ARTIFICIAL INTELLIGENCE IN LANGUAGE CLASSROOM: A NEW ERA OF TEACHING & ENHANCING SPEAKING SKILLS.

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH IN PARTIAL FULFILLMENT FOR THE AWARD OF THE DEGREE OF M.A

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ARTIFICIAL INTELLIGENCE IN LANGUAGE CLASSROOMS: A NEW ERA FOR ENHANCING & TEACHING SPEAKING SKILLS.

Group Project Submitted

Course Code: M.A. ENG 04 401

Course Title: Dissertation

Nature of Course: Core

Credit Hour: 04

BY

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ACKNOWLEDGMENT

We extend our deepest gratitude to our project supervisor, Dr. Bibha Devi, assistant professor and faculty of the Department of English in MSSV Guwahati, whose invaluable guidance, insightful feedback, and unwavering support have been instrumental to us throughout this research journey. We also thank the esteemed members of our project members for their constructive critiques and encouragement. We would like to thank Dr. Mrinal Kumar Gogoi, assistant registrar of MSSV Guwahati unit and Dr. Madhulina Choudhury, HOD (Department of English) for permitting us to put a step towards our study. We are sincerely grateful to Mahapurusha Srimanta Sankaradeva Vishwavidyalaya for providing the necessary resources and a conducive environment for our research.

Special thanks to our target institution Karmashree Hiteshwar Saikia College and the principal, HOD and other faculties of the Department of English, where we had the opportunity to collaborate with dedicated peers and access essential tools.

This study was made possible by the support of our teammates who acknowledge the use of AI tools that assisted in different stages of this project. For instance, we prompted certain research works that has been done in the field of ELT. We have found “an effective method to improve learners’ speaking skills using AI applications.” The responses of our guide and supervisor provided a foundation for our literature review and helped in structuring the methodology section. We critically evaluated and adapted the AI-generated content to align with academic standards and the specific objectives of our research. Finally, we are profoundly thankful to our faculties, supervisor and friends for their unwavering support, patience, and encouragement, which have been a source of strength throughout this endeavour.

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GUIDE CERTIFICATE

This is to certify that the term paper entitled **Developing Speaking Skill among the Learners of Under Graduate Students in Metropolitan City, Guwahati**, submitted by Group G – Prerana Choudhury (ENG-26/23), Jyoti Sankar Sarma (ENG-27/23), Bandana Devi (31/23), Sunandini Sharma (ENG- 33/23), Jhondeep Kalita (ENG-49/23) is the result of their own investigation carried on under my supervision in the Department of English, Mahapurusha Srimanta Sankaradeva Vishwavidyalaya. The students have filled all the requirements for the award of the degree of Masters of English.

Date: (Dr. Bibha Devi)

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DECLARATION

The researchers- **Prerana Choudhury, Jyoti Sankar Sarma, Bandana Devi, Sunandini Sharma and Jhondeep Kalita**, the students of the Department of English, **Mahapurusha Srimanta Sankaradeva Viswavidyalaya**, Guwahati unit. do hereby declare that this project report entitled, ***Artificial Intelligence in Language Classroom: A New Era of Teaching & Enhancing Speaking Skills, among Under Graduate***, is an original work carried out by the researchers and is the result of their own intellectual efforts, completed under the guidance of **Dr. Bibha Devi**, Assistant Professor, Department of English, MSSV, Guwahati Unit. This project is the result of our own research, observations, and analysis. The researchers affirm that all of the material, data, and interpretations contained in this report are based on our own fieldwork and research. Wherever other sources have been used or referenced, they have been fully acknowledged and cited according to academic norms. The researchers affirm that this project has not been submitted by them, individually or jointly, for the award of any degree, diploma, or certificate to any other institution.

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ABSTRACT

The rapid advancement of artificial intelligence (AI) technologies has significantly transformed educational practices, particularly in language learning. This study explores the integration of AI applications to enhance the speaking skills of language learners. Speaking is one of the most challenging competencies to develop, especially in second language acquisition, due to limited real-time feedback, anxiety during practice, and the lack of personalized instruction. AI-powered tools, such as speech recognition systems, virtual assistants, chatbots, and pronunciation analysers, offer innovative solutions to these challenges by providing interactive, responsive, and adaptive learning experiences. The primary objective of this research Is to investigate the effectiveness of AI applications in improving learners' speaking proficiency, fluency, accuracy, and confidence. Through a mixed methods approach involving both quantitative assessments (e.g., pre, while and post-tests of speaking ability) and qualitative feedback (e.g., learner interviews and reflective responses), the study evaluates how specific AI tools impact speaking skill development. The study also examines learner engagement, motivation, and attitudes toward using AI in speaking practice. This project is grounded in theoretical frameworks from second language acquisition (SLA), communicative language teaching (CLT), and human- AI interaction, and seeks to provide evidence-based recommendations for integrating AI into language curricula. By focusing on practical implementation and pedagogical value, the research contributes to both academic literature and classroom practices, highlighting the role of emerging technologies in reshaping language education.

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LIST OF ABBREVIATIONS/GLOSSARY

- AI - Artificial Intelligence
- CLT- Communicative Language Teaching
- ELT - English Language Teaching
- SLA - Second Language Acquisition
- ITS - Intelligent Tutoring System

INTRODUCTION

The emergence of Artificial Intelligence (AI) has contributed broadly to the transformation of various industries worldwide, and education is not an exception. Notably, language education is also experiencing a paradigm shift as AI technologies are being implemented more and more within classrooms to facilitate teaching methods as well as learning processes. Our group dissertation, "The Role of Artificial Intelligence in Language Classroom: A New Era of Teaching & Speaking Skill," discusses the possibility, challenge, and implication of using AI tools in language teaching, with a specific focus on the creation of the speaking skill. Speaking is itself considered one of the most demanding areas of language learning, not just demanding grammatical knowledge but fluency, pronunciation, and spontaneous speech. Conventional class-room teaching, though indispensable, tends to be inadequate in delivering individualized, real-time feedback and adequate interactive opportunities for speaking. It is here that AI-based technologies—such as intelligent tutoring systems, speech recognition software, virtual assistants, and chatbots—step in as breakthrough solutions. These technologies can provide immediate pronunciation correction, mimic real-life conversations, and adjust to the pace and level of the learner.

This project is proposed to explore how AI is transforming the landscape of language teaching, especially in developing students' speaking skills. It discusses how AI tools are being integrated into language classrooms, assesses their efficiency against conventional practices, and evaluates learners' perceptions and teachers' preparedness to adopt such interventions in technology. By leveraging a mix of theoretical examination, case studies, and empirical evidence, this research aims to offer a holistic description of how AI can be both an enabler and accelerator of speaking ability in second language learning environments. In so doing, the project also answers more general questions on digital literacy, training teachers, ethical issues, and digital divide, all of which are central to determining whether AI will be sustainable in the long term and inclusive in its impacts on education. As the globe shifts towards more digital and AI-infused learning settings, educationists and learners must both understand and use the potential of such tools.

Finally, this study hopes to realize a future in which AI does not substitute for human teachers but instead supports them—establishing more vibrant, individualized, and efficient language learning environments that empower students to communicate confidently and competently in today's globalized world. Artificial Intelligence (AI) is increasingly becoming an excellent

supplement to conventional classroom instruction, particularly in assisting learners to further develop their speaking skills in language acquisition.

Artificial Intelligence (AI) is becoming a great addition to conventional classroom instruction, particularly in assisting students in improving their speech in language acquisition. AI-driven speech recognition systems (such as Google Speech, Elsa Speak, Duolingo, etc.) are able to analyze what students are saying and give them instant comments on pronunciation, intonation, stress, and rhythm. This helps learners identify and correct mistakes they might not even be aware of, something that may not always be feasible in a traditional classroom due to time constraints. AI adapts to the individual learning pace and style of each student. While traditional classrooms often follow a one-size-fits-all approach, AI can customize speaking exercises and dialogues based on the learner's proficiency level, strengths, and weaknesses, ensuring more focused improvement. In the classroom, there are often limited opportunities for students to speak because of class size. Virtual assistants and AI chatbots give students 24/7 speaking opportunities where they can engage in conversation practice, respond to prompts, and role-play real-life conversations anywhere at any time. Most students do not want to speak in front of teachers or fellow students because they fear they might make errors. AI applications provide a judgment-free and personal space to practice speaking that enhances confidence and lessens anxiety over a period of time. AI is not a substitute for the teacher but a supporting tool. As teachers work on lesson planning, grammar, and communication skills, AI can take up recurrent pronunciation exercises and give quantitative feedback on learners' improvement, assisting teachers to provide more specific feedback. Most AI-enabled speaking software has gamified components such as points, levels, and rewards. These engage learners and stimulate regular practice—a key input in establishing speaking fluency.

AI technologies can mimic conversations between many different accents and cultural contexts, exposing students to more than a typical classroom could provide. This equips them for actual communication and varied linguistics. If they get stuck for words, students may employ AI vocabulary and translation tools to learn new words or phrases on the spot in context. This develops not only vocabulary but also the ability to form sentences while attempting a speaking task.

Challenges and Obstacles Encountered during Implementation

One of the greatest challenges we faced in our dissertation project was the fact that we were unable to conduct the scheduled in-person classroom interaction sessions. This is because the

students' final examinations in their main academic courses were scheduled, which clashed with our planned implementation period. Because of the failure to have proper classroom interaction, we opted to carry out a 3-day consecutive online class session.

1. **Disruption of Planned Methodology**

Our initial strategy was to deliver face-to-face classroom sessions in which we would get to introduce AI-supported tools for practicing speaking, monitor real-time learner motivation, and personally interact with students to evaluate the short-term effect. The coincidence with the students' examination timetable upset this strategy. The examination season brought an environment of academic tension and restricted the availability and psychological capacity of students for attending ancillary sessions not related to their main syllabus.

2. **Transition to Online Mode**

As a remedy to this limitation, we were forced to make a transition to an online mode of engagement. For three successive days, we had virtual class sessions at home. Although this enabled us to continue with the practical aspect of our project, it brought in a new challenge that greatly impacted the dynamics of learning and teaching.

