



USING AI-POWERED ROLE PLAY TO IMPROVE ENGLISH SPEAKING SKILLS OF HISTORY STUDENTS IN UZBEK UNIVERSITIES

Kambarova Diloram Yusupovna

Associate Professor, PhD

Fergana State University, Uzbekistan

Email: Kambarova3112@gmail.com;

Phone: +998916732555

<https://doi.org/10.5281/zenodo.22671090>

Annotatsiya: Maqolada O'zbekiston universitetlaridagi tarix talabalarining ingliz tilida gapirish ko'nikmalarini rivojlantirishda sun'iy intellekt asosidagi rolli o'yin texnologiyalarining samaradorligi tahlil qilinadi.

Kalit so'zlar: sun'iy intellekt, rolli o'yin, ingliz tilida so'zlashuv, tarix talabalari, kommunikativ kompetensiya

Аннотация: В статье анализируется эффективность ролевых игр на основе искусственного интеллекта для развития навыков английской речи студентов-историков в университетах Узбекистана.

Ключевые слова: искусственный интеллект, ролевые игры, английская речь, студенты-историки, коммуникативная компетенция

Annotation: The article analyzes the effectiveness of AI-powered role play in improving English speaking skills among history students in Uzbek universities through interactive and personalized learning.

Keywords: artificial intelligence, role play, English speaking skills, history students, communicative competence

Introduction

The rapid development of artificial intelligence (AI) technologies has significantly influenced modern education, especially in the field of foreign language teaching. In recent years, AI-powered educational tools such as ChatGPT, Talkpal.AI, Duolingo, Gemini, DeepL, and SiVi AI have become increasingly popular in supporting English language learning, particularly speaking skills. According to Rao (2019), English has become a global language necessary for academic, professional, and intercultural communication. In Uzbek universities, English proficiency is especially important for history students because it allows access to international academic resources, historical archives, conferences, and intercultural discussions. However, many students still experience difficulties in speaking English fluently due to limited communicative practice, fear of making mistakes, lack of confidence, and insufficient vocabulary. Rubio (2021) emphasized that anxiety and low self-esteem often negatively affect learners' oral performance and communication abilities.

The integration of AI-powered role play into English language teaching offers a promising solution to these challenges. Hidayatullah (2024) explained that AI applications such as Talkpal.AI provide interactive and immersive communication environments that imitate real-life conversations and improve fluency, pronunciation, and speaking confidence. Similarly, Pangestu and Suwartono (2024) found that students actively use AI applications to practice pronunciation, grammar, vocabulary, and spontaneous communication through personalized interaction. AI-powered role play can be particularly effective for history students because it

allows them to simulate historical debates, diplomatic negotiations, discussions of historical events, interviews with historical figures, and museum guide presentations entirely in English. Such interactive activities help students connect language learning with their academic specialization while developing communicative competence.

Moreover, recent studies highlight that AI technologies increase student engagement and learner autonomy in language education. Jolibekova (2024) argued that information and communication technologies create flexible opportunities for language immersion regardless of time and location. Likewise, White (2007) emphasized that technological innovation supports learner independence and motivation. At the same time, researchers such as Khanzode and Sarode (2020) noted that AI still has limitations related to emotional understanding, humor, and contextual interpretation, meaning that human interaction remains essential in education. Therefore, this study aims to analyze the role of AI-powered role play in improving the English speaking skills of history students in Uzbek universities by examining its benefits, challenges, and pedagogical potential based on recent scholarly literature.

