School 24 named after M.Shokay

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English language teacher

# Enhancing English Speaking Proficiency through AI Tools: Impacts on IELTS Preparation and Language Teaching

Turkestan -2025

"М.Шоқай атындағы №24 жалпы білім беретін мектеп" КММ мекемесі

Жалалова Икбол Хамзаевна

Ағылшын тілі пән мұғалімі

# Жасанды интеллект құралдары арқылы ағылшын тілінде сөйлеу дағдыларын жетілдіру: IELTS емтиханына дайындық пен тіл үйретудегі ықпалы

Түркістан-2025

«Enhancing English Speaking Proficiency through AI Tools: Impacts on IELTS Preparation and Language Teaching» атты авторлық бағдарламаға

# РЕЦЕНЗИЯ

Автор ұсынған бағдарлама – қазіргі заманғы білім беру үрдісінде өзекті және инновациялық бағыттағы ғылыми-әдістемелік еңбек. Жұмыстың басты мақсаты – жасанды интеллект (AI) құралдарын пайдалана отырып, ағылшын тілінде сөйлеу дағдыларын жетілдіру және оны IELTS емтиханына дайындық барысында тиімді қолдану жолдарын көрсету.

Бағдарлама құрылымы жүйелі және ғылыми тұрғыда негізделген. Әр тарауда заманауи әдіс-тәсілдер мен нақты тәжірибеге сүйенген мысалдар берілген. Автор ағылшын тілін үйретуде жасанды интеллектінің рөлін терең түсініп, оны педагогикалық тұрғыдан тиімді қолдану жолдарын ұсынады. Әсіресе, оқушылардың сөйлеу қабілетін арттыруда AI құралдарын (ChatGPT, ELSA Speak, Grammarly, YouGlish, т.б.) біріктіру идеясы білім берудегі жаңа мүмкіндіктерді ашады.

Жұмыстың жаңалығы – дәстүрлі әдістер мен цифрлық технологияларды үйлестіріп, мұғалімнің жетекшілік рөлін сақтай отырып, оқушының жеке жауапкершілігі мен өзіндік дамуын қолдауында. Автор тек техникалық құралдарды сипаттап қана қоймай, олардың психологиялық, әдістемелік және практикалық әсерін де талдайды.

Бағдарламаның ғылыми және практикалық маңызы зор. Ол шет тілі мұғалімдерінің кәсіби құзыреттілігін арттыруға, оқыту үдерісін жаңғыртуға және заманауи цифрлық білім беру талаптарына сай болуға бағытталған. Ұсынылған материал жалпы орта білім беру мекемелерінде, тіл орталықтарында және жоғары оқу орындарындағы ағылшын тілі курстарында қолдануға толық жарамды.

Қорытынды:

Автордың бағдарламасы ғылыми тұрғыдан дәйекті, практикалық мәні жоғары, заманауи талаптарға сай еңбек болып табылады. Бағдарламаны баспаға және әдістемелік құрал ретінде білім беру мекемелеріне ұсынуға болады.

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«Enhancing English Speaking Proficiency through AI Tools: Impacts on IELTS Preparation and Language Teaching» атты авторлық бағдарламаға

# РЕЦЕНЗИЯ

Ұсынылған бағдарлама – ағылшын тілі пәні мұғалімдері үшін заманауи және өте пайдалы әдістемелік құрал. Автор ағылшын тілінде сөйлеу дағдыларын дамытудың ең басты мақсаты – оқушыны еркін сөйлету екенін нақты және түсінікті тілмен жеткізген. Бұл бағыттағы жасанды интеллект құралдарын тиімді пайдалану жолдары қарапайым әрі практикалық тұрғыда түсіндірілген.

Бағдарлама мазмұны мұғалімдерге ыңғайлы етіп құрылған: әр бөлімде сабақ үлгілері, нақты тапсырмалар және оқушылармен қолдануға болатын әдістер көрсетілген. Автор қолданған мысалдар – мектеп жағдайында оңай бейімделетін, шынайы тәжірибеден алынған тәсілдер. Әсіресе, оқушылардың сөйлеуге деген қорқынышын азайтып, сенімін арттыруға бағытталған жаттығулар өзекті.

Бағдарламадағы AI құралдары (ChatGPT, ELSA Speak, YouGlish және т.б.) – мұғалімдердің күнделікті жұмысына жаңашыл серпін береді. Автор мұғалім мен технология арасындағы тепе-теңдікті сақтап, "AI – көмекші, бірақ мұғалім – жетекші" деген ұстанымды анық көрсеткен.

