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Master in Didactics

Algerian University EFL Students Perceptions And
Practices Of AI Tools Such as CHATGPT For Oral
English Development

***THE CASE OF THIRD-YEAR LMD STUDENTS OF ENGLISH AT ABBES LAGHROUR
UNIVERSITY, KHENCHELA***

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Dedication

First of all to my dear parents, no dedication can be eloquent enough to express what You deserve for all the sacrifices that you have not stopped giving me since my birth, during my childhood and even in adulthood.

To my brothers **Mouaad** and **Meriem** and **Moussaab** who are my strength in life.

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1. Introduction

In Algeria, learning English as a foreign language has always been a big challenge, especially when it comes to speaking. Most schools and universities focus more on reading and writing, and spend a lot of time studying to master the grammar rules. But when it comes to speaking, many students feel stressed and unsure, as they do not have many chances to practice due to crowded classes and the lack of opportunities to use English in real-life conversations outside the classroom.

Recently, students were trying to find ways and solutions to practice and improve Their speaking skills. AI tools like ChatGPT have become more popular among students as a new way to practice English. It provides the opportunity to have conversations in a relaxed and safe environment, without the feeling of anxiety and fear of judgments and embarrassment in front of classmates. It also offers immediate feedback, which helps students improve their vocabulary and fluency effectively. Although teachers stick to their traditional methods in oral sessions, many students prefer to use ChatGPT for extra practice to develop their speaking skills and even vocabulary on their own, whenever they want. Understanding such experiences provides us with on how AI tools like ChatGPT support and help students to develop their oral English learning.

2. Background study

In recent years, many researchers become interested in how ChatGPT can help students improve and develop their oral English skills, especially for those who study English as a foreign language (EFL). For example, Augustina (2025) found that using ChatGPT to practice speaking makes students more confident and motivated to speak English. Al-Obaydi (2025) also stated that most EFL students believe that ChatGPT helps improve their speaking skills, and they use it for regular practice. He (2025) said that students enjoy using AI tools like

ChatGPT because it makes them less nervous and anxious while speaking English. Zong (2024) explains in his article that using AI Tools such as ChatGPT can give students many chances to practice speaking English in a relaxed way, which helps them feel more confident and less anxious when they speak. He also pointed out that, these tools could provide fast and personalized feedback on students' language. So, they can improve their fluency and accuracy over time, especially when teachers guide and support this use in class. Also, Van Horn (2024) noticed that EFL students who used ChatGPT regularly had better speaking skills and felt more independent when learning. In Algeria, a recent study from Naama University (2025) confirmed that students become more fluent and less shy when they use ChatGPT activities guided by their teachers. This means that, even in Algeria, many students think ChatGPT helps them pronounce words better, speak more fluently, and participate without being afraid of making mistakes.

3. Statement of the problem

Speaking skills are among the least developed abilities among Algerian EFL students, and classroom opportunities for practice speaking are often limited. As one of the biggest reasons is anxiety, ChatGPT offers new ways, opens new opportunities to practice the language independently, and comfortably by engaging them in different conversations in any time, gives them the opportunity to choose the topics that interest them and most importantly, it provides instant feedback without the fear of embarrassment and judgment. However, there is a lack of research and studies on students' perceptions and usage of this tool for the improvement and development of oral English. In addition, that gap feels more important because, without looking and going deep into students' experiences and opinions, it becomes just a guess whether this tool can truly be effective to boost the EFL learners' oral skills.

4. Objectives of the study

- To investigate university EFL students' attitudes towards the use of Chat GPT as a tool for oral English practice.
- To explore the ways in which students use ChatGPT for English-speaking skill development.
- To identify the benefits and obstacles faced and experienced by students in utilizing ChatGPT for speaking English.

5. Research questions

This study addresses the following questions:

- What are university EFL students' perceptions towards the use of ChatGPT for oral English development?
- How do university EFL students practice, utilize, and develop oral English skills using ChatGPT?
- What are the different advantages and challenges of utilizing ChatGPT for oral English practice among EFL students?

6. Hypothesis

H1: Most EFL university students view ChatGPT as a useful tool to practice spoken English.

H2: Students practice speaking English with ChatGPT through voice conversations like asking and answering questions, and role-plays.

7. Significance of the study

This study seeks to offer valuable insight into the use of ChatGPT and how it enhances the development of EFL speaking skills among university students. Where traditional classroom methods and tools often leave speaking proficiency undeveloped. This study will also provide insight into how to encourage effective integration of AI tools in language teaching and learning, and help teachers support the learners' needs and make better use of AI technology in the teaching-learning process.

8. Research Methodology and Design

This study combines both quantitative and qualitative methods in a convergent mixed-methods research design. Which is a combination of quantitative and qualitative research approaches in the same study, and both are collected and examined independently and continuously. The reason for choosing this approach is to combine both numerical data and words to understand EFL students' perceptions and practices about using ChatGPT for oral English practice. Using these approaches helps in collecting data that is rich and meaningful. This design also gives the chance to compare the results from the questionnaires with the interviews to make sure the study is completed and more realistic.

9. Research Tools

To collect data and to collect authentic results, two main research tools are used. The first tool is an online questionnaire, which helps in collecting information from a large number of students at the university in different classes to get different answers and views. The second tool is a short interview with five selected EFL teachers to get deeper into their professional experiences and thoughts regarding the students' use of ChatGPT for English spoken practices. The questionnaire mainly has closed questions for easy analysis, while the

interview has open questions that allow teachers to explain their perspectives and thoughts in more detailed answers. By using these two tools together, the study provides a better understanding of how students perceive and use ChatGPT for improving their speaking skills.

10. Population of the study

This research will focus on third-year university students, studying English as a foreign language in Algeria. I choose to work with this group because they have more experience with learning English, and are likely interested in and seeking ways and methods to develop and improve their speaking skills. Third year EFL students also use new tools like ChatGPT more often, so their opinions and experiences will give real insight into how useful the technology is for oral English practice.

11. Structure of the study

This dissertation has two parts: Theoretical and practical chapters. The first chapter is the literature review, which will address some studies done by researchers and experts, which are about using ChatGPT for improving speaking skills in English. It will focus on studies from Algeria and other places to show different opinions and experiences. This study will also explain the main ideas and theories about technology in language learning that relate to the topic. The second chapter of this study is mainly practical, and it presents my own research, which it explains how I collect data from third-year EFL students. It describes the questionnaires and the interviews used, and presents the main results of them. It also discusses what these results add and mean for students who learn English and gives some suggestions for how learners can use ChatGPT effectively in the future.

CHAPTER ONE

Literature review

CHAPTER ONE

Several studies on “the use of AI in education” have been conducted in different ways around the world. So that Artificial Intelligence gains popularity in various circles and societies, especially the educational ones. Within the framework of this study, the first chapter is going to be an overview of different studies about how AI becomes an important tool in learning English as a foreign language (EFL), especially at higher levels, and gives students many ways to practice English and improve their skills.

A study in Algeria by (yasmina, 2024) explored how AI is applied in universities in the context of (EFL) courses. This study explained how AI enhanced and affected both teaching and learning. After the research, Kaci found that even though AI has a big influence on the learners, it is still not accepted by several Algerian universities. Due to different circumstances, whether it is on the attitudes of using technology, limited resources, or the weakness of the internet access.

The study focused on understanding how AI was used at universities and what influenced its use. It explored how learners and teachers see AI and how they feel about it, and what are the problems they face while using it. The research also showed the importance of rules and laws when using AI to make it effective.

To gather the data, the researcher used a mixed method where he collected both quantitative and qualitative data. The quantitative data provided general information about the study, and the qualitative data is used to get a deeper understanding of the experiences and different opinions, which helped to get a clear idea of how AI is used in higher education.

The finding of this research found that even though students and educators used AI, it was not applied in classrooms (yasmina, 2024). Students also mentioned that Artificial Intelligence helped them more in their learning process whether in revising their exercises,

correcting mistakes, or providing immediate feedback. The study also highlighted that using AI effectively is more challenging due to the lack of instruction. Even so, AI made learning more flexible, interesting, manageable, and fun, and allowed teachers to use different methodologies and strategies in their educational process (yasmina, 2024).

In general, this study provides a clear picture of how AI is used in Algerian higher education. It shows both the benefits and challenges of using AI and confirms its importance in supporting teachers and students.

In another study, (Braknia, 2025) conducted a study on how PhD students used AI tools in English learning at university. This study examined how these tools helped PhD students to learn English effectively, and it influenced them to improve their four skills (Reading, Writing, Speaking, and Listening). This research also discovered that many PhD students, when they use AI they do not use it in a structured way, which leads to many concerns and risks like copying and pasting AI texts and depending more on it.

This study explored how PhD students use Artificial Intelligence tools to practice the English language. In addition, to assess how good these tools work to enhance and develop their English and become proficient in it. It also aims to understand the connection between the English language proficiency and the use of these tools for development. And to give some suggestions through the findings to enhance the AI learning process.

The findings affirmed that PhD students used AI to check their grammar and fix their mistakes, and receive immediate feedback on their writing. Many learners announced that AI makes them feel more confident when they use it in their writing, when they prepare for a presentation, or when they translate an advanced text (Braknia, 2025). Some learners also acknowledged that they sometimes copied from AI and did not think or write their own words.

