

**People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
University of Tlemcen**



**Faculty of Letters and Languages  
Department of English  
Section of English**

**Enhancing the Speaking Skill through the Integration of  
AI Tools: The Case of 2<sup>nd</sup> Year EFL Students at Blida 2  
University**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

**Presented by**

Abdelhak BOUKERDOUN

**Supervised by**

Prof. Smail BENMOUSSAT

**Board of Examiners**

**Prof. Boumediene BENRABAH**

**Professor**

**President**

**Prof. Smail BENMOUSSAT**

**Professor**

**Supervisor**

**Prof. Abdelatif SEMMOUD**

**Professor**

**Examiner**

**2024 - 2025**

*Dedication*

To my family

## *Acknowledgements*

First and foremost, all praise is due to Almighty Allah who granted me power, patience, and motivation to finish this research work.

I would like to express my sincere gratitude and thanks to my dear supervisor, Prof. SmailBENMOUSSAT for his supervision, for the trust he demonstrated towards me, and more importantly for all the valuable and inspiring knowledge he transmitted to us during this Master journey; it really contributed to the construction of my current 'English linguistic repertoire'.

Another share of thanks is dedicated to the members of jury, Prof. Boumediene BENRABAH and Prof. Abdelatif SEMMOUD for the interest they showed towards my work. I would like also to thank them for the time they spent assessing my research paper. Besides, I openly welcome their criticism and highly appreciate their remarks ensuring that the afore-mentioned will be taken into consideration in my future scientific investigations.

I also extend my sincere appreciation for the teachers who participated in the interviews and willingly imparted their insights, experiences, and perspectives; as well as for second-year EFL students (Blida 2 University) for their contribution in this study by filling out the questionnaire.

A special acknowledgement goes to Miss IDIRI and Miss SILI from the University of Béjaia who generously provided valuable assistance, support, and suggestions.

## Abstract

In an EFL context and from a didactic standpoint, mastering the four skills, namely listening, speaking, reading, and writing, is a *sine qua non* for a learner to be labelled a proficient language learner. The speaking skill as the main concern of this study has the lion's share of importance in the teaching-learning process. Hence, strong emphasis is placed on speaking, and extensive efforts are devoted to developing this language skill. The integration of AI-powered tools appears to be an effective alternative that has the potential to boost learners' speaking skills. To accomplish this research, an exploratory case study including 31 students and two teachers from the Department of English at Blida 2 University was undertaken. Two research instruments were used, namely a questionnaire (quantitative) and an interview (qualitative). Data were collected and analyzed employing a mixed-method approach as a means to gain deeper insights into the issue under investigation. The findings reveal that EFL practitioners acknowledge the benefits of introducing AI into language education settings, showing positive attitudes towards this modern technology and its potential to improve the current state of speaking instruction. A broad spectrum of AI advantages can be leveraged by both EFL teachers and learners. It ranges from designing engaging speaking lessons, to offering personalized learning, and providing detailed, tailored feedback. On the other hand, while AI tools are utilized within EFL classrooms, some challenges emerge to impede the development of students' speaking proficiency. Accordingly, the current research work reached the conclusion that unless AI-based applications are used thoughtfully and effectively, learners will not fully benefit from their pros; in addition to the unlikelihood of AI replacing human teachers.

## Table of Contents

<b>Acknowledgements .....</b>	<b>II</b>
<b>Abstract.....</b>	<b>III</b>
<b>Table of Contents.....</b>	<b>IV</b>
<b>Key to Acronyms.....</b>	<b>V</b>
<b>List of Tables .....</b>	<b>VI</b>
<b>List of Figures .....</b>	<b>VII</b>
<b><i>General Introduction .....</i></b>	<b>1</b>

### **Chapter One:Literature Review**

1.1 Introduction.....	Erreur ! Signet non défini.
1.2Artificial Intelligence (AI).....	8
1.2.1 Artificial Intelligence Defined.....	9
1.2.2 Generative AI:.....	10
1.2.3 Application of AI in Teaching/Learning .....	11
1.3 Teaching Speaking.....	13
1.3.1 AI in Teaching Speaking .....	15
1.4 Can AI replace teachers? .....	17
1.5 AI Tools as a Double-edged Sword.....	18
1.6 AI Integration: A Challenge for Novice Teachers .....	20
1.7 Ethics of Using AI .....	22

### **Chapter two: Research Methodology**

2.1 Introduction.....	25
2.2 Research Design .....	25
2.3 Sample Population .....	27
2.3.1 Students' Profile .....	28
2.3.2 Teachers' Profile.....	29

2.4 Research Instruments.....	29
2.4.1 Students’ Questionnaire.....	30
2.4.2 Teachers’ Interview .....	32
2.5 Data Analysis .....	33
2.5.1 Students’ Questionnaire Analysis.....	33
2.5.2 Teachers’ Interviews Analysis.....	46
2.5.3 Analysis of Teachers’ Feedback on the Suggested AI-Based Speaking Lessons.....	50
2.6 Discussion of the main findings .....	53
<i><b>General Conclusion</b></i>	
<b>Bibliography .....</b>	<b>61</b>
<b>Appendices.....</b>	<b>65</b>
Appendix A : Students’ Questionnaire.....	66
Appendix B: Teachers’ Interview.....	69
Appendix C: Participation Consent Introduction .....	71
Appendix D: Interviews Scripts .....	72
Appendix E: Speaking Lessons Designed Using ChatGPT .....	80
<b>Summary.....</b>	<b>81</b>

## Key to Acronyms

<b>AI</b>	Artificial Intelligence
<b>CALL</b>	Computer-Assisted-Language-Learning
<b>EFL</b>	English as a Foreign Language
<b>ELF</b>	English as a Lingua Franca
<b>ELSA</b>	English Language Speech Assistant
<b>ELT</b>	English Language Teaching
<b>FLT</b>	Foreign Language Teaching
<b>TEFL</b>	Teaching English as a Foreign Language

## List of Tables

Tableau 2-1 Students' Proficiency Level .....	34
Tableau 2-2 English Learners' Use of AI Tools .....	37
Tableau 2-3 A List of AI Advantages in Speaking Lessons .....	41
Tableau 2-4 Comfort Factors in AI-Based Speaking Practice .....	42
Tableau 2-5 Challenges Reported When Using AI Tools for Speaking Practice.....	43

## **List of Figures**

Figure 2-1 Students' Frequency of Speaking Practice .....	35
Figure 2-2 Students' Opinion about the Importance of Speaking Practice .....	36
Figure 2-3 Students' Target Areas of Learning.....	38
Figure 2-4 Learners' Perceptions of AI Helpfulness in Speaking Proficiency .....	39
Figure 2-5 Students' Speaking Practice Preferences in Language Learning .....	40
Figure 2-6 Challenges Reported When Using AI Tools for Speaking Practice.....	44
Figure 2-7 Artificial Intelligence in Teaching Speaking: A Replacement or a Tool? .....	45

# *General Introduction*

### General Introduction

Due to the increasing demand for English as a major requirement in various contexts, namely academic and professional ones, ensuring a good quality English education has been the interest of language experts. The field of EFL as well as ELT has witnessed numerous attempts to find appropriate methods for teaching English as a foreign language so as to reach good learning outcomes, mainly the speaking skill. Put differently, there has been an evolution of language teaching methods over the years.

In the context of Algeria, English students studied the language for more than 7 years but still cannot speak fluently. If someone comes and runs a conversation with a university English student, this latter is more likely to struggle during the talk, showing a limited linguistic repertoire, lack of confidence using the language in its spoken form, and other linguistic features. This represents a critical issue that may affect both the academic and professional career of Algerian students.

This research work is worth conducting in the sense that it represents a fruitful investigation that may benefit Algerian EFL teachers in improving their experiences teaching the skill of speaking through the utilization of AI tools to design their lessons. Besides, the study sheds some light on the reasons behind the studied issue. In this context, the results of this current study can offer practical suggestions and useful insights for educators aiming to exploit AI tools to enhance their students' speaking abilities.

The purpose of this study is to investigate both students' and teachers' attitudes towards integrating AI tools to enhance the skill of speaking. It aims to identify effective techniques for using these tools to design authentic and comprehensible speaking lessons. Additionally, the study seeks to encourage English learners—specifically second-year students—to use AI tools to maintain their motivation to practice speaking.

Accordingly, this investigation attempts to answer the following questions:

## General Introduction

---

- **Q1:** What are EFL teachers' attitudes towards AI generated speaking lessons?
- **Q2:** What are learners' attitudes towards AI designed speaking lessons?

The aforementioned research questions pave the way to formulate the following hypotheses:

- **H1:** AI tools can help generate authentic and comprehensible speaking lessons if they are used effectively.
- **H2:** AI designed speaking lessons are such engaging lessons that help learners maintain their motivation to work on their speaking skills.

As an attempt to attain the above-mentioned objectives, the researcher opts for a mixed-method approach to research methodology. Besides, he adopts an exploratory case study research design to investigate EFL teachers' and learners' attitudes towards AI-generated speaking lessons as well as to gain a deeper understanding of their perceptions and the potential role of AI tools in improving the speaking skill. Both quantitative and qualitative data will be gathered during this study using two research instruments, namely a questionnaire for 2<sup>nd</sup> year Licence students and a semi-structured interview with EFL teachers from the Department of English (University of Blida 2).

Regarding the structure of this study, it is purposefully organized into two chapters. The first chapter covers the theoretical background upon which this research work was founded. It is a review of literature that endeavours to elucidate how AI technologies have changed the way people experience EFL education and to what extent AI-driven tools help to improve the teaching-learning process of English. This section also expounds the nature of AI providing a set of scholarly proposed definitions; it sheds some light on its application and

## General Introduction

---

contributions in EFL teaching/learning, in broad sense, and teaching speaking in particular; it tackles as well the importance of the speaking skill in language learning and suggests a number of AI-powered technologies that have the potential to improve EFL students' learning experiences. Moreover, this chapter identifies certain challenges that novice teachers encounter when making use of AI tools. Finally, it brings to light some ethical considerations of exploiting these technologies.

The second chapter, on the other hand, is dedicated for the research methodology, encompassing the research overall plan, data collection methods, data analysis, and interpretation of the findings. It ends with presenting the main conclusions drawn from the study findings as well as offering some recommendations for future research.

***CHAPTER ONE:  
LITERATURE REVIEW***

## 1.1 The Emergence of EFL in Algeria

As Globalization has been the main remarkable characteristic of today's modern world, a call for the adoption of one common international language, i.e. a *Lingua Franca*, reached open ears and welcoming opinions. Since globalization –also referred to as Americanization- is the product of the Western-Leading Pole in the Post-World War Era, English gained dominance over many other languages world-wide, and thus, won the title and status of a Global Language. This gives birth to TEFL (Teaching English as a Foreign Language) and EFL (English as a Foreign Language) which emerged remarkably as two flourishing disciplines in education. In this research paper, the researcher's focus is on the latter.

The emergence of English as a Foreign Language as a critical field of study and practice can be traced back to the growing global demand for English proficiency in the 20th century. According to Graddol (2006), "English has become the world's most widely spoken language, with over 1.5 billion speakers, many of whom speak it as a second or foreign language." This widespread use of English in international business, science, and diplomacy has brought EFL into the educational spotlight. As Widdowson (1994) points out, "The teaching of English is no longer about the language of native speakers, but about a lingua franca for international communication." The field has evolved to reflect this shift, focusing on practical language skills for non-native speakers, rather than simply mimicking native usage. Moreover, with the rise of technology and globalization, the demand for EFL teachers has surged, further establishing its importance in both formal education and informal learning environments. As Crystal (2003) aptly states, "English is no longer the property of the British or Americans, but is a global resource." Thus, the growth of EFL reflects broader socio-economic changes, as well as the increasing recognition of English as a tool for cross-cultural communication and personal advancement.

Similarly, EFL has also gained a considerable share of attention in the Algerian educational settings, especially with the recent educational reforms that Algeria has witnessed. The integration of English at primary school, for example, showcases the significant importance that the Ministry of Education assigns to the English language. Besides, the introduction of English as a Means of Instruction (EMI), for instance, at high education institutions is one significant step towards achieving a globally relevant and competitive educational system, in addition to the designation of the University of Martyr Hama Lakhdar (OuedSouf) to be a “4<sup>th</sup> Generation University”. This latter represents an initiative by the Algerian Ministry of Higher Education and Scientific Research to modernize the universities of the country and integrate them into the 4<sup>th</sup> generation university model.

The concept of a 4<sup>th</sup> generation university in the Algerian context reflects a shift from traditional education models toward institutions that actively drive innovation, entrepreneurship, and societal impact. Unlike the earlier generations focused mainly on teaching, research, and collaboration with industry, 4<sup>th</sup> generation universities aim to be open ecosystems. They foster creativity, co-creation, and problem-solving, involving not just students and academics, but also businesses, start-ups, policy makers, and the wider community. In Algeria, this vision is increasingly embraced as the country looks to diversify its economy and build a knowledge-based society less dependent on hydrocarbons.

In practical terms, Algerian universities striving to become 4<sup>th</sup> generation institutions are focusing more on incubating student-led start-ups, building strong links with the private sector, and embedding innovation hubs within campuses. There is a growing emphasis on multi-disciplinary learning, digital transformation, and developing entrepreneurial mindsets among students.

The journey is still in progress, with challenges such as outdated infrastructure, bureaucracy, and limited funding. However, many institutions and policymakers are taking clear steps toward this new model, recognizing that the future of Algerian higher education depends not only on producing

graduates, but also on creating active change makers who can contribute to sustainable national development.

However, the teaching of EFL in Algeria faces several challenges that impact its effectiveness. One of the main issues is the lack of resources and infrastructure, which hinders both teaching and learning. As Benrabah (2014) notes, "The shortage of qualified teachers and educational materials is one of the key obstacles to improving EFL proficiency in Algeria." Additionally, there is a significant gap between the curriculum and the actual needs of students, particularly in rural areas where exposure to English outside the classroom is limited. As Boudah and Riahi (2018) argue, "Many Algerian learners still face difficulties in using English in real-world contexts due to insufficient practice opportunities." As a result, students demonstrate limited and under-developed speaking skills. These challenges highlight the need for more investment in teacher training and the development of more interactive, practical learning environments to better equip students for global communication. This extended essay emphasises the potential of AI tools to improve second-year EFL students at the University of Blida 2.

## **1.2 Artificial Intelligence (AI)**

Each era is uniquely characterized by whether the advent, evolution, or dominance of a revolutionary invention. The 21<sup>st</sup> century is dominated by Artificial Intelligence (AI). This latter has remarkably revolutionized various fields and industries transforming the way we learn, work, perform tasks, and solve problems. Its possession of a wide range of human-like intelligences actually goes beyond that to facilitate how people proceed with their lives, careers, and jobs. In this research work, the focus is on the implementation of AI-powered tools in EFL contexts.

### 1.2.1 Artificial Intelligence Defined

Before exploring the details of how AI is integrated in an EFL context, it is important to first clearly understand what Artificial Intelligence (AI) means. Various definitions of AI have been put forward by many scholars. This shows the remarkable revolution that AI has made in the arena of language teaching and learning. According to Quora and Elmansi (2023), AI can be defined in three different ways based on scholars' views. Some researchers see it as machines that mimic human thinking and cognitive abilities (Collins et al., 2021; Russell & Norvig, 2010; Xu et al., 2021). Others define it as a number of specific computer skills (Baker & Smith, 2019; Da Silveira & Lopes, 2023). A third group views AI to be a broad field of science and technology focused on learning and problem-solving (Stone et al., 2016).

In the same line of thought, Pokrivcakova come up with three distinct groups of definitions that describe AI differently. The first group of definitions views *AI as machines, computers, or computer systems* that mimic mental processes typically attributed to human cognition, including the abilities to acquire knowledge and resolve complex issues (Russell & Norvig, 2010 as cited in Nguyen *et al.*, 2023). The second group conceptualizes artificial intelligence as a distinct collection of computational capabilities—for instance, defining AI as “machines capable of executing cognitive tasks commonly linked to human intellectual ability, especially those involving learning and problem-solving.” (Baker & Smith, 2019, p. 10 as cited in Pokrivcakova, 2019, p.137). The final group of definitions frames artificial intelligence within a broader scientific context, viewing it as both a discipline and a collection of computational technologies inspired by human cognitive and sensory processes, though often functioning in fundamentally different ways (Stone *et al.*, 2016 as cited in Pokrivcakova, 2019, p. 137).

Moreover, Artificial Intelligence can be described as the capability of machines and systems to acquire knowledge and perform cognitive processes similar to those of humans, involving the replication of human-like thinking and learning abilities

(Wang, 2019; Qoura&Elmansi, 2023). This explains how an AI-powered chatbot generates new information based on the given input. Furthermore, AI relates to the study of how to make computers or machines capable of performing tasks that humans can do better (Rich & Knight, 1991, p.3 as cited in Hunt, 1986, p. 2).

