

Scientific article

IRSTI 17.82.30

<https://doi.org/10.55956/JTEN5287>

**O.V. Kim\*** 

*Cand.ped.sciences, Associate Professor*  
*M.Kh. Dulaty Taraz University,*  
*Taraz, Kazakhstan*  
[Olga\\_kim@bk.ru](mailto:Olga_kim@bk.ru)

**A.M. Ivanenko**

*Student in "Two Foreign Languages"*  
*M.Kh. Dulaty Taraz University,*  
*Taraz, Kazakhstan*  
[aivanenko940@gmail.com](mailto:aivanenko940@gmail.com)

## THE METHODOLOGY OF USING AI TOOLS IN THE FORMATION OF COMMUNICATIVE SKILLS IN ENGLISH LANGUAGE

**Abstract.** *This article explores the use of AI tools in developing communicative skills in English language learners. It examines how adaptive learning technologies can personalize instruction, with a focus on speaking and listening. The article integrates task-based language teaching (TBLT) to create real-world communication tasks and evaluates the effectiveness of AI-driven feedback, instant corrections, and automated progress tracking. These AI tools enhance language accuracy, fluency, and engagement, aiming to improve communicative competence in modern language education.*

**Key words:** *adaptive blended learning, natural language processing, conversational AI, real-time feedback, speech recognition.*

**Introduction.** In our modern world it's highly required to have well-improved communicative competence. Our research places a strong emphasis on conducting an experiment within English classes to observe how AI tools can impact and improve students' speaking and communication skills. The goal is to assess how AI-driven resources can enhance students' ability to engage in real-life conversations, express ideas clearly, and

develop fluency. By testing these tools in a controlled classroom setting, the study aims to provide concrete evidence on the effectiveness of AI in fostering better communication and speaking proficiency in English. In our modern world, it's highly valued to have developed communicative skills. Not only in English, but in other languages as well. Plenty of reasons exist: starting from global communication and finishing with adaptability and lifelong

learning. Proficiency in English is a significant asset in the job market. Many multilingual companies and organizations require a good command of English for employment, especially in roles that involve international communication, negotiation or customer interaction. Effective communication skills in English can enhance career prospects and open doors to higher positions and worldwide opportunities.

#### **Conditions and research methods.**

This research aims to explore the experimental use of AI tools in English language classes, focusing specifically on improving students' speaking and communicative skills. The experiment involved a structured approach to assess the impact of AI-driven educational technologies in the classroom environment. The study involves a group of students aged between 12 to 18 years. They will be divided into two groups: the experimental group, which will use AI tools as part of their English language lessons, and the control group, which will follow a traditional teaching method without AI integration. The research will span over a period of one month, with regular classes taking place every day with different level groups during the month. A pre-test will be conducted for both the experimental and control groups to assess the baseline

knowledge and communicative skills of the students. Speaking Test involves individual speaking tasks, such as picture descriptions, role-playing scenarios, and conversational prompts. A rubric will measure fluency, pronunciation, vocabulary range, and coherence. Communicative Skills Assessment includes interactive group activities to evaluate their ability to engage in dialogues, ask questions, and maintain conversations.

**Discussion.** In this regard, we can declare, that fluent English is vitally important in modern realms. Nelson Mandela once said: “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language - that goes to his heart”. [1] He highlighted the importance of effective communication in building connections and understanding. This underscores the importance of being able to communicate effectively, especially in multicultural and multilingual settings. Mastering another person's language shows respect and an effort to understand their perspective. It can lead to more meaningful relationships, effective communication, and a greater sense of inclusivity. The demand of knowing English language fluently and using it efficiently has always been increasing. The survey was done to see how this tendency had been becoming vitally significant.

Table 1

The growing trend of the need for communication skills in English over recent decades.

№	Decade	Key Events and Trends	Impact on the Need for Communication Skills in English
1	1990s	Growth of the Internet. Expansion of the European Union. Rise of international tourism	English became the dominant language online and for travel. Internet users require basic English skills to navigate websites, use emails, and engage in forums. International tourism fueled the need for English-speaking skills among service industry professionals.
2	2010s	Growth of multinational technology companies (Google, Apple, Microsoft) - Expansion of digital	Communication in English became a prerequisite for careers in tech, customer service, and digital marketing. The rise of digital platforms made English crucial in science.

		communication tools (Skype, WhatsApp, Zoom) - Rise of e-commerce (Amazon, Alibaba)	
3	2020s	COVID-19 pandemic leading to increased remote work and online learning. Expansion of AI-driven communication platforms. English as global academic and scientific language communication platforms. English as a global academic and scientific language	English became essential for virtual meetings, remote learning, and international collaboration in research. AI tools for language learning surged in popularity, emphasizing the need for effective English
4	2030s (Personal view)	Continued digital transformation and AI integration. English as the dominant language for emerging technologies and global policy. Increased cross-cultural communication due to global challenges (climate change, health, international relations)	English will likely be more integrated into AI and machine learning tools, becoming crucial for navigating the global digital landscape. Professionals in all sectors will need advanced English skills to participate in global initiatives and policy-making processes.