In conclusion, this study helps in understanding how PhD students use Artificial Intelligence during their learning process. It shows that AI can be so effective, and at the same

time, it warns from the complete reliance on it. From my perspective, I think that this study is important as it completely relates to what we see nowadays in the Algerian universities, as many students use AI tools but not responsibly. So this shows that students need a clear guidance. For my research that focuses on third- year university students in the EFL department, the researchers work reminds me that AI can support speaking and writing, but learners must learn how to fully control it.

Furthermore, another study conducted at Telemcen University by (Ghomari, 2024), this study looked into how AI could help college students to develop their reading skills. The study confirmed that most of the students have been struggling to understand complex texts. Therefore, the learners often need some help with their vocabulary, grammar, and sentence structures. It also found that some students do not use the tools they have seriously or regularly.

The main goal of this study was to know if AI tools could help students to read more easily and fluently, comprehend complex phrases and paragraphs, and feel confident while reading long English texts. The research also addressed the technical aspects of these tools, and how learners use them in their daily study routine.

To achieve these objectives, the researchers used an experimental design. They relied on pre-test and post-test to assess the students reading skills, and opted for a questionnaire to see how the learners feel about using AI. The interview was for the teachers to know their opinions and experiences.

After collecting the data, the results showed that some students improved their reading skills through Artificial Intelligence, as it simplifies, summarizes, and explains the hard texts (Ghomari, 2024). Some students also indicated that AI makes them feel more capable and confident to read. They affirmed that they feel more comfortable to read when they use AI. On the other hand, learners sometimes do not read carefully when they use Artificial Intelligence with the thought that it is always right.

In another article Hamadi addresses how Artificial Intelligence enhances the learners English proficiency through different tools like Duolingo and ChatGPT (Hamadi, 2025).

This study is important because it explores how AI can be used to teach English in crowded classrooms with limited resources, especially in Algerian universities. It shows teachers how these tools can help the students learn independently, decrease their anxiety, and provide them with opportunities to practice particularly in speaking and writing skills (Hamadi, 2025). The study also engage in the global conversations about the integration of Artificial Intelligence in teaching English as a foreign language (EFL) by illustrating how cultural and institutional characteristics in Algeria, such as teaching methodologies and technology availability, affect how good this tools work and how they are used worldwide.

The objectives of this study remain on investigating how AI tools like Duolingo, ChatGPT, and Grammarly influences the English language skills and study habits of Algerian higher education students. Examining the experiences and views of the learners towards these tools for language skills. To find out how these tools change the traditional teaching methods and encourage new approaches that focus on the learners (Hamadi, 2025).

After extensive research, studies, and results showed that students learn English more effectively when they use AI assistance because it provides them with different exercises and gives them immediate feedback, which helps the learners to develop their performance in language skills, such as editing their papers, correcting their mistakes, and includes them in small conversations to improve their speaking skills and makes them more fluent (Hamadi, 2025). However, some students became so dependent on AI, and they did not use it correctly.

Furthermore (Mohd Sidek, 2026), this study focused on the challenges faced by many graduate students in English as a foreign language (EFL), especially in critical thinking, and the lack of academic writing skills, as the traditional teaching methods facilitate things for students, but do not fully cover the advanced skills like AI does.

This study aims to look into whether AI tools enhance and support the communicative task-based approach or not, and also to examine the relationship between critical thinking and academic writing skills while trained with AI.

The results of this study showed that, compared to the ordinary task-based learning groups, students who are using task-based learning supported with AI tools are more advanced than the regular ones in many tasks, such as critical thinking, solving problems, and being creative in different aspects. In addition, the learners who used AI in their task-based learning process showed a strong feel of confidence in organizing, editing, and even assessing their writing (Mohd Sidek, 2026).

To reach these results, the researchers used a quasi-experimental design by dividing the students into two groups one of the groups added AI tools to the task-based activities like problem solving, creative projects, and writing exercises, while the other group followed the regular task-based learning approach (Mohd Sidek, 2026). After a period of time, the learners are going to be examined through a pre-test and post-test.

Additionally, the study (Hasanah, Jabu, & Baa, 2025) deals with the use of AI in Indonesian (EFL) higher education classrooms. However, the teachers and the learners face many problems and challenges in using them correctly. The teachers find it difficult to integrate technology and Artificial Intelligence into their classes, and the students are over-reliant on these tools. So the main problem here is how to integrate AI into the Indonesian classes in a way that benefits both the teachers and the learners, and reducing the risks and challenges they may face.

The main objectives of this study are to examine how Indonesian (EFL) university teachers incorporate technology, and AI tools into their courses and classes. Identifying the challenges and difficulties the learners face while using it, like being so dependent on AI, the lack of training to use it, and the ethical problems (Hasanah, Jabu, & Baa, 2025). Study how Indonesian (EFL) students use AI for speaking, writing skills, or a grammatical corrector or

assistant. Examines the general advantages and disadvantages of incorporating Artificial Intelligence in Indonesian classrooms, and give useful tips and suggestions for the educators.

The significance of this study focuses on the Indonesian classroom environments, where giving the chance to experienced teachers and opportunities to learn English are often limited. By providing additional training and personalized guidance, artificial intelligence AI can help to close this gap. The research offers for the Indonesian universities multiple advice on how to support teachers by providing the necessary instructions, training, and clear tips to ensure that AI tools are implemented in a way that enhances both teachers and learners.

The findings proved that teachers see AI as a useful tool for planning a lesson, creating effective and educational content, checking grammar mistakes, raising student interest in English learning, and motivating them through different activities. Teachers also like how AI can provide more interactive learning opportunities and gives immediate feedback during the sessions (Hasanah, Jabu, & Baa, 2025).

In addition, another article by Yousif and Abdulrahman starts by noting that while the use of Artificial Intelligence tools in English as a foreign language (EFL) teaching is increasing, however its effectiveness is still unknown to many people (Yousif A. Alshumaimeri, 2024). Many research and studies focused on specific skills and tools, so teachers and researchers do not have a clear idea of how AI can be used in teaching English as a foreign language, and how they affect teaching and learning.

This article, “The Extent of AI Applications in EFL learning and teaching” , aims to conduct a review of other studies related to the use of Artificial Intelligence in teaching English as a foreign language, identify the AI tools used in the EFL context, and in classrooms (Yousif A. Alshumaimeri, 2024). It examines the effects of these applications on various language skills and learning components. Another objective is to explore the different views of the learners and the teachers, and identify the difficulties of engaging AI tools in EFL classrooms.

The importance of this paper lies in being one of the first studies to address the use of Artificial Intelligence in teaching and learning English as a foreign language and not in teaching the language in general (Yousif A. Alshumaimeri, 2024). The study provides an overview of the technologies used in EFL classrooms and how they are integrated into teaching and learning. This study provides educators and curriculum developers with great information about the appropriate AI tools and how to use them, and helps them get a better understanding of the advantages and disadvantages of using AI in language teaching.

The research findings revealed that modern technology like AI tools practically improved the student's English learning, especially in writing, speaking, and reading, which makes students gain more time for practice and receive immediate feedback. Several studies included in the article showed that there is a high level of interest between the students on using AI, as it makes them more confident and free in controlling their learning process. However, the researchers also highlighted that teachers still had different opinions, calling out problems like technical issues, concerns about the quality of automatic feedback, and concerns about matters like academic integrity and privacy. As a result, careful preparation and effective support are needed before these tools can be fully successful in language classrooms (Yousif A. Alshumaimeri, 2024).

In another article titled "Enhancing English Language Skills in Higher Education through AI: A Systematic Review of EFL Contexts", the researchers explained that while the AI tools are gaining popularity in universities, there is a bit of confusion about how these tools can be used to enhance English learning in higher education (Javier Andrés Chiqui Vera, 2025). They also emphasized that there are many studies conducted between 2020 and 2025 that addressed this topic, but still, they focused on different skills and technologies, which makes it hard for the teachers and researchers to identify the most effective curriculum, methods, and applications for each learner and context.

To address this problem, the authors set several objectives, which they chose to conduct a review on different studies from 2020 to 2025 on the use of Artificial Intelligence tools in higher education classrooms for teaching English as a foreign language (EFL) (Javier Andrés Chiqui Vera, 2025). They aimed to identify the most used tools and the specific skills they support. Furthermore, they investigated the impact of these tools on the outcomes of learning the language, the student's motivation, and participation. The researchers also stated the importance of having clear guidelines to support teachers in choosing the most effective tools and approaches that meet the diverse needs of the learners.

The importance of this paper lies in the fact that the researchers combined 26 studies from the database called "Scopus". This study provides a clear overview of how AI tools can be used in a supportive way to help students learn English in university EFL settings (Javier Andrés Chiqui Vera, 2025). It helps teachers and curriculum makers understand the most effective tools that are used, the most benefited language skills, and the observed psychological situations, like reduced anxiety, the rise of confidence, and motivation. Also, explaining that these tools are not just a temporary solution or a trend, but they can be a part of a change or transformation in teaching and assessments in higher education.

According to this article, most studies examined the effect of using Artificial Intelligence on enhancing writing skills, such as Grammarly and ChatGPT. Generally, these tools assess language proficiency, like writing style, structure, grammar mistakes, and also the learners' speaking fluency. On the other hand, many studies noted that there are positive remarks on the learners' feelings, as they reported that their anxiety had reduced, and they feel more confident and motivated now. However, the big problem faced is the over-reliance on these tools, which sometimes reduces their critical thinking, and makes their work more superficial (Javier Andrés Chiqui Vera, 2025).

