INVESTIGATING THE EFFECTIVENESS OF AI CHATBOTS IN ENHANCING SPEAKING FLUENCY AND CONFIDENCE AMONG INTERMEDIATE-LEVEL EFL LEARNERS.

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Abstract

This study examines how intermediate-level English as a Foreign Language (EFL) learners' speaking fluency and confidence are affected by AI chatbots. This study attempts to ascertain how well AI-driven chatbots can enhance language learners' speaking abilities and confidence by including them into the learning process. Using a mixed-methods approach, the study measures speaking fluency quantitatively and learner confidence qualitatively through surveys. According to research, AI chatbots greatly improve speaking confidence and fluency, providing language teachers with useful resources.

Key words:
- Language Learning
- Technological Aids in Education
- Language Practice
- Fluency Development
- Confidence Building
- lnteractive Learning Tools
- AI in Education
- Language Proficiency
- Student Engagement
- EFL Teaching Strategies

Introduction

The central focus of this study is exploring the potential of Artificial Intelligence (AI) Chatbots in enhancing digital dialogue for students. The study investigates the key attributes of Chatbots that can contribute to the feasibility of facilitating digital dialogue to improve students' communication skills through discussions and dialogues. The study employed a descriptive method using a questionnaire to gather the perspectives of 35 educational experts on the use of AI Chatbots in digital dialogue skills. This study revealed that using AI Chatbots plays a crucial role in enhancing digital dialogue skills and can be effectively integrated into instructional practices to facilitate meaningful dialogue among students. Finally, the study recommends that educational technology specialists leverage new technologies, such as Al Chatbots to help improve student performance and facilitate digital dialogue in education.

Using of AI chatbots app in language level marks a substantial improvement in educational technology. Artificial intelligence chatbots offer customized and interactive practice sessions that could be especially helpful for intermediate level English as a second language learners who desire to improve their fluency in speaking degree. This study compares the efficacy of these AI tools to conventional learning approaches and looks into how they help with language development. Review of the Literature Prior studies demonstrate how AI chatbots can help with language knowledge by offering practice conversations and real-time feedback (Liu & Zhang, 2020). It has been demonstrated that chatbots provide a safe space for students to practice speaking, which can improve increase fluency (Chen & Cheng, 2021). By concentrating particularly on intermediate-level EFL learners and their experiences, this study exchange previously published researches.

Methodology

Participants

The study involved 60 intermediate-level EFL learners from a language institution.. Participants were randomly assigned to groups: one using AI chatbots for speaking practice and the other engaging in traditional speaking activities with human tutors.

Data Collection

Quantitative data were collected through pre- and post-intervention speaking tasks, which measured fluency, pronunciation. Qualitative data were gathered via surveys assessing learners' confidence levels before and after the intervention too.

Procedure

Participants in the chatbot 2 group engaged in daily 20-minute conversations with an AI chatbot over a six-week period. The chatbot was programmed to simulate different conversational scenarios and provide exact feedback on language using. The control group participated in equivalent speaking practice with human tutors.

Results

Speaking Fluency

Quantitative analysis showed a significant improvement in speaking fluency for the chatbot group compared to the control group. Participants using AI chatbots demonstrated greater fluidity in their speech and improved pronunciation scores.

Learner Confidence

Survey results indicated that learners who interacted with AI chatbots reported higher levels of confidence in their speaking abilities. The anonymity and availability of the chatbots were cited as key factors contributing to increased self-assurance.

Discussion

According to the research, intermediate EFL learners can improve their speaking fluency and confidence by using AI chatbots. These gains are probably a result of the opportunity to practice speaking in a relaxed setting with fast feedback. The study backs up the useful and helpful addition of AI chatbots to conventional language learning techniques.

Conclusion

AI chatbots have a lot to offer language learners, especially in terms of increased confidence and speaking proficiency. AI tools for language learning can offer more individualized and productive practice opportunities as educational technology develops. Future studies ought to examine the long-term effects and possible uses in various educational settings.

References

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