Employing TALKPAL.AI to Enhance Speaking Proficiency for Vietnamese Adult Learners: A Literature Review

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ABSTRACT

This paper focuses on adult learners in Vietnam, specifically those who want to improve their speaking skills with the help of an AI tool, namely TALKPAL.AI. The study recognizes classes conducted earlier with the help of the TALKPAL.AI application. Similar studies suggest that learners who had the opportunity to use AI tools were able to speak better than those who did not even have such opportunities. The use of TALKPAL.AI brought the practice of speaking the English language with fluency, the accuracy of pronunciation, and the learners' confidence in themselves when speaking the language at an advanced level. This study employs a literature review and analyzes previous studies to evaluate the effectiveness of TALKPAL.AI in improving speaking skills among adult learners. However, this research suggests using AI tools in the teaching process of speech communication to provide directions in which the application of TALKPAL.AI would be salient. The paper also remarks on the need to apply other AI tools in educational processes and research their effects from a time perspective.

Keywords: TALKPAL.AI, adult learners, proficiency speaking skills, AI tools

Introduction

Background information

The ability to speak English fluently has become a critical skill in today's globalized world, particularly for adult learners who seek to enhance their career prospects, academic opportunities, and social interactions (Crystal, 2003). English proficiency is often a key determinant of success in various professional and personal contexts, as it facilitates access to global networks, educational resources, and employment opportunities (Graddol, 2006). For adult learners, mastering English speaking skills is a means of personal development and a strategic advantage in an increasingly interconnected world (Richards, 2015).

The presence of AI in subjects learning a language regarding speaking skills development touches on international and Vietnam-specific studies. To be specific, the use of AI features like speech recognition, automated feedback, and chatbots has been instrumental in improving learners' speaking skills across the board. Rusmiyanto et al. (2023) state that AI pronunciation training tools lead to higher speaking fluency levels among learners and the incorporation of

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instant correction aids during speech production processes. Likewise, Ghafar et al. (2023) showed how machine learning apps specialized for every learner could be beneficial in raising the degree of fluency and accuracy.

The studies in Vietnam, in turn, highlight AI's increasing role in language learning and teaching. Duong et al. (2024) investigated the impact of using AI tools in English centers, where learners displayed a significant increase in their speaking skills, especially in their pronunciation and fluency. Vo and Ho (2024) focused on the highly motivating effect of AI-based applications decreasing learners' difficulties in speaking activities and increasing their fluency and self-confidence. This investigation examines the role of AI tools, including language learning applications, virtual assistants, and intelligent language learning applications, in the self-study of English majors at the University of Foreign Languages, University of Danang. The results demonstrate that AI tools increase learners' motivation, facilitate the acquisition of language, and promote learners' autonomous learning. Still, limited technical knowledge, as well as the tool's low interactivity and excessive dependence on AI, were also issues. The author advises enhancing the infrastructure, providing help to learners on employing technology, and further agrarian areas in device applications in language learning to harness the utility of this technology. In summary, these studies showed the importance of AI technologies in the improvement of speaking skills through the provision of personalized, real-time, and interactive learning formats. This study focuses on understanding the implications of using TALKPAL.AI on Vietnamese adult learners. It seeks to broaden the research on AI tool applications in this particular population.

Statement of the Problem

According to the OECD (2018), this is particularly important when addressing adult learners who have relocated or migrated to study abroad. It is not surprising that adult learners who reside in a foreign country face a few challenges that influence their language acquisition. Considering an adult's regular schedule with work and family obligations, adult learners find it extremely hard to study language, which forces them to practice in a shallow manner. So, given these sparse practices, once again, they widen the gap between an active and an inactive learner. In such situations, it becomes rather important that timely and instant feedback is provided to adult learners.