As it was said on one popular public website: “Artificial intelligence technology uses some advanced algorithms. Through these algorithms, some AI tools interact with users. These systems, which talk as if there is another person in front of you or respond via chat, are called 'generative AI'. These models also come with a promise to be your companion in language learning with their strong speaking skills. However, since these models work based on response, they are not yet powerful enough to play a more active role in teaching languages. Nonetheless, it is possible to reformulate these models appropriately and integrate them into language learning. In this way, AI tools can support your English learning with feedback focused on certain topics. Currently, in addition to standard chat models, tools reformulated for learning English with AI are also quite common”. [2]. In the same way AI is revolutionizing the way we learn and teach languages, especially when it comes to building real-life communication skills. In English language learning, the use of AI tools has opened up a world of possibilities for students to practice speaking and

understanding the language in ways that feel natural, engaging and adaptive to their needs. Key advancements in this field like Adaptive Blended Learning, Natural Language Processing (NPL) and Conversational AI are allowing teachers and students to take learning beyond the traditional classroom by mixing technology with interactive real-world practice. The whole studying process can be divided in 3 parts: “The first is structural procedure which allows the learners to learn grammar rules and vocabulary. The second is transitional procedure which gives opportunity to the students to practice using the rules in translation and pronunciation drills. The third is communicative procedure which also gives the learners opportunity to use their knowledge of grammar and vocabulary in communicative activities” [3]. Many learners don’t get enough opportunities to practice English in real-life situations, leading to difficulties when engaging in spontaneous conversations. Also, learners struggle with anxiety and lack of confidence when speaking English in real-world settings. This fear often stems from a lack of

exposure to authentic language use during the learning process. Developing communicative skills helps learners build confidence, reduce anxiety, and become more comfortable using English in various contexts - whether it's at a conference, in a classroom, or during a casual conversation. As Brooks W. once mentioned in his book: "Interpersonal relationship simply means the process of exchanging information, feelings and thoughts through verbal and non-verbal messages of people" [4]. In academic environments, strong communicative skills in English are essential for success. Students need to participate in discussions, deliver presentations, understand lectures, and engage with complex texts. Real-world communicative skills allow students to navigate the academic landscape effectively, making it easier to excel in both coursework and extracurricular activities. Traditional classrooms often follow a one-size-fits-all approach, which doesn't cater to individual learners' needs. This can result in gaps in speaking, listening, or contextual understanding. One author of article about fear of communication wrote: "Fear of making mistakes can hinder learners from practicing English in public, leading to a lack of real-world experience. In language learning the fear of making mistakes is a common psychological phenomenon known as "language anxiety" or foreign language anxiety." It stems from the fear of being judged, ridiculed, or misunderstood by others" [5]. In traditional settings, feedback on language use is often delayed, vague, or inconsistent, making it hard for learners to correct errors and improve effectively. Textbooks and static learning resources do not adapt to the evolving needs of learners. As a result, students might not be exposed to current language trends, slang, or idiomatic expressions. One of the most significant advantages of AI in language learning is its ability to provide

personalized instruction. AI-powered platforms use algorithms that adapt to individual learners' needs, strengths, and weaknesses, offering tailored content and exercises. For instance, if a learner struggles with pronunciation, the AI tools will provide more exercises focused on improving phonetics. This personalization ensures that learners get targeted practice, maximizing their learning efficiency.

Blended learning refers to a mix of in-person and online learning methods, combining the strengths of traditional classroom instruction with the flexibility of digital tools. In English language learning, blending AI tools with face-to-face instruction can enhance the learning experience.

In our lessons, we utilized AI tools like Grammarly and Speechling to provide instant feedback on students' writing and speaking. For instance, students were assigned essay-writing tasks via Google Classroom, where they used AI tools to check grammar and structure before submission. During class discussions, we focused on reviewing common errors that AI flagged, while also addressing more nuanced issues that required a teacher's input. This approach allowed students to develop greater autonomy in their learning process. Over the course of a month, we noticed that many students made fewer repetitive mistakes and demonstrated improved sentence construction in their writing.