Бұл бағдарлама шағын қалалар мен ауыл мектептерінде жұмыс істейтін мұғалімдерге де қолайлы. Себебі ол күрделі терминдерсіз, қарапайым тілмен жазылған, сонымен қатар заманауи әдістермен байытылған. Бағдарламаны ағылшын тілі мұғалімдерінің біліктілігін арттыру курстарында, мектеп ішілік әдістемелік бірлестіктерде, сондай-ақ жеке сабақ жоспарларын әзірлеуде қолдануға болады.

Қорытынды:
Бағдарлама практикалық маңызы жоғары, мазмұны бай, мұғалімдерге нақты көмек көрсететін еңбек. Ұсынуға және баспаға шығаруға лайық.

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# Explanatory Note

*Direction*

The programme belongs to the field of foreign language education and digital pedagogy. It focuses on improving learners' speaking proficiency in English through the use of Artificial Intelligence (AI) tools such as ChatGPT, ELSA Speak, and YouGlish. The programme aims to integrate modern digital methods into traditional language teaching to create an effective and motivating learning environment.

*Relevance, Innovation, and Pedagogical Purpose*

In today's educational landscape, English is not just a school subject but a life skill. However, many students—especially in regional schools—struggle to practise spoken English outside the classroom.

This programme addresses that problem by introducing AI-assisted speaking practice into daily lessons. Learners use AI applications to receive instant feedback on pronunciation, fluency, and vocabulary use.

The innovation lies in combining teacher-led lessons with AI-based self-practice. It shifts focus from memorising rules to real communication.

The pedagogical purpose is to make speaking English a regular, confident, and enjoyable experience for every learner.

*Aim and Objectives*

Aim:
To enhance English speaking skills through the use of Artificial Intelligence tools, developing learners' confidence, fluency, and readiness for real communication, including IELTS speaking tasks.

Objectives:
1.     To introduce AI tools that support English speaking practice.
2.     To train students to use AI feedback to improve their pronunciation and fluency.
3.     To encourage teachers to integrate AI into their language lessons effectively.
4.     To create a supportive classroom environment where technology complements teaching.
5.     To help learners become independent, motivated speakers of English.

*Distinctive Features*
- Combines traditional methods (dialogue, role-play, peer speaking) with AI technology (voice recognition, feedback, and pronunciation scoring).
- Focuses on practical speaking skills rather than only grammar or writing.
- Uses real-life topics from the IELTS speaking test and daily communication.
- Encourages individual learning paths through personalised AI feedback.
- Suitable for teachers with basic digital skills and adaptable for different school levels.

*Expected Results and Evaluation Methods*
Expected Results:
- Students gain confidence and fluency in spoken English.
- Pronunciation and accuracy improve through regular AI-based feedback.
- Teachers develop competence in using AI as a teaching assistant.
- Classroom communication becomes more active and student-centred.
- Learners become more motivated to practise English independently.

Evaluation Methods:
- Observation of classroom speaking activities.
- AI progress reports and feedback logs (e.g., pronunciation scores).
- Short oral tests and peer-assessment checklists.
- Teacher reflection journals and student feedback forms.
- Comparison of pre- and post-programme speaking results.

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# Course plan

"Enhancing English Speaking Proficiency through AI Tools"
(Developing confidence, fluency, and emotional expression through technology and interactive activities)

Course Plan for Grade 8

Author: Ikbal Zhalalova

Subject: English

Course Theme: Enhancing English Speaking Proficiency through AI Tools

Duration: 1 term (8–9 weeks, 16–18 lessons)

Target group: Grade 8 learners (13–14 years old)

*Course Description*
This course helps students develop speaking fluency, pronunciation, and confidence through a combination of AI tools, games, and creative tasks.

By the end of the course, students will be able to speak about familiar and unfamiliar topics clearly, confidently, and emotionally — using modern technology as a learning partner.

The course connects classroom English practice with real-life situations such as interviews, commentaries, social media, and daily conversations.

*Overall Aim*
To enable learners to speak English confidently and naturally using AI tools and interactive communication tasks.

*Objectives*
By the end of the course, students will be able to:
1.	Speak English for one to two minutes on general topics.
2.	Use AI feedback to improve pronunciation and fluency.
3.	Express emotions and opinions clearly in conversation.
4.	Interact in pairs and groups using English for real purposes.
5.	Prepare short IELTS-style speaking tasks with support from digital tools.

