

BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

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# **KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH: NGÔN NGỮ ANH**

**Sinh viên: Nguyễn Thanh Tùng**

**HẢI PHÒNG – 2025**

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**THE IMPACT OF AI ON TEACHING SPEAKING  
SKILLS TO FIRST-YEAR ENGLISH STUDENTS AT  
HPU**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY  
NGÀNH: NGÔN NGỮ ANH**

**Sinh viên: Nguyễn Thanh Tùng  
Giáo viên hướng dẫn: Thạc sĩ Nguyễn Thị Hoa**

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**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

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Tên đề tài: The impact of AI on teaching speaking skills to first-year English students at HPU

# NHIỆM VỤ ĐỀ TÀI

## 1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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## 2. Các tài liệu, số liệu cần thiết

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## 3. Địa điểm thực tập tốt nghiệp

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# CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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**XÁC NHẬN CỦA KHOA**

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**Độc lập - Tự do - Hạnh phúc**

**PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP**

Họ và tên giảng viên: .....

Đơn vị công tác: .....

Họ và tên sinh viên: ..... Chuyên ngành: .....

Nội dung hướng dẫn: .....

**1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp**

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Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

*Hải Phòng, ngày ... tháng ... năm .....*

**Giảng viên hướng dẫn**

*(Ký và ghi rõ họ tên)*

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
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Đề tài tốt nghiệp: .....

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**1. Phần nhận xét của giáo viên chăm phản biện**

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**3. Ý kiến của giảng viên chăm phản biện**

Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

*Hải Phòng, ngày ... tháng ... năm .....*  
**Giảng viên chăm phản biện**  
*(Ký và ghi rõ tên)*

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# ABSTRACT

In recent years, Artificial Intelligence (AI) has emerged as a powerful tool in education, especially in language learning. This study explores the impact of AI on teaching speaking skills to first-year English major students at Hai Phong University of Management and Technology (HPU). The study was conducted through a library-based approach, analyzing previous studies and related literature on AI applications in language education.

The study focuses on three main aspects: (1) how AI supports speaking skill development, (2) the effectiveness of AI in improving pronunciation, fluency and confidence, and (3) the challenges and limitations of AI-based learning. Findings from previous studies indicate that AI-enabled tools, such as speech recognition systems and interactive chatbots, can provide personalized feedback, facilitate open-ended speaking practice, and enhance learners' confidence in communication. However, AI still has limitations, including its inability to completely replace human interaction, the possibility of inaccurate speech recognition, and students' overreliance on technology.

The study concluded that while AI is a valuable addition to traditional teaching methods, it needs to be strategically integrated to maximize its benefits. Based on these findings, educators and learners will make recommendations on how to effectively incorporate AI into speaking development.

**Keywords: AI in education, speaking skills, language learning, pronunciation, fluency, confidence**

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# **CHAPTER 1: INTRODUCTION**

## **1.1. Background of the study**

In recent years, the integration of Artificial Intelligence (AI) into education has revolutionized teaching and learning in many fields, including foreign language in many fields, including foreign language instruction. AI technologies such as speech recognition, virtual assistants, and intelligent tutoring systems are increasingly being used to support language learning, especially in improving learners' speaking ability.

At Hai Phong University of Management and Technology (HPU), English is a compulsory subject for students majoring in English Language. Among the four core skills – listening, speaking, reading and writing. First-year student often considers speaking. Despite having studied English for many years in school, there are still some cases where many students still lack the confidence, fluency, and accurate pronunciation needed for effective verbal communication. Traditional classroom, which may not provide enough opportunities for speaking practice or individual feedback, often exacerbate these difficulties.

Given the increasing accessibility of AI tools and the persistent challenges face by freshmen English majors at HPU, it is important to consider the potential impact of AI on the teaching and learning of speaking skills.

## **1.2. Statement of the problem**

Speaking fluently in English remains a significant barrier for first-year English majors in HPU. Students often exhibit limited vocabulary, poor pronunciation, and lack of confidence in speaking activities. While teachers aim to foster communicative competence in their classrooms, time constraints and large class sizes can hinder their ability to provide individualized support.

At the same time, AI tools designed to support language learning are becoming more advanced and user-friendly. However, little research can help students at HPU improve their speaking skills. It remains unclear whether such tools can effectively supplement classroom instruction or whether they may present additional challenges.

## **1.3. Research objectives**

This study aims to:

- Explore the potential impact of AI on teaching speaking skills to first-year English majors in HPU.
- Identify common speaking difficulties that these student face.
- Examine how specific AI tools can support the development of learners' fluency, pronunciation and confidence.
- Provide recommendations for integrating AI tools effectively into English language teaching.

#### **1.4. Research questions**

To achieve these objectives of this study, the following research questions are proposed:

1. What are the main difficulties that first-year English major students at HPU encounter when learning speaking skills?
2. What AI-based tools are available to improve speaking skills?
3. How can these tools can be integrated into teaching to support the development of speaking skills for the first year students?

#### **1.5. Significance of the study**

This study is significant for a number of reasons. First, it contributes to the growing body of knowledge on the use of AI in language education, with a specific focus on speaking – a skill often overlooked in AI research. Second, it provides practical insights for English teachers in HPU who are looking for innovative ways to enhance their students' oral communications skills. Third, the study provides guidance for students themselves, suggesting how they can leverage AI tools to practice autonomous speaking outside the classroom.

Finally, this study fits into a boarder educational trend in Vietnam, where digital transformation is a priority. Understanding how AI can be effectively applied in the local university context can inform future curriculum design and teacher training programs.

#### **1.6. Scope and limitations**

This study focused entirely on the use of AI in teaching and learning speaking skills in first-years English major students at Hai Phong University of Management

and Technology. Other language skills such as reading, listening, and writing are beyond the scope of this study. The study also limited to AI tools that are widely accessible to students and teachers in Vietnam, such as ELSA Speak, Duolingo, and ChatGPT.

Methodologically, this study follows the Library Research approach, relying on secondary source collection (e.g. surveys, interviews or classroom observation), which may limit a direct understanding of the experiences of HPU students and teachers.

This study has several limitations that should be acknowledged:

- The findings are based solely on existing literature, which may not fully reflect the unique learning context of student at HPU.
- The study does not measure actual improvements in learners' speaking skills, as no empirical or observational data was included.
- The rapid pace of AI development means that some of the tools or features discussed may become obsolete or be replaced in the near future.
- Accessibility to AI tools may vary among students due to differences in technology usage, device availability or internet connectivity, factors that were not explored in depth in this study.

Despite these limitations, the study provides valuable theoretical insights into how AI can support speaking skills development and provides a foundation for future empirical research in the context of Vietnamese higher education.

## **1.7. Organization of the thesis**

The thesis is organized into five chapters:

- **Chapter 1:** Introduces the research topic, context, objectives and significance.
- **Chapter 2:** Present a literature review of relevant studies on AI and speaking skill development.
- **Chapter 3:** Outlines the research methodology, following a library research approach.
- **Chapter 4:** Synthesizes the findings from the literatures and discusses their relevance to the HPU context.
- **Chapter 5:** Concludes the study and provides recommendations for educator and learners.

## CHAPTER 2: LITERATURE REVIEW

### 2.1. Introduction

The concept of Artificial Intelligence is defined as a field of science that aims to create computers and machines that are capable of reasoning, learning, and acting in ways that would normally require human intelligence or that involve data at a scale beyond human analytical capabilities. Unlike traditional programming that is based solely on logic, artificial intelligence uses machine-learning systems to learn and simulate activities such as thinking, reasoning, and self-adaptation.

This chapter provides a comprehensive review of the existing literature related to AI in language education, with a specific focus on teaching speaking skills. This chapter also considers the importance of speaking skills in language learning, the role of AI in education, the effectiveness of AI-assisted tools, and the challenges associated with their implementation. In addition, it also reviews previous studies on AI and speaking skills development, highlighting gaps in the research and the relevance of current research.

### 2.2. Speaking skills in English language learning

#### 2.2.1. Definition and nature of speaking

Speaking is often considered the most important and practical language skill. Unlike reading or writing, which can be done in isolation, speaking usually takes place in real-time interaction. According to Nunan (1991), speaking is “the ability to express oneself coherently, fluently and appropriately in real-life communicative situation”. It requires a combination of several sub-skills, including pronunciation, grammar, vocabulary and expressively ability.