3. **Restricted Student Participation and Interaction**

One of the major challenges in the online mode was decreased student participation. The development of speaking skills greatly depends on spontaneous communication, immediate feedback, and live interaction, which are better achieved in a physical classroom. In an online environment, technological problems like slow internet connectivity, audio delays, and distractions in the background hindered students from maintaining concentration and actively engaging in speaking activities.

4. **Technological Barriers**

Although our project cantered around the use of AI, not all students were equally familiar with or equipped for digital learning environments. Some participants struggled to install or operate the AI tools introduced, which led to delays and hindered smooth classroom proceedings. Technical support from our end was also limited, given the remote nature of the sessions.

5. **Inconsistent Attendance and Time Management**

Owing to the online context and students' simultaneous academic commitments, attendance was variable over the three days. A few students arrived late, others left early, or were inattentive during sessions. This impacted the reliability of our data gathering and the continuity of speaking tasks structured to build cumulatively over the three-day module.

6. Limited Scope for Collaborative Activities

Group-based speaking exercises and role-playing activities, proved to be highly effective in developing oral communication skills, were hard to put into practice in an online setting. The inability to have face-to-face peer interaction and spontaneous conversation flow in break-out rooms or group calls reduced the credibility and effectiveness of such initiatives.

Barring the initial difficulties caused by the students' exam schedule in the academic calendar and the abrupt changeover from physically held classroom sessions to an online format, our team found the three-day series of online classes surprisingly positive and fruitful in interactions with the learners. Though the circumstances called for immediate adjustment and yielded logistical challenges, they also brought out the strength of technology-based instruction and the learners' readiness to interact fruitfully in a virtual setting.

Against our initial apprehensions, the students showed immense enthusiasm and active involvement during the online sessions. Despite the physical distance, numerous students adapted well to the online environment, being regular in their attendance, participating regularly in activities, and having a keen interest in the AI-based tools presented to them. Their willingness to experiment with new learning strategies and speech exercises greatly added value to the quality of engagement. The adoption of easy-to-use and accessible online spaces assisted us in sustaining an uninterrupted and engaging classroom experience. With functionalities such as screen sharing, breakout rooms, and chat, we could replicate most elements of face-to-face learning. Students readily utilized the chat to pose queries, shared their audio feedback during speaking exercises, and reacted instantaneously to AI-driven questions and tasks. Surprisingly, a few of the students who may have been shy or reticent in a traditional classroom were more confident in the virtual environment. The online setting provided a less formal and less judgmental environment, allowing students to speak freely. This helped improve their overall participation and willingness to engage with peers as well as instructors. The online platform also enabled us to dedicate more personal attention to students in some parts. With less distraction and improved session time control, we could escort learners through customized pronunciation, grammar, and fluency feedback—particularly when they used the

AI tools intended for speaking enhancement. We effectively implemented AI-based apps and functionality (like speech recognition software, interactive chatbots, and pronunciation improvement systems), which the students investigated with interest and dedication. Their use of these tools permitted us to see first-hand how AI can be used even in remote learning settings to facilitate the improvement of speaking skills. Even though learners were geographically scattered, there was no lack of collaboration spirit. The students engaged in group and pair activities through breakout rooms, gave peer feedback, and helped each other through the AI tools. This created an environment of community and interactive learning despite the physical separation.

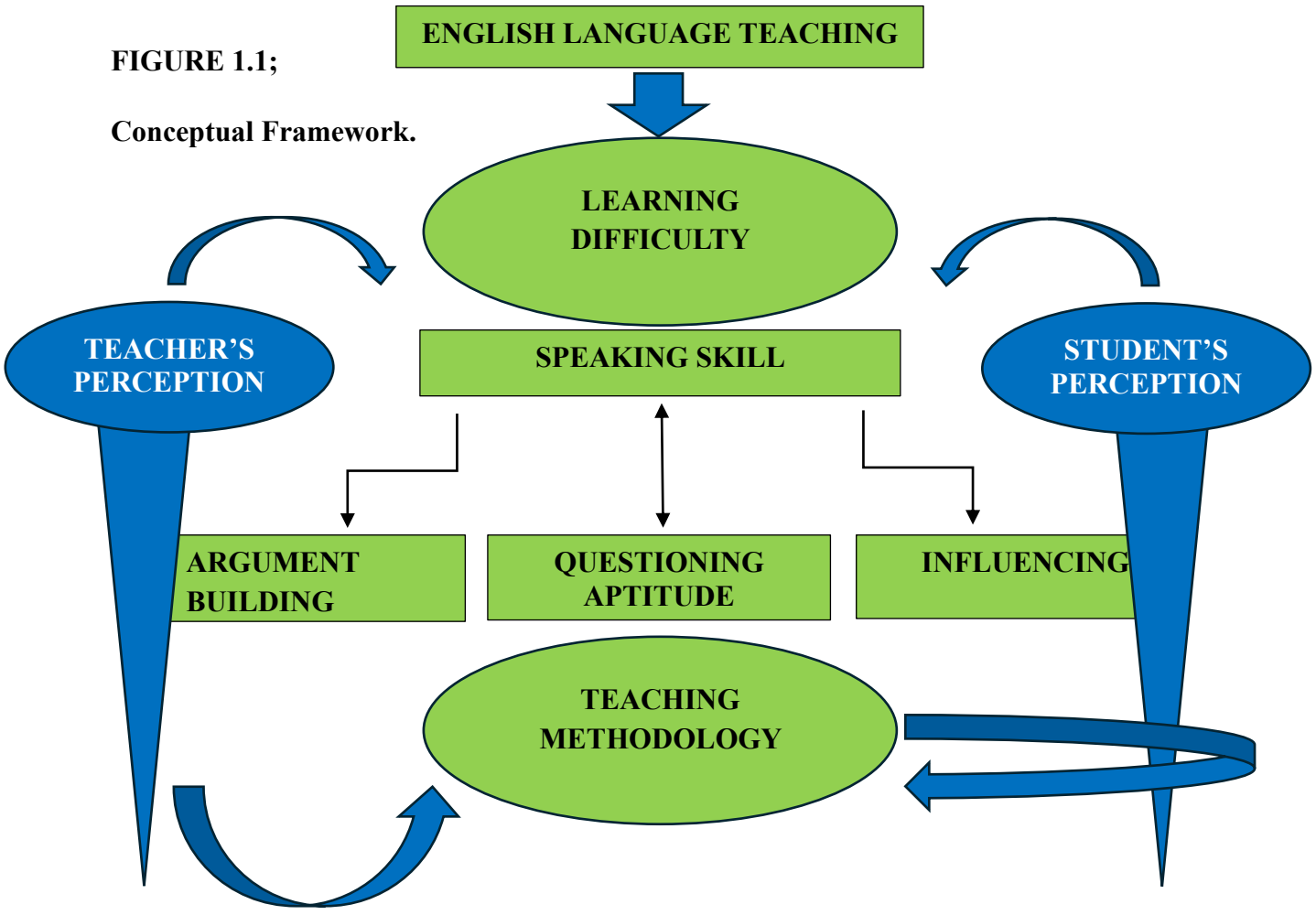
During the course of the sessions, we got positive feed from the learners, who found the novelty of method, the guidance they were getting, and the practice of speaking in new and interesting ways to be encouraging. Their valuable suggestions and feedback were immense help in refining the delivery of sessions and also reminded us that good learning and interaction are very much possible in an online setting if both instructors and learners are dedicated.

RATIONALE

Speaking is a basic language acquisition skill, but one of the most challenging to master, especially for second language (L2) learners. The traditional classroom environment tends to suffer from constraints like big class sizes, insufficient opportunities for speaking, inadequate individualized feedback, and learner apprehension. These limitations make it difficult for learners to speak frequently and get prompt, constructive feedback. Consequently, most learners fail to master fluency, pronunciation precision, and communicative self-assurance. As technology becomes more integrated into learning, artificial intelligence (AI) presents solutions to these age-old problems. AI-facilitated language learning software—e.g., speech recognition programs, smart chatbots, and real-time pronunciation evaluation tools—offer interactive, tailored, and anxiety-free settings for practicing speaking. Such software is able to mimic real-life conversations, provide instantaneous corrective feedback, and vary its level to meet learners' proficiency levels, thereby engendering more uniform and meaningful oral language practice.

FIGURE 1.1;

Conceptual Framework.



In spite of these advantages, there is a gap in research regarding the real effect of AI tools on the development of speaking skills among learners in formal or semi-formal settings. Most educators are still unsure about the pedagogical potential, efficiency, and best practices for utilizing these tools in their instructional strategies. Additionally, learners' attitudes and perceptions towards employing AI as a speaking partner or grading system are yet to be fully grasped. The current gap in translating technological potential into everyday application is thus addressed by this research. This research seeks to supply empirical support and teaching pointers for educators, curriculum planners, and policymakers. It will also facilitate learners for better comprehend and how to apply these technologies effectively in the process of developing their speaking abilities. Ultimately, this research contributes to more personalized, and innovative strategy in language learning that confirms to global patterns of digital learning and 21st-century skills training.

PROJECT OBJECTIVES

The Principal Goals of the Research are as follows:

- To explore the extent to which AI technologies can improve students' speaking skills, for example, pronunciation, fluency, grammatical accuracy, and vocabulary use.
- To identify the most appropriate types of AI technologies (e.g., chatbots, pronunciation analysers, speech recognition systems) to be utilized in speaking skill development sectors.
- To examine learners' attitude, perception, and motivation levels in practicing speaking with the help of AI tools.
- To investigate the pedagogical value and practical applications of integrating AI tools into language teaching courses for the improvement of speaking skills.

METHODOLOGY

Out of seventeen (17) potential participants, ten (10) took part. Under Graduate Students of Karmashree Hiteswar Saikia College, Guwahati. All the students were from English Department of that college and actively participated. Despite being students of English, some of them were native speakers which converted to this language.

