



AI-ASSISTED SPEAKING PRACTICE MODEL: INTEGRATING CHATGPT INTO COMMUNICATIVE LANGUAGE TEACHING FOR EFL LEARNERS

Lailatus Sa'adah¹, Yohana Triana Ina Weran²

¹Universitas Kapuas, Sintang, Indonesia

Article info		ABSTRACT
Corresponding Author: Lailatus Sa'adah lvladadah15@gmail.com Universitas Kapuas		The rapid development of Artificial Intelligence (AI) has created new opportunities for enhancing English as a Foreign Language (EFL) instruction, particularly in speaking skills. This conceptual study proposes an AI-assisted speaking practice model that integrates ChatGPT into the Communicative Language Teaching (CLT) framework. The model aims to provide learners with interactive, context-rich speaking experiences through AI-generated prompts, role-play simulations, and real-time feedback. Drawing on principles of CLT and task-based learning, the proposed model consists of three main stages: pre-task preparation, AI-mediated communicative tasks, and post-task reflection and feedback. Potential benefits include increased learner motivation, expanded speaking opportunities, personalized practice, and the development of fluency and accuracy in authentic communicative contexts. However, challenges such as digital literacy, potential overreliance on AI, and infrastructure limitations must be addressed to ensure effective implementation. This study offers a practical framework for integrating generative AI tools into EFL speaking instruction and provides recommendations for future empirical research on its classroom application.
		Keywords: <i>AI-assisted learning, ChatGPT, speaking skills, communicative language teaching, EFL</i>
This article distributed under the terms of the Creative Commons Attribution-Share Alike 4.0 International License (https://creativecommons.org/licenses/by-sa/4.0/)		

INTRODUCTION

The rapid advancement of large language models (LLMs) such as ChatGPT has brought significant opportunities for transforming language education, particularly in the field of English as a Foreign Language (EFL). As an artificial intelligence (AI) tool capable of generating contextually appropriate and interactive responses, ChatGPT offers a novel medium for engaging learners in oral communication practice beyond traditional classroom settings. In speaking skill development, the lack of sufficient practice opportunities and timely feedback has long been recognized as a challenge in EFL contexts, especially in environments where exposure to authentic communication is limited (Li, 2024; Pratiwi & Winardi, 2024). AI-powered conversational agents can help address these challenges by simulating authentic dialogues, providing instant feedback, and enabling repeated practice without the constraints of teacher availability (Kohnke et al., 2023).

Communicative Language Teaching (CLT), as one of the most widely adopted approaches in EFL pedagogy, emphasizes interaction, meaningful communication, and learner-centered activities (Littlewood, 2014). By integrating AI tools such as ChatGPT into the CLT framework, educators can potentially enrich communicative tasks with personalized, context-rich interactions while maintaining the pedagogical principles of authentic language use and learner engagement. However, the pedagogical alignment between AI-mediated speaking activities and CLT principles remains underexplored. Although a number of studies have demonstrated ChatGPT's potential in enhancing speaking performance, learner motivation, and willingness to communicate (WTC), most focus on isolated applications or short-term interventions rather than a coherent instructional model (Ahn & Lee, 2024; Budianto, 2024).

Recent empirical evidence indicates that AI-mediated speaking tasks can improve various aspects of oral proficiency. For example, a study by Zhang and Liu (2024) found that EFL learners engaging in AI-supported speaking activities showed notable gains in fluency, accuracy, and complexity. Similarly, the CHOP (ChatGPT-based Oral Practice) platform has been piloted to provide individualized feedback in presentation practice, suggesting that AI can function as a low-stakes, adaptive speaking partner (Chen et al., 2024). Research on task repetition with ChatGPT support has also demonstrated improvements in grammatical accuracy and communicative completeness among remedial EFL learners (Demir & Öz, 2024). While these findings are promising, they remain limited in scope, often involving small sample sizes or focusing on narrow task types.

Despite the growing interest in AI integration, there is still a lack of structured pedagogical models that systematize ChatGPT use within the sequential stages of CLT—namely, pre-task preparation, task implementation, and post-task reflection. Moreover, few studies have produced practical teaching artifacts, such as lesson plans, prompt templates, and assessment rubrics, that could assist teachers in implementing AI-assisted speaking practice in real classroom contexts. Addressing these gaps is essential for ensuring that AI is not merely used as an auxiliary tool, but as an integrated component of communicative pedagogy that enhances learner autonomy, motivation, and language proficiency.

In response to this need, the present conceptual study proposes an AI-Assisted Speaking Practice Model that embeds ChatGPT into the CLT framework. The model aims to provide a pedagogically grounded structure for incorporating AI into speaking instruction, offering teachers a practical and replicable design for classroom use. By outlining its conceptual foundation, instructional stages, and potential benefits and challenges, this study seeks to contribute both theoretical insights and practical resources to the ongoing discourse on AI integration in EFL education.

