JOURNAL OF CULTURAL ANALYSIS AND SOCIAL CHANGE

Journal of Cultural Analysis and Social Change,
2026, 11(1), 1124-1133
ISSN: 2589-1316

Digital Platforms as a Means of Developing Students' Oral Speech Culture

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Citation: Kholodniak, O. (2026). Digital Platforms as a Means of Developing Students' Oral Speech Culture, *Journal of Cultural Analysis and Social Change*, 11(1), 1124-1133. https://doi.org/10.64753/jcasc.v11i1.4075

Published: January 06, 2026

ABSTRACT

Oral speech is regarded as a leading productive skill that ensures the practical implementation of communication. Based on the analysis of scientific literature, it is defined that oral speech culture encompasses linguistic, psychological, social, ethical, and didactic dimensions, reflecting the level of organization, normativity, and communicative effectiveness. Contemporary research emphasizes the importance of authentic communication as a factor of professional success and cognitive development. The integration of digital platforms and mobile applications provides personalized opportunities for speaking practice, fosters learner autonomy, and contributes to the shift toward a student-centred instructional model, which is particularly relevant in the context of educational transformation. Digital platforms and gamified environments offer individualized oral-speaking practice, combining adaptive learning algorithms, speech recognition, and game-based interaction. Role-based online scenarios create conditions for natural dialogue, sustain motivation, and stimulate active engagement. The incorporation of AI-powered chatbots and mobile tools expands opportunities for spoken language training, helps reduce psychological barriers, and supports the development of oral speech culture among students across traditional, remote, and blended learning formats. The research assumes that the development of students' oral speech culture can be significantly enhanced through a structured three-stage experimental model integrating digital speaking platforms. At the initial diagnostic stage, both groups were expected to demonstrate comparable levels of oral proficiency, forming a baseline for valid comparison. During the formative stage, it was hypothesized that sustained training with Duolingo, ELSA Speak, Talkpal.ai, and GPT would accelerate progress in pronunciation, vocabulary activation, fluency, and dialogic interaction more effectively than traditional classroom practice. At the final assessment stage, the experimental group showed measurable improvement in phonetic accuracy, lexical diversity, fluency, and communicative confidence, reflected in higher monologic and dialogic performance scores. Thus, it is concluded that the digital-based methodology will yield clearer positive dynamics across key oral production criteria, confirming its pedagogical value in university language training.

Keywords: oral speech culture, digital learning platforms, gamified language training, AI-assisted speaking practice

INTRODUCTION

Digital platforms are increasingly being integrated into the educational process, becoming not only a tool for organising the learning environment but also a means of developing students' oral speech culture. Their functionality enables the combination of traditional methods of communicative skill formation with new interaction formats based on multimodality and interactivity. In the context of globalisation and the digital transformation of university education, these platforms provide opportunities to create authentic communicative situations that encourage students to use linguistic resources consciously.

The relevance of applying digital tools in shaping students' oral speech culture is due to their potential for personalising the learning process, which in turn increases motivation. Interactive platforms facilitate the creation

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of dynamic tasks and multimedia scenarios that simulate authentic communication. The use of artificial intelligence systems opens possibilities for individualised feedback, the development of argumentation skills, and interactive practice in virtual environments. As a result, digital tools become not only a technical resource but also a pedagogical instrument that shapes a new quality of students' oral speech culture.

Researchers emphasise that the use of digital platforms in developing oral speech culture requires a systematic approach that considers pedagogical, psychological, and technological factors. The effectiveness of this process depends not only on the technical capabilities of the platforms but also on their methodological integration into curricula oriented toward communicative competence development[1; 2].

The analysis of scientific literature has shown that researchers have repeatedly addressed the issue of developing students' oral speech competence. Thus, Liedke[3] outlined a staged approach to forming oral communicative skills, Chaabani[4] described methodological features of organizing speaking practice in educational settings, and Schmölzer-Eibinger[5] demonstrated the effectiveness of narrative techniques for stimulating oral production. Spratt[6] presented a system of exercises aimed at developing speaking proficiency, while Xiao and Chen[7] summarized approaches to academic discourse socialization through oral activities. Uztosun[8] focused on strategies for fostering oral interaction in academic contexts, Matyakhan et al.[9] extended previous studies by analyzing learner-informed materials to enhance oral communication in higher education, and Druzhynenko and Ruskulis[10] revealed the specifics of cultivating professional oral speech culture among students of media-related specializations.

