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FOREIGN LANGUAGE LEARNING, TEACHING, AND SPEAKING SKILL WITH ARTIFICIAL INTELLIGENCE

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ABSTRACT

Today, learning a foreign language offers significant advantages for people in many ways. Among these advantages, the ability to advance one's career, secure employment, pursue education, and communicate effectively with others ranks first. Given the importance of foreign language learning and teaching, it is evident that the opportunities created by technology are also being leveraged. In particular, this research aims to highlight that applications such as artificial intelligence—which have adapted to human life through technology—are frequently preferred in foreign language education. This allows for a personalized approach to education, enabling practice sessions and making it easier to identify an individual's weaknesses. Additionally, artificial intelligence technologies are preferred in foreign language education due to factors such as saving time and space. In particular, when it comes to learning or teaching speaking skills—which hold a significant place among the four core language skills—the use of AI-supported tools enables a more efficient learning process. Consequently, individuals can make the process of learning a foreign language easier through personalized or individualized instruction in areas such as pronunciation, grammar, vocabulary, and fluency. Given the importance of the subject, this research examines the use of artificial intelligence and the advantages it offers from an educational perspective in developing speaking skills during foreign language learning. In this context, significant findings and conclusions related to the topic have been obtained.

KEYWORDS: Foreign Language Learning and Teaching, Speaking Skills, Artificial Intelligence.

1. INTRODUCTION

Today, learning a foreign language ranks among the most important topics. This is significant not only from the perspective of learning but also from the perspective of teaching. This is because people seek to gain significant advantages in education, career advancement, and direct communication with others by learning different languages. In light of this fact, foreign language education has become even more essential.

The advantages offered by the target language in foreign language learning are among the primary motivating factors for people. For this reason, necessary foreign language education is provided in schools, courses, and on various platforms. During these educational sessions, the opportunities offered by technology are frequently utilized.

The widespread use of technology in foreign language education yields positive results in many ways. In particular, the adoption of technology in distance learning and practical applications enables people to save time in acquiring a foreign language and allows them to learn a foreign language wherever and whenever they choose.

Among the popular applications emerging with the frequent use of technology in foreign language learning or teaching, artificial intelligence stands out. Due to its significant advancements over time and the wide range of applications it enables, artificial intelligence has become a preferred choice in foreign language education as well. Therefore, during foreign language learning,

It is generally stated that there are four core language skills in foreign language teaching and learning. These skills—reading, writing, speaking, and listening—are interconnected and ensure the comprehensive acquisition of a foreign language. However, the same methods or practices are not applied during the instruction or training of each skill. Consequently, while different practices are employed during reading exercises, learning continues through various question formats and exercises within the scope of speaking practice.

Considering the critical importance of these four core language skills, each skill must be given equal attention. In this context, it is observed that individuals learning a foreign language do not all reach the same proficiency level in crowded environments or classrooms. For this reason, it is expected that personalized education or materials will be used to create a customized learning plan for each individual. Otherwise, since not every student or language learner is at the same level, it is anticipated that some individuals will fall behind,

their motivation will decline, and they may even become discouraged regarding language learning.

All in all, it is expected that skills will be developed through personalized learning and teaching materials or practice. At this point, important software or applications such as artificial intelligence come into play, enabling people to have a personalized experience during foreign language education and to identify their own mistakes much more easily. Given the significant importance of speaking skills in the context of learning a foreign language, practices such as mastering grammar, expanding vocabulary, achieving correct pronunciation, constructing sentences properly, and speaking fluently have come to the forefront.

In this context, artificial intelligence (AI) can be utilized to support both the learning and teaching of speaking during foreign language instruction. However, it is essential to recognize that AI serves as an auxiliary tool rather than a substitute for a teacher. Consequently, given the importance of this topic, this study examines the advantages and disadvantages of using AI in the process of acquiring speaking skills—whether as a learner or an instructor—within the scope of foreign language education.