Data Collection and Instruments:

For the researches, there is mixed study of both qualitative and quantitate assessment. The study of the research is highly analytical and practical based. The collection of Data at the beginning is highly based on interviews, questionnaires and small activities for the student's needs. The main research activities were held Online due to some difficulties. The data collected through technical and analytical methods and the instruments were used based on few activities to survey and rectify their needs for enhancing their skills.

Procedure

The students were given some classroom activities through online classes through Google Meet to enhance their Speaking Skill. A series of 5 activities were arranged based on 3 days classes divided per day two classes from 20th May 2025 to 22nd May 2025. These includes AI Vocabulary Challenge, AI Verbal Comprehensive Study, Enhancing Creative Thinking & Vocabulary with AI, AI Debate and AI Interviews. Students were given tasked based on AI through technical outputs and the interactive session was also held.

Limitations

The major limitations faced was the Online Classes as due to the Under Graduate students' examination we were not allowed for physical classes. This lack a face-to-face interaction with the students and limited the activities to be based through online sessions. Despite the difficulties the students were cooperative and supported us throughout the whole session leaving positive and impactful outcome for the researchers as well as the students.

PARTICIPATING COLLEGE

For the research, researchers have chosen Karmashree Hiteswar Saikia College, an esteemed institution located in Six Mile, Guwahati, Assam. The environment characterized by its supportive faculty, evolving infrastructure, and active student participation. The college's commitment to holistic education is evident in its efforts to foster both academic excellence and extracurricular engagement. This college is under the leadership of Principal Dr. Sikhamoni Konwar.

Researchers have chosen the department of English, as it was helpful to conduct the sessions and since ELT is associated with English it was pretty helpful to conduct the activity. Since researchers took the students of English Department and it was convenient. The English Department helps students improve their reading, writing, and speaking skills. It also teaches about literature and how language works. ELT (English Language Teaching) focuses on learning English in a simple, fun, and useful way. This makes it easier for students to understand and use English in real life. Which is why researchers choose English Department. The English Department, led by Mr. Anup Kr. Deka (HOD) and Mr. Ranjan Kr. Bhatta (Assistant Professor), has garnered recognition for its commitment to quality education. Additionally, the college is actively working towards establishing an English Language Teaching (ELT) department to further enhance its academic offerings.

The college boasts a dedicated and approachable faculty across various departments. Professors were not only well-qualified but also deeply invested in student development. They employ interactive teaching methods, encourage critical thinking, and provide personalized guidance to students. Students are regularly involved in seminars, workshops, and cultural events, reflecting the college's emphasis on comprehensive learning experiences. The college is aiming to enhance language proficiency and teaching methodologies. This initiative reflects the institution's proactive approach to evolving educational system. Karmashree Hiteswar Saikia College boasts a well-maintained campus equipped with modern facilities. Smart classrooms and IT infrastructure facilitate interactive learning experiences. The college fosters a nurturing environment where faculty members are approachable and supportive, aiding students in both academic and personal growth. The students were very supportive and cooperative; they took full interest in the activities researchers performed and they also actively participated during the classes. Their enthusiasm was top notch and the professors helped us a lot in conducting the activity.

- **TABLE 1.1: Students Demography.**

LEARNER'S ID	AGE	STANDARD	L1 (First Language)	ENGLISH EXPOSURE (Years)
B.	20	UG 4th Semester	Combined	2
C.	19	UG 4th Semester	Bengali	3
D.	19	UG 4th Semester	Bengali	2
F.	21	UG 4th Semester	Combined	4
J.	20	UG 4th Semester	Bengali	2
K.	21	UG 4th Semester	Kuki	2
L.	20	UG 4th Semester	Karbi	3
M.	20	UG 4th Semester	Assamese	4
O.	19	UG 4th Semester	Combined	2
P.	21	UG 4th Semester	Assamese	3

- **TABLE 1.2: Gender of the Learners.**

GENDER	NO. OF THE RESPONDENTS FROM EACH CATEGORY.	PERCENTAGE COUNT.
Male	6	60%
Female	4	40%
TOTAL	**10**	**100%**

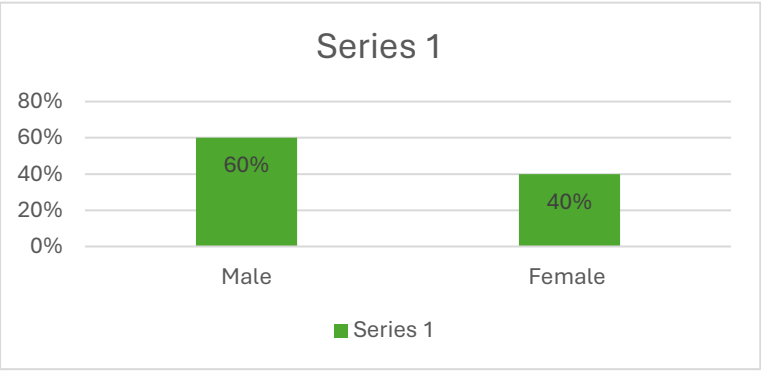


FIGURE 1.2:

Gender of the Learners.

LITERATURE REVIEW

Speaking is one of the essential language learning skills and arguably the most challenging and complex (Bygate, 2009). Aside from needing the ability to produce language, it requires the ability to communicate effectively and spontaneously in real time. Speaking ability, Goh and Burns (2012) argue, consists of fluency, accuracy, use of vocabulary, pronunciation, which are all built through frequent practice and feedback. Conventional classroom environments are not typically capable of providing adequate practice in speaking due to time limitations, class size, and the limited availability of teacher attention. This deficiency makes it critical that supplementary materials and methods allow speaking skills to be learned beyond the classroom. There have been many studies that identified the presence of significant barriers to the effective acquisition of speaking skills. These are:

- Language anxiety: Students are apprehensive when speaking in public, especially in second language contexts (Horwitz et al., 1986).
- Limited interaction: Limited natural interaction and natural conversation opportunities limit learners' scope for communicative competence (Richards, 2008).
- Absence of feedback: Teachers might not have the skill to give immediate and focused corrective feedback at all times (Lyster & Saito, 2010). These are issues that require interventions that offer low-anxiety spaces, immediate feedback, and individualized responses. Artificial Intelligence (AI) has been a game-changer in education, especially in language acquisition. Some of the AI technologies used to acquire languages include speech recognition software like Google Speech-to-Text, Microsoft Azure Speech. Adaptive intelligent tutoring systems (ITS) that react based on the performance of learning of the learner, Conversational agents or chatbots simulating human dialogue, Pronunciation and fluency assessors (like ELSA Speak, Speech Ace) In accordance with the study conducted by Kukulska-Hulme (2020), AI technologies can deliver adaptive, learner-cantered learning experiences that are customized to the pace and skill of each learner. These technologies are best suited for the practice of speaking, as they immediately give feedback on pronunciation, grammar, and fluency. There has been some recent research into the impact of AI on speaking ability:
- ELSA Speak and Pronunciation Improvement: Nguyen and Pham (2021) identified that students who applied the software of ELSA Speak, an artificial intelligence (AI) pronunciation software, demonstrated notable improvement in articulation, intonation, and speech intelligibility in a 10-week intervention.

- Speaking Practice Chatbots: Research by Fryer and Carpenter (2006) and Wang and Petrina (2013) reveals that chatbots and other conversational AI can facilitate learners to practice speaking with judgment less simulated dialogue. Chatbots also promote repetition and confidence in error tolerant situations.
- Computer-Mediated Speech Assessment Tools: Duolingo and Rosetta Stone employ artificial intelligence to assess spoken language in real time. McGraw et al. (2016) state that such tools allow learners to know their mistakes at one go and adjust their speech patterns to suit. But others caution against excessive dependency on AI. Shaffer and Gee (2019), for instance, argue that while useful as AI may be in language learning, it cannot eliminate human interaction entirely, particularly communicative and cultural aspects of language.

Student's attitudes toward AI applications are significant determinants for ascertaining their learning achievements and motivation. Godwin-Jones (2019) carried out a study where students appreciated the flexibility, anonymity, and customized nature of AI-based applications. There was, however, an apprehension of the quality of feedback and the perceived lack of emotional involvement. Motivational theories such as Self-Determination Theory (Deci & Ryan, 1985) suggest that autonomy, competence, and relatedness affect students' intrinsic motivation. AI-based tools facilitating learner autonomy and offering effective feedback can likely enhance motivation and persistence in speaking practice. The use of AI in language instruction needs to be properly designed. Li and Hegelheimer (2013) highlight that technology should supplement, rather than substitute, teacher-guided learning. Successful integration entails:

- Setting specific learning goals
- Educating students to utilize AI tools efficiently
- Pedagogical alignment of AI potential
- Monitoring students' progress and adjusting teaching in response Hybrid learning approaches that use the application of AI technology in combination with traditional teaching have been shown to maximize learning success and engagement (Wang, 2017). Empirical evidence from the literature strongly substantiates the potential of AI applications to enhance students' speaking through adaptive, personalized, and interactive practice. Although AI applications address some of the key challenges faced by traditional speaking practice, their effectiveness is dependent on thoughtful integration, student preparedness, and human-machine commenting complementarity.

LANGUAGE NEEDS ANALYSIS

Researchers have to analyse the student's speaking ability through conducting certain activities and session, researchers categorized certain states and levels to differentiate the students according to their communication levels, pronunciation, vocabulary and certain speaking skills. As the students are of the department of English so researchers have prepared and customized certain activities and session according to their current standards and conducted those sessions. There is certain way in which researchers can categorize our findings according to our experiences and the remarks and reports which he has prepared while conducting the different activities and session to examine their needs and goals.

