THE USE OF ARTIFICIAL INTELLIGENCE IN TEACHING PUBLIC SPEAKING SKILLS

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Abstract

This article explores the role of artificial intelligence (AI) in teaching public speaking skills in contemporary educational contexts. As public speaking remains a core component of communication competence, recent advances in AI technologies have introduced new pedagogical opportunities for enhancing speech instruction. The study examines how AI-based tools support skill development through personalized feedback, performance analysis, and learner-centered practice. It also discusses the pedagogical advantages and ethical considerations associated with AI-assisted public speaking instruction. The article argues that, when used responsibly, artificial intelligence can significantly improve the effectiveness, accessibility, and inclusiveness of public speaking education.

Keywords

public speaking, speech culture, artificial intelligence, educational technology, communication skills, AI-assisted learning, pedagogy

Introduction

Public speaking is widely recognized as a fundamental component of speech culture and effective communication. In academic, professional, and civic settings, the ability to articulate ideas clearly, persuasively, and ethically is essential for meaningful participation in society. Consequently, teaching public speaking has become an important objective of modern education systems. However, traditional approaches to public speaking instruction often face limitations related to time constraints, large class sizes, and the difficulty of providing individualized feedback to learners.

At the same time, rapid developments in artificial intelligence have transformed educational practices across disciplines. AI-driven technologies are increasingly used to personalize learning, analyze learner performance, and support skill acquisition. In the context of public speaking education, artificial intelligence offers new tools for analyzing speech patterns, evaluating delivery, and providing immediate, data-driven feedback. This creates opportunities to enhance traditional teaching methods and address long-standing challenges in speech instruction.

This article examines the integration of artificial intelligence into the teaching of public speaking skills. It focuses on the pedagogical benefits of AI-assisted instruction, its impact on learner engagement and performance, and the ethical and educational considerations that arise from its use. By situating AI within the broader framework of speech culture education, the study highlights its potential to reshape how public speaking is taught and learned.

Methodology

The article is based on a qualitative analytical approach that synthesizes recent academic literature, educational technology reports, and practical examples of AI applications in communication training. Sources include studies on AI-supported language learning, speech

analysis technologies, and digital pedagogy published in peer-reviewed journals and institutional reports. The analysis focuses on identifying key functions of AI in public speaking education and evaluating their pedagogical implications.

Rather than presenting primary empirical data, the study adopts a conceptual and practice-oriented perspective. This approach allows for a comprehensive discussion of how AI tools are currently used in public speaking instruction and how they may be integrated into educational practice in a pedagogically meaningful way.

Analysis and Discussion

One of the primary advantages of using artificial intelligence in public speaking instruction is the ability to provide immediate and personalized feedback. AI-powered speech analysis tools can evaluate various aspects of oral performance, including pronunciation, speech rate, intonation, clarity, and use of filler words. Such feedback, which is often difficult to deliver consistently in traditional classroom settings, enables learners to identify specific areas for improvement and monitor their progress over time.

Another significant benefit of AI-assisted public speaking education is increased learner autonomy. Through interactive platforms and virtual practice environments, students can rehearse speeches independently and receive objective feedback without the pressure of performing in front of an audience. This is particularly valuable for learners who experience high levels of speaking anxiety, as it allows them to build confidence gradually in a low-risk environment.

Artificial intelligence also enhances inclusivity and accessibility in public speaking education. AI-based tools can be adapted to different proficiency levels and learning styles, supporting learners with diverse linguistic backgrounds. Moreover, digital platforms enable flexible access to practice and feedback, which is especially beneficial in distance learning and hybrid education contexts.

Despite these advantages, the use of AI in teaching public speaking raises important pedagogical and ethical questions. One concern is the potential over-reliance on automated feedback, which may neglect the human and cultural dimensions of speech, such as emotional connection, ethical judgment, and audience awareness. Public speaking is not solely a technical skill; it is a social practice rooted in human interaction and values. Therefore, AI should be viewed as a supportive tool rather than a replacement for human instruction.

Ethical considerations also include data privacy, transparency of algorithms, and fairness in assessment. Educators must ensure that AI systems are used responsibly, with clear guidelines regarding data use and evaluation criteria. Integrating AI into public speaking education thus requires critical awareness and pedagogical balance.

Conclusion

The use of artificial intelligence in teaching public speaking skills represents a significant development in modern education. AI technologies offer innovative solutions to long-standing challenges in speech instruction by enabling personalized feedback, increased practice opportunities, and enhanced learner engagement. When integrated thoughtfully, AI can complement traditional teaching methods and contribute to more effective and inclusive public speaking education.

However, the pedagogical value of AI depends on how it is implemented. Public speaking remains a fundamentally human activity that involves ethical responsibility, emotional

intelligence, and social awareness. Therefore, artificial intelligence should be employed as an assistive educational tool that supports, rather than replaces, the role of the teacher and the communicative relationship between speaker and audience. Future research should focus on empirically evaluating AI-assisted public speaking instruction and developing best practices for its ethical and effective use in education.

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