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INTEGRATING AI-BASED SPEAKING PLATFORMS TO ENHANCE ENGLISH LANGUAGE PROFICIENCY: THE CASE OF SMALLTALK2ME

Abstract

In this study, we explore the effect of a novel AI-driven English language learning platform, SmallTalk2Me, on English language proficiency. It is specifically designed to provide a custom and scenario-based learning experience, which caters to all learning styles and types. SmallTalk2Me involves main features like AI-based IELTS preparation, targeted grammar and job interview courses, and conversations with native speakers. The other elements of those integrated speaking courses and engaging interactive challenges modelled after real-world conversation situations provide learners with hands-on experience with the English language. With its focus on user engagement and enjoyment, SmallTalk2Me seeks to minimise language teaching anxiety and promote an appropriate approach to language learning. This study uses a mixed-methods design, featuring quantitative evaluations of language use and qualitative input from participants to assess the utility of the platform. The results point to the students' boosted performance in speaking, comprehension, and most importantly, communication, which can lead to the conclusion that learning technologies powered by Artificial Intelligence have a positive influence on language learning these days.

Keywords

SmallTalk2Me, AI-based learning, English language proficiency, Personalized LearningElite preparation, Conversational skills, Language engagement, Mixed-methods research, Educational technology, Student outcomes

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I.Introduction

AI-powered educational tools have become a significant tool for learning languages. A survey for one such tool, SmallTalk2Me has been conducted, with the learning of how it is affecting students of Amity University Tashkent, also learning the impact on the students, including in the fields of fluency, pronunciation, grammar, and vocabulary, as well as fields of use of English language; such as university examinations, job interviews, IELTS/TOEFL exam preparation and daily conversation. The research has taken a look at the use of this tool as well, learning how easy it is to use, the accuracy and helpfulness, and improvements that are needed to enhance the issue. Satisfactory levels of students have not been overlooked in any sense, with research on recommendations for aspects of how it is likely to be proposed to another fellow, and the open feedback that is provided, which is necessary to learn for future improvements on the application.

Objectives:

1. To evaluate the effectiveness of SmallTalk2Me with an AI-based language learning platform.

2. To study and analyse user satisfaction levels.

3. To demonstrate strengths and improvements that are needed based on student feedback.

4. To address the platform’s impact on academic and general test performance.

II.REVIEW OF LITERATURE

The extensive research into language education through AI-powered conversation tools spanned from 2020 to 2025 because conversational tools play a crucial role in every learning process [1] Artificial intelligence has changed

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language education by integrating the educational system through moving beyond traditional passive learning toward personalized interactive learning approaches [2].

The AI bot Small Talk2Me helps students learn a second language better according to through its positive effects on student engagement and their motivation levels.[3]. Students feel more confident through interactive dialogue learning because it minimizes their speaking anxiety according to this study [4].

Real time feedback for students' pronunciation and grammar accuracy functions on these systems because they possess AI capabilities accordingly Student performance in oral proficiency increased when they used AI chatbots compared to students studying traditionally.[4]. Stand with other researchers who explain that adaptive learning algorithms create student-specific conversations which enhance language education through individualised instruction[5].

Another study examined AI language learning methods in relative comparison with classroom teaching techniques.[6]. The study has displayed that students achieved increased vocabulary retention and proficiency through chatbot platforms to the extent of 30% more than traditional classroom learning. Students learn to speak independently through the creation of autonomous learning habits which training occurs outside classroom formats according to the study.[7].The latest scholarly works examine different issues that emerge with AI-powered communication platforms[8]. explain that excessive reliance on AI tools can decrease human contact, thus impeding the ability to detect cultural language characteristics. The authors support a learning method that combines AI systems with direct instruction led by human teachers to achieve maximum effectiveness[9-10]

The majority of recent research demonstrates that AI-powered conversational systems such as Small Talk2Me provide effective strategies to improve English language ability through pronounced positive effects on learner fluency and pronunciation and student compliance [11]. Multiple specialists suggest pairing

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artificial intelligence learning systems with human contact sessions to develop complete language competencies in learners [12].

III.METHODOLOGY

A survey was distributed amongst students of Amity University Tashkent, where each student had to answer a variety of both quantitative and qualitative questions, covering aspects like usage frequency, feature impact, user satisfaction, and open-ended feedback.

