requires learners to generate coherent responses in real time, balancing pronunciation, grammar, vocabulary, and communicative appropriateness (Nuraeni et al., 2024). This cognitive pressure, often intensified by classroom dynamics or personal anxiety, presents ongoing difficulties for language learners. Moreover, instructional settings often fail to provide enough space for personalized speaking practice, especially in large or resource-constrained classrooms (Yassin et al., 2024).

To address this, educators are increasingly leveraging mobile-based tools that support language learning outside of the classroom (Lokollo & Mali, 2024). AI-integrated mobile applications in particular offer novel solutions by allowing learners to engage with speech tasks on their own terms, anytime and anywhere. These applications use natural language processing and automatic speech recognition

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technologies to assess user performance, offering instantaneous and customized feedback (Nguyen, 2024). Learners benefit from these features by being able to repeat tasks, correct mistakes in the moment, and build confidence in a controlled, low-stakes environment (Zhang & Wang, 2022). As global proficiency in English becomes more essential, these technological aids play a vital role in promoting independent, scalable oral fluency development (Zou et al., 2023; Wei, 2023).

The intersection of AI technologies and mobile-assisted language learning has led to the development of intelligent applications that leverage adaptive algorithms, speech recognition, and natural language processing to offer learners real-time corrective feedback and individualized learning pathways (Schmidt & Strasser, 2022b; Zou et al., 2023). Such applications enable users to practice speaking in simulated real-world scenarios, adjust tasks based on proficiency levels, and receive immediate, targeted feedback—all of which are critical for fostering autonomous oral fluency development. Moreover, mobile apps offer the advantage of flexible, anytime-anywhere learning, empowering learners to engage in self-directed speaking practice outside traditional classroom settings.

Overview of Mobile Applications for Enhancing Oral Fluency in EFL Learners

The advancement of mobile technologies, combined with the integration of Artificial Intelligence (AI), has revolutionized how English as a Foreign Language (EFL) learners develop oral fluency. Mobile applications specifically designed for language learning now offer interactive environments where learners can practice speaking skills with immediate feedback and personalized support. AI-driven mobile apps utilize speech recognition, natural language processing, and adaptive learning algorithms to evaluate learners' spoken output in real time, offering corrections on pronunciation, intonation, fluency, and grammatical structures. This immediacy of feedback enhances learners' awareness of their oral production errors and encourages corrective adjustments, fostering a deeper internalization of language rules (Wang et al., 2023). Recent studies have emphasized that mobile applications incorporating gamification elements (Zhang, 2024), dialogue simulations, and goal-oriented tasks significantly increase learner engagement and motivation (Chen et al., 2023; Schmidt & Strasser, 2022a).

Mobile applications also promote autonomous speaking practice by providing learners with flexible access to structured and personalized learning pathways. Unlike traditional classroom environments, where speaking practice can be constrained by time limits and class size, mobile apps enable continuous, self-paced practice tailored to the learner's proficiency level. Applications such as ELSA Speak, Cake, and Speechling use AI technologies to track individual progress, diagnose persistent pronunciation or fluency issues, and deliver targeted exercises to address

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specific weaknesses (Almutairi & Alghammas, 2025). These apps simulate authentic communicative contexts, allowing learners to engage in practical speaking tasks, receive instant feedback, and develop greater communicative confidence. Research highlights that such self-directed practice enhances learners' self-efficacy and fosters a sense of ownership over the language learning process, both of which are crucial for sustained oral proficiency development (Li et al., 2023; Zhao & Xiao, 2023).

Despite their numerous benefits, the integration of mobile applications into English language learning also presents certain challenges. Access to high-quality mobile devices and stable internet connections remains uneven, particularly in under-resourced regions, contributing to a digital divide that limits the reach of these technological solutions. Moreover, Tirkashev (2023) asserts that while AI-driven feedback is generally effective for correcting pronunciation and basic grammar, it can sometimes misinterpret non-standard accents, subtle pragmatic nuances, or culturally specific expressions. There are also growing concerns about data privacy and the ethical use of learner information within mobile platforms. Therefore, while mobile applications hold great potential for enhancing oral fluency in EFL contexts, their optimal use should be supported by critical evaluation, teacher guidance, and policies that ensure equitable access and ethical standards.