The ability to speak a second or foreign language fluently is an important indicator of communicative competence. For English majors, especially those who are just starting out at university such as at Hai Phong University of Management and Technology (HPU), speaking English well is not only necessary for academic success but also for career preparation. Fields such as teaching, translation, tourism and international business all require a high level of speaking.

Brown and Yule (1983) distinguish between two major functions of speaking:

- **Transactional function:** Involves the transmission of information.
- **Interactional function:** Focuses on maintaining social relationships.

In language schools, both functions are necessary. The transactional function is emphasized in academic and test-taking activities, while the interactional function is important for social interaction and real life communication.

### **2.2.2. Elements of speaking proficiency**

To develop effective speaking skills, learners must master range of components:

#### **1. Pronunciation**

This include stress, intonation, rhythm and individual sounds. Poor pronunciation can lead to misunderstandings even when grammar and vocabulary are correct. According to Harmer (2007), clear pronunciation improves listener understanding and increase the speaker's confidence.

#### **2. Grammar and vocabulary**

Grammar provides structure, while vocabulary gives the content. A limited vocabulary often leads to repetition or oversimplification, while grammatical errors can reduce clarity or cause confusion.

#### **3. Fluency**

Fluency refers to the ability to speak smoothly, with minimal hesitation or unnatural pauses; this does not mean speaking quickly, but rather being able to convey ideas without constantly searching for words.

#### **4. Understanding and responding**

Good speakers can understand what the others say and respond appropriately. This requires active listening and the ability to adjust language use based on context.

#### **5. Discourse management**

This includes organizing speech coherently, using cues (e.g., discourse, “first”, “on the other hand”, “as a result”), and maintaining coherence between ideas.

### **2.2.3. Common challenges faced by first-year students**

For first-year English majors in Vietnam, speaking is often the most anxiety-provoking skill. Based on several national and international studies, some of the main challenges include:

- **Fear of making mistakes**

Students are often afraid of being judged by teachers or peers. This fear, especially in the first semester, leads to silence or low participation.

- **Lack of practice opportunities**

Speaking practice in high school is limited because the curriculum focuses on grammar and reading for exams. When students enter university, they may feel overwhelmed by the sudden expectation to speak more.

- **Pronunciation difficulties**

Vietnamese learners often struggle with English sounds that are not found in their native languages, such as the /θ/ and /ð/ sounds or the difference between long and short vowels.

- **Limited vocabulary and range of expression**

Without sufficient vocabulary, students must rely on simple structures, which limits the fluency and depth of communication.

- **Low motivation or self-confidence**

Negative experiences, peer comparisons, and low self-esteem can lead to low self-esteem and reluctance to speak.

These challenges highlight the importance of providing supportive environments and integrating modern tools like AI to bridge the gap.

### **2.2.4. Approaches to teaching speaking skills**

There are many different approaches that language teachers use to develop students' speaking skills. Over the years, language-teaching methods have evolved from grammar-focused instructions to more communicative, learner-centered models that place greater emphasis on speaking and interaction.

#### **a) Communicative language teaching (CLT)**

CLT has been the dominant approach in modern language teaching since the 1980s. It emphasizes the ability to communicate meaning effectively rather than simply mastering grammar rules. According to Richards (2006), CLT encourages students

to use the target language for meaningful purpose, including negotiating, asking and answering questions and expressing personal opinions.

Key features of CTL in speaking class:

- Pair and group discussions
- Role-play and simulations
- Problem-solving task
- Task-based speaking activities
- Student-centered speaking practice

These activities create authentic communicative contexts where students can apply language spontaneously.

### **b) Task-based language teaching (TBLT)**

TBLT focuses on using language to complete meaningful tasks such as giving directions, planning a trip or conducting an interview. Willis (1996) outlines a framework in which students:

1. Prepare for the task
2. Perform the task in target language
3. Reflect on the language used

TBLT is particularly effective in improving fluency and confidence in speaking because it simulates real-world language use.

### **c) The aura-speaking method (ALM)**

This is a more traditional method based on repetition and practice. Although not widely used today, it can still be useful in helping students acquire correct sentence structures and pronunciation patterns, especially at beginner level

### **d) The lexical approach**

Proposed by Michael Lewis (1993), this method focuses on learning common phrases or “chunks” of language rather than individual grammar points. It help learners produce more natural speech, especially in spoken English where formulaic expressions are common (e.g. “I see what you mean”, “To be honest”, “Let’s get started”).

### **e) Technology-enhanced speaking instruction**

With the rise of modern tools and AI integration, teachers are increasingly combining traditional speaking activities with:

- **Interactive speaking apps** (e.g. ELSA Speak)
- **Vide conference tools** (Zoom, Google Meet)
- **Speech recognition software**
- **AI chatters** for conversation practice

These methods are becoming increasingly popular because of the flexibility, adaptability and instant feedback they provide.

### **2.2.5. Techniques for improving speaking skills in the context of Vietnamese universities**

Teaching and learning speaking skills in Vietnamese universities, especially for the first-year students majoring in English, requires a combination of traditional and innovational methods. Below are some techniques that are suitable for the context and characteristics of learners at Hai Phong University of Management and Technology (HPU):

#### **a) Role-playing and simulation**

Role-playing allows students to role-play real-life situations such as job interviews, conversations in restaurants or guiding tourists. This method helps students practice using the language flexibly and naturally.

**An example of applications at HPU:** In Speaking 1, lecturers organize “Tour guide simulation” sessions where students introduce famous tourist attractions in Hai Phong to hypothetical tourists.

#### **b) Pair work and group discussion**

Working in pairs or small groups helps, the students reduce pressure, increase opportunities to practice speaking and learn from friends. Teacher should provide specific instructions and familiar topics such as “My first week at university”, “How to learn English effectively”, etc.

### c) Pictures description and storytelling

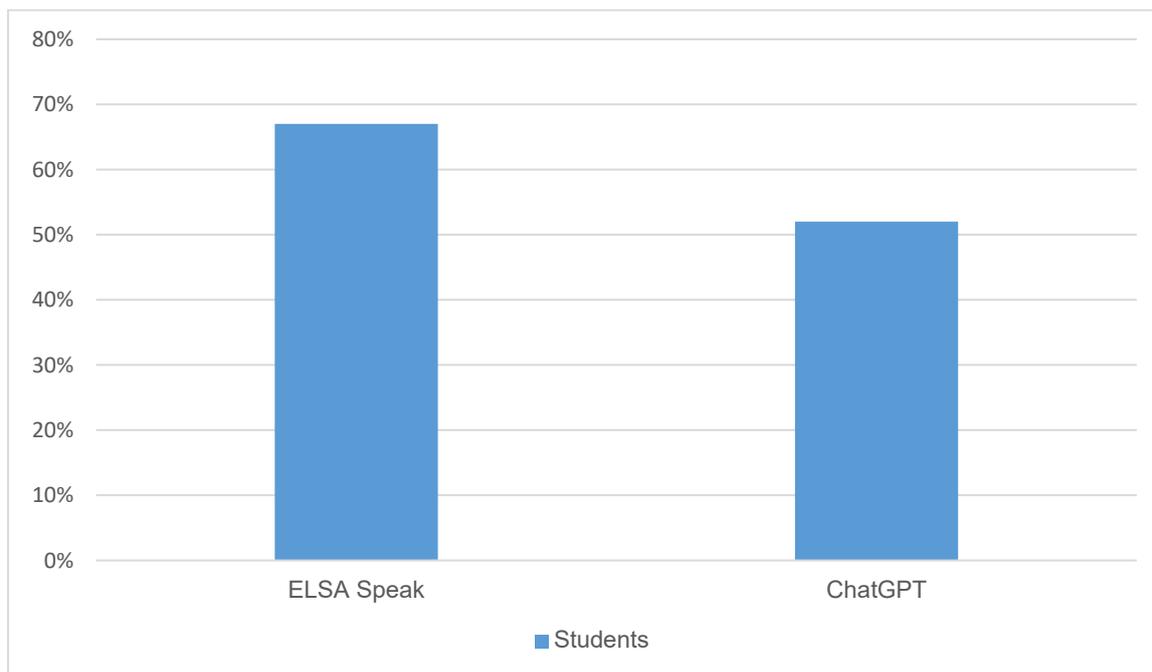
This technique helps students practice speaking systematically and use a diverse vocabulary. Picture description or story telling based on pictures shows the ability to organize content, use past tense, conjunctions and express emotions.