However, according to Online Cambridge Dictionary, AI refers to a particular computer system or machine that has some of the qualities that the human brain has, such as the ability to interpret and produce language in a way that seems human, recognize or create images, solve problems and learn from data supplied to it. Even though the afore-mentioned definitions differ in their way of viewing AI, they all agree on the thought that this latter is a simulation of human cognitive skills and intelligences, involving analysis and interpretation of ideas, generation of new information, problem-solving, and decision-making.

Having put forward a considerable number of various definitions, explanations, descriptions, and conceptualizations of AI, illustrates the extent to which technology in general, and computers and machines in specific have reached so far to compete with man in performing his unique and typically human functions. Put differently, the rapid pace of technological advancement paves the way for AI-powered machines to substitute humans in solving complex problems. This manifests the prodigious degree of intelligence and wide range of abilities that AI can possess.

### **1.2.2 Generative AI:**

As its name implies, Generative AI is a highly-advanced technology that has the power to generate and create texts, images, or other forms of media by recognizing patterns in new input and producing original content that shares similar traits (Taulli, 2023). Beginning in 2020, developments in transformer-based deep neural networks facilitated the emergence of generative AI systems capable of interpreting natural language prompts. These systems, commonly referred to as chatbots, are computer programs designed to process human language and enable interaction

with digital devices in a manner that simulates human conversation. Among these, ChatGPT (Chat Generative Pre-trained Transformer) has become the most widely adopted model to date. This latter is a large language model-based chatbot released on November 30, 2022 that is built upon Google's transformer architecture and refined for conversational use. It enables users to direct dialogue by specifying parameters such as length, structure, stylistic tone, linguistic complexity, and language choice.

Chatbots intelligence capacity allow them to compose essays, engage in interactive and dynamic dialogues, and perform translations between languages with a high degree of grammatical accuracy, as well as appropriate stylistic and register alignment. More than that, this extraordinary and unique human invention can even produce simulations of oral speech and is able to respond to speech commands, rather than just written ones.

Chatbots are reshaping the foreign language (FL) classroom by functioning as language-learning aids that offer learners opportunities to engage in meaningful target language interactions while receiving immediate feedback on grammar and vocabulary usage. Through simulated real-world communicative scenarios, interaction with systems such as ChatGPT facilitates the development of learners' listening, speaking, reading, and writing skills(Marcel,2024).

### **1.2.3 Application of AI in Teaching/Learning**

The integration of technology within classrooms has always been one among the main demands of individuals exercising in the education sector. This shows the important role that technology can play in educational settings, not least EFL. Some piece of research studied this concern shedding light on the main technological inventions that have been used in language education contexts over the years, such as the *language laboratories*, *digital language labs*, *computers*, reaching the advent of AI. In effect, there exists a huge difference in terms of teaching quality and

learning outcomes when comparing a traditional language teaching-learning context and an up-to-date EFL classroom. Put differently, “there is a drastic change in the traditional teaching method with the introduction of technology in the classroom because technology opens a window of learning opportunities.” (Shafie et.al, 2019, as cited in Pragasam&Sulaiman, 2023, p. 325). Nowadays, AI is the well-known advanced technology spoken of among people. It holds the “magic pill” or the “easy-to-do tool” title between practitioners of almost all the scientific disciplines carrying the promise of facilitating and speeding up tasks, not least language learning and teaching.

A number of scholars even predicted decades ago that evolution and development of technologies might bring about changes to the manner both teachers and students experience their teaching-learning journey. McLuhan and Leonard (1967, p. 24), for instance, stated:

Tomorrow’s educator will be able to set about the exciting task of creating a new kind of learning environment. Students will move freely through this place of learning, be it contained in a room, a building, a cluster of buildings or an even larger schoolhouse. There will be no distinction between work and play in the new school, for the student will be totally involved. Responsibility for the effectiveness of learning will be shifted from student to teacher.

As Holmes, Persson, Chounta, Wasson, and Dimitrova (2022: 10) have aptly noted that the emergence of artificial intelligence (AI) is prompting significant reconsideration of how education is understood and its fundamental aims. Through its capacity to analyze extensive data on student performance, as well as instructional and curricular requirements, AI is increasingly being utilized by educators to design personalized lesson plans and assessments. These tailored approaches are aligned with individual learning styles, thereby enhancing student engagement, motivation, and, ultimately, educational outcomes. Besides, AI technology has become a valuable asset in education by enabling the identification of subject-specific learning gaps, diagnosing learners’ needs, generating accessible performance reports, and facilitating personalized learning experiences. These

capabilities contribute to improved academic achievement and better preparation for the job market (Fahimirad, 2018, as cited in Maalache&Ghomari, 2024)

AI comes to offer educators a wide range of benefits, helping them enhance teaching, save time, and better support students. In English Language Teaching (ELT), artificial intelligence acts as a tool for improving English teaching (Li, 2017, as cited in Fitria, 2021). It helps teachers to select language content, adopt the teaching materials to their students' needs, and plan their lessons. In other words, Artificial intelligence can identify deficiencies in course content, customize instructional materials to meet individual student needs, and support tasks such as homework completion, thereby contributing to enhanced overall learning outcomes.(Maalache&Ghomari, 2024) AI not only assists teachers but also enables language learners to have promising learning experiences.

For students, Artificial Intelligence tools are said to be a 'blessing' that suddenly emerged in the world of technology and made a revolution in language education settings. AI has really transformed the way individual learners' deal with their language learning process. This latter has been enhanced and become more engaging and fun thanks to AI-governed tools. For example, some researchers argue that generative AI can offer individualized feedback and guidance, assisting students in pinpointing their weaknesses and developing their skills through a responsive, tailored approach to learning (Kasneciet *al.*, 2023; Sinhalizet *al.*, 2023 as cited in Chan, 2023). In the same line of thought, "AI can be used to enhance student learning by providing personalised, real-time feedback and adapting to individual learning styles" (Atlas, 2023; Chan & Hu, 2023; Luckin, 2017 as cited in Chan, 2023). In addition, "the students also can learn according to their needs without encountering difficulties" (Fitria, 2021).

### **1.3 Teaching Speaking**

Since language is said to be a human means of communication, the most wanted objective of language learning, in this case English, is to communicate, i.e.

to speak in order to express one's feelings and opinions or talk to fulfil certain language functions, such as requesting, ordering, suggesting, convincing, and refuting and many others. In her book, the British linguist Penny Ur (1996): stated "Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important. People who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing. And many, if not most, language learners are mainly interested in learning to communicate orally." In this sense, English learners are more worried about their ability to speak the language than being able to read or write. In daily life, the oral use of language, i.e. the spoken form is dominant over the other forms; a fact that language experts and researchers notice in both the social and professional contexts.

In Language teaching, speaking has its lion's share of importance. The history of language teaching methodology has experienced an urge for a more communicative approach to language instruction. The Communicative Language Teaching (CLT) method is currently a leading trend in the field of language education. This latter's premium objective is to develop students' speaking skills.

However, the existing body of literature on teaching the speaking skill shows that it is not an easy task to get students communicate using the target language English in EFL classrooms. That is, "It is very difficult to design and administer procedures that actually get students to talk: more so, in many ways, than to get them to listen, read or write" (Ur, 1996). Consequently, teachers –particularly those of speaking- encounter a number of hardships in proceeding with their lesson plans. Wherefore, they should identify the factors behind learners' reluctance for speaking in English. Here, reluctance refers to "an unwillingness" (Cambridge online dictionary) to use the target language (English). Numerous studies reached the conclusion that this unwillingness is influenced by a combination of psychological, linguistic, and environmental factors.

**Psychological Factors:**

- **Lack of Confidence and Shyness:**

Most English learners justify their reluctance to use English by feeling shy and lacking confidence to speak, which hinders their willingness to take part in speaking activities.

- **Anxiety and fear of making mistakes:**

Many others suffer from anxiety and fear of speaking, the factor that make them escape any speaking opportunities as a way to avoid others' negative judgement.

**Linguistic Factors:**

- **Limited Vocabulary and Grammar Knowledge:**

Students may feel out of words or unable to produce grammatically correct sentences due to their insufficient amount of vocabulary and misunderstanding of commonly used grammatical rules respectively, which cause them to hesitate to speak.

- **Pronunciation issues:**

Because good pronunciation is highly valued in the Algerian EFL context, the fear of mispronouncing words and being clear usually discourages English learners from speaking.

**Environmental Factors:**

- **Limited speaking opportunities:**

In numerous EFL settings, the lack of opportunities to engage students in spoken English practice—both within and beyond the classroom—negatively affects their confidence and oral proficiency.

- **Classroom Dynamics and Teaching Methods:**

The physical setting of the classroom and the adopted teaching approaches can affect students' willingness to speak. That is, when classes are large, interactive activities are limited, and instruction mainly emphasizes grammar and writing instead over communication, students may be less likely to participate in speaking activities.

### 1.3.1 AI in Teaching Speaking

In recent years, artificial intelligence (AI) has transformed various fields, and education is no exception. One of the most exciting developments is the use of AI-powered tools to support EFL learners, especially in developing the speaking skills. Traditionally, speaking practice in EFL classrooms has been limited due to time constraints, teacher availability, and learner anxiety. In other words, the teaching of speaking in traditional classrooms did not satisfy the needs of students to some extent due to the tight schedules, large classes, and learners' reluctance. AI tools come to offer a practical solution to these challenges by providing personalized, immediate, and consistent speaking practice.

AI-powered language learning tools, such as Duolingo, ELSA Speak, and Google's Read Along, are designed to give learners feedback on pronunciation, fluency, and even grammar. These tools simulate real-life conversations and allow students to practice speaking in a low-pressure environment. According to Godwin-Jones (2020), "AI-based tutors can provide constant, individualized attention, something difficult for human teachers to manage in large classes." This underscores the adaptability and flexibility of AI-based tools.

In addition to being adaptable and flexible, AI tools can also boost learners' confidence. Speaking in a foreign language can be intimidating, especially for beginners. Many students fear making mistakes in front of their peers. AI offers a non-judgmental space where learners can repeat exercises as often as needed. As Wong (2022) explains, "Learners often feel more comfortable practicing with AI than with humans, as they are free to make errors without embarrassment." This safe space is essential for building the confidence required to speak fluently.

Another benefit of AI is the ability to give instant feedback. Unlike traditional classroom settings where students must wait for teacher corrections, AI tools respond immediately. For example, tools like ELSA Speak analyze a learner's pronunciation and provide tips on how to improve it in real time. According to Chen and Kukulska-Hulme (2021), "The immediacy of feedback is one of the most

valued features of mobile AI tools for language learning.” This allows learners to correct mistakes before they become habits.

However, it’s important to remember that AI tools are not a replacement for human interaction. Language is inherently social, and real communication involves body language, emotions, and cultural understanding that machines still struggle to replicate. AI should be seen as a complement to, rather than a substitute for, human teaching. As Reinders and Darasawang (2021) caution, “While AI can provide structured practice, it lacks the spontaneous and dynamic nature of human communication.”

To sum up, AI-powered tools serve as a meaningful addition to EFL instruction, especially in supporting students' speaking development. These tools offer convenient, tailored, and low-pressure ways for learners to practice, while also delivering instant feedback. Although they are not a substitute for the interpersonal and cultural aspects of human communication, they can greatly enrich the overall learning experience when integrated carefully alongside traditional teaching approaches.

#### **1.4 Can AI replace teachers?**

Since the introduction of Generative AI and chatbots—widely accessible from the early 2020s—a third technological revolution has taken place in foreign language teaching (FLT), one that aims to surpass the supportive roles of the previous two revolutions, i.e. the language laboratory and Computer-Assisted-Language-Learning (CALL). Some educators even believe that Generative AI systems will even replace human teachers. But is this truly possible? In a pertinent study, Carmelina Maurizio (2021), from the University of Turin, expressed the dilemma facing language teachers today as follows: Can AI algorithms truly enhance the learning of foreign languages and even substitute the human instructor? In several relevant studies (Yin and Satar 2020, Dokukina and Gumanova 2020), the answer appears, apparently, to be yes. Since we are at the beginning of a truly

momentous revolution in language teaching, examining the implications of this technological event is of obvious importance for teachers and students alike.

Over the past several years, major technology companies have progressively developed algorithmic systems with increasingly sophisticated capabilities to replicate natural human dialogue. These systems not only respond to a broad array of queries but also demonstrate the ability to comprehend and generate metaphorical language and irony. Platforms such as Duolingo, which offers simulated conversations in multiple languages, and ELSA (English Language Speech Assistant), which facilitates English language acquisition for millions of users globally, exemplify these advancements. Furthermore, a variety of chatbots have emerged, designed to support specific language learning tasks (Marcel, 2024).

As Generative AI continues to evolve, it raises two central questions for the field of foreign language teaching (FLT): Will AI actually replace the human teacher? Or is it simply another technological tool that can be very useful in FLT as was the language lab and CALL? Some scholars respond affirmatively to the first question with enthusiasm, while others remain skeptical of both questions. Perhaps the sober words of writer Douglas Adams (2002: 95) are needed in this regard, which, though humorous, contain a grain of wisdom:

Anything that is in the world when you're born is normal and ordinary and is just a natural part of the way the world works. Anything that's invented between when you're fifteen and thirty-five is new and exciting and revolutionary and you can probably get a career in it. Anything invented after you're thirty-five is against the natural order of things.

(Adams, 2002 as cited in Marcel, 2024)

Whether AI-powered tools can replace humans remains a topic of intense debate and a clash of opinions between supporters and opponents of these revolutionary technologies. Despite the potential of AI to enhance and facilitate human life, the distinctive capabilities of humans must not be overlooked. Ultimately, AI tools remain machines created and controlled by humans.

## **1.5 AI Tools as a Double-edged Sword**

Artificial Intelligence (AI) is quickly changing many areas of life, including healthcare, finance, communication, not least education. Tools like virtual assistants and smart systems have made tasks easier, faster, and more accurate. The use of Artificial Intelligence (AI) tools in English as a Foreign Language (EFL) learning represents an important step forward in how languages are taught and learned. Tools such as chatbots, personalized learning platforms, and pronunciation apps have changed the way learners interact with English by making support more tailored, immediate, and accessible. However, while these technologies offer many advantages, they also come with certain challenges. In this sense, AI in EFL education can be seen as a double-edged sword—it has the potential to improve learning in powerful ways, but it may also weaken essential language skills and increase existing learning gaps.

AI tools have introduced many helpful features to English as a Foreign Language (EFL) learning. Programs such as Duolingo and ELSA offer lessons that adapt to each learner's pace, level, and preferred learning style, which encourages independence and keeps learners motivated. These tools also give immediate feedback on grammar, vocabulary, and pronunciation—something that can be hard to provide consistently in regular classrooms with many students. In addition, AI chatbots allow students to practice conversations in English at any time, which is especially useful when native speakers are not available. This kind of practice helps build both communication skills and confidence. Finally, because AI can quickly process large amounts of data, teachers can better understand learners' common mistakes and adjust their teaching methods to meet students' needs more effectively.

While AI tools offer many benefits in EFL education, they also come with certain challenges. One concern is that students might become too dependent on these tools, which could limit their ability to think critically and solve problems on their own—skills that are important for truly mastering a language. Because AI often provides automatic corrections, learners may not take the time to reflect on their mistakes or fully understand the rules behind them. Another issue is that AI

systems are not always good at handling the cultural and social aspects of language. They may misinterpret or ignore things like idioms, humour, or everyday expressions, which can prevent students from developing a deep understanding of how the language is used in real-life situations. Lastly, not all learners have equal access to AI tools, especially those from disadvantaged backgrounds who may lack reliable internet or digital devices. This can lead to greater educational inequality and limit opportunities for some students.

To harness AI's benefits while mitigating its risks, it is important to adopt a balanced and careful approach. Teachers should view AI tools as helpful supports that work alongside, not in lieu of human teaching and interaction. Using a blended learning approach—where AI tools are combined with teacher-guided activities—can help students benefit from both technology and personal instruction. In addition, developers and educators need to collaborate to make AI systems more aware of cultural and language differences, so they can better support learners in gaining real-world communication skills. Finally, it is essential for policymakers to ensure that all learners have fair access to AI tools by addressing challenges such as internet access and the cost of digital devices.

In summary, AI tools in EFL learning embody a double-edged sword. They offer valuable support for students by personalizing instruction, giving quick feedback, and enabling practice through conversation. However, issues such as overreliance, cultural gaps, and unequal access remind us that careful and thoughtful use is necessary. By approaching AI with balance, inclusivity, and cultural awareness, educators can help ensure it truly enhances the language learning experience for everyone.