1.1. The Use of Artificial Intelligence in Speaking Acquisition and Instruction in Foreign Language Learning:

Four core language skills stand out in foreign language learning or instruction. These skills are generally considered to be reading, writing, listening, and speaking. Since each language skill has significant effects within itself, it is recognized that they are interconnected. However, because some skills are considered to be much more prominent, it is noted that speaking skills are far more important in terms of pronunciation, fluency, vocabulary, and grammar.

In sum, given the critical nature of speaking skills, it is believed that the opportunities offered by the use of artificial intelligence during foreign language education hold equal importance. For this reason, all details regarding the use of artificial intelligence within the scope of speaking instruction and learning in foreign language education have been examined under subheadings.

1.2. The Concept of Language

Language is known as a term that has been the subject of numerous studies due to its function and the reason for its existence. Consequently, questions such as how languages emerged and their developmental processes are frequently examined by

linguists and researchers. Thus, it has been subject to various definitions throughout different periods (Gökhan, 2020, p. 7). Language is presented as a tool that enables communication among people. Therefore, it is defined as a living entity with its own unique laws that evolves within the framework of relevant laws, a system of secret agreements whose origins date back to unknown times, or an institution woven from sounds (Ergin, 1989, p. 3).

Language is described as a sophisticated system of knowledge that enables the communication of emotions, desires, and thoughts to others by encompassing the shared elements and rules of meaning and sound within any given society (Aksan, 2000, p. 55).

In the definition provided by the Turkish Language Association, language is defined as the system of words or signs used by people to convey or communicate their thoughts and feelings (TDK, 2010).

The phenomenon of language is regarded as the most important legacy bestowed upon humanity by society. For this reason, it stands as one of the most important tools that distinguishes humans from other living beings on Earth. Consequently, when all language definitions are examined, it is evident that each study formulates a definition of language from the perspective of its own field of expertise. However, the fact that it is the most important tool of communication is universally accepted (Kaplan, 2001, p. 35).

1.3. Foreign Language Education

With the increasingly globalized world order since the early 20th century, intercultural interaction has grown significantly. As a result, learning a foreign language has moved beyond being a luxury and has become a necessity. Consequently, the concept of a foreign language is defined as a language taught to students or individuals, other than their native language, with the aim of contributing to their academic, social, and professional development.

Another definition of a foreign language describes it as the acquisition of a language not spoken by the people of a particular country, learned later in life for various purposes. Based on these definitions, the term "foreign language" can be defined as a language intentionally learned outside the region where it is spoken, with the aim of meeting various objectives such as commercial, scientific, academic, or technological needs—distinguishing it from the concepts of first and second languages (Gökhan, 2020, pp. 8–9).

1.4. Foreign Language Learning and Teaching

Language teaching can be defined as the activities or events designed to facilitate language learning. Consequently, language teaching and learning are viewed as closely interconnected concepts that directly influence one another. However, when discussing language learning, it is essential to first clearly distinguish between language acquisition and language learning. It is believed that this distinction will lead to a clearer understanding of foreign language learning and teaching.

The learning and teaching of foreign languages are viewed as a multidimensional process. This process typically manifests through foreign language instruction provided in settings such as courses, schools, language platforms, and language training centers. Consequently, it is regarded as a significant phenomenon encompassing all aspects of the educational process when it comes to acquiring a second language (Stern, 1983, p. 21).

Foreign language learning and teaching have become a crucial field in enabling people to communicate in a globalizing world or to access academic and professional opportunities. It encompasses the learning or teaching processes of many languages, particularly English. This process involves not only teaching the rules of grammar but also developing skills such as listening, speaking, reading, and writing from a holistic perspective.

Today, communication-focused approaches aim to enable students to use the language in real-life contexts. Therefore, communication-focused approaches have significant effects on students or others in foreign language learning (Richards and Rodgers, 2014).