Corrective Feedback through Mobile Applications for Oral Fluency Development

Mobile applications enhanced by Artificial Intelligence (AI) technologies have significantly redefined the provision of corrective feedback in the development of oral English skills among EFL learners. In contrast to traditional classroom settings, where feedback on speaking performance is often delayed or generalized, mobile apps deliver immediate, individualized feedback following a learner's spoken input. Utilizing advanced speech recognition technologies, these applications can identify errors related to pronunciation, intonation, stress patterns, and overall fluency. The provision of timely, specific corrections enables learners to make immediate adjustments to their oral production, reinforcing accurate language use and supporting the ongoing development of oral fluency. This instant feedback loop not only reinforces accurate language use but also prevents the fossilization of pronunciation mistakes, promoting faster and more robust oral fluency development (García & Torres, 2023).

Beyond immediacy, AI-driven mobile applications enhance the quality of feedback by offering personalized and adaptive learning experiences. Based on continuous analysis of a learner's spoken output, these apps can identify persistent pronunciation issues or specific phonological patterns that require targeted attention. For example, when a user consistently mispronounces certain sounds or stresses syllables incorrectly,

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the app tailors subsequent practice tasks to address those weaknesses (Kew & Tassone, 2023). Furthermore, recent advancements in mobile AI technologies allow apps to offer nuanced feedback, such as tone, naturalness, and contextual appropriateness, crucial for refining oral communication competence (Li et al., 2023).

However, while real-time corrective feedback through mobile apps offers significant benefits, challenges remain. Over-reliance on app-generated corrections may limit learners' critical reflection on their own oral performance. Additionally, although AI models are increasingly sophisticated, they may still struggle with recognizing regional accents, idiomatic speech, and culturally embedded language use (Martinez & Soriano, 2023). Therefore, AI-powered mobile applications are most effective when integrated thoughtfully into a blended learning approach that includes human-mediated interaction and instructor feedback.

Personalized Speaking Practice through Mobile Applications

Mobile applications have played a critical role in enabling highly personalized speaking practice for EFL learners. Through adaptive learning algorithms, mobile apps adjust content, tasks, and feedback based on an individual learner's oral performance. Applications like ELSA Speak and FluentU analyze users' speech to identify areas of strength and weakness, thereby providing customized pronunciation drills, fluency exercises, and dialogue simulations (Jiang, 2022). This degree of personalization ensures that learners engage with tasks calibrated to their proficiency level, maintaining optimal learning conditions that enhance motivation and speaking confidence (Li et al., 2022a).

A key advantage of mobile applications is the provision of real-time, individualized feedback. Learners practicing spoken English through apps receive immediate corrections on articulation, rhythm, and intonation patterns, allowing them to recognize and correct mistakes before they become ingrained habits (Dai et al., 2023). Additionally, many apps incorporate gamification elements, such as progress badges, leaderboards, and achievement rewards, which enhance learner engagement and create a dynamic, motivating learning environment (Mizumoto & Eguchi, 2023).

Mobile applications also simulate real-world communication scenarios through AI-powered conversation models and interactive tasks. Learners can engage in virtual dialogues simulating job interviews, everyday conversations, or academic presentations, thereby developing the pragmatic and contextual skills necessary for fluent communication (Xiao & Zhi, 2023). At immersing users in authentic speaking contexts, these applications bridge the gap between language study and real-world language use, making oral fluency acquisition more practical and relevant.