Firstly, adult learners often have limited opportunities to practice speaking English due to lacking time and resources to improve the language learning environment (Richards, 2015). They have faced numerous distractions in their lives, such as career responsibilities, family commitments, and health concerns. Additionally, many adult learners have struggled with self-confidence, fearing mistakes or judgment when speaking a foreign language (Horwitz et al., 1986). It cannot be denied that young generations often excel in language learning, and adult learners frequently face comparison with their success. When adults start to learn a language quite often, they find it hard to learn as fast as they would want. This can lead to a psychological barrier in learning a foreign language. Another critical issue, feedback, seems to be crucial for developing an adult language learner's ability. Consequently, feedback could allow an adult language learner to identify their key limitations (Hinkel, 2006). Areas of improvement would then consist within that specific feedback range. Thus, it could be argued that feedback allows the process of language learning and language utilization to become seamless at an adult learner's level.

The aspect of motivation seems to vary depending on the characteristics of the Adult Learners being targeted. Such variations mean additional tools are needed for completing constructional tasks. One such tool would be incorporating AI language applications into learning alongside

more conventional methods. Tools such as these could help all adult learners reach their target language goals. For instance, Fatima et al. (2024) stated learners who have few practice opportunities may have difficulties in becoming fluent, which worsens with more learners in the class as one rushes teachers, putting pressure on them.

In Vietnam, these problems are worse due to the predominance of the teacher-centered approach, in which language teaching comprises no stimulating and interesting practice. This leads to a massive problem of demotivation and high rates of dropout, as shown by Vo Ngoc and Hoi. (2017), who pointed out that there is incomplete homework and less practice among learners at language centers. In many English centers, learners experience demotivation and low homework completion rates, and speaking practice remains scarce and discouraging, especially during class sessions.

AI tools like TALKPAL.AI can handle many problems faced by adult learners since they provide individualized speaking practice and feedback within the context of the task at hand which is likely to make learning more interesting and effective for the learner than before. While previous studies have explored the use of AI tools in language learning, there is limited research on their long-term impact on adult learners, particularly in Vietnam.

Objectives of the Research

This research builds on the foundation of Hidayatullah's (2024) research, The Role of TaLKPAL.AI in Improving English Speaking Proficiency among University Learners. In his study, Hidayatullah explored how Talkpal.AI can enhance English speaking skills by providing instant feedback, simulating real-life communication scenarios, and personalizing the learning experience. The findings revealed that Talkpal.AI not only improved learners' fluency and pronunciation accuracy but also boosted their confidence in communication (Hidayatullah, 2024).

While much research has studied how AI tools support learners in language learning, there is still a lack of research on Vietnamese adult learners employing AI tools in learning language. This group faces unique challenges, such as low self-confidence in speaking English, balancing working and learning, and limited opportunities for communication practice. With high competition in the working environment and financial autonomy, this group has so much potential from AI tools to support their language learning. This study fills this gap by exploring the potential of TALKPAL.AI to overcome these challenges and enhance speaking proficiency.

Based on these findings, this research mainly aims to find out the efficiency of AI tools, such as TALKPAL.AI, mostly with adult learners in attaining speaking skills. This literature review seeks to understand the influence of AI on learner engagement and motivation in language learning as well as to evaluate the effect of speaking to an AI on users' fluency, accuracy, and confidence in the use of a language. It also aims to establish if AI tools are more effective than traditional classroom learning in providing personalized feedback ability. Finally, this research will seek to respond to issues that Vietnamese adult learners face today and give suggestions on how these could be dealt with through the use and application of AI to language learning. This study is one of the first to focus specifically on the use of TALKPAL.AI for Vietnamese adult learners, showing a new insight into how AI tools can be tailored to meet the needs of this unique group.

Literature review

Theoretical Framework

This paper investigates the role of Artificial Intelligence (AI) tools in the improvement of language learning, particularly in the development of speaking skills of adult learners. This study rests upon some of the tried-out theories of education that explain how AI can foster the learning of languages in general and how tasks are designed in a classroom setting, specifically for collaborative and self-directed learners (Miller & Wu, 2021). These frameworks further address the use of AI technologies, including chatbots, virtual assistants, and conversational agents, to improve language competence, especially speaking skills (Kukulska-Hulme, 2019).