Methodology

This study employed a qualitative literature-based research methodology focused on analyzing recent scholarly publications related to artificial intelligence and English speaking skill development. The research was based on a comprehensive literature review of academic studies conducted by Hidayatullah (2024), Pangestu and Suwartono (2024), Rao (2019), Rubio (2021), Jolibekova (2024), Kim (2020), White (2007), Rane et al. (2023), Khanzode and Sarode (2020), and other relevant scholars discussing AI-supported language learning and communicative competence. The selected studies were analyzed comparatively to identify major themes, correlations, benefits, challenges, and practical implications of AI-powered role play in improving English speaking skills among university students, particularly history students in Uzbek higher education. The analysis focused specifically on aspects such as fluency, pronunciation, vocabulary acquisition, learner motivation, personalized learning, communicative interaction, and limitations of AI technologies in language teaching.

Results and discussion

The integration of artificial intelligence into foreign language education has become an increasingly relevant topic in modern pedagogy, particularly in the development of speaking skills among university students. In the context of Uzbek higher education, the use of AI-powered role play applications such as [Talkpal.AI](#) offers significant opportunities for history students who often experience difficulties in oral communication in English. According to Efendi Hidayatullah (2024), English speaking proficiency remains essential for academic success, intercultural communication, and future professional careers in a globalized world. This idea is supported by P. S. Rao (2019), who emphasized the role of English as an international language in education and professional interaction. For history students in Uzbek universities, English is particularly important because it provides access to international historical sources, academic discussions, conferences, and cross-cultural communication. However, many students still face anxiety, limited vocabulary, and lack of confidence when speaking English. As F. Rubio (2021) noted, low self-esteem and fear of making mistakes often negatively influence learners' speaking performance. AI-powered role play can address these challenges by creating a supportive and interactive environment where students practice communication without fear of criticism.

One of the major advantages of AI-powered role play is its ability to simulate realistic communication scenarios related to students' academic specialization. In the case of history students, AI tools can generate historical debates, diplomatic negotiations, interviews with historical figures, or discussions about historical events entirely in English. Efendi Hidayatullah (2024) explained that Talkpal.AI uses GPT-powered artificial intelligence to create dynamic and engaging conversations which imitate real-life interaction. This feature is especially beneficial for Uzbek history students because traditional classrooms often lack sufficient speaking practice and authentic communicative situations. Furthermore, M. Jolibekova (2024) argued that information and communication technologies allow students to immerse themselves in language learning regardless of time and place. Through AI-powered role play, students can repeatedly practice historical presentations, museum guide simulations, or political discussions, which improves both fluency and confidence. The findings of Hidayatullah's study demonstrated that students who used Talkpal.AI showed noticeable improvement in fluency, pronunciation, and clarity compared to students in the control group. Such results indicate that AI-assisted speaking activities may become an effective supplementary method in Uzbek universities where students often have limited opportunities for communicative English practice.

The statistical data presented in the study further supports the effectiveness of AI tools in developing speaking skills. Hidayatullah (2024) evaluated students' speaking performance according to four criteria: accuracy, fluency, completeness, and prosody. For example, student HA improved from an overall pretest score of 72.5 to 81.5 in the second posttest, while student DA increased from 80 to 84.75. These improvements demonstrate that continuous interaction with AI-powered speaking activities positively influences oral performance. The research also highlighted the importance of pronunciation assessment technology. According to M. Michel (2017), speaking accuracy reflects learners' ability to avoid errors and maintain language control. Similarly, N.-Y. Kim (2020) explained that fluency includes speech speed, pause reduction, and natural communication flow. AI-powered role play applications provide immediate feedback on pronunciation, pauses, and intonation, helping students improve these aspects more effectively than traditional classroom methods alone. For history students, this immediate corrective feedback is especially useful during oral presentations about historical events or academic discussions where precise pronunciation and coherent speech are important. Therefore, integrating AI technologies into English classes can significantly strengthen communicative competence among Uzbek university students.

