

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ЖОҒАРЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
ҚЕАҚ «Л. Н. Гумилев атындағы Еуразиялық ұлттық университеті»
Филология факультеті
Шетел тілдері кафедрасы



**II Spring International Scientific and Practical ONLINE
Conference “Innovative Approaches of Language Teaching:
Bridging Theory and Practice”**

**«Тілдерді оқытудың инновациялық тәсілдері: теория мен
практиканы ұштастыру» атты II көктемгі халықаралық
ғылыми-практикалық конференция**

**II весенняя международная научно-практическая
конференция «Инновационные подходы преподавания
языков: слияние теории и практики»**

PROCEEDINGS

Astana, Kazakhstan

April 4, 2026

УДК 80/81
ББК 81.2

Жалпы редакциясын басқарған: Дүйсенғазы С. М.
Редакция алқасы: Балхимбекова П.Ж., Тусупбекова М.Ж., Кызырова А.М.

Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру:
халықаралық ғылыми-практикалық конференция материалдары. 4 сәуір 2026 ж./ – Астана:
Л.Н. Гумилев атындағы ЕҰУ, 2026. – 454 бет.

ISBN 978-601-385-215-7

«Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру» атты ІІ көктемгі халықаралық ғылыми-практикалық конференция материалдар жинағында шетел тілдерін оқыту саласындағы озық тәжірибелермен алмасуға, мәдениетаралық қарым-қатынасты нығайтуға, цифрлық дәуір жағдайында шетел тілдерін оқытудағы инновациялық технологияларды таратуға, сондай-ақ халықаралық ғылыми-академиялық ынтымақтастықты кеңейтуге бағытталған ғылыми-практикалық зерттеулердің нәтижелері енгізілген. Материалдарда білім алушылар мен жас ғалымдардың осы бағыттағы зерттеулерге белсенді қатысуын ынталандыру мәселелері қарастырылған.

В сборник материалов ІІ весенней международной научно-практической конференции «Инновационные подходы преподавания языков: слияние теории и практики» включены результаты научно-практических исследований, направленных на обмен передовым опытом в области преподавания иностранных языков, укрепление межкультурной коммуникации, распространение инновационных технологий обучения в условиях цифровой эпохи, а также расширение международного научно-академического сотрудничества. В материалах рассматриваются вопросы стимулирования активного участия обучающихся и молодых ученых в исследованиях в данной области.

The proceedings of the ІІ Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice” include the results of scientific and practical research aimed at sharing advanced experience in foreign language teaching, strengthening intercultural communication, disseminating innovative teaching technologies in the digital age, and expanding international scientific and academic cooperation. The materials also address issues related to encouraging the active participation of students and young researchers in this field.

УДК 80/81
ББК 81.2

ISBN 978-601-385-215-7

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NJSC “The L.N. Gumilyov Eurasian National University”
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II Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice”

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The Main Themes of the Conference:

1. Teaching foreign languages for professional and interdisciplinary purposes.
2. Innovative technologies in foreign language teaching methodology.
3. Language training in the context of multilingualism and lifelong learning.
4. Language education based on digital technologies and artificial intelligence.

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Conclusion

This study shows that AI is increasingly used in Kazakhstan’s education as a supportive tool rather than a replacement for traditional teaching. Students utilize AI for understanding concepts, generating ideas, completing assignments, and exam preparation, while being mindful of its limitations and ethical issues. The findings reveal opportunities for productivity but also concern trust, dependence, and academic integrity. Effective integration of AI requires institutional policies, ethical guidance, and initiatives to promote evaluation. AI impact is influenced by technical capabilities as well as pedagogical considerations.

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ГРНТИ 16.31.51

**THE USE OF ARTIFICIAL INTELLIGENCE
IN DEVELOPING SPEAKING AND WRITING SKILLS**

FOR LANGUAGE TESTS: A SYSTEMATIC REVIEW

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Abstract

Integrating generative artificial intelligence (AI) into language education brings about specific changes in teaching methods, particularly with regard to practical skills such as speaking and writing. This systematic review evaluated the empirical impact of AI on language output, following the PRISMA 2020 guidelines. As the focus was on qualitative pedagogical changes, the eligibility framework bypassed traditional clinical comparison models in favour of strict publication parameters. A targeted search of Web of Science, Scopus and ERIC yielded an initial pool of 20 records. After applying exclusion criteria relating to date, language and empirical rigour, six peer-reviewed studies published between 2020 and 2026 remained for the final qualitative synthesis. The extracted data suggest that AI tools provide practical support; they reduce psychological barriers during oral practice and alleviate the cognitive burden of mechanical writing errors. However, the literature consistently highlights significant risks. Uncritical reliance on automated assistance can lead to cognitive offloading, and technical flaws can expose learners to factual hallucinations and algorithmic bias. Broad restrictions on these tools are largely impractical. Instead, instructional designs must pivot towards explicit training in AI literacy and adopt human – AI hybrid models. By requiring students to evaluate and correct flawed machine outputs, educators can transform algorithmic weaknesses into valuable analytical exercises.