In this part, the theoretical aspects that assist in the investigation of Vygotsky's Sociocultural Theory, Communicative Language Teaching (CLT), Automated Feedback Theory, and Constructivism, especially regarding the usage of AI in the context of language education Lantolf, J. & Thorne, S. L. (2007). Communicative Language Teaching (CLT) focuses on meaningful communication and real-life language use, a principle that AI conversational agents can effectively support (Richards & Rodgers, 2001). Automated Feedback Theory highlights the role of immediate, personalized feedback in language learning, a key strength of AI technologies (Shute, 2008). Finally, Constructivism underscores the active role of learners in constructing knowledge, which AI tools facilitate through interactive and adaptive learning experiences (Jonassen, 1999). Together, these theories provide a comprehensive basis for understanding how AI can be integrated into language education to enhance learning outcomes.

Sociocultural Theory of Vygotsky 1978

According to Lev Vygotsky's Sociocultural Theory (Vygotsky, L. S., 1978), social interaction is fundamental to cognitive development. Vygotsky maintains that learning is an active, socially mediated process in which others serve as the connection to the development of sophisticated mental functions. Vygotsky also introduced the term Zone of Proximal Development (ZPD), which is the distance between the actual developmental level of a learner determined by free problem-solving and the level of potential development. The interactive practice provides the learners with an interface on which they can practice content and context sensors in language units. It is clear now that they have been using peer or teacher approaches within their ZPD, where they practiced speaking. This interactive practice enables learners to develop their skills in a more controlled and guided way by mastering low language use first to higher level use gradually, starting from multi-word phrases (Nguyen, T.P., 2024).

Moreover, this theory states and pays attention to the fact related to the social aspect of learning, Vygotsky said. Using the TALKPAL.AI Application exposes learners to a real natural setting, facilitating learners' conversation (Hidayatullah, M., 2024). Simulated dialogues allow the user to participate in several 'hands-on' linguistic activities within the given language context, conforming to the sociocultural perspective that language is acquired through the bodily enactment of social interaction. For such adult learners who are usually in short supply of time and practice situations, TALKPAL.AI is helpful and practical, opening doors for customized but socially based language acquisition. Its function as a conversational agent allows learners to work at the edge of their ZPD, showing us how Vygotsky's theory of social Constructivism could be used to improve the design of AI-assisted language acquisition Hidayatullah, M. (2024). This combination helps not only in language acquisition but also in improving the learner's self-directedness.

Vygotsky's ZPD works further on the premise that with the right social interaction, learners can achieve a higher level of speaking skills, and this is likely to be achieved with the help of the

social members around them. Learners constantly interact with AI-powered tools like chatbots, virtual assistants, or conversational agents that help boost their language teachers' presence when practicing speaking skills (Lantolf & Thorne, 2007). Practicing language can be learning and speaking, where feedback can occur in real-time through the intuitive speech processes. This kind of assistance allows learners to complete procedures they would not be able to finish on their own, such as using an AI agent that helps in conversational practice, provides correction, and encourages the learner to speak more and develop language skills.

Finally, it connects with and expands on the concept of material cognition by Vygotsky, which informs the relationships between tools, external means, and learning, as well as the place of AI in learning languages (Lantolf & Thorne, 2007). By practicing vocabulary, which the AI platforms can individualize according to the learner's level, such professionals make learning within the field easier. Therefore, Vygotsky's model gives substance to understanding AI technology's interactivity as an additional means of enhancing learners' speaking skills that are greater than what the learners could do on their own.

Communicative Language Teaching (CLT)

Communicative Language Teaching (Richards & Rodgers, 2014) is an approach to foreign language teaching and learning that views communication as the main objective of language study. The language learning process here seeks to involve learners in real communication situations such that learners practice speaking instead of merely repeating words or looking at isolated grammatical forms. Furthermore, CLT focuses on fluency as well as accuracy, factors that are of great importance in the development of speaking skills.

Regarding the relationship with AI, Artificial Intelligence Communicative Competence Tools (AI CCT) are CLT because they help learners practice using the language in real-life communicative situations. These tools allow learners to perform speaking activities at any available moment and, in turn, continuously provide learners with opportunities to practice communication. Shona Whyte (2019) delves into the significance of communicative competence in language education training for learners with specific purposes in mind. The study builds on Hymes' foundational work in communication and integrates language teaching, linguistics, and assessment systems into one concept. Whyte describes the special communication that should be mastered while teaching and assessing language for specific functions (LSP), maintaining the value of relevant training and real evaluation. Such disparity is evaluated from the perspective of pedagogical goals and real gender needs during the training and performance evaluation.