Because of this, the researchers conclude that AI tools can be really helpful in EFL classrooms, but with the guidance of the teachers. They should also encourage students' critical thinking and focus more on the purpose of learning, not just getting quick answers.

In general, the results of the previous studies mentioned above showed that Artificial Intelligence is widely used in English as a foreign language learning, specifically in higher education. When it comes to language learning, many studies indicate that AI can assess students by giving them immediate feedback, which definitely related to writing, reading, and speaking skills. And give them more opportunities to practice. However, it is not always positive, as different challenges arise, including unclear guidance, limited resources, and the most accurate one is the risk of over- reliance on these technologies.

CHAPTER TWO

Practical part

CHAPTER TWO

1. Introduction

In the Algerian education environment, teachers and students are the main participants in the learning process. This research focuses on third- year EFL students at the University of Khenchela to understand their perceptions and their practices while using Artificial intelligence to develop their speaking skills. This paper tries to examine how these tools are used in the Department of English, and if they are effective to enhance the students' oral skills. Because both the students' and teachers' opinions are important for a successful learning experience, this chapter explains and outlines the methods used to check and test the hypothesis. Which consists of two parts, the first one is a questionnaire for the students, and the second is the teachers' interview.

2. Definition of the questionnaire:

Generally, in the field of education, a questionnaire is a tool used to collect data from people to know their opinions, actions, and their specific situations. According to Creswell and Creswell (2023, p. 291), "a questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information." In addition, (Taherdoost, 2022) defines the questionnaire as "an important instrument in a research study to help the researcher collect relevant data regarding the research topic."

3. Significance of the questionnaire:

The importance of this survey lies in the ability to collect a large amount of data in a short period, and at the same time, it allows us to get honest, unbiased answers from many people who can answer the same questions. (Creswell and Creswell, 2023) explains that the questionnaire “provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population.” According to Dornyei and Dewaele, 2022), the questionnaire is “uniquely versatile.” They also added “ the main attraction of questionnaires is their unrivalled efficiency in terms of researcher time, researcher effort, and financial resources. By administering a questionnaire to a group of people, one can collect a huge amount of information in a very short time, and if the questionnaire is well constructed, the data will also be relatively easy to process with modern computer software.”

4. Description of the questionnaire:

The questionnaire I used begins with a short paragraph that introduces the topic for the students, and explains that it is intended for third-year EFL students at the University of Khenchela, and thanks them for their help and contribution in the research. It contains thirteen (13) questions organized in one table. To collect the data, I used an online platform, which is Google Forms, to reach a large number of students. To answer the questions, the students need to choose one of the answers from the five sections, which are: strongly agree, agree, neutral, disagree, and strongly disagree. The first five questions are devoted to the positive side of using AI for speaking, the students are asked to specify if it helps them feel more confident and if it encourages them to practice their speaking more frequently than they do inside the classroom. These questions are made to know how AI affects the learners pronunciation and fluency, and if the immediate feedback helps them correct their mistakes while they engage in fun topics they enjoy. The next questions are deeper and related more to

the difficulties and challenges of using AI. In the sixth (06) and seventh (07) questions the students are asked if the AI feedback provided is sometimes incorrect or confusing, and if practicing using these tools is helpful for real- life conversations or if their fluency is still not developed. Then in the tenth (10) and eleventh (11) questions they have to state if AI understands their accents or not, and if the feedback focuses only on the accuracy and ignores fluency Question number twelve (12) asks them if they believe that AI can ever replace humans in conversations, while the last question in the questionnaire which is number thirteen (13) speaks about the technical problems they may face that lead to wasting a lot of time.

5. The analysis of the questionnaire:

Q1- AI helps me practice speaking confidently.

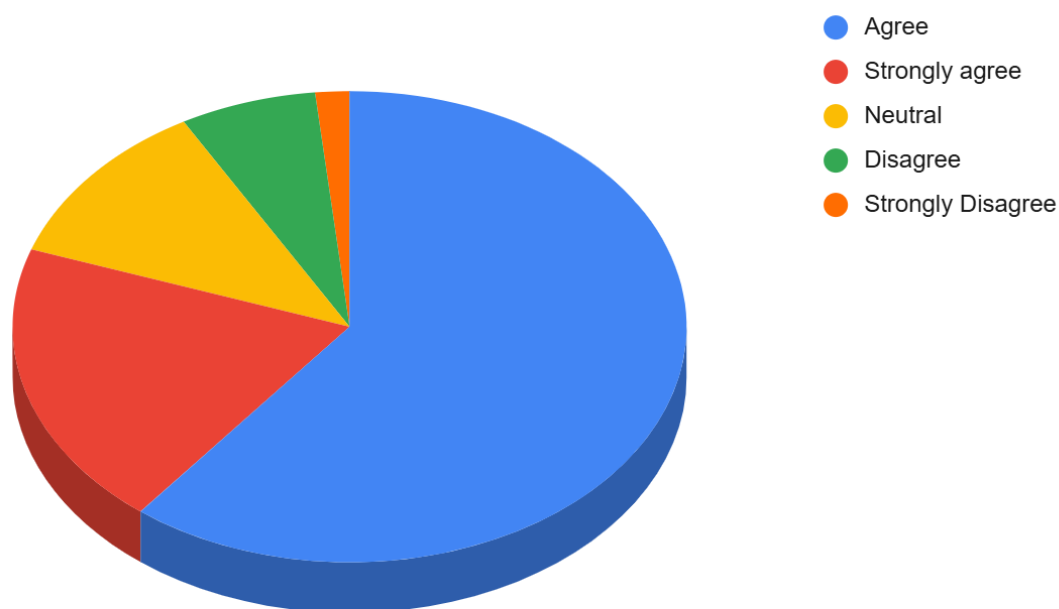


Figure 1: Students attitudes towards using AI to enhance speaking confidence.

The pie charts above show that from 61 which are the total (100%) of the participants 37 (60.7%) of them agree that AI makes them feel more confident when they speak, 12 (19.7%) are strongly agree, eight 8 (13.1%) neutral, four 4 (6.6%) disagree, and the rest of them which is one person 1 (1.6%) is strongly disagree.

Q2- AI encourages me to practice speaking more frequently than in the classroom

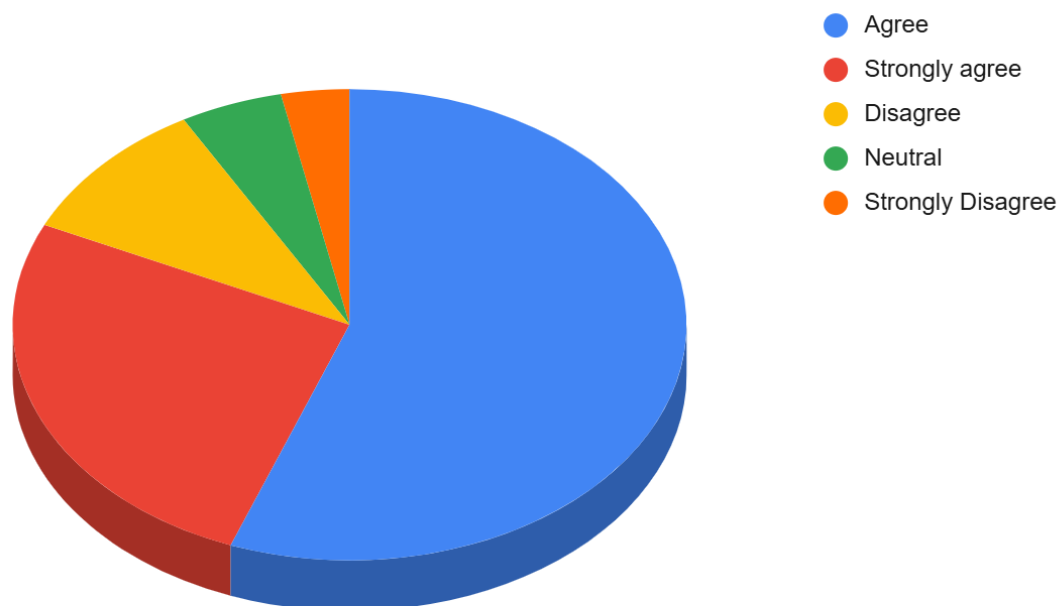


Figure 2: Students perceptions on AI speaking practices outside the classroom vs inside the classroom.

According to the second chart, the results showed that from 61 participants, the majority of them 34 (55.7%) agree that AI encourages them to practicing speaking more frequently than in the classroom, followed by 16 (26.2%) who are strongly agree. For the rest of the participants, six 6 (9.8%) disagree, three 3 (4.8%) were neutral, and the last two 2 (3.3%) are strongly disagree.

Q3- AI helps me improve my pronunciation and fluency.

