

The Impact of Generative AI on Communicative Competence in English Language Teaching

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Abstract - The current research paper focuses on exploring the influence of Generative Artificial Intelligence (GenAI) on communicative competence in English Language Teaching (ELT) using the systematic review and conceptual synthesis methodology. Communicative competence, which includes grammatical, discourse, sociolinguistic, and strategic skills, continues to be the core objective in modern language education. Nevertheless, the conventional methods of Communicative Language Teaching (CLT) encounter certain restrictions, such as a lack of personalization of feedback, insufficient opportunities for authentic communication, and student anxiety during face-to-face interaction. Thus, to overcome these obstacles, the present research attempts to synthesize the existing literature on the application of GenAI in ELT (2016–2026). The results show that Generative AI is extremely useful when it comes to enhancing various facets of communicative competence. With respect to the development of speaking skills, AI-based platforms offer students opportunities to improve fluency, pronunciation precision, and confidence in interaction through real-time conversation practice. In terms of writing skills, GenAI technologies help achieve higher levels of coherence, lexical diversity, and grammatical precision through adaptive feedback. Moreover, socio-pragmatic competence becomes better as learners become more aware of the use of languages in different contexts and cultures. Finally, there are significant advancements in the affective domain; learners experience reduced language anxiety and increased willingness to communicate (WTC). The study suggests that GenAI is a highly innovative pedagogical tool that goes beyond conventional ELT methods by creating personalized, interactive, and adaptive learning environments. At the same time, certain issues with implementation and integration into ELT practices emerge. There is a need for further research on classroom-based GenAI integration models within ELT.

Keywords: Generative AI, Communicative Competence, English Language Teaching, ChatGPT, Speaking Skills, Writing Skills, Affective Factors

I. INTRODUCTION

It is well-known that communicative competence is the main aim of English Language Teaching (ELT), including various aspects of language use, such as grammatical, discourse, sociolinguistic, and strategic aspects (Moorhouse & Kohnke, 2024). Modern language teaching aims at not only the accuracy of language construction but also the efficient usage of English in practical communicative situations (Busso & Sanchez, 2024). In this sense, CLT has made a great contribution to transforming ELT into a communicative learning process (Drajati et al., 2026). Nevertheless, despite many pedagogical advantages of CLT, there exist some constraints that hinder its application in practice, such as a lack of individual feedback, authentic communication, and dealing with the anxiety of learners during communication (Liu et al., 2024).

In the past few years, Generative Artificial Intelligence (GenAI) has become one of the key forces in language education (Jantakoon et al., 2025). There is an increasing implementation of chatbots, AI tutors, and large language models in ELT classes to provide a dynamically adaptive educational setting (Tai & Chen, 2025). As opposed to conventional techniques, GenAI enables instant feedback, language personalization, and interaction, making up for the

difference between classroom instruction and real-world interaction (Nuri et al., 2026).

The use of AI in ELT goes beyond language domains that include speaking, writing, and interactive communication (López-Molines, 2025). This kind of technology helps students to develop language fluency, improve grammatical accuracy, build up written discourse, and speak confidently. Furthermore, AI technologies contribute to reducing communication apprehension by providing a safe practice ground (Arboleda, 2024).

Although there have been numerous developments in this area, the need for an overarching synthesis of the effects of generative AI on communicative competence as an entity still exists (Lee et al., 2025). Most current research tends to consider single components of communicative competence, like speaking and writing. It is with this context that the present research aims to bridge the research gap and analyze the effect of GenAI on communicative competence in ELT.

Key Contributions

1. Proposes a single Generative AI-based approach that unifies speaking, writing, pragmatic, and affective approaches within English language teaching.
2. Synthesizes holistically to demonstrate how Generative AI enhances fluency, accuracy, interaction, and decreases the anxiety of the learners.
3. Offers a new model, AI-Assisted Communicative Language Teaching (AICLT), with mapping of GenAI tools.