As one of the most notable advantages of AI language tools, the responses allow the learners to communicate without waiting for a teacher's input. This promotes active and responsive learning, reversing the traditional learning approach master's hemp. In addition, Cowan (2016) states that AI tools extend to the level of the learner, providing individualized teaching for each of them. These tools build a gap by placing the learner somewhere between his current speaking ability and where he wants to be because CLT approaches are based on functional communication, so there is great ease in employing them and achieving the desired results. Feedback or reinforcement in general and correction of errors made are important in each task the learner completes. Researchers like Nunan (2015) emphasized that CLT is still able to address the concept of feedback. In controlled practice, learners can concentrate more on forming and shaping the concepts thanks to the relevance of AI feedback. Also, the speed of response provided by AI greatly helps speaking skills, whereby learners can focus on pronunciation and grammar and try out more words. So, AI status can be helpful across all aspects of the language. Feedback, particularly in classroom settings, is essential and, in fact,

what learners need for every task. Correct feedback helps encourage correct habits, answers unique questions, and shows a path to further self-improvement. In language learning, the deployment of this technique is particularly essential due to the potential adjustment of diverse aspects of language, such as pronunciation, grammar, vocabulary, or fluency in general debate.

Automated Feedback Theory

AI tools placed over the above activities also assist learners by rushing to make corrections to the speaking practice. This feedback means that mistakes made in speech do not have to be repeated. They can be corrected without wasting time, making the lesson quicker (Heift & Schulze, 2007). For instance, if a learner pronounces a word incorrectly or has bad grammar, the AI tool can alert the learner and allow him or her to self-correct on the spot. Such a mechanism of immediate correction not only enhances precision but is also a rapid assurance to the learner. The opportunity to speak and get reactions almost instantly is helpful for these learners as they practice being fluent more effectively than in the typical learning mode where feedback may come late or may be scarce (Warschauer, 1996). Evidence shows that AI tools further help these learners practice consistently without time limitations. This means that these learners can participate in speaking activities as many times as they wish and get feedback on a continuous basis without considering the time or the number of teachers available. This leads to notable gains in pronunciation, fluency, and even self-confidence as a showcase after some time.

For this reason, language acquisition processes envisage socialization as a development of the person in close relationship with the person in the community (Godwin-Jones, 2011). The latter has been illustrated due to the possibility of interaction with the environment. Societies, cultures, and numerous language systems are conceptual frameworks within which any individual may learn a foreign language (Krashen, 1988).

Constructivism

According to Piaget (1970), knowledge construction is based on active learning principles. The sociocultural perspective on cognitive development claims that interaction gives learners opportunities for both individual and collaborative practices where they develop an understanding of the language. In this way, language is never learned independently but rather within a sociocultural context of engagement.

These instruments enable learners to practice speaking without teacher assistance, which boosts their autonomy (Knowles, 1984). Since AI technologies allow for such flexibility in learning, they can meet the unique and diverse instructional requirements and expertise levels of the learners, making it personal and self-driven as well. According to constructivist principles, language tools allow language learners to try doing something, get it wrong, and find their own ways of correcting it, which leads to a more enriched experience of learning languages through experiences and mistakes.

Constructionism also makes a case for the centrality of socialization and social processes in learning. Language learning, which is social in its cause and needs to be practiced in social settings, is also facilitated by AI tools that involve group work, interaction among peers, and other forms of task-based activities. AI tools allow learners to use real-life language, speak, perform language tasks, and get feedback, which develops both language and thinking skills.

The theoretical framework of understanding AI's effects, advantages, and use in promoting speaking abilities in adult learners involves intricately intertwined disciplines such as Sociocultural Theory, Communicative Language Teaching, Automated Feedback Theory, and Constructivism. The combined effect of these theories presents a very plausible explanation of

how A I can be used correctly to improve speaking skills in adult learners. AI tools enable learners to enhance their speaking abilities in a lively and engaging atmosphere by encouraging socialization, offering instant responses, assisting real-life interaction, and fostering an active learning environment. With the advancement of AI, there is a growing projection that these technologies will become central components in acquiring language, especially in enhancing the speaking skills of adult learners. The incorporation of AI in teaching languages, however, is a solution that has great potential in solving the problems that come with learning a new language and increasing the effectiveness of language instruction methods.