Another group of studies concerns gamification and game-based platforms as environments that foster speaking. Tymoshchuk[11] discussed the use of gamified elements in professional language training, Al-Dosakee and Ozdamli[12] reviewed practical gamified strategies that stimulate oral production, and Abadi et al.[13] analyzed the benefits and limitations of gamification in educational contexts. Meanwhile, Kholodniak[14] proved the effectiveness of an MMORPG-based approach as a platform for natural spoken communication among university students.

Considerable attention has also been given to the impact of artificial intelligence on the development of oral speech. Behera et al.[2] summarized various directions of AI integration into education, Cherednichenko, Kravets, and Shyshkina[15] justified the application of large language models in foreign-language instruction, and Stelmach[16] emphasized the potential of automated oral assessment. Valuable empirical evidence was provided by Aliakbari et al.[16], who demonstrated the effect of AI-powered chatbots on improving speaking proficiency, and Grab[18], who confirmed the efficiency of integrated AI-based oral practice.

A separate body of research is devoted to digital platforms and tools that facilitate language development. In particular, Badan, Onishchenko, and Zeniakin[1] explored the potential of digital technologies for communication simulation, whereas Li and Lan[19] examined digital language learning through behavioral and cognitive perspectives. Lin and Lin[20] investigated the effectiveness of mobile contextual learning for vocabulary acquisition, Horbatyuk et al.[21] revealed the role of mobile applications in forming students' foreign-language competence.

At the same time, in our opinion, the literature does not sufficiently cover approaches to the formation of developing students' oral speech culture in students of non-linguistic specialties through the use of digital platforms.

Thus, *the goal of our work* is to present the results of the experiment aimed at developing oral speech culture in students of a non-linguistic school.

In order to meet our goal, we shall solve *the following tasks*:

- to determine the essence of students' oral speech culture in the scientific literature;
- to define the platforms which contribute to the development of students' oral speech culture;
- to describe the experiment and to compare the results of the experimental group with the group taught according to the standard program.

LITERATURE REVIEW

Oral speech in the modern methodology of teaching foreign languages is defined as an active, productive skill that integrates other types of speech activity – listening, reading, and writing. It is a key instrument of communication, without which the process of mastering a foreign language loses practical orientation. As M. Chaabani[4] notes, speaking should be considered from linguistic, psychological, social, and didactic perspectives, since it is an inseparable part of communication.

Speaking implies the ability to produce independent, logically organized, and situationally appropriate utterances. It includes not only the correct use of language means but also the ability to navigate communicative contexts, taking into account nonverbal signals, intonation, speech tempo, and gestures. M. Liedke[3] emphasizes

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that oral speech is characterized by spontaneity and emotionality, is realized in real time, and does not allow editing as written speech does.

Oral speech performs a dual function: it is a result of learning and at the same time a means of activating cognitive processes. Speaking practice contributes to the acquisition of vocabulary, grammar, and phonetics, while also developing authentic communication skills. Researchers[19] point out that the authenticity of speech must be a priority: students should speak like native speakers even if they do not yet fully master all language structures. This implies reducing the teacher's role and increasing students' speaking activity through pair work, group work, and project work. The effectiveness of speaking instruction is confirmed by cognitive psychology: the level of information retention increases significantly when students actively produce speech. A. Doff and M. Spratt[6] showed that a person remembers about 10% of what is read, 20% of what is heard, 70% of what is spoken, and 90% of what is done independently.

However, the presence of these features alone does not guarantee high quality of speech performance. Here, the concept of *speech culture* arises; it determines the level of organization, normativity, and effectiveness of oral expression. Based on the analysis of scientific literature, it can be stated that oral speech culture includes such dimensions as:

- linguistic accuracy – correctness of language use;
- psychological accuracy – ability to control emotionality and intonation;
- social factors – correspondence of speech to communication norms in professional and intercultural contexts;
- ethical consideration – adherence to politeness, respect, and responsibility in interaction;
- didactic principles – formation of speaking skills as a result of purposeful teaching[8;9].

Modern research proves that students' oral speech culture is not only an indicator of language competence but also an important factor of academic and professional success. It is formed through the integration of traditional teaching methods with digital platforms that provide authentic communicative situations and personalized feedback.