### **1.6 AI Integration: A Challenge for Novice Teachers**

In recent years, artificial intelligence (AI) has become a transformative force in global education systems. From personalized learning to automated assessments, AI promises to revolutionize how we teach and learn. In Algeria, novice teachers are

beginning to explore the use of AI tools in their classrooms, often with a mix of excitement and uncertainty. Many of these teachers, fresh out of university, are eager to experiment with new technologies, hoping to make learning more engaging for their students. They turn to AI-powered platforms for lesson planning, personalized learning paths, and even language translation, especially in multi-lingual classrooms. However, the reality is that most of them receive little to no formal training on how to properly use these tools, which can leave them feeling overwhelmed. Consequently, for many novice teachers in Algeria, the integration of AI into the classroom presents more challenges than opportunities. This challenge is influenced by insufficient training, infrastructural limitations, and cultural reluctance, making the environment particularly difficult for early-career educators.

One of the most significant issues novice teachers face is a lack of adequate training. Most teacher education programs in Algeria still focus on traditional pedagogical methods, with little emphasis on digital literacy or AI tools. As a result, many young teachers enter the workforce with minimal exposure to educational technologies. Without a strong foundation in how to use AI responsibly and effectively, even the most motivated teachers can feel overwhelmed and underprepared.

Infrastructure presents another obstacle. Many schools in Algeria, particularly in rural and remote areas, lack reliable internet access, updated hardware, or the digital platforms necessary for AI integration. A novice teacher placed in such an environment may find that even the simplest technological tools are unavailable. As UNESCO (2021) emphasized, “The digital divide is not just about access to technology, but also about the ability to use it effectively” (p.12). This divide is especially pronounced for early-career educators who are still developing their professional identity and confidence.

Cultural attitudes toward technology also play a significant role. In many communities, both parents and older educators express skepticism about AI in the classroom, fearing it might replace human interaction or erode traditional values.

This can place novice teachers in a difficult position. As one Algerian teacher interviewed in a local forum expressed, “People expect us to be innovative, but they are afraid when we actually try something new.” The resulting tension can discourage young teachers from experimenting with AI tools or advocating for their use.

Despite these hurdles, there is room for hope. Teachers see the potential of AI to make education more inclusive, dynamic, and responsive to individual needs. With proper investment in teacher training, infrastructure, and awareness campaigns, Algeria can create an environment where AI supports rather than hinders young educators. As AI researcher Fei-Fei Li explained, “AI is not a magic tool—it is a tool created by humans, for humans, to solve human problems” (as cited in MIT Technology Review, 2018). For this to happen, policymakers and education leaders need to focus on inclusive and locally relevant ways to integrate AI. In this specific context, novice teachers must be seen not just as implementers, but as key stakeholders in shaping how these tools are introduced and used.

In conclusion, while AI presents enormous potential for enhancing education, its integration poses real and pressing challenges for novice teachers in Algeria. Overcoming these challenges will require coordinated efforts from educational institutions, policymakers, and communities. Only then can AI be used to empower rather than intimidate the next generation of Algerian educators.

### **1.7 Ethics of Using AI**

Artificial intelligence is playing an increasingly important role in English as a Foreign Language instruction. With tools that offer personalized feedback, speech recognition, and adaptive learning paths, AI has opened new possibilities for students and teachers alike. However, the growing presence of AI in language education also raises serious ethical questions that deserve careful attention.

One key concern is data privacy. AI-driven platforms often require access to users’ personal data, including their voice recordings, learning patterns, and even

emotional responses. If mismanaged, this data can be exploited for purposes unrelated to education. As Holmes et al. (2021) point out, “AI in education introduces new forms of surveillance and control, raising concerns about student autonomy and consent” (p. 4). In EFL contexts, where learners may come from various cultural and legal backgrounds, safeguarding data becomes even more essential.

Another issue is fair access. Not all students have the same access to good internet or digital devices. If schools rely too much on AI tools, some students could be left behind. UNESCO (2021) notes that “The benefits of AI must be distributed equitably to avoid widening existing educational gaps.” So, it’s important to make sure that AI helps all learners, not just the ones who already have the resources.

In addition, the transparency of AI tools must be addressed. Many learners and teachers use AI applications without fully understanding how they work or what data they collect. Without this knowledge, users may place too much trust in machine-generated feedback or make decisions based on flawed recommendations. As Williamson and Eynon (2020) explain, “Opaque algorithms can lead to unaccountable decision-making in educational contexts” (p. 109). Making AI systems more explainable helps build trust and encourages responsible use.

Finally, there is the risk of dehumanizing the learning process. Language learning is more than just practicing words—it’s about communication and culture. Too much focus on technology can take away the human side of learning. Reinders and White (2020) warn that “AI can support learning, but it must not replace the personal relationships and cultural understanding that language education fosters” (p.5). Teachers, therefore, remain essential in guiding, motivating, and contextualizing the learning experience. Therefore, AI should help teachers—not replace them.

In conclusion, while AI brings clear benefits to EFL teaching, ethical use requires thoughtful reflection on issues such as privacy, fairness, transparency, and the role of human connection. Balancing technological innovation with ethical

responsibility is key to creating meaningful and comprehensive language learning environments.

### **1.7 Conclusion**

Over the years, EFL education witnessed various distinct eras. Each had its pros and cons. This generated a quest for change as an attempt to reach the so-called quality education. The introduction of AI and its integration into EFL settings resulted in a new trend of language instruction. It demonstrates a good potential to revolutionize the way people exercise language teaching and learning. AI proves its capability to assist teachers and language learners in performing multiple tasks showing high human-like intelligence. However, when it comes to its implementation, a number of hurdles emerge, and some ethical considerations raise. Therefore, teachers should be aware of AI integration concerns and get enough training on its effective implementation.

***CHAPTER TWO: RESEARCH  
METHODOLOGY***

## 2.1 Introduction

This chapter presents the methodological framework and empirical procedures of the study, which seeks to investigate the effect of utilizing AI tools in enhancing speaking skills within a university EFL context and to explore teachers' perceptions of AI integration. The first section outlines the research design, detailing the research type, methodological approach, target population, data collection instruments, and implementation procedures. The second section is dedicated to the analysis and interpretation of the data obtained through a questionnaire and interviews. Finally, the chapter concludes by synthesizing the key findings in relation to the research questions and hypotheses, providing a summary of the main outcomes.

## 2.2 Research Design

A very important step before practically starting a scientific investigation is to identify the research design that will lead the researcher's work throughout its different stages. It is the overall plan or blueprint for conducting a study. In this vein, C. R. Kothari (2004) states: "Decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design." He adds: "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure" (p.31). According to Gay and Airasian (2000), "A design is general strategy for conducting a research study. The nature of the hypothesis, the variables involved, and the constraints of the "real world" all contribute to the selection of design." Put differently, and in the context of didactic research, the research design represents a comprehensive plan that directs the inquiry process. It is determined by the characteristics of the hypotheses, the types of variables considered, and the practical limitations present in educational environments. That is, the nature of the problem, raised questions, and proposed hypotheses guide the investigator to adopt the relevant research design. Moreover, research design constitutes a critical phase in the research process, as it delineates

the procedures for data collection, analysis, and interpretation (Parahoo, 1997 as cited in Draper, 2004).

Broadly speaking, research design informs the readers about what the researcher will do and how his work is structured starting from the very initial step of writing hypotheses to the final analysis of data. More explicitly, the design decisions happen to be in respect of:

- (i) What is the study about?
- (ii) Why is the study being made?
- (iii) Where will the study be carried out?
- (iv) What type of data is required?
- (v) Where can the required data be found?
- (vi) What periods of time will the study include?
- (vii) What will be the sample design?
- (viii) What techniques of data collection will be used?
- (ix) How will the data be analysed?
- (x) In what style will the report be prepared?

(C. R. Kothari, 2004, p.31)

Considering the design decisions mentioned above, the overall research design can be divided into the following components:

- (a) *the sampling design* which deals with the method of selecting items to be observed for the given study;
- (b) *the observational design* which relates to the conditions under which the observations are to be made;
- (c) *the statistical design* which concerns with the question of how many items are to be observed and how the information and data gathered are to be analysed; and
- (d) *the operational design* which deals with the techniques by which the procedures specified in the sampling, statistical and observational designs can be carried out.

Drawing upon the aforementioned points, the key characteristics of a research design can be outlined as follows:

- (i) It is a plan that specifies the sources and types of information relevant to the research problem.
- (ii) It is a strategy specifying which approach will be used for gathering and analysing the data.
- (iii) It also includes the time and cost budgets since most studies are done under these two constraints.

(C. R. Kothari, 2004, p.32)

In summary, a research design should, at a minimum, include: (a) a well-defined statement of the research problem; (b) the procedures and techniques for data collection; (c) a specification of the target population; and (d) the methods for data processing and analysis (C. R. Kothari, 2004, p.32)

In order to gain deeper insights into the issue under investigation and develop a comprehensive understanding, an exploratory case study is adopted to investigate the research matter. This exploratory research was done with second-year EFL students and English teachers in the English Department of Lounici Ali University - Blida 2. Accordingly, the researcher opted for a mixed-method approach, i.e. triangulation, as an attempt to attain the set research objectives.

### **2.3 Sample Population**

In scientific research, the act of selecting a sample population is very crucial to succeed in making generalization. In fact, collecting data from the entire population is often impossible, i.e. it is time consuming, expensive, and impractical. Instead, researchers collect data from a smaller group that accurately reflects the characteristics of the whole. The process of selecting a subset (called a *sample*) from a larger group (called a *population*) to represent that group in a study is referred to as *sampling*. In this vein, David S. Fox defines the term of sampling as: “In the social sciences, it is not possible to collect data from every respondent relevant to our study but only from some fractional part of the respondents. The process of selecting the fractional part is called sampling” (cited in Singh, 2006). In,

the same line of thought, Kumar R. (2011) explains: “Sampling is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation, or outcome regarding the bigger group. A sample is a subgroup you are interested in”. This process enables the investigator to estimate or predict characteristics, conditions, or outcomes of the entire population, i.e. generalization of the findings.

The current research employs a probability sampling paradigm to increase the likelihood that all individuals or elements of the population have equal opportunity of being included in the sample and the mathematical probability that any one of them will be selected can be calculated. It involves 31 second-year EFL students and 2 teachers as a representative sample population.

Using random sampling as a technique contributed to minimizing bias and enhancing the reliability of the findings. Besides, following a probability sampling paradigm facilitated the task of gathering data and made it manageable and cost-effective, as it would have been not possible to question the whole population. In this study, the researcher gathered data from 31 second-year EFL students and 2 teachers from the Department of English at Ali Lounici University – Blida 2.

### **2.3.1 Students’ Profile**

In order to obtain the needed data, the researcher chose second-year EFL students as a sample due to his awareness about their case learning English as a foreign language and how they struggle to improve their speaking abilities in the language. According to him, this category of students might be the relevant sample population due to the fact that they are neither absolute beginner learners of the language nor proficient users. This implies that they can communicate using English, but they face difficulty in being fluent. This can relate to the studied issue of integrating AI tools to enhance the speaking skill. In this current investigation, students were selected randomly from two different groups to increase the degree of representativeness.

### 2.3.2 Teachers' Profile

The investigator worked with 2 teachers from the Department of English at the University of Blida 2 to explore their insights and distinct perspectives. Because not all teachers were available or approachable during the exams period, one of the teachers was interviewed face-to-face and the other one was invited for an online interview via Google Meet. Although the researcher opted for interviewing four or five teachers, only two were available.

### 2.4 Research Instruments

This research work aims at obtaining both qualitative and quantitative data. Therefore, the researcher followed a mixed-method approach, i.e. combined elements of both qualitative and quantitative approaches. This encompasses the viewpoints, techniques for data collection, and approaches to data analysis employed (Creswell & Plano Clark, 2011, p. 4 as cited in Cohen *et al.*, 2018). The data collection was achieved through two different research instruments: a questionnaire for students and an interview for teachers respectively. This approach is commonly known as mixed-method approach.

The mixed-method approach in research combines both qualitative and quantitative methods to gain a deeper and more comprehensive understanding of a topic. Rather than relying on numbers alone or just personal experiences and observations, it blends both to capture the full picture. For example, a researcher studying student performance might use surveys (quantitative) to collect broad data on test scores, and then follow up with interviews (qualitative) to understand the emotional or social factors behind those results. This combination helps balance out the limitations of each method, offering richer and more reliable insights. In short, its purpose is to: provide a more comprehensive understanding of the research problem, to reduce bias, and to increase accuracy of results.

In research methodology, there are several types of mixed-method designs, each tailored to different research goals. The *convergent design* collects both types of

data simultaneously and then compares or combines them to see where they align or diverge. The *explanatory sequential design* starts with quantitative data collection and analysis, followed by qualitative methods to explain the initial findings in more depth. On the other hand, the *exploratory sequential design* begins with qualitative research to explore a concept, then moves to quantitative methods to test or measure it on a larger scale. Each type has its strengths and weaknesses, and researchers choose the type of method based on what fits best with their research questions and objectives.

### 2.4.1 Students' Questionnaire

One of the most commonly-used research instruments in exploratory studies is the questionnaire. This latter enables the researcher to collect quantitative data. In practice, questionnaires are structured tools designed to gather information by presenting participants with a set of questions or statements. Respondents are asked to provide their input either by writing their own responses or by choosing from a range of predefined options (Brown, 2001). This method of data collection serves not only as an effective means of gathering information but also offers researchers a structured format—often involving numerical data—that facilitates clear and straightforward analysis (Wilson, Mclean, 1994).

For many researchers, questionnaires are practical tools in terms of their administration and the amount of data they can supply. In other words, the popularity of questionnaires often stems from their ease of use, as they are highly adaptable and particularly effective in collecting large volumes of information rapidly and in a format that is easy to process and analyze (cited in Hoadjli, 2015).

To develop a questionnaire, a researcher should follow some stages. These are:

1. Develop a chart technique to plan the sequences of questions;
2. Take general purpose or a set of specific purposes and draw them into concrete fields;
3. Identify and itemize subsidiary topics related to the central purpose; and

4. Formulate information related to the different researched issues.

In terms of types of questionnaires, in particular, these concern mainly:

1. Structured Questionnaires;
2. Unstructured questionnaires; and
3. Semi-structured questionnaires.

(Dr.Hoadjili Ahmed Chaouki, 2015)

In order to gather a sufficient amount of quantitative data, the researcher opted for a semi-structured questionnaire that was answered both in paper form (physically) and digitally (online) by second-year EFL students from the Department of English – University of Blida 2. The instrument aimed at exploring students' attitudes towards the use of AI tools to improve their speaking skills and how do they feel about AI-based speaking lessons. It is divided into three sections:

**General Information :**In this section, the investigator asks 4 questions related to the students' gender, their level of English speaking, the frequency of English speaking practice, and the learners' opinions about the importance of the speaking skill in learning the language respectively. These questions seek to get an overall view about second-year EFL students' current speaking skills.

**Experience with AI Tools:** Here, four questions were dedicated to explore the learners' experience with and familiarity of using AI tools to work on their speaking skills.

**Opinions and Preferences:** The last part of the questionnaire consists of six questions including both close-ended and open-

ended questions. They aim to understand students' opinions and preferences as far as the integration of AI tools in speaking lessons is concerned.

The questionnaire (Appendix A) is attached in the appendices section.

### **2.4.2 Teachers' Interview**

Interviews are a qualitative data collection method. Their widespread use in social sciences research justifies their effectiveness in obtaining reliable and genuine data directly from a real social encountering paving the route for understanding informants' attitudes and perceptions of a specific phenomenon through direct personal interaction. An interview represents a shift in perspective—from viewing participants as passive sources of data to recognizing them as active contributors to knowledge, typically engaged through meaningful conversation (Kvale,1996).For Rapley (2004), an interview is a social encounter where speakers collaborate in producing retrospective and prospective accounts of a version of their part (future), actions, experiences, feelings, and thoughts (Rapley, 2004 as cited in Hoadjli, 2015).

However, interviews are frequently regarded by researchers as time-consuming and demanding a high level of skill in effective interviewing techniques (Wray and Bloomer, 2006). Additionally, interviews carry a notable risk of interviewer bias and participant expectancy, both of which can subtly shape and influence the responses given by participants (Brown, 1988 as cited in Messaoudi, 2017, p.76).

There are three major types of interviews, namely structured, semi-structured, and unstructured. Structured interviews (also called standardized interviews or researcher-administered surveys) are a quantitative research method commonly employed in survey research. Its aim is to ensure that each interview is presented with exactly the same questions in the same order. Semi-structured interviews are a

qualitative research method that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further. Unstructured interviews are generally flexible, informal, and qualitative. They flow naturally like everyday conversation. Researchers utilizing this data collection method go to the field without rating scales.

In this investigation, the researcher employed a semi-structured interview to gather teachers' insights on the idea of utilizing AI tools to design speaking lessons as an initiative to boost their students' speaking skills as well as to explore their responses further. The interview consists of 12 questions classified under distinct categories. In addition, an extra question is added to seek teachers' feedback on three speaking lessons that the researcher designed with the help of ChatGPT (see Appendix C).

