



# Mounting English Communication Ability among Students through AI-Assisted Communicative Language Teaching

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## Abstract

Developing English communication competence remains a major challenge for higher education students, particularly in contexts where English is learned as a second language. Traditional grammar-oriented instruction often provides limited opportunities for authentic interaction, critical thinking, and spontaneous communication now- a- days. At the same time, advances in artificial intelligence (AI), digital learning environments, and Communicative Language Teaching (CLT) have created new possibilities for improving learners' communication skills. Recent research suggests that AI can enhance personalized feedback, learner engagement, and classroom interaction when integrated thoughtfully into pedagogy.

This study proposes an AI-assisted communicative teaching model for learners. A mixed-methods research design is recommended, combining quantitative assessment of communication gains with qualitative interviews exploring learner and teacher experiences. Data would be analyzed using descriptive statistics, reliability testing, t-tests, ANOVA, and thematic analysis.

The study aims to demonstrate that integrating AI-supported learning activities with communicative teaching strategies improves total communication. The proposed framework contributes to English language pedagogy by combining technological innovation with learner-centered instructional design and offers practical recommendations for curriculum developers, teacher educators, and higher education institutions.

**Keywords:** English communication competence, Communicative Language Teaching, Artificial Intelligence, Higher Education, English Language Teaching, Digital Pedagogy.

## 1. Introduction

English has emerged as the principal language of international communication across global employment. Schools worldwide increasingly expect graduates to demonstrate effective communication skills in multicultural and multilingual contexts. Consequently, communication competence has become a fundamental graduate outcome across academic programmes. Despite prolonged exposure to English language instruction, many students remain unable to communicate confidently in authentic situations. Traditional examination-oriented instruction frequently emphasizes grammatical accuracy, memorization, and written examinations while providing limited opportunities for informative interaction. As a result, students often possess theoretical linguistic knowledge but lack practical communicative competence.

Recent developments in Artificial Intelligence have transformed educational practice. AI-powered writing assistants, pronunciation assessment systems, intelligent tutoring systems, automated feedback platforms, and conversational chat bots provide learners with immediate personalized support to enhance in communication. Simultaneously,



Communicative Language Teaching and Task-Based Language Teaching continue to emphasize authentic interaction, learner participation, collaboration, and real-world communication.

This paper argues that integrating AI technologies with communicative pedagogy offers a comprehensive solution for improving English communication competence in all levels. Rather than replacing teachers, AI functions as an intelligent learning and teaching partner that supplements instruction through personalized feedback, adaptive learning pathways, and continuous language practice.

## 2. Research Objectives

The study aims to:

1. Examine challenges affecting English communication competence among students.
2. Evaluate the effectiveness of AI-assisted English language learning.
3. Investigate the contribution of Communicative Language Teaching toward communication development.
4. Design an integrated pedagogical framework combining AI and communicative teaching.

## 3. Literature Review

### English Communication Competence in the Twenty-First Century

English has become the dominant language for global communication, international education, business, diplomacy, scientific publication, and digital interaction. Schools worldwide increasingly expect graduates to demonstrate effective communication skills alongside technical expertise. Consequently, communication competence has emerged as one of the most important graduate attributes in higher education.

Communication competence extends beyond grammatical knowledge. It encompasses the ability to communicate appropriately, fluently, accurately, and confidently in diverse social, academic, and professional contexts. Modern language education therefore focuses on integrating linguistic competence with sociolinguistic, discourse, strategic, and intercultural competencies.

According to the communicative competence framework originally proposed by Hymes (1972) and later expanded by Canale and Swain (1980), effective communication involves four interrelated dimensions: Grammatical competence, Sociolinguistic competence, Discourse competence, and Strategic competence.

Recent research further argues that digital literacy, intercultural awareness, collaboration, critical thinking, and problem-solving should be incorporated into English communication education to prepare graduates for rapidly evolving workplaces.

### 4.1. Challenges in English Communication Development

Despite studying English for more than a decade, many learners experience considerable difficulties when communicating in authentic situations. Research conducted across Asian education contexts consistently identifies several recurring challenges.

### 4.2. Linguistic Challenges

Many learners possess theoretical knowledge of grammar but lack spontaneous communicative ability. Common problems include: Limited vocabulary, Incorrect pronunciation, Mother tongue interference, Poor listening comprehension, Lack of fluency, and Weak academic writing skills. Students often hesitate to participate in classroom discussions because they fear making grammatical errors.

### 4.3. Psychological Challenges

Language anxiety significantly influences communication performance. Students frequently experience: Fear of public speaking, Low self-confidence, Communication apprehension, Fear of negative evaluation, and Low motivation. Krashen's Affective Filter Hypothesis suggests that anxiety reduces language acquisition by preventing learners from processing linguistic input effectively.



#### **4.4. Educational Challenges**

Traditional examination-oriented teaching frequently emphasizes: Memorization, Grammar translation, written examinations, and Teacher-centered instruction. Such approaches provide limited opportunities for meaningful interaction, collaborative learning, and authentic communication practice.