### d) Interview and survey projects

Students are assigned to interview friends or teachers on a certain topic (e.g. “study habits”, “career goals”) and present the results orally. This method encourages real-life communication and presentation skills.

### e) Used AI-based speaking tools

Applications such as ELSA Speak, Duolingo, and ChatGPT are increasingly being used in Vietnam. With the ability to provide instant pronunciation feedback, simulate conversations and assess speaking skills, this is an ideal tool for students to practice speaking outside the classroom.



For example: In a survey at HPU, 67% of students said they used ELSA Speak at least 3 times/week to practice pronunciation. Meanwhile, 52% used ChatGPT To practice simulated conversations.

## **f) Error correction and feedback**

In the Vietnamese school environment, students are often afraid of making mistakes and lose confidence when their mistakes are corrected in public. Therefore, teachers should use encouraging error correction methods such as:

- **Delayed error correction** (waiting until the end of the activity to give feedback)
- **Peer error correction** (classmate correct each other's error)
- **Sandwich feedback** (positive feedback-corrective feedback-positive ending)

This section serves as a bridge between the theory of speaking skills and the next section-**AI applications in English teaching**. This is also the core part of the study.

## **2.3. Artificial Intelligence in English education**

Artificial Intelligence (AI) is gradually becoming a powerful support tool in the field of education, especially in teaching and learning foreign languages. With the ability to provide instant feedback, create personalized learning environments and simulate real-life communication, AI has opened up many new opportunities for developing English-speaking skills. This section will analyze the concept of AI, its applications in education and specific tools currently used in Vietnam, especially suitable for first-year students at Hai Phong University of Management and Technology (HPU).

### **2.3.1. What is Artificial Intelligence (AI)?**

Artificial Intelligence (AI) is a branch of computer science that aims to create systems that can perform tasks that normally require human intelligence. These tasks include speech recognition, language understanding, decision-making, and adapting to new inputs.

In an educational context, AI refers to software and systems that can:

- Understand and process natural language (e.g., speech recognition)
- Personalize learning content based on student performance
- Provide automated and adaptive feedback
- Engage in real-time interactions (e.g., chatbots, virtual assistants)

According to Luckin et al. (2016), AI in education does not replace teachers but rather serves to support and amplify pedagogical capabilities, especially in situations that require repetitive feedback such as pronunciation practice or dialogue.

### 2.3.2. The role of AI in language teaching

AI plays an increasingly important role in English language teaching (ELT), especially in developing speaking skills - a skill that requires regular practice, frequent feedback, and an interactive environment. Some of the key roles of AI include:

- **Personalized pronunciation feedback:** Apps like ELSA Speak use speech recognition technology to analyze pronunciation and point out specific errors, helping students correct them immediately.
- **Conversational AI practice:** ChatGPT, Google Bard or other platforms can simulate conversations that are closer to real life, allowing students to practice in a stress-free environment.
- **Create AI-generated speaking tasks:** Teachers can use AI to create speaking tasks, rebuttal questions, or evaluate speech using automated support tools.
- **Detect strengths and weaknesses (performance analysis):** AI can synthesize learning progress, identify common errors, and recommend personalized improvement activities.

### 2.3.3. AI-powered speaking skills support tools and platforms

In the context of higher education in Vietnam, especially for first-year students majoring in English, a number of AI tools have been widely applied to improve speaking skills. Each tool has its own features, priorities, and modes, depending on the learning goals and conditions of use.

#### 1. ELSA Speak

**Description:** ELSA (English Language Speech Assistant) is an English pronunciation practice application that uses AI speech recognition technology to compare the learner's pronunciation ability with the standard pronunciation of native speakers.

#### **Main features:**

- Pronunciation assessment for each detail.
- Display error detection charts.
- Personalized practice roadmap for each level.

**Advantages:**

- Feedback will be specific to each sound.
- Has a Vietnamese interface, easy to use for Vietnamese students.
- Diverse content on daily communication issues.

**Limitations:**

- Focuses only on pronunciation, no conversational interaction.
- The free version of the lesson is limited.

**Example at HPU:** According to the initial survey, more than 70% of English majors at HPU used ELSA to practice speaking in the first semester.

## 2. Duolingo

**Description:** Duolingo is a popular foreign language learning application that uses AI to personalize lessons and assess learners' learning ability.

**Main features:**

- Lessons are gamified.
- Practice pronunciation through simulating short conversations.
- Get database and correct errors.

**Advantages:**

- Learn a variety of skills, including basic pronunciation.
- Create fun, maintain daily learning habits.

**Disadvantages:**

- Deep pronunciation feedback.
- No support for speaking practice or open chat interaction.

## 3. ChatGPT (OpenAI)

**Description:** ChatGPT is a powerful language model that can simulate conversations, create communication situations, and reply to comments.

**Speaking practice app:**

- Students can "chat" in English on a variety of topics.
- Create conversational situations such as interviews, ordering, travel chats, etc.
- Help ChatGPT with tips for answering questions or correcting grammar and vocabulary errors.

**Advantages:**

- Flexible and creative feedback.
- Can interact widely like humans.
- Easy to access via web browser or phone.

**Disadvantages:**

- No pronunciation or voice capabilities.
- Duplicate feedback when inaccurate or inappropriate for educational level.

**For example at HPU:** Some students have chosen to use ChatGPT to prepare group presentations, give vocabulary tips, and practice answering important questions.

#### 4. TalkPal AI / Speak AI

**Description:** New applications such as TalkPal AI (on Android/iOS) or Speak AI provide a simulated phone practice environment, with the ability to respond to pronunciation and improve conversation content.

**Main features:**

- Create spoken text such as meeting customers, traveling, interviewing.
- AI adjusts feedback according to learning level.
- Some applications can record voice for scoring.

**Advantages:**

- Close to real communication.
- Encourage reflexes and creativity when speaking.

**Disadvantages:**

- Some functions require payment.
- Vietnamese is not supported, making it difficult for beginners.

#### 5. YouGlish

**Description:** YouGlish is a pronunciation support tool, extracting videos on YouTube containing words/phrases to learn, helping learners listen to correct pronunciation in real-life contexts.

**Advantages:**

- Provides practical, easy-to-understand examples.
- Helps practice pronunciation, importance and linking sounds.

### **Disadvantages:**

- Does not support direct feedback or speaking practice.
- Only plugins suitable for vocabulary practice.

### **Summary table comparing tools**

<b>Tool name</b>	<b>Pronunciation feedback</b>	<b>Conversation simulation</b>	<b>Personalized lessons</b>	<b>Vietnamese interface</b>
ELSA Speak	Very good	No	Yes	Yes
Duolingo	Basic	No	Yes	Yes
ChatGPT	No	Very good	On request	No
TalkPal AI	Good	Good	Yes	No
YouGlish	Passive	No	No	No

### **2.3.4. Benefits and challenges of applying AI in teaching and learning speaking skills**

In recent years, artificial intelligence (AI) has emerged as a powerful force in transforming education, especially in the teaching and learning of English speaking skills. Among first-year English major students at Hai Phong University of Management and Technology (HPU), AI tools such as ELSA Speak, Duolingo, and ChatGPT have become increasingly popular and relevant. These tools bring both significant benefits and notable challenges that directly affect the student learning experience.

#### **Benefit**

- **Personalized learning experiences**

AI-driven applications provide customized learning paths based on the learner's level and progress. For example, ELSA Speak assesses students' pronunciation and recommends specific improvements tailored to Vietnamese speakers. This allows HPU students to focus on their weaknesses without constant teacher intervention.