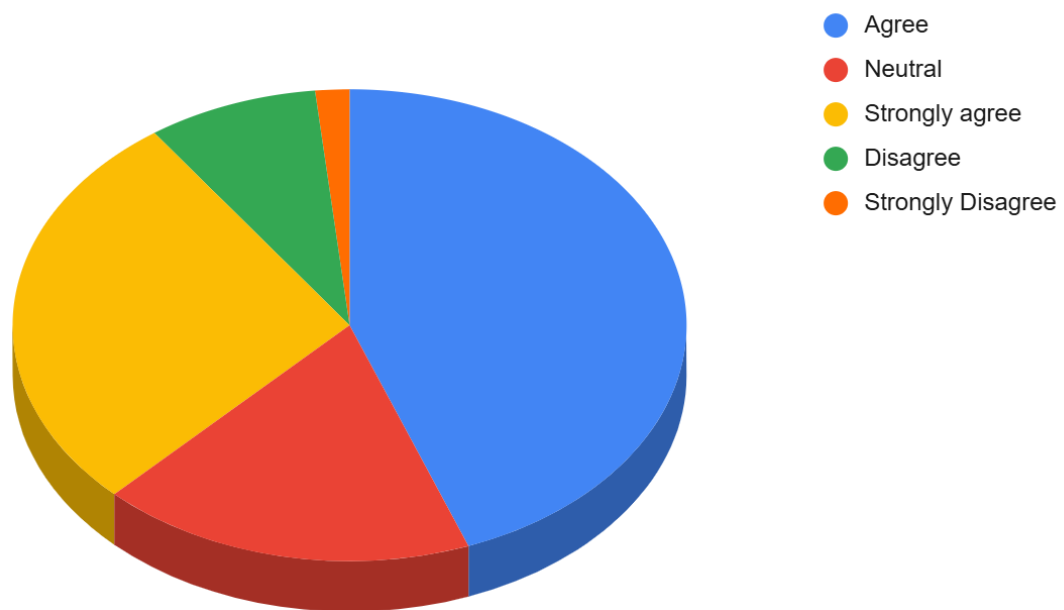


Figure 3: the impact of AI on pronunciation and fluency development.

This pie chart demonstrates that from 61 students 28 (45.9%) agree, 16 (27.9%) were strongly agree that AI helps them improve their pronunciation and fluency, while the others 12 (19.7%) are neutral, five 5 (8.2%) disagree, which rest two 2 (1.6%) and they are strongly disagree.

Q4- AI gives immediate feedback, whether to improve or correct mistakes.

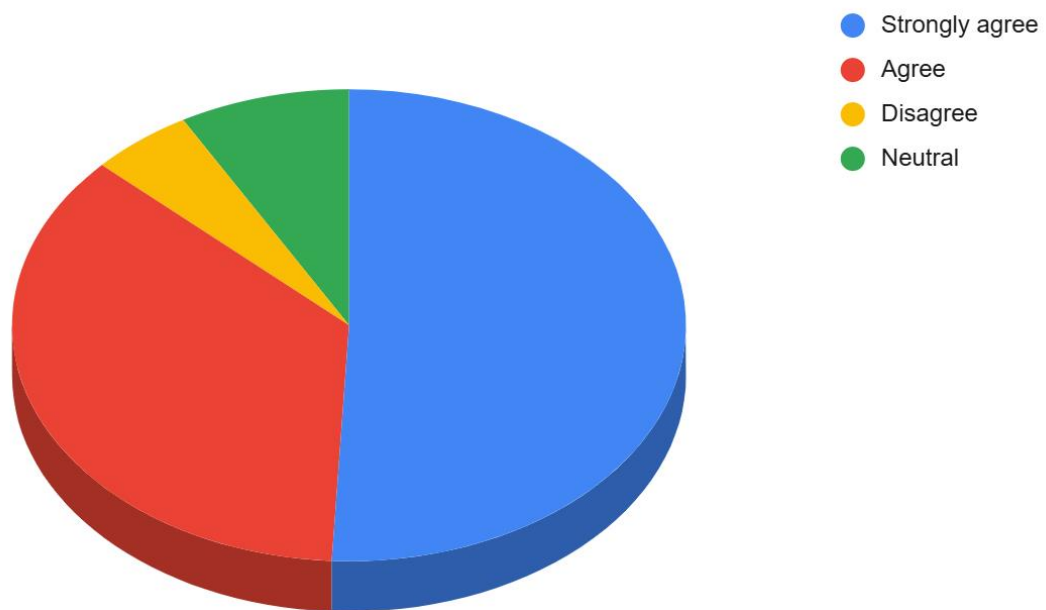


Figure 4: The students perceptions on AI immediate feedback and correction.

In the fourth chart the result shows that half of the students 31 (50.8%) strongly agree that AI gives them immediate feedback to help them correct their mistakes, 22 (36.1%) agree on that, five 5 (8.2%) are neutral, and three 3 (4.9%) of them disagree.

Q5- AI makes speaking more fun by choosing and engaging in topics that I enjoy.

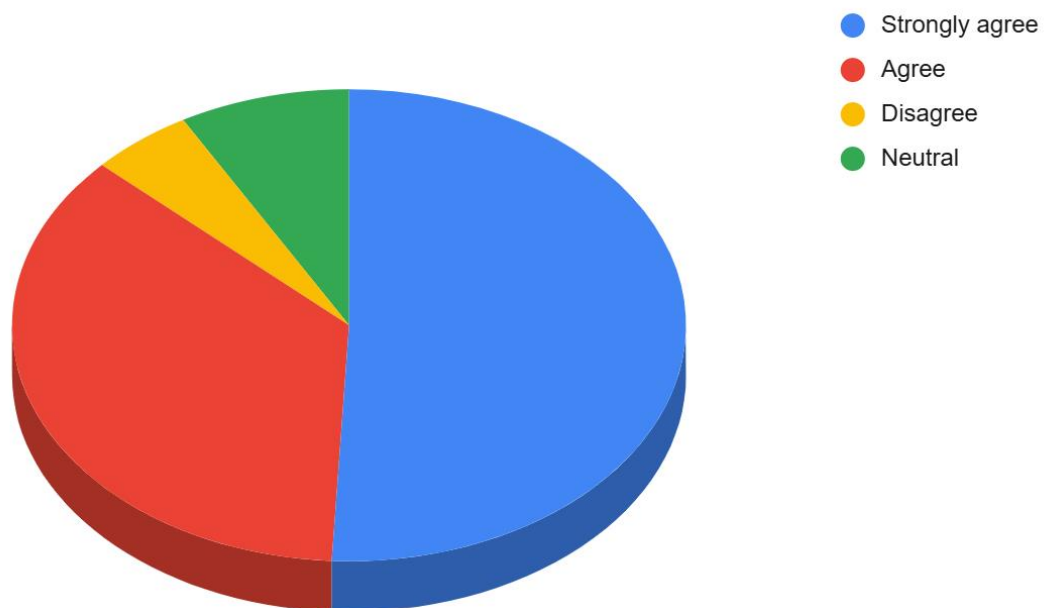


Figure 5: How AI selected topics keep students interested and engaged.

The fifth chart indicates that 31 (50.8%) participants agree that AI makes speaking more interesting when we engage fun topics, 25 (41%) strongly agree on that, while five 5 (8.2%) students are neutral.

Q6- AI sometimes provides incorrect or confusing feedback that is not detailed enough.

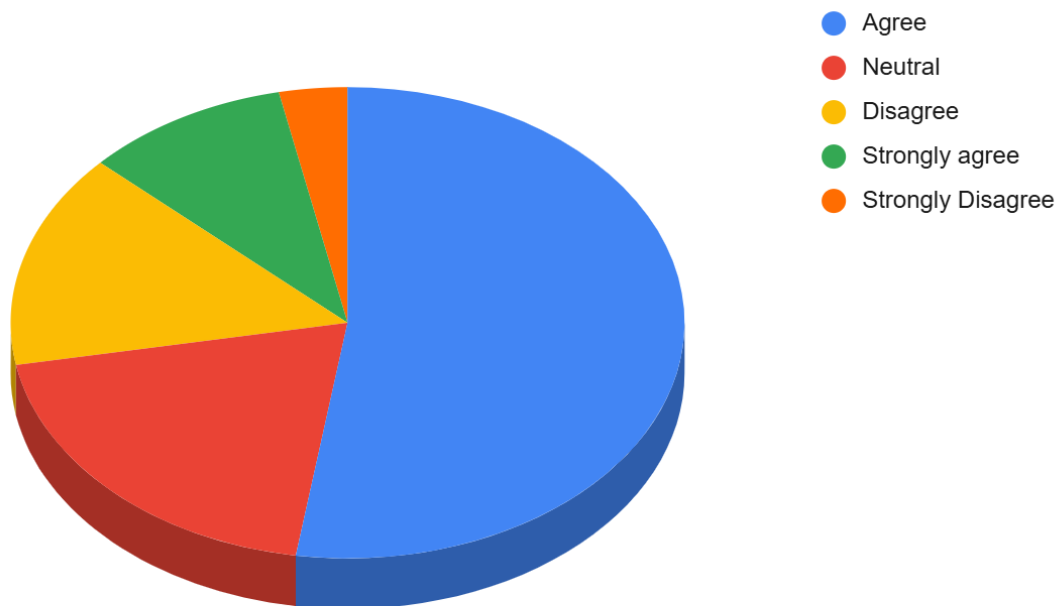


Figure 6: The confusing AI generated feedback.

The results of this question lie in the fact that 32 (52.5%) students agree that AI sometimes provides incorrect and confusion feedback which is not detailed enough, 13 (21.3%) are neutral, 9 (14.8%) disagree, six 6 (9.8%) strongly agree, the remaining two 2 (3.8%) are strongly disagree.

Q7- Practicing speaking with AI is not helpful with real- life conversations.

