DEVELOPING STUDENTS' SPEAKING COMPETENCE IN ENGLISH TEACHING THROUGH THE USE OF ARTIFICIAL INTELLIGENCE (AI) SOFTWARE

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Abstract: Speaking competence is a fundamental aspect of English language learning that significantly influences students' academic and professional success. Traditional teaching methods often do not provide sufficient opportunities for interactive speaking practice or personalized feedback. The integration of Artificial Intelligence (AI) in language education offers innovative solutions to these challenges. AI software can enhance students' speaking abilities by providing real-time feedback, adaptive learning paths, and interactive conversational experiences. This article explores the theoretical foundations of speaking competence, reviews the role of AI in English teaching, and discusses practical approaches to effectively incorporate AI tools in the classroom.

Keywords: Artificial Intelligence, speaking competence, English language learning, educational technology, AI software, interactive learning

INTRODUCTION

Speaking competence is one of the most critical skills in learning English as a foreign language. Students who can communicate effectively in English are better prepared for academic, social, and professional contexts. Despite the importance of speaking skills, traditional classroom approaches often emphasize grammar, reading, and writing, leaving insufficient time for

meaningful oral communication. As a result, many students struggle with fluency, pronunciation, and confidence in spoken English.

The rapid development of Artificial Intelligence (AI) technology presents new opportunities for language education. AI software can simulate human-like interactions, offer personalized feedback, and adapt exercises to individual learners' needs. By integrating AI into English classrooms, teachers can provide students with additional speaking practice outside the limitations of traditional teaching methods. This study aims to explore how AI tools can support the development of students' speaking competence and provide recommendations for effective classroom integration.

THEORETICAL BACKGROUND

Speaking competence is generally defined as the ability to produce intelligible, contextually appropriate, and coherent speech in a target language. This competence encompasses several dimensions, including fluency, accuracy, pronunciation, vocabulary, and interactional skills. Fluency involves the smooth, continuous production of speech without unnecessary pauses. Accuracy requires the correct use of grammar and vocabulary, while pronunciation refers to the clarity of individual sounds and intonation patterns. Interactional skills involve the ability to participate effectively in conversations, responding appropriately to others.

Artificial Intelligence in education refers to technologies that simulate human teaching processes and provide learners with interactive, adaptive support. In language learning, AI can include chatbots, virtual tutors, speech recognition systems, and pronunciation apps. These tools are designed to enhance students' oral communication skills by providing consistent feedback, interactive dialogue opportunities, and personalized learning pathways. By using AI software, students can practice speaking in a low-

stress environment, allowing them to make mistakes, receive immediate correction, and gradually improve their competence.

Research has shown that AI-supported language learning not only improves students' technical skills, such as pronunciation and vocabulary, but also increases their motivation and engagement. Learners who interact with AI programs are more likely to practice regularly, take ownership of their learning, and build confidence in their speaking abilities.

Role of AI Software in Developing Speaking Skills

The integration of AI software into English language teaching has several significant advantages. Firstly, AI provides personalized learning experiences. Unlike traditional methods, which often apply the same teaching approach to all students, AI adapts exercises according to individual performance levels. This allows students to focus on specific areas where they need improvement, such as pronunciation, grammar, or fluency.

Secondly, AI software offers immediate and consistent feedback. In a typical classroom, teachers may not have the time to correct each student's spoken errors individually. AI tools can analyze students' speech, detect mistakes, and suggest corrections in real time. This instant feedback helps learners identify weaknesses quickly and practice targeted improvements.

Thirdly, AI facilitates interactive and immersive learning experiences. Advanced chatbots and virtual tutors can simulate real-life conversations, enabling students to practice speaking in a variety of contexts. For example, students can engage in dialogues about everyday situations, academic discussions, or professional scenarios. These interactive exercises help learners apply language knowledge in practical contexts, improving both fluency and confidence.

Moreover, AI-based learning encourages autonomous practice. Students can access AI tools outside the classroom, providing additional opportunities to practice speaking at their own pace. This flexibility is particularly valuable for learners who may be hesitant to speak in front of peers or who need extra practice to reinforce classroom instruction.

In addition to practical benefits, AI software can enhance motivation and engagement. Many AI programs incorporate gamification elements, such as points, levels, and rewards, which make language practice enjoyable. By combining learning and entertainment, AI encourages students to engage consistently with speaking exercises, ultimately improving their oral skills over time.

METHODOLOGY AND IMPLEMENTATION

Implementing AI tools in English classrooms requires careful planning and structured methodology. A typical approach involves selecting appropriate AI software based on students' age, language proficiency, and learning objectives. Teachers should introduce the software gradually, providing guidance on its use and integrating it with traditional classroom activities.