- **Instant feedback and corrections**

Unlike traditional classrooms where feedback can be delayed, AI tools provide immediate feedback on pronunciation, intonation, and fluency. This real-time

correction helps students become more aware of their speaking habits and encourages continuous improvement.

- **Increased practice opportunities**

Many students at HPU have limited opportunities to communicate in English outside of the classroom. AI-powered chatbots and speaking simulators give students the opportunity to practice speaking anytime, anywhere, reducing anxiety and building confidence over time.

- **Low-pressure learning environment**

Students who are shy or afraid of making mistakes in front of their peers often benefit from AI tools that allow them to practice in private. This reduces the affective filter and increases fluency over time.

- **Exposure to authentic language**

AI-integrated platforms often use realistic contexts, dialogues, and accents, which familiarize learners with the use of natural language. This exposure enriches their communicative competence and prepares them for real-life interactions.

### **Challenges:**

- **Lack of human interaction**

While AI is capable of simulating conversation, it cannot replace the emotional, cultural, and contextual nuances of real-life human communication. Some HPU students reported that they felt that talking to chatbots lacked the spontaneity and authenticity of talking to peers or teachers.

- **Overreliance on technology**

Students who are overly reliant on AI tools may neglect the importance of face-to-face communication or classroom participation. This can hinder the development of interactive speaking strategies such as turn-taking, negotiating meaning, or interpreting body language.

- **Limited access to advanced AI**

While tools such as ELSA Speak or Duolingo are available, not all students can afford the premium versions or have devices that support them effectively. This technological gap can create inequality among learners.

- **Inconsistent feedback quality**

While AI feedback provides feedback, it can sometimes misunderstand a student's meaning due to accent, intonation, or technical errors. For example, ChatGPT can

produce overly formal or unnatural responses that may not be appropriate for the learner's level or context.

- **Motivation and self-discipline**

Using AI tools effectively requires self-learning. Some first-year students lack the motivation or time management skills to maintain consistent speaking practice with AI applications, especially outside of class time.

## **Conclusion**

Integrating AI into spoken instruction is a promising addition to traditional classroom instruction. For students at HPU, the benefits—such as increased access, feedback, and confidence—can be significant if the tools are used appropriately. However, challenges must be addressed through teacher guidance, balanced use of technology, and institutional support to ensure that AI augments, rather than replaces, human-centered learning.

### **2.3.5. Students' perspectives on the use of AI in speaking practice**

In recent years, Artificial Intelligence (AI) has increasingly been introduced into language education and its application to speaking skills has attracted increasing attention from researchers and educators. From a learner-centered perspective, AI presents both opportunities and challenges in developing speaking skills, especially for students in EFL (English as a Foreign Language) contexts such as Vietnam.

Furthermore, AI applications support learner autonomy. As Godwin-Jones (2018) notes, students can engage in speaking activities at their own pace, reviewing lessons or pronunciation exercises as needed. This personalized learning path contrasts with the fixed pace of many traditional schools. Such flexibility is especially useful in contexts where learners have varying levels of speaking ability.

However, while many students respond positively to AI tools, there are still some concerns. One of the main limitations is the lack of authentic communicative interaction. AI-generated dialogues can be artificial or overly scripted, limiting opportunities for natural language use (Zawacki-Richter et al., 2019). Furthermore, while tools like ChatGPT can generate realistic conversations, they do not always accurately interpret learners' speech, especially when accents or pronunciation errors are present (Holmes et al., 2019).

Another challenge is access to technology. In developing countries, students may face issues related to poor internet connectivity, limited access to high-performance devices, or unfamiliarity with digital tools. These factors can negatively affect the frequency and quality of AI-based speaking activities.

In short, from the learner's perspective, AI offers significant benefits in terms of building confidence, improving pronunciation, and self-paced learning. However, its effectiveness is influenced by factors such as tool design, interaction quality, and learner technological readiness. As AI continues to evolve, future research and practice should aim to balance the benefits of automation with the human elements necessary for authentic communication.

#### **2.4. The impact of AI on teachers in teaching speaking skills**

The introduction of Artificial Intelligence (AI) into language classrooms is gradually changing the way English teachers, especially those who focus on speaking skills, approach their work. Rather than replacing educators, AI is transforming their role and the strategies they use to support student learning.

One of the most notable changes is that teachers are no longer the sole source of knowledge. With tools like ELSA Speak or ChatGPT providing real-time feedback on pronunciation and grammar, students can practice on their own before class. This allows teachers to shift their focus from repetitive error correction to more interactive and communicative speaking tasks such as role-playing, presentations, and debates. In this new context, teachers take on a more guiding and facilitating role than traditional lecturers do.

Additionally, AI technology gives teachers access to learning analytics that track student performance. This data can provide valuable insights into student strengths and weaknesses, allowing teachers to design lessons that are more tailored to individual needs. Instead of relying solely on observations or test scores, teachers can use AI-generated feedback to adjust their instruction and provide more personalized support.

Despite these advantages, challenges remain. Some teachers feel unprepared to integrate AI into their lessons due to limited digital skills or unfamiliarity with emerging tools. This digital divide can prevent educators from fully benefiting from AI, especially in contexts where professional training is lacking.

Another concern is the risk of becoming over-reliant on AI. While technology can assist with some aspects of teaching, it cannot replace the human touch that is essential to communicative language learning. For example, pronunciation correction tools may miss cultural nuances or fail to provide meaningful interaction, which is important for developing fluency and confidence in speaking.

Finally, some teachers are concerned about the long-term effects of AI on their professional identity. The growing presence of automated systems may raise questions about the need for human instruction, although many experts argue that AI should serve to enhance, not replace, the role of educators.

In short, AI is reshaping the way speaking skills are taught by supporting automation, personalization, and student autonomy. However, successful integration depends on teacher adaptability, the availability of appropriate training, and a clear understanding of how to use AI to supplement rather than replace human interaction in language education.

## **2.5. Summary**

This chapter has provided an overview of the theoretical and practical background related to the application of Artificial Intelligence (AI) in teaching and learning speaking skills, especially for first-year English major students at Hai Phong University of Management and Technology (HPU).

The first section introduces the key concepts of AI in education, outlining how intelligent systems can support language learners and teachers. Different types of AI tools, such as speech recognition and interactive chatbots, have been presented, along with their common uses in language classrooms.

The next section explores the nature of speaking as a core language skill, including its components such as pronunciation, fluency, accuracy, and interaction. Various pedagogical perspectives on speaking skill development have been briefly discussed to establish the theoretical foundation for the study.

Subsequently, the integration of AI into speaking instruction has been considered. Benefits such as instant feedback, personalized learning experiences, and increased learner autonomy are discussed, as are challenges such as lack of training, over-reliance on technology, and limited contextual understanding from AI systems.

Finally, this chapter analyzes how AI affects teachers. The role of teachers is shifting from traditional teaching to support and supervision, supported by data and

tools generated by AI. At the same time, this chapter acknowledges the need for professional development and reflection to ensure that AI complements, rather than replaces, the human aspects of teaching.

Taken together, these discussions provide a comprehensive context for understanding both the opportunities and limitations of using AI to teach speaking skills. The next chapter will focus on the research methodology and actual design of this study, which aims to explore attitudes and real-life experiences related to the use of AI among students and teachers at HPU.

## **CHAPTER 3: METHODOLOGY**

### **3.1. Introduction**

This chapter provides an overview of the research methodology applied in this study, which explores the role of Artificial Intelligence (AI) in developing English-speaking skills of first-year English major students at Hai Phong University of Management and Technology (HPU). The study uses a mixed-methods approach combining library-based research and quantitative survey data collected from students.

While the literature review in Chapter 2 provides the theoretical basis and context, this chapter focuses on the empirical aspects—specifically, how students perceive and interact with AI tools in their speaking practice. A detailed description of the research design, participants, instruments, data collection procedures, and data analysis methods is included.

### **3.2. Research design**

This study adopted a mixed-method research design, combining both qualitative and quantitative elements. The qualitative part was based on existing literature related to AI in language education, while the quantitative part focused on a structured survey conducted among first-year English major students at Hai Phong University of Management and Technology (HPU). This combination allows for a comprehensive understanding of how AI is perceived and used in the development of speaking skills.