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Promoting Autonomous Oral Language Learning through Mobile Technologies

The flexibility of mobile applications has significantly promoted autonomous learning in oral English development. Learners can engage in speaking practice at their convenience, choosing when and how frequently to practice without the limitations of classroom schedules (Xu et al., 2023). Mobile apps provide on-demand access to a variety of speaking tasks, allowing students to self-direct their learning based on personal goals, progress tracking, and immediate feedback.

AI-powered applications foster autonomy by offering adaptive learning paths that evolve with the learner's performance. As users improve, the apps increase task complexity, ensuring that learners are constantly challenged and supported (Zou & Xie, 2023). Some platforms also include reflective prompts, self-assessment tools, and metacognitive strategies, encouraging users to evaluate their own speaking abilities and learning strategies (Cheng & Lin, 2023; Li et al., 2022b).

Moreover, the gamified and interactive nature of mobile apps nurtures self-regulation and long-term motivation. Features such as personalized reminders, customized learning plans, and instant reward systems help maintain consistent practice routines, which are crucial for achieving oral fluency. Through these mechanisms, mobile technologies empower EFL learners to take ownership of their language development, fostering a proactive and autonomous learning culture (Wang & Zhao, 2023).

Challenges and Limitations of Mobile Applications for Oral Fluency Development

Despite their promising benefits, mobile applications for oral fluency development are not without challenges. A major concern is the digital divide: access to smartphones, reliable internet, and advanced mobile apps remains limited in many low-income or rural areas, exacerbating existing educational inequalities (Jain & Madan, 2023; Huang & Lo, 2022). Furthermore, maintaining up-to-date AI features and ensuring technical support adds financial pressures for both users and educational institutions.

Another limitation lies in the biases and inaccuracies inherent in AI speech recognition technologies. Mobile apps trained on standard English varieties may misinterpret non-standard accents, dialects, or culturally specific speech patterns, potentially leading to unfair evaluations or inappropriate feedback (Wang & Ng, 2022; Zhou & Xu, 2024). Moreover, while mobile apps are effective in correcting mechanical pronunciation or grammatical issues, they often fail to address pragmatic nuances, idiomatic expressions, or cultural appropriateness critical for authentic communication (Li, 2023).

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Ethical concerns regarding data privacy and user consent also arise, as mobile applications often collect and store sensitive learner data (Kim & Choi, 2023). Therefore, while mobile applications offer substantial opportunities for enhancing oral fluency, their implementation must be accompanied by strategies to ensure equitable access, cultural sensitivity, data protection, and integration with human-mediated instructional support. Future research should continue to investigate how mobile technologies can best support autonomous speaking development while addressing these infrastructural and ethical challenges.

Methodology

Methodological Approach

This review adopted a comprehensive and systematic approach to identify and evaluate scholarly works related to the use of mobile applications in fostering oral fluency among learners of English as a Foreign Language (EFL). The review process was grounded in the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol to maintain methodological precision. A targeted search was carried out across major academic databases, including Scopus, SciELO, Web of Science, and Google Scholar.

The search strategy employed a combination of focused keywords and Boolean operators, using phrases such as: "mobile applications for EFL speaking skills," "mobile apps in English language instruction," "technology-supported speaking fluency," "AI-powered speaking apps for EFL students," "instant feedback in mobile language learning," "self-regulated oral practice with mobile tools," and "limitations of mobile technology in language teaching."

The methodological process comprised multiple stages: defining research aims and central questions; initial filtering of titles and abstracts to assess alignment with the review scope; application of inclusion and exclusion benchmarks during systematic searches; comprehensive review of full-text documents meeting eligibility standards; and data organization and synthesis to respond to the study's guiding questions.

To ensure data relevance and academic rigor, only peer-reviewed journal articles, conference proceedings, and book chapters published between June 2020 and January 2025 were included. Emphasis was placed on empirical studies that examined the practical impact, core functionalities, and integration challenges of mobile applications aimed at developing EFL learners' oral communication skills.