1.5. Foreign Language Instruction and Speaking Skills

Among language skills, speaking skills stand out as particularly important. Typically, the first people with whom learners or students communicate are instructors or teachers. Consequently, the fact that most dialogues involving various functions in the target language occur in the classroom setting increases the need for dialogues tailored to diverse needs. Since learners of a foreign language do not all possess the same level of knowledge and proficiency, there may be a need for personalized instruction. Consequently, because the initial practice takes place in classroom or language course settings, how individuals express themselves and the extent to which they are effective in the course of lessons are of great importance (CEFR, 2018, p. 68).

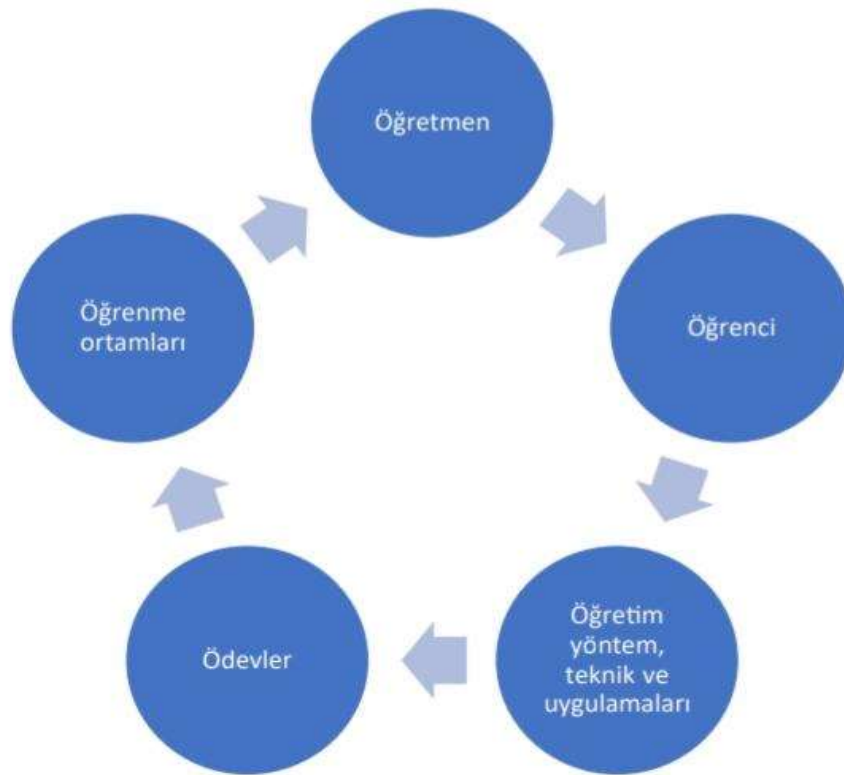


Figure 1: Components of Speaking Skills.
(Source: İnal, 2020, p.26).

Since the teacher is considered the primary factor in language acquisition, there is a very important connection between the instructor and the learner. Therefore, in addition to the intrinsic factors, educational programs must also make significant contributions to foreign language learning. In this context, the key considerations in foreign language learning are as follows (Tosun, 2015, p. 26):

- Learnability: The ease or difficulty of learning words.
- Repetition: The applicability of what has been learned in everyday life .
- Context of Use: Identifying priorities from the perspective of contexts of use .
- Usefulness: Making communication easy and practical.

Speaking skills are highlighted as a key component of language teaching programs due to their connection with all other skills. Therefore, speaking skills must be given the necessary attention in both foreign language learning and teaching (İnal, 2020, pp. 192-193).

Speaking Skills and Instructional Practices As is the case with all skills, non-standardized practices in foreign language learning or teaching continue to be common from the perspective of speaking skills.

Generally, when examining in-class speaking activities, it is believed that many of these activities do not provide opportunities for authentic language use or align with real-life communication contexts (Durmüş, 2013, p. 173).

The deficiencies observed in speaking skills in foreign language learning or teaching suggest that learners are exposed to the target language very little and cannot speak fluently because they cannot communicate with native speakers. For this reason, individuals seeking to learn a foreign language must frequently practice using that language to develop speaking skills (Sarıçoban et al., 2015, p. 164).