The main instrument for data collection was a questionnaire, designed to collect detailed information on usage habits, preferences, perceived benefits, and challenges associated with AI-assisted speaking tools such as ELSA Speak, Duolingo, and ChatGPT. The collected data were then organized, interpreted, and presented using tables, charts, and graphs.

This design was chosen not only to validate theoretical claims but also to reflect students' actual experiences and attitudes. By combining library research and survey data, this study aims to provide both depth and practical relevance to the findings.

### **3.3. Participant and sampling**

To gain a deeper understanding of the use of AI tools in speaking practice, the researcher conducted a survey of 50 first-years English major students at Hai Phong

University of Management and Technology (HPU). These students were selected through a convenience sampling method, meaning they were available and agreed to participate at the time of the study.

The survey include a number of basic questions to identify the participants and their level of familiarity with AI tools.

**Question 1: What is your gender?**

Gender	Number of students	Percentage (%)
Male	15	30%
Female	35	70%

- Most respondents were female, reflecting the actual gender ratio in English major classes.

**Question 2: How old are you?**

Age range	Number of students	Percentage (%)
18	43	86%
19	6	12%
20+	1	2%

- Most of the students were around 18 years old, the typical age of college freshmen.

**Question 3: Have you ever used AL tools to practice English speaking?**

Respond	Number of students	Percentage (%)
Yes	50	100%
No	0	0%

- All participants had experience using AI tools for speaking practice.

#### Question 4: Which AI tools have you used for speaking practice

AI tools	Number of respond	Percentage (%)
ELSA Speak	39	78%
Duolingo	30	60%
ChatGPT	27	54%
Others	10	20%

- ELSA Speak is the most commonly used tools, followed by Duolingo and ChatGPT

### 3.4. Questionnaire design

The main instrument for data collection in this study was a structured questionnaire, which aimed to collect both qualitative and quantitative data on the use of AI tools in speaking practice for first-year English major students at Hai Phong University of Management and Technology (HPU). The questionnaire was designed to address the following key aspects:

#### 1. Demographic information

This section included questions about the participants' gender, age and previous experience with AI tools for language learning. Demographic data helps provide context for understanding the participants' responses.

#### 2. Familiarity with AI tools

Participants were asked whether they had ever used AI-assisted tools for English speaking practice and which tools they had used. This section aimed to assess the level of exposure to AI tools among the students.

#### 3. Usage patterns

The question in this section focused on how often participant used AI tools to practice speaking, when they used them (e.g., daily, weekly, etc.), and in what contexts they used them (e.g., at home, in class, for self-study). The goal was to determine the frequency and regularity of AI tool use.

#### **4. Perceived effectiveness**

Using a Likert scale (ranging from 1 = strongly disagree to 5 = strongly agree), participants were asked to rate the extent to which they believed AI tools help improve specific aspects of their speaking skills, such as pronunciation, fluency, vocabulary and confidence. The purpose of this section was to measure students' perceptions of the effectiveness of AI tools.

#### **5. Challenges and limitations**

This section include both closed-ended and open-ended questions. Students were asked about any difficulties they encountered when using the AI tools, such as technical issues or limitations of the tools themselves. They were also asked to make suggestion on how to improve or better integrate the AI tools into classroom speaking.

#### **Format of the question**

- **Closed-ended questions** (Yes/No, multiple choice, Likert scale) were used to quantify data on usage patterns, effectiveness.
- **Open-ended questions** allowed students to express their opinion, provide feedback that is more detailed and suggest improvements to the AI tools.

The questionnaire was designed to be short and easy to complete, taking no more than 15 minutes, to encourage a high response rate and ensure participants did not overwhelmed.

### **3.5. Data collection procedure**

The data collection procedure for this study involved several steps to ensure that responses were valid, reliable, and representative of first-year English major students at Hai Phong University of Management and Technology (HPU). The procedure was designed to be efficient, ethical, and focused on gathering meaningful insights into the use of AI tools in language learning, specifically speaking practice.

#### **1. Pilot testing**

Before distributing the final questionnaire to all participants, a pilot test was conducted with 10 students to ensure the clarity and effectiveness of the questions.

Feedback from the pilot test was used to revise and improve the wording of some questions to avoid confusion and ensure participants understood the content.

## **2. Questionnaire distribution**

The main data collection took place over a two-week period in April 2025. The questionnaire was distributed in two ways.

- **In-person distribution:** The researcher visited speaking classes and personally distributed paper copies of the questionnaire to students. Students were provided with clear instructions on how to fill in the form, including information about the purpose of the study and assurances of anonymity.
- **Online distribution:** A Google Forms link was sent to students via in-class group chats and online forums. This link included a brief description of the study and instructions on how to fill in the questionnaire.

## **3. Consent and anonymity**

Prior to participating in the study, all students were informed about the voluntary nature of the survey and were assured that their responses would be kept confidential. Consent was obtained via a consent form. No personally identifiable information was collected and participants were informed that they could withdraw from the study at any time without penalty.

## **4. Collecting response**

Over the course of two weeks, 50 completed questionnaires were collected. The high response rate (over 80%) indicated strong student engagement and interest in the topic. After the collection period, all responses were compiled into a database for analysis.

## **5. Organizing the data**

After the responses were collected, they were:

- Tagged and coded in Excel for easier analysis.
- Categorized into quantitative (Likert scale, multiple choice) and qualitative (open-ended) data
- Checked for completeness and consistency with missing or unclear responses excluded from analysis.

Quantitative data were processed to produce descriptive statistics, including percentages, means and standard deviations. Qualitative response were analyzed thematically to identify common themes, concerns and recommendations.

### **3.6. Data analysis**

This section presents an analysis of data collected from 50 first-year English major students at Hai Phong University of Management and Technology (HPU). The analysis focuses on understanding the frequency with which students use AI tools, the effectiveness of these tools in improving speaking skills and the challenges students face when using them.

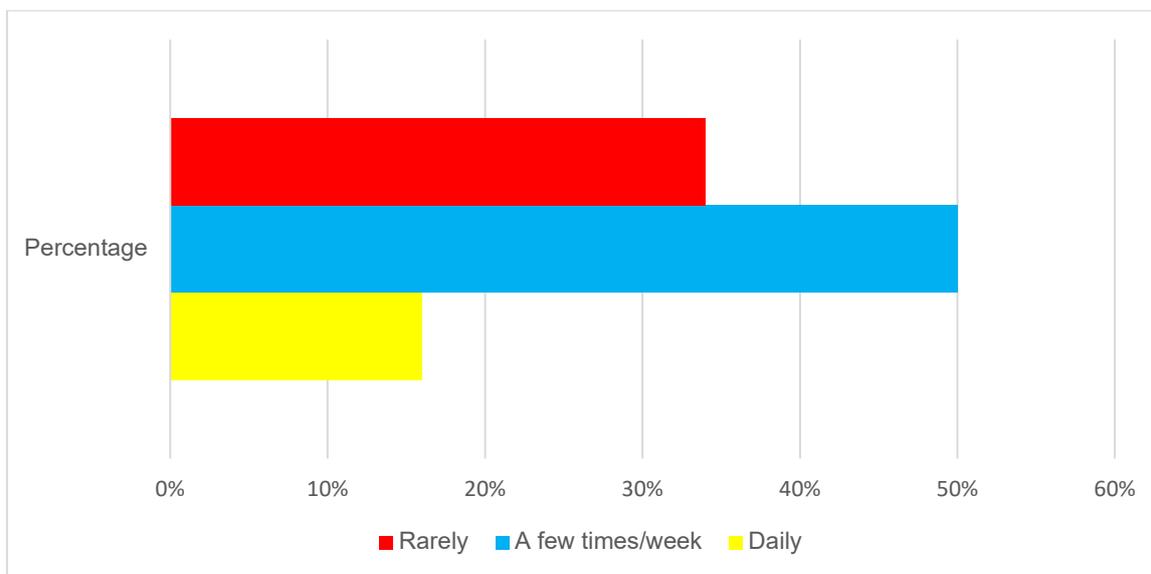
#### **3.6.1. Frequency of AI tools use**

The first question aimed to measure the frequency with which students used AI tools to practice speaking skills. The result are shown in Table 3.1 and Figure 3.1 below.