Key words: Generative Artificial Intelligence; Productive Language Skills; AI-Assisted Learning; Learner Agency; Self-Regulation; AI Literacy

Introduction

In recent years, the integration of generative artificial intelligence (AI) has had a considerable impact on the methodology of language education. In contemporary approaches to the teaching of foreign languages, particular emphasis is placed on the development and improvement of oral and written communication skills. These skills, which emphasise the production of language, are inherently complex, requiring active language production and self-expression, which often causes learners to experience feelings of hesitancy and anxiety [1, 2]. Recently, tools such as ChatGPT, Duolingo and automated writing evaluation systems have been integrated into educational settings to support these processes [1, 3].

Current literature indicates that these applications offer tangible benefits. In the context of oral communication, AI tools facilitate a low-anxiety environment in which

learners can practise without fear of peer judgement and receive immediate, personalised feedback on pronunciation and fluency [1, 2]. In writing instruction, AI provides automated corrective feedback that reduces the cognitive load associated with mechanical errors, enabling students to concentrate on higher-level organisation and thematic expression [2, 3].

However, integrating these systems presents distinct pedagogical challenges. The research highlights that prolonged dependence on automated suggestions may diminish learners' independent problem-solving capacities and critical thinking [2, 4]. Furthermore, these systems operate fundamentally as probabilistic text generators, often referred to in the literature as 'stochastic parrots' [5], which can produce factually incorrect information and lack genuine cultural and contextual pragmatics [2]. Additionally, ethical concerns regarding academic integrity, algorithmic bias and data privacy remain largely unresolved [2, 6].

These challenges do not necessarily require the abandonment of technology. Instead, the literature suggests that these risks can be mitigated by developing students' 'AI literacy' and by implementing hybrid instructional models in which human educators provide the cultural and contextual grounding that algorithms lack [2, 5, 6]. In this way, educators can use these systems to actively support pedagogical goals.

The primary objective of this systematic review is to evaluate the impact of AI tools on developing productive language skills. Specifically, this paper seeks to answer three questions:

- What are the specific advantages of using AI tools for language output, such as speaking and writing?
- What are the inherent weaknesses and threats posed by these tools in an educational context?
- And how can these threats be effectively mitigated or integrated into effective pedagogical designs?

This review was conducted in accordance with the PRISMA 2020 guidelines for reporting systematic reviews. The eligibility framework deviated from the traditional PICO model because the objective of this review required filtering by specific publication parameters (date, language and journal authority), rather than comparing specific clinical or instructional interventions. As this review was conducted by a single author, standard dual-screening protocols could not be employed. To control for individual reviewer bias, inclusion decisions were strictly anchored to objective parameters rather than subjective qualitative appraisals during the initial screening phases. Articles had to be published between 2020 and 2026, written in English and featured in top-ranked, peer-reviewed academic journals to ensure methodological rigour. In order to isolate the most relevant and authoritative literature on the intersection of generative AI and productive language skills, the initial database search was constrained using strict filters for top-tier educational technology journals. This highly targeted search strategy yielded a focused initial pool of 20 prospective articles and the results of source selection is depicted in Figure 1:

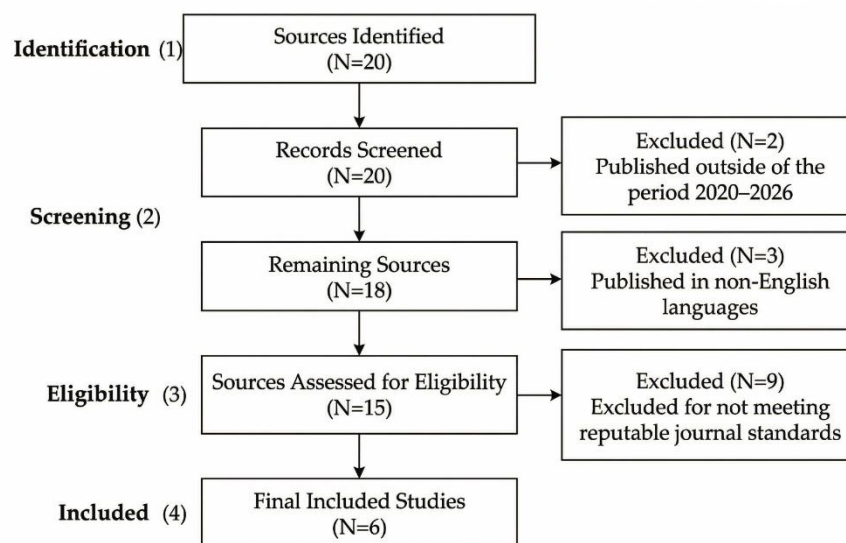


Figure 1. PRISMA Flow diagram

Methods

This review was conducted in accordance with the PRISMA 2020 reporting guidelines. As the primary research questions aim to reveal qualitative pedagogical shifts, cognitive challenges and instructional mitigation strategies related to generative AI, literature in this specific field does not readily conform to a rigid clinical intervention-versus-comparator model. Instead, the inclusion criteria were based on thematic relevance and empirical design. To be included, studies had to target second or foreign language learners and specifically utilise generative AI or automated evaluation tools to foster speaking and writing. Furthermore, they were required to report concrete empirical data on learning outcomes or technical barriers. To ensure the literature reflected modern generative capabilities, the publication window was restricted to between 2020 and 2026, and inclusion was limited to English-language, peer-reviewed articles to maintain consistency during data extraction.

The literature search was conducted across three primary academic databases: Web of Science, Scopus and ERIC (Educational Resource Information Center). The search strategy employed Boolean operators to combine terms related to technological interventions (e.g. 'generative AI', 'large language models', 'automated writing evaluation') with targeted educational domains (e.g. 'second language writing', 'L2 speaking', 'productive skills').

As this review was conducted by a single investigator, standard dual-screening procedures were not possible. To mitigate selection bias, screening decisions were strictly based on predefined, objective eligibility criteria rather than subjective evaluations of the interventions in the initial phases.

For a data selection a custom matrix was designed (see Table 1) to extract the data required to answer the core research questions. The extracted data points included the study context, the specific AI applications deployed, documented changes in student output and any reported ethical or cognitive barriers.

Table 1. Data extraction matrix

Source / Authors	Study Context	Specific AI Applications Deployed	Documented Changes in Student Output	Reported Ethical or Cognitive Barriers
Wiboolyasin et al. (2024)	39 Thai-major undergraduate exchange students in Thailand; quasi-experimental design evaluating collaborative writing.	ChatGPT (used specifically for generating written corrective feedback in a wiki environment).	Significant improvements in posttest L2 writing scores; AI feedback effectively streamlined the revision and editing stages.	Over-dependence on the tool diminishes appreciation for human judgment; students sometimes perceive non-human feedback as lacking necessary emotional support and credibility.
Zai & Zhou (2026)	Meta-analysis of 32 empirical studies (2016–2026) across various educational levels and L1 backgrounds, heavily featuring Chinese and Persian learners.	General AI-assisted learning, chatbots, adaptive learning platforms, AI-IDLE.	Positive gains in learner agency, particularly in behavioral engagement, task motivation, and willingness to communicate.	Blindly accepting AI suggestions reduces metacognitive engagement and critical thinking; over-reliance makes learners passive; algorithms might restrict creative exploration; data privacy issues.
Qiao & Zhao (2023)	93 Intermediate Chinese EFL	Duolingo (specifically utilizing its AI	Experimental group showed significantly	While the tech helped generally, high speaking

	students in Mainland China; randomized controlled trial evaluating L2 speaking.	chatbot, real-time feedback, and speech recognition features).	greater improvements in speaking fluency, vocabulary, accuracy, and pronunciation, alongside increased self-regulation.	anxiety still dragged down fluency and pronunciation for some learners; achieving stable self-regulation requires sustained effort beyond short-term AI use.
Kim et al. (2024)	20 Chinese higher-education students at a Sino-British university; qualitative in-depth interviews following an essay task.	ChatGPT-4 (integrated into a custom "Writing With GPT" interface).	Improved writing speed and overall quality; streamlined the drafting process from ideation to revision; students felt emotionally supported and less anxious about mechanical errors.	AI "hallucinations" generating fake information; lack of cultural and contextual nuance; inability to facilitate higher-order thinking. Students also struggled if they lacked baseline "AI literacy" or topic knowledge.
Giannakos et al. (2024)	Expert commentary and synthesis drawing from nine global learning technology researchers.	Large Language Models (LLMs) generally, ChatGPT, GitHub Copilot, Open AI Codex, AlphaCode.	Highly capable of resolving student "impasses" during assignments, providing tailored explanations for errors, and effectively generating model solutions.	Models act as "stochastic parrots" that confidently hallucinate errors; severe data privacy and intellectual property concerns; risk of degrading human critical reasoning if used

				as a simple shortcut.
Wang (2025)	SWOT analysis of applying AI to English speaking and writing instruction in higher education.	Duolingo, ELSA Speak, Grammarly, QuillBot, ChatGPT, Gemini.	Low-anxiety practice environments boost speaking confidence; automated error detection improves writing fluency, structural organization, and output speed.	Lack of authentic cultural communication; formulaic text outputs that stifle learner creativity; systemic biases where algorithms might unfairly flag non-native writing; widespread academic dishonesty.

