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# THE IMPACT OF ARTIFICIAL INTELLIGENCE-ASSISTED LEARNING ON EFL LEARNERS’ SPEAKING PROFICIENCY: EVIDENCE FROM UZBEK UNIVERSITY STUDENTS

**Abstract.** The rapid development of artificial intelligence (AI) has created new opportunities for improving English as a Foreign Language (EFL) learning, particularly in the development of speaking proficiency. AI-powered chatbots, speech recognition systems, conversational agents, and generative AI applications enable learners to practise English, receive immediate feedback, and engage in interactive communication beyond the traditional classroom. This article examines the potential impact of AI-assisted learning on EFL learners’ speaking proficiency, with particular attention to the educational context of Uzbek universities. It explores the ways in which AI-based tools may support speaking fluency, pronunciation, grammatical accuracy, vocabulary development, learner confidence, and willingness to communicate. Drawing on existing research and pedagogical perspectives, the article discusses the opportunities and limitations of integrating AI into higher education. Particular attention is given to speaking anxiety, unequal access to digital resources, feedback reliability, learner autonomy, and the importance of teacher guidance. The analysis suggests that AI can serve as a valuable supplementary resource when integrated into structured pedagogical activities. However, its effectiveness depends on learners’ engagement, instructional design, and the combination of technological practice with authentic human interaction. Further empirical research involving Uzbek university students is necessary to establish the extent and long-term effects of AI-assisted speaking instruction.

**Keywords:** artificial intelligence, EFL learners, speaking proficiency, AI-assisted learning, university students, conversational AI, language anxiety, Uzbekistan, digital education.

# SUN’IY INTELLEKT YORDAMIDA O‘QITISHNING XORIJIY TIL SIFATIDA INGLIZ TILINI O‘RGANUVCHI TALABALARNING GAPIRISH KO‘NIKMALARIGA TA’SIRI: O‘ZBEKISTON UNIVERSITETLARI TALABALARI MISOLIDA

**Annotatsiya.** Maqolada sun’iy intellekt (SI) yordamida o‘qitishning xorijiy til sifatida ingliz tilini o‘rganuvchi talabalarning gapirish ko‘nikmalarini rivojlantirishga ta’siri, xususan, O‘zbekiston oliy ta’lim muassasalari kontekstidagi imkoniyatlari tahlil qilinadi. Sun’iy intellektga asoslangan chatbotlar, nutqni avtomatik aniqlash tizimlari, interaktiv suhbat vositalari va generativ SI ilovalarining ravonlik, talaffuz, grammatik aniqlik, lug‘at boyligi, o‘ziga ishonch va muloqotga kirishish istagini rivojlantirishdagi o‘rni yoritiladi. Shuningdek, mazkur texnologiyalarni oliy ta’lim jarayoniga tatbiq etish bilan bog‘liq

afzalliklar va cheklovlar, jumladan, nutqiy xavotir, raqamli resurslardan foydalanish imkoniyatlaridagi tengsizlik, avtomatik fikr-mulohazalarning ishonchliligi hamda o‘qituvchi rahbarligining ahamiyati ko‘rib chiqiladi. Tahlil natijalari sun’iy intellekt vositalari aniq pedagogik maqsadlar asosida qo‘llanilganda qo‘shimcha ta’lim resursi sifatida xizmat qilishi mumkinligini ko‘rsatadi. Biroq uning samaradorligi talabalarning faolligi, ta’limiy topshiriqlarning to‘g‘ri tashkil etilishi va texnologik mashqlarni jonli muloqot bilan uyg‘unlashtirishga bog‘liq. O‘zbekiston oliy ta’lim muassasalari talabalari ishtirokida sun’iy intellekt yordamida gapirish ko‘nikmalarini rivojlantirishning uzoq muddatli natijalarini aniqlash uchun qo‘shimcha empirik tadqiqotlar o‘tkazish zarurligi asoslanadi.

**Kalit so‘zlar:** sun’iy intellekt, ingliz tilini xorijiy til sifatida o‘rganish, gapirish ko‘nikmalari, sun’iy intellekt yordamida o‘qitish, oliy ta’lim talabalari, interaktiv sun’iy intellekt, nutqiy xavotir, O‘zbekiston, raqamli ta’lim.