## **2.5 Data Analysis**

### **2.5.1 Students' Questionnaire Analysis**

As explained above, the researcher used a questionnaire to collect as much quantitative data as possible. Only 31 students answered the questionnaire though the researcher opted for more informants. It is organized into different categories: general information, experience with AI tools, opinions and preferences. The questionnaire consists of a mixture of closed-ended and open-ended questions to gather enough data about students' attitudes towards the use of AI tools in language learning as well as their preferences.

**Q1: What is your level of English speaking skill?**

- Beginner
- Intermediate
- Advanced

The first question intends to know students' proficiency in the English language.

**Tableau 3-1 Students' Proficiency Level**

	<b>AF</b>	<b>RF</b>
Beginner	1	3%
Intermediate	27	87%
Advanced	3	10%

This makes the researcher aware of his sample population current level.

-AF: Absolute Frequency

-RF: Relative Frequency

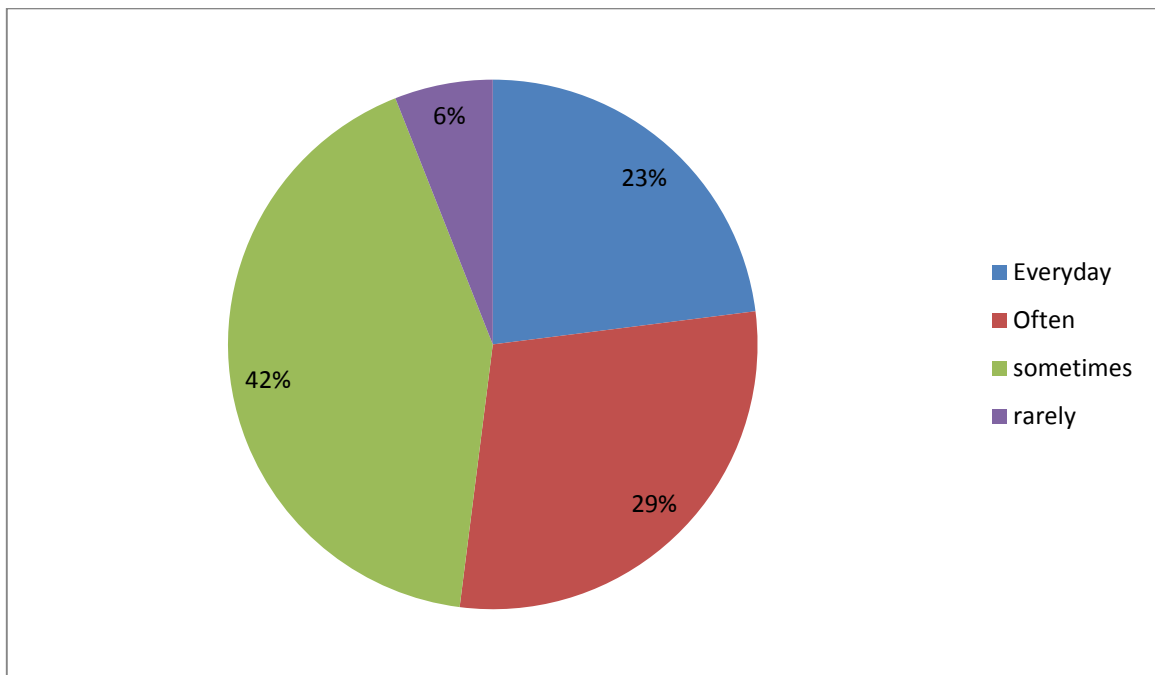
The table above showcases the learners' English proficiency level. The absolute majority (87 %) declared that they demonstrate an intermediate level. Whereas; 10% of the sample population stated that they have an advanced proficiency level. However, only 3% of the students possess a beginner level.

**Q2: How often do you practice speaking English?**

- Every day
- Often

- Sometimes
- Rarely

This question seeks to reveal the frequency of English speaking practice among students.



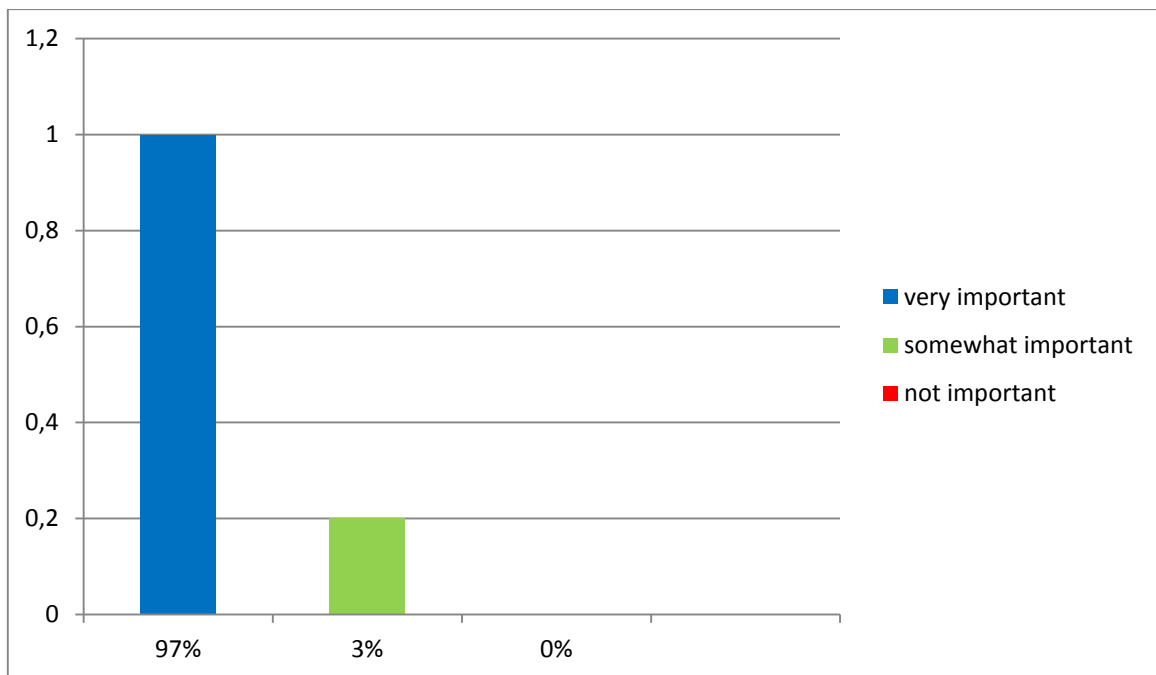
**Figure 3-1** Students' Frequency of Speaking Practice

These findings indicate that while the majority of students are engaging with spoken English regularly with over half (52%) reporting that they speak either "every day" or "often.", there's still a noticeable portion of respondents who practice only occasionally or rarely.

**Q3:** In your opinion, how important is speaking practice for language learning?

- Very important
- Somewhat important
- Not important
- Not sure

The purpose of this question is to explore students' opinions about the importance of the speaking practice in their language learning journey.



**Figure 3-2** Students' Opinion about the Importance of Speaking Practice

The graph above shows that the results were overwhelmingly in favor of speaking being a central skill. Almost all informants (97%) said that speaking practice is very important in language learning, and only one respondent chose the option somewhat important.

**Q4: Have you ever used AI tools (like ChatGPT, Google Assistant, Duolingo, etc.) for language learning?**

- Yes
- No

The aim of this question is to see whether EFL students are familiar with the available AI tools and whether they use them in order to increase the pace of their language learning.

**Tableau 3-2English Learners' Use of AI Tools**

<b>Answers</b>	<b>AF</b>	<b>RF</b>
Yes	29	94%
No	2	6%

-AF: Absolute Frequency

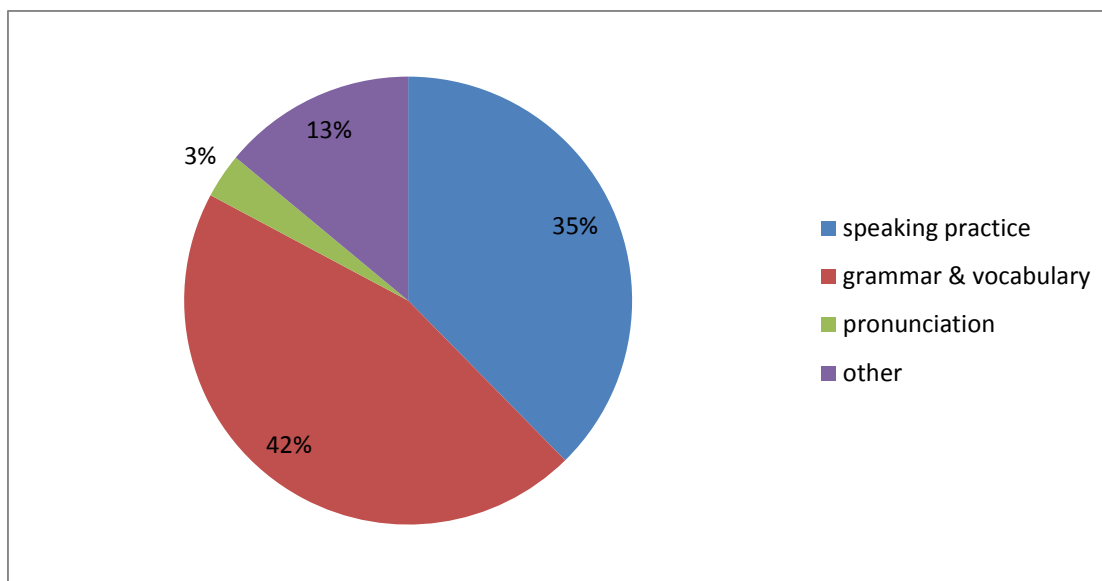
-RF: Relative Frequency

The data reveals that a significant majority of respondents (94%) have used AI tools in their language learning process. Only 6% reported no prior use of such tools.

**Q5:If yes, what have you used AI for? (Select all that apply)**

- Speaking practice
- Grammar help
- Vocabulary learning
- Pronunciation practice
- Other: \_\_\_\_\_

This question is meant to identify the target area of learning that learners aim to improve while exploiting AI tools.



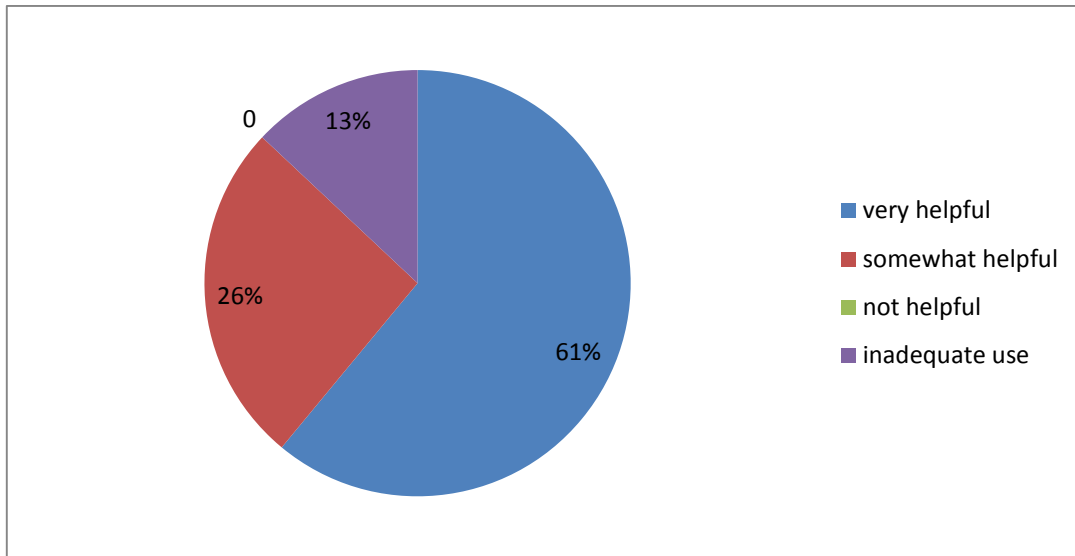
**Figure 3-3** Students' Target Areas of Learning

The results suggest that students are leveraging AI across a range of linguistic skills. 42% of learners use AI for foundational language support (grammar & vocabulary). Another significant portion of respondents (35%) show their need for speaking practice, therefore, they use AI tools for that purpose. However, only 3% and 13% of the informants use AI for pronunciation practice and other kinds of support (information search and translation) respectively.

**Q6: How helpful do you find AI tools in improving your speaking skills?**

- Very helpful
- Somewhat helpful
- Not helpful
- I haven't used them enough to know

The question above was designed to explore how learners perceive the usefulness of AI tools in language learning in general and their potential to improve the speaking skill in particular.



**Figure 3-4 Learners' Perceptions of AI Helpfulness in Speaking Proficiency**

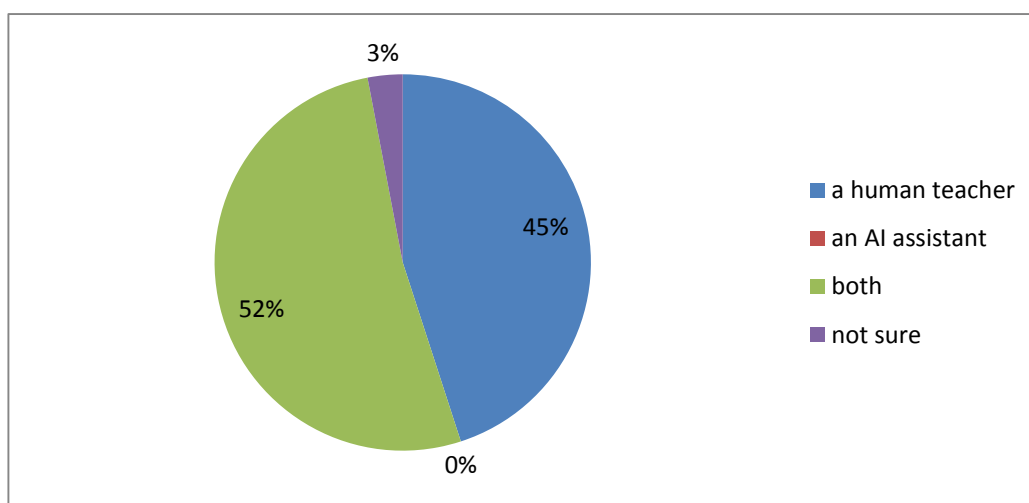
A large portion of students (61%) described AI tools as “very helpful”, showing strong confidence in AI's ability to support their speaking practice. Many others (26%) found them “somewhat helpful,” suggesting that while they recognize their helpfulness, they may not yet rely on AI as their primary learning method. Some students (13%) noted that they “haven’t used them enough to know,” which highlights that exposure to or familiarity with AI in learning is still growing. However, none of the informants indicated AI tools were “not helpful,” reflecting a preference for traditional learning methods.

**Q7:** Would you prefer to practice speaking with:

- A human teacher
- An AI assistant
- Both
- Not sure

This question explores learners' preferences for practicing speaking with either a human teacher, an AI assistant, both, or if they are unsure. Its aim is to understand how informants feel about using technology versus traditional methods in language learning, and what kind of support they find most

helpful or comfortable. The question also helps to study their opinions about the adoption of a blended approach to language learning.



**Figure 3-5 Students' Speaking Practice Preferences in Language Learning**

The data shows that the majority of respondents prefer a blended approach to speaking practice, with 52% choosing "Both" a human teacher and an AI assistant. A significant portion (45%) still prefers only a human teacher, indicating that traditional, face-to-face or human-led instruction remains highly valued. A small minority (3%) selected "Not sure" reflecting slight confusion or lack of a firm preference. However, no respondents chose the AI assistant alone which implies a lack of confidence in AI's ability to fully replace human guidance.

#### **Q8: What do you think are the advantages of using AI in speaking lessons?**

The question seeks to list some advantages that EFL learners recognize when AI tools are involved in speaking lessons.

Tableau 3-3A List of AI Advantages in Speaking Lessons

<b>List of Advantages</b>	
-Answers almost every question;	-Users speak freely without any restrictions;
-Generates comprehensive lessons;	-Easy access to information;
-Easy access;	-Repetition whenever needed;
-Simulation of native accent;	-Objectivity in grading and assessment;
-Helps improve pronunciation;-Helps improve fluency;	
-Helps develop speaking skills and accent;	-Learning without stress;
-Generates learning materials and activities; -Shy people feel comfortable;	
-Unlimited speaking practice opportunities.	

The data reveals that learners see multiple advantages to using AI in speaking lessons, highlighting both practical and emotional benefits. Many informants appreciate the easy access and unlimited practice opportunities which support flexible as well as self-paced learning. AI is also valued for helping improve different areas of proficiency, such as pronunciation, fluency, and accent. Emotional comfort is another key benefit—learners feel they can speak freely without stress or judgment, making AI especially helpful for shy or anxious students.

