

Enhancing EFL Learners' Coherent Expression Competence with The Help of Artificial Intelligence

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Abstract. Improving learners' capability to express their views coherently is one of the common challenges in the classrooms of English as a Foreign Language (EFL). Even though learners often show adequate vocabulary and good knowledge in grammar, many of them face challenges when it comes to organizing ideas in a logical way and creating coherent verbal and written discourse. The current study suggests a Four-Stage AI-Supported Instructional Model which is designed to develop students' coherent expression ability through communicative and technology-assisted instruction. The methodology includes idea generation, logical planning, coherent production, and reflective revision with the pedagogical use of artificial intelligence tools. A quasi-experimental design among secondary school EFL learners was implemented to test how the proposed model could work. To evaluate students' progress, Classroom observations, speaking and writing assessment rubrics, and learner feedback were used. The results show that structured communicative activities assisted by AI-supported feedback can promote students' confidence, discourse organization, and logical sequencing of ideas. The current instructional model proposes practical implications for English language teachers looking for the ways to integrate modern educational technologies in communicative language teaching.

Keywords: Coherent Expression, Communicative Competence, Discourse Competence, EFL Learners, Instructional Model.

1 Introduction

The current era of information technologies and artificial intelligence has considerably transformed the way how foreign languages taught. Contemporary English language teaching is not limited to vocabulary acquisition and grammar instruction today. It puts an emphasis on learners' ability to communicate in an effective and meaningful way in authentic contexts. Eventually, enhancing coherent expression ability has become an essential objective of English language teaching.

Coherent expression competence refers to learners' ability to generate ideas, organize them logically, connect them through appropriate discourse markers, and present meaningful oral or written texts according to communicative purposes. [1] This competence represents an important component of communicative competence because

successful communication depends not only on linguistic accuracy but also on the logical organization of ideas and meaningful interaction with the audience [2]. Despite curriculum reforms and the widespread implementation of communicative language teaching, many EFL learners continue to experience difficulties in expressing their ideas coherently. Classroom observations indicate that students frequently produce isolated sentences, rely on memorized language patterns, and struggle to maintain logical connections between ideas during speaking and writing activities. These challenges reduce both the quality of communication and learners' confidence in using English in real-life situations.

Recent advances in artificial intelligence provide new opportunities to support language learning. AI-powered educational tools can facilitate brainstorming, provide immediate formative feedback, assist learners in organizing ideas, and encourage self-reflection. Nevertheless, AI should function as pedagogical support rather than a substitute for independent thinking and language production. Therefore, there is a need for instructional models that integrate communicative methodology with AI-assisted learning while maintaining learner autonomy.

The present study aims to develop and theoretically justify a Four-Stage AI-Assisted Instructional Model for improving EFL learners' coherent expression competence. The study addresses the following research question:

How can a stage-based instructional model supported by artificial intelligence improve EFL learners' ability to express their ideas coherently during English language learning?

The novelty of the study lies in the integration of communicative language teaching principles with AI-assisted learning tools within a structured instructional framework that systematically develops learners' coherent expression competence.

2 Literature Review

The idea of communicative competence is one of the key principles of foreign language teaching. According to Canale and Swain, communicative competence includes grammatical, sociolinguistic, discourse, and strategic competencies [2]. Among these components, discourse competence plays a key role to help learners to produce coherent and meaningful verbal and written texts. It necessitates the ability to organize ideas in a logical way and keep unity throughout communication rather than generating disconnected sentences.

Coherence and cohesion are considered as essential features of effective communication. Halliday and Hasan refer cohesion to the linguistic devices that connect statements through reference, substitution, conjunctions, and lexical relationships, while coherence can be defined as the logical flow of ideas that lets readers or listeners understand the intended message [3]. Thus, successful EFL learners are demanded to improve both linguistic accuracy and discourse organization skills.

Communicative Language Teaching (CLT) focuses on meaningful interaction and authentic language usage instead of isolated grammar practice. Harmer believes that learners are able to improve their speaking and writing abilities once they take part in

communicative tasks involving problem-solving, negotiation of meaning, and opinion sharing [4]. Likewise, Task-Based Language Teaching motivates students to complete purposeful tasks that naturally support idea organization and coherent communication [7].

