INTEGRATING ARTIFICIAL INTELLIGENCE INTO TASK-BASED LANGUAGE TEACHING FOR ENHANCING SPEAKING FLUENCY AMONG EFL LEARNERS.

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ANNOTATSIYA

So‘nggi yillarda Sun’iy Intellekt (Artificial Intelligence – AI) texnologiyalarining ta’lim sohasiga kirib kelishi ingliz tilini chet tili sifatida o‘qitish jarayonida muhim o‘zgarishlarni yuzaga keltirdi. Zamonaviy metodikalardan biri hisoblangan Task-Based Language Teaching (TBLT) o‘quvchilarning real hayotga yaqin kommunikativ vazifalarni bajarish orqali til o‘rganishiga asoslanadi. Ushbu maqolada sun’iy intellekt yordamida qo‘llab-quvvatlangan TBLT yondashuvining ingliz tilini o‘rganuvchilarning og‘zaki nutq ravonligini rivojlantirishdagi o‘rni tahlil qilinadi. Tadqiqot davomida AI asosidagi chatbotlar va virtual yordamchilarning task-based faoliyatlarga integratsiyasi o‘quvchilarga autentik muloqot muhiti yaratishi, tezkor fikr-mulohaza berishi hamda individual o‘rganish imkoniyatlarini kengaytirishi ko‘rsatib beriladi. Maqolada TBLT nazariy asoslari, speaking fluency tushunchasi va sun’iy intellektning pedagogik afzalliklari yoritilgan. Shuningdek, AI yordamida tashkil etilgan amaliy speaking tasklar misollar orqali tahlil qilinadi. Natijalar shuni ko‘rsatadiki, AI va TBLT integratsiyasi o‘quvchilar faolligini oshiradi, kommunikativ kompetensiyani rivojlantiradi hamda speaking fluency ko‘nikmasining samarali shakllanishiga xizmat qiladi. Shu sababli, AI-assisted

TBLT ingliz tili ta’limida istiqbolli va innovatsion yondashuv sifatida baholanishi mumkin.

Kalit so‘zlar: Sun’iy intellekt, Task-Based Language Teaching, speaking fluency, EFL o‘quvchilari, kommunikativ kompetensiya, til o‘qitish, AI-assisted learning.

ANNOTATION

In recent years, the integration of Artificial Intelligence (AI) into language education has transformed traditional approaches to teaching and learning English as a Foreign Language (EFL). Among modern methodologies, Task-Based Language Teaching (TBLT) has gained considerable attention due to its emphasis on meaningful communication and real-life language use. This article explores the role of AI-assisted Task-Based Language Teaching in enhancing speaking fluency among EFL learners. The study examines how AI-powered tools, particularly conversational chatbots and virtual assistants, can be incorporated into task-based activities to provide learners with authentic speaking opportunities, immediate feedback, and personalized learning experiences. The article discusses the theoretical foundations of TBLT, the concept of speaking fluency, and the pedagogical benefits of integrating AI into language instruction. Furthermore, practical examples of AI-enhanced speaking tasks are presented to demonstrate their effectiveness in promoting learners’ confidence, interaction, and communicative competence. The findings suggest that the combination of AI technologies and task-based instruction creates a learner-centered environment that supports the development of speaking fluency and increases learner engagement. Therefore, AI-assisted TBLT can be considered a promising approach for improving oral communication skills in EFL classrooms.

Keywords: Artificial Intelligence, Task-Based Language Teaching, Speaking Fluency, EFL Learners, Language Learning, Communicative Competence, AI-Assisted Learning.