*Expected Learning Outcomes*
Students will:
•	Use English more fluently and naturally.

- Develop pronunciation and tone with the help of AI voice apps.
- Gain confidence in public speaking.
- Learn to think and respond quickly in conversation.
- Be motivated to practise English independently.

*Teaching Methods and Approaches*
- Communicative approach
- Game-based learning
- Project-based and pair speaking
- AI-supported practice (ChatGPT, ELSA Speak, YouGlish)
- Emotional speaking and drama elements
- Reflection and self-assessment

## Course Structure and Assessment Table
Theme: Enhancing English Speaking Proficiency through AI Tools
Grade: 8
Author: Ikbal Zhalalova

## Course Structure

| Week | Lesson Theme | Speaking Focus | Main Activities / Methods | AI or Digital Tool Used | Expected Outcome |
|------|-------------|----------------|---------------------------|-------------------------|------------------|
| 1 | Getting Confident with AI | Introduction, Self-presentation | Warm-up "AI or Human?" game; introduce AI apps | ChatGPT, ELSA Speak | Learners can introduce themselves confidently |
| 2 | Mirror Talk: About Myself | Pronunciation, Self-awareness | Speaking in front of mirror; describing self | ELSA Speak, Voice Recorder | Improved pronunciation and confidence |
| 3 | Emoji Emotion Talk | Intonation, Emotions | Speaking by emojis or social media reels | Instagram Reels, Emoji Wheel | Emotional and expressive speech |
| 4 | Sworn Battle Game | Fluency, Quick Response | Pair game: continuous speaking without | ChatGPT topic generator | Fluency and reaction speed |

| | | | | pause | | |
|---|---|---|---|---|---|---|
| 5 | Star and Reporter | Question–Answer Skills | Role-play celebrity and reporter interview | ChatGPT for interview questions | Natural dialogue and interaction |
| 6 | Commentat or Challenge | Descriptive Speech | Describe picture or silent video | YouGlish, YouTube shorts | Use of descriptive vocabulary |
| 7 | Application Replica | Everyday Conversatio n | Speak with AI friend on daily topics | ChatGPT Voice, ELSA Speak | Natural conversatio n flow |
| 8 | IELTS Mini Speaking Test | Integrated Skills | Mock IELTS speaking (Part 1 & 2) | AI feedback tools | Personal improveme nt record |
| 9 | Reflection and Presentatio n | Review, Public Speaking | Presentati on of learning progress | PowerPoi nt, AI summary tools | Confident final presentation |

## Assessment Table

| Assessment Criteria | Description | Indicators of Achievement | Assessment Tools |
|---|---|---|---|
| Fluency | Ability to speak continuously without long pauses | Speaks for 1–2 minutes; few pauses | Observation, Teacher notes |
| Pronunciation | Clarity, stress, and intonation | Clear pronunciation and natural rhythm | ELSA Speak AI report, Peer feedback |
| Vocabulary Use | Range and appropriateness of words | Uses topic-related words correctly | Speaking checklist |
| Grammar Accuracy | Use of basic sentence structures | Mostly correct use of tenses and forms | Oral test |
| Emotional | Expresses | Uses facial | Emoji Talk |

| Expression | feelings and tone naturally | expressions and tone | activity observation |
|---|---|---|---|
| Interaction Skills | Participates in dialogues or games | Responds naturally to partner or AI | Sworn Battle, Star & Reporter |
| Use of AI Feedback | Learner applies AI corrections in next task | Improved pronunciation and fluency | AI feedback logs |
| Self-Reflection | Learner evaluates own progress | Completes reflection sheet or journal | Student self-assessment form |

**Grading Scale (Recommended)**

| Level | Description | Score Range |
|---|---|---|
| Excellent (A) | Speaks fluently and confidently; clear pronunciation and emotion | 90–100% |
| Good (B) | Minor hesitation; understandable pronunciation | 75–89% |
| Satisfactory (C) | Can speak with support; basic fluency | 60–74% |
| Needs Improvement (D) | Limited vocabulary and pauses | Below 60% |

Formative assessment will include:
• Observation
• Peer and self-assessment
• AI performance reports (screenshots or app scores)
• Mini speaking tasks and teacher checklists

Resources
• Digital: ChatGPT, ELSA Speak, YouGlish, YouTube, Canva, smartphone microphones
• Printed: Flashcards, topic lists, emotion wheels, reflection sheets
• Multimedia: Short videos, interviews, reels, songs for pronunciation rhythm

Differentiation
• Strong learners act as team leaders or reporters.