The paper is structured using academic formats in order to systematically explore the influence of Generative AI in boosting communicative competence in ELT. Section I (Introduction) provides information regarding the background of communicative competence, its limitations within traditional Communicative Language Teaching (CLT), as well as the potential solution of Generative AI. Section II (Literature Review) offers a literature overview on previous studies that explored communicative competence dimensions and AI-assisted language acquisition, at the same time revealing certain gaps in the framework of integrated ELT. Section III (Methodology) describes the systematic review and synthesis methodology, providing details about sources, inclusion criteria and thematic analysis techniques used to categorize results. Section IV (Results and Discussion) demonstrates the results of the thematic analysis related to GenAI's effect on speaking, writing, pragmatic, and affective competencies by analyzing the information from previous studies. Section V (Pedagogical Implications) explores ways of integrating AI into ELT practices by developing an AI-assisted communicative teaching model, curriculum, and classroom strategy. The conclusion is made in Section VI (Conclusion).

II. LITERATURE REVIEW

Communicative competence is a key concept in English Language Teaching (ELT), referring to a learner's ability to communicate effectively and appropriately in actual interactions (Rojas et al., 2026). Communication is understood to involve more than one skill that relates to communication. Among these skills are grammar competence, which deals with vocabulary and structure; discourse competence, concerned with organizing discourse into cohesive and coherent utterances and texts; sociolinguistic competence, with appropriateness that involves appropriacy of use in different situations; and strategic competence, concerned with the activation of communicative and problem-solving strategies. All those competencies combined are known as the underlying skills for communication in academic and practical spheres (Cohen et al., 2024).

The application of Generative Artificial Intelligence has provided significant advancements in creating a more interactive, personalized, and adaptive language learning environment (Rajendran et al., 2024). ChatGPT, like other conversational AIs, can emulate human interactions and offer opportunities for learners to practice English through realistic communicative practices (Mleiki, 2024). Additionally, these technologies offer real-time corrective feedback on learners' grammar, vocabulary, and syntax. Furthermore, these tools adapt to learners' progress levels for customized learning pathways through personalized adaptive learning systems for ELT classes (Tai & Chen, 2024).

Recent empirical research evidence confirms the applicability of Generative AI in promoting language skills in many aspects (Annie Limiya & NS, 2025). In speaking, research on the AI chatbot-based computer-assisted language learning (CALL) has revealed benefits for improved pronunciation, better oral fluency, confidence, and reduced communication apprehension (Wang et al., 2024; Lu et al., 2025). The studies conducted based on writing proficiency reported better coherence, grammatical accuracy, and idea organization with the use of AI-generated tools and language resources (Tayebnik et al., 2018). Furthermore, several studies reported a significant decrease in foreign language anxiety (FLA) and an increase in Willingness to Communicate (WTC), which means that GenAI offers EFL learners a safer learning atmosphere and a less intimidating learning environment (Catasso, 2026).

Comparing the impact of AI-based language learning settings with that of conventional classroom learning, empirical evidence concluded that learning through AI-based interventions offers an outstanding result for language acquisition. Learners who received treatment based on Generative AI have demonstrated higher motivation and better SLA and retention compared to traditional approaches. AI-based mediated language education facilitates SLA as it enables consistent language input, instant feedback, interactive use, and numerous activities.

TABLE I COMPARATIVE ANALYSIS OF PRIOR STUDIES

Study	Focus	Methodology	Key Finding	Limitation
Wang et al., (2024)	Chatbot impact on WTC	Experimental	Reduced anxiety, improved communicative competence	Limited sample diversity
VG & NS, (2025)	AI language skills review	Systematic review	AI improves multi-skill learning	Lack of an integrated ELT framework
Tai & Chen, (2024)	Speaking skills via chatbots	Controlled experiment	Improved fluency and confidence	Short-term evaluation
Mleiki, (2024)	Writing skills	Quasi-experimental	Improved coherence and structure	Focused only on writing
Lu et al., (2025)	AI + speech recognition system	System design	Enhanced pronunciation accuracy	Laboratory-based study
Lutfullaeva et al., (2026)	SLA comparison	Comparative study	AI outperforms traditional learning	No communicative competence model
Irmuxamedov et al., (2026)	Socio-pragmatic AI	Longitudinal study	Improved cross-cultural competence	Limited learner population

In table I, offer a comparative overview of previous research on the effects of Artificial Intelligence and Generative AI on ELT (English Language teaching), reflecting differences in the topic covered (speaking skills, written skills, pragmatic skills, Willingness to communicate (WTC), methods of investigation, and findings of studies. While numerous studies indicate that Artificial Intelligence exerts positive effects on learners' outcomes regarding fluency and coherence and leads to decreases in anxiety, there are several limitations with reference to small samples, relatively brief duration of the study, and insufficient use of an integrated framework.