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Identification of Research Objectives

Three research questions were clearly defined to guide the systematic review:

1. What mobile applications are currently utilized by English language instructors to enhance oral fluency among EFL learners?
2. How do mobile applications impact autonomous oral language learning?
3. What are the challenges and limitations associated with the integration of mobile applications in English language teaching?

These research questions delineated the orientation of the study, which specifically aimed to elucidate the role and effectiveness of mobile applications—particularly AI-enhanced tools—in developing oral fluency in English as a Foreign Language (EFL) contexts. Using the research strings and keywords related to mobile-assisted language learning and oral fluency development (e.g., "mobile apps for EFL speaking," "AI mobile applications for speaking," "corrective feedback via mobile apps," and "autonomous speaking practice through mobile learning"), a preliminary dataset of 181 research papers was retrieved. These publications, sourced from Scopus, Web of Science, SciELO, and Google Scholar, ranged from June 2020 until the final retrieval date in January 2025.

To ensure that all studies directly addressed the research questions, a stringent filtering process was applied based on three inclusion and three exclusion criteria. Inclusion criteria required (1) empirical studies published in peer-reviewed journals, (2) studies that focused on mobile applications primarily aimed at enhancing oral (speaking) skills in EFL contexts, and (3) publications dated between 2020 and 2025. Studies were excluded if (1) they focused exclusively on writing skills, (2) the mobile application did not integrate AI or real-time feedback mechanisms, or (3) the study context was outside EFL education at the secondary or tertiary level.

Screening Process

The initial literature search yielded 181 studies. In the first screening phase, titles and abstracts were reviewed to verify basic eligibility, leading to the exclusion of studies that did not meet the inclusion criteria. Following this preliminary review, 32 studies were retained for full-text analysis. After a more detailed assessment, studies that did not explicitly address mobile applications for oral fluency, or whose methodology lacked sufficient rigor, were excluded.

Following this rigorous selection, 25 studies were shortlisted for thematic analysis. Two primary themes were identified during data synthesis:

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Theme 1: Current Mobile Applications for Oral Fluency Development — with subthemes:

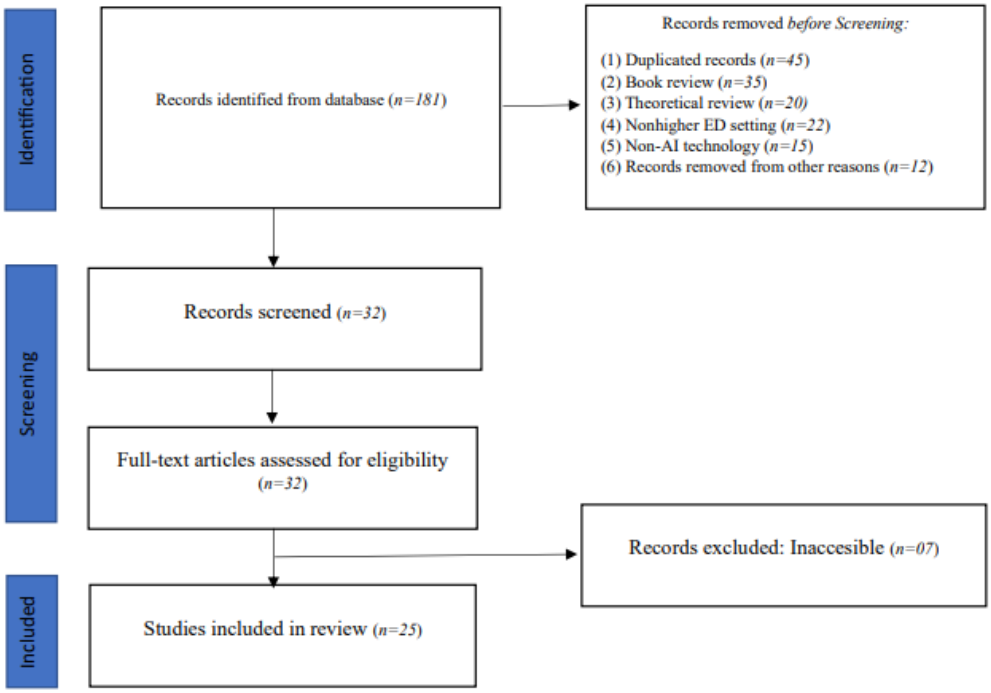
- (a) AI-driven pronunciation feedback apps
- (b) Real-time fluency and intonation practice apps