**Table 3.1: Frequency of AI tool usage**

<b>Frequency</b>	<b>Number of students</b>	<b>Percentage (%)</b>
Daily	8	16%
A few times/week	25	50%
Rarely	17	34%

**Figure 3.1: Frequency of AI usage by students**



The bar chart shows that 50% of students use AI tools a few times a week, while 16% use them daily and. A small group of students (34%) rarely uses these tools.

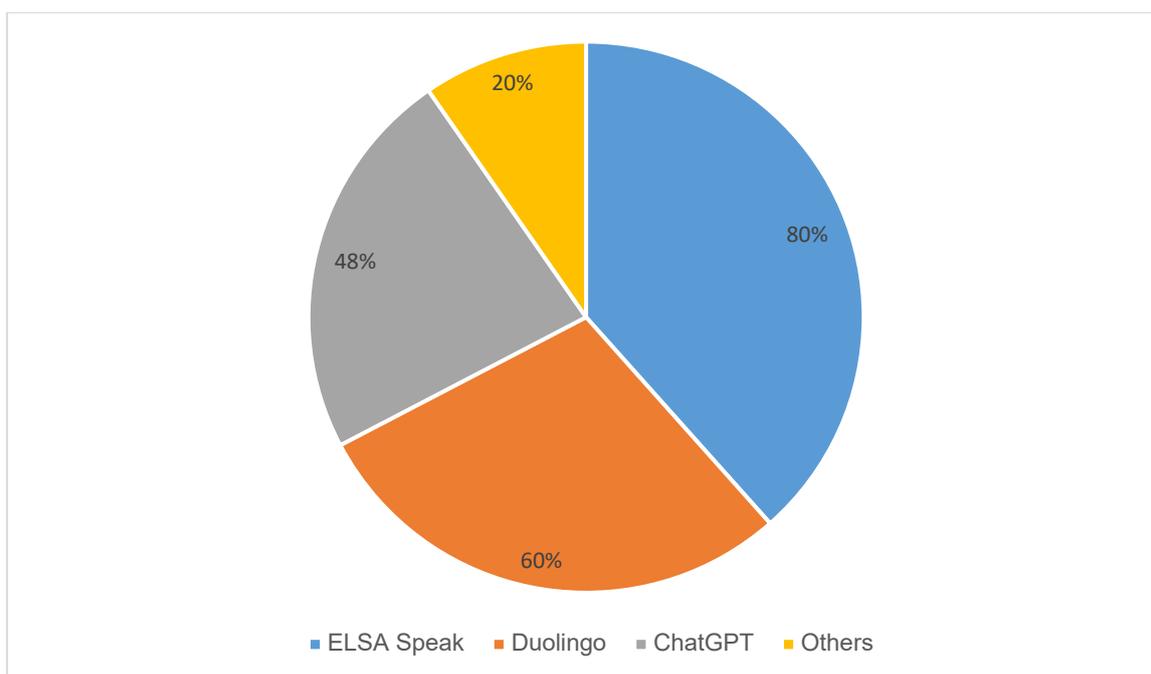
### **3.6.2. Most commonly used AI tools.**

The next question focused on which AI tools students most frequently used for speaking practice. The results are summarized in Table 3.2 and Figure 3.2

**Table 3.2: Most commonly used AI tools**

<b>AI tools</b>	<b>Number of students</b>	<b>Percentage (%)</b>
ELSA Speak	40	80%
Duolingo	30	60%
ChatGPT	24	48%
Others	10	20%

**Figure 3.2: Most used AI tools**



The pie chart shows that ELSA Speak is the most popular tool with 80% of the students reporting regular uses. Duolingo and ChatGPT are also popular with 60% and 48% of students, respectively, incorporating them into their study routine.

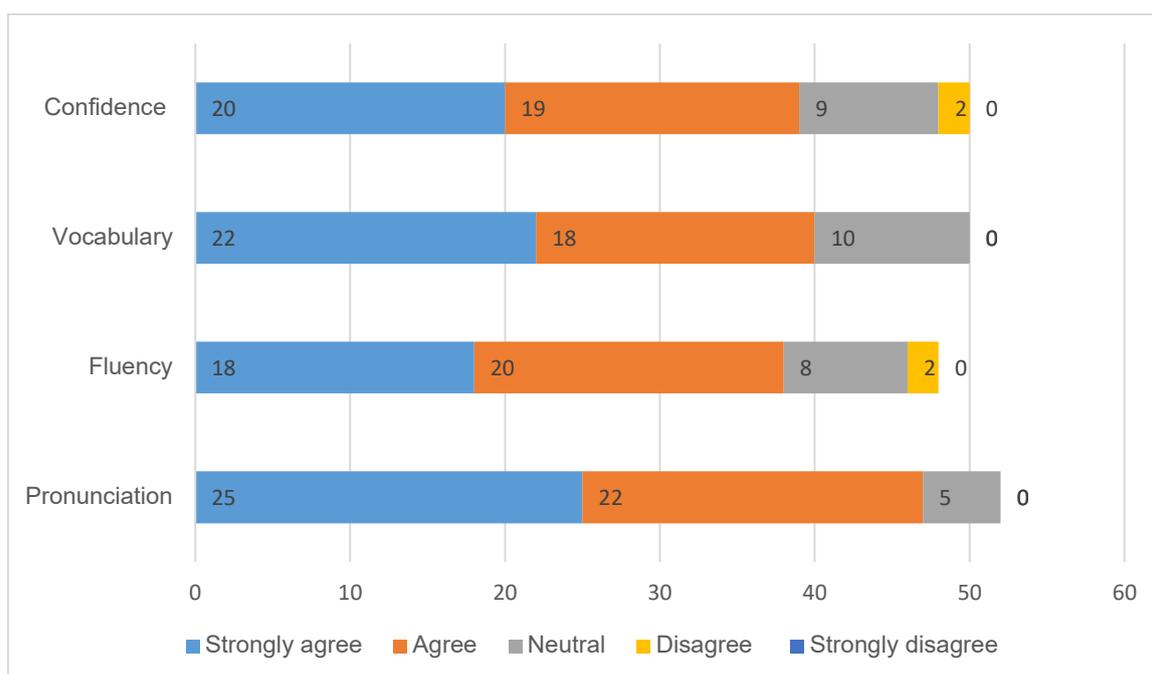
### 3.6.3. Perceived effectiveness of AI tools in improving speaking skills

Students were asked to rate the extent to which AI tools helped them improve specific aspects of speaking skills. The result from Likert scale response (1 = Strongly disagree to 5 = Strongly agree) are summarized below.

**Table 3.3: Perceived improvement in speaking skills**

Speaking skills	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Pronunciation	25	22	5	0	0
Fluency	18	20	8	2	0
Vocabulary	22	18	10	0	0
Confidence	20	19	9	2	0

**Figure 3.3: AI's impact on speaking skills**



From the chart, it is clear that pronunciation had the highest rate of improvement, with 45 students agreeing or strongly agreeing that AI tools were effective in improving their pronunciation. Fluency and vocabulary also showed positive effects with the majority of students reporting improvement in these areas as well.

#### **3.6.4. Challenges and limitations of AI tools**

While students reported positive impacts, they also mentioned some challenges they encountered when using AI tools for speaking practice. The most common issues identified were:

- **Inaccurate feedback:** Some student students noted that AI tools, especially those for pronunciation, sometimes did not recognize their accent or made accurate errors. For example, some students mentioned that ChatGPT sometimes provided inaccurate feedback or could not effectively simulate spontaneous conversations.
- **Technical issues:** Some students reported poor internet connections or technical difficulties with the tools, especially in rural areas where high-speed internet was not always available.
- **Lack of half-life interaction:** Many students expressed that while AI tools are useful for individual practice, they miss interactive aspect of real-life

conversations. Some students mentioned that AI tools could not completely replace human interaction in developing fluency and communication skills.

