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DEVELOPING SECOND LANGUAGE PRESENTATION LITERACY THROUGH AI-ASSISTED PRACTICE

The rapid integration of artificial intelligence into educational environments has substantially transformed approaches to second language instruction and academic communication training. In recent years, the use of artificial intelligence technologies in education has become the subject of active interdisciplinary discussion. In their influential systematic review of artificial intelligence applications in higher education, O. Zawacki-Richter, V. I. Marín, M. Bond і F. Gouverneur [2] identify adaptive learning systems, automated assessment, and educational data analytics as key areas of AI implementation in higher education. At the same time, the authors emphasize that the integration of intelligent technologies frequently remains technology-oriented and is not always accompanied by sufficient pedagogical justification, which creates the need for clearly structured methodological models of AI integration into the learning process. More recent review by D. Ali, Y. Fatemi, E. Boskabadi, M. Nikfar, J. Ugwuoke and H. Ali [1] has focused specifically on the educational potential of ChatGPT and states that AI chatbots can function as consultants, generators of educational materials, and providers of immediate feedback. However, the researchers also underline the risks of uncritical dependence on AI-generated content and stress the importance of pedagogical supervision in students' interaction with artificial intelligence.

So, in the field of Applied Linguistics, increasing scholarly attention has recently been devoted to the pedagogical potential of AI assistants and chatbots in the development of productive language skills, particularly academic speaking and oral presentation competence. The relevance of the present study is determined by the growing role of digital technologies in foreign language education and the increasing need to develop university students' ability to present research findings effectively in English within academic contexts. The work [3] explored the pedagogical potential of AI assistants and chatbots in preparing university students for oral presentations in English as a second language. The study is situated within the broader framework of technology-enhanced language learning and draws upon sociocultural approaches to language acquisition, which emphasize interaction, scaffolding, guided communicative practice, and the gradual development of learner autonomy. In this context, presentation literacy is conceptualized as a complex communicative competence that includes discourse organization, audience awareness, pronunciation control, strategic use of academic language, fluency, and the ability to participate in post-presentation discussion.

The aim of the study is to provide a theoretical justification for the use of AI assistants in preparing students for oral presentations, to develop a staged model for integrating AI-assisted practice into the learning process, and to experimentally verify the effectiveness of the proposed approach during students' preparation for academic conference presentations.

The study proposes a structured model for the use of AI assistants in the process of preparing oral presentations. The model includes several interconnected stages: clarifying the topic and structure of the presentation, developing key points and supporting arguments, linguistic and stylistic editing of presentation texts, transforming written academic discourse into a format appropriate for oral delivery, rehearsing academic transitions and introductory phrases, adjusting the presentation to specific time limits, and preparing for academic discussion after the presentation. Particular attention is devoted to voice-based interaction with AI chatbots, which enables students to simulate oral presentations, practice intonation and rhythm, and engage in question-and-answer interaction resembling authentic conference communication.

An experimental implementation of the proposed approach was carried out during the preparation of undergraduate students for presentations at student academic conferences. During the preparation process, students interacted with AI tools both in written and oral modes. The findings demonstrate that AI-assisted practice may significantly increase students' confidence, communicative autonomy, and awareness of academic presentation conventions. AI assistants effectively supported students in editing presentation texts, simplifying overly complex sentence structures, adapting presentations to strict time requirements, generating intonation-based segmentation of speech, identifying difficult vocabulary with phonetic transcription, and preparing possible questions and answers related to presentation topics.

The results also indicate that simulated interaction with AI assistants contributed to the development of spontaneous speaking skills and reduced learners' anxiety associated with public speaking in English. Students reported that repeated low-stress rehearsal with AI tools enabled them to practice oral delivery more independently and become more conscious of pacing, clarity, logical organization, and audience-oriented communication strategies. In addition, the process of transforming written academic texts into concise oral presentations encouraged learners to distinguish between conventions of academic writing and effective spoken discourse.

At the same time, several limitations and pedagogical concerns related to the use of generative AI in language education were identified. In particular, AI assistants were unable to reliably evaluate pronunciation in longer oral presentations and occasionally interrupted the speaker before the completion of the full speech. Furthermore, excessive dependence on AI-generated content may reduce learners' independent language production and critical engagement with their own speaking process. The findings therefore suggest that the most effective strategy involves a combined pedagogical approach in which AI assistants support students' independent practice, while teachers provide methodological guidance, pronunciation correction, communicative feedback, and evaluation of oral performance.

The study concludes that AI-assisted practice has considerable potential for developing second language presentation literacy in higher education. The integration of AI technologies into oral communication training may contribute to more individualized, accessible, and confidence-oriented approaches to academic speaking instruction, particularly within digitally mediated and distance learning environments. The study also contributes to current discussions in Applied Linguistics concerning the pedagogical implications of artificial intelligence and the evolving nature of academic literacies in multilingual educational contexts.

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