Another important aspect is the motivational impact of AI-powered role play on learners. Many students in Uzbekistan still rely heavily on traditional teaching approaches focused on grammar and memorization rather than communicative interaction. However, the survey data from previous educational studies demonstrates that students prefer interactive exercises and real-life communication scenarios over conventional learning resources. Hidayatullah (2024) similarly found that participants had a positive perception of Talkpal.AI because the application provided engaging and personalized learning experiences. This observation correlates with the ideas of Cynthia White (2007), who argued that technological innovation increases learner autonomy and engagement in language education. AI-powered role play can motivate history students by connecting English learning directly to their academic interests. For example, students may participate in simulated United Nations debates about historical conflicts, role-

play conversations between historical leaders, or discuss historical documents in English. Such activities make language learning meaningful and professionally relevant. Moreover, the adaptive nature of artificial intelligence allows students with different proficiency levels to receive personalized support, which is especially important in Uzbek universities where learners often demonstrate varying levels of English proficiency.

The use of AI-powered role play represents a promising and innovative approach to improving English speaking skills among history students in Uzbek universities. The findings of Efendi Hidayatullah (2024) confirm that AI-based platforms such as Talkpal.AI can significantly improve fluency, pronunciation, accuracy, and students' confidence in speaking English. These results are supported by broader research on ICT integration, communicative learning, and learner motivation conducted by scholars such as Rao (2019), Jolibekova (2024), White (2007), and Kim (2020). AI-powered role play provides history students with authentic communicative practice, personalized feedback, and immersive learning experiences that traditional methods often fail to offer. Considering the growing importance of English for academic and professional development, Uzbek universities should actively integrate AI technologies into foreign language curricula to create more interactive, student-centered, and effective speaking instruction.

The growing integration of artificial intelligence into education has significantly transformed the methods of teaching and learning foreign languages, especially speaking skills. In Uzbek universities, history students often encounter difficulties in English communication due to limited speaking practice, low confidence, lack of vocabulary, and fear of making mistakes. According to Pangestu and Suwartono (2024), speaking skills occupy a central position in academic, professional, and social contexts because English has become the main language of global communication. This idea correlates with Rao (2019), who emphasized that English functions as an international language essential for intercultural interaction and academic success. For history students in Uzbekistan, strong speaking skills are particularly important because they need to discuss historical events, participate in international conferences, analyze foreign historical sources, and communicate in multicultural academic environments. Pangestu and Suwartono (2024) noted that students frequently struggle with pronunciation, grammar, and creating opportunities for real communicative practice. Similarly, Rubio (2021) argued that anxiety and low self-esteem negatively influence foreign language acquisition. Therefore, AI-powered role play technologies provide a promising solution by creating safe, interactive, and personalized speaking environments where students can practice English communication related to historical topics without fear of judgment.

One of the most important contributions of AI-powered role play is the personalization of language learning. Pangestu and Suwartono (2024) found that students actively used various AI applications such as ChatGPT, Duolingo, Gemini, Google Translate, DeepL, and SiVi AI to improve pronunciation, grammar, vocabulary, and fluency. For example, Participant 1 explained that SiVi AI immediately highlighted pronunciation errors in red and required correction, while Participant 2 stated that conversations with ChatGPT provided natural responses and grammar correction. These findings strongly support the concept of personalized learning proposed by Rane et al. (2023), who argued that AI creates adaptive educational experiences based on students' individual needs and learning styles. In the context of Uzbek history students, AI-powered role play can simulate historical dialogues, political

negotiations, museum guide interactions, or interviews with historical figures. Such activities allow learners to practice specialized historical vocabulary and academic speaking in realistic communicative situations. Furthermore, Hidayatullah (2024) similarly demonstrated that Talkpal.AI significantly improved students' fluency, pronunciation, and speaking confidence through interactive AI-based conversations. The correlation between these studies confirms that AI applications are effective tools for improving English speaking skills through continuous and individualized practice.

