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ADAPTIVE DIGITAL TECHNOLOGIES IN DEVELOPING PRIMARY SCHOOL STUDENTS' ENGLISH ORAL COMMUNICATION SKILLS

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Abstract: This article examines how adaptive digital technologies can support the development of English oral communication skills among primary school students. It focuses on tools that adjust speaking tasks, feedback, and practice time to learners' needs and progress. Age-appropriate activities such as interactive dialogues, pronunciation practice, and recorded responses can give pupils more opportunities to speak English at their own pace. The article also considers the teacher's role in selecting suitable tools, guiding interaction, and ensuring that digital practice supports classroom communication.

Key words: adaptive digital technologies, primary school students, English language learning, oral communication, speaking skills, pronunciation.

BOSHLANG'ICH SINIF O'QUVCHILARINING INGLIZ TILIDA OG'ZAKI MULOQOT KO'NIKMALARINI RIVOJLANTIRISHDA MOSLASHUVCHAN RAQAMLI TEXNOLOGIYALAR

Annotatsiya: Ushbu maqolada adaptiv raqamli texnologiyalar boshlang'ich sinf o'quvchilarining ingliz tilida og'zaki muloqot qilish ko'nikmalarini rivojlantirishga qanday yordam berishi ko'rib chiqiladi. Asosiy e'tibor nutq mashqlari, fikr-mulohaza va mashq qilish vaqtini o'quvchilarning ehtiyojlari hamda rivojlanish darajasiga moslashtiradigan vositalarga qaratiladi. Interaktiv dialoglar, talaffuz mashqlari va ovozli javoblarni yozib olish kabi yoshga mos faoliyatlar o'quvchilarga o'z sur'atida ingliz tilida gapirish uchun ko'proq imkoniyat yaratadi. Shuningdek, maqolada mos vositalarni tanlash, muloqotni yo'naltirish va raqamli mashqlarni sinfdagi muloqot bilan bog'lashda o'qituvchining o'rni ko'rib chiqiladi.

Kalit so'zlar: adaptiv raqamli texnologiyalar, boshlang'ich sinf o'quvchilari, ingliz tilini o'rganish, og'zaki muloqot, gapirish ko'nikmalari, talaffuz.

АДАПТИВНЫЕ ЦИФРОВЫЕ ТЕХНОЛОГИИ В РАЗВИТИИ НАВЫКОВ УСТНОГО ОБЩЕНИЯ НА АНГЛИЙСКОМ ЯЗЫКЕ У УЧАЩИХСЯ НАЧАЛЬНОЙ ШКОЛЫ

Аннотация: В статье рассматривается, как адаптивные цифровые технологии могут способствовать развитию навыков устного общения на английском языке у учащихся начальных классов. Основное внимание уделяется инструментам, которые подстраивают речевые задания, обратную связь и время практики под потребности и успехи учащихся. Соответствующие возрасту занятия, такие как интерактивные диалоги, упражнения на произношение и запись

устных ответов, дают детям больше возможностей говорить по-английски в удобном для них темпе. В статье также рассматривается роль учителя в выборе подходящих инструментов, организации общения и связи цифровой практики с общением на уроке.

Ключевые слова: адаптивные цифровые технологии, учащиеся начальных классов, изучение английского языка, устное общение, навыки говорения, произношение.

INTRODUCTION

Oral communication is an essential part of learning English in primary school. Children need opportunities to ask questions, respond to others, express simple ideas, and use familiar language in meaningful situations. However, pupils in the same class do not always develop these skills at the same pace. Some are ready to speak in full sentences, while others still need a model, visual support, or more time to prepare a response. Adaptive digital technologies offer one way to respond to these differences. An adaptive speaking activity can change the level of a task, provide another example after an incorrect response, or allow a pupil to repeat a recording before moving forward. Such features may increase opportunities for individual practice. Nevertheless, using an application does not automatically develop communication: pupils also need a reason to speak and a person who listens and responds. The aim of this article is to examine how adaptive digital technologies can support primary school pupils' English oral communication skills. The article considers their possible benefits, the teacher's role, and practical ways to connect digital speaking exercises with classroom interaction.

LITERATURE REVIEW

In *Computer Applications in Second Language Acquisition*, Carol A. Chapelle examines the use and evaluation of computer applications in language learning, assessment, and research. Her work is useful because it directs attention to what learners actually do with a digital task and how its value for language learning can be evaluated.[1] For the present topic, this means that the quality of a speaking activity matters more than the mere presence of a device in the classroom. ([cambridge.org](https://www.cambridge.org/core))

In *Teaching Young Language Learners*, Annamaria Pinter focuses on the characteristics of children as language learners and on teaching approaches suitable for them.[2] This perspective is important when selecting digital tools for primary school: instructions must be understandable, tasks should be manageable, and speaking practice should suit children's age and language level. An activity designed for older learners may offer adaptive settings but still be unsuitable for young pupils. ([Teaching English with Oxford](#)) The two books address different parts of the issue. Chapelle provides a basis for examining the language-learning purpose of computer-based activities, while Pinter provides a basis for judging whether activities are appropriate for young learners. This article combines these perspectives to propose classroom uses of adaptive speaking tasks. Neither book is treated as proof that every adaptive application improves children's speech.