Review of Previous Studies

The current literature on the application of AI tools to Improve the English-speaking proficiency of adult learners discusses previous studies, research designs, and uncovered knowledge gaps. Hidayatullah's studies in 2024 studied the role of Talkpal.AI in improving the English-speaking proficiency of 30 second-language users in an Indonesian university. Pre- and post-intervention evaluations using either speaking tests or survey forms were also conducted using a questionnaire that collected this information. The efficacy of such tailor-made purpose-built tools to enhance pronunciation and speaking fluency was found to be quite high. However, the study did not manage to escape the general caveat on the small research scale and the investigation's short duration. For this reason, Hidayatullah suggested further studies that deploy larger sample sizes and have longer duration studies to validate the findings and look further into the potential of AI's assistance to speaking skills in adult learners Hidayatullah (2024).

Rajendran and Yunus (2021) evaluated in their research whether conversational tools can foster the speaking proficiency of ESL learners. Their study involved 75 adult learners at the intermediate level at a US University. A blended-method approach, including pre-and post-test measures, classroom assessments, and learners' surveys, was utilized to check the proficiency advancements among them. The acquired data demonstrated that the learners were able to enhance their speaking skills in terms of accuracy and level of confidence. Nevertheless, the research stressed that the use of AI tools without the assistance of human tutors could not be trusted for language development; the necessity of human teachers arose for individual feedback for each of the learners as well as for their encouragement. This highlights the need for both AI and human interaction in language-learning classrooms (Rajendran & Yunus, 2021).

Thanh Khoa, Bui and Tran, Anh. (2024) analyzes how tools like automatic assessments, virtual tutors, and adaptive learning applications facilitate the acquisition of a language and make teaching of the language more efficient. It mentions several advantages, such as increases in learners' engagement, differentiation in learning pathways, and immediate feedback. The hurdles, such as the digital barrier, teacher preparation, and sociocultural variables detrimental to embracing AI, are also reviewed. The authors suggest a model for integration of AI resources into current curricula, and the need for teacher training and infrastructure is stressed to fully utilize AI-aided education. However, it further pointed out the absence of substantial research done on this issue in Vietnam and thus recommended more research to establish why regional disparities exist and what the future holds for AI in language education. Such understanding helps promote the role of AI in language education in non-native environments (Duong et al., 2024).

Such a situation encouraged the researchers to foster ways to retain learners' motivation and skills when operating AI-based tools. The study reveals the difficulties surrounding the use of technology in language pedagogy (Hidayatullah, M., 2024). Even with the increasing attention

directed towards AI and language learning, some gaps remain. To begin with, there is very little data on the efficiency of AI tools over a long period of time, particularly with adult learners. There are also very limited studies examining Vietnamese learners' cultural and linguistic barriers. Finally, the effectiveness of various AI tools has not been studied comparatively, which makes it impossible to understand which tools are optimal for certain learning environments.

TALKPAL.AI, unlike other AI tools, can provide instant feedback as well as simulate real-life interactions, making it much more personable and beneficial. While Duolingo specializes in gamification, TALKPAL.AI focuses on practical speaking, making it easier for adult learners to gain and develop conversational skills. Despite its advantages, TALKPAL.AI has several limitations. For many learners, particularly those with a strong accent, the reliance on AI may result in misunderstanding of their speech. The absence of human contact may also limit the amount of advanced feedback that could be given, which is important for advanced learners. The learners' technology access and willingness to use AI greatly impact the tool's effectiveness.

Methodology

To analyze the influence of TALKPAL.AI on the speaking skills of adult learners, one can make use of previous studies on language learning AI tools. This method aims to bring together what is already known about the use of AI tools in improving the speaking skills of adult learners and identifying the trends in using such tools over time. The reviewed articles belong to the category of studies that are aimed at assessing the effectiveness of AI tools, such as TALKPAL.AI, investigating both quantitative and qualitative dimensions of learning achievements such as fluency, pronunciation, grammar, and confidence of the learner. The review will first do a systematic review of the available literature and come up with the considered selection criteria, identifying the required studies within the last 10 years involving adult learners and studying language learning regarding speaking proficiency. Such artifacts include studies that employ pre-and post-assessments, speaking tests, and user feedback, as these provide empirical results in language skill enhancement.