Survey Structure

1. User Demographics: Name, age, education level, usage duration.

2. Learning Impact: Features of use, influence on English learning.

3. User Experience: Ease of use, feedback accuracy, platform strengths and weaknesses.

4. Overall Satisfaction: Likelihood of recommending the platform.

5. Open Feedback: Additional comments.

A).Research Design

The research involved mixed methods analysis through which quantitative and qualitative data examined the influence of Small Talk2Me on student English proficiency levels. This study uses a quasi-experimental plan featuring traditional learning as the control and Small Talk2Me application users as the experimental group.

B).Participants

The English language proficiency at [University name] serves as the research setting through which undergraduate students will participate in this investigation. The research includes 100 students distributed into 50 participants of the

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experimental group alongside 50 participants in the control group. The research participants will consist of learners whose English language abilities match the baseline level to achieve equal comparison groups.

C). Data Collection Methods

The groups will participate in a standardised English Fluency test at both the starting point and the conclusion of the intervention takes place. The experimental students must fill out questionnaires regarding their Small Talk2Me usage experience and success rate, and engagement levels. Students from the experimental group will take part in seminars and interviews where ten participants will undergo semi-structured questioning to generate insights regarding their educational journey. Researchers will observe student classroom behaviour to check differences in participation and interaction between the two groups.

D). Data Analysis

Paired statistical tests will analyse quantitatively obtained data before and after the evaluation period to determine proficiency improvements. Surveys will receive descriptive statistical analysis with thematic analysis of qualitative information from interviews and focus groups to extract major findings from student experiences.

E). Ethical Considerations

Students will join voluntarily while also providing their consent before starting in this study. The study will follow institutional ethical rules as well as outline the mechanisms for protecting student responses confidentiality.

IV.RESULT

Research data showed that International Foundation students made up 98.6% of the total participants collected through more than 70 survey samples. Of the students included in the survey, their ages ranged from 17 – 24 years old, while

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76.1% had contemporary use under one month whereas 22.5% utilised it between 1 – 6 months and 1.4% had been using it longer than twelve months.

A survey question focused on features was given to students to confirm survey accuracy and measure their usage of features. We can measure which components will derive most benefits by employing the learning platform.

The 'IELTS Test Simulator' alongside the 'General Spoken English Practice' stood as the most preferred functions among respondents who engaged with the platform since 70.4% elected these options. The 'Writing Test Simulator' also gained popularity among 47.9% of respondents but 'Daily Courses' obtained 16.9% of participants and 'Mock Job Interviews' received 7% user adoption as shown in Fig 1.

A star rating survey part followed the initial section where students rated multiple sections with a maximum of 4 stars. The student's performance improvement would equal four stars while knowledge reduction would match one star. We should have observed improvement through 3 star ratings but no changes would occur at 2 star ratings.

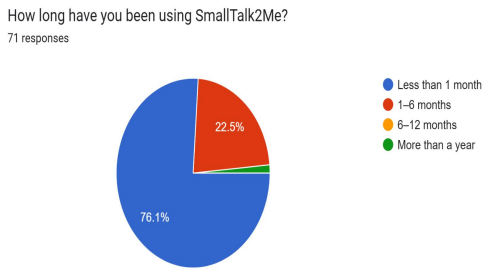


Fig 1: Chart with responses with its usage

Out of all participants 35.2% achieved fluency scores of 3.23/4.0 while 52.1% experienced moderate fluency score improvement in the platform. The platform showed no progress to 12.7 percent of users while all other participants made some sort of advancement, as shown in fig 2.

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The participants evaluated pronunciation at a rating score of 3.30/4.0 while 46.5% felt extremely satisfied with pronunciation improvements and 38% expressed middle-level satisfaction.

Grammar and Vocabulary: A score of 3.13/4.0, 35.2% of full improvements, 42.3% slight change in progress.

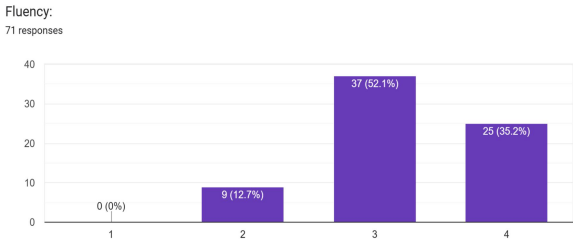


Fig 2: Bar chart demonstrates the fluency level of the user after using Smalltalk

About 76.4 percent of people have reported improvements in daily conversation. The rest is 36% to IELTS and TOEFL Exam Preparation, 21.1 % to School Exams and 18.3 % to Job Interview as shown in fig 3 and fig 4.

