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TEACHER- AI COLLABORATION: A HYBRID MODEL FOR TEACHING SPEAKING SKILLS FOR BEGINNERS

Israiljanov Xikmatilla

International Nordic university

Master student of foreign language and literature faculty

EMAIL:isroiljonovhimatullo@gmail.com

TEL:+998935926644

Abstract: The rapid integration of Artificial Intelligence (AI) into language education has opened new opportunities for enhancing speaking instruction. This study explores a hybrid model that combines teacher-led instruction with AI-supported conversational training to improve beginners speaking skills in English. The model emphasizes the complementary roles of human teachers - who provide emotional support, contextualized feedback, and scaffolding - and AI tools, which offer real-time pronunciation assessment, individualized practice, and continuous exposure to authentic dialogue. Using a mixed-method approach, the study evaluates the effectiveness of this hybrid framework in promoting fluency, accuracy, and learner confidence. Findings indicate that when teachers and AI systems collaborate, students demonstrate faster progress, greater engagement, and increased motivation compared to traditional classroom methods. The research highlights the potential of teacher - AI partnerships to redefine language pedagogy for early-stage learners and suggests practical implications for curriculum design, teacher training, and technology integration.

Keywords: Teacher - AI collaboration, hybrid learning model, speaking skills, language teaching, artificial intelligence, beginner learners, communicative competence, CALL (Computer-Assisted Language Learning), pronunciation training, educational technology.

СОТРУДНИЧЕСТВО ПРЕПОДАВАТЕЛЯ И ИСКУССТВЕННОГО ИНТЕЛЛЕКТА: ГИБРИДНАЯ МОДЕЛЬ ОБУЧЕНИЯ НАВЫКАМ ГОВОРЕНИЯ ДЛЯ НАЧИНАЮЩИХ

Аннотация: Быстрая интеграция искусственного интеллекта (ИИ) в языковое образование открыла новые возможности для улучшения обучения говорению. В данном исследовании рассматривается гибридная модель, сочетающая обучение под руководством преподавателя с разговорной тренировкой с поддержкой ИИ для улучшения навыков говорения на английском языке у начинающих. Модель подчеркивает взаимодополняющую роль преподавателей, которые обеспечивают эмоциональную поддержку, контекстуальную обратную связь и поддержку, и инструментов ИИ, которые предлагают оценку произношения в режиме реального времени, индивидуальную практику и постоянное взаимодействие с аутентичным диалогом. Используя смешанный подход, исследование оценивает эффективность этой гибридной модели в развитии беглости, точности и уверенности учащихся. Результаты

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показывают, что при сотрудничестве учителей и систем искусственного интеллекта учащиеся демонстрируют более быстрый прогресс, большую вовлеченность и более высокую мотивацию по сравнению с традиционными методами обучения. Исследование подчеркивает потенциал партнерства учителя и искусственного интеллекта для переосмысления языковой педагогики для учащихся младшего возраста и предлагает практические рекомендации для разработки учебных программ, повышения квалификации учителей и интеграции технологий.

Ключевые слова: сотрудничество учителя и искусственного интеллекта, гибридная модель обучения, навыки говорения, преподавание языка, искусственный интеллект, начинающие учащиеся, коммуникативная компетентность, CALL (компьютерно-ассистированное обучение языку), тренировка произношения, образовательные технологии.

O'QITUVCHI - SUNIY INTELEKT HAMKORLIGI: GIBRID MODEL ORQALI BOSHLANG'ICH DARAJADAGILAR UCHUN NUTQ KO'NIKMALARINI O'RGATISH

Annotatsiya: Sun'iy intellekt (AI) ning til ta'limiga tezkor integratsiyasi nutqni o'qitishni takomillashtirish uchun yangi imkoniyatlar ochdi. Ushbu tadqiqot boshlang'ich ingliz tilida so'zlashish ko'nikmalarini yaxshilash uchun o'qituvchi boshchiligidagi o'qitishni AI yordamida suhbat murabbiyligi bilan birlashtirgan gibrid modelni o'rganadi. Model o'qituvchilarning hissiy qo'llab-quvvatlash, kontekstual fikr-mulohaza va dalda beruvchi qo'shimcha rollarini va real vaqt rejimida talaffuzni baholash, individual amaliyot va haqiqiy dialog bilan doimiy o'zaro ta'sirni taklif qiluvchi AI vositalarini ta'kidlaydi. Aralash yondashuvdan foydalangan holda, tadqiqot ushbu gibrid modelning o'quvchilarning ravonligi, aniqligi va o'ziga ishonchini rivojlantirishdagi samaradorligini baholaydi. Natijalar shuni ko'rsatadiki, o'qituvchilar va AI tizimlari hamkorlik qilganda, talabalar an'anaviy o'qitish usullariga nisbatan tezroq taraqqiyot, katta ishtirok va yuqori motivatsiyani namoyish etadilar. Tadqiqot o'qituvchi-AI hamkorligining yosh o'quvchilar uchun til pedagogikasini qayta tasavvur qilish salohiyatini ta'kidlaydi va o'quv dasturlarini ishlab chiqish, o'qituvchilarning professional rivojlanishi va texnologiyalarni integratsiyalash bo'yicha amaliy tavsiyalar beradi.