In foreign language learning, individuals can express themselves on frequently recurring topics related to everyday spoken language. For this reason, it is recommended to engage in practice that allows for spontaneous, unprepared conversations on a given topic rather than focusing on the transmission of information, thereby fostering fluency. In this context, the skills expected to be acquired through speaking proficiency in foreign language learning are as follows (Temizyürek, 2017, p. 187).

- Introducing yourself
- Speaking on the phone
- Introducing yourself or others

- Expressing thanks and apologizing
- Communicating during a visit
- Greeting and farewell conversations
- Greeting conversations
- Asking for directions or giving directions.
- Introductory or presentation speeches
- Opening and closing remarks
- Conversational or casual chats
- Being able to ask questions and answer relevant questions

When everyday conversational contexts or situations are examined, learners of a foreign language face significant responsibilities. Consequently, there are numerous procedures that teachers or instructors must pay attention to regarding the development of speaking skills in the classroom. These are listed as follows (Durmuş, 2013, p. 175);

- Speaking techniques focused on fluency, accuracy, and interaction within the framework of the language learner's needs
- Natural motivation techniques
- Meaningful context
- Responses aligned with the conversation
- Utilizing the natural connection between listening and speaking
- Providing or creating opportunities for students or foreign language learners
- Supporting the development of students' speaking strategies

In addition to the above factors, teachers or language instructors are expected to possess certain competencies in specific areas. Therefore, some of the characteristics teachers or instructors should possess regarding speaking skills are as follows (Durmuş, 2019).

- Proficiency in the target language
- Proficiency in subject-specific knowledge
- Proficiency in general communication
- •Mastery of the information conveyed in teacher training programs
- •Possess sufficient communication skills in the language being taught, in addition to the target language
- •Possess the necessary expertise regarding languages and language teaching from a typological perspective
- Possess knowledge regarding the identification and presentation of cultural content
- Possess knowledge regarding student-centered instruction
- Possess the ability to specialize in the profession

- Be able to derive theoretical knowledge from practical applications
- Be able to function as an effective member of the teaching community.
- Possess pedagogical judgment and decision-making skills

1.6. Key Considerations for Developing Speaking Skills in Foreign Language Teaching or Learning

There are certain key considerations to keep in mind during courses or in-class activities aimed at developing speaking skills in foreign language learning or teaching. The elements that instructors or teachers should pay attention to are as follows (Güneş, 2014, p. 4);

- •Qualified speaking exercises must be incorporated into the classroom.
- •All activities necessary for various group work that supports communication must be planned or prepared.
- •The use of technology in class is expected.
- •Speech elements must be used in accordance with linguistic typology and phonetic conditions.
- •Slang must not be used.
- It is expected that there will be meaningful relationships or connections between the sentences used in class, regardless of the topic.
- While concrete language is preferred, when figurative or abstract expressions are deemed necessary or used, it is essential to ensure that all students in the class understand them.
- It is expected that teachers will be understanding and patient during conversations.
- During conversations, the language learner must be given opportunities to express themselves.
- While the student is speaking, it is necessary to identify the requirements of active listening, as well as the unique ways or methods by which all students express themselves, in order to help that student develop a personalized communication strategy.
- When analyzing speaking scores, they must be reviewed by individuals other than the teacher or instructor.
- In exams, it is expected that conversations align with the purpose of the exam.
- It is recommended that the questions asked of students and the sentences used during exams and various assessments be clear and understandable. This is because clarity is one

of the primary factors directly linked to speaking ability. Otherwise, creating questions with content that students cannot understand contradicts the principles and places students or language learners in a difficult position. It is expected that there will be meaningful relationships or connections between the sentences used in class, regardless of the topic.

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- It is expected that questions for speaking exams will be prepared in advance and that the process will be carried out in a planned manner.
- If speaking exams are to be conducted as part of remote assessment, teachers or instructors are expected to develop their technological proficiency.
- •Teachers assigned to the exam must coordinate among themselves to distribute responsibilities and proceed in a planned manner before or during the exam.
- A comprehensive exam system must be developed to prevent potential errors.
- In speaking exam analyses, evaluations are expected to focus not only on grammar rules but also on word choice and pronunciation.

