



INTEGRATING AI TOOLS INTO TASK-BASED LEARNING IN EFL CLASSROOMS

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Abstract: *The integration of artificial intelligence (AI) into language education has created new opportunities for enhancing task-based learning (TBL) in English as a Foreign Language (EFL) classrooms. While TBL promotes meaningful communication and real-world language use, its effectiveness is often constrained by limited feedback and insufficient opportunities for individualized practice.*

This study examines how AI-powered tools can be integrated into task-based learning to address these challenges. AI applications, including speech recognition systems and interactive chat platforms, were incorporated into classroom tasks to support speaking practice and provide immediate feedback.

The findings reveal that AI-supported task-based activities significantly improve learners' speaking fluency, pronunciation, and confidence. Furthermore, students demonstrated increased motivation and engagement due to the interactive and adaptive nature of AI tools.

The study concludes that the integration of AI into task-based learning enhances communicative competence and provides a more dynamic and learner-centered approach to EFL instruction. This approach offers valuable implications for modernizing language teaching practices in the digital era.

Keywords: *artificial intelligence, task-based learning, EFL, speaking skills, digital learning, communicative competence.*



1. Introduction

Developing speaking skills is one of the most challenging aspects of English as a Foreign Language (EFL) learning. Unlike reading or writing, speaking requires real-time interaction, spontaneous language production, and confidence. In many traditional classrooms, students have limited opportunities to practice speaking, as teaching often focuses on grammar and written exercises rather than communication (Richards, 2008). As a result, learners frequently experience difficulties in fluency, pronunciation, and confidence.

In recent years, the integration of digital technologies into education has significantly transformed language teaching practices. In Uzbekistan, educational reforms emphasize the importance of incorporating innovative technologies into teaching and learning processes. Studies show that digital tools improve student engagement and learning efficiency in higher education contexts (Asrorov, 2025). Furthermore, listening and speaking skills are considered essential components of language acquisition, highlighting the need for interactive teaching approaches (Akbarova, 2026).

Task-based learning (TBL) is widely recognized as an effective method for developing communicative competence. It focuses on meaningful communication and real-life language use through tasks such as discussions, role-plays, and problem-solving activities. However, despite its advantages, TBL has certain limitations. Students may not receive sufficient feedback, and classroom time may not allow for enough speaking practice.

Artificial intelligence (AI) has emerged as a powerful tool to address these challenges. AI-based applications, such as speech recognition systems and interactive chat platforms, enable learners to practice speaking, receive immediate feedback, and engage in personalized learning experiences. This study aims to explore how AI tools can be integrated into task-based learning to enhance speaking skills in EFL classrooms.



2. Literature Review

Task-based learning is based on the principle that language is best acquired through meaningful communication. It encourages students to actively use language in realistic contexts, which helps develop fluency and communicative competence. Through tasks, learners become more engaged and motivated, as they focus on achieving communicative goals rather than simply learning grammatical rules.

The role of technology in language education has expanded significantly over the past decade. Digital tools provide opportunities for interactive learning, immediate feedback, and learner autonomy. Innovative instructional models such as SIOP, UDL, and UbD contribute to more structured and student-centered teaching processes (Karimdjanovna, 2025). Additionally, modern teaching approaches emphasize the importance of integrating technology to enhance engagement and learning outcomes (Shamsematova, 2025).

Artificial intelligence represents the next stage in the evolution of educational technology. AI tools can analyze learners' speech, provide corrective feedback, and simulate real-life communication. This makes them particularly effective for developing speaking skills. AI also supports personalized learning by adapting to individual learners' needs and providing targeted feedback (Wang, 2021).

In the Uzbek educational context, recent studies highlight the increasing importance of AI in language learning. AI-based tools have been shown to improve learning efficiency, student engagement, and language proficiency (Madrakhimova, 2025; Eshmamatov, 2024). These findings indicate that AI integration is becoming an essential component of modern EFL pedagogy.

Despite these advancements, there is still limited research on the combined use of AI and task-based learning in EFL classrooms. This study



seeks to address this gap by examining how AI-supported tasks influence students' speaking skills and learning experiences.

3. Methodology

This study employed a mixed-method research design combining quantitative and qualitative approaches. The participants were undergraduate EFL students studying at a higher education institution.

The study was conducted over a six-week period. During this time, students participated in task-based activities such as role-plays, discussions, and collaborative problem-solving tasks. AI tools, including speech recognition applications and chat-based platforms, were integrated into these activities.

Data were collected through:

- Speaking assessments (pre-test and post-test)
- Student questionnaires
- Classroom observations

Quantitative data were analyzed using mean score comparison to measure improvements in speaking performance. Qualitative data were analyzed through thematic analysis to identify patterns in students' experiences, motivation, and engagement.

4. Results

The results of the study indicate a significant improvement in students' speaking skills after the integration of AI tools into task-based learning. Students demonstrated increased fluency, improved pronunciation, and greater confidence in speaking.

The comparison of pre-test and post-test results showed a noticeable increase in overall speaking performance. Students were able to express their ideas more clearly and participate more actively in classroom discussions.

Questionnaire findings revealed that most students had a positive attitude toward AI-supported learning. They reported higher levels of motivation and engagement, as well as increased interest in speaking activities.



Classroom observations further confirmed these findings. Students were more active, participated more frequently, and showed greater enthusiasm during lessons. These results suggest that AI tools create a more dynamic and interactive learning environment.

5. Discussion

The findings of this study demonstrate that integrating AI tools into task-based learning significantly enhances the effectiveness of language instruction. The combination of meaningful tasks and interactive technology creates a learner-centered environment where students can actively practice speaking.

One of the key advantages of AI is the provision of immediate feedback. This allows learners to identify and correct their mistakes in real time, leading to faster improvement in pronunciation and fluency. Additionally, AI enables students to practice independently, which increases learner autonomy and confidence.

The results also highlight the importance of motivation in language learning. Students found AI-supported activities more engaging than traditional methods, which increased their participation and interest. This supports previous research emphasizing the role of technology in enhancing learning outcomes (Shamsematova, 2025; Asrorov, 2025).

However, the integration of AI into classroom teaching requires careful planning. Teachers need to be trained in using AI tools effectively, and institutions must provide adequate technological support. Despite these challenges, the benefits of AI integration are substantial and should not be overlooked.

6. Conclusion

This study confirms that integrating AI tools into task-based learning significantly improves speaking skills in EFL classrooms. AI enhances fluency, pronunciation, confidence, and motivation by providing interactive and personalized learning experiences.



The findings suggest that combining modern technologies with effective teaching methods can transform language education and better prepare students for real-life communication.

Future research should explore the long-term impact of AI in language learning and investigate its application in different educational contexts.

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