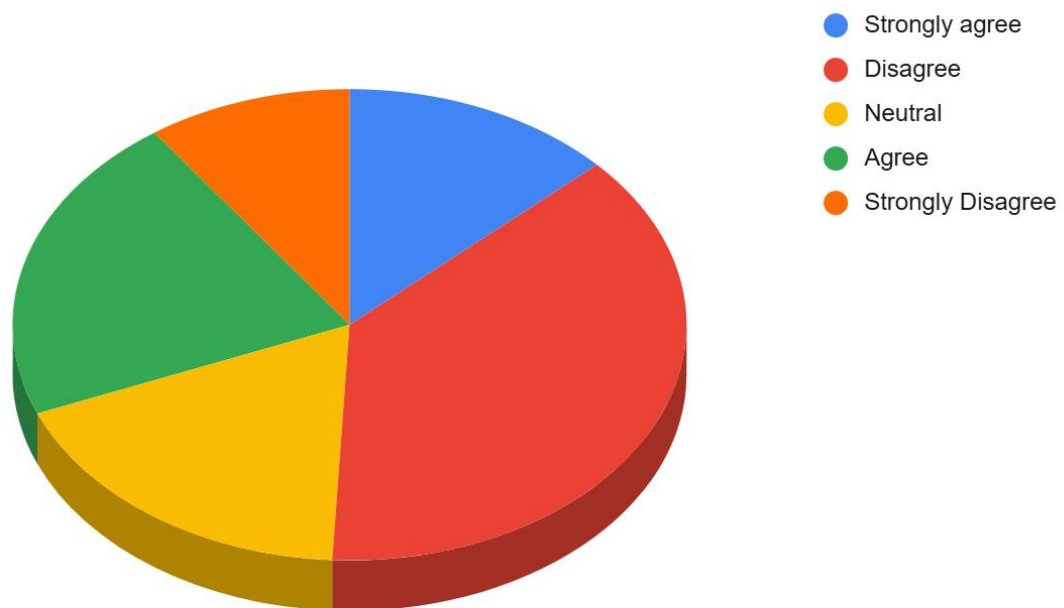


Figure 7: Practicing speaking with AI is not helpful with real- life conversations.

According to this chart 23 (37.8%) out of 61 (100%) students disagree on the fact that AI is not helpful with the real-life conversations, 13 (21.3%) agree on it, 12 (19.8%) neutral, eight 8 (13.1%) strongly agree, while six 6 (9.8%) are strongly disagree.

Q8- My fluency is not fully developed, even after practicing with AI.

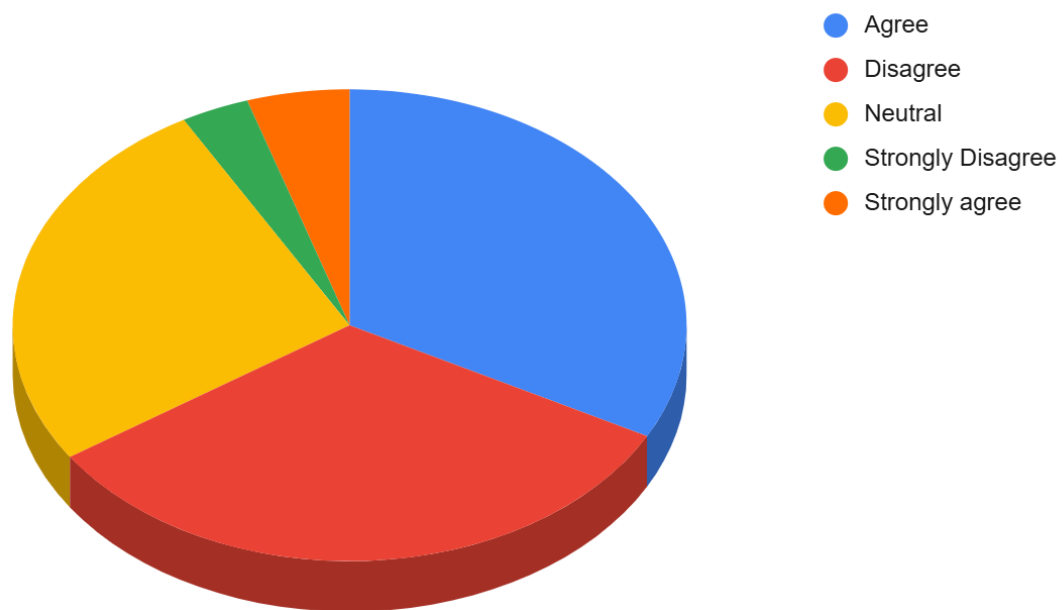


Figure 8: The development of fluency when using AI.

Regarding this pie chart it shows a noticeable disparity and inequality in the results 21 (34.4%) of students agree that their fluency did not improve even after practicing with AI, however in contrasts 20 (32.2%) disagree on that, while the others 16 (26.2%) were neutral, three 3 (4.9%) strongly agree, and the last two 2 (3.3%) were strongly disagree.

Q9- AI sometimes do not understand my accent so it makes it difficult to take conversations.

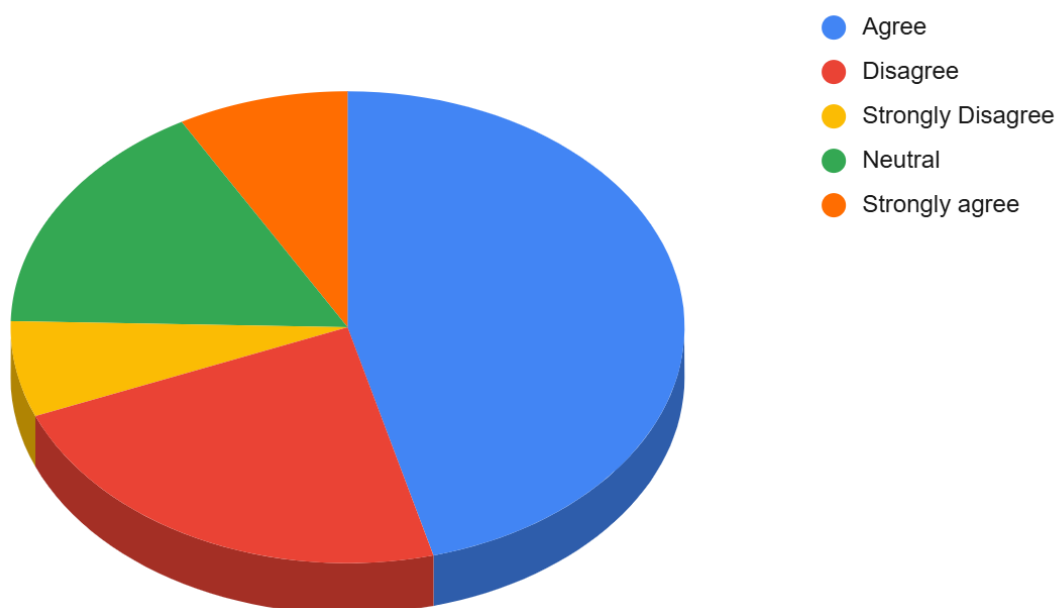


Figure 9: AI sometimes do not understand my accent so it makes it difficult to take conversations.

Looking at the pie chart above, we can see that 28 (45.9%) of 61 (100%) students agree that AI sometimes do not understand their accents so that it makes it difficult for them to have conversations. five 5 (8.2%) strongly agree, 10 (16.4%) are neutral. On the other hand 14 (23%) learners disagree on this fact, and only four 4 (6.6%) strongly disagree.

Q10- AI feedback focus more on accuracy and ignores fluency.

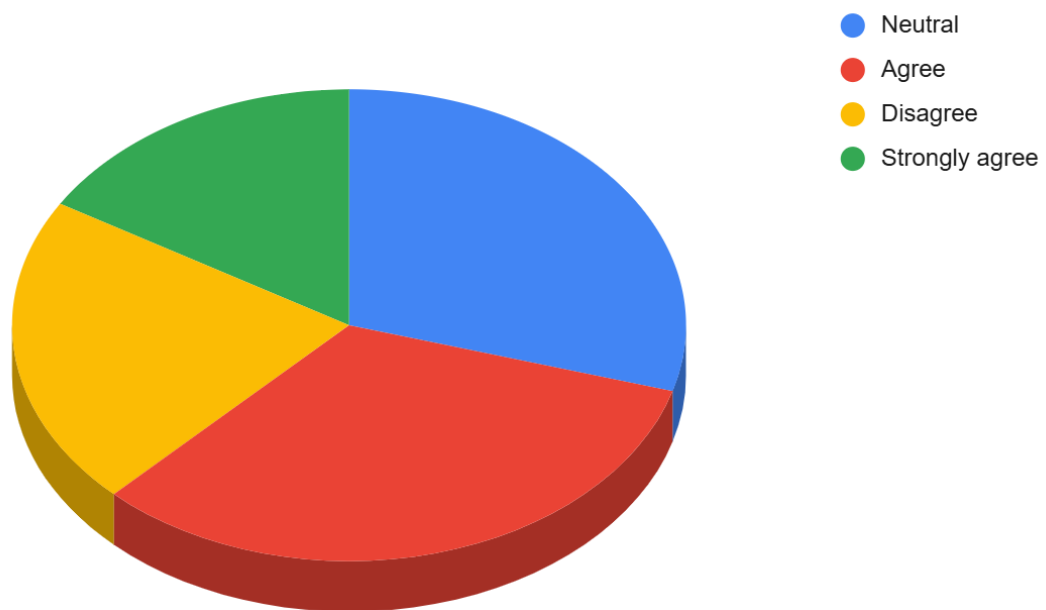


Figure 10: AI focus on accuracy vs fluency.