Recent studies have focused on the increasing role of artificial intelligence in foreign language teaching. AI-based tools, including ChatGPT, Gemini, and Microsoft Copilot provide learners with good chances to think of ideas, acquire immediate feedback, revise written texts, and practice language production independently. Notwithstanding, researchers highlighted that AI should promote learning rather than replace learners' cognitive engagement. Teachers are still in charge of designing pedagogically meaningful activities that stimulate critical thinking and independent language production. Even though earlier studies have tested communicative competence, discourse development, and AI-supported language learning in separation, limited attention has been given to integrating these elements into a structured instructional framework which aimed at enhancing coherent expression competence in EFL classrooms. Most current studies pay attention either to technological applications or general communicative skills neglecting a provision of a systematic classroom methodology.

Considering the reviewed literature, we can conclude that there are still few practical instructional models which integrate communicative language teaching principles with artificial intelligence to develop learners' coherent expression competence systematically. To solve this lack, the present study proposes a Four-Stage AI-Assisted Instructional Model that combines communicative activities, structured language support, reflective learning, and AI-assisted feedback into one particular pedagogical framework.

3 Methodology

3.1 Research Design

This study implemented a quasi-experimental research design to look deeply into the effectiveness of the proposed instructional model in the development of EFL learners' coherent expression capability. The study was conducted in one secondary school with 100 EFL learners, divided into an experimental group ($n = 50$) and a control group ($n = 50$). Both of these groups followed the same English curriculum. However, the experimental group received instruction based on the proposed Four-Stage AI-Assisted Instructional Model, while the control group was instructed through traditional communicative activities.

The intervention lasted twelve weeks and during that period students participated in three English lessons each week. Their speaking and writing performance was assessed through common communicative tasks designed to classroom using analytical assessment rubrics focusing on idea organization, coherence, cohesion, vocabulary use, grammatical accuracy, and communicative effectiveness.

3.2 The Four-Stage AI-Assisted Instructional Model

The proposed model was developed to help learners gradually construct coherent oral and written discourse by combining communicative language teaching principles with appropriate AI-supported learning activities.

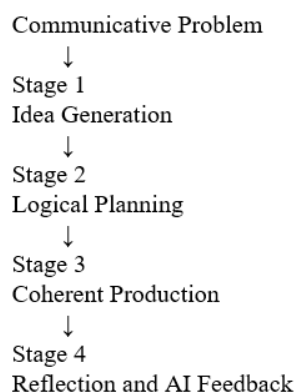


Fig. 1. Four-Stage AI-Assisted Instructional Model

Many traditional speaking lessons mainly emphasize language accuracy. However, the proposed model focuses on the process of organizing and expressing opinions. Every instructional stage improves a distinct element of coherent expression competence.

Stage 1. Idea Generation.

The first stage targets to activate learners' background knowledge and motivate them to produce a lot of ideas before speaking or writing. Students are directed to communicative occasions with the help of pictures, short videos, quotations, or real-life problems. The teacher promotes brainstorming and encourages learners to express opinions without instant correction.

General classroom activities include:

1. Brainstorming;
2. Think–Pair–Share;
3. Picture-based discussion;
4. Vocabulary clustering;
5. Predicting from visual prompts.

Artificial intelligence devices such as ChatGPT or Gemini can be used to provide discussion questions and additional examples, or expand learners' previous opinions. However, students are encouraged to assess AI-generated suggestions critically instead of copying directly.

The theoretical foundation of this stage is derived from Communicative Language Teaching, Vygotsky's sociocultural theory, and Task-Based Language Teaching, all of

which focus on collaborative interaction and meaningful communication as main assets for language development [9].

Stage 2. Logical Planning.

After generating ideas, learners organize them into a logical sequence before producing language. At this stage, students prepare outlines, identify supporting arguments, arrange ideas chronologically or logically, and choose appropriate discourse markers.

Teachers introduce planning strategies through:

- 1. Mind mapping;
- 2. Graphic organizers;
- 3. Sequencing activities;
- 4. Argument maps;
- 5. Guided outlining.

AI tools can support this stage by helping learners produce alternative outlines or suggesting organizational patterns for different text types. Nevertheless, the final structure remains the learner's own decision.

Planning may reduce cognitive overload while producing language and help learners to focus on meaning instead of looking for ideas while speaking or writing.

Table 1. The First Two Stages of the Proposed Model

Stage	Main Objective	Teaching Techniques	AI Support	Expected Learning Outcome
Generat- ing ideas	Activate ideas, prior knowledge	Brainstorming, Think– Pair–Share, Visual prompts	ChatGPT, Gemini	Fluent ideas, learner confidence
Logical Planning	Organize ideas logically	Mind-Mapping, Graphic Organizers, Sequencing	ChatGPT, Gemini	Improved organiza- tion coher- ence

Scientific Novelty.

