

The Role of Artificial Intelligence Platforms in Developing Written and Oral Communication Skills of Prospective English Language Teachers

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Abstract

The rapid development of artificial intelligence (AI), particularly generative artificial intelligence (GenAI), is creating new opportunities for language education by providing learners with interactive practice, individualized feedback, and opportunities for repeated language production. This article examines the methodological potential of AI platforms in developing the written and oral communication skills of prospective English language teachers. The study adopts a human-centred perspective in which AI is conceptualized not as a replacement for teachers or learners' independent performance, but as a pedagogically mediated resource that can support production, feedback, revision, reflection, and learner autonomy. The article reviews recent research on AI-assisted English language learning, with particular attention to writing, speaking, teacher education, and AI literacy. Based on this analysis, an AI-Mediated Productive Communication Development Model is proposed. The model integrates diagnostic assessment, independent production, AI-supported practice, feedback, critical evaluation, revision, reflection, and independent performance. The article argues that the educational effectiveness of AI depends primarily on pedagogical design, teacher mediation, learner engagement, and critical evaluation of AI-generated output rather than on technological sophistication alone. The proposed framework provides a practical methodological basis for integrating AI into English teacher education while maintaining academic integrity, learner agency, and meaningful human interaction.

Keywords: artificial intelligence; generative AI; English language education; prospective English teachers; written communication; oral communication; AI-assisted language learning; teacher education; learner autonomy; AI literacy.

Introduction

Artificial intelligence has rapidly become an important component of contemporary higher education. The emergence of generative AI systems capable of producing and interpreting natural language has significantly expanded the possibilities for language teaching and learning. Unlike earlier computer-assisted language learning systems, contemporary AI platforms can interact with learners, generate language, provide feedback, simulate conversations, and support the revision of written and spoken production. Consequently, AI integration in language education should be considered not merely a technological innovation but also a methodological issue requiring careful pedagogical planning.

The relevance of AI is particularly evident in the development of productive language skills. Writing and speaking require learners to coordinate grammatical knowledge, vocabulary, discourse organization, communicative intention, and self-monitoring. In traditional classroom environments, opportunities for individualized practice and immediate feedback may be limited by class size, time constraints, and teacher workload. AI platforms potentially address some of these limitations by providing additional opportunities for individualized practice and interaction.

Recent research indicates growing interest in AI-supported English language learning. Systematic reviews have reported increasing empirical attention to AI-powered chatbots, generative AI, automated feedback, and conversational technologies in English as a foreign language (EFL) contexts (Lo et al., 2024; Qiao et al., 2025). Research has particularly emphasized writing, where AI can support drafting, revision, grammatical analysis, vocabulary development, and feedback. At the same time, emerging evidence suggests that conversational AI may provide additional opportunities for speaking practice and may contribute to learners' confidence, engagement, and pronunciation development (Du & Daniel, 2024).

However, access to AI does not automatically result in language development. AI-generated language may be inaccurate, contextually inappropriate, or excessively sophisticated in comparison with the learner's actual proficiency. More importantly, when learners simply request complete answers or texts from AI, the resulting product may reflect the technological system's capabilities rather than the learner's competence. Therefore, the central methodological question is not whether AI can produce language, but how AI can be integrated into activities that require learners themselves to produce, evaluate, revise, and reproduce language.

This issue is particularly important in teacher education. Prospective English teachers need to develop advanced communication skills while simultaneously acquiring the digital and pedagogical competence required to use emerging technologies responsibly. Recent research has therefore emphasized the development of teachers' generative AI competence and AI literacy as an important component of contemporary teacher education (Sperling et al., 2024; Zhang et al., 2024).

Accordingly, this article aims to examine the methodological potential of AI platforms for developing written and oral communication skills among prospective English language teachers and to propose a structured framework for their pedagogically responsible integration.

Literature Review and Theoretical Framework: AI in English Language Education AI-supported language learning has developed rapidly during the last several years. Contemporary AI platforms can provide personalized interaction, generate language examples, respond to learner input, and support different stages of language production. A systematic review by Lo et al. (2024) demonstrated the rapid growth of empirical research concerning ChatGPT and ESL/EFL education, particularly in higher education.

Broader reviews have similarly identified AI as a potentially valuable resource for language learning while emphasizing methodological and ethical challenges. Qiao et

al. (2025), for example, highlight the importance of theoretical grounding, instructional design, implementation conditions, and learner engagement in determining the effectiveness of AI-supported language learning.

Thus, AI should not be regarded as an independent teaching methodology. Its educational value emerges from the relationship between technological affordances, instructional objectives, teacher mediation, learner activity, and assessment.

2.2. AI and Written Communication

Writing represents one of the most extensively researched applications of generative AI in language education. AI systems can assist learners with grammar, vocabulary, sentence structure, organization, coherence, and revision. These functions correspond closely to the process-oriented nature of writing, in which learners move through stages of planning, drafting, feedback, revision, and final production.