## ВЛИЯНИЕ ОБУЧЕНИЯ С ИСПОЛЬЗОВАНИЕМ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА НА РАЗВИТИЕ УСТНОЙ РЕЧИ СТУДЕНТОВ, ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ: НА ПРИМЕРЕ СТУДЕНТОВ УЗБЕКИСТАНСКИХ УНИВЕРСИТЕТОВ

**Аннотация.** В статье анализируется влияние обучения с использованием искусственного интеллекта (ИИ) на развитие навыков устной речи студентов, изучающих английский язык как иностранный, с особым вниманием к возможностям применения данной технологии в высших учебных заведениях Узбекистана. Рассматривается роль чат-ботов на основе ИИ, систем автоматического распознавания речи, интерактивных разговорных инструментов и приложений генеративного искусственного интеллекта в развитии беглости речи, произношения, грамматической точности, словарного запаса, уверенности в себе и готовности к коммуникации. Также анализируются преимущества и ограничения внедрения этих технологий в систему высшего образования, включая речевую тревожность, неравный доступ к цифровым ресурсам, надёжность автоматизированной обратной связи и значение педагогического сопровождения. Результаты анализа свидетельствуют о том, что инструменты искусственного интеллекта могут выступать эффективным дополнительным образовательным ресурсом при условии их использования в соответствии с чётко определёнными педагогическими целями. Вместе с тем результативность их применения зависит от активности обучающихся, качества организации учебных заданий и сочетания технологической практики с реальным межличностным общением. Обосновывается необходимость проведения дополнительных эмпирических исследований с участием студентов узбекских вузов для определения степени и долгосрочных эффектов развития навыков устной речи с использованием искусственного интеллекта.

**Ключевые слова:** искусственный интеллект, английский язык как иностранный, навыки устной речи, обучение с использованием искусственного интеллекта, студенты вузов, разговорный искусственный интеллект, речевая тревожность, Узбекистан, цифровое образование.

## INTRODUCTION

English language proficiency has become increasingly important in higher education, international communication, academic mobility, and professional development. For university students, the ability to communicate effectively in English provides access to international research, educational opportunities, and employment. Nevertheless, developing speaking proficiency remains a significant challenge for many learners studying English as a Foreign Language (EFL). Speaking is a complex productive skill that requires learners to coordinate vocabulary, grammar, pronunciation, fluency, and comprehension in real time. Unlike written communication, spoken interaction frequently demands immediate responses, spontaneous language production, and the ability to adapt to changing conversational situations. Consequently, learners may possess adequate grammatical knowledge and vocabulary but still experience difficulties expressing their ideas orally.

These challenges may be particularly relevant in educational environments where opportunities for authentic English communication outside the classroom are limited. Traditional classroom instruction provides structured language learning opportunities; however, large class sizes, limited lesson time, and differences in learners' proficiency levels may restrict individual speaking practice. As a result, some students have insufficient opportunities to develop spontaneous communication skills, overcome speaking anxiety, and apply their theoretical knowledge in practical situations.

The development of artificial intelligence has introduced new possibilities for addressing these challenges. AI-powered conversational agents can simulate dialogues, respond to learner questions, provide language suggestions, and support repeated speaking practice. Speech recognition and pronunciation applications can also help learners identify potential difficulties in their oral production. Such technologies may enable students to practise independently, receive immediate feedback, and engage in language learning activities outside scheduled classroom hours.

Existing research suggests that conversational AI has potential benefits for speaking practice, learner confidence, engagement, pronunciation development, and the reduction of foreign language anxiety. However, the field remains relatively new, and evidence concerning long-term learning outcomes is still developing. Lo et al. (2024), for example, reviewed empirical research on ChatGPT in education and highlighted the need for further investigation into its applications across different language skills and educational contexts. In Uzbekistan, the integration of AI-assisted learning into university English programmes may provide additional opportunities for developing students' communicative competence. Nevertheless, successful implementation requires appropriate pedagogical planning, clear learning objectives, teacher supervision, and reliable methods of evaluating actual speaking performance.

The purpose of this article is to examine the potential influence of AI-assisted learning on EFL learners' speaking proficiency, analyse the pedagogical opportunities and limitations of AI-based speaking practice, and identify practical implications for English language instruction in Uzbek universities. The article also proposes a methodological framework for future empirical research to determine the effectiveness of AI-assisted speaking instruction among university students.