Modern digital systems offer a wide set of tools for language training, including the development of speaking skills. The educational solutions industry actively cooperates with commercial services, creating popular digital resources for language learning. Such approaches as mobile applications, web platforms, game environments, and virtual reality attract millions of learners, although their functionality, language coverage, and methodological tools differ significantly. These tools contribute to the transition from the classical teacher-centred model to a student-centred approach, which became especially important during the COVID-19 pandemic. In this context, digital language learning is shifting from the concept of "computer-assisted instruction" to large-scale socially oriented web- and mobile services such as mobile-based learning, virtual reality language practice, and gamified training. These resources provide contextualized learning in real or simulated environments, promoting the development of oral speech under natural communicative conditions[14].

The analysis shows that currently smartphone- and gadget-based programs have gained wide popularity in language teaching methodology. These devices provide learners with access to materials at any time and in any location, overcoming the limitations of traditional classroom instruction. A specific feature of such applications is the possibility to combine learning with real or simulated situations, which corresponds to the situational approach. These platforms make it possible to adapt speaking content to authentic contexts, including through game elements, QR codes, multimodal tasks, and social communities[15; 20; 22].

These platforms combine personalization, authenticity, and social communication, as well as use adaptive learning algorithms, automatic speech recognition, natural language processing, and image recognition. This makes it possible to create dynamic learner profiles that take into account knowledge level and cognitive characteristics, ensuring an individualized selection of educational material[5; 21].

A type of modern digital tools for adapting language content is language game-based learning, which is considered a promising approach to adapting spoken content. This method is based on the use of digital games that have clearly defined educational objectives, including the development of lexical, grammatical, and communicative skills. Unlike traditional platforms, it stands out as an independent methodology due to its long history and wide application in educational practice.

Gamified learning combines a number of key characteristics, such as interactivity, autonomy, motivation, feedback, and a game-based goal, which contribute to the active engagement of learners in the process of language acquisition. Particular attention is paid to adaptive game systems that enable the personalization of learning content based on the learner's knowledge level, learning style, and cognitive characteristics. Game environments also activate prior knowledge, promote the formation of a positive attitude toward learning, and create conditions for social interaction. One of the most effective forms of gamification is online role-playing games, which provide real-time communication, the use of avatars, the completion of tasks in a virtual space, and user-generated content.

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Such platforms stimulate the development of productive speech, as learners must engage in dialogues with other participants using the target language. From a sociocultural perspective, such games contribute to socialization through language practice and foster positive motivation for learning[7; 11; 14].

In the modern educational process, gamification tools and interactive environments are gradually complemented by platforms that allow the creation and simulation of communicative situations. This is especially important for the development of oral speech, as learners require not only theoretical knowledge but also practice in real or simulated dialogue[10; 12; 13].

In the context of forming the culture of oral speech, it is important not only to create conditions for practice but also to provide students with tools that simulate real communicative situations and stimulate active expression. It is at this point that innovative approaches come to the forefront.

It is known that learners often face difficulties in developing the culture of oral speech formation, particularly due to limited access to regular, meaningful practice in a traditional educational format and interaction with real interlocutors. Although paired communicative practice is a fundamental element of language teaching methodology, its effectiveness is often reduced due to unequal language proficiency among participants, unstable quality of feedback, and limited availability of partners for interaction. In addition, emotional factors such as speaking anxiety or lack of self-confidence further reduce motivation to participate, deepening the gap between educational tasks and real communicative needs. These challenges highlight the need for innovative, scalable tools to expand opportunities for oral language practice[13; 17].

Based on the analysis of scientific literature, it is found out that recent advances in artificial intelligence have contributed to the development of AI-based chatbots capable of modelling dialogues close to natural conversation. Such services as Talkpal.ai[23], ELSA Speak[24], Duolingo[25], GPT[26], or Speak AI[27] not only automate training but also create immersion in a linguistic environment in which the learner interacts with an adaptive platform that responds to pace, inaccuracies, and intonational nuances. Such tools enable the development of not only the technical correctness of speech but also communicative confidence, which is especially important under conditions of distance or blended learning. However, their effectiveness depends on pedagogical support: it is the instructor who must integrate these resources into the educational process, critically evaluating their relevance to students' proficiency level, educational objectives, and the context of use[16; 18]. Such platforms can be used by instructors as a source for individual work for those learners who wish to study English additionally or, conversely, need to improve their oral proficiency to a higher level. In these cases, it is recommended to work for 30 minutes every day.

METHODOLOGY

R*esearch Hypotheses*

It is assumed that the systematic use of digital learning platforms, rather than reliance on predominantly traditional textbook-based exercises, will ensure more effective development of students' oral speech culture. It is expected that participants working with digital platforms will demonstrate higher indicators of fluency and grammatical accuracy, correct pronunciation and expressive intonation, as well as the ability to maintain communication in dialogue and discussion, compared to students whose instruction is based mainly on classical exercises.

