



THE IMPACT OF AI TOOLS ON ENGLISH SPEAKING SKILLS OF GRADE 10–11 STUDENTS

Zokirova Sug'diyona

an English Language Teacher

at Paxtaobod District

Vocational College No. 2.

Abstract: Artificial Intelligence (AI) has become an essential part of modern education, providing innovative opportunities to improve language learning. This study examines the impact of AI tools on the English-speaking skills of Grade 10–11 students. AI-powered applications, including chatbots, speech recognition systems, virtual tutors, and pronunciation assessment tools, create interactive and personalized learning experiences that encourage students to practice speaking more frequently and confidently. The study discusses how these technologies enhance pronunciation, fluency, vocabulary development, and communication skills while increasing learners' motivation and engagement. It also highlights potential challenges, such as excessive dependence on technology, limited human interaction, and unequal access to digital resources. The findings suggest that AI tools can significantly improve students' speaking performance when they are integrated with effective teaching methods and guided by qualified English language teachers. Therefore, AI should be viewed as a supportive educational resource rather than a replacement for classroom instruction.

Keywords: Artificial Intelligence (AI), English language learning, speaking skills, Grade 10–11 students, English education, language teaching, speech recognition, chatbots, personalized learning, educational technology, digital learning, pronunciation, communication skills, EFL learners.

The rapid development of Artificial Intelligence (AI) has transformed many aspects of modern society, including education. In recent years, AI-powered



technologies have become increasingly popular in English language teaching because they provide learners with interactive, personalized, and flexible learning opportunities. These technologies include intelligent chatbots, speech recognition systems, virtual language assistants, and AI-based learning platforms that help students practice English speaking anytime and anywhere.

Speaking is one of the most important language skills, as it enables learners to communicate effectively in real-life situations. However, many Grade 10–11 students experience difficulties in developing speaking fluency due to limited classroom practice, lack of confidence, fear of making mistakes, and insufficient opportunities to communicate in English. Traditional teaching methods alone may not always provide enough speaking practice for every learner. Therefore, integrating AI tools into English language instruction can offer additional opportunities for students to improve their pronunciation, vocabulary, fluency, and communication skills.

AI technologies provide immediate feedback on pronunciation and grammar, adapt learning materials to individual student needs, and create engaging speaking activities through interactive conversations. These features encourage students to practice more frequently, increase their motivation, and develop greater confidence in speaking English. At the same time, teachers can use AI tools to monitor students' progress, identify learning difficulties, and provide more personalized support.

Despite these advantages, the use of AI in language education also presents several challenges, including unequal access to digital technologies, concerns about data privacy, and the possibility of students becoming overly dependent on technological assistance. For this reason, AI should be integrated thoughtfully into the teaching process and used as a complementary tool rather than a replacement for teachers.

The purpose of this study is to examine the impact of AI tools on the English-speaking skills of Grade 10–11 students. Specifically, it explores how AI-assisted learning influences students' pronunciation, fluency, vocabulary development,



confidence, and overall speaking performance while identifying both the benefits and challenges of implementing AI technologies in English language classrooms.

Artificial Intelligence (AI) has introduced a new dimension to English language education by offering innovative solutions that support the development of students' speaking skills. Unlike traditional teaching methods, AI-based applications provide learners with continuous opportunities to practice speaking beyond the classroom. This is particularly beneficial for Grade 10–11 students, who are expected to develop effective communication skills as part of their secondary education.

One of the most significant advantages of AI tools is their ability to provide personalized learning experiences. AI-powered platforms analyze students' performance and adapt learning activities according to their individual proficiency levels. Students who struggle with pronunciation receive targeted pronunciation exercises, while more advanced learners are challenged with complex speaking tasks and real-life communication scenarios. This personalized approach helps students learn at their own pace and improves their confidence in using English.

Speech recognition technology is another important feature of AI-based language learning. Applications such as ChatGPT, Google Gemini, Duolingo Max, ELSA Speak, and other AI-powered language assistants evaluate learners' pronunciation, fluency, stress, and intonation in real time. Immediate feedback enables students to identify and correct their mistakes independently, resulting in continuous improvement in speaking performance.

AI chatbots and virtual conversation partners create authentic speaking environments where students can practice English without fear of making mistakes. Since AI systems are available at any time, learners can participate in unlimited conversations, role-playing activities, interviews, debates, and everyday communication tasks. This repeated practice helps reduce speaking anxiety while increasing fluency and vocabulary retention.

Furthermore, AI tools contribute to greater student motivation. Interactive learning activities, gamification, instant feedback, and personalized progress



tracking encourage learners to engage more actively in speaking practice. Many students feel more comfortable communicating with AI before participating in classroom discussions, which gradually strengthens their self-confidence.

Despite these advantages, several challenges should be considered. Not all students have equal access to smartphones, computers, or stable internet connections. Excessive reliance on AI may also reduce face-to-face communication and critical thinking if technology is used without appropriate teacher guidance. Moreover, AI-generated responses may occasionally contain inaccuracies or lack the cultural and emotional aspects of human communication. Therefore, teachers play an essential role in selecting suitable AI tools and integrating them effectively into classroom instruction.

To maximize the benefits of AI, English teachers should combine AI-supported learning with communicative teaching methods, pair and group discussions, presentations, debates, and project-based learning. AI should serve as a complementary educational resource that enhances traditional teaching rather than replacing teachers. Such an integrated approach enables Grade 10–11 students to improve their pronunciation, fluency, vocabulary, confidence, and overall communicative competence more effectively.

Artificial Intelligence has become an effective educational tool for improving English-speaking skills among Grade 10–11 students. AI-powered applications provide learners with personalized learning opportunities, instant feedback, interactive speaking practice, and flexible access to language learning resources. These features contribute to the development of pronunciation, fluency, vocabulary, communication skills, and learners' confidence in speaking English.

The study indicates that AI tools can significantly enhance students' speaking performance when they are integrated into well-planned English language instruction. However, AI should not be considered a replacement for teachers. Human interaction, classroom communication, collaborative learning, and professional guidance remain essential components of successful language



education. Teachers play a crucial role in selecting appropriate AI technologies, designing meaningful learning activities, and ensuring that students use these tools responsibly and effectively.

In conclusion, combining AI technologies with communicative teaching methods creates a more engaging and learner-centered educational environment. Such an approach helps Grade 10–11 students become more confident, independent, and competent English speakers while preparing them for future academic, professional, and global communication. Future research may focus on the long-term effects of AI-assisted language learning and compare the effectiveness of different AI tools in developing various aspects of English proficiency.

REFERENCES

1. Chiu, T. K. F. (2023). The impact of artificial intelligence on language education: Opportunities and challenges. *Education and Information Technologies*, 28(10), 13467–13489.
2. Crompton, H., & Burke, D. (2023). Artificial intelligence in education: A systematic literature review. *Computers and Education: Artificial Intelligence*, 4, 100131.
3. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign.
4. Luckin, R. (2018). *Machine Learning and Human Intelligence: The Future of Education for the 21st Century*. UCL Institute of Education Press.
5. UNESCO. (2023). *Guidance for Generative AI in Education and Research*. UNESCO Publishing.
6. Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education. *International Journal of Educational Technology in Higher Education*, 16(39).



7. Richards, J. C. (2015). *Key Issues in Language Teaching*. Cambridge University Press.
8. Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education.
9. Nation, I. S. P., & Newton, J. (2020). *Teaching ESL/EFL Listening and Speaking* (2nd ed.). Routledge.
10. Ellis, R. (2017). *Task-Based Language Teaching*. Oxford University Press.