Research Gap

However, despite the significant advances made in the study of Generative AI-based language learning, the following key gaps can still be identified:

1. There is currently no overarching approach that would incorporate Generative AI into all the elements of communicative competence in ELT.
2. Current studies mostly concentrate on separate skills like speaking or writing rather than synthesizing all communicative skills together.
3. There is a lack of attention to the pedagogical aspect of AI applications in classroom-based ELT settings.

III. METHODOLOGY

Research Design

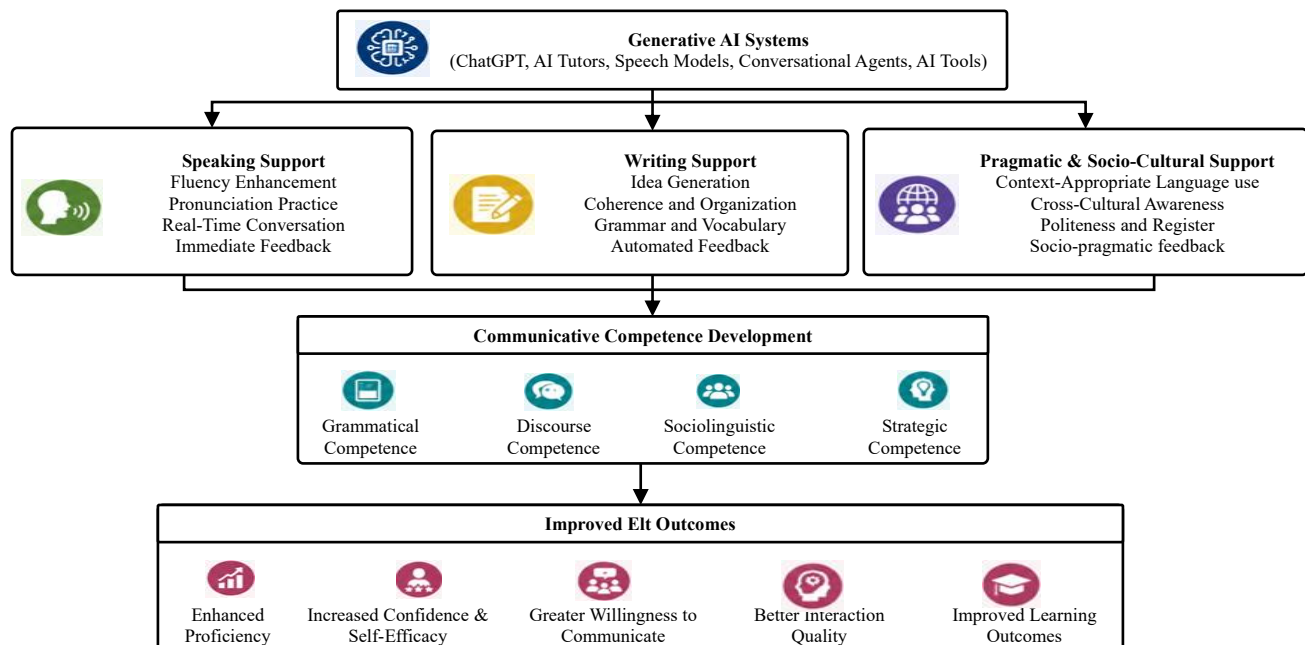


Fig. 1 Generative AI-Driven Communicative Competence Framework in ELT

This paper uses a systematic review and conceptual synthesis design to critically investigate the effects of Generative Artificial Intelligence (GenAI) on ELT communicative competence. This research will identify and synthesize from a collection of the latest empirical, experimental, and review-style studies with the aim of building an informed picture of how an AI-driven influence enhances various aspects of communicative competence across a range of learning situations.