Research has indicated that AI-assisted writing can increase opportunities for feedback and revision. Song and Song (2023), for example, reported positive effects of AI-assisted language learning on EFL learners' academic writing and motivation. Similarly, research examining ChatGPT in EFL writing has emphasized its potential to support individualized feedback and revision while also identifying concerns related to overreliance, accuracy, and academic integrity (Guo & Wang, 2024; Teng, 2024).

The methodological implication is that AI should be positioned within the writing process rather than used simply to generate finished texts. Learners should first formulate ideas and produce their own language. AI feedback can then be used to identify potential problems, after which learners critically evaluate the suggestions and revise their texts.

2.3. AI and Oral Communication

Compared with writing, AI-supported speaking research remains less developed. Speaking requires real-time processing, vocabulary retrieval, grammatical formulation, pronunciation, fluency, and interactional competence. These characteristics make repeated practice particularly important.

Conversational AI can create additional opportunities for oral interaction by simulating dialogues, asking questions, responding to learner input, and allowing repeated practice. Du and Daniel (2024), in a systematic review of AI-powered chatbots for EFL speaking practice, identified potential benefits associated with pronunciation, confidence, engagement, anxiety reduction, and speaking development.

Nevertheless, AI-mediated speaking practice should not be considered equivalent to authentic human communication. Human interaction involves pragmatic, emotional, cultural, and contextual dimensions that cannot necessarily be reproduced by an automated system. Therefore, conversational AI should complement rather than replace teacher-led and peer-to-peer interaction.

2.4. AI in English Teacher Education

Prospective English teachers represent a particularly important population because they occupy two interconnected roles: language learners and future language educators. They need to develop their own English proficiency while also learning to evaluate the pedagogical potential and limitations of AI.

Research on AI literacy in teacher education emphasizes that future teachers need more than operational knowledge of digital tools. They need to understand how AI-generated information should be evaluated, how AI can influence learning processes, and how ethical and pedagogical issues should be addressed (Sperling et al., 2024).

Zhang et al. (2024) similarly demonstrate the relevance of generative AI competence in initial language teacher education. This suggests that AI-supported language instruction should simultaneously contribute to linguistic development and professional digital competence.

2.5. Theoretical Position

The proposed framework is informed by several complementary perspectives. First, interactionist approaches to second-language acquisition emphasize the importance of interaction, feedback, negotiation, and modified output. Second, scaffolding theory supports the use of temporary assistance that helps learners perform tasks that they may not initially be able to complete independently. Third, process-oriented writing pedagogy emphasizes drafting, feedback, revision, and reflection. Finally, learner autonomy and human-centred AI perspectives emphasize learner agency, critical judgment, and responsible technological use.

These perspectives lead to a central assumption:

AI should function as a scaffold for language development rather than as a substitute for language production.

Methodological Framework : The central contribution of this article is the proposed AI-Mediated Productive Communication Development Model. The model is designed specifically for prospective English language teachers and integrates written and oral communication within one pedagogical framework.

The model is based on the following instructional cycle:

Independent Production → AI-Supported Practice → AI Feedback → Critical Evaluation → Revision/Re-performance → Reflection → Independent Performance

Stage 1: Diagnostic Assessment

The process begins with an assessment of learners' existing written and oral communication skills. Writing may be assessed through an essay, academic paragraph, or professional response, while speaking may be assessed through a presentation, interview, discussion, or spontaneous response.

The diagnostic stage identifies difficulties in grammar, vocabulary, coherence, organization, fluency, pronunciation, and communicative effectiveness.

Stage 2: Independent Production

Learners initially complete a communicative task without substantial AI assistance. This stage is essential because it establishes the learner's actual performance and prevents AI-generated language from being confused with learner competence.

For writing, students may produce a short academic text. For speaking, they may complete a presentation or structured discussion.

Stage 3: AI-Supported Practice

After independent production, learners use selected AI platforms for targeted practice.

For writing, AI may support:

- grammatical analysis;
- vocabulary development;
- organization;
- coherence and cohesion;
- revision;
- alternative formulations.

For speaking, AI may support:

- conversational practice;
- question-and-answer activities;
- pronunciation practice;
- vocabulary activation;
- repeated oral production.

The objective is not to obtain a completed answer but to increase opportunities for meaningful language practice.

Stage 4: AI-Generated Feedback

AI-generated feedback can provide learners with immediate information concerning possible linguistic problems. However, learners should be explicitly taught that AI feedback is not necessarily correct.

Feedback should therefore be treated as a source of suggestions requiring evaluation rather than as an unquestionable authority.

Stage 5: Critical Evaluation

Learners examine AI suggestions using three questions:

- Is the suggestion linguistically accurate?
- Is it appropriate for the intended meaning and context?
- Can I explain why the change is necessary?