Research Design

The pedagogical experiment was organized as a comparative experimental study under controlled instructional conditions. The main idea was to trace the extent to which systematic use of digital language platforms – Duolingo, ELSA Speak, Talkpal.ai, and interactive GPT-based chats – can influence the development of students' oral speech culture in comparison with traditional methods of oral language formation.

The study lasted one academic semester and included three stages:

1. diagnosis of students' initial oral speech culture proficiency;
2. formative implementation of digital tools;
3. final assessment.

The experimental design was based on the principles of equality of learning conditions, assessment validity, and methodological reproducibility.

Participants

The study involved 32 first-year students of the School of Physical Education and Sports of H. S. Skovoroda Kharkiv National Pedagogical University, who are currently taught exclusively in an online format. All participants

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studied in regular academic groups; therefore, the sample was natural, without artificial selection. The level of English proficiency at the beginning of the experiment ranged from A2 to B1.

The students were divided into two subgroups:

Experimental Group (EG) – 16 participants;

Control Group (CG) – 16 participants.

The groups were comparable in age, gender, level of language proficiency, and previous experience with digital technologies. This ensured research accuracy and minimized the influence of external variables. All students participated in this study voluntarily. Detailed information about the students is presented in Table 1.

Table 1. Information on the students who took part in the research

Variables	Number in experimental group	Number in control group group
Gender		
Male	12	
Female	4	14
Other	0	2
Age		
17	3	4
18	10	9
20+	3	3
English as an optional part of the Ukrainian National Multi-subject test passed		
chose another subject	7	8
	9	8

It should be noticed that English is an optional part of the Ukrainian National Multi-Subject test, that is why not all the students passed it to enter university. Those students who passed English as an optional part of the test had the band scores between 146-159 out of 200 maximum possible, which correspond to A2- B1 CEFR level. However, this test does not include speaking tasks.

Instruments

Such theoretical **approaches** as generalizing and **evaluating** the scientific literature on **the** issue under consideration and **various** empirical methods, such as pedagogic **monitoring**, questionnaires, conversations, and the **interpretation** of the results of the tests to assess the development of oral speech culture, were used.

Data Collection Procedure

After explaining the purpose, **structure,** and significance of the study and **gaining** consent from the students who **participated** in the experiment and interviews, the **research** itself was conducted. The entrance monitoring **assessment was conducted** in two academic groups, one of which was an experimental group and the other one was a control group.

Ethical Considerations

This study received ethical approval **granted** by the Dean's office of the **relevant** School of Physical Education and Sports of H. S. Skovoroda KhNPU. Students' participation **was** voluntary, with informed consent obtained after they were thoroughly **informed** about the study's objectives and **methodology**. Their involvement had no **influence** on their course grades, and they were clearly **notified** of their right to withdraw from the study at any **time** or to skip any question they **did** not wish to answer.

RESULTS AND DISCUSSIONS

The procedure of the experiment consisted of three logically interconnected stages that sequentially reproduced the process of developing oral speech culture:

1. ***Initial Diagnostic Stage (2 weeks)***
2. ***Formative Stage (12 weeks)***
3. ***Final Assessment Stage (2 weeks)***

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Initial Diagnostic Stage

At this stage, the initial measurement of oral speech was conducted. Students completed two tasks:

- a monologic statement on an everyday-professional topic;
- dialogic interaction with the instructor based on scenarios of typical situations in sports (instruction, communication with a partner, explanation of rules).

Assessment was carried out according to the following criteria: phonetic accuracy, clarity of articulation, grammatical correctness, lexical diversity, intonational expressiveness, and communicative confidence. The summarized results are presented in Table 2.

Table 2. *Results of initial testing for dialogic and monologic speech*

Assessment Criteria	**CG**	**EG**
Phonetic accuracy (dialogue)	2.8	2.9
Lexical adequacy (dialogue)	3.0	3.1
Grammatical accuracy (dialogue)	2.9	3.0
Intonational expressiveness (dialogue)	2.7	2.8
Communicative interaction (dialogue)	3.1	3.2
Average score for dialogic speech	*2.9*	*3.0*
Logical coherence and structural organization (monologue)	2.8	2.9
Speech coherence (monologue)	3.0	3.0
Vocabulary richness (monologue)	2.9	3.0
Grammatical correctness (monologue)	2.8	2.9
Pace and fluency (monologue)	2.7	2.8
Average score for monologic speech	*2.84*	*2.92*

The proficiency level of both groups was approximately the same: the difference did not exceed 0.1–0.12 points, which cannot be considered statistically significant. The students demonstrated an average level of oral speech development (within the range of 2.7–3.2). The weakest areas in both groups were:

1. phonetic accuracy;
2. intonation;
3. monologue structuring;
4. speech fluency.