**Table 3.4: Common challenges in using AI tools**

Challenges	Number of students	Percentage (%)
Inaccurate feedback	12	24%
Technical difficulties	8	16%
Lack of interaction	15	30%
Limited vocabulary support	6	12%
Others	9	18%

### 3.6.5. Suggestions for improvement.

Students were asked to make suggestions for improving the use of AI tools in their speaking practice. Common suggestions included:

- **More personalized feedback:** Some students requested tools that could better adapt to individual accents and provide more nuanced feedback.
- **More interaction with native speakers:** Students wanted AI tools to simulate real-life conversations with a greater variety of topics, accents and speaking speeds.
- **Improve accessibility:** Some students suggested making the tools more accessible to students with limited access to high-speed internet or devices.

**Conclusion:** Data analysis shows that AI tools are widely used and highly valued by students in improving speaking skills, especially in areas such as pronunciation and vocabulary. However, challenges such as inaccurate feedback, technical issues, and lack of realistic interactions were also highlighted. These findings provide valuable insights into how AI can be effectively integrated into language learning while enhancing areas of insight for further development.

### 3.7. Chapter summary

This chapter presents the research methodology and detailed analysis of data collected from first-years English major students at Hai Phong University of Management and Technology. The chapter begins by describing the research design,

participants and tool used to conduct the study, focus on the role of AI in supporting students' speaking skills.

They survey results show that students to improve their pronunciation, vocabulary, fluency and confidence actively use AI tools such as ELSA Speak, Duolingo and ChatGPT. A significant portion of students reported that they frequently use AI tools and consider the useful in improving their speaking ability. Pronunciation was found to be the skill that benefited the most from AI support, followed by vocabulary and fluency.

Despite the benefits, this chapter also highlights some of the challenges students face when using AI for speaking practice. These challenges include inaccurate feedback, technical limitations, and lack of realistic human interaction. Students expressed a need for more interactive and personalized features in AI tools to maximize learning outcomes.

The chapter concludes with suggestions from students, emphasizing improvements in tool accessibility, feedback, and simulation of realistic conversational contexts. These insights provide a solid foundation for educators and developers looking to integrate AI more effectively into language learning programs.

In the next chapter, the findings will be discussed in relation to existing literature, and conclusions and recommendations will be made for future AI applications in English language education.

# CHAPTER 4: FINDINGS AND DISCUSSION

## 4.1 Introduction

This chapter presents a detailed discussion of the results obtained from a survey conducted among first-year English major students at Hai Phong University of Management and Technology. The aim is to analyze the collected data according to the research questions and interpret the implications of using AI in speaking skill development. This chapter draws a connection between the empirical data and the theoretical framework considered in Chapter 2, especially the benefits, challenges and perceptions related to AI tools such as ELSA Speak, Duolingo and ChatGPT.

## 4.2. Summary of key findings

The data analysis revealed several notable patterns:

- **High engagement with AI tools:** The majority of students actively engaged with AI applications for speaking practice. ELSA Speak emerged as the most popular tool, largely due to its pronunciation feedback and user-friendly interface.
- **Improving speaking components:** Students reported notable improvements in specific areas such as pronunciation, vocabulary acquisition and fluency. These are consistent with Harmer's (2007) emphasis on targeted feedback and Nunan's (1991) discussion of practice-based learning.
- **Identified challenges:** Common issues included inaccurate feedback from AI tools, internet dependency and lack of meaningful interaction, echoing concerns discussed by Luckin et al. (2016).
- **Student positive attitudes:** Despite the limitations, students showed an overall positive attitude towards AI-based learning, indicating openness to blended approaches in language education.

## 4.3. Discussion of research questions

### 4.3.1. How do students use AI tools to practice speaking skills?

Based on the survey, students often use AI tools during self-study sessions, especially outside of class. AI tools are often used for pronunciation practice, vocabulary recall, and speaking prompts. The iterative, self-learning, and feedback-rich nature of these tools supports student autonomy, which is consistent with the learner-centered theories of Brown (2001) and Richards (2006). Many students combine multiple applications to compensate for the limitations of each tool.

#### 4.3.2. What benefits do students get from using AI in speaking practice?

Key benefits observed include:

- **Improved pronunciation:** ELSA Speak is particularly effective because students receive immediate feedback on phonetic accuracy.
- **Improved vocabulary and fluency:** Tools like Duolingo support vocabulary building through game-based repetition, which improves fluency.
- **Increased confidence:** ChatGPT allows students to simulate conversations without fear of being judged, creating a safe practice environment.

These benefits reflect the communicative teaching principles proposed by Richards (2006) and the task-based frameworks proposed by Willis (1996), in which AI acts as a digital conversation partner.

#### 4.3.2. What challenges do students face when using AI for speaking practice?

Despite the benefits, some obstacles have been identified:

- **Limited feedback:** AI feedback is sometimes superficial or inaccurate, especially with nuanced pronunciation.
- **Lack of real-life interaction:** Tools have yet to replicate the dynamics of human conversation or social cues.
- **Technical barriers:** Unreliable internet access and limited device availability hinder learning for some students.

These findings are consistent with the global literature (e.g., Luckin et al., 2016) suggesting that while AI holds promise, it is not a complete replacement for human instruction.

#### 4.4. Pedagogical implications

The findings of this study provide some important implications for language teaching practices, especially in the context of Vietnamese higher education and more specifically for first-year English major students at Hai Phong University of Management and Technology. As AI becomes more prevalent in language schools, educators and educational institutions need to understand how to effectively integrate these technologies.

#### **4.4.1. Redesigning speaking activities**

Traditional speaking exercise can be supplement with AI-powered apps to provide students with immediate and personalized feedback. For example, incorporating ELSA Speak into weekly pronunciation exercises can improve students' phonemic awareness. Teachers can design blended speaking exercises where students first practice with AI tools and then do live speaking exercise in class. This helps learners gain confidence and improve performance.

#### **4.4.2. Supporting learner autonomy**

AI tools allow students to take control of their learning. Educators should encourage independent practice outside of the classroom and provide guidance on how to use ChatPGT to simulate conversations or how to track their progress on Duolingo to monitor improvement.

#### **4.4.3. The role of the teacher in an AI-assisted environment**

The role of the teachers is diminished but reshaped. Teachers act as facilitators, stewards of appropriate technology and critical guides to help students interpret AI feedback. Since AI tools to not always provide accurate or nuanced feedback, teachers need to supplement machine feedback with human insight and context.

#### **4.4.4. Addressing the limitations of AI tools**

It is important to recognize the limitations of AI in speaking instruction. Educators should cautions students about the potential for overreliance on AI tools, especially those without authentic human interaction. Classroom activities must continue to prioritize communicative interaction, peer feedback and critical thinking to fill in the gaps that AI cannot yet address.

#### **4.4.5. Institutional support needs**

Schools and universities need to provide access to quality digital infrastructure, including Wi-Fi, computer labs, and training programs on using AI tools for language learning. Without such support, disadvantaged students may fall behind.

#### **4.4.6. Curriculum integration**

Integrating AI into formal speech will maximize its impact. For example, assessments could include AI-assisted practice tasks for portfolio using AI interactive journals. Teachers can work with administrator to deploy specific tools as supplementary resources for oral communication courses.

#### **4.5. Suggestions for future research**

This study provides initial insights into the use of AI tools to develop speaking skills for the first-year English major students at Hai Phong University of management and Technology. However, due to certain limitations, further research is needed to build a deeper and more comprehensive understanding of this topic. The following recommendations are proposed:

##### **4.5.1. Larger sample size**

Future studies should include a larger and more diverse group of participants, possibly including students from multiple universities across Vietnam. This would enable researchers to compare how AI-assisted speaking practices vary institutions and learner profiles.

##### **4.5.2. Longitudinal studies**

Most existing studies, including this one, are short-term in nature. Longitudinal research is needed to assess how the continued use of AI tools impacts students' speaking abilities over longer periods of time-such as an entire school year or longer.

##### **4.5.3. Comparative research between tools**

Future research could compare the effectiveness of different AI-based speaking tools (e.g., ELSA Speak vs. Google AI Tutors vs. ChatGPT) to determine which tool best fits learners' different needs, skill levels and learning contexts.

##### **4.5.4. Teachers' perspectives**

This study focused primarily on students. Further research should explore teachers' experiences and attitudes toward integrating AI into their speaking lessons. Understanding their challenges, expectations and readiness would provide more balanced picture of classroom implementation.