**Q9: What would make you feel more comfortable speaking with an AI?**

---



---

The purpose of this question is to explore what features or factors could help learners feel more at ease when speaking with an AI. It aims to identify possible

barriers to comfort, such as shyness, fear of being judged, and lack of personalization; and to gather insights on how to improve the user experience.

**Tableau 3-4 Comfort Factors in AI-Based Speaking Practice**

<b>Theme</b>	<b>Students' Answers</b>
<b>Non-judgmental nature</b>	"It corrects mistakes", "Can give instant help"
<b>Artificial vs. Human Identity</b>	"It's a machine", "It's artificial", "It's not a human"
<b>Natural interaction</b>	"It's conversational and natural"
<b>Helpfulness &amp; Feedback</b>	"It corrects mistakes", "Can give instant help"
<b>Information Access</b>	"A wide range of information"
<b>Emotional Comfort/Patience</b>	"It's patient with users", "Privacy of chats"

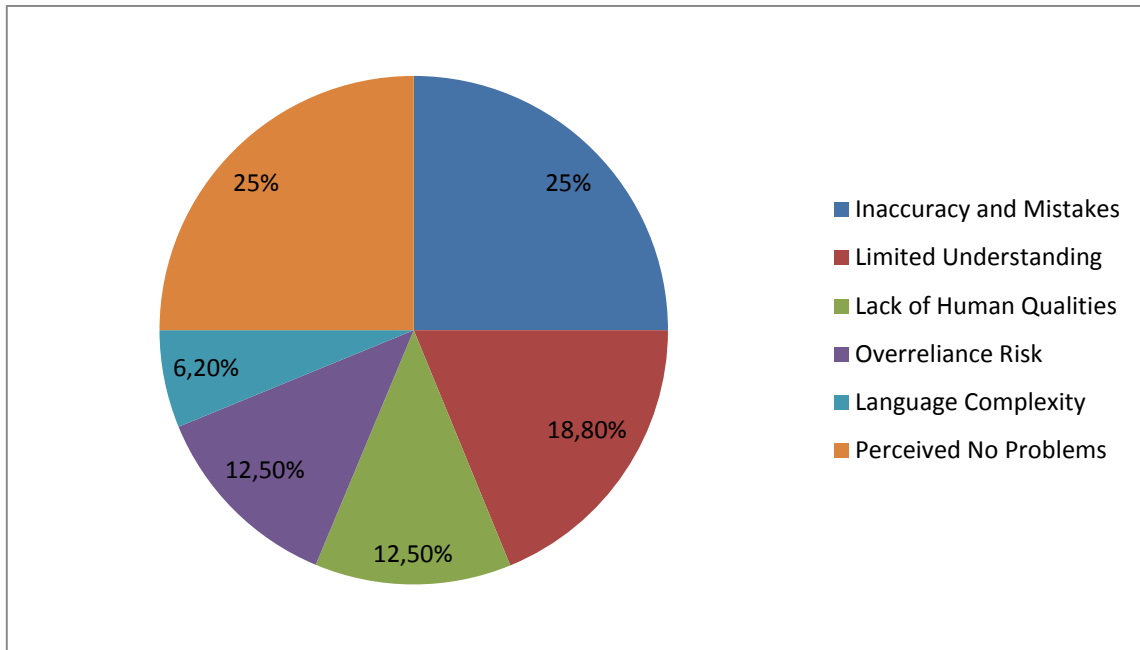
The data shown in the table above reveal several key factors that learners value in AI-supported speaking practice. Many students emphasized the non-judgmental nature of AI, appreciating that it corrects mistakes and offers instant help without embarrassment. The artificial identity of AI—being a machine and not a human—was also seen positively, suggesting that some learners feel less stressed when interacting with a non-human partner. Other responses appreciate the helpfulness and feedback provided by AI. Access to information was also an essential characteristic showing that learners value the AI's ability to provide a wide range of support on demand. Finally, learners acknowledged aspects of emotional comfort, such as the AI being patient and maintaining privacy, which can help reduce anxiety during speaking practice.

**Q10: What challenges or problems do you think might occur when using AI for speaking practice?**

This question intends to identify some challenges that learners might encounter when utilizing AI tools for the sake of speaking practice.

**Tableau 3-5 Challenges Reported When Using AI Tools for Speaking Practice**

<b>Challenges</b>	<b>Students' answers</b>
<b>Inaccuracy and Mistakes</b>	"Wrong answers", "Mistakes", "Mistakes and random answers", "Wrong intonation"
<b>Limited Understanding</b>	"Misunderstanding", "Cannot detect unclear accents", "Understanding its accent"
<b>Lack of Human Qualities</b>	"No body language", "Can't give specific answers"
<b>Overreliance Risk</b>	"Must not be trusted blindly", "Not perfect"
<b>Language Complexity</b>	"It uses advanced vocabulary"
<b>Perceived No Problems</b>	"No problem using it", "No problems"



**Figure 3-6 Challenges Reported When Using AI Tools for Speaking Practice**

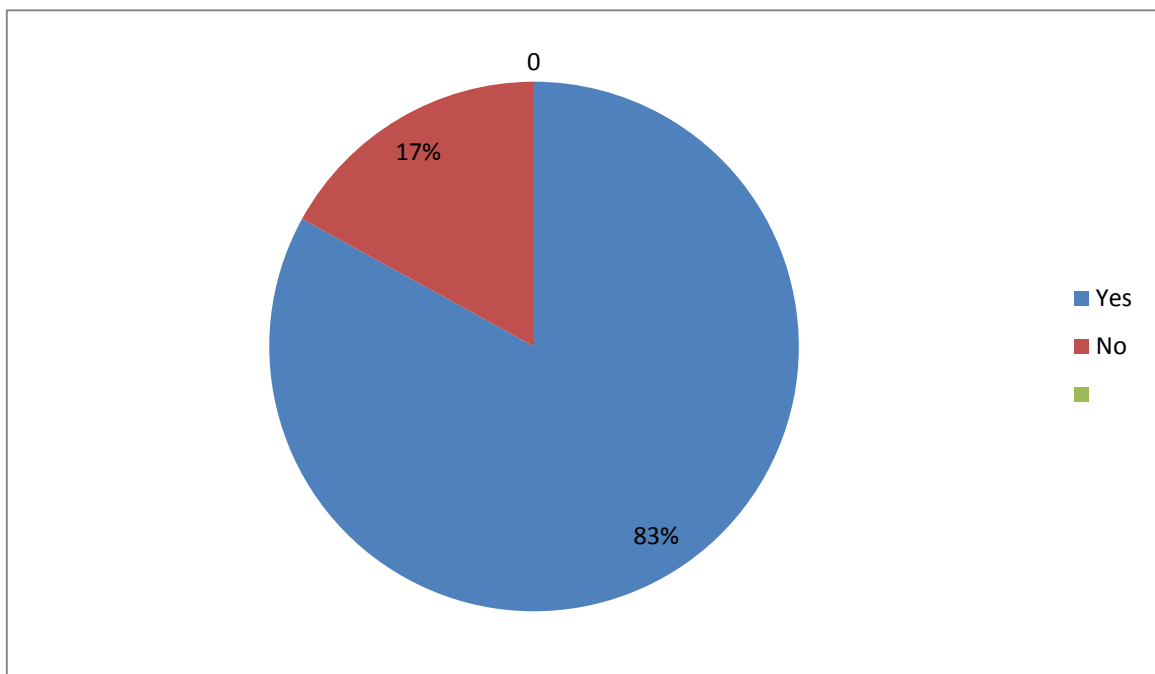
The data demonstrate a range of student perceptions about the challenges of using AI for speaking practice. A notable portion of respondents (approximately 29%) reported no problems, indicating a level of satisfaction with AI tools. However, the most frequently mentioned concern (29%) was associated with inaccuracy and mistakes suggesting a lack of full trust in AI output. Other concerns included limited understanding, particularly with accents and nuanced speech (21%), and the absence of human qualities, such as body language or personalized responses (14%). A smaller group pointed to the risk of overreliance on AI and its use of complex vocabulary, which may hinder comprehension.

**Q11: In your opinion, can AI fully replace a teacher in speaking lessons?  
Why or why not?**

---

---

The last question was asked to see whether AI can fully replace human teachers in speaking lessons. It seeks to explore informants' attitudes towards this concern.



**Figure 3-7 Artificial Intelligence in Teaching Speaking: A Replacement or a Tool?**

The large majority (83%) think that human teachers are irreplaceable in teaching the speaking skill due to their unique human traits explaining that AI-powered applications or chatbots are emotionless. On the other hand, only a few (17%) assume that AI has the potential to replace humans mentioning the fact that it possesses extraordinary abilities.

### 2.5.2 Teachers' Interviews Analysis

The first set of questions is related to the general use of AI in education. It aims to explore teachers' familiarity with and attitudes towards the use of AI tools in language education.

**Q1:** This question seeks whether teachers have used any AI tools in their teaching experiences and to identify examples of those. Both teachers seem familiar with AI tools and mentioned **ChatGPT** to be the main common technology in addition to **Gemini**. They said that they used it for teaching purposes.

**Q2:** The objective of the second question is to discover teachers' overall impression of utilizing AI in language teaching and learning.

The two respondents expressed a positive attitude towards the integration of AI tools in the teaching-learning process. The first teacher illustrated, "basically they can use AI in very helpful ways because in language learning there are productive skills and it can especially help with that, with writing and speaking especially". The second teacher pointed out, "Overall, I can say it is a positive attitude because it can be helpful".

However, they both stated that learners should be aware of AI drawbacks. One teacher explained, "I think that students should be aware and cautious when using AI tools hmmm...because they can contain many risks". The other one suggested, "but it makes a lot of mistakes. So, you have to be really careful in your review. When you ask it to do like a certain task for you, you have to make a very careful review before you decide to finally [...] let say apply the product that it has given to you."

The second set of questions has the purpose of identifying ways of which teachers implement AI tools to design speaking lessons.

**Q3:**It relates to how artificial intelligence is integrated into the planning of speaking lessons.

One teacher answered positively; the other teacher has never used AI for lesson planning. None of them described the manner AI tools can be used to support a speaking lesson plan.

**Q4:**This question is asked to know about some sort of speaking activities that involve the employment of AI technologies.

Teacher 1 used ChatGPT to generate some guiding questions that would help her to prompt her students to talk about particular topics that are generally related to the topic of the listening podcast. In other words, AI helped her preparing for topic discussions. Teacher 2, on the other hand, used ChatGPT mainly for simulating conversations presentations, and filling the gaps.

**Q5:** Question 5 intends to see how teachers integrate AI tools into their lesson plans.

Informant 1 used AI to help plan her lessons, especially by guiding her through each stage like before, during, and after the lesson. She found AI helpful because it gives clear, organized plans that she can adjust based on what her students need. Sometimes she chose the topic herself and other times she asked AI for suggestions to match her students' level and interests.

Informant 2 used Chat GPT to design phonetics-related activities for her students, such as word stress and sentence stress. It also helped her generate chunks of speech and passages.

The third category of questions has to do with the impact of AI integration on students' performance.

**Q6:** It explores how students perceive, engage with, or benefit from speaking lessons that are supported or enhanced by AI tools.

Teacher 1 noticed that the reaction of students towards AI-supported lessons was positive and the lesson content was clear and interesting as she mentioned in the interview: “the response has been mostly positive and they find these questions to be clear and they generally respond to the questions without any issues [...] also what I’ve noticed when it comes to their reactions, they find the questions to be interesting”.

On the contrary, teacher 2 thought that the lessons she designed herself were more interesting and engaging than those made with the help of **ChatGPT**. She believed that lessons generated by this latter were boring and seemed robotic. She explained: “I noticed that when I design the (lessons) myself...sorry the tasks myself, the students find them amusing. They enjoy the tasks. But, when they are designed by **ChatGPT**, they often find them very boring. They are not engaging.”

**Q7:** This question addresses the impact of AI on students’ speaking skill development.

According to the first informant, not only AI could help students develop their speaking abilities but also practice. She put an emphasis on this latter. She added that the impact of AI-based lessons was only clear across a number of sessions not only one. On the other hand, the second informant didn’t notice any changes in her students’ speaking skills as a result of the integration of AI tools in her lessons.

**Q8:** It seeks to describe student’s engagement and motivation in class as a result of the introduction of AI in EFL settings.

Teacher 1 thinks that AI tools could be quite positive and they could reinforce learners’ engagement as well as their motivation. She added: “and it also one positive way to integrate AI positively in the EFL context.” Her colleague had an opposite view saying that she did not see any potential of AI in enhancing students’ engagement and motivation. According to her, students are more motivated and engaged when they are put into groups where they can interact with their peers and exchange ideas and opinions.

**Q9:** Its purpose is to identify the challenges that teachers encounter when using AI tools in their lessons.

One respondent finds that AI doesn't always understand their prompts right away, so they often have to rephrase their questions multiple times. Another challenge is that some useful features, like file attachments, are limited or require payment. Despite these issues, the teacher still sees value in using AI for lesson planning. The other respondent notes that AI sometimes makes mistakes, especially when creating specific language examples, like intonation patterns. She has to carefully review and correct these errors to avoid passing them on to students. If such mistakes are overlooked, it can lead to confusion in the classroom.

**Q10:** It aims to investigate how teachers assess their students' speaking performance in AI-based lessons.

Teacher 1 said that she often used traditional methods of assessment, as she put forward, "I think the assessment of speaking skills is always like standard." According to Teacher 2, the kind of assessment provided by AI tools is biased and not reliable. She explained: "It's not going to cover everything. It's not as objective as when *you* as their teacher assess them based on what you have taught them". In other terms, assessing learners using AI lacks objectivity.

**Q11:** This question intends to identify AI potential to provide feedback on students' performance.

The first informant believes that AI tools are very helpful for giving feedback to students, especially with the new voice features. Students can use these tools independently at home to practice speaking and improve fluency and accuracy. By asking specific questions, they can receive useful, targeted feedback on their grammar and speech. The other informant said that AI tools could offer specific, detailed, and tailored feedback.

**Q12:** It asks teachers whether they recommend AI-based speaking lessons to their peers.

Teacher 1 is open to recommending AI tools, but only based on personal experience. She has successfully used AI, especially ChatGPT, to design engaging speaking lesson plans and would recommend it to other teachers for that purpose. However, she would not yet recommend using AI directly with students in the classroom until she tries it herself.

Teacher 2 recommends using AI tools for designing speaking lessons because they save time and simplify the process. However, she emphasizes the importance of carefully reviewing and humanizing the AI-generated content before using it.

### **2.5.3 Analysis of Teachers' Feedback on the Suggested AI-Based Speaking Lessons**

#### **Teacher1:**

The informant gives a balanced and thoughtful opinion about using AI to create speaking lesson plans. She points out that the three lesson plans she reviewed were well-designed, clear, and useful. The teacher especially mentions the first lesson, which focuses on pronunciation and individual sounds. While this approach is different from what she usually does—teaching speaking in full context—she still sees value in it. She believes that working on pronunciation and sound differences is important and often overlooked in language classes. The informant also feels that AI can help teachers create more complete lessons by combining both grammar-focused and communication-based activities. Overall, the interviewee sees AI as a helpful tool that can support teaching in practical ways.

However, the informant also shares some important concerns. She warns that teachers should not fully rely on AI or accept its content without thinking carefully. One of her main points is that AI-generated lessons may not always match the culture, values, or needs of the students. Because of this, teachers should always use

their own judgment and check if the content is suitable. She stresses that teachers need to think critically and be careful when using AI tools. In the end, the informant believes that while AI can be a useful assistant, it cannot replace the knowledge, experience, and cultural understanding that human teachers bring to the classroom.

**Teacher2:***Lesson 1:*

The teacher provides a balanced and supportive review of the AI-assisted pronunciation lesson, praising its clear objectives, use of real-time feedback through AI, and variety of interaction types that adapt to different learning styles. She especially values the inclusion of reading aloud, which she finds useful in identifying common pronunciation errors—something she regularly applies in her own phonetics teaching. However, the interviewee thoughtfully points out that the lesson seems to assume all students have the same level of phonetic and tech skills, and highlights the need to better adapt the lesson to learners with different abilities. She also notes that the lesson leans heavily on controlled practice, with limited space for spontaneous speaking. To make the lesson more engaging and realistic, teacher 2 suggests adding a short, non-guided activity at the end, giving students a chance to practice pronunciation more freely and naturally.

*Lesson 2:*

The teacher provides highly positive and engaging feedback on the AI-generated speaking lesson, highlighting its relevance and appeal. She commented on the theme—AI and employment—as modern, meaningful, and closely connected to learners’ real-life experiences and future concerns, which she believes that it encourages authentic and contemporary language use. The teacher also appreciates the variety of interaction types, especially the emphasis on independent practice and open discussion. She notes that these elements effectively promote critical thinking and help learners develop essential communicative skills. Unlike the previous plans, this lesson is particularly strong in encouraging students’ independence and self-

expression. However, the informant also offers constructive suggestions for improvement. While fluency and content are well addressed, pronunciation is seen as somewhat overlooked—particularly aspects like stress and intonation. To enhance the lesson’s balance, she recommends integrating a brief pronunciation check-in during group work or offering targeted feedback at the end. Finally, the teacher questions the effectiveness of assigning “optional” homework, suggesting that most students are unlikely to complete it.

