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Comparative Chatbot Development Tools to Enhance Speaking for Fluency

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Abstract

Artificial Intelligence (AI), particularly Conversational AI, is offering significant advantages in education, providing engaging options for both in-class and independent speaking practice. Recognizing the increasing use of chatbot tools in educational functions, this study first addresses the process of building chatbots using three online generator tools. Similar prompts and scenarios were applied to each tool, allowing for a direct comparative analysis based on factors such as ease of use, set up complexity, and suitability for assignments or student practice. Following this foundational development, the study then investigates the practical application of these chatbots as supplementary tools to improve English speaking fluency among university students enrolled in an intensive English program. Acknowledging limitations in traditional classroom practice, these chatbots provided accessible, flexible, and autonomous speaking opportunities. Two specific chatbot examples, demonstrating guided conversational formats, were designed to enhance descriptive and narrative skills. Implemented as optional, low-stakes resources, these chatbots aimed to reduce anxiety and promote language experimentation by giving students an opportunity to use the language outside the classroom. While highlighting the considerable potential of chatbots for speaking practice, the study acknowledges current limitations in nuanced feedback and advanced personalization. This research advocates for the strategic integration of chatbots to supplement classroom instruction and support language learning goals, suggesting future research should examine their long-term impact on students' communicative competence.

Keywords: Educational Technology, Interactive Learning, Learner Autonomy, Online Chatbot Tool, Speaking Fluency