METHOD

This study employed a *library research* approach to design and analyze an AI-assisted speaking practice model that integrates ChatGPT into *Communicative Language Teaching* (CLT) for EFL learners. Library research was selected because it allows a systematic and in-depth examination of existing scholarly works to build a robust conceptual framework without direct field experimentation. As stated by Zed (2014), library research involves gathering, reviewing, and synthesizing information from credible academic sources to answer research questions and construct theoretical models.

The research was conducted using a qualitative descriptive design within the scope of *library research*. Data were drawn from secondary sources, including peer-reviewed journal articles, book chapters, and conference proceedings accessed through reputable databases such as Scopus, Web of Science, ScienceDirect, ERIC, and Google Scholar. To ensure relevance and validity, only literature published within the last five years (2020–2025) was considered, focusing on studies addressing AI-assisted language learning, ChatGPT applications in education, and communicative approaches to speaking instruction in EFL contexts.

The process of data collection began with systematic keyword searches using terms such as “ChatGPT in EFL speaking,” “AI-assisted language learning,” and “Communicative Language Teaching and AI.” The retrieved articles were screened based on their abstracts and full texts to determine their suitability for the study. Selected works were then reviewed in detail, and relevant theoretical, pedagogical, and empirical findings were organized thematically using a review matrix to facilitate further analysis.

Data analysis was carried out using content analysis and thematic synthesis. This involved identifying recurring patterns in the literature, categorizing these patterns into thematic clusters related to CLT principles, and comparing reported findings across different studies. The process also included synthesizing these insights to formulate the proposed AI-assisted speaking practice model. This thematic approach enabled the integration of diverse perspectives, allowing for the identification of strengths, limitations, and potential areas for innovation in existing AI-based language teaching practices.

The theoretical foundation of this study is grounded in *Communicative Language Teaching* (Richards & Rodgers, 2014), supported by the principles of *Computer-Assisted Language Learning* (CALL) and *Artificial Intelligence in Education* (Luckin et al., 2016). These frameworks guided the interpretation of literature and informed the development of the conceptual model, emphasizing authentic communication, fluency, and accuracy in EFL speaking activities supported by AI tools such as ChatGPT.

The research procedure involved several stages, starting with the formulation of research objectives and scope, followed by a comprehensive literature search and critical review of relevant studies. The selected literature was then analyzed thematically, leading to the construction of a conceptual model for AI-assisted speaking practice within CLT frameworks. Finally, the study discusses the pedagogical implications, potential benefits, and anticipated challenges of implementing this model in EFL teaching and learning contexts.

By adopting a rigorous *library research* methodology, this study ensures that the proposed model is grounded in established theories and current empirical evidence, thus providing a solid foundation for future empirical testing and classroom application.

RESULT AND DISCUSSION

The findings from the library research, which analyzed recent literature on AI-assisted language learning published between 2020 and 2025, reveal a growing interest in integrating artificial intelligence tools such as ChatGPT into communicative English language teaching (CLT). The review synthesizes insights into the pedagogical implications, potential benefits, and anticipated challenges of implementing the AI-Assisted Speaking Practice Model for EFL learners.

1. Pedagogical Implications

Integrating ChatGPT into CLT offers a novel dimension to language pedagogy by providing learners with opportunities for authentic, interactive, and context-sensitive speaking practice. Several studies emphasize that AI chatbots can simulate natural conversational flow, thus aligning with CLT's emphasis on real-world communication (Zhang & Wang, 2023). The model encourages learners to engage in spontaneous dialogue, negotiate meaning, and practice turn-taking, which are central skills in communicative competence (Richards, 2021). Furthermore, AI systems can be adapted to specific learning goals, enabling personalized task design that supports differentiated instruction (Lee et al., 2022).

2. Potential Benefits

The literature highlights multiple benefits of AI-assisted speaking practice. First, AI tools provide immediate feedback on grammar, vocabulary, and pronunciation, which accelerates learners' self-correction and awareness of language use (Gong et al., 2022). Second, they offer unlimited access to practice opportunities, reducing dependency on classroom time and teacher availability (Rahman & Prensky, 2024). Third, the interactive nature of ChatGPT promotes learner confidence by providing a low-stakes environment where errors are tolerated and seen as learning opportunities (Huang & Chen, 2023). In addition, AI's adaptability allows for culturally and contextually relevant conversation scenarios, enhancing learners' pragmatic competence in English (Park, 2023).

3. Anticipated Challenges

Despite these advantages, several challenges have been identified in the reviewed literature. One concern is the accuracy and reliability of AI-generated responses, as incorrect or unnatural outputs may hinder learners' acquisition of accurate language forms (Chung, 2022). Another challenge involves ethical and pedagogical considerations, such as over-reliance on AI at the expense of human interaction (Rahimi & Zhang, 2024). The digital divide also remains an issue, as not all learners have equal access to devices and stable internet connections necessary for sustained AI interaction (Nguyen & Pham, 2021). Furthermore, teachers may require additional training to effectively integrate AI into their CLT practice, including understanding AI limitations and guiding students to critically evaluate AI responses (Kessler, 2022).