Using tools like Elli and Speechling, we encouraged students to practice speaking outside the classroom. For example, students engaged in conversational exercises with Elli at home and brought their results to class. This data enabled me to tailor lessons to specific challenges, such as pronunciation of difficult sounds or expanding their use of conversational phrases. In a follow-up speaking activity, several students

expressed more confidence and fluency in real-world scenarios, particularly when navigating common conversational topics.

During speaking exercises, we introduced Speechling to help students refine pronunciation and fluency. It's a language learning platform that focuses on improving speaking and listening skills. It offers various features which help learners practice pronunciation and comprehension in English and other languages. Students recorded short dialogues or sentences, which Speechling evaluated for accuracy. We supplemented the app's feedback with additional pointers in class. By the end of the month, students showed marked improvement in pronouncing commonly mispronounced words, and their overall fluency increased during group discussions.

We incorporated Elli into pair activities, where students alternated between interacting with the virtual assistant and a peer. Elli provided real-time corrections that helped students adjust their intonation and grammar in context. Those who practiced with Elli outside of class appeared more comfortable initiating conversations and using correct intonation during classroom speaking tasks.

Assignments created through Google Classroom integrated AI tools like Grammarly to help students refine their writing. Students were able to self-correct basic errors before class, allowing me to focus on higher-level writing skills, such as argument structure and stylistic choices. Additionally, AI analytics helped me identify areas where students struggled, such as misuse of articles or prepositions, which informed subsequent lesson planning. Within a short period, students demonstrated increased confidence in their writing and began submitting more polished work.

As part of independent activities, students used Rosetta Stone's speech recognition features to practice

pronunciation and conversational skills. These sessions were supplemented with face-to-face conversations during class, allowing students to apply their learning. Many students mentioned that the app's immersive exercises helped them feel better prepared for oral presentations and dialogues.

As a result of our research, we can surely declare, that AI Tools are considered to be the most useful and effective, especially if we are talking about communicative skills improvement. Students of all levels gained decent results while such methods were implemented in learning process.

**Conclusion.** In conclusion, the methodology of using AI tools in the formation of communicative skills in English language learners represents a transformative shift in modern language education. AI technologies, such as adaptive learning platforms, speech recognition, and automated feedback mechanisms, offer tailored, real-time support that addresses the unique needs of each learner. The results of the one-month implementation of AI tools in developing communication and speaking skills revealed significant advancements in several key areas. Students showed progress in the following criteria: 1. *Fluency*: There was a notable increase in students' ability to speak more smoothly and naturally. Many demonstrated an improved capacity to maintain the flow of conversation without frequent pauses or hesitation, indicating growing confidence in using the target language. 2. *Accuracy*: AI tools provided immediate feedback on grammar, pronunciation, and vocabulary use. As a result, students made fewer grammatical errors and used more precise language structures, particularly in forming complex sentences and using appropriate verb tenses. 3. *Pronunciation and Intonation*: With the help of AI tools that analyzed and corrected

pronunciation in real-time, students showed improvement in their pronunciation and intonation. They became more adept at mimicking native-like pronunciation patterns, leading to clearer and more understandable speech. 4. *Vocabulary Expansion*: The adaptive learning features of AI tools allowed students to encounter new words and phrases in relevant contexts, facilitating better vocabulary retention. Many students started incorporating a wider range of vocabulary into their speaking, enabling them to express themselves more effectively and with greater variety. 5. *Interactional Skills*: Students displayed enhanced ability to engage in two-way communication. They improved in initiating conversations, responding appropriately to questions, using follow-up questions, and navigating through misunderstandings during dialogues, all of which are critical skills for real-world

interactions. 6. *Listening Comprehension*: The integration of AI-assisted listening exercises allowed students to better interpret spoken language. This improvement was evident in their increased ability to respond accurately and promptly to spoken prompts, reflecting an enhanced comprehension of diverse English accents and speeds.

After the experiment, these achievements were assessed through structured oral tests and practical communication tasks that replicated authentic scenarios. The results confirmed that students not only internalized new language concepts but also effectively applied them in context, demonstrating greater communicative competence. The use of AI tools was thus instrumental in facilitating a more engaging, personalized, and results-driven learning experience.

