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Improving the Methodology of Developing English Communicative Competence through the Integration of Task-Based Language Teaching (TBLT) an Artificial Intelligence (AI) Tools

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ABSTRACT

The rapid advancement of Artificial Intelligence (AI) has transformed language education by providing innovative opportunities for personalized learning, automated feedback, and authentic communication. At the same time, Task-Based Language Teaching (TBLT) has gained recognition as one of the most effective learner-centered approaches for developing communicative competence. This conceptual study examines how integrating AI tools into TBLT can improve the methodology of developing English communicative competence. Using a qualitative review of contemporary literature, the study analyzes the pedagogical principles of TBLT, the educational potential of AI technologies, and proposes an integrated framework for English language teaching. The analysis suggests that AI-supported TBLT can increase learner engagement, autonomy, collaboration, and communicative performance while enabling teachers to design more effective task-based learning environments. The paper concludes with recommendations for researchers and language educators.

Introduction

Developing communicative competence has become one of the primary goals of English language education in the twenty-first century. Modern learners are expected not only to understand grammatical rules but also to communicate effectively in real-life situations. Traditional teacher-centered methods often emphasize memorization and accuracy rather than meaningful interaction, limiting learners' opportunities to develop communicative skills.

Task-Based Language Teaching (TBLT) has emerged as an effective communicative approach that promotes authentic language use through meaningful tasks. Simultaneously, Artificial Intelligence (AI) technologies such as intelligent chatbots, adaptive learning systems, automated writing evaluation, and speech-recognition applications have introduced new possibilities for language instruction.

Despite growing interest in both TBLT and AI-assisted language learning, relatively few studies have explored how these approaches can be integrated into a unified methodology. This paper addresses that gap by examining the potential of combining TBLT and AI tools to improve English communicative competence.

2. Methods

This study employed a qualitative conceptual research design based on a systematic review of scholarly literature. Relevant peer-reviewed publications on Task-Based Language Teaching, communicative competence, and Artificial Intelligence in language education were identified through academic databases. Studies published during the past decade, together with foundational works in TBLT and communicative language teaching, were reviewed.

- The collected literature was analyzed using thematic analysis. Three major themes emerged:
- Principles of Task-Based Language Teaching.
- Educational applications of Artificial Intelligence.

Pedagogical strategies for integrating AI into communicative language teaching. The findings from these themes were synthesized to develop an integrated conceptual framework.

3. Results

The literature analysis identified several consistent findings.

First, TBLT creates authentic opportunities for learners to use English in meaningful contexts, promoting fluency, interaction, and problem-solving skills.

Second, AI technologies provide immediate feedback, adaptive learning pathways, personalized instruction, and unlimited opportunities for language practice beyond classroom settings.

Third, integrating AI within the three stages of TBLT appears to strengthen learning outcomes.

Proposed AI-Supported TBLT Framework

Pre-task

- AI introduces vocabulary and background knowledge.
- Students explore authentic multimedia resources.
- AI generates discussion prompts.

Task Cycle

- Students complete communicative tasks individually or collaboratively.
- AI supports idea generation, language practice, pronunciation, and interaction.
- Teachers facilitate communication rather than direct instruction.

Language Focus

- AI provides feedback on grammar, vocabulary, pronunciation, and coherence.
- Teachers guide reflection, clarification, and error correction.
- Students revise and improve their performance.

The reviewed literature suggests that this integrated framework has the potential to increase learner motivation, autonomy, confidence, and communicative competence.

4. Discussion

The findings indicate that Artificial Intelligence can effectively complement Task-Based Language Teaching rather than replace teachers. AI enhances personalized learning by providing immediate feedback and adaptive support, while TBLT ensures that learning remains communicative, meaningful, and learner-centered.

The integration of AI into TBLT aligns with constructivist learning theory by encouraging learners to construct knowledge through authentic communication and interaction. Furthermore, AI expands opportunities for independent learning outside the classroom, allowing students to practice speaking, writing, listening, and reading at their own pace.

However, successful implementation requires teachers to possess digital competence and pedagogical knowledge for selecting appropriate AI tools. Ethical considerations, including data privacy, academic integrity, and responsible AI use, should also be addressed.

Future empirical research should evaluate the effectiveness of AI-supported TBLT through classroom experiments involving learners of different proficiency levels and educational contexts.

5. Conclusion

Integrating Artificial Intelligence with Task-Based Language Teaching represents a promising direction for improving the methodology of developing English communicative competence. AI technologies enrich task-based instruction through personalized learning, immediate feedback, and authentic communication opportunities. The proposed framework may support English language teachers in designing more engaging and effective learning environments while encouraging learner autonomy and communicative development.

Further empirical studies are recommended to validate the proposed framework and examine its impact on learners' communicative competence in diverse educational settings.

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