1.7. The Relationship Between Artificial Intelligence and Education

The foundations of artificial intelligence were laid following the work of Alan Turing. This study focused on the interaction between machines and human participants in what was known as the "imitation game." In this game, a user's questions are answered via software, and after a certain period of time, the user is tested to determine which entity is human and which is a machine. However, the initial concept of artificial intelligence was quite different from its current usage. Artificial intelligence is defined as machines capable of thinking and possessing intelligence similar to that of humans (Yavuz, 2023, p. 7).

Artificial intelligence is a broad concept referring to computer systems capable of mimicking human intelligence. These systems have the ability to independently perform various tasks by simulating

cognitive processes such as learning from data, reasoning, decision-making, and problem-solving (Görgüt, 2024).

The term “artificial intelligence” was first used at an academic level during an international conference in 1956. Today, artificial intelligence systems are widely used in many fields, including healthcare, economics, law, and education. Moreover, the core components of artificial intelligence include learning mechanisms such as algorithms, big data, and computational power. In addition to providing static information, these technologies can also establish active and personalized interactions with users.

Consequently, the core components of artificial intelligence include learning mechanisms such as algorithms, big data, and computational power. In addition to providing static information, these technologies can also establish active and personalized interactions with users. Besides, when these characteristics are examined, it is believed that artificial intelligence’s potential increases in educational contexts where individual needs are prioritized (Dündar, 2025, p. 170).

1.8. The Use of Artificial Intelligence in Speaking Skills

Speaking skills are recognized as one of the core components of foreign language learning or teaching. Consequently, they enable the use of a language as a social tool. At the same time, for learners of a foreign language to be considered successful in their speaking skills, they must acquire the ability to produce speech, which is seen as a fundamental requirement. This enables them to engage in dialogue comfortably and fluently or to lead a social life within the communication environments of the target language community (İnal, 2020, p. 189).

Speaking skills are not viewed as merely correct pronunciation. They also encompass sub-skills in many areas, such as fluency, syntactic coherence, pragmatic competence, pronunciation, stress, and body language. Consequently, in traditional language instruction, speaking skills are generally thought to encompass one-on-one dialogues. Additionally, group work, role-playing activities, and in-class presentations are among the primary methods used to support these skills. However, such practices can prove ineffective because, in crowded environments or classrooms, it is not always possible to allocate sufficient time to each student (Dündar, 2024, pp. 63–75).

Today, particularly with the advancement of digital technologies, a learning model supported by

technological solutions has emerged in the teaching and learning of speaking skills. At this point, thanks to technological software such as artificial intelligence, learning has become possible through tools such as personalized feedback, voice analysis, automatic pronunciation corrections, and conversation simulations with virtual partners (Dündar and Aydoğdu, 2024, pp. 750–762).

The use of artificial intelligence in teaching speaking skills has gained significant momentum with the development of natural language processing and generative models. Thanks to generative AI systems, students can be provided with real-time speaking practice, and it becomes easier for them to identify their mistakes.

Additionally, learners of a foreign language can receive support in areas such as improving contextual appropriateness. Consequently, it is anticipated that the fear of making mistakes among foreign language learners or students will decrease (Zou et al., 2024).

Another advantage emerging in the context of learning speaking skills with AI is the contributions it makes to assessment and evaluation processes. In particular, applications such as automatic grading, personal performance tracking, and progress monitoring significantly alleviate the workload of teachers (Hooda et al., 2022).

2. METHODOLOGY

This study investigates the use of artificial intelligence in the learning or teaching of speaking skills in foreign language education. In this context, all details constituting the research methodology – such as the study’s purpose, significance, and methodology – are examined under subheadings.

2.1. Purpose of the Study

The purpose of the study is to examine the factors necessary for the acquisition of speaking skills in foreign language learning or teaching. In this context, the study aims to investigate the use of artificial intelligence in developing speaking skills during foreign language learning.