## LITERATURE REVIEW

Artificial Intelligence in English Language Learning

Artificial intelligence refers to computer-based systems capable of performing tasks associated with human cognitive processes, including language processing, pattern recognition, content generation, and conversational interaction. In English language education, AI can support learning through conversational chatbots, automatic speech recognition, pronunciation assessment, intelligent tutoring systems, and generative AI applications. These technologies offer opportunities to personalise learning activities, increase the frequency of practice, and provide learners with additional resources adapted to their educational needs.

Conversational chatbots enable learners to practise dialogues on topics such as education, employment, travel, technology, and everyday communication. Generative AI applications can produce role-play scenarios, discussion questions, vocabulary exercises, and personalised speaking activities. Automatic speech recognition systems convert spoken input into text and, depending on the application, may provide information about pronunciation or identify words that have not been recognised accurately. These features can help learners repeat activities, practise particular communicative functions, and develop confidence in using English independently.

Research into AI applications in language education has identified opportunities for improving learner engagement and providing flexible practice environments. Lo et al. (2024) examined empirical studies on ChatGPT in education and discussed its potential applications as well as the methodological challenges associated with evaluating its effectiveness. Similarly, Zawacki-Richter et al. (2019) demonstrated the growing importance of artificial intelligence in higher education while emphasising the need to consider pedagogical perspectives and the role of educators. UNESCO (2023) also highlighted the importance of human-centred approaches, ethical considerations, and appropriate institutional guidance when integrating generative AI into education and research.

Despite these opportunities, AI should not be regarded as an automatic substitute for effective language instruction. Its educational value depends on the extent to which technological tools support clearly defined learning objectives and are integrated into a broader teaching strategy. Teacher guidance, meaningful tasks, and

authentic communication remain essential components of successful language learning.

Speaking Proficiency as a Learning Outcome

Speaking proficiency comprises several interrelated dimensions, including fluency, pronunciation and intelligibility, grammatical accuracy, lexical competence, and interactional competence. Fluency refers to the ability to communicate ideas with an appropriate degree of continuity without excessive hesitation or interruption. Pronunciation and intelligibility concern the extent to which spoken language can be understood by listeners. Effective communication does not require every learner to imitate a native-speaker accent; rather, intelligibility and appropriate pronunciation are more practical educational objectives.

Grammatical accuracy involves the appropriate use of sentence structures, verb forms, articles, prepositions, and other grammatical features during communication. Lexical competence refers to the ability to select and use vocabulary suitable for a particular topic or communicative situation. Interactional competence includes initiating conversations, responding appropriately, asking follow-up questions, clarifying misunderstandings, and maintaining communication with other speakers. These dimensions collectively contribute to effective oral communication and should be considered when evaluating learners’ speaking development.

AI-assisted learning may contribute to these dimensions in different ways. Repeated dialogue practice can encourage fluency, while targeted feedback may help learners recognise recurring grammatical and pronunciation difficulties. Topic-based conversations can expand vocabulary and provide opportunities to practise interactional strategies. Nevertheless, improvement in one dimension does not necessarily indicate that all aspects of speaking proficiency have improved. For example, a learner may become more confident when interacting with a chatbot but continue to experience difficulties in unfamiliar face-to-face conversations. Therefore, speaking assessment should incorporate several performance criteria rather than relying exclusively on a single overall score.

The Common European Framework of Reference for Languages (Council of Europe, 2020) provides a useful framework for describing communicative language competence and assessing speaking performance. Its emphasis on communicative activities and interaction can inform the design of AI-assisted speaking tasks and help teachers establish measurable learning objectives.

The Role of AI in Reducing Speaking Anxiety

Speaking anxiety is a common challenge in foreign language learning. Students may worry about making grammatical mistakes, mispronouncing words, receiving negative evaluations, or being unable to respond quickly enough. Such concerns can reduce classroom participation and limit opportunities for meaningful communication. Some learners prefer to remain silent rather than risk making mistakes in front

of their classmates, which may restrict the development of their oral communication skills.

AI-assisted speaking practice may provide a relatively low-pressure environment in which learners can experiment with language without the immediate social evaluation associated with speaking before a group. Students can repeat conversations, request explanations, and practise difficult expressions at their own pace. These opportunities may encourage more frequent language production and gradually increase confidence. Learners can also prepare for classroom discussions, presentations, and interviews by rehearsing relevant vocabulary and communicative structures in advance.