Table 1

Summary of Key Studies Reviewed

Study	Objectives	Methodology	Findings	Relevance
Hidayatullah (2024)	Improve fluency	Pre- and post-tests	Improved fluency and confidence	High
Rajendran & Yunus (2021)	Enhance accuracy	Surveys and tests	Increased accuracy and engagement	Medium
Duong et al. (2024)	Improve pronunciation	Case study	Enhanced pronunciation	High

In terms of the databases to be used to obtain the relevant literature, suggested are Google Scholar, ERIC, Scopus, and JSTOR, while keywords such as AI in language learning, TALKPAL.AI, and speaking proficiency are suggested for the searches. Different methodologies have always been used in prior works on the application of AI tools in language

learning, depending on the research aims and settings. For example, Hidayatullah (2024) employed a pre-and post-assessment method limited to speaking tests and a set of surveys assessing the effectiveness of Talkpal.AI on 30-second language users in Indonesia. This also posed statistical illustrations of improvements in speaking proficiency; however, few improvements were observed since there was a small sample size and a brief period of research. In a different work, Rajendran and Yunus (2021) focused on a combined approach of conducting pre-and post-tests and a survey among 75 ESL learners at the University in the US. With this, they realized they could assess speaking skills and learner's self-efficacy. These differences in the methodologies employed in these studies highlight the different angles of these studies and have built on each other's research questions.

After the relevant studies are located, a standardized approach will be implemented to collect data, and the following aspects will be identified: the type of the study, characteristics of the participants, AI tools employed, and learning goals that were set. Studies that are more concerned with tangible outcomes, such as tests to measure speaking proficiency, will be taken together with studies that deal with the learners' effect with AI tools, obtained through questionnaires, interviews, or user surveys. This combination offers scope to develop a more comprehensive understanding of the impact of AI tools such as TALKPAL.AI on learners' speaking proficiency. For instance, they might show enhancement in their fluency, pronunciation, and even grammar scores, whilst learner engagement, satisfaction, and motivation perspectives will be researched through qualitative means.

While conducting an analysis of such studies, common issues and questions selected for this study, for example, a thematic analysis, will address the research question: To what extent can AI tools help enhance learners' speaking proficiency, and what other factors affect this? Specifically, learner engagement, locking in AI feedback, and effects of other available technology. Further, the reviews will evaluate the types of methodologies utilized by other researchers that have been done in the past, in as much as the experiments' typology (within the pre/post-test and mixed methods, often considered separately), and their advantages and disadvantages regarding assessing speaking proficiency. This also encompasses determining sample sizes, characteristics of participants, and aspects such as tests, questionnaires, and interviews, which contributed together with other factors mentioned above.

The literature review will further assist in pinpointing the shortcomings in the existing body of research, such as the impact of AI on speaking competence over time, the applicability of AI tools for learners with different levels, and how the AI instruments can meet the learning objectives of each learner. In this regard, the review will seek to fill the knowledge gaprners' knowledge on the use of AI tools such as TALKPAL.AI and thus examine the findings of several studies and their relevance. It will also assist in formulating future research by stating which aspects of the problem remain unaddressed and which practices are most effective for developing oral proficiency among adult users of AI. This approach of looking at previous work in this area is expected to add new knowledge on the use of AI tools for language learning to the existing literature.

Discussion

These studies show that AI tools have a beneficial effect on speaking skills. Hidayatullah (2024) has shown that appropriate use of AI tools enhanced learners' pronunciation and speaking fluency significantly. Rajendran & Yunus (2021) also reported that the learners increased their accuracy of speaking skills and confidence in performing them, with a strong warning of the

need for native facilities in most language learning. Duong et al. (2024) were able to demonstrate that adult learners in Vietnam were able to improve their pronunciation and vocabulary use, while Hidayatullah, M. (2024) found that fluency was being developed satisfactorily, but there were gaps in the retention of speaking skills and concentration of the learners over time. These findings all confirm the efficacy of speech skills improvement with the help of AI tools. However, most institutions face barriers associated with motivation, attrition, and the balance between AI and teacher-led instruction.