Theme 2: Challenges and Recommendations for Mobile Application Integration — with subthemes:

- (a) Addressing accessibility and digital divide issues
- (b) Balancing AI feedback with human-mediated instruction

Figure 1 illustrates the detailed screening process and the final categorization of studies.

Figure 1
PRISMA flowchart for the selection process of the articles



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Eligibility Process

The eligibility process was conducted meticulously following predefined inclusion and exclusion parameters, ensuring alignment with the study's research objectives. Priority was given to empirical studies demonstrating methodological rigor, published in indexed, peer-reviewed journals. Duplicate documents (n = 45) were identified and removed during this phase.

Subsequently, an additional 104 studies were excluded for the following reasons:

- Lack of direct relevance to mobile applications targeting oral fluency,
- Focus on contexts outside of higher education EFL programs,
- Inaccessibility of the full text despite exhaustive retrieval efforts.
- Records removed from other reasons

At the conclusion of the eligibility phase, 25 articles were retained for exhaustive reading and detailed analysis.

Inclusion Process

Following the removal of duplicates and non-eligible studies, the final 25 studies underwent thorough evaluation according to the established inclusion criteria. These studies served as the foundation for a comparative analysis, aiming to identify similarities and divergences in the effectiveness of mobile applications for promoting oral fluency, the implementation of corrective feedback mechanisms, and the facilitation of autonomous learning practices among EFL learners.

Data Analysis

The synthesis and interpretation of data were meticulously conducted to derive meaningful insights. The findings were systematically organized according to the three research questions and the primary themes identified during the literature review. Relationships, patterns, and pedagogical implications were rigorously examined to elucidate the role of mobile applications in fostering oral fluency development, promoting learner autonomy, and addressing technological challenges in EFL education.

Microsoft Excel was used to categorize studies across four domains: learner motivation, attitude toward mobile learning, engagement in speaking practice, and overall oral skill improvement. Additionally, studies were organized into two dimensions—integrated technology features and task design elements—as shown in Table 1. This structured data analysis enabled the formulation of robust conclusions regarding the impact of mobile applications on oral fluency enhancement in EFL contexts.

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Results and Discussion

This systematic review synthesizes findings from 25 empirical studies published between June 2020 and January 2025, aiming to address three primary research questions regarding mobile applications usage to enhance speaking skills among English as a Foreign Language (EFL) learners. The analysis is organized around three core themes: (1) the types of mobile applications currently used for speaking skill development, (2) their impact on promoting autonomous oral language learning, and (3) the challenges and limitations surrounding their integration into English language teaching. Two overarching themes and four interrelated subthemes emerged during the thematic analysis, revealing a nuanced picture of how mobile technologies intersect with pedagogical practices in EFL contexts.

a) Current Mobile Applications for Oral Fluency Development

AI-Driven Pronunciation Feedback Applications

Recent advancements in artificial intelligence (AI) and speech recognition technology have led to the proliferation of mobile applications designed to improve pronunciation and fluency. Applications such as ELSA Speak, Speechling, and Speak English Fluently offer learners real-time, automated feedback on critical pronunciation features, including stress patterns, intonation, and segmental phonemes. These tools leverage AI algorithms to detect pronunciation errors and provide individualized correction, thereby facilitating repeated and targeted oral practice.