The scientific novelty of the proposed methodology lies in integrating communicative language teaching, structured discourse planning, and AI-supported formative feedback into a unified four-stage instructional framework specifically designed to enhance coherent expression capability among learners of EFL. However, existing approaches emphasize either communicative practice or technology integration separately. The current proposed model systematically combines cognitive, linguistic, and technological support throughout the entire learning process.

Stage 3. Coherent Production

In the subsequent stage, students change their planned ideas into coherent oral or written discourse. The main purpose is to enable students to communicate ideas in a fluent way while keeping logical organization and appropriate use of cohesive devices.

The teacher organizes communicative tasks which ask learners to express opinions, justify arguments, tackle problems, and interact with other students. Rather than focusing only on grammatical accuracy, learners are now asked to organize data using discourse markers such as firstly, therefore, moreover, however, and finally.

This kind of typical classroom activities include:

1. Storytelling on pictures;
2. Idea-based discussions;
3. Role-playing activities;
4. Cooperative paragraph writing;
5. Problem-solving tasks;
6. Small presentations.

In this stage, AI devices are utilized as formative learning tools. For instance, ChatGPT can provide suggestions to develop paragraph organization or come up with linking expressions, whereas the final version of the response remains the learner's own work. This kind of guided implementation of AI supports learner autonomy rather than dependence on technological devices.

The theoretical foundation of this stage comes from Swain's Output Hypothesis (1985), which argues that language production fosters deeper language processing, and Long's Interaction Hypothesis (1996), highlighting meaningful interaction as a key element of language development. [6,8]

Stage 4. Reflection and AI-Supported Feedback.

The final stage emphasizes self-regulation and continuous improvement through reflective feedback. Learners assess their own oral and written performance with the help of proper assessment criteria and get constructive feedback from other students, teachers, and AI-supported platforms.

Reflection activities include:

1. Self-assessment checklists;
2. Peer feedback sessions;
3. Portfolio reflection;
4. Revision of written texts;
5. AI-assisted feedback analysis.

Learners compare their initial and revised drafts to detect developments in idea organization, coherence, and language accuracy. This reflection process improves the awareness of metacognitive strategies and stimulates independent learning.

Table 2. Proposed Instructional Model

Stage	Main Activities	AI Support	Expected Outcome
Generating idea	Brainstorming, Think-Pair-Share	ChatGPT, Gemini	Fluent ideas
Planning logically	Mind-Mapping, Outlining	ChatGPT	Logical organization
Producing coherently	Storytelling, Debate, Role-play	ChatGPT Feedback	Coherent communication
Reflecting	Self assessment, Peer Assessment	AI-Feedback Tools	Continuous improvement

4 Results and Discussion

The implementation of the proposed instructional model in the classroom showed positive changes in students' competence to organize and communicate ideas more coherently. Throughout the intervention, the subjects in the experimental group became more confident in expressing personal ideas, participated much more actively in communicative activities, and showed a greater awareness of logical sequencing and the usage of cohesive devices.

The observations made by teachers indicated that the structured progression from idea generation to reflection lessened learners' hesitation and shyness during speaking tasks and enhanced the quality of written texts. The feedback supported by AI also motivated students to revise their work independently and reflect on their language use more critically. These findings propose that integrating communicative teaching strategies with AI-supported learning helps to create a supportive environment for developing coherent expression ability.

The results are in accordance with earlier studies highlighting the vitality of discourse competence in communicative language teaching [2,4] Moreover, the findings correspond to recent research demonstrating that artificial intelligence can develop language learning when it is used as a pedagogical support tool rather than a substitute for learner thinking.

5 Conclusion

This current study suggested a Four-Stage AI-Assisted Instructional Model for improving how to express oneself coherently among EFL learners. This model integrates communicative language teaching principles, structured discourse planning, collaborative learning, reflective practice, and AI-supported formative feedback into a certain instructional framework.

The suggested methodology equips English language teachers with practical classroom procedures that can assist students to generate ideas meaningfully, organize information logically, produce discourse coherently, and enhance language performance through reflection. The study also emphasizes the pedagogical potential of AI integrate responsibly into language instruction.

Future similar researches may look deeply into the long-term effectiveness of the model across different educational contexts and evaluate its influence on other components of communicative competence.

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