This confirmed the necessity for formative intervention, particularly through the use of digital platforms.

Formative Stage

This stage implemented the core part of the experiment. Both groups had the same number of instructional hours; the difference lay solely in the forms of work and the nature of feedback.

The *Control Group* was taught in a traditional mode:

- work with textbook dialogues;
- classroom role-plays;
- listening to audio recordings;
- exercises on the reproduction and transformation of phrases.

The *Experimental Group* worked according to a specially designed programme that combined:

- daily 30-minute practice in Duolingo (vocabulary, micro-dialogues, patterns);
- daily or frequent sessions in ELSA Speak (pronunciation, intonation, automated feedback);
- modelling realistic situations in Talkpal.ai (communication in artificial interlocutor mode);
- -interactive GPT-based role scenarios ("coach explains the warm-up procedure", "athlete asks for clarification", "team briefing");
- weekly classroom sessions where difficulties in using digital tools were discussed and professionally oriented situations were practised.

The proposed 12-week system of tasks is grounded in the principles of combining formal and informal digital learning, enabling gradual and controlled development of oral speech culture among students of the School of Physical Education and Sports. The use of Duolingo, ELSA Speak, Talkpal.ai, and GPT supports different aspects of speech activity: vocabulary and basic structure practice, pronunciation accuracy, dialogue modelling, and professional communicative situations while adhering to speech culture norms. Methodologically, the integrated nature of the module is essential: each week has a clearly defined communicative goal, and the digital tools complement one another without duplicating functionality. The tasks are structured according to the principle of "from simple to complex", take into account the professional context, and contribute to the formation of speech

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culture among future specialists in the field of sports. Gradual integration of GPT as a simulator of professional situations makes it possible to practise not only the technical accuracy of speech but also elements of etiquette, intercultural communication, and social interaction. The plan of work is presented in Table 3.

Table 3. Stage-based task system for the experimental group

Week	Topic	Educational platforms	Tasks	Gamified elements
1	Professional self-presentation	Duolingo, Talkpal.ai, GPT, Ready Player Me	Introductory lessons; dialogue; role-play scenario	Avatar creation + 10 Experience Points (XP)
2	Schedule and Training	Duolingo, ELSA, GPT, ClassDojo	Daily routine, intonation	+15 XP for explaining the training schedule
3	Instructions	Duolingo, Talkpal.ai, GPT	Warm-up instructions	Role Quest in Conversation (10–20 XP)
4	Physical Exercises	Duolingo, ELSA, GPT	Description of Exercise Technique	GPT Task "Exercise Case" (up to 20 XP)
5	Team Communication	Duolingo, Talkpal.ai	Teamwork, conflict dialogue	PvP Dialogue Battle (15–30 XP)
6	Physical Safety	Duolingo, GPT, ClassDojo	Safety rules	Quest "Safety Instructor" (25 XP)
7	Instruction Session	Talkpal.ai, GPT, ELSA	Oral Monologue, Intonation	3-level speaking challenge (15/25/35 XP)
8	Intercultural Communication	Duolingo, Talkpal.ai	Cultural dialogue	Role-interaction scenario (up to 30 XP)
9	Sports Events	Duolingo, ELSA, GPT	Description of Competitions	GPT-live commentary (up to 30 XP)
10	Interview	Talkpal.ai, Duolingo	Interview speaking	Interview 1v1 – 15–40 XP
11	Presentation	GPT, ELSA, Canva	Presentation Script	Slide Creation +30 XP
12	Final	GPT, Duolingo	Demonstration of Results	Final Speaking Show (up to 50 XP)

[23-27]

We also proposed the following progress levels:
0–30 XP – Starter Level
31–70 XP – Progress Speaker Level
71–120 XP – Strong Communicator Level
121–200 XP – Advanced Speaker Level
200+ XP – Master Speaker Level
Additionally, we developed an XP scoring system:
Short response – 5 XP
Extended answer – 10–15 XP
Participation in dialogue/discussion – 20–30 XP
Presentation/role-play – 30–50 XP

Final Assessment Stage

At the final stage, the students once again completed both monologic and dialogic tasks. The format and assessment criteria were identical to those used at the initial stage, which made it possible to accurately compare the results. In addition, the students delivered a short oral mini-presentation on a sports-related topic, which enabled further evaluation of their intonation, speech structure, and confidence during public speaking.