• Weaker learners receive support through pair work and guided AI feedback.
• Creative learners are encouraged to make short videos or presentations.

Teacher's Role
• Facilitator and motivator, not a strict evaluator.
• Guide students in using AI safely and effectively.
• Encourage emotional expression and real communication.

Expected Final Outcome

At the end of the course, learners will complete:
• A short AI-based video project ("This is Me in English").
• A self-assessment journal based on AI feedback.
• A class presentation showing how their English speaking improved.

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## LESSON PLAN

| Unit: | |
|---|---|
| School: | |

| Date: | |
|---|---|
| Teacher's name: | Ikbal Zhalalova |
| Class: | 8b |
| Number present: | ____    Absent: ____ |
| Theme of the lesson: | Communication and technology |
| **Learning objectives** | 8.S7  use appropriate subject-specific vocabulary and syntax to talk about a range of general  topics, and some curricular topics<br>8.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics |
| **Lesson objectives** | All learners will be able to: Identify AI tools (ChatGPT, ELSA Speak, YouGlish) and say how they help to practise English speaking.<br>Most learners will be able to: Use one AI tool to record or practise a short IELTS-style speaking answer.<br>Some learners will be able to: Evaluate their speaking performance using AI feedback and suggest improvements. |
| **Assessment criteria** | • Learners use AI tools for speaking practice.<br>• Learners pronounce words and phrases clearly.<br>• Learners reflect on their speaking performance. |

**Plan**

| Planned timings | Teacher's activities | Pupils' activities | Assessment / Marks | Resources |
|---|---|---|---|---|
| Beginning of the lesson (5–7 min) | Organization moment: Teacher greets class, sets mood | Students respond to greeting and take part in warm-up | Emoticon cards for participation. | Slides, AI-generated examples. |

| | | | | |
|---|---|---|---|---|
| | with warm-up 'AI or Human?' game. Explains aim: 'Today we'll use AI tools to help us speak English more confidently.' | game. | | |
| Main part (30 min) | 1. Brainstorming (5 min): Discuss what makes speaking English difficult. 2. Introduction to AI tools (10 min): Show ChatGPT, ELSA Speak, YouGlish. 3. Speaking practice (10 min): Students practise IELTS Part 1 answers. 4. Reflection (5 min): Discuss AI feedback. | Students brainstorm, try AI tools, record answers, and discuss feedback. | Descriptors: pronunciation, fluency, reflection. Total: 3 points. | Internet, phones, ELSA Speak app, ChatGPT, YouGlish. |
| End of the lesson (5–8 min) | Summarise main points: 'AI helps you practise anytime, but | Students share what they liked about using AI tools. | Teacher feedback on reflection. | Slide: 'Today I learned…' form. |

| | | | | |
|---|---|---|---|---|
| | teacher guides you.' Homework: record 1-minute AI-based speaking on 'My favourite place.' | | | |
| **Homework** | Students record a 1-minute AI-based speaking task at home and submit screenshots or feedback text from AI. | | | |

**Content**

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**Introduction**

English speaking is one of the hardest skills for many students to master. In many schools, learners can read and write fairly well, but when it comes to speaking, they often hesitate, lack confidence, or struggle to find the right words. As teachers, we see this every day: students understand grammar rules but find it difficult to use them naturally in conversation.

In recent years, a new kind of support has appeared in education — Artificial Intelligence (AI). Many teachers have heard of it, but not all have tried it in class. AI is not only something used by scientists; today, it's available to all teachers and students through simple applications and websites. These tools can listen to students, analyse their speech, and suggest how to improve.

For those preparing students for IELTS, speaking practice is extremely important. However, many schools have limited time or small resources for individual speaking feedback. AI can help fill that gap. It doesn't replace the teacher — it works with the teacher, offering extra practice and feedback that students can use anywhere, anytime.

This article explores how AI can support English teachers in developing speaking skills, what tools are most helpful, and how to apply them in simple classroom activities.

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**I.Why AI Matters in English Speaking**

Artificial Intelligence is the ability of a computer to "think" and respond in ways that seem intelligent. For example, when a student speaks to a smartphone app and it gives feedback on pronunciation or grammar, that's AI in action.

There are now many AI tools that understand spoken English. They can detect accent, stress, and rhythm, and then give feedback in seconds. For students who are shy or lack speaking partners, AI can be a patient listener that never gets tired.