*Lesson 3:*

The teacher offers a detailed feedback on the AI-assisted speaking lesson, with particular appreciation for its focus on connected speech features, such as rhythm, pace, and fluency. She notes that this attention to detail supports more accurate and refined speaking skills, highlighting the lesson’s ability to guide learners toward clearer and more natural pronunciation. The teacher also praises the logical structure of the lesson, pointing out its smooth progression from spontaneous speaking to targeted feedback and real-life role-play—an approach she finds both practical and pedagogically sound. A specific highlight is the integration of ELSA’s fluency score, which the informant views as a valuable tool for helping students set precise goals for improvement without relying solely on subjective self-assessment. However, the interviewee recommends adding brief introductory explanations about AI tools like ELSA within the lesson plan materials, especially when collecting feedback, so that teachers can better evaluate the tools’ relevance and effectiveness. In line with previous lesson plans, the teacher appreciates the variety of interactive practices—such as one-minute talks, app use, and both pair and individual work—which she believes can support different learning styles and help maintain students’ engagement.

## 2.6 Discussion of the main findings

This section is devoted for the discussion, interpretation and summarizing of the gathered data. For the purpose of gaining insights from distinct perspectives and collecting a vast body of data, the researcher adopted a mixed-method approach combining two research instruments, i.e. a questionnaire (quantitative) and an interview (qualitative). Data were collected to explore Algerian attitudes towards the integration of AI tools in an EFL context as a means to improve students' speaking skills using a questionnaire with learners and an interview with teachers.

After questioning both EFL second-year students through a questionnaire and teachers through an interview, the researcher perceived their familiarity with AI-technologies. The analysis of Q1 (*interview*) reveals that teachers exploit AI-powered tools, such as **ChatGPT** and **Gemini** for teaching purposes; on the other hand, a significant majority of Algerian EFL students have used AI tools in their English learning journey leveraging AI across a range of linguistic skills, namely speaking practice, pronunciation, vocabulary, and grammar as illustrated in the answer to Q4 of the questionnaire. This justifies the potential of AI tools to boost the language learning process especially the speaking skill.

From Q4 and Q8 of the *questionnaire* and Q7 of the *interview*, the researcher extracted that AI has multiple advantages, both practical and emotional. AI tools assist learners to improve their speaking skill ensuring a flexible, personalized, and self-paced learning. They also offer an easy access to information and unlimited opportunities of speaking practice as one of the interviewees mentioned. In addition, this can be an alternative for introverted students who suffer from anxiety and stress which prevent them from speaking to others using English. However, one of the teachers did not notice any change in her students' English proficiency with the integration of AI into education, which implies that AI tools have weaknesses and lack intelligence as well as some cognitive abilities associated to humans.

Despite of its limited intelligence and lack of certain abilities, AI tools can be very helpful in many ways, both for teachers and learners. Informants' answers of Q6 of the *questionnaire* demonstrate the helpfulness of AI in boosting learners' speaking skills offering them an unlimited number of speaking practice chances. Besides, teachers' responses to the 4<sup>th</sup> and 5<sup>th</sup> questions of the *interview* illustrate the extent to which AI-based technologies could improve their teaching practices. This encompasses different sorts of assistance, such as lesson planning, generating lesson materials, designing activities, etc. Another important sort of assistance that teachers receive from AI is its potential to assess students' speaking performance. Both teachers' answers to Q11 of the *interview* showcase that AI is able to provide instant, targeted, specific, detailed, and tailored feedback.

Moreover, taking into account teachers' feedback on the three AI-based speaking lessons that the researcher prepared using ChatGPT, it was clear that this latter has the power to generate clear, engaging, and complete lessons. One teacher appreciated the variety of interaction types that AI tools can perform highlighting their potential to help learners develop essential communicative skills as well as encourage students' autonomy and self-expression. The researcher also noticed AI's efficiency in creating lessons which are logically well-structured. But, according to the findings, AI-based lessons sometimes cannot suit a multiple-abilities class. So, it is necessary for the teacher to better adapt them to his/her learners' distinct skills. Additionally, AI-generated content should be reviewed carefully and thoughtfully putting in use instructors' critical thinking abilities. Accordingly, the researcher's interpretation of these data contributed to reach the conclusion that AI tools can help, to a certain extent, generate authentic and comprehensible speaking lessons if they are employed effectively and thoughtfully. This seems to back up the first hypothesis of this research (**H1**).

The analysis of Q6 and Q8 of the *interview* led to the conclusion that AI-powered technologies and applications have the capability to enhance students' motivation and engagement in a speaking class. Teachers regard AI-based lessons to be interesting and engaging, the fact that encourages learners to become active participants in

speaking activities. This finding comes to validate the researcher's second hypothesis (H2).

Notwithstanding, when learners are asked whether they prefer to practise speaking with a human teacher or an AI assistant, they go for a blended approach to speaking practice highlighting the unsubstitutable unique traits of a human teacher. They indicate that face-to-face and human-led instruction remains highly essential. In the same vein, teachers as well value the role of a human teacher and see that assessment provided by AI tools may not be reliable. Therefore, they prefer to adopt traditional methods of assessment. These findings prove that AI cannot fully replace a teacher in his/her classroom, not least in speaking lessons.

Another concern worth mentioning here is the challenges that educators may encounter during the process of AI integration within lessons. The responses gotten from Q10 of the *questionnaire* and Q9 of the *interview* reveal a number of problems that occur while making use of AI tools in order to improve the speaking skill, namely inaccuracy, misunderstanding of prompts, as well as issues related to the over-reliance risk.

Finally, Q12 of the *interview* enabled the investigator to unveil positive attitudes towards the integration of AI-powered technologies in EFL settings as an attempt to boost the speaking skill. Consequently, this teaching practice appears to be a good recommendation for the future generation of EFL teachers only if it is implemented thoughtfully.

## 2.5 Conclusion

This chapter explains how the study was carried out and what methods were used to explore two main objectives: understanding how AI tools can help improve students' speaking skills in an EFL setting, and finding out what teachers think about using AI in their teaching. The first part describes the overall research plan, including the type of study, the approach taken, who was involved, how the data was collected, and how the research was put into action. The second part focuses on analyzing and interpreting the data gathered through questionnaires and interviews.

The chapter ends by bringing together the main results, connecting them to the research hypotheses; and ultimately, assesses their validity.

## *General Conclusion*

## General Conclusion

---

Man is living in an era characterized by a fast-paced technological growth. It is the 21<sup>st</sup> Century that emerged to be the age of modern technology. The hallmark of contemporary technological advancement in this era is Artificial Intelligence (AI). This latter had made revolutionary achievements in multiple fields, not least foreign language education. Historically, language experts and didacticists put forward significant efforts in order to come up with fruitful methods for teaching/learning foreign languages. This was demonstrated through the various teaching methods that reigned different periods in the history of Foreign Language Teaching (FLT). However, the emergence of AI-powered technologies and applications seems to offer a new perspective as well as a unique strategy for both teaching and learning a new language, in this case, English. In this research paper, the researcher investigates the potential of AI tools to improve the teaching and learning of the speaking skill.

The current study was organized into two main chapters: The Literature Review and Research Methodology respectively. The first chapter is dedicated for theoretical considerations on the use of AI tools in EFL contexts, in general, and in teaching speaking in particular. It presented a considerable amount of the already existing body of literature on this research matter. The second chapter sheds light on the kind of research methodology adopted including the type of research design, sample population, instrumentation, and data analysis. The collected data were analysed both quantitatively and qualitatively to interpret informants' perspectives and attitudes. Consequently, the researcher reaches a number of conclusions, and thus, comes up with some suggestions to address the challenges identified in this investigation.

The adoption of a mixed-method approach as a research method paved the way for gaining deeper insights into the studied issue, allowing the researcher to collect sufficient reliable data in order to succeed at the generalization phase. The analysis and interpretation of the results led to the confirmation of the research hypotheses, which indicates, to a certain degree, the success that the researcher could attain throughout this study. Accordingly, the effective and careful exploitation of AI tools in teaching English in general, and teaching the speaking skill in particular, promises a wide range of advantages that both teachers and students can benefit from resulting in improved teaching practices for the former, and enhanced speaking proficiency for the latter.

Based on the findings, this scientific investigation gained some significance in the sense that it reached conclusions similar to those of other previous studies in the

## General Conclusion

---

existing body of literature, emphasizing the positive attitudes EFL teachers and learners have towards the use of AI tools inside classrooms. In other words, AI users clearly recognize the potential of this modern invention to revolutionize the sector of language education. Yet, raising awareness of its drawbacks and training individuals on how to effectively use it is viewed as a prerequisite.

This research paper marks a preliminary step toward enriching the ongoing debate about the integration of AI tools into EFL settings, mainly into speaking classes, as an initiative to improve both the teaching of the speaking skill as well as to attain positive learning outcomes as far as the speaking proficiency is concerned. While it managed to provide valuable data and insightful perspectives, this study was not without its limitations. The most significant constraint encountered was the unavailability of teachers during and just after the exams period. For instance, the researcher opt for interviewing 4 or 5 teachers, but only two were available, which may have narrowed the scope of viewpoints and insights. This could be improved by approaching teachers at an early stage. Another challenging aspect of this research was that the researcher lived and worked in a distant region, which made it difficult to arrange regular face-to-face meetings with the supervisor. Therefore, for future investigators to avoid falling into this constraint, it is advisable to plan regular weekly meetings (2 per week) beforehand during the period of delivering lectures. This way, the student conducting research will have a considerable number of meetings with his/her researcher before arriving at the discussion of the main findings stage.

In order to gain profound understanding of the effectiveness and extraordinariness of AI in developing learners' language proficiency, in this case English speaking skills, much more scholarly inquiry is needed to examine its unique impact on fostering students' motivation, engagement, and autonomy. Such a scientific study could explore how to effectively integrate AI technologies into foreign language teaching to fully leverage their benefits as well as overcome commonly occurred challenges. Further research could be devoted to investigating the adoption of a blended approach to learning—that is, a combination of traditional face-to-face teaching and online learning. This could help reveal the future of EFL education in Algeria and how such an approach might contribute to achieving positive learning outcomes. The afore-mentioned would be a fruitful area for further research.

In Algeria's EFL context, speaking is often underemphasized in the classroom, with more focus placed on grammar, reading, and writing. Many teachers face challenges like large class sizes, limited time, and a lack of speaking-focused resources, which makes it hard to give students enough practice in real communication. Hence, embracing a modern and up-to-date approach to teaching

## **General Conclusion**

---

the speaking skill seems to be an urgent necessity to ensure good results. As an alternative, AI nowadays plays a vital role to revolutionize the way speaking is taught and practiced. This study gave an overall view about the effectiveness of AI-based tools and their potential to improve Algerian EFL students' speaking skills if employed carefully. This implies that there are a number of obstacles that may hinder the integration of those technologies. Therefore, teachers' training on how to use AI and raising awareness about certain ethical concerns related to this matter represent an essential requirement. Ultimately, it is worth noting that while AI tools have contributed positively to EFL education in various ways, they should not be regarded as a substitute for human teachers, but rather they should be viewed as supportive teaching aids.

## Bibliography

- Adams, Douglas (2002). *The Salmon of Doubt: Hitchhiking the Galaxy One Last Time*. New York: Del Rey Books.
- Baker, R. S., & Smith, S. (2019). Educ-AI-tion rebooted? Exploring the future of artificial intelligence in schools and colleges. [https://media.nesta.org.uk/documents/Future\\_of\\_AI\\_and\\_education\\_v5\\_WEB.pdf](https://media.nesta.org.uk/documents/Future_of_AI_and_education_v5_WEB.pdf)
- Benrabah, M. (2014). Language planning and language policy in Algeria: A historical overview. *International Journal of Humanities and Social Science*, 4(7), 81-89.
- Boudah, M., & Riahi, L. (2018). Challenges of English language teaching in Algeria: A critical analysis. *Arab World English Journal*, 9(3), 187-200.
- Brown, J. D. (2001). *Using surveys in language programs*. Cambridge University Press.
- Chan, C. K. Y. (2023). A comprehensive AI policy education framework for university teaching and learning. *International Journal of Educational Technology in Higher Education*, 20(1), 38. <https://doi.org/10.1186/s41239-023-00408-3>
- Chen, Y., & Kukulska-Hulme, A. (2021). Artificial Intelligence in Language Learning: A Literature Review. *ReCALL*, 33(2), 154-171.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Collins, C., Dennehy, D., Conboy, K., & Mikalef, P. (2021). Artificial intelligence in information systems research: A systematic literature review and research agenda. *International Journal of Information Management*, 60,
- Crystal, D. (2003). *English as a Global Language*. Cambridge University Press.
- Da Silveira, T. B. N., & Lopes, H. S. (2023). Intelligence across humans and machines: a joint perspective. *Frontiers in Psychology*, 14, 1209761. <https://doi.org/10.3389/fpsyg.2023.1209761>
- Draper, J. (2004). *The relationship between research question and research design*

Fahimirad, M., & Kotamjani, S. S. (2018). A review on application of artificial intelligence in teaching and learning in educational contexts. *International Journal of Learning and Development*, 8(4), 106-118.

<https://www.academia.edu/download/92387493/11110.pdf>

Fitria, T. N. (2021b). Artificial Intelligence (Ai) In Education: Using Ai Tools For Teaching And Learning Process. *Prosiding Seminar Nasional & Call for Paper STIE AAS*, 4(1), Article 1.

Gay, L. R., & Airasian, P. (2000). Educational research: Competencies for analysis and application (6th ed.). *Merrill/Prentice Hall*.

Godwin-Jones, R. (2020). Emerging Technologies: The Role of Artificial Intelligence in Language Learning. *Language Learning & Technology*, 24(3), 10–22.

Graddol, D. (2006). English Next: Why global English may mean the end of 'English as a Foreign Language'. *British Council*.

Hoadjli, A. (2015). Investigating the use of questionnaires in EFL classroom research [Master's thesis, University of Tlemcen]. *University of Tlemcen Digital Repository*.

Holmes, W., Bialik, M., & Fadel, C. (2021). Artificial Intelligence in Education: Promises and Implications for Teaching and Learning. *Center for Curriculum Redesign*.

Holmes, Wayne, Persson, Jen, Chounta, Irene-Angelica, Wasson, Barbara, and Dimitrova, Vania (2022). Artificial Intelligence and Education. *Strasbourg: Council of Europe*.

Hunt, V. D. (1986). Introduction to Artificial Intelligence and Expert Systems. In V. D. Hunt, *Artificial Intelligence & Expert Systems Sourcebook* (pp. 1–39). Springer US. [https://doi.org/10.1007/978-1-4613-2261-0\\_1](https://doi.org/10.1007/978-1-4613-2261-0_1)

Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2<sup>nd</sup> ed.). *New Age International (P) Ltd., Publishers*

Kumar, R. (2011). *Research Methodology: A step-by-step guide for beginners* (3<sup>rd</sup> ed.). *London, UK: TJ International Ltd, Padstow, Cornwall*.

Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. *SAGE Publications*.

- Maalache, R. & Ghomari, I. (2024). Integration of Artificial Intelligence Tool to Enhance the Reading Skills in an EMI Context at Tlemcen University [Master Dissertation, University of Tlemcen]. Dspace Tlemcen.
- Marcel, D. (2024) AI in Foreign Language Learning and Teaching: Theory and Practice. *New York : Nova Science Publishers.*
- McLuhan, M., & Leonard, G. (1967). The medium is the message: An inventory of effects. *Bantam Books.*
- Messaoudi, A. (2017). *Investigating EFL teachers' perceptions of classroom interaction* [Master's thesis, University of Tlemcen]. *University of Tlemcen Digital Repository.*
- Pokrivcakova, S. (2019). Preparing teachers for the application of AI-powered technologies in foreign language education. *Journal of Language and Cultural Education*, 7(3), 135-153. <https://doi.org/10.2478/jolace-2019-0025>
- Qoura, A. A. S., & Elmansi, H. M. (2023). Artificial intelligence in language education: Implementations and policies required. *Journal of Education Faculty*, 11 (33), 348-395.
- Reinders, H., & Darasawang, P. (2021). Supporting Language Learners with Artificial Intelligence: The Future of Language Education. *Innovation in Language Learning and Teaching*, 15(2), 132-147.
- Reinders, H., & White, C. (2020). Twenty years of autonomy and technology: How far have we come and where to next? *Language Learning & Technology*, 24(2), 1–13.
- Russell, S., & Norvig, P. (2010). Artificial intelligence: A modern approach (3rd ed.). *Prentice Hall*. <http://dx.doi.org/10.1016/j.artint.2011.01.005>
- Shafie, L. A., Salleh, N. S. M., & Yaacob, A. (2019). The impact of technology on teaching and learning: A case study in Malaysian higher education. *International Journal of Emerging Technologies in Learning*, 14(24), 123–130. <https://doi.org/10.xxxxx/ijet.v14i24.xxxx>
- Singh, Y. K. (2006). *Fundamental of Research Methodology and Statistics*. New Delhi. *New International (P) Limited, Publishers.*
- Stone, P., Brooks, R., Brynjolfsson, E., Calo, R., Etzioni, O., Hager, G., Hirschberg, J., Kalyanakrishnan, S., Kamar, E., Kraus, S. & Leyton-Brown, K., (2016). Artificial intelligence and life in 2030. *One Hundred Year Study on Artificial Intelligence: Report of the 2015-2016 Study Panel*, Stanford University, Stanford, CA. <https://doi.org/10.48550/arXiv.2211.06318>

Taulli, Tom (2023). *Generative AI: How ChatGPT and Other AI Tools Will Revolutionize Business*. New York: Springer.