Regarding students answers 20 (32.8%) agree that AI feedback focuses on accuracy more than fluency, 19 (31.1%) were neutral, 10 (16.4%) strongly agree, while 13 (21.3%) disagree on this point.

Q11- AI is too formal for real- life conversations.

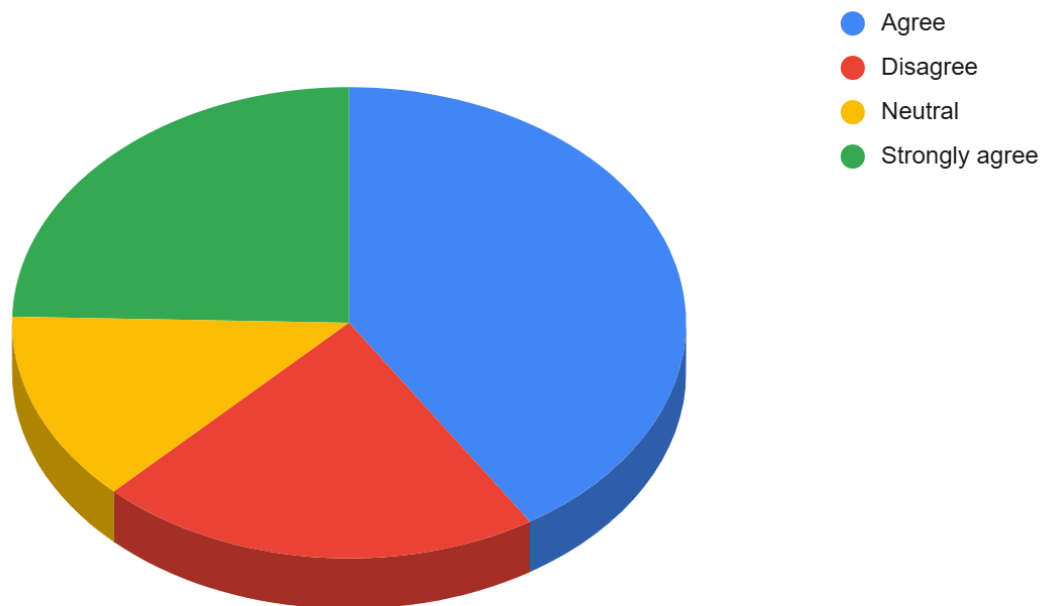


Figure 11: The difference between AI formal language and real-life conversations.

From the chart we can see that the majority of students 25 (41%) agree on that AI is too formal for real-life conversations. 15 (24.6%) strongly agree, 8 (13.1%) neutral. However, 13 (21.3%) disagree on it.

Q12- AI can never replace humans in conversations.

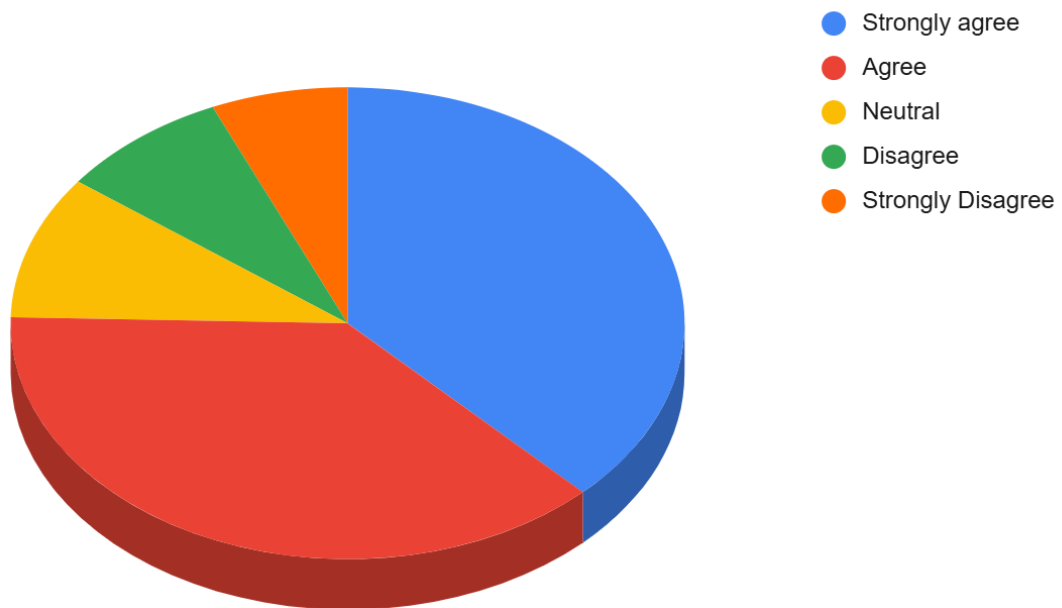


Figure 12: Students views on whether AI can replace humans in conversations or not.

The data shown on the chart explains that 24 (39.9%) students agree, 23 (37.7%) strongly agree with the idea that says AI can never replace humans in conversations. Seven 7 (11.5%) were neutral. While on the other side, five 5 (8.2%) disagree, and four 4 (6.6%) strongly disagree.

Q13- I face many technical problems while using AI, which leads to wasting a lot of time.

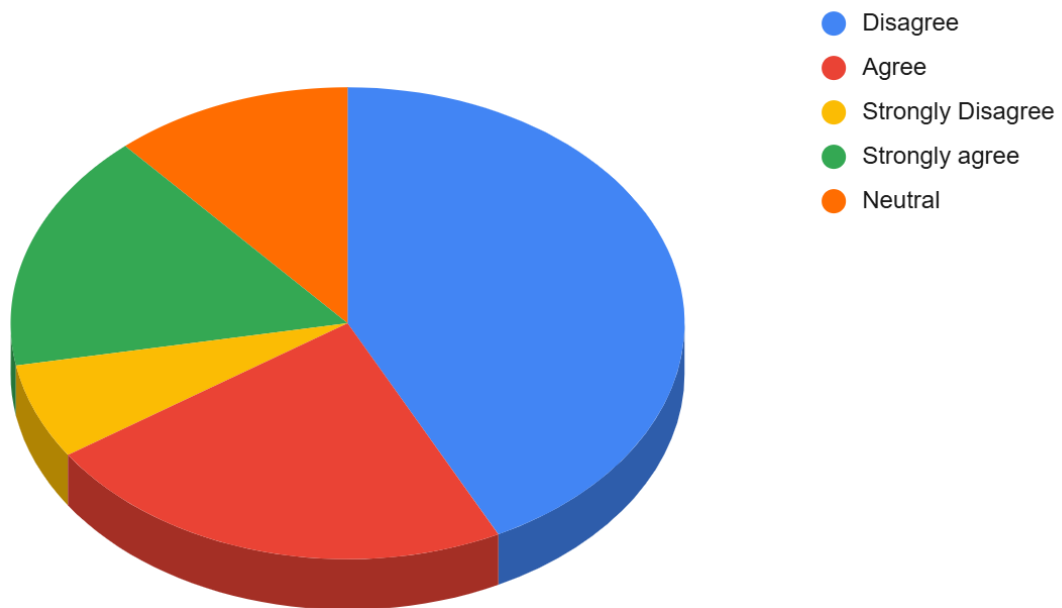


Figure 13: I face many technical problems while using AI, which leads to wasting a lot of time.

According to the data in the pie chart, we notice that 28 (42.6%) of students disagree that they face many technical problems while using AI, which leads to wasting a lot of time. At the same time 14 (23.4%) agree, 10 (16.4%) strongly agree, seven 7 (11.5%) were neutral, and the remaining four 4 (6.6%) were strongly disagree.

6. Discussion of the students questionnaire results:

Looking at the results of the questionnaire, we find out that AI tools like Chatbots have a big impact on how students feel about speaking. For example, in Q1 and Q2 the majority of 61 students (over 80% if we combine agree and strongly agree together) they say that AI makes them more confident and encourages them to practice speaking English more than they do in the classroom. We think this is because AI gives new and fun ways to engage with topics the students like, as we can see in the Q5 where (50.8%) agree and (41%) strongly agree. Also, for the immediate feedback mentioned in the Q4 half of the students strongly agree is definitely a big reason why they use these tools to correct their mistakes quickly.

However, we should also look at the negative side because the results were not always positive for every student. As an example, in Q6 a large number of students (52.5%) complained that AI feedback is confusing sometimes, and not detailed enough. Then another problem arises which is the accents. In Q9 (45.9%) of the learners agreed that the AI has a hard time to understand their way of speaking which makes it hard to have conversations. The results of Q8 show that there are different opinions, a group of them (34.4%) feel that their fluency did not improve even when they practice with AI tools. Even though AI is fast for practice, the results show that it is not a solution for everyone especially those who have speaking problems.

Finally, in Q11 most students feel that AI is too formal for real-life, and a high number of students (77%) were strongly agree or agree that AI can never replace humans in real conversations. Even though most of the students did not have technical problems which is noticed in the Q13, they still believe that AI is just a helper. So we understand that these tools are just useful for practice, but they can never replace the natural interaction between real people.