These findings suggested that on the one hand, AI tools such as TALKPAL.AI tend to work satisfactorily in helping learners improve their speaking skills, while on the other hand, advanced designs include human intervention and other strategies that aim to keep learners engaged for the long term.

Although the potential of AI in language learning has attracted many researchers, a large body of work is still unexplored, especially in AI-based speaking proficiency tools targeting Vietnamese adult learners of English aged between fifteen and forty. Most of the previous studies undermined the potential of learners' speaking proficiency skills as most of the existing studies focus on Western countries' educational systems. For instance, they examine underdeveloped broad language skills rather than concentrating on developing speaking skills.

AI has also become useful in developing some language skills, especially speaking and writing. However, modern AI tools assist learners in practicing and create realistic settings that allow learners to grow their communication skills in practice. For instance, research suggests that AI tools such as language-learning applications, AI-based chatbots, or speech recognition systems allow learners to speak in a variety of contexts and thus, help enhance their communication's fluency and accuracy greatly (Rajendran & Yunus, 2021).

Moreover, with the help of AI tools, learners receive real-time feedback on how to improve their language use, including aspects such as pronunciation, vocabulary, and grammar. Regular practice with these tools improves language competence and increases the speaker's ability to confidently use the language in context. This is very useful for more independent learners who do not meet native speakers or teachers very often. As noted by Du, T. M., Nguyen, T. N., and Le, N. A. (2024), participants demonstrated a greater-than-average level of confidence interacting with native English speakers and held a very positive, even enthusiastic, disposition towards learning and using English in communicative contexts.

Also, an analysis of his level allows AI to select the necessary exercises for the learners, focusing on his strengths while gradually developing weaknesses. This helps learners enhance their speaking proficiency and gain other language integrations much more effectively. Yet, it must be stressed that the use of AI has limitations and should be combined with the teacher's input and conventional practices to enhance effectiveness in the classroom.

AI systems are faced with many challenges that plain mere instructions lack. For instance, fostering positive emotions, supporting sustained motivation, and providing solutions to personalized problems during the learning process itself. Hence, AI is not just a simple tool but rather a core asset of contemporary language teaching paradigms. Short-term vs. Long-term Impact: Many such studies do demonstrate improvements in speaking skills in the short term, with most of the studies lacking where learners' ADHD symptoms change motivation towards the target language after the initial cohort phase in adult language learning (Hidayatullah, 2024).

Based on previous research, it can be observed that truly few quantitative studies on adult learners in Vietnam have been carried out, particularly to seek out how age and regional factors

affect the use of AI tools. Lack of time comes into view, too, as most studies spend most of their efforts on short-term impacts, and such efforts are uncountable put towards longer-term impacts and development of how AI tools can facilitate retention of speaking skills and even improvement over time. There has also been a considerable delay in the use of AI tools in Vietnam's education system. Most of the literature available is focused on one dimension of active feedback systems, lacking the consideration of how to maximize learning gains. These sorting strategies of comparing the available studies are also ineffective, and it is not shocking why numerous questions remain left unattended, especially on how to apply available AI tools appropriately and effectively for language teaching.

This study contributes to the field by analyzing the effectiveness of TALKPAL.AI in improving speaking proficiency among Vietnamese adult learners. While Hidayatullah (2024) found significant improvements in fluency, this study also identified challenges related to long-term retention of speaking skills. These deficiencies are recognized that justify the call for more studies to establish the effectiveness of AI tools in developing the spoken language of adult learners in Vietnam. Such studies should involve participants of different ages, various kinds of AI technologies should be used, and combining strategies should be used to extend the teaching pedagogies in this area. For example, Duolingo and Babbel focus on enhancing vocabulary and grammar. Most of the studies are short-term experiments, and long-term studies are needed to make sure the results of these AI tools are in learning languages. With regards to AI tools in language learning, a comprehensive review captures the technologies' promise to augment the learning process in myriad ways: most importantly, speaking fluency, pronunciation precision, and self-regulated learning. Nguyen, H. A. (2024).In a real-life learning environment, AI tools may also give some challenges like technological barriers; learners may resist AI tools methods rather than teacher-centered and integrate AI tools into the teacher's curriculum.