However, the relationship between AI use and anxiety reduction should not be assumed to be universal. Some learners may feel uncomfortable speaking to a device, while others may become overly dependent on scripted interactions or automated corrections. Furthermore, reduced anxiety during chatbot interaction does not necessarily guarantee confidence in real-world communication. Consequently, AI-based practice should complement rather than replace classroom discussions, presentations, interviews, pair work, and other forms of human interaction.

Personalised Learning and the Role of Teacher Guidance

One of the potential advantages of AI-assisted learning is the opportunity to adapt speaking activities to individual needs. Students who have difficulty producing complete sentences can begin with short question-and-answer exchanges, while more advanced learners can practise extended discussions, academic presentations, debates, and professional interviews. AI tools may also generate follow-up questions based on a learner’s previous response, thereby encouraging spontaneous language production instead of memorisation.

Personalised activities can help learners focus on specific weaknesses and repeat challenging tasks until they become more comfortable with the language. For instance, students preparing to discuss university life may practise talking about academic responsibilities, career goals, student accommodation, and international education. If a learner struggles to answer a question, an AI application may provide vocabulary suggestions, simpler prompts, or an example response. The student can then attempt the task again using independent language production.

Nevertheless, personalised learning is effective only when learners remain actively involved in the learning process. If students repeatedly read AI-generated responses without constructing their own sentences, they may develop familiarity with prepared language without improving spontaneous speaking skills. Teachers therefore play an essential role in designing tasks, evaluating the relevance of AI-generated feedback, encouraging independent responses, and connecting technology-based practice with authentic communicative activities.

## RESEARCH METHODOLOGY

This article adopts a literature-based analytical approach to examine the potential impact of AI-assisted learning on EFL learners’ speaking proficiency. It draws on existing academic research concerning artificial intelligence in language education, speaking assessment, communicative competence, learner anxiety, and the ethical integration of AI into educational practice. Relevant conceptual and methodological perspectives are considered in relation to the educational context of Uzbek universities. The purpose of this approach is to identify potential benefits, limitations, and practical applications of AI-assisted speaking instruction rather than to present unverified experimental findings.

The analysis focuses on five principal dimensions of speaking proficiency: fluency, pronunciation and intelligibility, grammatical accuracy, lexical competence, and interactional competence. In addition, learner confidence, motivation, speaking anxiety, accessibility, and the reliability of automated feedback are considered as factors that may influence the effectiveness of AI-assisted learning. These dimensions provide a framework for evaluating how AI-based tools could contribute to language development and for identifying areas requiring further investigation.

The methodological discussion also proposes a framework for future empirical research involving university students in Uzbekistan. A quasi-experimental design could be used to compare an AI-assisted learning group with a comparison group receiving equivalent speaking instruction without AI-based conversational practice. Both groups would follow the same learning objectives and receive comparable instructional time, while the experimental group would complete additional structured activities using a conversational AI application. An intervention lasting approximately eight weeks could provide an initial basis for examining changes in speaking performance, although the final duration should depend on the research objectives, institutional conditions, and participants’ learning schedules.

Data collection in such a study could involve pre-intervention and post-intervention speaking assessments, questionnaires, learner interviews, and learning diaries. Speaking assessments should use comparable tasks and a consistent scoring rubric. Trained human assessors could evaluate fluency, pronunciation and intelligibility, grammatical accuracy, lexical range, and interactional competence. Questionnaires could examine learners’ confidence, motivation, attitudes towards AI, and speaking anxiety, while interviews and learning diaries could provide additional information about their experiences and perceived challenges.

Quantitative analysis could compare pre-test and post-test results within and between the groups using appropriate statistical procedures. Researchers should report sample sizes, descriptive statistics, effect sizes, and confidence intervals where appropriate. Qualitative analysis could identify recurring themes in learners’ experiences and explain why certain activities were perceived as beneficial or difficult. Initial proficiency, previous experience with AI tools, frequency of independent

English practice, and access to digital resources should also be considered as potential influencing factors.

It is important to clarify that the present article does not report an original experiment involving Uzbek university students. No primary student dataset, intervention records, or assessment results have been provided. Accordingly, the findings discussed in this article represent a synthesis of existing research and a context-specific pedagogical analysis, while the proposed research design outlines a possible approach for future empirical investigation.