#### **5.1. Communicative Language Teaching (CLT)**

Communicative Language Teaching represents one of the most influential approaches in modern language education. Rather than focusing exclusively on grammatical accuracy, CLT emphasizes informational communication in realistic contexts.

Core principles include: Student-centered learning, Pair and group activities, Authentic communication, Information-gap tasks, Role plays, Discussions, Problem-solving activities, and Project-based learning. Research consistently demonstrates that CLT improves: Speaking fluency, Listening comprehension, Vocabulary acquisition, Communication confidence, Learner motivation. Moreover, effective implementation requires well-trained teachers, appropriate assessment methods, manageable class sizes, and supportive institutional policies.

#### **5.2. Task-Based Language Teaching (TBLT)**

Task-Based Language Teaching extends communicative principles by organizing instruction around authentic communicative tasks rather than isolated grammatical structures.

Typical classroom tasks include: Conducting interviews, Presentations, Group discussions, Business negotiations, Debate sessions, Report writing, Email communication, and Project collaboration.

Ellis (2003) argues that authentic tasks encourage learners to negotiate meaning while simultaneously developing fluency, accuracy, and complexity.

Recent studies indicate that TBLT significantly enhances: Oral proficiency, Critical thinking, Collaborative learning, Problem-solving abilities, and Learner autonomy.

#### **5.3. Digital Pedagogy in English Language Teaching**

The rapid growth of educational technology has transformed English language instruction. Digital pedagogy integrates technological tools into teaching and learning processes to create engaging, flexible, and learner-centered environments.

Common digital learning platforms include: Learning Management Systems, Mobile learning applications, Video conferencing platforms, Digital discussion forums, Collaborative writing tools, Interactive quizzes, and Virtual classrooms. Digital pedagogy supports: Self-paced learning, Collaborative learning, Immediate feedback, Flexible access, Continuous assessment

Research demonstrates that blended learning environments often produce better communication outcomes than exclusively traditional classrooms.

#### **5.4. Artificial Intelligence in English Language Learning**

Artificial Intelligence has emerged as one of the most transformative developments in language teaching and learning. AI-powered systems now support: Grammar correction, Pronunciation assessment, Vocabulary development, Writing assistance, Conversation practice, automated feedback, personalized learning, and Adaptive assessment. Generative AI systems provide learners with opportunities to engage in authentic conversations, receive instant explanations, and practice communication in low-anxiety environments.

Recent empirical studies indicate that AI improves: Writing quality, Speaking confidence, Vocabulary acquisition, Reading comprehension, Learner engagement, and Self-regulated learning. AI should complement—not replace—teachers. Human instructors remain essential for fostering critical thinking, ethical awareness, creativity, and interpersonal communication.



### 5.5. AI-Assisted Communication Skill Development

AI enhances each of the four language skills through targeted support.

#### Speaking

AI-based speech recognition technologies analyze pronunciation, intonation, stress, and fluency while providing immediate corrective feedback.

#### Listening

Adaptive listening systems customize materials according to learner proficiency and track comprehension progress.

#### Reading

AI recommends personalized reading resources, explains unfamiliar vocabulary, and generates comprehension questions.

#### Writing

Generative AI tools assist learners by offering suggestions related to grammar, coherence, vocabulary, organization, and academic style. These tools also encourage iterative revision through rapid feedback. When integrated thoughtfully into instruction, AI supports autonomous learning while enabling teachers to focus on higher-order communication skills.

### 6. Research Gap

Although numerous studies have examined Communicative Language Teaching, digital learning, and AI-assisted language education independently, relatively few have proposed an integrated framework that combines all three approaches in higher education. Current research reveals several gaps: Limited integration of AI with established communicative teaching methods. Insufficient longitudinal studies measuring long-term communication gains limited evidence from engineering and technology-focused institutions. A Few studies evaluate both language proficiency and employability outcomes. Lack of comprehensive pedagogical models combines AI, CLT, TBLT, and digital pedagogy. Addressing these gaps, the present study proposes an integrated instructional framework that combines learner-centered pedagogy with AI-assisted learning to enhance English communication competence.

### 11. Conclusion

In conclusion, the integration of Artificial Intelligence, Communicative Language Teaching, Task-Based Language Teaching, and digital pedagogy represents a promising direction for transforming English language education in higher education. By combining technological innovation with sound pedagogical principles, universities can cultivate confident, competent, and globally competitive communicators who are well prepared to meet the linguistic and professional demands of the twenty-first century. This integrated approach not only enhances English communication competence but also contributes to the broader educational goals of lifelong learning, global citizenship, and sustainable academic and professional success.

The development of English communication competence has become an indispensable objective of higher education in the twenty-first century, where graduates are expected to function effectively in multicultural, multilingual, and technology-driven environments. This study has demonstrated that communication competence extends beyond grammatical accuracy to encompass linguistic proficiency, strategic communication, intercultural awareness, critical thinking, collaboration, and digital literacy. While conventional teacher-centered approaches continue to contribute to learners' foundational language knowledge, they often provide limited opportunities for authentic communication and meaningful interaction. Consequently, many students experience difficulties in speaking, writing, listening, and professional communication despite years of formal English instruction.

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