1. **Student's English levels:** As the students belongs to the department of English as the 4th year learners. Researchers have prepared the activities to examine their speaking and communication skills. Through the first interaction with the student's had begun from making them to introduce themselves within a specific time limit most of the students interacted researchers ll. But some of the students didn't able to said anything except their names. As all the students belongs to different background and nature, those effects researchers re coming throughout their speaking process. Except 4 to 5 students others didn't introduce themselves properly or formally with certain language. As researchers have observed the student's speaking skills researchers re lacking some areas such as pronunciation, vocabulary, proficiency of grammar and fluency and they didn't communicate in English properly. Some students in other side researchers re struggling with their lack of confidence, shyness and nervousness and some of them doesn't belongs to a proper language background as they lack certain ability to speak in one specific language properly. Although the researchers are also some students who belongs to a proper language background and a natural speaker but they researchers re suffering from low confidence and the fear of public speaking.

2. **Student's English-speaking level outside the classroom:** Researchers have observed these major lacks and flows in the learner's speaking ability; researchers have conducted certain activity to examine how they use to communicate outside the institution in English without any hesitation. Researchers have prepared and form of questionnaire where researchers added certain questions to exemplify their speaking habit of a foreign language as a non-native speaker outside of classroom. Researchers have taken individual interviews of the students and tracked the levels of speaking and

using the language by them outside according to their answer and responses. Researchers found that except of 2 to 3 students nobody among them have ever used English for communication in the outside surroundings. They use Assamese or Hindi in most of the time and the only place they use English is the classroom and their academic institution. Rather than that they haven't use the language to communicate or express themselves.

3. **Teacher's use of English language in the classroom:** As for the need analysis session researchers have also conducted a questionnaire session for the teachers also to observe their use and observation of the learners in English Speaking field. The session was also being conducted individually and researchers have presented certain appropriate questions to take a remark of the institutional applications on this particular language. As the teachers have shared with us certain information such as they regularly use the language while conducting all class and they always use to encourage the learners to perform in certain activities and events where there is a huge influence of the Language. They often use English outside of the classroom also.

4. **Classroom infrastructure (Decoration and displays):** At the beginning researchers have interacted with the authority and the teachers and they have introduced us with the classroom and their institutional infrastructure. As being a college, the infrastructure and availabilities researchers re on point. There was proper foundation of the classrooms where the students can make themselves comfortable and engaging as their researchers re not any disturbance or loud noise which can create any disturbance. Taking about the presence of technical materials in the classroom researchers re also on point. As researchers needed to conduct certain activities by taking the help of certain digital equipment and sources, there researchers re proper material which researchers re available as a proper working projector, a projection board, s clear microphone and speaker and running electricity. These digital and non-digital availability of materials and equipment have made the needs assessment process smoother and engaging.

5. **Overall findings of the student's needs:** As our project is based on the survey or to research about the student's needs and goals in the field of speaking skill along with certain subskills like argument building, questioning aptitude and influencing.

- Researchers have prepared and designed certain sessions and activities to drag out our target goals and findings. After performing each activities step by step, researchers have found certain and major information regarding the student's ability of speaking and their needs along with the fields of them which are need to be improved.
- As per the target report, researchers have categorized the student's speaking ability in certain levels and standards as good, average and poor.
- Researchers have marked their performances and responses in those activities according to their levels. As researchers have conducted three major activities keeping the target to bound it with the speaking skills.
- The first activity was a debate session which had been conducted among the students individually, secondly a video narrating session and thirdly and last the individual interviews with the help of questionaries. After conducting all these activities and sessions researchers have noted down their percentage according to the certain skill and subskills and by this researcher have prepared a specific data and calculation with the help of graphs and table data.

TABLE 1.3: Pre-assessment scores in Speaking Skill.

NAME OF THE STUDENTS	SKILLS AND PERCENTAGE			
	SPEAKING	**ARGUMENT BUILDING**	**QUESTIONING APTITUDE**	**INFLUENCING**
A.	60%	70%	50%	40%
B.	40%	30%	20%	10%
C.	50%	40%	20%	5%
D.	40%	40%	20%	5%
E.	50%	40%	40%	10%
F.	40%	20%	20%	10%
G.	40%	20%	10%	5%
H.	70%	50%	20%	5%
I.	20%	10%	5%	5%
J.	60%	50%	40%	10%
K.	60%	40%	30%	10%
L.	40%	20%	10%	5%
M.	60%	30%	20%	10%
N.	70%	60%	60%	40%
O.	60%	40%	30%	5%
P.	30%	10%	10%	10%
Q.	70%	70%	30%	30%

LANGUAGE TEACHING

DAY 1, DATE: 20th MAY 2025, TIME: 50 minutes.

The classes researchers re highly based on the methods of Pre, While and Post stages of teaching. Integration of AI Tools in Language Teaching: A Report on Online Classroom Activities Using AI. The main objective of the class is to enhance the students Speaking Skills through the subskill of Vocabulary. Wordtune, ChatGPT AI tools are used for conducting the activities.

On the first day of the class, I, Jyoti Sankar Sarma took the class of the Under Graduate students where I discussed about enhancing the speaking ability through AI Vocabulary Challenge. The activity stated with the first stage of teaching where I asked the students about their knowledge about AI and what they understand by Vocabulary. Their skills researchers re highly impressive but their vocabulary skills researchers re good enough. I ended my first stages of teaching by giving a wholesome idea about these terms and AI vocabulary.

In the second stage of teaching, to enhance their vocabulary skills, I decided to test their ability in their speaking skills by performing an activity; Vocabulary Relay. With the help of Wordtune AI, Chatbot and ChatGPT. This activity is done in pairs or groups where one group has to decide a vocabulary word and search and paraphrase it on the preferred AI tools and then they have to describe it to the other team without mentioning about the word and the other team have to guess it relaying on the description (Like a game of Dum charades) taking the help from the preferred AI tool. Each student draws a vocabulary word. Artificial Intelligence (AI), Algorithm, Chatbot, Deepfake, ChatGPT, Data, Text Generation, Grammar Correction, Text Summarization, Style Analysis, are the words I selected and gave them and formed 5 pairs, **Group A, Group B, Group C, Group D** and **Group E**. **Group A** described each word and the **Group B** guessed it precisely (Chatbot, Grammer correction, ChatGPT). **Group B** described the second word to **Group C** and their guess of words reflect their lack of confident (Deepfake, Text Summarization, Text Generation). **Group C** describe the words in a very fluent manner to **Group D** (Data, Style Analysis). The **Group D** response was passive as they guessed some of the words incorrectly but has a very clear fluency. The last round was asked by **Group D**, where their pronunciation faced some difficulties, while describing the words to **Group E** (Algorithm and Artificial Intelligence). The response of the Group was very fluent and they gave a vivid description related to their own lives, the communication skills and pronunciation

with the teacher is quite impressive and the profound image of their confidence reflects in their personality.

The last stage of my teaching concludes with some feedbacks and some questions to the students where I prepared 3 different questions.

1. Which vocabulary was easiest and which one is the hardest to use or describe relating to the previous activity?

Out of 10 students 8 of them choose the word ChatGPT as according to them it is easy to access and easy to describe. But 2 of the students choose the word Data as an easy source as according to their description data is everywhere to be found as it generates easily as everything based on AI is data and it is easily describable for the activity.

For the hardest, Text Summarization is chosen by 3 students as they heard this term for the first time and they feel it will be hard to use it in short time and also to describe it. 3 students state Style Analysis as the hardest. 2 of them choose Deepfake and Algorithm as Deepfake deals with the missuses of AI tools for some others benefits while Algorithm is based of mathematical context which is not reliable for the English Department students.

2. Which do you think is most important in the real life?

All the students for this question answered ChatGPT as according to them is convenient, easy to access and reliable.

3. What are you feedbacking for this class and what did you learn?

The feedbacks came out positive as students stated that AI is essential nowadays and for the future generations. People can get many things to know and get easy access for such information in a very short period of time.

Day 1: 20/05/2025 Time: 1 P.M to 2:45 P.M

Title of our second activity: Integration of AI Tools in Language Teaching: A Report on Online Classroom Activities Using AI Generated Images and Gemini for Language Practice.

Introduction

As part of our thesis project exploring the use of artificial intelligence in language education, a series of activities researchers re conducted by one of our group members named Sunandini Sharma by involving AI-generated visual content and language-based AI tools, specifically

Google's Gemini and Rev I as an audio recording AI tool. These activities researchers re designed to enhance learners' descriptive skills, critical thinking, vocabulary acquisition, and comparative analysis through interactive and context-rich tasks. The following is a detailed narrative of the instructional procedures and student engagement during the implementation of these AI-assisted language learning sessions.

Activity 1: Descriptive Analysis of AI-Generated Images

Objectives: This activity has been conducted to improve learners' descriptive vocabulary and speaking fluency by engaging with AI-generated visual content. Another aim was to enhance the learner's capabilities of critical thinking and application of proper and more standards words and vocabulary.

Procedure:

Step 1: An image was generated using an AI image generation tool (e.g., Gemini or other AI platforms). The image depicted a complex, multi-element scene tailored to the learners' level. For example, there is certain pictures based on nature, alienation, nature vs civilization and specific picture describing the mental health of human beings. The images have been provided through screen showing during the online class and learners researchers re asked to elaborate the pictures according to their own perspective and to record their voices In Rev AI. Learners' researchers re instructed to work in pairs and divided them into 5 groups as their researchers re 10 students were present in that class.

Step 2: After providing the pictures on screen for their live engagement and participations, Learners researchers re asked to observe the image carefully and describe it in detail between the given time as 4 to 5 minutes. Prompts researchers re provided by the instructor to guide their observations and elaborations. For example,

- "What do you see in the background?",
- "Describe the emotions on the characters' faces.", "What could be happening in this scene?

Learners worked in pairs or small groups to discuss their observations, then shared their interpretations with the class. Where one member was recording the voices of the group members in Rev AI and others researchers re researching the interpretation of Gemini on those particular pictures.

- The instructor facilitated those vocabulary input during the discussion, where the instructor was guiding and noting the common language gaps and providing accurate, context-specific vocabulary and phrases. Researchers have also taken the video recording while conducting the session.