Due to substantial heterogeneity in study designs and varied operationalisation of concepts such as learner agency and writing proficiency across the literature, a statistical meta-analysis was deemed inappropriate. Instead, a thematic synthesis approach was utilised. The findings were manually coded and the data grouped into three primary categories: the pedagogical benefits of AI scaffolding; the cognitive and ethical risks associated with reliance on these tools; and the instructional strategies proposed by researchers to mitigate these risks.

Results and Discussion

Pedagogical Benefits of AI Scaffolding

Examining the data from the six included studies, I discovered that the benefits of these tools are far more practical than the current hype suggests. The studies do not present AI as a magic bullet for achieving fluency. Rather, the tools mostly work by lowering specific psychological and mechanical barriers.

For speaking instruction, platforms such as Duolingo and ELSA Speak primarily facilitate learning by removing the human element from the practice phase [1, 2]. For example, Qiao and Zhao found that when students interact with a chatbot, they aren't worried about looking foolish in front of their peers [1]. The machine does not judge mispronounced words or stuttering [2]. This low-stakes environment naturally encourages reluctant learners to speak more often, gradually building their confidence [2].

In writing tasks, the benefit lies in how students manage their mental effort.

Studies by Wiboolyasarin and Kim show that when tools like ChatGPT instantly correct spelling and basic grammar errors, students don't have to spend time grappling with syntax [3, 6]. As the software handles the mechanical corrections, learners can focus on their arguments and essay structure [2, 6]. In essence, the AI acts as a rapid sounding board, helping students overcome writer's block and organise their thoughts [6].

Cognitive and Ethical Threats of Reliance

However, the findings also highlight some very real disadvantages to this kind of support. The most common issue is not just plagiarism; the use of AI to cheat is definitely becoming more widespread [2]. A deeper issue highlighted across the literature is cognitive offloading [4]. Zhai and Zhou's meta-analysis shows that when students blindly accept AI suggestions, they miss out on the productive struggle of learning [4]. They easily become passive editors of machine-generated text rather than active writers [2, 4].

There are also hard technical limits to what the software can do. These generative models largely work by predicting word sequences – they are, as Giannakos notes, essentially 'stochastic parrots' [5]. Consequently, they can generate fake citations or present incorrect facts as truth [5, 6]. Kim's study specifically found that students with limited background knowledge are completely derailed by these hallucinations because they lack the knowledge to correct the machine [6]. Furthermore, the AI simply doesn't grasp cultural nuances or pragmatics [2, 6]. Wang also highlights an alarming structural issue: detection algorithms often display bias, incorrectly flagging original work by non-native speakers as AI-generated far more frequently than native writing [2].

Mitigation Strategies and Pedagogical Integration

So, how should these barriers be handled? Banning the technology is not a practical conclusion to draw from the research [3, 4]. Instead, the studies suggest changing our instructional approach to work around the flaws. A major theme in the results is the need to actively teach 'AI literacy' [2, 6]. It is crucial that we train students to write effective prompts and, more importantly, to approach AI outputs with a healthy skepticism [4, 6].

This concept is referred to by several authors as human-AI collaboration or hybrid intelligence [5]. The idea is that we let the AI handle the basic mechanics, while the teacher provides the cultural and emotional context that the machine lacks [2, 4]. For example, rather than letting the AI write an entire essay, a teacher could provide students with a flawed AI-generated text and ask them to identify any factual inaccuracies or structural biases [5]. In this way, we can use the technical flaws of the software as a tool to encourage students to engage in higher-order critical thinking [5].

Conclusion

The findings from this review suggest that generative AI primarily helps with the basic mechanics of writing and the emotional barriers to speaking. Rather than directly building fluency, applications like ChatGPT and speech evaluation software

offer learners a low-stakes environment to practice. They handle routine grammatical corrections and remove the social pressure that students often feel when speaking in front of peers. At the same time, the literature shows that this level of support can work against long-term learning. When an algorithm automatically fills in language gaps, students generally skip the mental effort necessary to learn the language independently. This can lead to passive reliance on the tool. Additionally, these models have clear technical limits. They regularly hallucinate factual information and struggle with authentic cultural nuances, which means they cannot be treated as standalone instructors. Because of these realities, broad institutional bans are largely seen as unworkable across the literature. The reviewed studies generally suggest redesigning instruction to focus on explicit AI literacy. Human educators need to remain central to the learning process. If teachers actively train students to evaluate machine-generated text, they can actually use the system's factual and cultural mistakes as a way to practice critical reading and error detection.

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