Introduction:

Speaking fluency is one of the most important yet challenging aspects of learning English as a Foreign Language (EFL). Many learners spend years studying grammar rules and memorizing vocabulary, but they still find it difficult to communicate confidently in real-life situations. They often hesitate while speaking, search for words, or worry about making mistakes. As a result, developing speaking fluency remains a major goal of English language teaching.One of the main reasons for this problem is the limited opportunity learners have to use English for meaningful communication. In many traditional classrooms, students spend more time completing grammar exercises than participating in authentic speaking activities. Although grammatical knowledge is important, language learning becomes more effective when learners actively use the language to express ideas, share opinions, and interact with others. Therefore, modern language teaching approaches increasingly focus on communication rather than memorization.Among these approaches, Task-Based Language Teaching (TBLT) has gained considerable attention. TBLT encourages learners to use language while completing meaningful tasks that resemble real-life situations. Instead of practicing isolated grammar structures, students engage in activities such as problem-solving, role plays, discussions, interviews, and decision-making tasks. These activities require learners to communicate for a purpose, which helps them develop both confidence and fluency.Researchers have highlighted that task-based activities create opportunities for authentic interaction and increase learner participation. When students focus on completing a task, they pay more attention to conveying meaning than to avoiding

grammatical mistakes. This allows communication to become more natural and supports the gradual development of speaking fluency. Furthermore, TBLT promotes learner autonomy and creates a more student-centered learning environment.At the same time, technological developments have introduced new possibilities for language education. One of the most significant innovations in recent years has been the emergence of Artificial Intelligence (AI). AI-powered tools such as ChatGPT, virtual assistants, and conversational chatbots are increasingly being used in educational contexts. These technologies allow learners to practice communication, receive immediate feedback, and engage in interactive learning experiences beyond the classroom.The combination of Artificial Intelligence and Task-Based Language Teaching offers new opportunities for improving speaking fluency. AI tools can support task-based activities by providing realistic conversational partners, generating communicative scenarios, and encouraging learners to practice speaking without fear of negative evaluation. Unlike traditional classroom interaction, AI-based systems are available at any time and can adapt to individual learner needs.

For example, students can participate in simulated job interviews, travel planning activities, or problem-solving discussions with AI chatbots. During these tasks, learners actively use English to achieve specific goals while receiving support and feedback from the system. Such experiences help learners become more confident speakers and provide additional opportunities for language practice outside the classroom.

The purpose of this article is to explore how Artificial Intelligence can be integrated into Task-Based Language Teaching to enhance speaking fluency among EFL learners. The article discusses the relationship between TBLT and speaking development, examines the role of AI in language learning, and presents practical

examples of AI-assisted tasks that can contribute to more effective and engaging speaking instruction.

Task-Based Language Teaching and Speaking Fluency

Task-Based Language Teaching (TBLT) is a communicative approach that places meaningful tasks at the center of the learning process. Unlike traditional teaching methods that focus primarily on grammar explanations and controlled practice, TBLT encourages learners to use language as a tool for communication. The main idea behind this approach is that students learn a language more effectively when they are engaged in meaningful interaction and real-life communication.A task can be defined as an activity in which learners use the target language to achieve a specific goal. The focus is not on practicing a particular grammar structure but on successfully completing the task. Examples of tasks include planning a holiday, conducting an interview, solving a problem, discussing a social issue, giving directions, or making a group decision. Such activities require learners to exchange information, negotiate meaning, and express their ideas in a natural way.

One of the key principles of TBLT is that communication should have a clear purpose. When learners are involved in meaningful tasks, they become more motivated to participate because they are using language to accomplish something rather than simply practicing language forms. This creates a learning environment in which communication becomes both meaningful and enjoyable.Speaking fluency is often described as the ability to speak smoothly, confidently, and with minimal hesitation. A fluent speaker can express ideas effectively without spending too much time searching for words or worrying about grammatical accuracy. Fluency does not mean speaking without mistakes; rather, it involves maintaining communication successfully and conveying messages clearly.For many EFL learners, achieving speaking fluency is a difficult process. Students frequently experience anxiety when speaking English, especially in front of their classmates. They may fear making

mistakes, being criticized, or forgetting vocabulary during communication. As a result, many learners remain silent even when they possess sufficient language knowledge.Task-Based Language Teaching helps address these challenges by creating a supportive environment where communication is prioritized over perfection. During task completion, learners focus on exchanging ideas and solving problems instead of concentrating on every grammatical detail. This shift in attention reduces anxiety and encourages more active participation.