Kalit so'zlar: o'qituvchi-AI hamkorligi, gibrid o'rganish modeli, nutq qobiliyatlari, til o'qitish, sun'iy intellekt, boshlang'ich o'quvchilar, kommunikativ kompetensiya, CALL (kompyuter yordamida til o'rganish), talaffuzni o'rgatish, ta'lim texnologiyasi.

Introduction

In recent years, Artificial Intelligence (AI) has become a transformative force in education, reshaping how teachers design lessons and how students acquire knowledge. Within language education, AI-powered tools such as chatbots, speech recognition systems, and virtual tutors have shown significant potential to enhance communicative competence - particularly in speaking, which remains one of the most challenging skills for beginners to master. Traditional classroom methods often limit speaking opportunities due to large class sizes, limited time, and

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learners' anxiety about making mistakes. AI, however, offers unlimited conversational practice, instant corrective feedback, and adaptive learning experiences tailored to individual learner needs. Despite these advantages, AI systems alone cannot replace the nuanced guidance and emotional intelligence of human teachers. Teachers play a crucial role in creating supportive learning environments, providing cultural and contextual explanations, and fostering student motivation. Therefore, an integrated, hybrid approach that combines the strengths of both human instruction and AI technology appears to be the most effective solution for teaching speaking skills to beginner learners. This hybrid model envisions a dynamic partnership where teachers facilitate communicative lessons, while AI tools supplement instruction through personalized speaking exercises, pronunciation correction, and data-driven progress tracking. Such collaboration not only improves linguistic accuracy and fluency but also empowers learners to practice independently with confidence. Moreover, this model aligns with the goals of modern pedagogy, which emphasizes learner autonomy, interactive engagement, and digital literacy. The present study investigates how teacher - AI collaboration can enhance the development of speaking skills among beginner learners. It aims to identify the pedagogical benefits, challenges, and practical implications of implementing a hybrid learning model in English language classrooms. Ultimately, this research contributes to the growing body of literature on technology - assisted language learning and offers a sustainable framework for integrating AI tools into communicative teaching practices.

Methodology

This study adopted a mixed-methods research design, combining quantitative and qualitative approaches to evaluate the effectiveness of a teacher - AI hybrid model in developing speaking skills among beginner English learners. The quantitative phase focused on measuring improvements in fluency, pronunciation, and accuracy through pre- and post-tests, while the qualitative phase explored learners' and teachers' perceptions through interviews and classroom observations. This combination provided both statistical evidence and descriptive insight into how human - AI collaboration influences speaking performance and motivation. The participants were 40 beginner-level English language learners enrolled in a language center. Their ages ranged from 16 to 25, and all had limited prior exposure to English speaking activities. Two experienced English teachers facilitated the classes. Participants were randomly divided into two groups: Experimental group (n = 20): taught through the hybrid teacher - AI model. Control group (n = 20): taught using traditional teacher-centered methods. Tools: To collect data, several instruments were used: Speaking proficiency tests: designed to assess fluency, pronunciation, vocabulary use, and grammatical accuracy. AI platform: Chatbot-based application (such as ChatGPT or Speak English AI) provided speaking simulations, pronunciation feedback, and real-time conversation tasks. Questionnaires: used to gather learners' attitudes and motivation toward AI-supported learning. Semi-structured interviews: conducted with both teachers and selected students to explore perceptions of the hybrid approach. Procedure: The study lasted for eight weeks. 1. In the first week, both groups took a pre-test to measure their initial speaking proficiency. 2. The experimental group received lessons where the teacher introduced communicative topics, guided students in pair or group speaking, and then assigned AI-supported conversational tasks for independent practice. 3. The