Fig. 1 represents the conceptual model that explains the way that Generative AI systems like chatbots, tutors, and speech-based applications facilitate English Language Teaching (ELT). This model identifies three major enhanced areas – speaking skills, writing skills, and

pragmatic/sociocultural skills – which all serve to improve communicative competence among learners. In turn, these benefits result in improved outcomes in ELT in terms of fluency, confidence, WTC, and overall language proficiency.

Data Sources

This study uses academic papers from peer-reviewed journals that were published between 2016 and 2026. These papers are concerned with both basic and contemporary issues in the topic of language learning using AI tools. The literature considered for the review is concerned with topics including but not limited to the role of Artificial Intelligence in ELT, the development of communicative competence in SLA, Chatbots/Conversational AI systems, etc.

TABLE II GENAI-ELT FUNCTIONAL MAPPING

GenAI Tool Type	ELT Function	Learning Output	Example Application
Chatbots (ChatGPT)	Speaking practice	Fluency, interaction	Role-play dialogues
Speech AI systems	Pronunciation training	Accent improvement	Real-time speech correction
Writing assistants	Essay support	Grammar, coherence	Automated writing feedback
Adaptive AI tutors	Personalized learning	Self-paced improvement	Level-based exercises

Table II demonstrates the major roles of different Generative AI technologies in English Language Teaching (ELT) and related learning outcomes in English. Chatbots such as ChatGPT facilitate speaking skills, particularly fluency and interaction, by means of role-playing dialogue. Speech AI technology is associated with practicing pronunciation and accent correction in real-time. Writing assistants provide feedback on essay writing, which helps develop grammar and coherence. Adaptive AI tutors promote personalized learning by offering level-based exercises at an individual pace. Thus, different GenAI tools facilitate various aspects of language learning in ELT.

Inclusion Criteria

Inclusion criteria ensured that studies selected for analysis met certain standards of relevance and quality. All studies that involved Generative AI or conversational AI in language teaching and learning were included, especially those focused on communicative competence or communicative skills, including speaking, writing, or pragmatic skills. Besides, empirical research, systematic reviews, and meta-analyses published in peer-reviewed journals were included, whereas

all other papers not related to ELT or communicative competence were excluded.

Analysis Method

The literature subjected to thematic analysis as a systematic process for organizing findings from the reviewed studies. The obtained data were divided into four key themes, including speaking proficiency, writing proficiency, pragmatic competence, and affective elements (such as anxiety, motivation, and willingness to communicate). It provided an organized way to synthesize findings, demonstrating the effect of Generative AI on communicative proficiency development in ELT.

IV. RESULTS & DISCUSSION

A synthesis of literature reviewed points to consistent findings that the use of Generative AI is highly effective in promoting communicative competence in ELT environments. GenAI shows improvements in speaking skills, writing abilities, pragmatic competence, and affective learning, thus playing a transformative role in contemporary language teaching.

TABLE III IMPACT OF GENERATIVE AI ON COMMUNICATIVE COMPETENCE DIMENSIONS

Competence Area	AI Contribution	Key Outcome	Supporting Studies
Speaking	Chatbots, speech AI	Fluency, pronunciation, and interaction improvement	Tai & Chen, (2024), Lu et al., (2025)
Writing	ChatGPT, AI writing tools	Coherence, grammar, lexical richness	Mleiki, (2024), Drajati et al., (2026)
Pragmatic	Socio-pragmatic AI feedback	Cultural appropriateness, discourse use	Irmuxamedov et al., (2026)
Affective	AI interaction environment	Reduced anxiety, increased WTC	Wang et al., (2024)

Table III demonstrates the effects of Generative AI on communicative competence in various areas of English Language Teaching (ELT). This table clearly demonstrates the role played by AI technology tools in contributing to the development of skills in speaking, writing, pragmatics, and effectiveness. It is evident from the table that GenAI contributes to fluency, accuracy, coherence, socio pragmatics, and reduces anxiety among learners and increases their willingness to communicate. In summary, the synthesis indicates that the use of Generative AI contributes comprehensively to linguistic and affective competencies in ELT.

Speaking Competence

AI chatbots and spoken language tools help to improve fluency, pronunciation precision, and interaction speed through immediate practice opportunities for conversation. According to Tai & Chen (2024), there is an improvement in speaking skills, especially when learning occurs through dialogue simulations in a paired or interactive setting. Such learning systems increase confidence through feedback.