UNESCO. (2021). *AI and education: Guidance for policy-makers*. <https://unesdoc.unesco.org/ark:/48223/pf0000376709>

Ur, P. (1996). **A course in language teaching: Practice and theory**. Cambridge University Press.

Wang, P. (2019). On defining artificial intelligence. *Journal of Artificial General Intelligence*, 10(2), 1-37. <https://doi.org/10.2478/jagi-2019-0002>

Widdowson, H. G. (1994). The Internationalization of English. *English Today*, 10(2), 3-8.

Williamson, B., & Eynon, R. (2020). Historical threads, missing links, and future directions in AI in education. *Learning, Media and Technology*, 45(2), 107–121.

Wilson, V., & McLean, S. (1994). Questionnaire design: A practical introduction. *University of Edinburgh, Centre for Educational Sociology*.

Wong, L. H. (2022). Emotional and Motivational Impacts of AI Chatbots on Language Learners. *Computer Assisted Language Learning*, 35(3), 233-251.

Wray, A., & Bloomer, A. (2006). *Projects in linguistics: A practical guide to research and writing* (2nd ed.). Hodder Education.

Xu, Y., Liu, X., Cao, X., Huang, C., Liu, E., Qian, S., Liu, X., Wu, Y., Dong, F., Qiu, C.W. & Qiu, J. (2021). Artificial intelligence: A powerful paradigm for scientific research. *The Innovation*, 2(4).1-20. <https://doi.org/10.1016/j.xinn.2021.100179>

# **Appendices**

## Appendix A : Students' Questionnaire

Dear Participant !!

This questionnaire is part of a research study on using Artificial Intelligence (AI) to design English speaking lessons. The aim is to understand how students feel about using AI tools like ChatGPT to help improve their speaking skills. Your answers will help us explore the potential benefits and challenges of incorporating AI into language learning. Your responses will be kept confidential and used for research purposes only.

Thank you for your time and input!

### Section 1: General Information

1. What is your level of English speaking skill?
    - Beginner
    - Intermediate
    - Advanced
  
  2. How often do you practice speaking English?
    - Every day
    - Often
    - Sometimes
    - Rarely
  
  3. In your opinion, how important is speaking practice for language learning?
    - Very important
    - Somewhat important
    - Not important
    - Not sure
-

**Section 2: Experience with AI Tools**

4. Have you ever used AI tools (like ChatGPT, Google Assistant, Duolingo, etc.) for language learning?
- Yes
  - No
5. If yes, what have you used AI for? (*Select all that apply*)
- Speaking practice
  - Grammar help
  - Vocabulary learning
  - Pronunciation practice
  - Other: \_\_\_\_\_
6. How helpful do you find AI tools in improving your speaking skills?
- Very helpful
  - Somewhat helpful
  - Not helpful
  - I haven't used them enough to know
- 

**Section 3: Opinions and Preferences**

7. Would you prefer to practice speaking with:
- A human teacher
  - An AI assistant
  - Both
  - Not sure
8. What do you think are the advantages of using AI in speaking lessons?

---

---

9. What would make you feel more comfortable speaking with an AI?

---

---

10. What challenges or problems do you think might occur when using AI for speaking practice?

---

---

11. In your opinion, can AI fully replace a teacher in speaking lessons? Why or why not?

## **Appendix B: Teachers' Interview**

### *Interview Questions*

This interview is a part of a research work to explore teachers' experiences, perceptions, and attitudes towards **using AI tools in designing speaking lessons** for EFL second-year university students.

#### **A-General Use of AI in Education**

1. Have you ever used any AI tools in your teaching? If so, which ones?

2. What is your overall impression of or attitudes towards using AI in language learning/teaching?

**B-Designing Speaking Lessons with AI**

1. Have you ever used AI to design or support speaking lessons? Please describe how.
2. What kind of speaking activities do you think AI can support best (e.g. pronunciation practice, conversation, presentations, etc.)?
3. How do you integrate AI tools into your lesson plans?

**C. Impact on Students**

1. In your experience, how do students respond to AI-supported speaking lessons?
2. Have you noticed any changes in their speaking skills, such as fluency, accuracy, or confidence?
3. Do students seem more engaged or motivated when AI is involved?

**D. Challenges and Concerns**

What challenges have you faced when using AI in speaking lessons?

**E. Evaluation and Feedback**

1. How do you assess students' speaking performance in AI-based lessons?
2. Does AI help in giving useful feedback to students? If yes, how?

**F. Suggestions and Future Use**

Would you recommend AI-based speaking lessons to other teachers? Why or why not?

**\*Teacher's Feedback on the Researcher's Designed Lessons\***

.....  
.....

## **Appendix C: Participation Consent Introduction**

Hello and thank you for accepting to take part in this interview. My name is **AbdelhakBoukerdoun**, and I am conducting research as part of a Master's dissertation entitled "**Enhancing the Speaking Skill through the Integration of AI Tools: The Case of 2<sup>nd</sup> Year EFL Students at Blida 2 University**". The purpose of this interview is to explore your views, experiences, and suggestions regarding the integration of Artificial Intelligence (AI) in designing English-speaking lessons, particularly for second-year students. Your input will be very valuable in helping us understand how AI can support the development of students' speaking skills.

Before we begin, I'd like to clarify a few things:

- Your participation is **completely voluntary**. You may refuse to answer any question or stop the interview at any time without any consequences.
- The information you provide will be kept **confidential** and used **only for academic purposes**. Your identity will not be revealed in any reports or publications resulting from this research.
- With your permission, I would like to **audio-record** this interview to ensure accuracy when analyzing the data. Only I (and my supervisor, if applicable) will have access to the recordings, which will be securely stored and deleted after the research is completed.

Do you have any questions before we start?

**Do I have your consent to proceed with the interview and record it?**

## **Appendix D: Interviews Scripts**

**Teacher 1:**

**Q1:** Yes, I have used AI tools and ...which ones?...I mainly use **ChatGPT**. I've recently become familiar with the...(?) which is also similar to ChatGPT and I use **Gemini** but not that much, so I mainly use **ChatGPT** for teaching purposes.

**Q2:** Okay...so...for...hmmm...concerning what I think about the use of AI by students, I think it's...it can be definitely positive and negative depending on how they use it. Hmmm...I think that students should be aware and cautious when using AI tools hmmm...because they can contain many risks and so...hmmm...I think that it is mainly (Interviewee asked for an urgent pause of the recording) In

addition to what I was saying regarding the use of AI tools by students for learning purposes...So, basically they can use AI in very helpful ways because in language learning there are productive skills and it can especially help with that, with writing and speaking especially. So, they can use it for practising writing, getting feedback, for using the voice feature and talking to AI as a speaking companion especially since its voice is like a native speaker. So, in this way it can be very helpful at the same time it can be very detrimental if they use it like in negative ways. If they use it hmmm...to plagiarize, to do the work for them that they're supposed to do on their own. Then, this kind of use can be quite the opposite and it can be detrimental for the students. So, it is...it can go both ways. It can be positive or negative depending on how they use it.

**Q3:** So, yes I think, because I am teaching in the English Department at Blida 2 University, but the case is we don't have like separate speaking classes. It's Listening and Speaking. So, I did use AI for designing lessons for my Listening and Speaking class, which includes both listening and speaking not only speaking session.

**Q4:** Yeah, so, I think it's very helpful. I mean from my own experience, I used to use ChatGPT mostly like I mentioned hmmm...it is my go-to-AI tool to help me in lesson planning. So, I used to use it in helping me design my lesson for my Listening and Speaking class, and for the speaking part especially, it was very helpful. I always relate the speaking session to the listening session, and so it helps me in like knowing..., in designing the specific stages of the lesson from the warm-up to the actual production..., so it is very specific hmmm...and it gives me help through...for each stage basically. And for the speaking, like I mentioned I relate the speaking session to the listening session and so, I generate it...I use it mostly [sorry] to generate hmmm...the questions...the guiding...a sort of guiding questions that I use to prompt my students to talk about different topics in class, which are generally related to the topic of the listening podcast. And it's...yeah...and it's very helpful because it can like generate many questions and in very like short time, so they're very efficient and helpful.

**Q5:** Like I mentioned, I use them to help me in lesson planning basically in knowing what...how to design each stage of the lesson. Because there are different stages, there is the pre-production, there is the practice, and there is...there is the Pre-, the During-, and the Post-stage okay...of the lesson ...and so it helps me with each stage, and ...it's... I use it to sort of fine-tune the lesson plan because it's very detailed, it's very organized, and of course it's very efficient, so this is how I find it very helpful...and of course it depends also on the prompt. I try to choose the topic myself and sometimes I ask for suggestions for topics hmm...to hmmm...the umbrella topic that will be both the focus of the listening and speaking session. I

also of course specify that for my third year students I, in my prompt, I write it is for advanced...generate...Help me generate or act as a professional lesson designer. This is what I usually write in my prompt...act as an expert lesson designer and generate a listening and speaking lesson plan for advanced learners who are 3<sup>rd</sup> year EFL university students hmm...on this particular topic. And I would get very...a very helpful lesson plan that I can of course later on adjust according to my own needs and what I think will be best for my students.

**Q6:** To AI supported speaking lesson, so hmm...I think from my own experience again when I use AI to help me in generating like conversational or guiding questions to help my students or to push them to speak on a specific topic...they've been...they've been...the response has been mostly positive and they find these questions to be clear and they generally respond to the questions without any issues especially when it comes to the clarity and also what I've noticed when it comes to their reactions, they find the questions to be interesting so they've been...they've had...they've reflected the mostly positive reaction to the lesson plans, the speaking lesson plans that I generated using AI help.

**Q7:** So, fluency, accuracy, and confidence. So, yes of course. And this is...this also has to do not only with AI use but also with practice. So, if it's based on one lesson then the impact is not that visible or clear but across a number of sessions then it becomes clear across...of course in relation to the three factors that you've mentioned.

**Q8:** So, I would answer this but based on perception because I have not...like I mentioned I have used AI for teaching purposes, I did not like integrated it into the classroom context...okay...so I did not ask my students to use AI tools in the classroom. I mainly use them to help me plan more engaging lessons. But, from my perspective, I think that they could be quite positive and they could of course reinforce engagement...and they could...and it also one positive way to integrate AI positively in the EFL context.

**Q9:** Hmm...so I think hmm...because I am using AI for teaching purposes hmm...in teaching listening and speaking classes and other classes as well not only listening and speaking classes hmm...I think it's sometimes doesn't give me the answer that I want or that I'm seeking and I find myself instead giving further prompts like the first prompt that I give doesn't generate the answer that I want and so I keep reformulating my words trying to be clear. I say, for example, no, this is not the case, this is what I mean. And then the AI kind of grasps my point gradually, so this is one issue that I face...one challenge that I face when using AI ...it doesn't always grasp my point like automatically...sometimes I have to reformulate again and again so that it gets the point. Hmm...other challenges...hmm...Ahh...there is

another challenge in fact. It's...it has a great feature, for example, ChatGpt which is the ability to like attach files...hmm...but that's not a free feature. So, it's only...there is a limited access for like hmm...a number of files that can be attached and then it's like not free. So, this is another challenge although it's a very useful feature. Hmm...what other concerns...I think these are the two that come to mind for the moment.

**Q10:** So, I think it's...it's...Assessment is like the same...It's just hmm...I think the integration of AI doesn't hmm...If it's hmm...For me and from my case...from my experience, I'm using it for lesson planning...and then I take the lesson plan with me, of course after adjusting it. And so, this doesn't pose any issues when it comes to the assessment. I still assess students' speaking skills in like a traditional manner taking into consideration their accuracy and fluency of the speech that they produce, form and meaning...their ability to convey meaning and whether they're conveying that meaning in like an accurate...with an accurate use and accurate language. So,...this is the foundation or focus of the assessment of their speaking skills. Hmm...as for integrating or implementing AI tools in the classroom or having students using them, hmm...I haven't personally try this although I find the idea to be very interesting and to have potential to engage the students. Hmm...but I think the assessment of speaking skills is always like standard. Hmm...unless if there are other concerns arise like for example if a student kind of has his phone or using his phone and then he has a question that he's supposed to answer in speaking and instead of brainstorming and answering the question independently, he...since he has his phone, he uses the AI tool for like...for producing the response. So, this is one concern that may arise and it may affect the assessment or the accuracy of the assessment.

**Q11:** Ehh...of course! Ehh...I mean ehh...especially with the voice feature now that it's available hmm...in many AI bots that students can access easily on their phones ehh...and it can be especially helpful in developing students' autonomous learning hmm...and they can use it from...yeah and they can use it from home and chat with these AI bots about any topic that they'd like and it's a great efficient way for them to increase their fluency and accuracy and they can I think even if they learn how to use it effectively, they can even hmm...like it gets very helpful feedback from the tools, like they can ask them: 'Is my grammar correct?', 'Is my...?', 'What can I improve in my speech?' So, they can prompt or ask the bots to give them very helpful fluency and accuracy based feedback on their speaking.

**Q12:** I...so, when it comes to recommendation, I would recommend something that I tried because I cannot recommend something that I haven't tried yet, because I wouldn't know its impact or its result. So, what I tried personally like I mentioned before is using AI in helping me develop engaging and detailed speaking lesson

plans. And so, when it comes to this part...when it comes to this experience, it has been positive for me personally. And so, I would recommend my colleagues, other teachers to use AI tools, AI bots especially, especially ChatGPT to help them in designing their speaking lesson plans and of course they can adjust them based on their students' needs and what they think would work more...ehh... best for them. Other than that, when it comes to the implementation of AI tools in the classroom and with the students, I think that I could like research more about this specific possibility to know more about it and then perhaps try it, and only then I could recommend it to other teachers.

### **Teacher's Feedback on AI-Based Speaking Lessons**

**Interviewee:** Okay...So, they are three lesson plans that I noticed in the document, and I think they're very well designed to be honest, and they're very...I noticed the first one is about pronunciation ehh...and it deals with what we call in linguistics like discrete language items. So, it addresses language or sounds like separately not in context, and I think hmm...personally...in speaking lessons what I'm used to is hmm...teaching speaking or...in context. But, I think the other way is also useful because we don't...I think...we don't pay much attention to helping our students pronounce better and know the differences between sounds. So, I think it's pretty useful and I think that the use of AI can help us in knowing how to design speaking lessons for like addressing language items whether separately or...as well as in context, to like address both and ensure that our teaching approach to teaching speaking is comprehensive. So, they're very detailed and from what I noticed from my own experience using AI tools, they do generate detailed lesson plans and hmm...yeah...they're very detailed and they seem very helpful like something that I would personally could make use of in teaching speaking classes. Just I would like to note that hmm...[is this the last question by the way?] Ah okay. Just, I would like to note that although yes the speaking lesson plans are detailed and they seem very helpful,...and I would be interested in opting for similar lesson plans, I think that as teachers we should always be cautious regarding the use of AI tools and not take everything that they are generating for granted especially when it comes to the content. And I mean we should consider whether the content is appropriate to our students and to our broader...to our culture, to our culture because it's not just taking whatever it gives us and...Yeah we can use it, no...We cannot use everything that it can give us because it is hmm...Most of these tools are generated...they may not...basically they may not suit our culture and our belief system. And so, we should be very cautious and we should make sure that they are appropriate. So, I think this is something very important. It's not like about taking everything as it is...taking their responses that we have or the information as...for granted, but we

should always employ our critical thinking, our own judgement, and make sure that they are appropriate.

## **Teacher 2:**

**Q1:** Yes, I have. Ehh...mainly **ChatGPT**.

**Q2:** It can be helpful. It is...Over all, I can say it is a positive attitude because it can be helpful, but it makes a lot of mistakes. So, you have to be really careful in your review. When you ask it to do like ehh...a certain task for you, you have to make a very careful review before you decide to finally ehh...let say apply the product that it has given to you. [You should be aware of the prompt]...the prompt and ...as well as the product that is going to give to you okay...the ehh...the answers...whatever task you ask it to perform.