7. Interview:

7.1. Definition

The interview in education is a tool to get information by speaking directly to people, a face to face talk to see how they feel or what they think, and to give their opinions on any idea or topic. It is different from the questionnaire because it is more personal and makes the researchers understand and go deeper into someone's specific thoughts or situations. According to Creswell and Creswell (2023) the interview is a method where “ the researcher asks one or more participants general, open ended questions and records their answers.” (p.212). Also, another researcher, Taherdoost (2022) defined the interview as “ an important instrument in a research study to help the researcher collect relevant data regarding the research topic.” (p.8).

7.2. The Significance of the Interview:

Generally, the interview is an important tool in a research because it is the best way to get information by just talking to people. This face to face conversation is significant because it allows the researcher to see how people actually feel and what they think about a certain idea or topic. And while talking directly to the participants you can notice details like their tone their expressions which help in gathering honest and authentic answers, and unfiltered opinions. This method is supported by Creswell and Creswell (2023) who noted that “ the importance of the interviews lies in their ability to provide a way for researchers to better understand the participants perspective.” (P.211). Like Creswell Mohajan (2022) confirms that the interview is significant as “it enables the researcher to obtain a higher response rate” and “ provides a more in depth understanding of the research problem.” (p.12).

7.3. Design and Description of the Teacher's Interview:

The teacher's interview consists of eight (8) questions, starting with a short passage in which used to thank the teachers for taking the time to participate in answering those questions, explaining the topic, and that their answers are going to be a part of my research for the master's degree. This interview was conducted with five (5) teachers from the English department at the University of Abbes Laghrour during the second semester of the academic year (2025-2026). The teachers were asked different questions; the first two questions were about the challenges they face when teaching oral expression, and if they use technology in classrooms and which tool works better. They were also asked about their observations when EFL students use AI and the progress or the problems they face from using it. And to know their perspectives on the effectiveness of AI compared to traditional methods such as pair work. In addition the educators were encouraged to give their insight and share their experiences on the role and integration of AI in English language teaching.

7.4. Analysis of the Teacher's Interview:

Q1: What are the different challenges you face when you teach oral expression?

Teacher A:

- Large groups.
- Equipment availability.
- Students' speaking anxiety.

Teacher B: The challenges are different; some are related to audio-visual aids which are not always available, and others are the large groups of students.

Teacher C:

- Lack of interest from students.
- Disruptive behavior.
- Lack of access to Language Laboratories.

Teacher D: Use AI to enhance speaking.

Teacher E: Students shyness.

According to the teachers answers, they affirm that they face many problems when teaching oral expression. Teachers (A, B, C) mentioned that large groups, and the lack of equipment or access to language laboratories make the work very hard for them. Also teacher (A, E) said that students shyness and speaking anxiety is a big challenges that stop students from participating, and this leads to a lack of interest which the professor (C) mentioned before adding to it the disruptive behavior the learners does. At the same time, the teacher (D) thinks that they should use AI to enhance speaking. That means that the teachers need to deal with both the physical problems in the classroom and the students psychology.

Q2: Do you use technology when you teach, and which tool works better in speaking activities?

Teacher A: Yes. The tool usually used is the data show.

Teacher B: Yes, the use of technological tools is necessary in teaching oral. The tool that can work better is video, podcast, and short stories. Native speakers speech should be used as a model.

Teacher C: Yes, I try to use technology whenever possible. Speakers used to play recordings and videos. They are more engaging to students and they offer a useful model for pronunciation/speaking that students can emulate.

Teacher D: Sometimes.

Teacher E: Yes, audios.

All the teachers in this question agreed to one point, which is that they all use technology in their classes. Teachers (A, B, C) use different tools like the data show, videos, and podcasts. Educators (B) and (C) both feel that native speakers speech and audio as the professor (E) uses, work better because they provide a useful model that students can emulate for pronunciation and speaking. But teacher (D) as mentioned before uses technology sometimes. This shows that the teachers believe that these tools are necessary in teaching oral expression because it helps the students and enables them to learn by hearing real English language examples.

Q3: Have you ever seen or noticed EFL students using AI tools for practicing speaking?

Teacher A: Yes.

Teacher B: Certainly, all students nowadays use AI to learn. It depends on the activity and the objectives.

Teacher C: Yes, I have. I have witnessed that when students look up the correct pronunciation of a word, for instance.

Teacher D: Yes.

Teacher E: Yes.

From the teachers responses we understand that they have all seen or noticed EFL students using AI tools in their learning process. Teachers (A, D, E) answered with the word yes to show that they are aware of it. Educator (B) confirms that certainly, all the students nowadays use AI to learn, but he says that it depends on the activity and the objectives of what they are studying. Also, teacher (C) said that he has witnessed that students are using it for specific things like to correct their pronunciation. This shows that AI is a very known tool for the learners today, and they generally use it to check their mistakes, and improve their speaking.

Q4: Do you think they have progressed or developed after using AI tools?

Teacher A: I guess yes. Better check this point with the students themselves.

Teacher B: You cannot measure that basing on observation, but in general it helps better than the traditional methods based on teacher's and students' speech.

Teacher C: AI tools definitely help students develop their speaking skills, but I don't believe such tools are being used by most students systematically and strategically to achieve significant progress. Their use is often limited.

Teacher D: To certain extent.

Teacher E: some of them yes.

All of our interviewees state that AI tools can help students develop, but they have different perspectives on how much they have actually progressed. Teachers (D, E) believe that students improve only to a certain extent or that it only works for some of them. Teacher (A) answers with "I guess yes", but suggests that it is better to check this point with the students themselves to get a clear answer. While the teacher (B) says that AI helps students better than the traditional methods, he also noted that they can not measure based on observation. Finally, the educator (C) explains that while these tools definitely help, most students do not use them systematically and strategically because their use is often limited.

Q5: According to your observation, what kind of problems do EFL students face when they use AI?

Teacher A:

- Over reliance.
- Prompt redaction.

Teacher B: You cannot know the problems because students differ, it depends on their choices.

Teacher C: In speaking specifically:

- Inability to precisely select the most relevant and useful content in accordance with their curricular needs.
- Being overwhelmed by the tremendous amount of content and lacking a clear plan/direction through which progress can be achieved. More generally:
- Issues relating to academic and ethical integrity, being exposed to potentially harmful content (which is common online).

Teacher D: They think on their mother tongue then they translate their ideas in English.

Teacher E: cognitive overload.

From the data above we notice that the teachers identified different problems that students face when using AI. Teacher (A, E) mentioned the over reliance, prompt redaction, and cognitive overload. According to the professor (D) a common issue arises which is that the learners always think in their mother tongue than they translate their ideas in English. Teacher (C) stated in a very detailed answer that students have an inability to precisely select the most relevant and useful content, and they are overwhelmed by the tremendous amount of content. Also worrying about the issues relating to academic and ethical integrity. However, the educator (B) thinks that you can not know the problems because students differ and it depends

on their choices. This indicates that using AI is not always easy for the students, and can lead to confusion.

Q6: Do you support EFL students using AI to practice their speaking skills?

Teacher A: Yes, strongly.

Teacher B: Yes, it is necessary. Use AI just as your guide like a teacher. Besides that, AI can be used at any time, it helps a lot in revision, ideas generation, and answers to questions.

Teacher C: Yes, but it must be used moderately, judiciously, in accordance with academic and ethical standards, and with the bounds of reason.

Teacher D: Yes.

Teacher E: Yes.

From the answers of the question six (6) we understand that all the teachers supports the use of AI for practicing speaking skills. Teachers (A, D, E) have responded positively, with the teacher (A)saying that he support it strongly. Professor (B) explains that using these tools is necessary, and encourages students to use AI just as your guide like a teacher, and also it can be used at any time especially for revision, ideas generation, and answers to questions. Teacher (C) stated that even though he supports the use of AI , however it must be used moderately, judiciously, in accordance with academic and ethical standards.

Q7: In your experience, does AI work better than pair work or presentations in practicing speaking?

Teacher A: Yes.

Teacher B; Both, AI can help when you know the right questions to ask and the information you need in each activity.

Teacher C: No, I believe human interactions work better. When students interact with each other, they become more engaged and they learn more efficiently in my experience. Language is ultimately a human phenomenon and there's much more to be gained by focusing on teaching/learning authentic human communication. AI can still help in complementary capacity (brainstorming presentation tips, generating dialogue or conversation to be performed...etc.).

Teacher D: Not all the time.

Teacher E: It depends on how it is used.

As it is shown above, the teachers have different answers and views on whether AI is more effective than pair work or presentations. For the teacher (A) he said yes. While the teacher (B) suggests that both are useful especially when the students know how to ask properly. On the other hand, the interviewer (C) believes that human interaction works better, explaining that language is a human phenomenon, and the students look more engaged when they speak to each other. Teachers (D, E) both state that using AI should not be all the time, and also it depends on how it is used.

Q8: Is there anything you would like to add from your experience about the use of AI in teaching and learning English?

Teacher A: If used wisely, AI would be one of the best tools to use in teaching and learning.

Teacher B: The use of AI in general with its different apps, and the internet programs for learning the speaking skill is vital. But the students' practice is also necessary to develop fluency and accuracy.

Teacher C: The use of AI in Teaching/Learning English can be very beneficial. It has the potential to generate engaging topics, brainstorm and organize ideas, and quickly present information on different aspects of language. However, it should be used in moderation and in accordance with what's academically useful and ethically acceptable. It should also be used alongside authentic human communication, but it must never replace it.