Empirical studies conducted by Zhou and Lin (2023) and Zhu et al. (2023) highlight the efficacy of such applications in developing phonological awareness and fluency. Notably, these platforms promote self-paced learning, enabling students to identify persistent pronunciation issues and receive immediate corrective input. This aligns with principles of formative assessment and supports long-term oral accuracy. Moreover, the gamified and user-friendly interfaces of these apps help sustain learner motivation, particularly among younger or beginner-level students.

AI-Enhanced Conversational Simulators

Conversational simulation features embedded within apps like Cake and AI-powered modules in Duolingo represent another emerging trend. These simulators provide learners with semi-authentic, interactive dialogues that mimic real-life communication scenarios. Tasks often include role-play, structured question-and-answer sequences, and spontaneous speaking prompts, followed by feedback on grammar, fluency, and vocabulary usage.

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Research by Zhao and Xiao (2023) and Nguyen and Tran (2024) affirms that these simulation tools foster pragmatic competence and fluency by immersing learners in dynamic speaking tasks. These apps are particularly effective in building confidence and reducing speaking anxiety, as they offer a low-stakes environment for rehearsal. Moreover, the adaptability of AI systems to user input ensures that learners are gradually exposed to complex English structures as their proficiency increases.

b) Impact of Mobile Applications on Autonomous Oral Language Learning
Fostering Autonomous Speaking Practice

A recurring theme in the reviewed literature is the role of mobile applications in cultivating learner autonomy. Apps such as ELSA Speak, FluentU, and HelloTalk incorporate self-regulated learning features, including progress tracking dashboards, personalized learning goals, and adaptive feedback mechanisms. These affordances support learners in independently managing their speaking practice, choosing tasks aligned with their needs and monitoring their improvement over time.

Lee (2022) underscores that these applications contribute to the development of metacognitive strategies, such as self-monitoring, self-evaluation, and strategic planning. Importantly, this autonomy enhances learners' motivation and sense of agency, which are crucial for sustained oral language development in contexts where exposure to English-speaking environments is limited.

Integration into Classroom Environments

While mobile apps are often promoted as tools for independent learning, several studies highlight their pedagogical value when integrated into classroom instruction. Martinez and Soriano (2023) assert that mobile applications can serve as effective supplementary resources that extend speaking practice beyond the classroom. For instance, teachers may assign app-based tasks as homework or use in-class speaking exercises drawn from mobile platforms.

However, successful integration requires more than simply adopting technology. Peters and Brooks (2024) emphasize that mobile activities must align with curricular goals and be mediated by teacher scaffolding to maximize their effectiveness. From an ecological perspective, Green and White (2022) advocate for a systems-based approach that includes teacher training, student orientation, and infrastructure support to foster sustainable integration. They stress the importance of inclusivity; thus, all English learners might have access to digital literacy skills.

c) Challenges and Limitations of Mobile Applications for Oral Fluency Development

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Despite their numerous benefits, the reviewed studies point to several persistent challenges that limit the effectiveness of mobile applications in enhancing oral fluency.

Technological Limitations

Although AI-powered tools have advanced significantly, they are not without flaws. Inaccuracies in speech recognition—particularly with diverse non-native accents—can lead to inconsistent or incorrect feedback, which may confuse learners or reinforce incorrect pronunciations (Sun et al., 2023). Additionally, some applications lack sensitivity to suprasegmental features such as rhythm and pitch variation, which are essential for natural-sounding speech.

Ethical and Data Privacy Concerns

Another underexplored area concerns the ethical implications of using AI-driven applications. Lee et al. (2023b) raise important questions about data privacy, noting that many apps collect and store users' voice data without transparent consent processes. Furthermore, algorithmic bias remains a concern, as some apps perform better with standard varieties of English and may disadvantage speakers of less represented linguistic backgrounds.