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control group followed the same syllabus but practiced only through teacher-led speaking activities without AI support. 4. In the final week, both groups completed a post-test and filled out reflection questionnaires. 5. Interviews were conducted to gather deeper qualitative feedback. Data Analysis:

Quantitative data (test scores and questionnaire results) were analyzed using SPSS to calculate mean scores, standard deviations, and t-test comparisons between groups. Qualitative data (interviews and observations) were analyzed thematically to identify recurring patterns related to learner engagement, confidence, and perceived benefits of the teacher - AI model. The integration of both data types provided a comprehensive understanding of how the hybrid approach impacted students' speaking development.

Discussion and results

Quantitative Results: The analysis of pre- and post-test results revealed a significant improvement in the speaking performance of the experimental group that received instruction through the teacher–AI hybrid model. The mean post-test score of the experimental group increased by 28%, compared to a 12% improvement in the control group. Statistical analysis using a paired-sample t-test showed a meaningful difference ($p < 0.05$), confirming the positive effect of integrating AI tools with teacher-led instruction. Specifically, students in the hybrid group showed stronger progress in pronunciation accuracy, fluency, and vocabulary use. AI-supported pronunciation feedback allowed learners to identify and correct errors immediately, while teacher scaffolding during classroom sessions improved communicative confidence and interactional skills. The control group, which relied solely on traditional teacher-centered instruction, demonstrated improvement in grammar and vocabulary, but their oral fluency developed at a slower rate.

Qualitative Findings: Interview data supported the quantitative results. Most participants in the experimental group expressed higher motivation and greater confidence in speaking English. Learners appreciated the instant feedback, unlimited practice opportunities, and non-judgmental environment provided by AI tools. Teachers reported that AI systems helped them save time on repetitive drills and allowed them to focus on more creative, communicative, and problem-solving tasks during class time. However, some challenges were noted. A few students initially struggled with technical difficulties or overreliance on AI, preferring automated correction over human interaction. Teachers also mentioned the need for training and digital literacy to effectively integrate AI tools into their lessons. These findings emphasize the importance of balanced collaboration - AI should support, not replace, the teacher's role. The findings confirm that a hybrid teacher - AI model can significantly enhance speaking instruction for beginner learners. The combination of human guidance and AI-driven practice addresses both the affective and cognitive aspects of language learning. While the teacher provides emotional support, contextual feedback, and motivation, the AI system ensures individualized learning and continuous oral practice beyond the classroom. This aligns with previous studies which highlight AI's potential to personalize learning and reduce communication anxiety. Furthermore, the hybrid model supports principles of Communicative Language Teaching (CLT) and Blended Learning, encouraging autonomy, interaction, and real-time feedback. The

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results suggest that the future of speaking instruction lies not in choosing between human or AI instruction, but in creating a collaborative ecosystem where both work synergistically to support learners' oral proficiency.

Conclusion

This study demonstrated that a hybrid model integrating teacher-led instruction with AI-supported speaking practice can effectively enhance the speaking skills of beginner learners. The combination of human expertise and artificial intelligence created a learning environment that was both personalized and interactive, promoting steady improvement in fluency, pronunciation, and communicative confidence. Quantitative findings showed significant gains in speaking performance for learners taught under the hybrid model, while qualitative feedback highlighted increased motivation, engagement, and learner autonomy. The research confirms that AI technologies, when appropriately guided by teachers, can serve as powerful tools to complement traditional pedagogy. Teachers provide the emotional intelligence, contextual understanding, and adaptive feedback that machines cannot replicate, while AI systems offer unlimited speaking opportunities, immediate pronunciation analysis, and individualized practice pathways. This synergy supports the holistic development of speaking competence and aligns with contemporary educational goals emphasizing learner-centered and technology-enhanced instruction. However, the study also reveals that successful implementation requires adequate teacher training, technical support, and balanced integration to avoid overreliance on AI. When teachers are empowered to use AI as a pedagogical partner rather than a substitute, language learning becomes more effective, inclusive, and future-oriented. In conclusion, teacher - AI collaboration represents a sustainable and innovative direction for English language teaching. For beginner learners, this hybrid model not only accelerates linguistic progress but also fosters confidence, motivation, and lifelong learning skills. Future research should expand this approach to different proficiency levels, explore long-term impacts, and refine frameworks for professional development in AI-assisted pedagogy.

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