For example, a teacher may organize a task called “Planning a Class Trip.” Students work in groups and discuss different destinations, transportation options, accommodation, and costs. Their objective is to agree on the best travel plan within a limited budget. In order to complete the task successfully, learners must ask questions, give suggestions, express agreement or disagreement, and justify their decisions. Throughout the activity, they are using English for a real communicative purpose rather than simply practicing isolated language structures.Another example is a role-play activity where one student acts as a customer and another acts as a hotel receptionist. The customer wants to book a room, ask about facilities, and discuss prices. The receptionist provides information and answers questions. Such interactions closely resemble real-life communication and help learners develop confidence in speaking.Research has shown that regular participation in communicative tasks can contribute significantly to speaking development. First, learners receive more opportunities to practice spoken English. Second, they become accustomed to producing language spontaneously. Third, they learn how to manage communication when they encounter difficulties, such as unknown vocabulary or misunderstandings. These experiences gradually improve fluency and communicative competence.Another important advantage of TBLT is learner autonomy. Instead of depending entirely on the teacher, students take responsibility for completing tasks and finding ways to communicate effectively. They learn to cooperate with peers, make decisions, and use available language resources to

achieve their goals. This active involvement increases both motivation and confidence.Despite its advantages, the implementation of TBLT may face certain challenges. In many educational contexts, class sizes are large and opportunities for speaking practice are limited. Some learners may also lack confidence or feel uncomfortable participating in face-to-face communication. Furthermore, classroom time alone is often insufficient for developing high levels of speaking fluency.These limitations have encouraged educators to explore innovative ways of supporting task-based learning beyond the classroom. In recent years, Artificial Intelligence has emerged as a valuable tool that can complement TBLT by providing learners with additional opportunities for communication and individualized practice. AI-powered technologies can create interactive environments where students engage in meaningful tasks, receive immediate feedback, and continue developing their speaking skills outside traditional classroom settings.For this reason, the integration of Artificial Intelligence into Task-Based Language Teaching has attracted growing attention among language educators and researchers. The following section discusses how AI can support task-based learning and contribute to the development of speaking fluency among EFL learners.

The Role of Artificial Intelligence in TBLT

In recent years, Artificial Intelligence (AI) has started to play an important role in education, especially in language learning. AI refers to technologies that are capable of simulating human-like communication, analyzing learner input, and providing immediate responses. In English language teaching, AI tools such as ChatGPT, conversational chatbots, speech recognition systems, and virtual assistants are increasingly being used to support learners' skills development.pWhen combined with Task-Based Language Teaching (TBLT), AI creates new opportunities for practicing speaking in a more flexible and interactive way. In traditional classrooms, speaking practice is often limited by time, class size, and

learner anxiety. However, AI-based tools allow students to continue practicing outside the classroom and engage in repeated communication without fear of negative evaluation.

One of the main advantages of AI in TBLT is the ability to simulate real-life communication. For example, a learner can interact with a chatbot in a situation such as ordering food in a restaurant, booking a hotel room, or asking for directions. These interactions are similar to real communicative tasks used in TBLT, which makes the learning process more meaningful and practical.AI tools also provide immediate feedback, which is very important for language learning. Some systems can analyze pronunciation, grammar, and fluency, helping learners understand their mistakes and improve their performance. Unlike traditional teacher feedback, AI feedback is available instantly and can be repeated as many times as needed.Another important benefit is personalization. AI systems can adapt tasks according to the learner's level. For beginners, the system may use simple vocabulary and short sentences, while for advanced learners it can generate more complex and challenging tasks. This flexibility supports individual learning needs and helps learners progress at their own pace.

For instance, in a TBLT-based lesson, students may be given the task of planning a trip. Instead of only discussing it in class, they can also interact with an AI assistant to ask questions about travel options, compare prices, or practice dialogues related to transportation and accommodation. This extended interaction increases exposure to the target language and improves speaking fluency.Another example is job interview practice. Learners can simulate interviews with AI systems that ask common questions and respond to answers. This helps students build confidence, improve response speed, and reduce anxiety before real-life communication situations.Despite these advantages, AI integration also has some limitations. Not all learners have equal access to digital devices or stable internet

connections. In addition, over-reliance on AI may reduce real human interaction if it is not balanced properly. Therefore, AI should be used as a supportive tool rather than a replacement for classroom communication.