Teacher Preparedness and Professional Development

Taylor and Garcia (2023) emphasize that many EFL educators lack the training needed to effectively incorporate mobile technologies into their instructional practice. Without adequate professional development, teachers may underutilize the pedagogical affordances of these tools or use them in ways that do not align with best practices in communicative language teaching.

Mobile applications offer significant potential for enhancing oral fluency in learners of English as a Foreign Language (EFL), especially when they integrate AI-based feedback, engaging speaking tasks, and features that encourage learner autonomy. Nonetheless, their effectiveness is contingent upon thoughtful instructional integration, attention to ethical dimensions such as data privacy, and sufficient professional development for educators. These tools should not be viewed as replacements for traditional instruction but rather as complementary components within a blended learning environment—one that merges digital innovation with teacher-led guidance to support consistent, impactful language acquisition.

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Conclusions

This systematic review has explored the incorporation of Artificial Intelligence (AI)-enabled mobile applications into the instruction of oral fluency for English as a Foreign Language (EFL) learners. Using the PRISMA framework to ensure a rigorous approach, the study addressed three core research questions and revealed important trends in instructional practice, learner autonomy, and digital integration challenges.

The analysis revealed an expanding range of AI-powered applications—such as ELSA Speak, Cake, and Speechling—now being used by educators in EFL settings. These tools offer advanced functionalities like speech detection, pronunciation refinement, real-time simulations of dialogues, and personalized performance feedback. Their growing popularity signifies a pedagogical shift away from traditional teacher-led exercises toward more autonomous, learner-driven speaking development powered by intelligent technologies.

Regarding independent learning, the review found that these mobile tools are highly effective in supporting self-directed oral practice. Their flexibility allows learners to tailor their practice routines, set specific goals, and receive real-time corrections, all of which contribute to heightened learner autonomy and improved confidence. This form of individualized engagement is particularly valuable for developing fluency, which thrives on frequent and contextually rich practice. Additionally, practicing in a private, app-based environment has been shown to reduce anxiety and enhance motivation.

Nonetheless, several barriers to effective implementation persist. Access to necessary digital infrastructure—such as devices and stable internet—remains unequal, potentially excluding some learners from fully benefiting. AI systems may also reflect linguistic biases, offering less accurate feedback to users with diverse accents or speech patterns. Privacy and ethical concerns related to data collection are still unresolved. Another significant issue is the lack of training for educators, which can result in inconsistent or superficial use of these technologies.

In closing, AI-integrated mobile applications present promising avenues for enriching oral fluency instruction through adaptive, engaging, and learner-centered experiences. For these tools to be used to their full potential, however, their adoption must be supported by well-defined pedagogical strategies, equitable access, and comprehensive teacher training. Future investigations should prioritize inclusive AI design, improvements to digital infrastructure, and the development of integration frameworks tailored to diverse educational environments. These steps are essential to ensuring that mobile-assisted learning contributes substantially to oral language development in an increasingly digital and interconnected world.

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Sobre los autores

Mobile Applications for Enhancing Oral Fluency in English as a Foreign Language Learners: A Systematic Review

Conflicto de intereses

Declaramos que este manuscrito no tiene ningún conflicto de interés.

Declaración de contribución

Conceptualización, K.P.P., E.V.S. y G.M.A.; metodología, F.F.A., S.V.F.; software, N/A; validación, E.V.S., F.F.A. y K.P.P.; análisis formal, S.V.F., F.F.A. y E.V.S.; investigación, K.P.P., E.V.S. y F.F.A.; recursos, K.P.P., E.V.S, G.M.A., F.F.A. y S.V.F.; conservación de datos, G.M.A.; redacción del borrador original, K.P.P., E.V.S, y G.M.A.; redacción-revisión y edición, F.F.A. y S.V.F.; visualización, K.P.P.; supervisión, E.V.S, y G.M.A.; administración del proyecto, K.P.P., E.V.S. y F.F.A.; obtención de financiación, N/A. Todos los autores han leído y aceptado la versión publicada del manuscrito.

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