4. Synthesis

The literature from the past five years underscores that the AI-Assisted Speaking Practice Model offers significant promise for enhancing EFL learners' speaking proficiency within a communicative framework. However, its successful adoption depends on careful pedagogical planning, continuous monitoring of AI output, and addressing the technical, ethical, and accessibility challenges that accompany AI integration. The reviewed studies suggest that a balanced approach—where AI complements rather than replaces human instruction—can maximize benefits while minimizing drawbacks.

CONCLUSION

The present library research highlights the transformative potential of integrating ChatGPT into the Communicative Language Teaching (CLT) framework for EFL speaking practice. By synthesizing recent studies published between 2020 and 2025, the analysis demonstrates that AI-assisted speaking practice models can significantly enhance learners'

oral proficiency through personalized, interactive, and context-sensitive feedback. The literature consistently indicates that ChatGPT's natural language generation capabilities enable authentic communicative exchanges, align with CLT principles, and support learners' fluency, accuracy, and confidence.

Pedagogically, the integration of ChatGPT offers several benefits: increased learner autonomy, enhanced motivation through engaging conversational scenarios, and the possibility for constant practice without the limitations of time or physical presence. However, challenges remain in terms of ensuring the accuracy of AI-generated responses, preventing over-reliance on the tool, and addressing ethical concerns related to data privacy and academic integrity.

Overall, the findings suggest that the AI-Assisted Speaking Practice Model has strong potential to complement existing EFL pedagogical practices, provided that it is implemented with careful instructional design, ongoing teacher mediation, and critical evaluation of its outputs. Future research could focus on empirical classroom-based investigations to validate the model's effectiveness across different cultural and educational contexts, ensuring its adaptability and sustainability in the evolving landscape of language education.

BIBLIOGRAPHY

- Ahn, J., & Lee, H. (2024). Enhancing EFL learners' speaking proficiency through AI conversational agents: A quasi-experimental study. *Computer Assisted Language Learning*, 37(1), 1–23.
- Budianto, L. (2024). ChatGPT integration in EFL speaking classes: Opportunities and challenges. *Journal of English Language Teaching and Linguistics*, 9(1), 55–69.
- Chen, Y., Wang, J., & Lin, H. (2024). CHOP: A ChatGPT-based oral practice platform for EFL learners. *ReCALL*, 36(2), 145–162.
- Chung, M. (2022). Accuracy challenges in AI-based language tutoring. *Computer Assisted Language Learning*, 35(7), 1423–1440.
- Demir, A., & Öz, F. (2024). Task repetition with ChatGPT support: Effects on EFL learners' grammatical accuracy and communicative completeness. *Language Learning & Technology*, 28(1), 85–103.
- Gong, Y., He, W., & Lai, C. (2022). The role of AI in enhancing pronunciation training for EFL learners. *Language Learning & Technology*, 26(2), 1–17.
- Huang, J., & Chen, L. (2023). AI-assisted conversation practice and learner affective factors. *ReCALL*, 35(1), 45–61.
- Kessler, G. (2022). Teacher education and the integration of artificial intelligence in language learning. *TESOL Quarterly*, 56(3), 767–790.
- Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). Exploring the potential of ChatGPT for EFL learners: Affordances and limitations. *ELT Journal*, 77(4), 399–408.
- Lee, J., Park, H., & Kim, Y. (2022). Personalized learning through AI chatbots in EFL contexts. *Educational Technology Research and Development*, 70(5), 2301–2320.
- Li, X. (2024). Overcoming speaking anxiety in EFL classrooms through AI-mediated dialogues. *Asia-Pacific Education Researcher*, 33(1), 73–85.
- Littlewood, W. (2014). Communication-oriented language teaching: Where are we now? Where do we go from here? *Language Teaching*, 47(3), 349–362.

- Nguyen, T., & Pham, M. (2021). Bridging the digital divide in AI-assisted language learning. *International Journal of Educational Technology in Higher Education*, 18(49), 1–17.
- Park, S. (2023). Pragmatic competence development in AI-assisted speaking tasks. *Language Teaching Research*, 27(4), 620–639.
- Pratiwi, D., & Winardi, A. (2024). Improving speaking skills in Indonesian EFL learners through AI-based role-play. *Indonesian Journal of Applied Linguistics*, 14(1), 15–27.
- Rahimi, M., & Zhang, Y. (2024). Balancing AI and human interaction in communicative EFL classrooms. *System*, 119, 102947.
- Rahman, M., & Prensky, M. (2024). Accessibility and autonomy in AI-supported language learning. *British Journal of Educational Technology*, 55(1), 153–170.
- Richards, J. C. (2021). *Approaches and methods in language teaching* (4th ed.). Cambridge University Press.
- Zhang, L., & Wang, X. (2023). Conversational AI in communicative language teaching: A systematic review. *CALL-EJ*, 24(2), 1–22.
- Zhang, Q., & Liu, M. (2024). AI-assisted oral communication: Impacts on fluency, accuracy, and complexity in EFL learners. *System*, 122, 103987.