Writing Competence

Generative AI tools contribute to better coherence, lexicon richness, and syntactic precision, resulting in an enhanced

quality of the written text. Mleiki, (2024) stated that in compared to a traditionally supported writing activity, students' essays written under the supervision of ChatGPT showed improved organization and higher grammatical precision. Through automated responses and text suggestions AI writing support can facilitate the creation of a learning process in which revision and learning occur repeatedly.

Pragmatic and Cross-Cultural Competence

AI socio-pragmatic feedback systems help learners use the language effectively in varied cultural contexts and situations. GenAI enables learners to comprehend tones, politeness markers, and expressions that are suitable for context-based settings, thus leading to improved intercultural communicative competence.

Affective Domain

Different studies report the same patterns of reduced learner anxiety and increased WTC. AI-based environments offer spaces for practice that are non-judgmental and therefore reduce the fear of making mistakes. This in turn helps the development of communicating competence. Active Generative AI molding not only fine tunes the linguistic skill of the learner but also strengthens and integrates the psychological and interactional sectors of language learning.

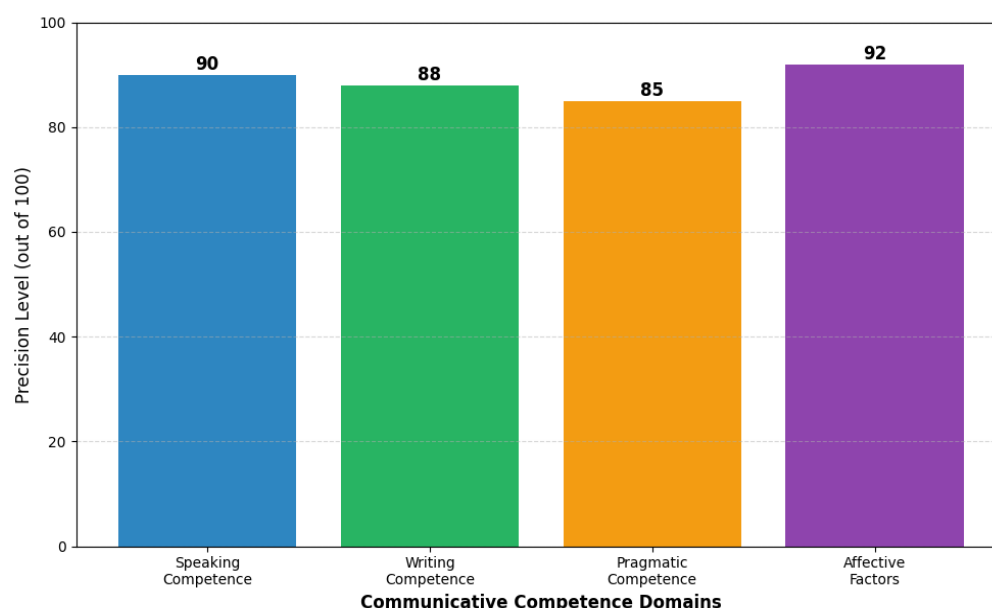


Fig. 2 Comparative Impact of Generative AI on Communicative Competence Domains

Fig. 2 shows a bar graph in which the effect of Generative AI on each of the four main dimensions of communicative competence is compared: speaking, writing, pragmatic, and affective factors. The findings suggest the highest overall increase in affective factors and gain in speaking and writing competencies, while pragmatic competence shows comparatively low gains. This visualization captures the general enhancements that Generative AI offered when applied to various dimensions of English Language Teaching (ELT).

TABLE IV EFFECT STRENGTH OF GENAI ON ELT SKILLS

Skill Area	Precision Level	Evidence Strength
Speaking	Very High	Strong experimental support
Writing	High (based on syntactic precision metrics)	Multiple quasi-experiments
Pragmatics	Moderate	Limited but growing studies
Affective domain	Very High	Strong consensus

Table IV illustrates the impact of Generative AI on different communicative competence skills used in ELT. From the results, speaking and affective areas are highly affected with the use of Generative AI, which is proven through empirical evidence and researcher agreement. However, writing skills are improved, as there are several quasi-experimental studies that show the same. Pragmatic competence has an average impact level and emerging research in this area. Thus, the results from table IV suggest that Generative AI affects speaking and affective aspects the most; while writing and pragmatic competence are on the promising side.