## NATIJALAR RESULTS

The analysis of existing research and pedagogical approaches indicates that AI-assisted learning offers several potential opportunities for supporting EFL speaking development. One of the most important opportunities is the increased availability of speaking practice beyond scheduled classroom hours. Conversational AI applications can provide learners with repeated opportunities to answer questions, participate in simulated dialogues, and discuss topics relevant to their academic and personal interests. Such activities may help learners become more accustomed to producing spoken language and reduce their dependence on limited classroom speaking time.

Another potential benefit is the possibility of adapting speaking activities to learners' individual proficiency levels and learning needs. AI applications can generate questions of varying difficulty, suggest vocabulary, provide example sentences, and support repeated practice of challenging expressions. Beginning learners may benefit from short dialogues and structured prompts, whereas more advanced learners can engage in debates, academic discussions, and simulated professional interviews. This flexibility may encourage independent learning and help students focus on specific areas requiring improvement.

The analysis also identifies potential benefits associated with pronunciation practice and feedback. Speech recognition applications can help learners notice words or expressions that are not recognised accurately and encourage them to repeat difficult sounds, word combinations, and sentences. When combined with teacher guidance, such activities may contribute to greater awareness of pronunciation and intelligibility. However, automated feedback is not always reliable, and recognition accuracy may vary according to accent, microphone quality, background noise, and the technical capabilities of the application. Consequently, automated assessments should be treated as supplementary learning resources rather than definitive evaluations of pronunciation.

Learner confidence and speaking anxiety represent another important area of potential impact. AI-assisted practice may provide a relatively private environment in which students can experiment with language, repeat conversations, and make

mistakes without immediate classroom evaluation. This may encourage participation among learners who are reluctant to speak in front of their peers. Nevertheless, the extent of this benefit may vary between individuals, and greater confidence in interacting with AI does not necessarily translate into improved performance in authentic interpersonal communication.

The analysis further highlights several limitations that may affect the educational effectiveness of AI-assisted learning. These include inaccurate or unnatural AI-generated responses, learners' possible dependence on generated language, limited opportunities to develop non-verbal communication skills, and unequal access to digital devices and reliable internet connections. In addition, students may struggle to distinguish reliable linguistic feedback from incorrect suggestions. These challenges demonstrate that the availability of AI technology alone cannot guarantee improvements in speaking proficiency.

In the context of Uzbek universities, the findings suggest that AI-assisted speaking activities may be most useful when integrated into a structured language-learning programme. Students could prepare for classroom discussions through individual chatbot practice, rehearse presentations using AI-generated questions, and receive preliminary feedback before participating in pair work or group discussions. Teachers could subsequently evaluate learners' spoken performance, clarify recurring errors, and encourage the transfer of independently practised language into authentic communication.

Overall, the results of the literature-based analysis indicate that AI-assisted learning has pedagogical potential in the areas of speaking practice, personalisation, learner engagement, and confidence. However, these conclusions should be interpreted as evidence-informed implications rather than proof of a measurable improvement among Uzbek university students. Establishing the magnitude and durability of any improvement requires systematic empirical investigation using reliable speaking assessments and clearly defined research procedures.

## DISCUSSION

The analysis suggests that AI-assisted learning may contribute to EFL speaking development by increasing opportunities for practice, supporting individualised interaction, and providing immediate access to language assistance. Nevertheless, its educational effectiveness should be evaluated in relation to clearly defined learning outcomes and the specific needs of university students. AI should be regarded as a supplementary educational resource whose value depends on appropriate instructional design, active learner participation, and integration with teacher-led activities.

One important potential benefit is the increased frequency of speaking practice. Traditional classroom instruction may not provide every student with sufficient time to speak extensively, particularly in large classes. AI-based conversations can create additional opportunities for oral language production, repetition, and the rehearsal

of communicative functions. When learners regularly practise asking questions, expressing opinions, describing experiences, and responding to follow-up questions, they may become more familiar with spontaneous language production. However, practice frequency alone does not guarantee improvement; the activities must also be meaningful, appropriately challenging, and connected to measurable learning objectives.

A second potential benefit concerns personalised feedback. Learners can request explanations, receive vocabulary suggestions, and practise language functions relevant to their individual needs. When used critically, such feedback may help students recognise recurring difficulties and develop strategies for correcting them. However, AI-generated corrections may be inaccurate, incomplete, or inappropriate for a particular context. Students therefore need guidance in evaluating automated feedback and checking uncertain explanations. Teachers remain responsible for establishing linguistic standards, correcting persistent errors, and helping learners understand the communicative implications of their language choices.