#### References

1. Nelson Mandela quotations [Electronical resource] Access mode: <https://www.goodreads.com/quotes/34897-if-you-talk-to-a-man-in-a-language-he> Access date: 5.10.2024
2. Learning English with Artificial Intelligence: Frequently Asked Questions [Electronical resource] Access mode: <https://flalingo.com/ru/blogs/faq-about-learning-english-with-ai> Access date: 5.10.2024
3. Kaharuddin, A. The communicative grammar translation method: a practical method to teach communication skills of english [Electronical resource] Access mode: <https://journal3.uin-alauddin.ac.id/index.php/Eternal/article/view/6292> Access date: 5.10.2024
4. Brooks W, Brown WC, Brophy J. Teacher praise: functional analysis Rev Educ Res. 1981
5. Embrace Your Mistakes: The Psychology of Overcoming Fear in Language Learning by Voccent Languages [Electronical resource] Access mode: <https://voccent.medium.com/embrace-your-mistakes-the-psychology-of-overcoming-fear-in-language-learning-371c09df4df8> Access date: 5.10.2024

**О.В.Ким\*, А.М.Иваненко** - Таразский университет имени М.Х. Дулати, Тараз, Казахстан

#### МЕТОДИКА ИСПОЛЬЗОВАНИЯ СРЕДСТВ ИИ В ФОРМИРОВАНИИ КОММУНИКАТИВНЫХ НАВЫКОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

**Аннотация.** В данной статье проводится исследование применения инструментов искусственного интеллекта для развития коммуникативных навыков у изучающих английский язык. Особое внимание уделяется тому, как технологии адаптивного обучения могут способствовать персонализации учебного процесса, с акцентом на развитие навыков говорения и аудирования. Рассматривается подход к обучению языку на основе выполнения задач (Task-Based Language Teaching, TBLT), в рамках которого

создаются условия для выполнения реальных коммуникативных заданий. Также оценивается эффективность использования обратной связи, основанной на технологиях искусственного интеллекта, включая мгновенные исправления и автоматическое отслеживание прогресса. Применение таких инструментов искусственного интеллекта способствует повышению точности и беглости речи, а также уровня вовлеченности обучающихся, что, в конечном итоге, направлено на улучшение коммуникативной компетенции в условиях современного языкового образования.

**Ключевые слова:** адаптивное смешанное обучение, обработка естественного языка, разговорный искусственный интеллект, обратная связь в реальном времени, распознавание речи.

О.В.Ким\*, А.М.Иваненко- М.Х. Дулати атындағы Тараз университеті, Тараз, Қазақстан

### АҒЫЛШЫН ТІЛІНДЕГІ КОММУНИКАТИВТІ ДАҒДЫЛАРДЫ ҚАЛЫПТАСТЫРУДА АІ ҚҰРАЛДАРЫН ПАЙДАЛАНУ ӘДІСТЕМЕСІ

**Аңдатпа.** Бұл мақалада ағылшын тілін үйренушілерде коммуникативті дағдыларды дамыту үшін жасанды интеллект құралдарын қолдану зерттеледі. Адаптивті оқыту технологиялары сөйлеу және тыңдау дағдыларын дамытуға баса назар аудара отырып, оқу процесін жекелендіруге қалай ықпал ететініне ерекше назар аударылады. Тапсырмаларды орындау негізінде тілді оқыту тәсілі қарастырылады (Task-Based Language Teaching, TBLT), оның шеңберінде нақты коммуникативтік тапсырмаларды орындау үшін жағдайлар жасалады. Сондай-ақ, жасанды интеллект технологияларына негізделген кері байланысты пайдалану тиімділігі, соның ішінде жедел түзетулер мен прогресті автоматты түрде бақылау бағаланады. Мұндай жасанды интеллект құралдарын қолдану сөйлеудің дәлдігі мен еркіндігін, сондай-ақ білім алушылардың қатысу деңгейін арттыруға ықпал етеді, бұл, сайып келгенде, қазіргі тілдік білім беру жағдайында коммуникативтік құзыреттілікті жақсартуға бағытталған.

**Тірек сөздер:** адаптивті аралас оқыту, табиғи тілді өңдеу, ауызекі жасанды интеллект, нақты уақыттағы кері байланыс, сөйлеуді тану.

*Received 24.11.24*

*Received in revised form 15.01.25*

*Accepted for publication 11.03.25*

*Cite the article:*

*Kim, O.V. The methodology of using ai tools in the formation of communicative skills in English language [Text] O.V.Kim, A.M.Ivanenko // Bulletin of Dumaty University. – 2025. – No.1. – P. 8-14. <https://doi.org/10.55956/JTEN5287>*



Copyright: © 2024 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).