This stage is particularly important because it develops both language awareness and AI literacy.

Stage 6: Revision and Re-performance

Learners revise their written texts or repeat their oral performance based on the feedback they have accepted after critical evaluation.

The distinction between AI-generated language and learner-revised language should remain explicit. The purpose of the activity is to develop learners' ability to produce improved language independently.

Stage 7: Reflection

Learners reflect on their errors, the feedback they received, the suggestions they accepted or rejected, and the strategies they can apply to future tasks.

For prospective teachers, reflection also has professional value because students learn to evaluate AI-supported activities from the perspective of future classroom implementation.

Stage 8: Independent Performance

The final stage is completed with limited or no AI assistance. Learners perform a comparable writing or speaking task independently.

This stage is crucial because the ultimate purpose of AI-supported instruction is not technological dependence but increased autonomous communicative competence.

Discussion

The proposed framework suggests that the principal educational value of AI lies in its ability to expand opportunities for practice, feedback, revision, and interaction.

In writing, AI can support the recursive nature of the writing process. Learners can produce an initial text, receive feedback, evaluate the suggestions, revise the text, and subsequently produce a more independent version. This process is more educationally meaningful than simply asking AI to generate an essay.

In speaking, conversational AI can provide opportunities for repeated interaction that may be difficult to provide for every learner during limited classroom time. Learners can practice answering questions, explaining ideas, participating in simulated professional situations, and repeating tasks after receiving feedback. Such practice may be particularly valuable for learners who require additional opportunities to develop fluency and confidence.

However, the use of AI introduces several methodological risks. The first is overreliance. If learners consistently depend on AI to generate language, their independent productive competence may not develop at the same rate as their AI-assisted performance. The second is feedback reliability. AI systems can provide inaccurate or contextually inappropriate suggestions. The third is academic integrity, particularly when AI-generated text is submitted as the learner's own work. The fourth concerns the possible reduction of authentic human interaction if AI replaces rather than supplements teacher and peer communication.

These challenges reinforce the importance of teacher mediation. Teachers should determine learning objectives, select appropriate AI-supported tasks, monitor learner interaction with AI, explain problematic feedback, and evaluate independent performance.

The proposed framework therefore shifts the focus from “using AI” to “learning through pedagogically structured AI use.”

For prospective English teachers, this distinction is particularly important. Their future professional competence will require them to understand not only how to operate AI platforms but also when AI should be used, when it should not be used, how its output should be evaluated, and how AI-supported activities can contribute to genuine language development.

The integration of writing and speaking also represents an important methodological feature. For example, learners may first discuss a topic using conversational AI, organize their ideas, produce a written response, receive feedback, revise the text, and subsequently present the revised ideas orally. In this way, vocabulary, grammar, discourse organization, and communicative strategies can be transferred between written and spoken modes.

The proposed model can therefore be summarized as follows:

Stage	Learner activity	AI function	Teacher function
Diagnostic assessment	Initial performance	Minimal	Diagnose

Independent production	Writing/speaking	Minimal	Monitor
AI-supported practice	Practice and interaction	Scaffold	Facilitate
Feedback	Examine suggestions	Feedback	Guide
Critical evaluation	Verify AI output	Suggest	Question
Revision/re-performance	Improve performance	Support	Support
Reflection	Analyze learning	Optional	Facilitate
Independent performance	Perform without AI	Minimal/absent	Assess

The model's central principle is therefore:

AI-assisted practice should lead to human-performed competence.

Conclusion

Artificial intelligence platforms offer significant methodological opportunities for developing the written and oral communication skills of prospective English language teachers. Their potential lies particularly in providing additional opportunities for individualized practice, immediate feedback, revision, conversational interaction, and reflection.

However, the educational effectiveness of AI does not depend solely on technological sophistication. It depends on how AI is integrated into the learning process. When learners simply obtain completed texts or answers from AI, technological performance may replace rather than support learning. In contrast, when learners independently produce language, critically evaluate AI feedback, revise their work, and subsequently demonstrate their competence without technological assistance, AI can function as a meaningful pedagogical scaffold.

The proposed AI-Mediated Productive Communication Development Model addresses this issue by integrating diagnostic assessment, independent production, AI-supported practice, feedback, critical evaluation, revision, reflection, and independent performance. The model also connects written and oral communication rather than treating them as isolated skills.

For English teacher education, this approach has broader professional implications. Prospective teachers need to develop not only linguistic competence but also AI literacy, digital competence, critical thinking, and the ability to make pedagogically responsible decisions about technology.

The central conclusion is that AI should augment human learning rather than replace it. Effective AI-supported English language education should ultimately enable

learners to become more independent, critically aware, communicatively competent, and professionally prepared English teachers.

Future empirical research should test the proposed framework through controlled and longitudinal studies, using performance-based measures of writing and speaking development and examining whether improvements achieved with AI assistance are maintained when technological support is reduced or removed.

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