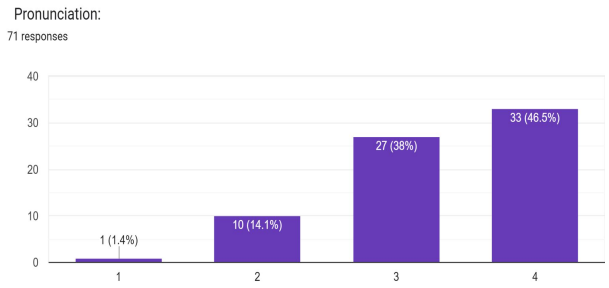


Fig 3: Bar chart demonstrates the pronunciation level of user after using Smalltalk

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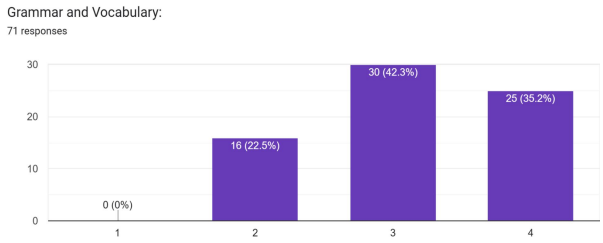


Fig 4: Bar chart demonstrates the Grammar level of user after using Smalltalk

User Experience

It is crucial to find the correct information in the process of operating as a student on the interface and in general with SmallTalk2Me. The learning the English language was made easy on AI-based platforms. Based on this survey, it is possible to calculate what is needed to better SmallTalk2Me, and what advantages and disadvantages it has. This would help us get the basic idea of the key performance of the platform.

Five system ratings occurred for each student's easiness of the platform, as well as the accuracy rating of the feedback. In the Improvement section, students selected all that apply using a checkbox question.

Ease of use: Students had to choose a number from 1 (Very easy) to 5 (Very difficult), indicating how easy it was to use the category. Exactly 56.3 % have considered it very easy, as well as 26.8% have marked it at four.

Feedback Accuracy: The students gave the feedback of the AI of SmallTalk2Me from "Inaccurate Feedback" to "Extremely Helpful". A full 36.6% of students found the platform extremely helpful, including 29.6% who were only moderately helpful with the platform.

Requirements: The students have requested the fields where the platform lacks improvement. Finally, the survey application has been given their opinion on which aspects, namely "Feedback Accuracy", "Interface Usability", "Variety of Practice

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Tests", and "Speed of Feedback", were the focus of the survey application. Of the 59.2% of students who agreed that there is room for improvement in the quickness of feedback, our test was able to yield those results. With both, 40.8 % of all students have found this out, and feedback accuracy and diversity of the practice tests also need to be developed. However, 19.7% of them believe that the changes to the interface usability could be required even more. In fig 5 and 6 the user feedback is evaluated after using Smalltalk.

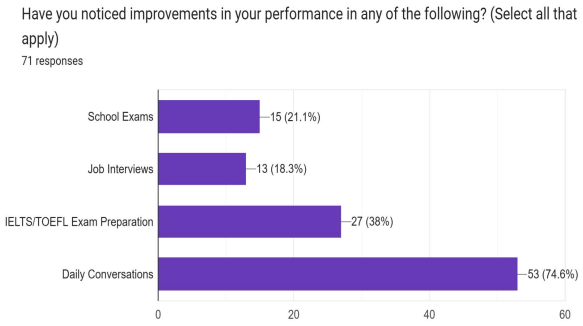


Fig 5: Bar chart demonstrates the performance level of user after using Smalltalk