Activity 2: Comparative Analysis Using AI Tools (Time 2 P.M to 2.45 pm)

Objectives: The second activity has been conducted to foster the critical thinking of the learners and the use of comparative language structures. As the learners belongs to the English Literature, in each and every step of their academic journey, they are expected with high critical thinking and vocabulary which leads to enhancement of their influencing levels. This activity aims to flourish the learners more elaborate and critical psyche to provide a proper base for their clear language vocabulary and language influence. For example, the comparative and superlative adjectives, "both," "whereas," "on the other hand" in spoken and written English. Procedure: (Step 1)

- As the first step of the second activity the different AI-generated pictures researcher represented, as each of the pictures depicting certain specific scenes with contrasting themes for example Human vs. Mental health, Human vs. Nature, Alienation vs. Comfort).
- Learners' researchers re tasked with comparing the two images using guided questions such as:
- "How are the two images similar or different?"
- "Which environment do you think is more comfortable to live in? Why?"
- "Describe the characters and their possible lifestyles."

Step 2.

- The instructor asked the learners to download the Gemini app and sign in to this app with their proper details. After that the learners were guided to log in and upload those given pictures on Gemini one by one and to type as "Describe this picture in detail". In this activity the AI tool called Gemini was used to assist learners in generating sample comparative sentences or in checking their sentence accuracy during self-study time or with the instructor's guidance.
- Learners at first compiled their analysis in short paragraphs and the instructor has asked the learners to written down their own elaboration and to record in the AI

voice recording tool named Rev AI for better study. Later they researchers re asked to delivered their voice recordings and other findings orally.

DAY 2, DATE: 21st OF MAY 2025, TIME: 45 minutes.

I, Jhondeep Kalita, carried out an interesting and participatory language-based exercise using an online course with an artificial language (AI) theme. The goal of the lesson was to improve the students' language proficiency, especially speaking, while involving them in insightful conversation on an interesting subject, the session was to gain students' attention while giving them a chance to speak English with confidence. It also aims to make language learning more dynamic and significant by incorporating technology and contemporary global trends.

Pre-Teaching Stage

To introduce the students with the Artificial Intelligence (AI), I prepared for a brief lecture on AI followed by one engaging session: Enhancing Creative Thinking and Vocabulary with AI. I researched many AI websites and software tools before the class to get ready for the lecture on the topic and discover how they are applied in education. I decided to concentrate on ChatGPT and investigated its various features. I discovered how it might boost students' confidence, vocabulary, and speaking abilities. I also investigated how it facilitates conversation practice, provides immediate feedback, and fosters individualized learning.

While-Teaching Stage

During the class, I began by introducing the topic of Artificial Intelligence (AI) and how it can be used to improve English speaking skills. I explained the objectives of the session and gave a brief overview of different AI tools such as ChatGPT, Google Assistant, Claude, etc.

Next, I guided them through the first part of the task. I asked everyone to open an AI tool (like ChatGPT) and enter the following: "*Give me three smart English words to sound fluent in conversation.*"

Then, students were told to select one word from the list, find its meaning, and create 2–3 personal sentences using that word. For example, one student chose the word "meticulous" and shared:

“I’m meticulous in keeping my room clean. I always make sure everything is in its place. This habit helps me stay focused.”

Another student used the word “spontaneous” and said:

“My spontaneous jokes made everyone laugh. I love making people happy without any plan.”

This part of the task allowed students to apply new vocabulary in their own context, helping them develop both fluency and confidence in speaking.

In the second part of the activity, I asked students to use their creativity to come up with original brand names. They were encouraged to think about different fields such as food, fashion, lifestyle, or technology. Some interesting examples included:

- Colormuse – A brand idea related to visual art and creativity.
- Hungerkiller – A food delivery service name aimed at instantly solving hunger.
- Lumora – A modern, sleek brand name for lighting or beauty products.

Students also explained the meaning and purpose behind each name, using English to express creative ideas and build connections with the words they invented.

Post Stage:

After completing the task, I took time to reflect on the overall performance of the class. Most students actively participated and showed improvement in their vocabulary usage and speaking confidence. They were excited to share their AI-generated words and personal sentences, and many expressed interests in exploring more such tools in the future.

I asked a few students to share how they felt about using AI for learning English. Their responses were positive—they mentioned that it felt less stressful, more fun, and helpful in discovering new words that they wouldn't have learned otherwise.

To assess their understanding, I gave them a short recap activity where they had to:

- Repeat the word they used.
- Share one more sentence using that word.

This helped reinforce what they learned and gave me a chance to check their grasp of vocabulary and pronunciation. I also gave individual feedback and praised their creativity

and effort. For some students who were hesitant or shy during the activity, I encouraged them privately and suggested using AI tools regularly to build fluency and confidence.

Overall, the session was successful in achieving its goals. Students not only learned new vocabulary and improved their speaking skills but also explored their creativity through brand name creation. It showed how AI tools can support language learning in a meaningful and engaging way.

DAY 2, DATE: 21ST OF MAY 2025, TIME: 1 HOUR.

I Prerana Choudhury, conducted an engaging and interactive language-based activity through online class, focusing on the topic Artificial Language. The session aimed to enhance students' language skills, particularly speaking while engaging them in a meaningful discussion on a relevant and thought-provoking topic. Given the growing relevance of AI in our daily lives and education, the session was designed to spark interest while providing an opportunity for students to express themselves confidently in English.

Pre-Teaching Stage

To stimulate critical thinking and enhance awareness among students regarding Artificial Intelligence, I planned a classroom activity focusing on two engaging methods: a question round based on AI in movies and real-world applications, and a debate session. Where I took help of Debate Art or Kialo, AI and claude.ai. Argument GPT another research-based tool, to train to generate logical arguments and counterarguments from a corpus of debates or internet discussions. Platforms that structure debates and use AI to help organize reasoning and argument. The objectives of this activity researchers re:

• To develop students' understanding of AI and its growing impact on daily life and media.

• To encourage active participation and critical evaluation of technology's role in society.

Before the session started, I prepared by researching notable movies featuring AI (such as, Iron Man, Marvel Movies) and identifying the ways they depict artificial intelligence. In addition, I compiled real-world applications of AI, ranging from voice assistants like Siri and Alexa to AI in healthcare, finance, education, and entertainment. I created questions that tested both factual knowledge and interpretation skills. Students were given a brief overview of what AI is, with simple definitions and examples to set the context. They

researchers re informed about the format of the activity to help them feel comfortable and motivated.

While-Teaching Stage

The session began with a Question-Answer round. Students were highly enthusiastic and eagerly volunteered to participate. I posed a variety of questions:

• “Which AI-based assistant appears in Iron Man and assists Tony Stark?”

• “Name an AI used in daily life that helps with voice recognition.”

Google Gemini that is an AI was used to make the session easier and helpful. It improvised their learning, and after wards the session was conducted. Their responses were both accurate and thoughtful. Some students even gave detailed explanations, drawing parallels between fictional portrayals and real-world scenarios. What stood out during this round was the level of enthusiasm and collaboration among students. Even those who were usually hesitant to speak up showed curiosity and contributed meaningfully. The discussion gradually evolved into a peer-learning environment, with students building on each other’s answer and sharing personal experiences with AI-powered tools. This interactive dynamic boosted their confidence and deepened their understanding of the subject.

Debate Art or Kialo, AI researchers re being used to conduct the debate session smoothly. Also claude.ai was also used. Argument GPT another research-based tool, to train to generate logical arguments and counterarguments from a corpus of debates or internet discussions the second part of the activity was a debate, which I had structured in advance by dividing the class into two groups: Team A advocating the positive impact of AI, and Team B highlighting its potential risks and ethical issues. Topics included:

• “Is AI a threat to human employment?”

• “Can AI ever replace human creativity?”

The debate was lively and intellectually stimulating. Team A presented strong arguments about how AI increases efficiency, helps in medical diagnosis, and personalizes learning. Meanwhile, Team B raised valid concerns regarding job displacement, data privacy, and the dangers of unchecked AI growth. Students demonstrated confidence in their speech, clarity in their arguments, and respect for opposing views. Many used examples from movies and real life to support their positions. They listened attentively, responded

critically, and displayed excellent team coordination. It was heartening to see even the quieter students take initiative and speak passionately on their views.

Post-Teaching Stage

Following the activity, I conducted a short reflection session and I collected feedback informally where students shared their thoughts and learnings. From an educational standpoint, many expressed how the activity helped them understand AI beyond textbooks and made them think more deeply about the technology they use every day.

In addition, several students mentioned that this interactive method made the learning process much more enjoyable and memorable. They appreciated the opportunity to voice their opinions and hear contrasting views from peers. Some students even expressed an interest in exploring AI as a future field of study or career. It was particularly rewarding to observe students who are usually hesitant to speak, take part enthusiastically in both the Q&A and the debate. This shows that the activity not only enhanced their knowledge but also built self-esteem and social confidence. Almost all students said they found the session enjoyable and insightful.

DAY 3, DATE 22nd MAY 2025, TIME 50 minutes

Activity: AI Interview

Pre stages: I, Bandana Devi, before commencing my activities Originated an environment with proper and positive setup so that the students could feel comfortable and motivation. Secondly, I ensure that the Internet service had properly functioned. At the same time, I asked the students whether they had heard my voice and also, I ensured that the students could pick up and understand language. There were 9 students participated actively the class. I mentioned today's topic of the actively planned for the session offering a brief account about the context encouraging the curiosity of students. I made an atmosphere amongst the students to carry on interaction with subject by asking them a couple of questions pertaining to Artificial Intelligence (AI). The questions were:

1. How is AI being consumed in the production of modern anime, in what collision does it have on traditional animation precepts?
2. In what ways do we apply AI every day without understanding it?

While stages: During taking the while stage. I explained the participants in respect of the responsibilities of Artificial Intelligence in modern requirement process. I advised the students to follow two highly effective apps such as: Interview AI and My Mock Interview. I elaborately explained each apps with clear perception with its vital functions. In addition, these apps would give feedback, analysed fluency and scores. however, apps are not gained in free, I was not able to give the students more approaches. Because of it I had to act as an Ai Interviewer. Since then, I organised mock interview sessions with students who took part as interviewees. At the very outset, of session I expressed words of warm welcome for each participant. I advised them to disclose their brief description. With a view to the participants, who are applying for the position of comic artists, Teacher, Translator and Private Sector Company.