Overall, AI strengthens the effectiveness of TBLT by expanding opportunities for meaningful speaking practice, increasing learner engagement, and supporting individualized learning. It creates a more dynamic environment where learners can practice language both inside and outside the classroom, which is essential for developing speaking fluency.

Practical AI-Assisted Tasks for Speaking Fluency

One of the most important aspects of combining Artificial Intelligence with Task-Based Language Teaching (TBLT) is the possibility of designing practical and meaningful speaking tasks. These tasks should not only focus on language practice but also simulate real-life communication situations. When AI tools are integrated into such activities, learners receive more opportunities to speak, interact, and develop fluency in a supportive environment.Below are several examples of AI-assisted speaking tasks that can be used in EFL classrooms.

1. AI Role-Play Conversations

In this type of task, learners interact with an AI chatbot that plays a specific role. For example, the AI can act as a hotel receptionist, a restaurant waiter, or a travel agent. Students must communicate with the AI to complete a task such as booking a room, ordering food, or planning a trip.

instance, a learner may write or speak:

“I would like to book a single room for two nights.” The AI responds and continues the conversation, requiring the learner to ask follow-up questions or provide additional information.

ForThis type of activity helps learners practice real-life communication patterns and improves their ability to respond spontaneously.

2. AI Interview Simulation

Another effective task is job interview practice using AI tools. The AI asks common interview questions such as:

“Can you introduce yourself?”

“What are your strengths and weaknesses?”

The learner responds orally or in written form, and the AI provides feedback or continues the interview based on responses.

This task helps learners reduce anxiety, improve fluency, and prepare for real job interviews. It also develops confidence in structured speaking situations.

3. Problem-Solving Discussions with AI

In this task, learners engage in discussions with AI to solve a problem. For example, the situation may be: “A small town is facing traffic congestion. What solutions can be proposed?”

The learner discusses possible solutions with the AI, such as improving public transport, creating bicycle lanes, or introducing car-free zones. The AI can challenge the learner’s ideas, ask for explanations, or suggest alternatives.

This type of task encourages critical thinking and extended speaking practice.

4. AI Storytelling and Dialogue Building

In this activity, learners start a story and the AI continues it, or vice versa. For example, a student may begin with: “Yesterday I went to a new city and something unexpected happened…”

The AI continues the story, and the learner responds by adding details or changing direction. This creates a dynamic speaking interaction that improves creativity and fluency.

5. Travel Planning Task with AI Support

In this task, learners are asked to plan a trip to a specific destination. They use AI to ask questions about transportation, accommodation, weather, and tourist attractions.

For example:

“What is the cheapest way to travel to Istanbul?”

“Which hotels are near the city center?”

The AI provides information, and the learner uses it to complete the planning task with group members or individually. This activity closely follows TBLT principles and promotes meaningful communication.

Educational Value of These Tasks

These AI-assisted tasks provide several benefits for speaking fluency development. First, they increase the amount of speaking practice available to learners. Second, they create a low-anxiety environment where students can practice without fear of judgment. Third, they encourage repeated interaction, which is essential for developing fluency and automaticity in speech.

Additionally, these tasks support learner autonomy because students can practice anytime and anywhere. They are not limited to classroom time, which significantly increases exposure to the English language.

However, it is important that teachers carefully select and design tasks to ensure that AI use remains meaningful. AI should support communication, not replace real human interaction in the classroom.

Overall, AI-assisted speaking tasks represent a practical and effective way to enhance Task-Based Language Teaching and improve learners' speaking fluency in a modern educational context.

Benefits and Challenges

The integration of Artificial Intelligence (AI) into Task-Based Language Teaching (TBLT) brings a number of important benefits for the development of speaking fluency among EFL learners. However, like any educational innovation, it also presents certain challenges that should be considered carefully in practice.