The data presented by Pangestu and Suwartono (2024) also demonstrates measurable improvements in students' language performance after using AI tools. Participant 2 reported that before using AI, his pronunciation, grammar, and vocabulary were "messy," but after practicing with Duolingo and ChatGPT, his speech became clearer and more structured. Participant 4 similarly explained that AI tools helped him learn the correct pronunciation of unfamiliar vocabulary and improve fluency. These findings correlate with Haddadian and Haddadian (2024), who found that AI-generated feedback significantly improved learners' speaking performance. In addition, Chen et al. (2021) argued that virtual tutors and AI chatbots enhance students' fluency and confidence through interactive communication. For history students in Uzbek universities, these improvements are especially important because historical discussions often require precise academic vocabulary, coherent argumentation, and confident oral presentation. AI-powered role play applications can therefore function as virtual speaking partners that provide immediate corrective feedback and repeated opportunities for practice. As Kim (2020) explained, fluency develops through repeated interaction, reduction of pauses, and improvement of speech speed, all of which are facilitated through AI-supported communication platforms.

Despite these advantages, Pangestu and Suwartono (2024) also identified several challenges associated with the use of AI in language learning. Participants noted that AI systems often struggle to understand humor, emotional nuance, and complex contextual meaning. Participant 1 emphasized that AI has limitations in understanding deeper meanings in conversations, while Participant 3 described AI systems as "rigid" and less flexible than communication with real people. These findings support the arguments of Khanzode and Sarode (2020), who stated that the major weakness of AI in education is the absence of genuine human interaction. Likewise, De Cremer and Kasparov (2021) argued that human communication involves emotional understanding, imagination, and contextual adaptation that artificial intelligence cannot fully replicate. For history students, this limitation is especially relevant because discussions about historical events often involve interpretation, critical thinking, emotional nuance, and cultural understanding. Hasanah (2021) further emphasized that social interaction remains fundamental for communication development. Consequently, although AI-powered role play is highly effective as a supplementary educational tool, it should not completely replace face-to-face interaction with teachers and peers in Uzbek universities.

In conclusion, the research conducted by Pangestu and Suwartono (2024) strongly supports the growing evidence that AI-powered role play can effectively improve English speaking skills among university students, including history students in Uzbekistan. The studies by Hidayatullah (2024), Rane et al. (2023), Chen et al. (2021), and Haddadian and Haddadian (2024) collectively demonstrate that AI applications contribute to pronunciation improvement, vocabulary expansion, fluency development, grammar correction, and increased

confidence through personalized and interactive learning experiences. AI-powered role play creates authentic communicative situations that are particularly useful for history students who require academic discussion skills and intercultural communication competence. However, the studies also emphasize that AI has limitations related to contextual understanding and emotional interaction, meaning that human communication remains essential in language education. Therefore, Uzbek universities should integrate AI technologies into English language teaching as complementary tools alongside traditional communicative methods in order to create more effective, engaging, and student-centered speaking instruction for history students.

Conclusion

The findings of the analyzed studies demonstrate that AI-powered role play has strong potential to improve English speaking skills among history students in Uzbek universities. Research conducted by Hidayatullah (2024) and Pangestu and Suwartono (2024) confirms that AI applications such as Talkpal.AI, ChatGPT, Duolingo, Gemini, and SiVi AI contribute significantly to the development of pronunciation, vocabulary, grammar, fluency, and speaking confidence. Through personalized interaction, immediate corrective feedback, and simulation of authentic communication scenarios, AI technologies create interactive learning environments that support communicative competence. For history students, AI-powered role play is particularly beneficial because it allows learners to engage in historical discussions, diplomatic simulations, and academic presentations directly related to their field of study.

At the same time, the reviewed literature also indicates that AI technologies cannot completely replace human communication in language learning. Pangestu and Suwartono (2024) as well as Khanzode and Sarode (2020) emphasized that AI systems still struggle with understanding emotional nuance, humor, and complex contextual meaning. Human interaction remains essential for developing intercultural communication skills, critical thinking, and social understanding. Therefore, AI should be integrated as a supplementary educational tool rather than a substitute for teachers and peer communication. Combining AI-powered role play with traditional communicative teaching methods can create a more balanced and effective learning environment.