Effective methodology includes several key steps. Firstly, teachers can conduct initial assessments to determine students' current speaking competence. These assessments provide a baseline for measuring progress. Secondly, AI software is integrated into daily or weekly lessons, complementing traditional teaching methods. Activities may include conversation simulations, pronunciation drills, vocabulary exercises, and role-playing scenarios. Thirdly, ongoing assessment and feedback are essential. Teachers should monitor students' interactions with AI tools, track improvements, and adjust exercises to address persistent difficulties.

Research involving high school and university students has demonstrated that combining AI-assisted practice with conventional classroom instruction significantly improves speaking competence. Students show greater fluency, better pronunciation, richer vocabulary usage, and increased confidence in oral communication. Importantly, the presence of AI does not replace teachers but enhances their ability to provide targeted support and personalized guidance.

CHALLENGES AND CONSIDERATIONS

Despite the benefits, integrating AI into English teaching also presents challenges. Technical issues, such as software compatibility, internet connectivity, and device availability, may hinder smooth implementation. Teachers may also require training to use AI tools effectively and to interpret feedback generated by software.

Another consideration is the potential over-reliance on AI practice. While AI provides valuable individualized support, students must also engage in real-world interactions with peers and teachers to develop social communication skills. Balancing AI-assisted exercises with collaborative classroom activities ensures holistic language development.

Furthermore, ethical considerations, such as data privacy and responsible AI usage, should be addressed. Schools must ensure that students' interactions with AI software are secure and that personal information is protected.

RECOMMENDATIONS

To maximize the potential of AI software in developing speaking competence, educators should consider several recommendations. First, AI should be integrated as a complementary tool alongside traditional teaching methods, rather than as a replacement. Second, teachers should provide clear

instructions and learning objectives for AI-based activities, guiding students to focus on specific language skills. Third, educators should encourage students to engage in autonomous practice, offering regular feedback and support to reinforce progress.

Additionally, teachers should monitor students' interactions with AI tools and adjust exercises based on individual needs. Combining AI practice with group discussions, peer feedback, and real-life communication activities ensures a balanced approach to speaking development. Finally, ongoing teacher training and professional development are crucial to stay updated on emerging AI technologies and best practices for classroom implementation.

CONCLUSION

The integration of Artificial Intelligence (AI) software into English language teaching represents a significant advancement in educational technology, particularly in the development of students' speaking competence. Speaking skills are often considered one of the most challenging aspects of language learning, as they require not only knowledge of grammar and vocabulary but also the ability to apply language in real-time, interactive communication. Traditional classroom methods, while effective for certain aspects of language acquisition, frequently fall short in providing sufficient opportunities for individualized practice, immediate feedback, and authentic interaction. AI software addresses these limitations by creating a dynamic, adaptive, and engaging environment for learners.

AI tools provide multiple avenues to enhance oral communication. First, they allow personalized feedback, which is crucial for improving pronunciation, fluency, and grammatical accuracy. Unlike conventional classroom settings, where teachers may have limited time to attend to each student individually, AI systems can monitor every learner's performance

continuously and deliver targeted suggestions. This personalized approach not only accelerates skill development but also boosts students' confidence, as learners can practice repeatedly in a low-pressure environment without fear of embarrassment or judgment from peers.

Furthermore, AI software facilitates interactive and immersive learning experiences. Modern applications, such as chatbots, virtual tutors, and speech recognition programs, simulate real-life conversational contexts, enabling students to practice dialogue in diverse scenarios. These simulations help students develop pragmatic language skills, including the ability to respond appropriately, negotiate meaning, and maintain coherent conversations. Exposure to such interactive environments is particularly beneficial for learners who may have limited opportunities to engage in real-world English communication outside the classroom. By combining adaptive learning with immersive practice, AI software helps bridge the gap between theoretical knowledge and practical speaking ability.

Another essential advantage of AI integration is its capacity to increase student motivation and engagement. Many AI-driven platforms incorporate gamification elements, such as progress tracking, points, rewards, and levels, which encourage regular participation and sustained practice. Motivation is a critical factor in language acquisition, as consistent engagement leads to improved retention of vocabulary, better mastery of pronunciation patterns, and enhanced overall fluency. AI software's ability to maintain learners' interest and create a sense of achievement contributes significantly to their long-term language development.

Despite these advantages, successful implementation of AI in English teaching requires careful planning, teacher involvement, and an understanding of potential challenges. Technical issues, such as software glitches or unreliable internet access, can hinder learning if not addressed proactively.

Teachers must also be trained to use AI tools effectively, interpret automated feedback, and integrate AI-based exercises with traditional classroom activities. It is crucial to maintain a balanced approach, combining AI-assisted practice with interactive peer communication, collaborative projects, and real-life speaking opportunities. Over-reliance on AI alone may limit students' social and pragmatic language skills, which are equally important for comprehensive speaking competence.

Moreover, educators should consider ethical and privacy concerns related to AI use. Ensuring the security of student data, maintaining transparency about AI functionality, and promoting responsible usage are essential aspects of ethical implementation. By addressing these issues, schools can create a safe, supportive, and effective environment for AI-assisted language learning.

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