Firstly, I asked the question for each participant applying for the comic artists The questions were:

1. Could you express a few lines about yourself and what sparked you to pursue the aim of becoming a comic artist?
2. Imagine your comic is to be published online and attain negative feedback? How would you manage to react?

Secondly, I asked the questions regarding field of teacher for each participant. The questions were:

1. Why you choose the aim of becoming a teacher. Who has inspired you in choosing teaching is a profession?
2. Do you comprehend the student cantered learning?
3. You are given an opportunity to teach a topic, you are not certain about it there only three days in your hands to prepare, how Wil you get ready?

Thirdly I Originated some questions relating to private sector company. The formative questions were:

1. What inspires you to act in the private sector company, and how do you understand it arranging with your future career?
2. Describe a circumstance where you had to lead conflicting priorities. How did you determine it?
3. Why should we hire you for this position?

Fourthly, some questions were furnished relating to the Translator:

1. Which language are you confident and how did you improve skilfulness in them?
2. Do you apply any translation software like CAT TOOLS or AI TOOLS. How do they assist your workload?
3. How do you control those circumstance when there is no direct similar means?

During the mock interview, I looked into their answers of questions and gave them feedback like an AI style such as: “Fluency: Good, confidence: Medium, endeavour their answers. This made students enlightened how AI read their response. I emphasized especially on the average students on the improvement of their clarity of speech, confidence, body language and communication skills.

Post stage: By wrapping of the session, I raised some questions to obtain their feedback pertaining to the activities. The questions were

1. How comfortable did you feel during the online interview?
2. Was the feedback from the interviewer helpful? Please explain.
3. Would you prefer online, offline, or hybrid interviews in the future? Why?

We conducted a group discussion through which each participant was given freedom to express their opinion relating to AI and some of them disclosed that they were not aware of such advantages of AI in the past. As a positive consequence some of participants expressed the benefit of AI and they explained the further improvement of about the subject such as fear of public speaking and self-awareness. overall, the AI based Interview session was innovated and helpful perception that had originated a powerful positive influence on the students. For all students, it was a significant step in learning how to speak better and to make mould more confident in a professional aspect.

FIGURE 1.3: Timeline of Language Teaching

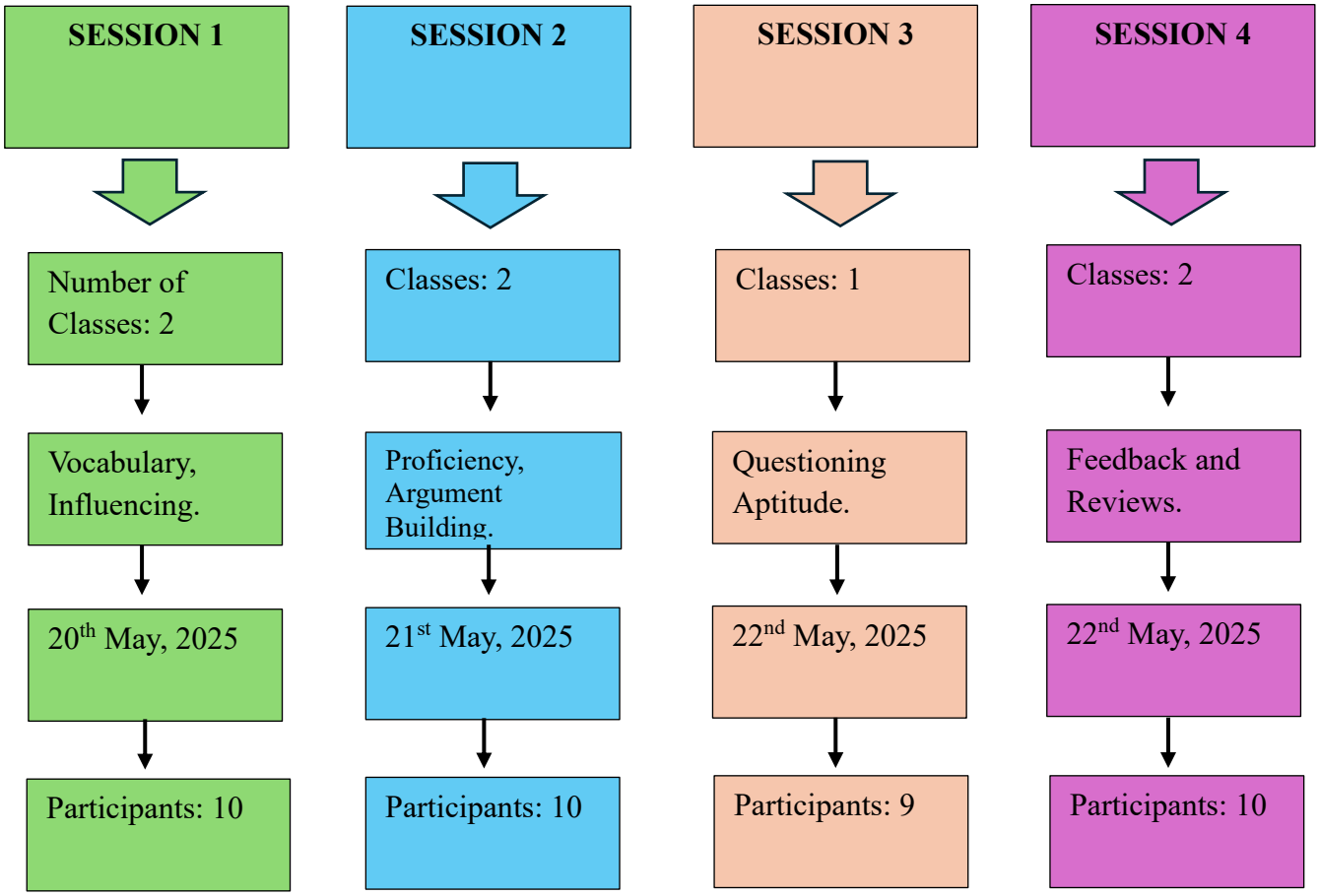


TABLE 1.4: Description of AI tools used in Language teaching.

AI APPLICATIONS	CATEGORY	PRIMARY USE IN LANGUAGE STUDY	CHARACTERISTICS	FUNCTION IN LANGUAGE LEARNING
1. ChatGPT and Claude AI.	AI application for conversational purpose.	Speaking practice, Grammar Correction.	Clear and Natural language processor, Context awareness for conversation.	Personalized learning, Diverse Language Practices, Enhance vocabulary and grammar.
2. Google Assistant	Voice/Audio assistant.	Pronunciation and Listening Comprehension.	Voice interaction, Personalized experience.	Speech models, virtual interactions.
3. Gemini	Multi-modal, AI assistant.	Contextual explanation and Language practice tool.	Superficial, Speech communicative AI.	Audio translation tasks.
4. Chatbot	Rule-based AI application.	Application for Speaking Drills based on given scenario.	Conversational maturity, Linguistic capabilities.	Practice conversational skills, personalized feedbacks and learnings.
5. Rev AI	Speech-to-text converter AI.	Forced alignment, Language Enhancement and Summarization.	Transcription Generator, High level Language accuracy.	Speech recognition, language identification capabilities and transcript.

PROJECT FINDINGS

The overall project findings and improvements from our study, as we are incorporating both the main study outcomes and the specific developments in speaking skills and subskills that are fluency, questioning aptitude, and influencing. Based on the activities conducted and the analysis of learner performance throughout the project, several positive outcomes and significant improvements in speaking abilities were observed among students from distinct language backgrounds. The integration of AI tools, particularly Gemini, as well as strategically designed speaking activities, facilitated notable advancement in learners' fluency, questioning aptitude, and influencing skills—the subskills targeted in this study.

1. General Improvement in Speaking Proficiency

Across all three activities—debate, video/picture narration, and individual interviews the learners demonstrated measurable growth in speaking performance. Their speaking abilities were classified into three categories: good, average, and poor, based on key performance indicators such as coherence, vocabulary range, accuracy, pronunciation, and confidence.

- Good speakers showcased fluid delivery, appropriate use of advanced vocabulary, and strategic language use to persuade or clarify.
- Average speakers showed progress in structuring their responses but needed more support in fluency and lexical variety.
- Poor speakers displayed noticeable improvement in engagement and basic structure, especially when aided by AI prompts and scaffolding.

These levels provided a clear framework for mapping learners' development and tailoring future instructional strategies.

2. Development in Speaking Subskills

a. Fluency

Firstly, taking about the fluency development session, several activities have been conducted to examine the learner's proficiency level on language based on their needs assessment factor. The certain activities like debate and video/ picture narrating sessions and interviews particularly supported learner's fluency development, as learners practiced extended speech in real-time, requiring minimal pauses and smoother delivery. The association of AI applications for perspective, vocabulary comparison and feedback for

example from Gemini and sparky AI helped learners as correct repetitive fillers and guided them toward more natural rhythm and pacing. The learners also showed a marked reduction in hesitation and filler words, and their ability to maintain speech for longer durations improved significantly over the sessions.

b. Questioning Aptitude.

Secondly and mainly, another crucial activity has been done for the learners such as the individual interview session, structured around targeted question prompts, directly developed learners' ability to ask and respond to relevant, coherent questions. Students became more comfortable constructing open-ended and clarifying questions, using language functions such as “Could you explain why…?” or “What do you think about…?”

Through exposure to question formats in the AI tool and peer modelling, learners began using more contextually appropriate and purposeful questions, showing a 30–40% increase in question use across the activities as per the data collected.

c. Influencing and Persuasive Language.