**Q3:** Honestly, I haven't.

**Q4:** Conversation and presentations, and filling the gaps.

**Q5:** So, as a linguistics and phonetics teacher, I mainly use it for ehh...designing some activities, simple ones at the end of a... lesson. In phonetics, I design some tasks for example stress...word stress or sentence stress ehh...intonation...you know, I asked ChatGPT to design some chunks of speech for me and...well, I implemented it into my lesson. So, you know...it takes time to design such (lessons) to...sorry tasks...to come up with such activities, research sentences or passages. So, I ask ChatGPT to design it for me. So, I have to carefully review...it still makes mistakes.

**Q6:** Okay...Well, honestly speaking, I noticed that when I design the (lessons) myself...sorry the tasks myself, the students find them amusing. They enjoy the tasks. But, when they are designed by **ChatGPT**, they often find them very boring. They are not engaging. They're not like...they're not as engaging as when I design the lessons myself. It sounds robotic yeah...and boring.

**Q7:** Not really! Honestly, not really. Because **ChatGPT** does not really provide ehh...the ehh...even in transcription. I am talking about transcription. I ask **ChatGPT** sometimes to give me the transcription for the words or the sentences and it's almost always wrong. It makes a lot of mistakes. When comparing it to another application called **tophontics**—it's especially designed to ehh...for transcription- it's almost always accurate. It's not almost, it's always accurate[...] it provides both American and British transcription... But, when I ask **ChatGPT** to do that, there are a lot of mistakes okay, and even the ehh...the phonetic alphabet that

the tool uses is not the standard one. Sometimes it uses a mixture of British and American and...this makes it difficult for students. It's confusing.

**Q8:** I haven't really used it in class honestly, but when I give them a task and I don't really supervise them like ,for example, I leave the classroom and I tell them just do this and that and then I leave and I...They're not as engaging as when I take their phones from them. Because when I take their phones from them, they'll be like hmm...interacting with each other and trying...and they ask for peer review and so on. But, when I let their phones there and I leave the classroom, they're like...they just you know...just copying.

**Q9:** Well, mainly the mistakes...mainly the mistakes that it costly makes and I have to review them,and then, correct them, and sometimes when I ask to, for example, design those ehh...for example, I ask it directly to design (speaking about intonation) to design a statement with rising intonation, it's going to make a mistake and design ehh...or create let say a sentence with rising and falling. And you only asked for a rising one or a falling one. So, this kind of mistakes if you don't review them carefully, you're going to make a mistake. So, yes these are some challenges that I [...] And few other teachers overlook such mistakes made by **ChatGPT**is going to be confusing for your students.

**Q10:** It's not completely reliable. **ChatGPT** is kinda hmm...I have to say that it's kinda biased. It doesn't give like objective assessment. If you ask it ,for example, for your student, you say this is my student and this is what[...] It is going to say yeah it's good and it's good, and it's only going to give you a very short negative feedback. It's not going to cover everything. It's not as objective as when **you** as their teacher assess them based on what you have taught them. So, you know your efforts, you know what you did, you know the weak and (strength) strong points of your students and you're going to assess them based on these things, and based on what you have taught them. But **ChatGPT** doesn't know. So yeah that's it.

**Q11:** Yes, it does. It gives like ehh...detailed feedback, tailored ehh...specific, not always objective. This is the only negative thing that I...yeah its subjectivity and mainly it is ehh...it is like a well- you know detailed feedback and tailored.

**Q12:** Yes, I do recommend that because it's...it's of course...designing lessons is time-consuming and it can be very like...it's a task that can be simplified by AI tools, but I recommend careful...very very careful review and certainly...that you have used this...you have to review it very carefully and try to humanize it as much as possible.

## **Teacher's Feedback on AI-Based Speaking Lessons**

### *Lesson Plan 1:*

Your first lesson sets and specific learning objectives that are directly related to pronunciation. I also like your suggestion to use AI tools and coach feedback, which in my opinion can play a major role in increasing autonomous learning, thanks to real-time feedback that supports self-monitoring. Additionally, your use of a mix of individual, pair, and whole-class activities which i believe to promote varied interaction types and meet the needs of different learning styles. Reading aloud is advantageous for both the students and the teachers themselves, as it helps them identify common errors (as a teacher pf phonetics, i personally integrate this a lot in my lessons). I, however, believe that there are a few gaps in your lesson plan, for instance, the lesson assumes all students are at the same level of technological and phonetic competence, there might be weaker or stronger learners. Also, the lesson focuses a lot on controlled practice. Fluency and pronunciation in spontaneous speaking isn't assessed (they're not given enough room for spontaneous conversations, which is more needed in daily life and can be more enjoyable for them, if you could integrate more non guided practices at the end of the lesson \*10 mins\*, students might become more engaged with the lesson, waiting for that part specifically)

### *Lesson Plan 2:*

I love the theme AI and employment, i find it modern, very interesting and relatable to learners' real lives and futures (Stimulates contemporary life language use). Same as the first lesson plan, i like teh varied types of interaction, but i specifically like this one better as it includes more independent practice, free discussions where learners can express their opinions freely (triggers critical thinking and basic communicative skills). So i find that this lesson plan covers almost everything, it only misses a little more focus on pronunciation (fluency and the arguments provided by students are emphasized more than pronunciation, word and sentence stress, intonation...) you may include brief feedback at the end or a pronunciation check-in during group work. ( I don't get the idea of optional homework, most students won't do it).

### *Lesson Plan 3:*

I love the focus on aspects of connected speech, rhythm, pace... It's quite detailed and ensures that students' speaking will be more accurate and well defined; I also like how your plan progresses from spontaneous talk up to focused feedback and real life role-play, a very logical, smooth and organized progression. I find ELSA's fluency score well fitting, it can give students specific targets for self- improvement without the need to assess themselves based on their own judgment which may not be accurate ( I had to check this ELSA out to be able to provide you with real feedback, same goes for the previous one, but I couldn't find much about it. I am not complaining, it's totally fine. Just a note for you to include a little more information on these tools (maybe an introductory paragraph on each of them) in your next

interviews, in order for the teachers to have more information about them, ensuring a more precise feedback on your lesson plans).

Similar to your previous lesson plans, I like the varied and interactive practices (the 1 min talks, app practice, pair, individual...) it's a very good mix of individual and collaborative tasks ( covers most many learning styles and ensures a better engagement).

## **Appendix E: Speaking Lessons Designed Using ChatGPT**

### *Lesson 1*

#### **Lesson Plan: Improving Pronunciation Using Speechling**

**Level:** Intermediate

**Duration:** 60 minutes

**Focus:** Pronunciation – segmental (individual sounds) and suprasegmental

(intonation, rhythm) features

**Tool:** [Speechling](#)

## Objectives

By the end of the lesson, students will be able to:

- Recognize and produce English sounds more accurately.
  - Practice speaking using Speechling’s listen-and-repeat method.
  - Use AI and coach feedback to self-correct and improve pronunciation.
- 

## Materials

- Devices (smartphones or computers) with internet access
  - Speechling accounts (free registration)
  - Headphones (recommended)
  - Pronunciation handout (e.g., minimal pairs, common sentence patterns)
- 

## Lesson Stages

### 1. Warm-up & Diagnostic (10 minutes)

**Activity:** Pronunciation Check-In

- Ask students to read a few sentences aloud that contain common pronunciation challenges (e.g., /θ/ vs. /s/, /l/ vs. /r/).
  - Teacher notes common errors (optionally record for later comparison).
  - Briefly introduce Speechling and how it helps with pronunciation.
- 

### 2. Speechling Introduction & Setup (5 minutes)

- Guide students through logging into Speechling.
- Navigate to “Listening & Speaking” > “Sentence Practice.”
- Choose a specific pronunciation focus (e.g., “Difficult Sounds,” “Consonant Pairs,” “Intonation”).

---

### 3. Guided Individual Practice (20 minutes)

**Activity:** AI-Assisted Pronunciation Practice

- Students complete a 10–15 sentence practice session using Speechling.
- They listen to a native speaker, record their voice, and receive instant feedback.
- Encourage students to repeat recordings if accuracy is low.
- Tip: Use the "Compare My Voice" feature for self-awareness.

---

### 4. Pair & Share (10 minutes)

**Activity:** Peer Feedback

- In pairs, students share what sounds or words they found difficult.
- Practice saying selected difficult words to each other.
- Optional: Give each other tips based on what they heard (with teacher support as needed).

---

### 5. Pronunciation Drill (10 minutes)

**Activity:** Teacher-Led Practice

- Choose 3–5 problematic sounds based on class performance (e.g., /v/ vs. /b/).
- Do choral repetition and individual drilling using short phrases or sentences.
- Reinforce correct mouth shape and intonation patterns.

---

### 6. Wrap-up & Homework (5 minutes)

- Discuss key takeaways from the Speechling practice.
- Assign homework: 10–15 minutes of Speechling practice daily for 1 week.
  - Suggest using “Daily Sentence” or “Coached Pronunciation” with feedback.
- Ask students to reflect on progress in a journal or audio log.

## Lesson 2

### Lesson Title:

**"Speaking with AI: Will AI Take Our Jobs?"**

### Level:

Intermediate

### Duration:

60 minutes

### Lesson Objectives:

By the end of the lesson, students will be able to:

- Use vocabulary and expressions related to technology, work, and the future.
- Interact with an AI chatbot to explore opinions on AI and employment.
- Express and support their opinions in spoken discussion.
- Reflect on the pros and cons of AI in the workplace.

---

### Lesson Procedure

#### 1. Warm-Up Discussion (10 mins)

##### Prompt:

*"Do you think robots or AI could ever replace your future job?"*

- Think-pair-share: students discuss in pairs, then share with the class.

---

#### 2. Vocabulary & Phrases (10 mins)

Introduce vocabulary students may encounter or use when discussing jobs and AI:

- Automation
- Job displacement
- Innovation
- Efficiency
- Human touch

- “In my opinion...” / “I agree because...” / “One possible solution is...”
- 

### 3. AI Chatbot Interaction (20 mins)

#### Instructions:

Students interact with an AI chatbot (TalkPal) using prompts like:

- “What jobs are most at risk of being replaced by AI?”
  - “What skills will humans need in the future job market?”
  - “Do you think AI is better than humans at some jobs?”
  - “Give me advice on how to prepare for an AI-powered job market.”
- 

### 4. Group Discussion (10 mins)

#### Prompt:

*“Will AI take more jobs or create more jobs in the future?”*

- Students form groups of 3–4 to discuss.
  - Encourage the use of supporting arguments, personal opinions, and vocabulary from earlier.
- 

### 5. Class Debrief (10 mins)

Open class discussion:

- *“Did the AI give helpful answers?”*
  - *“Do you feel more optimistic or worried about the future of work?”*
- 

### Optional Homework

- Record a spoken summary of the group discussion using a phone or voice app.

## Lesson 3

### Lesson Plan: Improving Speaking Fluency Using ELSA Speak

**Level:** Intermediate

**Duration:** 60 minutes

**Focus:** Speaking Fluency (Connected Speech, Intonation, Speaking Rate)

**Tool:** [ELSA Speak](#) app

---

#### □ Lesson Objectives

By the end of the lesson, students will be able to:

- Speak more fluently by reducing pauses and improving natural rhythm.
  - Practice connected speech and intonation in real-life contexts.
  - Use ELSA’s feedback to self-correct and monitor progress.
- 

#### □ Materials

- Devices (smartphones/tablets) with ELSA Speak installed
  - Headphones (recommended)
  - Sample speaking prompts or role-play cards
  - Whiteboard or shared screen (for online class)
- 

#### □ Lesson Stages

---

### 1. Warm-up: Speaking Sprint (10 minutes)

**Activity:** "1-Minute Talk"

- Give each student a simple prompt (e.g., “Describe your morning routine” or “Talk about your favorite food”).
- They speak for 1 minute without stopping.
- Focus is not on accuracy, but on **flow**.
- Follow-up: Peer or teacher gives 1–2 comments on pauses or repetition.

---

## 2. Introduction to Fluency & ELSA (5 minutes)

- Explain that fluency includes **speaking smoothly, connecting ideas, and using natural intonation.**
- Briefly demonstrate ELSA's fluency features:
  - Fluency score
  - Speaking pace
  - Fillers and pauses
- Show how to access "Fluency" or "Conversation Topics" in the app.

---

## 3. ELSA Practice Session (20 minutes)

### Activity: AI Fluency Training

- Students select a **conversation topic** (e.g., Job Interview, Traveling, Daily Life) in the app.
- They complete at least 2–3 speaking exercises.
- ELSA provides instant scores and highlights problem areas (e.g., too many pauses, flat intonation).
- Students repeat as needed to improve their fluency scores.

---

## 4. Peer Sharing & Mini-Role Play (15 minutes)

### Activity: Fluency in Context

- Pair students and assign a **role-play scenario** using similar topics practiced in ELSA (e.g., “Ordering in a restaurant” or “Meeting someone new”).
- Focus: **No long pauses, use of connectors, smooth delivery.**
- After role-play, partners give feedback:
  - Was the speech smooth?
  - Were there long pauses or fillers?

---

## 5. Wrap-up & Homework (10 minutes)

- Discuss: What did you learn from using ELSA? What was the most challenging part of speaking fluently?
- Set **homework**:
  - Practice on ELSA for 10 minutes daily for 5 days.

- Use the "**Fluency**" **path** or complete a set number of conversation prompts.
- Keep a brief **fluency log** (track their fluency score and any recurring issues).

## Summary

This research paper investigates the effectiveness of integrating Artificial Intelligence (AI) as a way to improve the speaking skill in EFL contexts. This exploratory study achieved at Ali Lounici University –Blida 2- drew the conclusion that AI tools can bring about multiple advantages when utilized effectively as an attempt to enhance learners' speaking abilities. These incorporate personalized learning experiences, a stress-free speaking environment, and instant feedback. However, AI integration is not without its shortcomings. Concerns related to inaccuracy, misunderstanding, and over-reliance risk may negatively affect students' language learning process, not least the speaking skill. Therefore, thoughtful implementations of AI as well as raising some ethical considerations related to this latter are needed to address those challenges.

**Keywords:** Artificial Intelligence, EFL, AI Integration, Learning Process, Speaking Skill.

## Résumé

Ce document de recherche étudie l'efficacité de l'intégration de l'intelligence artificielle (IA) comme moyen d'améliorer la compétence orale dans les contextes d'enseignement de l'anglais langue étrangère. Cette étude exploratoire, réalisée à l'Université Ali Lounici – Blida 2 –, a conclu que les outils d'intelligence artificielle peuvent offrir de multiples avantages lorsqu'ils sont utilisés efficacement dans le but d'améliorer les compétences orales des apprenants. Ceux-ci incluent des expériences d'apprentissage personnalisées, un environnement d'expression orale sans stress et un retour immédiat. Cependant, l'intégration de l'IA n'est pas sans ses limites. Les préoccupations liées à l'inexactitude, aux malentendus et au risque de dépendance excessive peuvent affecter négativement le processus d'apprentissage linguistique des étudiants, en particulier la compétence orale. Par conséquent, des mises en œuvre réfléchies de l'IA ainsi que la prise en compte de certaines considérations éthiques liées à cette dernière sont nécessaires pour relever ces défis.

**Mots Clés:** Intelligence Artificielle, ALE, Intégration de IA, Processus d'Apprentissage, Compétence Orale.

## المخلص

تتناول ورقة البحث هذه فعالية دمج الذكاء الاصطناعي كوسيلة لتحسين مهارة التحدث في سياقات تعليم الإنجليزية كلغة أجنبية. توصلت هذه الدراسة الاستكشافية، التي أجريت في جامعة عليو نيسي – البلدية 2، إلى أن أدوات الذكاء الاصطناعي يمكن أن تحقق فوائد متعددة عند استخدامها بشكل فعال كوسائل لتعزيز قدرات المتعلمين في التحدث. وتشمل هذه المزايا تجارب تعليمية مخصصة، وبيئة تحدث خالية من التوتر، وردود فعل فورية. ومع ذلك، فإن دمج الذكاء الاصطناعي ليس خاليًا من المخاطر. قد تؤثر المخاوف المرتبطة بعدم الدقة، وسوء الفهم، وخطر الاعتداء المفرط سلبًا على عملية تعلم اللغة لدى الطلاب، ولا سيما مهارة التحدث. لذلك، فإن التطبيق المدروس للذكاء الاصطناعي، إلى جانب إثارة بعض الاعتبارات الأخلاقية المتعلقة به، ضروري لمواكبة هذه التحديات.

**الكلمات المفتاحية:** الذكاء الاصطناعي، الإنجليزية كلغة أجنبية، دمج الذكاء الاصطناعي، عملية التعلم، مهارة التحدث.