A LITERATURE REVIEW ON THE IMPACT OF AI TOOLS ON THE ORAL LANGUAGE SKILLS OF FOREIGN LANGUAGE LEARNERS

ERKINOV ERKIN TULKIN UGLI, *student*
erkinjonerkinovv@gmail.com
IMOMOVA JASMINA SHERALI QIZI, *student*
jasminaimomova07@gmail.com
University of Economics and Pedagogy, Uzbekistan, Karshi

Abstract. This literature review was to analyze empirical studies examining the impact of artificial intelligence (AI) tools on English as a Foreign Language (EFL) learners' oral communication skills, anxiety levels, and motivation. The review encompasses four main studies: (1) a study investigating the multifaceted impact of AI on speaking skills, anxiety, and motivation through a pre-post intervention design involving 147 Chinese EFL learners; (2) a study examining the role of AI tools in developing verbal communication skills among six healthcare undergraduate students using the CLIP (Coherence, Lexical, Grammatical, Pronunciation) assessment criteria; (3) a mixed-methods quasi-experimental study measuring the effect of the Microsoft Teams Reading Progress (MTRP) AI tool on oral reading fluency (ORF) among 56 third-grade students in Saudi Arabia; (4) a study reviewing the overall effectiveness of AI-based pronunciation and speaking skills development tools. All studies indicate that AI has a positive impact on developing oral language skills, but should not completely replace traditional teaching methods.

Keywords: AI, EFL, oral communication, learners, method, material, technology.

AI VOSITALARINING CHET TILI OʻRGANUVCHILARNING OGʻZAKI NUTQ KOʻNIKMALARIGA TAʼSIRI BO'YICHA ADABIYOTLAR SHARHI

Annotatsiya. Ushbu adabiyotlar sharhida sunʼiy intellekt (AI) vositalarining chet tili sifatida ingliz tilini (EFL) oʻrganuvchilarning og ʻzaki nutq ko'nikmalari, tashvish darajasi va motivatsiyasiga ta'sirini o'rganuvchi empirik tadqiqotlarni tahlil qilindi. Sharh to'rtta asosiy tadqiqotni qamrab oladi: (1) 147 xitoylik EFL o'quvchilari ishtirokidagi pre-post interventsiya dizayni orqali AI ning nutq ko'nikmalari, tashvish va motivatsiyaga ko'p qirrali ta'sirini o'rganuvchi tadqiqot; (2) olti nafar sog'liqni saqlash yo'nalishi talabalari oʻrtasida AI vositalarining verbal kommunikatsiya koʻnikmalarini rivojlantirishdagi rolini CLIP (Coherence, Lexical, Grammatical, Pronunciation) baholash mezoni asosida tekshiruvchi tadqiqot; (3) Saudiya Arabistonidagi 56 nafar uchinchi sinf o'quvchilari o'rtasida Microsoft Teams

platformasidagi Reading Progress (MTRP) AI vositasining og'zaki o'qish ravonligiga (ORF) ta'sirini o'lchagan aralash-metodli kvazi-eksperimental tadqiqot; (4) AI asosidagi talaffuz va nutq ko'nikmalarini rivojlantirish vositalarining umumiy samaradorligini ko'rib chiquvchi tadqiqot. Barcha tadqiqotlar AI ning og'zaki til ko'nikmalarini rivojlantirishda ijobiy ta'sirga ega ekanligini, ammo an'anaviy ta'lim usullarini to'liq almashtirmasligi kerakligini ta'kidlaydi.

Kalit so'zlar: sun'iy intellekt, ingliz tilini chet tili sifatida o'rganish, og'zaki muloqot, o'rganuvchilar, usul, material, texnologiya.

ОБЗОР ЛИТЕРАТУРЫ О ВЛИЯНИИ ИНСТРУМЕНТОВ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА НА УСТНЫЕ ЯЗЫКОВЫЕ НАВЫКИ ИЗУЧАЮЩИХ ИНОСТРАННЫЕ ЯЗЫКИ

Аннотация. Целью данного обзора литературы было проанализировать эмпирические исследования, посвященные влиянию инструментов искусственного интеллекта (ИИ) на навыки устной коммуникации, уровень тревожности и мотивацию изучающих английский как иностранный язык (EFL). Обзор охватывает четыре основных исследования: (1) исследование, посвященное многогранному влиянию ИИ на навыки устной речи, тревожность и мотивацию, проведенное с помощью метода «до-после» с участием 147 китайских студентов, изучающих английский как иностранный язык; (2) исследование, посвященное роли инструментов ИИ в развитии навыков устной коммуникации у шести студентов-медиков с использованием критериев оценки CLIP (когерентность, лексика, грамматика, произношение); (3) квазиэкспериментальное исследование с использованием смешанных методов, в котором измерялось влияние инструмента ИИ Microsoft Teams Reading Progress (MTRP) на беглость устного чтения (ORF) у 56 учеников третьего класса в Саудовской Аравии; (4) исследование, посвященное анализу общей эффективности инструментов на базе ИИ для развития навыков произношения и устной речи. Все исследования показывают, что ИИ оказывает положительное влияние на развитие навыков устной речи, но не должен полностью заменять традиционные методы обучения.