As the third subskills of our overall project study which is the evaluation of influencing capacity of the learners. There are specific appropriate activities that have been conducted as the debate activity was instrumental in developing learners’ ability to construct logical arguments and express persuasive viewpoints. As the activities progressed, many learners began to incorporate linking devices (e.g., “Therefore,” “On the other hand,” “This proves that…”) and rhetorical strategies such as emphasis and appeal to emotion. The Vocabulary such as “convincing,” “perspective,” “evidence,” and “impact” emerged in student responses, indicating growth in academic and influential language use. As an effective AI tool, the Gemini served as a model by offering sentence starters and suggestions, helping students build stronger argumentation structures.

3. Lexical and Vocabulary Gains

One of the clearest areas of improvement observed of the study was in vocabulary acquisition and usage, especially in:

- Descriptive adjectives (e.g., delightful, magnificent, ravishing)
- Comparative expressions (e.g., more reliable than, as innovative as, less effective than)

- Persuasive and functional vocabulary used in debates and interviews

The learners were able to apply new vocabulary contextually in both written and spoken responses, with several students voluntarily incorporating newly learned words in different activities beyond the assigned tasks.

4. Student Motivation, Engagement, and Autonomy

After conducting each activity, we have collected feedback from the learners during and after the sessions indicated a significant increase in motivation when using AI-enhanced tasks. Students appreciated instant feedbacks, Visual and interactive stimuli and the opportunity to self-correct and explore expressions through Gemini. The learners reported feeling more confident, less anxious compared to traditional classroom speaking tasks, and more willing to take risks in language use.

5. Impact of AI Integration.

- As our project study is based on the application of AI in language teaching with the engagement of speaking skills. We have used and applied certain AI tools which helped us to conduct the proper and efficient activities, responses or participations and doing preparation and review. This helped us to provided models for effective language use and to encouraged autonomous learning habits of the learners. These certain applications helped and supported weaker learners in accessing and practicing language at their own pace.

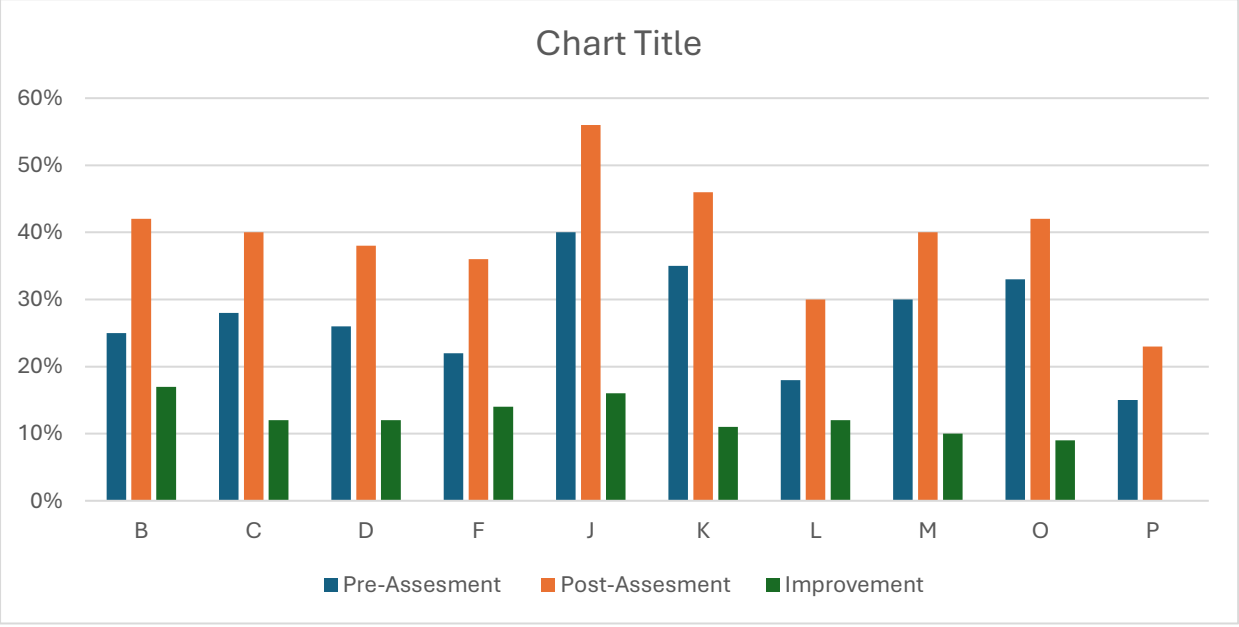
TABLE 1.5: Post assessment scores in Speaking Skills

NAME OF THE STUDENTS	SKILLS AND PERCENTAGE			
	SPEAKING	**ARGUMENT BUILDING**	**QUESTIONING APTITUDE**	**INFLUENCING**
B.	55%	50%	40%	25%
C.	60%	50%	30%	20%
D.	55%	50%	30%	20%
F.	55%	30%	35%	25%
J.	75%	70%	50%	30%
K.	70%	55%	35%	25%
L.	55%	30%	20%	15%
M.	70%	45%	25%	20%
O.	70%	50%	35%	15%
P.	45%	20%	15%	15%

TABLE 1.6: Overall Findings of Students Performance/Improvements.

STUDENTS	PRE-ASSESMENT	POST-ASSESMENT	IMPROVEMENT
B.	25%	42%	17%
C.	28%	40%	12%
D.	26%	38%	12%
F.	22%	36%	14%
J.	40%	56%	16%
K.	35%	46%	11%
L.	18%	30%	12%
M.	30%	40%	10%
O.	33%	42%	9%
P.	15%	23%	8%

FIGURE 1.4: Graph of Overall Findings.



PROJECT IMPACT

Karmashree Hiteswar College was chosen by the researches for the successful conduct of the project works. Researchers took the Under Graduate students of the English Department. Through the surveys, research and classes, the students got an idea and positive impact on their abilities, Speaking Skill. The topic of the researchers was a vast topic to cover: AI and how it can help in enhancing the students' Speaking skills. To ensure their development, researchers conducted 3-day Online Classes through different activities.

On Day 1, there researchers re two classes of different activities, where the first class deals with the problems of vocabulary and how it can be useful for the students with the help of AI. The class environment was precise with a very well corporation although at first the students felt hesitate to communicate with us so there was a small introductory session for building their trust on us, which helped as later. The students got to know many new vocabulary words related to AI as they never discovered before. With the help of Wordtune AI and ChatGPT, students knew the value of using AI for beneficial purpose. Paraphrasing sentences and relaying on their active skills to describe a word gave them that confidence and fluency with improved vocabulary and communication and the proper choice of words. As the results demonstrates that these AI based Vocabulary tools showed significant improvements stating that such tools can impact on individual learning.

The second class, the activity is shown through some images and videos, where the researcher gave a comparative study of the usage of AI tools and human mind. Gemini and tools are used to conduct the class, where the importance of influencing was described and the idea of usage of AI tools for educational purpose. The student's impact on building their fluency and confidence made a significant part for the researcher's report. Students' ability to describe a picture or a video enhance their interest in the class and also build the opportunity to critically analysis with high analytical mind through vocabulary and thinking.

On Day 2, the motif of the researcher of the class is to improve the student's language proficiency, especially Speaking. The activity given to the students through the help of ChatGPT tool to search for 3 words and then make personal sentences from those words. This section of the class impacted majorly in the students learning of new words and using them precisely through their own thoughts by enhancing their self-esteemed mind and confidence. The section gives interest to the learners resulting in understanding the use of AI tools for their benefit and for enhancing their Speaking ability. This builds confidence and choices of words

while approaching in clear pronunciation and communication skills with the researcher. The second part of the activity highly depends on the student's creative mind, where the students were asked to create a brand name and its motif, which impacted and stressed the learners from traditional way of thinking to enhance their capabilities while sticking on to their improved abilities, with repeating and revising the words gave an understanding to the learners as well as improve their memory.

The second class held an interesting note at the first which engaged the learners, later the researcher conducted the main class of Debate through AI with the help of Claude AI, Argument GPT and tools. The researcher's goal is to give an impactful class through their confidence building, as the researchers got the hand with some hesitate students to come in front for clear voice. The activity boosted the student's self-esteem and confidence and reduce their hesitate behaviour. The activity strongly improved the questioning aptitude of the students with proper reasoning skills and vocabulary and fluency. Quite and shy students also showed interest which results in their improvement of their self-assurance.

On Day 3, there researchers re two sections, where the researcher focused on the student's self-awareness and communicating skills through the activity of AI Interview which is conducted through, My Mock Interview and Interview AI tools. This particular session helped the learners know and prepare for their upcoming strategies, where the practice of interview helps in building their confidence and enhance their communication skills. This class impacts on the student's self-awareness parts and their role of hesitation, as the AI helped and beforehand can prepare for their challenges, by building their self-esteemed role, body language, fluency, cohesion and personality. This speaking skill activity raised the students to an extent where they can enhance their vocabulary and pronunciation also giving them opportunity to rehearsal.

TABLE 1.7: Learners feedback on the use of AI in Speaking activities.

LEARNER ID	CONTENMENT OF USE (1-5)	ASISTANCE IN SPEAKING SKILLS	LEVEL OF PARTICIPATION	PREFERRED AI APPLICATIONS	OVERALL SATISFACTION	SUGGETION/REVIEW
B.	4	4	5	ChatGPT	4	Builds interest in multiple/variety.
C.	4	5	4	Google Assistant	5	Very helpful for pronounciation drills.
D.	3	4	3	Claude AI	3	Multi-modelity, interesting audio-visual data.
F.	5	3	4	Chatbot	4	Rapid response, easy to understand.
J.	4	4	5	Gemini	4	Excellence application for comparative study, vocabulary.
K.	5	4	5	ChatGPT	5	Personalised learning, instant feedback.
L.	4	5	4	Rev AI	3	Accessability, improves afficiancy.
M.	5	4	5	Googel Assistant	3	Increases motivation, accessing information
O.	3	5	5	Wordtune	4	Improve clarity and time saving
P.	4	4	4	Debate AI	5	Auto mated research, real time analysis.