METHODOLOGY

This article uses a literature-based, qualitative approach. First, the two books were examined for principles relevant to computer-assisted language learning and teaching young pupils. Second, these principles were applied to the design of primary-school speaking activities. Third, illustrative classroom situations were developed to show how a teacher could use adaptive tasks before, during, and after face-to-face communication.

The analysis is organised around four questions:

1. Does the task require the pupil to produce spoken English?
2. Can the level of support change according to the pupil's needs?
3. Is the task suitable for a primary-school learner?
4. Does digital practice lead to communication with the teacher or classmates?

The examples below are proposed teaching scenarios, not results from a conducted experiment. Therefore, the article identifies possible benefits and conditions for effective use; it does not claim measured improvement in pupils' speaking scores.

ANALYSIS AND RESULTS

A major practical advantage of an adaptive task is that pupils can work with different amounts of support while practising the same communicative goal. Consider a lesson on describing animals. The goal for everyone is to say what an animal looks like and what it can do. A pupil who needs support might see a picture and hear a model: *"It is a bird. It can fly."* The pupil then records a similar response. A pupil who can already produce these sentences might receive a wider prompt: *"Describe the animal and say where it lives."* Both pupils practise speaking, but the second task requires more independent language use. The teacher should check how the system adapts. Repeating the same sentence several times may help with pronunciation, but it does not necessarily show that the pupil can use the sentence in a new situation. For that reason, the digital exercise can be followed by a pair activity in which one child describes an animal and the other guesses it.[3]

Some primary-school pupils hesitate to answer in front of the whole class. A short recording task can give them time to rehearse. For example, pupils receive the question *"What do you do after school?"* They listen to a short model, record an answer, and listen to their own voice. They may then record a clearer second version.

The value of this activity lies in the opportunity to notice and improve a response. The teacher can encourage pupils to check one specific feature, such as whether they used a complete sentence. Trying to correct every pronunciation or grammar mistake at once may make the activity difficult for a child. After recording, pupils can ask the same question in pairs and give a real response to a classmate.

Thus, the recording is a preparation stage for communication. The classroom conversation gives the question and answer a social purpose that an individual recording alone cannot provide.

Adaptive tools may give immediate feedback, but feedback is useful only when a child can understand and act on it. A general message such as *"Incorrect"* gives little guidance. A more helpful response might replay a model, highlight the missing word,

and invite another attempt. For instance, if a pupil says *"She playing"*, an activity could present *"She is playing"* and ask the pupil to repeat the full sentence. The teacher can later use a picture-based game to see whether the pupil can produce the form without the model. This distinction matters: successfully repeating a corrected sentence is a step in learning, but it is not the same as using it independently.

Digital feedback should also be interpreted with care. A tool may fail to recognise a child's speech because of background noise or an unfamiliar accent. The teacher needs to listen to pupils and decide whether an apparent error is a language problem or a limitation of the tool.[4]

Oral communication involves listening to another person, choosing a response, and sometimes changing what one planned to say. A pupil who completes many isolated pronunciation exercises may still find it difficult to hold a simple conversation.

A useful lesson sequence can therefore have three stages:

- Preparation: Pupils practise vocabulary and short responses with an adaptive activity.
- Interaction: Pupils use the language in a pair or group task.
- Reflection: The teacher helps them identify one thing they said well and one expression to practise again.

For example, before a classroom *"shop"* activity, pupils practise *"How much is it?"* and *"I would like ..."* with audio prompts. During the role-play, they must listen to their partner's answer and respond appropriately. Afterwards, they record one short exchange again. The digital task prepares and reinforces the language, while the role-play requires pupils to communicate with another person.

The teacher remains responsible for selecting tasks, observing pupils, and adapting the lesson. Before using a tool, the teacher should consider whether children can navigate it independently, whether the speech prompts are clear, and whether

enough time remains for interaction in class. Access to devices, sound quality, and the handling of children's voice recordings are also practical considerations.

A simple tool used for five minutes with a clear speaking goal may be more useful than a complex programme that takes most of the lesson to operate. This is an instructional conclusion drawn from the comparison of the two books: digital activities should be evaluated both for their contribution to language practice and for their suitability for young learners.[5]

CONCLUSION

Adaptive digital technologies can help primary-school pupils practise English speaking at an appropriate level and receive opportunities to rehearse their responses. Their value is greatest when tasks have a clear language goal, feedback is understandable, and individual practice is followed by communication with teachers or classmates. The analysis suggests that technology should form part of a planned sequence rather than function as a separate activity. A teacher can use an adaptive task to prepare vocabulary and sentences, arrange a meaningful speaking activity, and then use pupils' responses to plan further practice. The examples in this article illustrate possible classroom applications. Further classroom research would be needed to measure how particular tools affect pupils' oral communication over time.

REFERENCES:

- [1] Chapelle, C. A. *Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research*. Cambridge: Cambridge University Press, 2001.
- [2] Pinter, A. *Teaching Young Language Learners*. 2nd ed. Oxford: Oxford University Press, 2017.
- [3] The animal-description sequence is an illustrative activity designed for this article using the principles discussed in Chapelle (2001) and Pinter (2017).
- [4] The example of speech-recognition feedback is an illustrative teaching scenario. It is not presented as a finding from either book or from an experiment conducted for this article.
- [5] The recommendation to evaluate both language-learning value and age suitability is the author's synthesis of Chapelle (2001) and Pinter (2017).