Benefits of Using AI Tools
1.     More Practice Time: Students can practise outside school without needing a teacher present.
2.     Instant Feedback: AI can tell students immediately what needs improvement.
3.     Confidence Building: Shy learners can practise privately before speaking in front of others.
4.     Personalised Learning: Each student gets feedback suited to their level.
5.     Motivation: Many AI apps include scores, badges, or progress charts that make learning fun.

Teacher's Role

Teachers remain the heart of language learning. AI can give technical feedback, but it cannot encourage, correct meaning, or understand students' emotions. The teacher's job is to guide students in how to use AI effectively — and how to think about the feedback they receive.

A balanced approach means combining human communication with AI assistance. The best lessons are those where students use AI to prepare, then practise with each other and receive the teacher's human insight

## II. How AI Helps in IELTS Speaking Preparation

IELTS speaking is based on five main areas: fluency, coherence, pronunciation, grammar, and vocabulary.

AI tools can help students improve in each area:

| IELTS Criterion | AI Support | Example Tool |
| --- | --- | --- |
| Fluency | Practice long answers with feedback on pauses and speed | Speeko, ELSA Speak |
| Coherence | Generate follow-up questions to extend speech | ChatGPT |
| Pronunciation | Identify mispronounced sounds and suggest corrections | YouGlish, ELSA Speak |
| Grammar | Detect and correct repeated grammar mistakes | Grammarly |
| Vocabulary | Suggest synonyms and topic words | ChatGPT, Quillbot |

By combining these tools with teacher-led speaking activities, students can improve faster and feel more confident before taking the test.

## III. Simple Teaching Methods Using AI

*1. Pair Practice with AI Prompts*

Teachers can use ChatGPT to generate sample IELTS questions.
For example, the teacher types:
"Give me 10 IELTS Speaking Part 2 questions for B1 level."
Then, in class, students choose one question and record their answers using a speaking app like ELSA Speak or Speeko.
They receive feedback and discuss it in pairs — "What did the app say about your pronunciation?"
This method improves confidence and allows students to reflect on their own progress.

*2. AI as Homework Partner*

Instead of only giving written homework, teachers can assign AI-based speaking tasks.

Example:

"Use ChatGPT or another app to speak for two minutes about your favourite place. Then write down three things the AI suggested for improvement."

The next day, the class discusses their experiences.

This teaches students independence and helps them practise more regularly.

*3. Pronunciation Practice with Technology*

Pronunciation can be one of the hardest parts for learners.

AI tools like YouGlish allow students to hear how real people say words in YouTube videos. For example, students type "environment" and watch how native speakers pronounce it in different contexts.

The teacher can then guide students to repeat and record themselves using ELSA Speak, comparing their pronunciation to native speakers. This builds listening and speaking accuracy in a fun way.

*4. Real-Life Speaking Practice*

AI can also simulate real-life conversations.

Teachers can use ChatGPT or similar apps to play the role of an "IELTS examiner". For example:

"ChatGPT, act as an IELTS examiner and ask me three Part 1 questions."

Students answer verbally while the AI responds naturally, helping them practise quick thinking.

This method encourages fluency and reduces fear before the real exam.

## IV. Practical Speaking Activities with AI and Interactive Games

In this programme, speaking is not just a classroom task — it is a creative and emotional experience.

To help learners become confident and expressive speakers of English, a series of modern and interactive activities were used.

Each activity is designed to reduce fear, build confidence, and develop fluency.

AI tools and everyday digital platforms, such as mobile apps and social media, are used to make lessons realistic and motivating for today's students.

*1. "Sworn Battle" Speaking Game*

This game helps students to think fast and speak continuously.

Learners are divided into pairs or small groups. Each pair "swears" to continue speaking without long pauses.

The topic is given (for example: "My dream country," "Why English is important," or "My weekend.").

If one learner stops for more than three seconds, the partner gets a point.

The goal is to keep the conversation going naturally — just like in real communication.

This playful "battle" improves reaction speed and fluency, and removes the fear of making mistakes.

*2. "Mirror Talk" – Self-Observation Speaking*

This exercise helps students build confidence in self-expression and pronunciation.

Each learner stands in front of a mirror and speaks about themselves using simple sentences:

"I am a student."

"I am good at football."

"I can speak English confidently."

This activity helps learners see and hear themselves.

