

Boosting L2 Speaking Confidence with AI: Using Gliglish for Personalised, Real-World Practice

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Abstract:

Anxiety, lack of confidence, and limited practice opportunities – whether due to reduced contact hours or challenges in finding tandem partners – often make speaking the most challenging skill to master in foreign language acquisition. AI-driven tools offer new ways to enhance speaking proficiency through real-time, interactive experiences tailored to individual learners.

This presentation introduces Gliglish, an innovative AI-powered tool designed to support language learners through voice-based conversation practice. Unlike traditional digital language-learning tools, Gliglish engages users in spontaneous, close-to-natural dialogues while providing immediate feedback on grammar, vocabulary, and sentence structure.

Key features include its ability to simulate diverse conversations across 40 languages and its voice-only input, requiring students to actively speak. To reduce anxiety and facilitate smooth practice, Gliglish offers an inbuilt translation tool, structured prompts, and adjustable audio speed settings. Additionally, it personalises learning by adapting to users' responses, generating dynamic follow-up questions, and allowing learners to focus on topics relevant to their needs and interests.

The presentation will demonstrate Gliglish in action, highlight its features, and explore how it can complement both formal instruction and independent learning with varying degrees of tutor involvement. Drawing on feedback from students studying Russian and German at the Universities of Aberdeen and Birmingham (CEFR A2–B2), we will show how Gliglish was integrated into their speaking practice and how it helped boost their confidence in everyday conversation.

Concrete examples will illustrate how Gliglish can be introduced to learners, incorporated in both classroom activities and independent study, and can be used by tutors to offer more personalised and detailed feedback.

We will also address limitations such as the 10-minute daily usage cap and the lack of pronunciation feedback, offering practical solutions to mitigate these issues.

As digital learning tools continue to evolve, Gliglish offers an innovative step toward more personalised and accessible support for speaking practice. Building on practical experience, this presentation encourages participants to consider how such tools can be integrated meaningfully into their own language teaching contexts.

Keywords: multilingual mentoring, primary schools, early language learning, intercultural



understanding



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