In conclusion, the integration of artificial intelligence into English language teaching represents an innovative and promising direction for modern pedagogy in Uzbekistan. AI-powered role play enhances learner motivation, autonomy, and practical speaking experience while making language learning more engaging and professionally relevant for history students. Considering the increasing importance of English in global academic and professional contexts, Uzbek universities should actively incorporate AI technologies into foreign language curricula to support more interactive, student-centered, and communicative approaches to English speaking instruction.

References:

- Chen, Z., & Goh, C. (2011). Teaching oral English in higher education: Challenges to EFL teachers. *Teaching in Higher Education*, 16(3), 333–345.
- Dincer, A., & Dariyemez, T. (2020). Proficient Speakers of English as a Foreign Language: A Focus-Group Study. *IAFOR Journal of Education*, 8(1), 83–99.

- Haddadian, G., & Haddadian, N. (2024). Innovative Use of Grammarly Feedback for Improving EFL Learners' Speaking: Learners' Perceptions and Transformative Engagement Experiences in Focus. *The Journal of Applied Instructional Design*, 13(2), 121-125.
<https://doi.org/10.59668/1269.15640>
- Hasanah, A. (2021). Implementasi model pembelajaran interaksi sosial untuk meningkatkan karakter peserta didik. *Jurnal Pendidikan*, 9(1), 22-32.
<https://doi.org/10.36232/pendidikan.v9i1.639>
- Hidayatullah, E. (2024). The impact of Talkpal. AI on English speaking proficiency: An academic inquiry. *Journal of Insan Mulia Education*, 2(1), 19-25.
- Jolibekova, M. (2024). THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN LEARNING ENGLISH LANGUAGE. *Евразийский Журнал Академических Исследований*, 4(3), 76-80.
- Khazode, K. C. A., & Sarode, R. D. (2020). Advantages and Disadvantages of Artificial Intelligence and Machine Learning: A Literature Review. *International Journal of Library & Information Science (IJLIS)*, 9(1), 3. <https://doi.org/10.17605/OSF.IO/GV5T4>
- Kim, N.-Y. (2020). The effects of the use of captions on low-and high-level EFL learners' speaking performance. *Linguistic Research*, 37(3).
- Michel, M. (2017). COMPLEXITY, ACCURACY, AND FLUENCY. S. Loewen & M. Sato.
- Pangestu, H. P., & Suwartono, T. (2024). Exploring the role of artificial intelligence (AI) support in assisting students' English-speaking skills. *Educalitra: English Education, Linguistics, and Literature Journal*, 3(2), 134-147.
- Rane, N., Choudhary, S., & Rane, J. (2023). Education 4.0 and 5.0: Integrating Artificial Intelligence (AI) for personalized and adaptive learning. Available at SSRN 4638365. <http://dx.doi.org/10.2139/ssrn.4638365>
- Rao, P. S. (2019). The role of English as a global language. *Research Journal of English*, 4(1), 65-79.
- Rubio, F. (2021). Self-esteem and foreign language learning. Cambridge Scholars Publishing.
- Supianto. (2023). Opportunities and Challenges of Using Artificial Intelligence in Assessment. *Jurnal Pendidikan Edutama*, 10(2), 113-124
. <https://ejurnal.ikipgribojonegoro.ac.id/index.php/JPE/article/view/3199>
- Wagan, A. A., Khan, A. A., Chen, Y.-L., Yee, P. L., Yang, J., & Laghari, A. A. (2023). Artificial Intelligence-Enabled Game-Based Learning and Quality of Experience: A Novel and Secure Framework (B-AIQoE). *Sustainability*, 15(6). <https://doi.org/10.3390/su15065362>
- White, C. (2007). Innovation and identity in distance language learning and teaching. *International Journal of Innovation in Language Learning and Teaching*, 1(1), 97-110.