Ключевые слова: ИИ, EFL, устная коммуникация, учащиеся, метод, материал, технология.

Introduction

The development of oral proficiency remains one of the most challenging aspects of English as a foreign language (EFL) learning. Many learners struggle to achieve fluency in speaking, often hindered by psychological barriers such as anxiety and

insufficient motivation. Traditional classroom environments, constrained by limited opportunities for individualized practice and immediate feedback, frequently fail to address these challenges effectively. In recent years, artificial intelligence (AI) has emerged as a transformative force in education, offering unprecedented opportunities to personalize learning experiences and provide learners with interactive, judgment-free practice environments. However, despite growing interest in AI applications for language learning, there remains a significant gap in empirical research examining how AI interventions specifically impact EFL learners' speaking skills, anxiety levels, and motivation simultaneously. This gap is particularly concerning given that speaking anxiety and motivation are fundamental factors that directly influence language learning outcomes. Speaking anxiety can create a debilitating cycle where fear of making mistakes prevents practice, which in turn impedes skill development. Similarly, motivation serves as the driving force that sustains learners through the challenging process of acquiring a second language. The study addresses this gap by investigating the role of AI tools in enhancing speaking skills, reducing speaking anxiety, and increasing motivation among Chinese EFL learners. Through a pre-post intervention design involving 147 participants who engaged in AI-integrated activities over 10 instructional sessions, this research provides empirical evidence on the multifaceted impact of AI in oral language development. The findings offer valuable insights for educators and policymakers seeking to leverage AI technology to create more effective and supportive language learning environments [1]. Another research investigated how AI tools could help six undergraduate health students who had English as an additional language improve their verbal communication skills. Researchers used a pre-post intervention design, measuring students' English language abilities using the Coherence, Lexical, Grammatical, and Pronunciation (CLIP) assessment before and after the AI intervention. Results showed improvements in two of the four CLIP criteria following the AI-based practice activities. Students reported that AI tools helped develop their conversational skills by providing a judgment-free practice environment, but they felt the effectiveness was limited due to the lack of human interaction. The study concluded that AI should complement, not replace, traditional teaching methods, and that instructor-facilitated briefing and debriefing sessions are essential to optimize learning outcomes [2]. Mixed-methods quasi-experimental study investigated the effectiveness of Reading Progress, an AI-based tool on Microsoft Teams (MTRP), in improving oral reading fluency (ORF) among 56 third-grade EFL learners in Saudi Arabia. The study measured three ORF components—accuracy, speed, and prosody—using a pre-post test design with an experimental group using MTRP and a control group engaging in traditional paper-based assignments. Quantitative results analyzed through SPSS showed that the experimental group achieved significantly higher ORF scores compared to the control

group after using the AI tool. Qualitative data from semi-structured interviews with parents revealed positive feedback about MTRP's impact on their children's reading fluency, though children initially faced challenges with time constraints and lengthy texts. Parents reported that consistent practice and appropriate goal-setting helped students overcome these obstacles, suggesting that AI tools can effectively enhance young EFL learners' oral reading fluency when properly implemented. AI technologies are transforming the development of pronunciation and speaking skills in language learning contexts. AI-powered tools including speech recognition systems, pronunciation feedback applications, and virtual conversation agents that provide personalized, real-time support to learners. These AI tools help learners improve oral communication by mimicking native speakers' pronunciation patterns and delivering instant corrective feedback on their speech production. This found that AI-based interventions help language learners build both confidence and accuracy in speaking through engaging and individualized learning experiences. While highlighting the significant benefits of AI integration, the research also acknowledges the challenges educators face when implementing these technologies in language education settings [4].

References

1. Xinggang Wang, Yuhua Wen. The role of artificial intelligence tools on Chinese EFL learners' speaking skills, speaking anxiety, and motivation. Acta Psychologica. https://doi.org/10.1016/j.actpsy.2025.105957
2. Jane Frost, Paul Glew, Irmina Nahon, Thomas Bevitt, Mary Bushell, John Taylor. Using AI to improve English language skills in health students. Collegian. https://doi.org/10.1016/j.colegn.2025.05.004

3. Reem Mahdi Al-Bogami, Nsreen Abdulhamid Alahmadi. Effects of an AI-based reading progress tool on third-grade EFL learners' oral reading fluency. Computers and Education Open. https://doi.org/10.1016/j.caeo.2025.100283

4. To'lqinova Mushtariybegim Erkinjon qizi. The role of Ai in pronunciation and speaking skills development. Talabalar ilmiy konferensiyasi. Toshkent 2025-yil 29-may.