#### **4.5.5. Integration into speaking assessment**

Another possible area of research involves exploring how AI tools can be formally integrated into speaking assessment frameworks. For example, can AI feedback be reliably use as part of scoring of speaking performance?

#### **4.5.6. Ethical and privacy considerations**

The use of AI in education raises concerns about data privacy, algorithmic bias and ethical use. Future research should investigate how these factors influence students' trust and willingness to engage with AI platform, especially for younger learners.

### **4.6. Chapter summary**

This chapter has provided a comprehensive discussion of research findings on the use of AI to support speaking skills development among first-year English major students at Hai Phong University of Management and Technology. The chapter begins by interpreting the survey results, highlighting students' generally positive attitudes towards AI tools such as ELSA Speak, Duolingo and ChatGPT. While many students acknowledged the usefulness these tools in improving pronunciation, fluency and confidence, they also raised concerns about overreliance on technology and lack of human interaction.

Then the chapter considers the pedagogical implications of these findings, highlight how teachers and institutions can effectively integrate AI into speaking instruction. The chapter addresses the need to redesign speaking activities, support learner autonomy, reshape the role of teachers and ensure institutional support.

Finally, a number of recommendations for future research are proposed, including larger sample studies, longitudinal investigation, comparisons between AI tools and further exploration of teachers' perspective and ethical considerations.

The discussions in this chapter contribute to a better understanding of how AI can serve as both a complement and a challenge in modern language education, particularly in improving students' oral communication skills.

# **CHAPTER 5: CONCLUSION AND RECOMMENDATIONS**

## **5.1. Conclusion**

This study was conducted to explore the impact of Artificial Intelligence (AI) tools on the speaking development of first year English major students at Hai Phong University of Management and Technology. Using both theoretical research and empirical data collected through student surveys, the study aimed to answer the following questions:

1. How are students using AI tools to practice speaking skills?
2. How do students perceive the effectiveness of these AI tools?
3. What are the perceived benefits and challenges of integrating AI into speaking practice

The findings show that students increasingly use AI tools as part of their out-of-class learning routine. Tools such as ELSA Speak and ChatGPT were identified as the most popular for pronunciation practice and conversation simulation. Students generally appreciate the flexibility, instant feedback and self-paced learning that AI provides. At the same time, they acknowledge challenges, such as lack human interaction, potential over-reliance on technology and occasional inaccuracies in AI-generated response.

Pedagogically, this study highlights the need for blended learning approaches that combined AI-driven activities with human-directed instruction. It also highlights the importance of institutional support, teacher training and ethical awareness in integrating AI. Although this study is limited to a small sample and focuses only on speaking skills, it provides valuable insights that can inform both classroom practices and future research agendas.

## **5.2. Recommendations**

Based on the findings of this study, several recommendations are made for students, teachers and educational institutions to better integrate AI into speaking development:

### 5.2.1. For students

- **Use AI tools with purpose:** Students should be encouraged to use AI applications such as ELSA Speak, Duolingo or ChatGPT with specific speaking goals in mind (e.g., improving pronunciation, fluency or interactive conversations).
- **Balance AI with human interaction:** AI tools are useful but cannot replace real-life communication. Students should also participate in speaking activities in class, group discussions and language clubs.
- **Take AI feedback seriously:** Not all AI-generated corrections or suggestions are accurate. Student should learn to verify AI feedback and consult teachers when in doubt.

### 5.2.2. For teachers

- **Integrate AI strategically:** Teachers should incorporate AI-based tasks in a way that supports and complements classroom instruction rather than replace it.
- **Guide students in using AI:** Teachers can provide in-class training or demonstrations to help students effectively use tools like ChatGPT or ELSA.
- **Monitor student progress:** Teachers should monitor how students use AI outside of the classroom and provide constructive feedback based on student growth.

### 5.2.3. For institutions

- **Provide access to AI tools:** Schools and university should consider investing in institutional licenses or providing fee AI resources through learning centers.
- **Provide propositional development:** Teachers should be given the opportunity to attend workshops or training courses on educational technology, including AI in language teaching.
- **Develop ethical use guidelines:** Institutions should provide clear guidelines to both teachers and students on the ethical, responsible and safe use of AI in learning.

### 5.3. Limitations of the study

While this study provide useful insights into the role of AI in developing speaking skills for first-year English majors at Hai Phong University of Management and Technology, some limitations need to be acknowledged:

- **Limited sample size:** The study surveyed a relatively small group of students (only 30 participants). Therefore, the findings may not represent the experiences or opinions of all English majors, even within the same school.
- **Focus on only one skill:** The study focused only on speaking skills. The study did not consider the impact of AI on other languages skills such as listening, reading or writing, which may interact with speaking development.
- **Specific tool scope:** Only a few AI tools commonly used in Vietnam (e.g., ELSA Speak, Duolingo and chatGPT) were analyzed. Other AI applications such as Google Bard or speech recognition in virtual reality were not include.
- **Lack of longitudinal data:** This study was short-term and relied on self-reported perceptions. Long-term observations are needed to assess the long-term impact of AI on speaking ability.
- **Lack of in-depth teacher perspectives:** Although the study addressed the role of teachers, it did not include interviews or feedback from instructors who may also have valuable insights into integrating AI into speaking instruction.
- **Technological limitations:** The accessibility and performance of AI tools may vary depending on internet connectivity, device availability, and student familiarity with technology, factors that were not explored in depth.

### 5.4. Suggestions for further research

Based on the scope and limitations of this study, the following recommendations are proposed for further researchers interested in exploring the role of AI in language education, particularly in speaking skills:

1. **Expanding the participant pool:** Future research should include a larger and more diverse sample of students from multiple universities, including different levels (e.g., second or third year students) to ensure broader generalizability.
2. **Including longitudinal studies:** Conducting longitudinal studies would help assess how students' speaking skills develop over time with consistent AI support and whether initial improvements are maintained.

- 3. Comparing multiple AI tools:** A study comparing different AI-powered applications (e.g., Google Bard, Bing AI, or other pronunciation training tools) could provide more comprehensive insights into which tools are most effective for each specific speaking skills.
- 4. Exploring teacher perspective:** Incorporating in-depth interviews or focus group discussions with teachers would provide valuable insights into how AI impacts lesson planning, classroom dynamics and teacher-student interactions
- 5. Investigating integrated models:** Further studies could explore blended learning models, where AI tools are systematically integrated into curriculum design and classroom activities, examining how this affects both teaching and learning outcomes.
- 6. Ethical and psychological aspects:** Further research should also investigate students' concerns about data privacy, over-reliance on technology or reduced human interaction caused by AI-based learning environments.

By addressing these areas, future research can contribute to a more balanced, practical and ethically responsible understanding of the place of AI in English language education.

### **5.5. Final remarks**

As digital transformation continues to shape the educational landscape, Artificial Intelligence has emerged as a powerful tool in language learning, especially in improving learners' speaking skills. This study, through a comprehensive review and analysis of existing literature, has illustrated that AI not only brings technological innovation but also pedagogical value in supporting English language learners at the university level.

AI applications such as speech recognition systems, interactive chatbots, and virtual assistants provide learners with opportunities to practice speaking in a flexible, less anxiety provoking, and personalized environment. These tools help overcome common barriers in traditional language schools, such as limited speaking time, lack of personalized feedback, and learner anxiety.

However, the study also points out that AI is not without its limitations. Challenges related to technological accuracy, emotional intelligence, digital accessibility, and over-reliance on automation must be addressed carefully. AI cannot replace the

important role of human interaction, emotional support, and cultural sensitivity that only human teachers can provide.

For institutions like Hai Phong University of Management and Technology, where speaking skills are critical for English majors, thoughtful and balanced integration of AI into speaking instruction holds significant promise. By adopting blended learning approaches, investing in infrastructure and training, and tailoring technology to the needs of learners, AI can become an effective and equitable component of language education.

Ultimately, this study reaffirms that AI is not a replacement but a resource—one that, when used wisely, can enrich the teaching and learning of speaking skills in the 21st-century classroom.

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