Teacher D: AI should be used with moderation.

Teacher E: I guess it would help more in reading or critical thinking skills.

In the final question which is the eighth (8), the teachers give their opinions and perspectives about the use of AI in teaching and learning English through their teaching experience. The teacher (A, C) thinks that AI would be useful in teaching and learning if it is used wisely. And finds it helpful as it can create interesting topics and help in organizing the ideas for the learners. However, it should be used in moderation, and should never replace humans in communication. Educator (B) affirms that these tools are vital, but the students practice is necessary to develop fluency, and accuracy. As the teacher (C) mentioned before the professor (D) also insisted that AI should be used in moderation. While the teacher (E) stated that it would help more in reading or critical thinking skills.

7.5. Discussion of the Teachers Interview:

According to the data collected from the teachers interview, we notice that they have different opinions considering the students usage of AI to practice speaking the English language. Some of them think that it is effective, while the others have some worries about the difficulties the learners face. This divergence suggests that while AI is recognized for its effectiveness, its integration is still facing some challenges and limitations. We can see from the answers in Q1 and Q2 that the teachers have to deal with many physical and mental problems like large amounts of groups and the lack of equipment or labs. Also, they mentioned that there are some students who feel shy, and have speaking anxiety, which they agree that using technology is very necessary and helpful for this type of learner. The results here indicate that AI solve this classroom problems, and make it easier for the learners to participate without the fear of making mistakes. They think that things like videos and podcasts are great tools because they give students examples from the real world. This helps the learners a lot because they can listen to how real English speakers sound, and then they try to mimic or speak in the same way as natives.

In addition, in Q3 and Q4 all the teachers said that they have noticed their students using AI tools in their own way. Mostly, they use it for their pronunciation or to correct their writing mistakes. The teachers also argue on the idea that AI works better than the traditional methods used in the classrooms. And that the learners do not have a good plan or they are not guided enough to use these tools effectively. This shows that even though students use AI to help themselves or to fix their mistakes, there is still no official guidance on how to use it.

When we look at the different problems mentioned in Q5, the professors have observed that students face issues like over- reliance and thinking in their mother tongue such as Arabic, and then translating it into English using AI tools. This is a big challenge because it might actually encourage the learners to keep translating rather than learning how to think directly in

the language they are learning. In Q6 the teachers agreed on supporting the use of AI for practicing English speaking skills as it acts as a helper and a guider that is available at any time and any place.

For the last two questions, Q7 and Q8 the educators affirm that students have to use these tools moderately, and they should not just let the AI do the work for them, and they should think instead. Also, the learners should interact more with each other because it is the most important thing to learn any language. At the same time they believe that even if AI is very useful for getting ideas or for revision, it can never replace humans natural conversations in the classroom or outside the classroom. We understand from this that AI has limits, it can be a helper, but it can never replace humans whether in communication or thinking creatively.

8. Conclusion:

Based on the results from the data collected of the students questionnaire and the teachers interview, AI tools have a big impact on how students practice their English speaking skills. The students answers show that these tools are helpful for building confidence and reducing their speaking anxiety. It also allows them to practice privately at any time to develop their pronunciation. At the same time from the teachers perspectives, they see AI as a solution to fix classroom problems like crowded groups, and the limited resources. But, they insist on the fact that these tools can never replace the real communication, and the human interaction in the classroom.

General conclusion

This research examines how Artificial Intelligence (AI) tools like ChatGPT affect the speaking skills of third-year EFL students at the University of Khenchela. In the theoretical chapter, it was explained that the Algerian EFL learners face several challenges, especially the crowded classrooms, and the students anxiety. These large groups often do not give the students enough time to practice or participate in the Oral expression sessions. The goal of this study was to see if AI can provide a safe place for the students, to practice their pronunciation and vocabulary alone.

The case study was used at the department of English to collect this answers. The data used was a questionnaire for 61 third-year students, and interviews with five (5) teachers. This helped to test and examine if AI tools actually support students in practicing their speaking skills outside the classroom. The results from the participants confirmed that the hypothesis was correct.

Based on the questionnaire, AI has a big impact on students confidence. And more than half of the students confirmed that they feel more comfortable when they use AI than speaking in the classroom. Also they enjoy the fact that they can choose their own topics and get immediate feedback on their work or progress. However, the teachers pointed out some clear problems. The most observed challenges were that the students rely too much on these tools. They also noticed that many students just use AI to translate from Arabic instead of thinking in English. So these results show that AI can support the learners to practice their speaking effectively.

1. Limitations of the study:

- The study was limited to a sample of 61 students, so it may not apply to all the students who study English at the University of Khenchela.
- Some students did not participate in answering the questionnaire.
- The research did not include the classroom observation, which could have provided more information about the students speaking level.

2. Suggestions of the study:

- Students should use AI as a guide, and do not depend on it to do the work for them.
- The English department should open language laboratories for the students to practice their speaking skills.
- Teachers should encourage students to speak more in the classroom.
- It is recommended to study other levels using AI, like Master students.

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Abstract :

This study aims at investigating the role of ChatGPT as an AI tool for developing EFL students oral English skill. The basic hypothesis sets out that AI tools provide a safe and relaxed environment for students to practice speaking and improve their skills like pronunciation and fluency. I opted for a mixed method design to broaden the scope of the study. For the purpose of gathering the data, I applied two research tools; the first one is a questionnaire designed for third- year EFL students at the University of Khenchela, the second tool is an interview with five (5) teachers. The results of the collected data shows that AI tools like ChatGPT have a significant role in boosting students confidence and motivation to practice independently. The results indicate that most of students enjoy using AI because it provides immediate feedback to each speaking activity and even corrects their mistakes. However, it also highlighted challenges that are mainly indicating that students often depend too much on these tools.

ملخص

تهدف هذه الدراسة إلى التحقيق في دور تشات جبت كأداة للذكاء الاصطناعي لتطوير مهارات اللغة الإنجليزية الشفوية لطالب اللغة الإنجليزية كلغة أجنبية. تنص الفرضية الأساسية على أن أدوات الذكاء الاصطناعي توفر بيئة آمنة ومريحة للطالب لممارسة التحدث وتحسين مهاراتهم مثل النطق والطلاقة. اخترت تصميم طريقة مختلطة لتوسيع نطاق الدراسة. لغرض جمع البيانات ، قمت بتطبيق أداتين بحثيتين ؛ الأول هو استبيان مصمم لطالب السنة الثالثة من اللغة الإنجليزية كلغة أجنبية في جامعة خينشلة ، والأدات الثانية هي مقابلة مع خمسة (5) معلمين. وتظهر نتائج البيانات التي تم جمعها أن أدوات الذكاء الاصطناعي مثل تشات جبت لها دور كبير في تعزيز ثقة الطالب والدافع لممارسة مستقلة. تشير النتائج إلى أن معظم الطالب يستمتعون باستخدام الذكاء الاصطناعي لأنه يوفر ملاحظات فورية لكل نشاط تحدث وحتى يصحح أخطائهم. ومع ذلك ، فقد سلط الضوء أيضا على التحديات التي تشير بشكل أساسي إلى أن الطالب غالبا ما يعتمدون كثيرا على هذه الأدوات.

The students questionnaire

Dear students.

I sincerely appreciate you for taking the time to participate in answering this questionnaire. As this survey aims to explore third year university EFL students perceptions and how they use AI tools to practice and enhance their English speaking skills. Your answers will be used and contribute directly and significantly for academic research purposes. Thank you once again for you participation and your honest answers.

The following table is a set of statements. Rate it depending on your experience.

Please tick “Strongly Agree”, “Agree”, “Neutral”, “Disagree”, and “Strongly Disagree”.

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	AI helps me practice speaking confidently.					
2	AI encourages me to practice speaking more frequently than in the classroom.					
3	AI helps me improve my pronunciation and fluency.					
4	AI gives immediate feedback, whether to improve or correct mistakes.					
5	AI makes speaking more fun by choosing and engaging in topics that I enjoy.					
6	AI sometimes provides incorrect or confusing feedback that is not detailed enough.					

7	Practicing speaking with AI is not helpful with real- life conversations.					
8	My fluency is not fully developed, even after practicing with AI.					
9	AI sometimes do not understand my accent so it makes it difficult to take conversations.					
10	AI feedback focus more on accuracy and ignores fluency.					
11	AI is too formal for real- life conversations.					
12	AI can never replace humans in conversations.					
13	I face many technical problems while using AI, which leads to wasting a lot of time.					

Teachers interview

Dear Teachers.

I really appreciate you taking some time from your day to participate in this interview. This interview aims to collect some information and your experienced perspective on third year university EFL students' use of AI tools to practice speaking. Your answers will help in my research for the master's degree. Thank you so much for your contribution.

1. What are the different challenges you face when you teach oral expression?
2. Do you use technology when you teach, and which tool works better in speaking activities?
3. Have you ever seen or noticed EFL students using AI tools for practicing speaking?
4. Do you think they have progressed or developed after using AI tools?
5. According to your observation, what kind of problems do EFL students face when they use AI?
6. Do you support EFL students using AI to practice their speaking skills?
7. In your experience, does AI work better than pair work or presentations in practicing speaking?
8. Is there anything you would like to add from your experience about the use of AI in teaching and learning English?