Final Assessment Results Report

The results demonstrate a statistically meaningful improvement in oral speech proficiency within the experimental group.

Table 4. Comparative table of the results of the experiment

Assessment Criteria	CG	EG
Phonetic accuracy (dialogue)	3.1	4.2
Lexical adequacy (dialogue)	3.2	4.3
Grammatical accuracy (dialogue)	3.2	4.2
Intonational expressiveness (dialogue)	3	3

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Communicative interaction (dialogue)	3.4	4.4
Average score for dialogic speech	*3.1*	*4.0*
Logical coherence and structural organization (monologue)	3.0	3.9
Speech coherence (monologue)	3.2	4.0
Vocabulary richness (monologue)	3.4	4.2
Grammatical correctness (monologue)	3.3	3.3
Pace and fluency (monologue)	2.8	3.3
Average score for monologic speech	*3.1*	*3.7*

The analysis of the dynamics of speech skill development in the experimental group demonstrated a noticeable and consistent increase in proficiency. After the implementation of the methodology, a significant improvement was observed across all indicators of dialogic speech. The most substantial progress was recorded in phonetic accuracy (+44.8%), grammatical correctness (+40%), and lexical adequacy (+38.7%), which indicates a systematic enhancement of linguistic competence. Communicative interaction also increased considerably (+37.5%), confirming the effectiveness of interactive game-based learning formats. The slowest progress was observed in intonational expressiveness (+7.1%), which may indicate the need for additional audio and phonetic practice. Overall, the mean score increased from 3.0 to 4.0 – a 33.3% rise, which represents a significant outcome.

Positive changes were also recorded in monologic speech, although they were slightly lower than those observed in dialogic performance. The most considerable growth was found in vocabulary richness (+40%) and coherence of expression (+33.3%), highlighting the effectiveness of practices involving structured oral text production. Speech rate and fluency improved by 17.9%, while grammatical accuracy increased by 13.8%, indicating positive development but suggesting the need for further exercises aimed at automatisation of grammatical patterns. The average monologic speech score increased from 2.92 to 3.7, corresponding to an overall growth of 26.7%.

Following the use of digital platforms and gamified learning, students demonstrated considerable improvement in both dialogic and monologic speech, confirming the effectiveness of interactive, motivational, and role-based instructional practices in English language classes.

CONCLUSIONS

The experiment demonstrated that a systematic and gradual integration of digital learning platforms (Duolingo, Talkpal.ai, ELSA Speak, GPT) leads to measurable progress in the development of students' oral speech culture. The results of the final assessment confirmed that continuous work with pronunciation, vocabulary enrichment, and dialogic interaction brings noticeable improvements even with a limited number of academic hours per week. Regular exposure to interactive speech models and AI-generated feedback builds confidence and fluency, and contributes to a higher level of self-regulation in speech production.

Overall, the findings indicate that consistent communicative practice supported by digital tools fosters both linguistic and strategic advancement in speaking skills. The combination of multimodal input, speech modelling, and immediate feedback helped reduce psychological barriers, stimulated engagement, and enhanced the ability to perform dialogic and monologic speech within real communicative scenarios.

Furthermore, the data suggest that digital environments may serve as an effective medium for developing higher levels of language autonomy, encouraging students to produce more coherent, structured, and lexically enriched oral statements. At the same time, the effectiveness of such autonomous activities largely depends on learner motivation and readiness for independent work. Consequently, while presentation-based forms of assessment demonstrate strong potential for evaluating speaking competence, their implementation within standard academic frameworks may require additional time and structural adjustment.

Supplementary Materials

N/A

Author Contributions

Conceptualization, O.K.; methodology, O.K.; software, O.K.; validation, O.K.; formal analysis, O.K.; investigation, O.K.; resources, O.K.; data curation, O.K.; writing—original draft preparation, O.K.; writing—review and editing, O.K.; visualization, O.K.; supervision, O.K.; project administration, O.K.

The author has read and agreed to the published version of the manuscript." Authorship must be limited to those who have contributed substantially to the work reported.

Funding

No funding

Institutional Review Board Statement

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N/A

Informed Consent Statement

N/A

Data Availability Statement

N/A

Acknowledgments

No special acknowledgments.

Conflicts of Interest

No conflicts of interest.

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