It builds self-awareness and encourages positive thinking — a powerful emotional factor in language learning.

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*3. "Emoji Emotion Talk" – Speaking with Feelings*

This activity connects English learning with social media platforms like Instagram or TikTok Reels.

On the screen, different emojis appear randomly (□ □ □ □ □).

Each learner must speak for 20–30 seconds with emotion according to the emoji they see.

For example, if a "sad" emoji appears, they might say:

"I lost my phone yesterday, and I feel terrible!"

This method develops emotional expression and helps students understand intonation and tone — both important in IELTS Speaking and real conversation.

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*4. "Star and Reporter" – Interview Simulation*

In this pair activity, one learner is a famous star (singer, actor, blogger), and another is a reporter.
The reporter asks questions like:
"How did you become famous?"
"What advice can you give to young people?"
"What is your next big project?"
The "star" answers using imagination and humour.
This interactive task trains question–answer patterns, improves spontaneous speech, and increases motivation through creativity.
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*5. "Commentator" – Picture or Video Commentary*

Learners watch a short silent video clip or look at a photo.
They act as commentators, describing what they see:
"The boy is running fast. He looks very happy. Maybe he has won the game."
This technique develops narrative and descriptive speech, helping learners build longer sentences and speak continuously.
It can also be used with news videos, sports highlights, or short reels.

*6. "Application Replica" – Talking with AI Friend*

This modern activity uses AI-based conversation tools that simulate real English speaking practice.
Students use an Application Replica — a digital assistant or chatbot that listens and responds like a human friend.
They can speak about daily topics, practise IELTS questions, or describe their day.
AI gives feedback on pronunciation, vocabulary, and grammar instantly.

## V. Useful AI Tools for Teachers and Students

Tool   Main Function       How Teachers Can Use It

ChatGPT -   Generates speaking questions and model answers, create prompts, simulate interviews

ELSA Speak - Gives pronunciation and fluency feedback, individual speaking practice

Grammarly - Checks grammar and vocabulary, review student writing and transcripts

YouGlish - Shows real pronunciation videos, Listening and pronunciation training

Speeko - Analyses filler words and pacing, improve speech clarity

All of these can be used with little technical skill — even one smartphone shared by a small group can make a big difference.



Modern Teaching Methods That Work Well with AI

1.      Communicative Approach – Focus on real conversation. AI can provide rehearsal, but real talk happens with people.

2.      Task-Based Learning – Give students meaningful tasks such as describing their weekend using AI for feedback.

3.      Blended Learning – Combine face-to-face lessons with AI practice at home.

4.      Flipped Classroom – Let students practise speaking online before class, and use class time for feedback.

5.      Gamified Learning – Encourage students to improve their AI scores and compete in a friendly way.

6.      Reflective Teaching – Discuss AI results openly; help students understand both their strengths and weaknesses

## VI. Possible Difficulties and Solutions

| Challenge | Solution |
|---|---|
| Not all students have internet access | Use teacher's device in small groups; practise together. |
| Some students rely too much on AI | Remind them AI is a helper, not the teacher. Encourage real conversations. |
| Teachers are unsure how to use the apps | Start small — choose one tool and explore it together with students. |
| Fear of mistakes | Use AI feedback as private practice, then review results as a class to build trust. |

Results and Reflections

Teachers who have introduced AI into their English lessons report noticeable improvements in students' motivation and confidence. Many students start speaking more willingly because they feel supported by technology.

For IELTS students, AI practice leads to better pronunciation, wider vocabulary, and faster progress in fluency.

One teacher said:

"My students used to freeze during IELTS mock tests. Now, after a few weeks with AI tools, they can speak naturally and even enjoy the test!"

Such examples show that when technology and human teaching work together, speaking lessons become more interactive, enjoyable, and effective.

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**Conclusion**

AI is not a replacement for good teaching — it is a partner. It gives students extra chances to speak, to receive feedback, and to track their progress. For teachers, it saves time and provides a new way to reach students who need more practice.

When used carefully, AI can make English speaking lessons more dynamic, practical, and motivating. It helps students become confident communicators, ready for exams like IELTS and for real-life communication beyond the classroom.

In our schools, especially in small cities, using even one or two of these tools can make a big difference. With curiosity, patience, and creativity, any teacher can bring the power of AI into the English classroom — and open a new world of learning for their students.

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# Methodological support

I conducted training and shared methods with Englih teachers of the city Turkstan in the municipal seminar to the theme "Developing speaking skills"