Additionally, the study aims to analyze the advantages and disadvantages that artificial intelligence offers in terms of speaking skills from the perspective of foreign language education. Among the study’s sub-objectives is the contribution of a significant information source to the relevant literature.

2.2. Significance of the Study

This study examines the use of artificial

intelligence in the learning and teaching of speaking skills during foreign language acquisition. The study gains particular significance because the phenomenon of artificial intelligence—which has emerged alongside technological advancements—is a highly topical issue. Additionally, the fact that the topic is explored within the broader context of language education rather than from the perspective of a single language further enhances the study's importance.

Furthermore, the importance of foreign language education and the fact that speaking is recognized as one of the four core language skills are among the primary factors that underscore the significance of this research. In this context, the limited number of studies in the relevant literature that examine the topic from the perspective of speaking instruction and learning in the context of artificial intelligence and foreign language education further highlights the specificity of this research. Consequently, the scarcity of studies in the literature that analyze both topics together makes this study all the more significant.

2.3. Research Methodology

A literature review was conducted as part of this study. In this context, sources obtained from the existing literature on the subject were compiled and appropriately evaluated through a systematic review. Based on the primary sources obtained from the literature, significant findings and conclusions related to the subject were identified.

3. DISCUSSION AND CONCLUSION

This study investigated the use of artificial intelligence in the acquisition of speaking skills in foreign language learning or teaching. In this context, significant findings and conclusions related to the topic were obtained.

According to the findings of this study, it has been observed that artificial intelligence has begun to be used in all fields, particularly in recent years. The use of artificial intelligence—one of the technology's major contributions—provides significant advantages, particularly in fields such as economics, healthcare, law, commerce, and education. In this regard, a major transformation has occurred in the field of education, and artificial intelligence has been widely adopted in many areas. It has been determined that, due to the emergence of much more advanced versions of artificial intelligence in recent years, it has become one of the primary tools in foreign language education.

There are many reasons why artificial intelligence

is preferred in foreign language education and learning. It offers significant advantages, particularly in creating a personalized learning system tailored to the individual. This is because large class sizes in language courses or schools reduce the effectiveness of instruction. Accordingly, students or individuals seeking to learn a foreign language often face situations where they cannot practice sufficiently.

At the same time, since not every student or language learner possesses the same level of knowledge, artificial intelligence is utilized to create personalized content and materials. This enables personalized practice and helps develop fundamental language skills.

When examining the advantages that artificial intelligence offers in developing speaking skills within the context of foreign language learning and teaching, significant findings have been obtained. In particular, it is generally believed that the four core language skills—reading, writing, listening, and speaking—are interconnected when learning a foreign language. However, while they are interconnected, it is recognized that some skills are far more important than others. For this reason, the development of speaking skills contributes to pronunciation, fluency, vocabulary, lexical range, grammatical structure, and comprehension in individuals learning a foreign language. Consequently, it has been determined that the use of artificial intelligence as a supportive tool in the acquisition and practice of speaking skills will provide significant contributions.

One of the advantages artificial intelligence offers in acquiring speaking skills is directly proportional to the anxiety people often experience when speaking a foreign language in crowded settings. This is because individuals who lack proficiency in a foreign language may feel shy or hesitant about speaking that language in public or may be unable to participate fully in class. To address these issues, AI-supported personalized education or training allows people to practice as much as they want and improve their speaking skills. Additionally, with the help of AI software, individuals can identify problems related to speaking or pronunciation and find solutions quickly.

According to the findings of this study, it has been determined that the use of artificial intelligence in foreign language education by teachers and students is highly significant in terms of its necessity and the advantages it offers. However, it is also recommended that, during such applications, artificial intelligence be viewed not as a teacher in its own right, but rather as a supplementary tool or

factor that supports the teacher or instructor.

Consequently, viewing artificial intelligence solely as a teacher and attempting to learn a foreign language from a single source may cause the student or the person seeking to learn a foreign language to

fall behind in certain areas. Since the same situation may apply to scenarios where instruction is provided solely by a teacher, it has been recognized that both approaches must be conducted together in a complementary manner.

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