FEEDBACK FROM THE ENGLISH TEACHERS

The English Department of the institution; Karmashree Hiteswar Saikia College, cooperated throughout the researchers' activities, needs analysis and teaching. The major contribution was from the teachers, where the teachers; Anup Kumar Deka Sir (HOD) and Ranjan Kumar Bhatta Sir helped us to conduct the sessions precisely without any difficulties as well as they cooperated with the researchers' questions. After the successful conduct of the sessions, the teachers shared their feedbacks;

According to the teachers, although it a relevant topic to cover as the rise of AI like, Chatbot, Gemini, ChatGPT, Wordtune, Pronunciation trainers, etc., can help and improve the students' speaking abilities but it still lacks the effectiveness in traditional learning process. There can be improvisation to the research but it must be based of practical classroom rather than theoretical. The use of AI tools shown by the researchers were highly impressive as they tried to reflect the positive aspects of a certain tool which will be led by upcoming generations as students nowadays misuse the proper power of AI. Despite in the scenario of traditional learning, the teachers have recommended and supported the researchers subject and aim to establish a new field of teaching Speaking Skills with the help of AI applications. Additionally, the teachers also agreed with us as the AI applications can be considered as an effective source of not only as the supplementary learning of traditional classroom scenario but also as the main source of teaching and learning Speaking Skill along with the subskill in other learning scenarios.

RECOMMENDATIONS

The well-structured and insightful further recommendations based on the findings of our overall project study that as titled "Developing Learners' Speaking Skills with AI Applications". These recommendations are directed at educators, curriculum designers, educational institutions, and future researchers.

Further Recommendations

1. For Educators and Language Instructors
    - Integrate AI tools into daily speaking practice: Language teachers should incorporate AI-powered applications such as speech recognition apps, chatbots, and pronunciation analysers as complementary tools for speaking activities in and outside the classroom.
    - Provide guided training on tool usage: Before full integration, educators should familiarize learners with the functions, limitations, and learning strategies associated with AI tools to ensure effective use.
    - Use AI for differentiated instruction: AI's ability to adapt to individual learning levels should be leveraged to support both high-achieving and struggling students in personalized speaking practice.

2. For Curriculum Developers

    - Align AI tools with communicative language teaching (CLT) principles: Curriculum planners should ensure that AI resources are not only technologically advanced but also pedagogically sound—supporting real-world communication, learner autonomy, and interactive learning.
    - Include AI-based speaking assessment frameworks: Traditional assessment models can be enriched with AI-generated performance data (e.g., fluency scores, pronunciation accuracy), helping create a more nuanced and data-informed evaluation of speaking skills.

3. For Educational Institutions

    - Invest in reliable and accessible AI technology: Schools, universities, and language centres should allocate resources toward acquiring or subscribing to credible AI-powered b language learning platforms that meet their learners' needs.

- Offer professional development programs: Institutions should support ongoing teacher training on emerging educational technologies, ensuring that instructors are competent and confident in using AI to support speaking instruction.

4. For Learners

- Encourage autonomous learning through AI: Learners should be guided to use AI tools not just as classroom aids, but as personal learning partners to practice speaking anytime and anywhere.
- Foster critical awareness of AI feedback: Students should be taught to interpret AI feedback critically and not rely solely on automated scores, particularly when it comes to aspects like tone, context, and cultural appropriateness.

5. For Future Researchers

- Explore long-term impacts of AI on speaking proficiency: Future studies should examine how consistent use of AI applications over months or years affects learners' oral communication skills and language retention.
- Investigate the effectiveness across different learner groups: Comparative research is needed across age groups, proficiency levels, and linguistic backgrounds to understand how AI's impact on speaking skills varies.
- Study AI-human interaction dynamics: More research should explore how AI can be effectively blended with human feedback (from peers or teachers) for a balanced approach to speaking development.

These recommendations aim to guide a holistic, responsible, and pedagogically effective adoption of AI in language education.

CONCLUSION

Working on the project "Enhancing Speaking Skills Through AI" has been an illuminating experience that has expanded our understanding of both language learning and technology integration. Throughout the process of researching, planning, and analysing AI-based activities, we realized the immense potential artificial intelligence holds in transforming traditional methods of speaking skill development.

While writing this paper, we explored various AI tools designed specifically for language learners, including speech recognition software, virtual conversation partners, and AI-powered pronunciation trainers. These tools provided learners with interactive and adaptive practice opportunities that go beyond what conventional classroom environments often offer. The instant feedback provided by AI helps learners identify their strengths and weaknesses in real-time, enabling more targeted improvement. Our literature review confirmed that AI's ability to personalize learning pathways addresses individual learner needs, motivating them to engage actively in speaking exercises without fear of judgment. In the practical activities conducted as part of this project, we integrated AI tools into speaking tasks such as simulated interviews, pronunciation drills, and spontaneous conversation exercises. Observing students' interactions with AI revealed a marked improvement in several areas—confidence, fluency, and pronunciation accuracy. A significant finding was how AI reduced speaking anxiety by providing a safe space where learners could experiment and make mistakes privately, unlike traditional peer or teacher evaluations. This boost in learner autonomy encouraged more frequent practice, which is crucial for developing speaking proficiency.

Feedback collected from participants highlighted that learners valued the flexibility of practicing anytime and anywhere, along with the detailed feedback that helped them self-correct. Many students noted increased awareness of aspects such as intonation, pacing, and filler words—subtle features that often go unnoticed but heavily impact communication effectiveness. The data and reflections strongly suggest that AI not only enhances speaking skills technically but also fosters greater metacognitive awareness of language use.

From our team's perspective, the project underscored both the benefits and limitations of AI in language education. While AI offers scalable and personalized practice, it cannot fully replace the emotional, cultural, and contextual nuances that human interaction provides. Additionally,

challenges such as access to reliable internet and user familiarity with technology need to be addressed for wider adoption.

In summary, this project demonstrated that AI, when thoughtfully integrated, serves as a powerful complementary tool in enhancing speaking skills. It empowers learners to practice confidently, receive immediate corrective feedback, and develop communication skills essential for academic, professional, and social success. The insights gained here pave the way for further exploration and innovation in AI-assisted language learning.

PROJECT TEAM/GROUP

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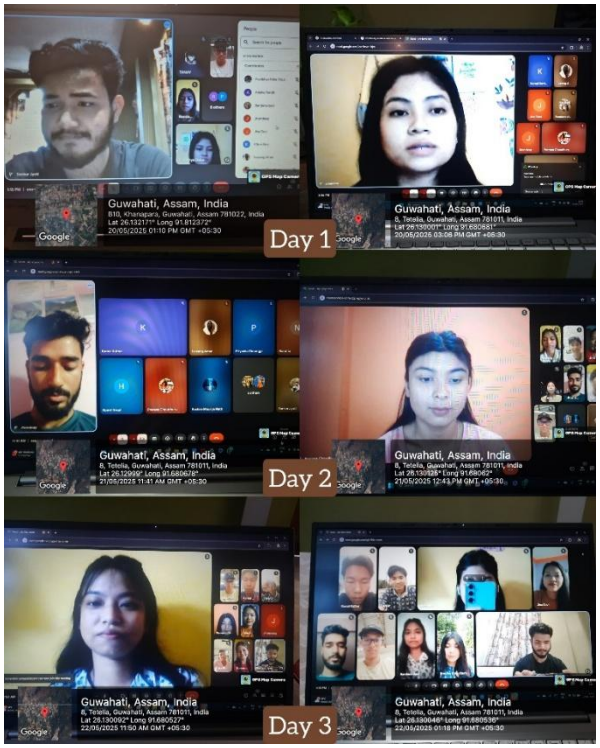
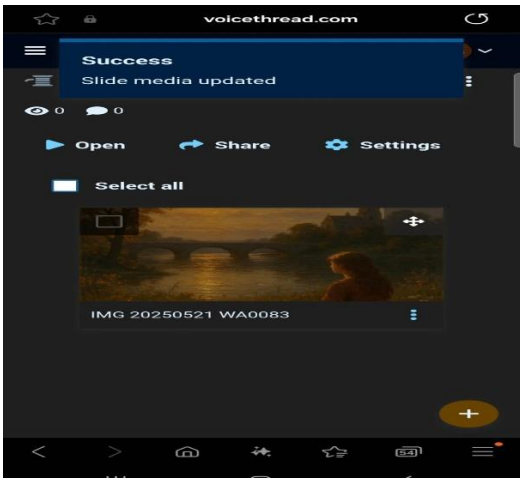
APPENDICES

Teachers Interview.

Needs Analysis.





Online Classes.

Interview questions for Teachers:

1. How would you describe the student's confidence when speaking in class?
2. Does the student participate in group discussions or class debates?
3. How well does the student articulate their thoughts and ideas verbally?
4. Can the student adapt their speaking style depending on the audience or situation?
5. Is the student able to use appropriate vocabulary and grammar while speaking?
6. How well does the student listen and respond in conversations?
7. Does the student use non-verbal cues effectively (e.g., eye contact, gestures)?
8. Are there any noticeable hesitations or speech issues (e.g., stuttering, filler words)?
9. How does the student handle impromptu speaking situations?
10. Have you noticed any improvements or areas where the student needs support in speaking?

AI Related Questions:

1. How do you currently integrate AI tools to support students' speaking skills in your classroom?
2. What AI applications (e.g., speech recognition, chatbots, virtual tutors) have you found most effective for speaking practice?
3. In your experience, how does AI compare to traditional speaking activities in terms of student engagement and progress?
4. How do you ensure that AI tools provide meaningful feedback on pronunciation, fluency, and accuracy?
5. What challenges have you encountered when using AI to develop students' speaking skills?
6. How do you address issues of over-reliance on AI for speaking practice, especially when students avoid real-life interactions?
7. Have you observed improvements in students' confidence or fluency as a result of AI-assisted speaking tasks?
8. How do you adapt AI tools to cater to learners at different proficiency levels?
9. Do you use AI-generated conversations or simulations to enhance speaking practice? If so, how effective are they?
10. What role do you think AI will play in the future of speaking skill development in language education?

Questionnaire for Teachers.