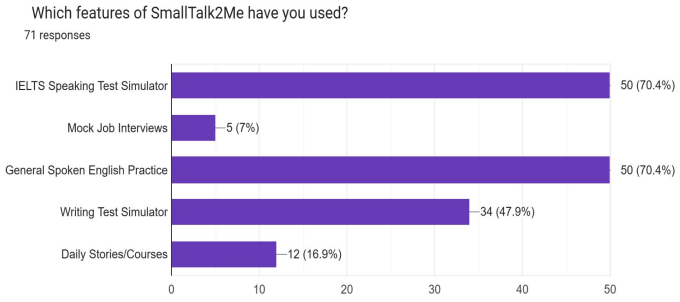


Fig 6: Bar chart demonstrates the features request of user after using Smalltalk

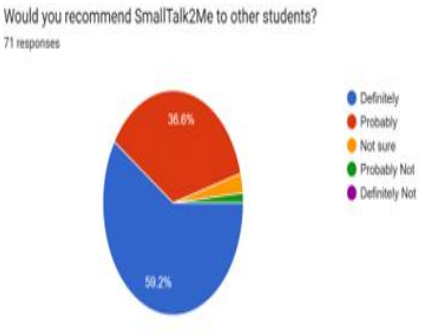


Fig 7: Pie chart demonstrates the recommendations level of user after using Small talk

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Recommendation: As previously stated in Fig. 7, 95.8% of students would recommend SmallTalk2Me, showing a great result and proving that this platform is indeed a very easy way to learn the English language.

Satisfaction Level: 66.2% were “very satisfied” or “Satisfied” with the platform. The students emphasised the response rate as a strong point but said that there was a need for more engaging user interface design. The qualitative feedback from students depicts their life as a SmallTalk2Me user.

Many students showed general satisfaction with the platform, highlighting in terms of good, perfect and very helpful for improving English proficiency. Some students found the platform easy and user-friendly, and effective for practice especially in preparing for IELTS and other exams. Some responses praised the website’s simplicity and ease of use indicating that it makes language learning accessible and convenient. But , there were a few common suggestions for improvement. Some students felt that the feedback on language assessments, particularly the IELTS speaking test, could have been more accurate, suggesting a need to improve the scoring precision. Students also proposed improving the personalisation and relevance of conversations to make the interactions feel more natural and suited to their needs. Others requested additional features, such as real-time conversations with simulated IELTS examiners, more flexible tasks, and real-life scenarios to make the practice more practical. They also suggested adding more personalised exercises, game-like elements, and expanded feedback to make the experience more engaging and interactive.

Some technical suggestions were made, such as improving sound quality, enhancing speech recognition for clearer feedback, and allowing for more detailed vocabulary practice for specific topics. A few respondents emphasised that making the platform entirely free would make it more accessible to a broader audience. Overall, the feedback shows that while SmallTalk2Me is effective and beneficial, users are looking for improvements in personalisation, technical accuracy, and

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content variety to better align with real-world language use and exam standards. This research provides a comprehensive analysis of SmallTalk2Me, highlighting its effectiveness in improving English language skills among students at Amity University Tashkent. The findings indicate that the platform significantly enhances key competencies such as fluency, pronunciation, grammar, and vocabulary through features like IELTS preparation, grammar exercises, and conversational practice. Students particularly favoured the exam preparation and everyday communication features. While SmallTalk2Me is a user-friendly and effective tool, areas for improvement include the speed and accuracy of feedback, diversity of practice scenarios, and a more engaging user interface.

V. Conclusion

The findings suggest that educators can effectively integrate SmallTalk2Me into their teaching strategies to support student learning. By incorporating AI-based language tools like SmallTalk2Me into classroom practice, educators can provide personalised, interactive, and accessible language practice for students. This approach can enhance traditional methods and give students additional pathways for targeted skill development, particularly in preparation for standardised exams like IELTS and TOEFL. Educators are encouraged to monitor how students interact with such platforms and provide guidance to maximise their effectiveness, ensuring students are getting personalised feedback and practising a range of scenarios.

This study presents opportunities for future exploration. It could look deeper into the long-term impacts of AI-based learning platforms like SmallTalk2Me on language development. Investigating how personalised AI feedback affects learning outcomes over time, examining skills retention, and assessing the platform's impact across a broader demographic could give more valuable insights. Additionally, comparing the effectiveness of SmallTalk2Me with other AI-driven language learning platforms would assist in better understanding the best practices

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in AI-assisted education. This type of research could help refine AI tools to be even more tailored, effective, and interactive, which will meet the diverse learning needs. Overall, this research supports SmallTalk2Me as a valuable addition to language education, while also stressing the need for ongoing development and adaptation. By regularly integrating user feedback and expanding research, AI-driven platforms like SmallTalk2Me have the potential to revolutionise the field of language learning.

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