The present study provides a vivid account of how Generative Artificial Intelligence is significantly influencing communicative competence in English Language Teaching (ELT) by promoting different interrelated learning activities. First, artificial intelligence increases input exposure of learners by providing them with constant access to authentic listening and reading resources via conversational agents, chatbots, and adaptive language programs. Not only do such resources facilitate the process of comprehension and vocabulary acquisition; they provide learners with insights into the contextual usage of language. Second, AI increases output practice for students by enabling them to engage in speaking and writing activities and getting real-time feedback, grammar correction, and interactive dialogue simulation. Moreover, Generative AI aids in reducing the affective filter through the reduction of anxiety, increasing the learners' confidence and creating a secure and safe environment that motivates the learners to take risks and communicate more. Finally, AI increases the interaction rate through the provision of unlimited chances of conversation, even outside the classroom setting. This increases language usage and results in rapid development of communication skills. All these four factors clearly demonstrate how Generative AI not only improves the language abilities but also creates an interactive and adaptive learning system for language learners.

V. PEDAGOGICAL IMPLICATIONS

The findings of the study indicate several important lessons for English Language Teaching (ELT) in terms of integrating Generative AI. Firstly, teachers need to treat Generative AI as an assistant in the learning process, and not only as an alternative to conventional teaching techniques. Chatbots and conversational agents can provide substantial help to educators by facilitating the learning process with constant practice, immediate feedback, and language support, thus contributing to maintaining the conversation beyond regular classroom time.

Furthermore, it is necessary to note that the study demonstrates the necessity to move from the conventional Communicative Language Teaching (CLT) to an innovative AI-assisted Communicative Language Teaching (AICLT) model that will combine the benefits of communication-oriented teaching with AI-based interaction

to improve the frequency of language practice and its relevancy.

Additionally, curriculum design needs to be adapted to include blended learning models that seamlessly integrate Generative AI tools into structured ELT activities. This means incorporating AI-supported speaking tasks, automated writing feedback systems, and socio-pragmatic learning simulations into the syllabus, ensuring that students have meaningful and consistent exposure to real-world language use.

In conclusion, implementing Generative AI in a classroom will greatly reduce the workload of teachers regarding assessment and evaluation, particularly in large classes. Feedback systems will assist in the evaluation of writing skills, pronunciation, and grammar skills, thus enabling teachers to focus on higher-level skills such as critical thinking, interaction management, and communication strategies. Generally, these perspectives present Generative AI as a revolutionary tool that enhances the teaching process and communicative skills of students in the field of ELT.

VI. CONCLUSION

This review explores the impact of Generative Artificial Intelligence (GenAI) on communicative competence in English Language Teaching (ELT) through systematic analysis of the literature in recent times. It becomes apparent that GenAI has a tremendous impact on numerous elements of communicative competence, including speaking, writing, pragmatic, and affective competences. Speaking competencies benefit from the utilization of AI tools, for example, conversational agents and chatbots, which enable learners to become more fluent and accurate in pronunciation precision during interactive activities due to constant practice. Writing competency is boosted through improved grammatical accuracy, vocabulary range, and overall coherence thanks to the utilization of Generative AI tools. Finally, learners develop their pragmatic competency, acquiring higher socio-cultural awareness and discourse sensitivity in AI-enabled settings. One of the key outcomes of this research is the presence of a significant positive impact of GenAI on learners' emotional state. Learners tend to experience less anxiety, higher motivation, and increased communicativeness that positively impacts their level of engagement and participation in ELT process. In comparison to the Communicative Language Teaching (CLT), GenAI-related approaches proved to be more effective owing to the opportunity to provide learners with individualized, interactive and non-critical experience. At the same time, there are several problems that need to be considered, such as insufficient integration of GenAI into teaching practice, lack of frameworks for implementation of GenAI and over-reliance on technological aspects without proper pedagogical design. Consequently, while GenAI has huge potential for revolutionary changes in ELT practices, its effective implementation requires special pedagogical approach.

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