Benefits of AI-Assisted TBLT

One of the main advantages of AI-assisted TBLT is the increase in speaking opportunities. In many traditional classrooms, students have limited time to speak due to large class sizes or time constraints. AI tools, on the other hand, allow learners to practice speaking as much as they need, outside the classroom environment. This continuous exposure plays a significant role in improving fluency.Another important benefit is the reduction of speaking anxiety. Many EFL learners feel nervous when speaking in front of their classmates or teacher. AI systems provide a non-judgmental environment where learners can practice without fear of being corrected publicly. This helps them gain confidence and become more willing to communicate.

Personalized learning is also a key advantage. AI can adjust the difficulty level of tasks according to the learner's proficiency. Beginners can practice simple dialogues, while advanced learners can engage in more complex discussions. This adaptability ensures that learners are neither overwhelmed nor under-

challenged.Immediate feedback is another strong feature of AI tools. Learners can receive instant correction on pronunciation, grammar, or fluency, which helps them identify and improve their weaknesses quickly. This type of feedback is often difficult to provide consistently in traditional classroom settings.

Finally, AI enhances learner autonomy. Students are not dependent only on teachers for speaking practice. They can independently engage in communicative tasks at any time, which increases motivation and responsibility for their own learning.

Challenges of AI-Assisted TBLT

Despite these advantages, there are also several challenges associated with integrating AI into TBLT. One of the main issues is unequal access to technology. Not all learners have access to smartphones, computers, or stable internet connections, which may create inequality in learning opportunities.

Another challenge is the risk of over-reliance on AI. If learners depend too much on AI tools, they may reduce real human interaction, which is also essential for developing natural communication skills. Therefore, AI should be used as a supplementary tool rather than a replacement for classroom speaking activities.

Technical limitations can also affect learning. Some AI systems may not always understand learners' responses correctly or may provide inaccurate feedback. This can sometimes lead to confusion or misunderstanding.

In addition, teachers may require training to effectively integrate AI into their teaching practices. Without proper guidance, AI tools may not be used to their full educational potential.

Finally, there is the issue of learner motivation. While some students may find AI-based tasks engaging, others may lose interest if the tasks are not properly

designed or if they feel isolated during interaction with machines instead of real people.

Overall, AI-assisted TBLT offers significant potential for improving speaking fluency in EFL contexts. It expands practice opportunities, supports individual learning needs, and creates a more flexible learning environment. However, its successful implementation depends on careful planning, balanced use, and proper integration with traditional classroom interaction. Teachers play a crucial role in ensuring that AI is used as a supportive tool that enhances, rather than replaces, human communication in language learning.

Conclusion

This article has explored the integration of Artificial Intelligence (AI) into Task-Based Language Teaching (TBLT) and its role in enhancing speaking fluency among EFL learners. The discussion has shown that speaking fluency remains one of the most challenging skills for language learners due to limited practice opportunities, anxiety, and the dominance of traditional grammar-focused instruction.TBLT, as a communicative and learner-centered approach, provides a strong foundation for developing speaking skills by engaging learners in meaningful, real-life tasks. Through activities such as problem-solving, role-plays, discussions, and decision-making tasks, learners are encouraged to use language for communication rather than focusing solely on grammatical accuracy. This process naturally supports fluency development by increasing interaction and reducing hesitation.The integration of AI into TBLT further strengthens this approach by expanding learning opportunities beyond the classroom. AI tools such as chatbots and conversational systems allow learners to practice speaking at any time, receive immediate feedback, and engage in interactive communication without fear of judgment. These features make AI a valuable support tool for improving fluency, especially in EFL contexts where authentic interaction is often limited.The practical

examples discussed in this article, including AI role-plays, interview simulations, problem-solving discussions, and storytelling tasks, demonstrate how AI can be effectively used within the TBLT framework. These tasks not only increase speaking practice but also enhance learner motivation, confidence, and communicative competence. However, the study also highlights several challenges, such as unequal access to technology, over-reliance on AI, and the need for teacher training. Therefore, AI should not replace human interaction in the classroom but should be used as a complementary tool that supports and extends traditional teaching methods.In conclusion, AI-assisted TBLT represents a promising and innovative approach to language teaching. When carefully implemented, it can significantly contribute to the development of speaking fluency and create a more engaging, flexible, and effective learning environment for EFL learners.

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