With the growing use of AI tools, there is a question of whether AI can replace human teachers. However, AI tools should be viewed as supported tools that help to reach the objectives of teaching and learning languages. Human teachers provide nuanced feedback, emotional support, and cultural context that AI cannot replace. Therefore, applying AI tools to blend methods in teaching and learning may yield the best results.

Conclusion

In fulfilling adult learners' requirement for communication skills as well as their need to be able to speak English, Al tools have been employed in recent studies. Case studies done by Hidayatullah (2024), Rajendran & Yunus (2021), and Duong et al. (2024) have shown a consistent pattern of AI enhancing the rate of speaking proficiency in terms of proficiency, fluency, and self-assurance in the use of a language. With the use of learners' immediate feedback conversational agents, feedback automating systems, and pronunciation apps, learners were able to practice in concentrated areas and improve their confidence in communicating.

This study has several real-life applications. For educators, it highlights the potential of AI tools in providing personalized feedback and a supportive practice environment, especially in large classes where individual support is limited. This research offers learners a flexible method for practicing outside the classroom. For policymakers, it emphasizes the need for technology support and educators' training to employ AI tools effectively in education.

Although these findings stress the effectiveness of AI in learning languages, they also highlight several issues that need to be addressed. Ai's impact on learners' motivation, ability to retain

the learned skills, and motivation to be actively involved tend to be looked at in most studies from the perspective of a single snapshot in time of the short effects. In addition, issues such as the diversity of samples, duration of the intervention, and learners' characteristics from different countries still require critical attention. These restrictions point to a gap and a need for further research to be able to grasp the entire picture of how AI will impact our future in language learning. There should be a greater focus on the AIs of adolescents, young adults, and older adults and indeed of those from different parts of Vietnam in future work. Such an approach would facilitate an understanding of age and geographical aspects as factors in the success of AI tools meant for language learning. The impact of these tools on learners' speaking skills, motivation, and engagement can be evaluated through longitudinal studies as well. This kind of research, for instance, would open a window into the wider picture of how skills are sustained or how problems of learner wastage are dealt with.

Another important area for future work is determining how efficient AI tools are for teaching languages in the classroom interface. Understanding the constraints and advantages of the various technologies will assist educators in the correct application of these tools in a teaching strategy. A mixed-methods design would provide even greater insight into people's experiences, including hardships, level of satisfaction, and their views of the place of AI in language acquisition tasks. Furthermore, educators can use this application as homework, allowing learners to practice at their own pace. These AI tools can also serve as an opportunity for conversation practice in lessons.

Lastly, AI tools should be used in a manner that makes learners want to use them. The transfer of information, motivation, and interests through assessment is vital to keeping learners active. To do this, examination redesigns should incorporate gamification, personalized learning experiences, and teacher assistance to provide balance. Integrating AI tools alongside regular teaching methods might yield the best structured learning practice and engagement.

In closing, what is apparent in today's research, especially in AI and speaking skills acquisition, is the scope or the range of issues that need to be addressed. Ensuring that the existing gaps are filled by comprehensive perspectives that study various types of learners, retention rates, and aspects of AI integration will allow education to realize its full potential. These efforts will not only help adult learners improve in proficiency but will also help the overall evolution of language teaching and, hence, create more pleasant and interesting ways to learn. Future research should focus on longitudinal studies to evaluate the long-term impact of AI tools on speaking proficiency, particularly among adult learners in Vietnam. Moreover, it can examine whether learners can maintain their speaking skills after discontinuing regular practice. This will help determine how effective AI tools support lasting language learning.

To improve the impact of AI tools in teaching and learning language, educators should focus on research gaps and study ethical issues related to data privacy safeguards and bias in accent evaluation. Educators should consider integrating AI tools like TALKPAL.AI into language curricula to provide adult learners with personalized and interactive speaking practice.

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