A third potential benefit is the possibility of improving learner confidence. A relatively private practice environment may encourage students to experiment with unfamiliar expressions and become more willing to communicate. This may be particularly useful for learners who experience anxiety when speaking before their classmates. Nevertheless, AI-based interaction cannot fully reproduce the social, cultural, and interpersonal dimensions of human communication. Real conversations involve non-verbal signals, turn-taking, interruptions, misunderstandings, cultural expectations, and unpredictable responses. These aspects require direct interaction with other people and cannot be adequately developed through chatbot practice alone.

Several practical challenges must also be considered when implementing AI-assisted speaking activities in Uzbek universities. Unequal access to reliable internet connections, suitable devices, and paid applications may affect students' opportunities to participate. Educational institutions should therefore consider accessible and low-cost tools, provide appropriate alternatives, and ensure that students are not disadvantaged because of their technological circumstances. Data privacy and academic integrity also require attention. Students should avoid entering sensitive personal information into AI systems and follow institutional policies concerning the use of generative AI in academic work.

Another important issue is the possibility of excessive dependence on AI-generated responses. If students repeatedly read or memorise model answers, their performance may reflect familiarity with prepared language rather than the ability to communicate independently. To reduce this risk, teachers should design activities that require original responses, follow-up questions, paraphrasing, and spontaneous discussion. For example, students may first practise a topic with AI, then discuss it with a partner without using prepared scripts, and finally complete an individual

speaking task assessed by the teacher. This sequence can help connect technology-based practice with independent communication.

For Uzbek universities, a blended pedagogical approach appears particularly appropriate. Students can use AI tools for preliminary practice, vocabulary development, dialogue rehearsal, and self-assessment, while classroom activities focus on authentic communication, collaborative problem-solving, presentations, and teacher feedback. This approach combines the flexibility of digital practice with the interpersonal and pedagogical benefits of human interaction. Its effectiveness should be evaluated through actual speaking assessments rather than learners' perceptions or satisfaction alone.

Future research should investigate how AI-assisted speaking instruction affects different dimensions of proficiency and whether the effects remain evident over time. Studies involving Uzbek university students could compare different types of AI applications, examine the influence of learners' initial proficiency and digital literacy, and identify which forms of teacher guidance produce the most beneficial outcomes. Research should also consider whether improvements observed during AI-based interaction transfer to face-to-face communication and unfamiliar speaking tasks. Such investigations would provide a stronger empirical foundation for decisions about the integration of AI into university English language programmes.

## CONCLUSION

In conclusion, artificial intelligence-assisted learning offers promising opportunities for supporting EFL learners' speaking proficiency through additional practice, personalised interaction, immediate language assistance, and flexible learning activities. Conversational AI, speech recognition, and generative AI applications may help learners practise fluency, develop vocabulary, become more aware of pronunciation difficulties, and gain confidence in using English. These opportunities are particularly relevant to university settings where students may require additional speaking practice beyond scheduled classroom instruction.

However, the educational value of AI-assisted learning depends on the quality of instructional design, the reliability of feedback, learners' active participation, and the availability of appropriate technological resources. AI-generated responses may contain linguistic inaccuracies, automated pronunciation assessments may be imperfect, and excessive dependence on prepared answers may limit the development of independent communication skills. Furthermore, interaction with AI cannot fully replace the social and communicative experience provided by teachers and fellow learners.

For Uzbek universities, the integration of AI into English language instruction should therefore follow a structured and human-centred approach. AI tools can be used for preliminary practice, vocabulary development, dialogue rehearsal, and self-

assessment, while classroom activities should continue to emphasise authentic communication, collaborative learning, and teacher-guided feedback. Educational institutions should also address accessibility, privacy, and academic integrity to ensure responsible and equitable implementation.

The present article provides a literature-based analysis and a proposed framework for future empirical research rather than reporting a completed experiment involving Uzbek university students. Further studies are needed to measure changes in speaking proficiency, examine the transfer of AI-assisted practice to face-to-face communication, and identify the conditions under which these technologies are most effective. Such research would contribute to a more evidence-based understanding of AI-assisted English language learning and support the development of effective, inclusive, and sustainable teaching practices in higher education.

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