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AI Conversation Partners: Exploring the Significance of ChatGPT Voice Interaction

in EFL Learners' Speaking Fluency

The Case of Master One EFL Students at Chadli Bendjedid University

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Dedication

This work is dedicated to

*The unspoken dreams of women everywhere, and to the extraordinary hearts of Gaza's women
and girls, who remained courageous in the face of the storm.*

*To my mother, for the love you pour into my life, and to my father, whose spirit remains a
guiding star in my sky.*

*To my husband, the keeper of my heart, and to my beautiful children - Uwais and Aram- you
are the heartbeat of my days.*

*To my dear sister and friend, Serine, who walked by my side, understood my silence, and
carried my burdens with endless patience.*

I carry you all in every word of this work.

Ouerdia. Y

*To my beloved parents, whose endless love, sacrifices, and prayers have been my
guiding light throughout this journey.*

*To my dearest friend, Ouerdia, thank you for being my constant support, for sharing
every dream, and for making the path much brighter simply by being by my side.*

This success is as much yours as it is mine.

Lina Serine. M

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ABSTRACT

The educational landscape has witnessed great changes due to the integration of Artificial Intelligence. With the emergence of AI chatbots that serve as powerful conversational partners which support autonomous learning, Algerian EFL students still struggle in developing their oral fluency due to limited opportunities to practice speaking. This study aimed to explore EFL learners' perceptions and attitudes towards using ChatGPT voice as a conversational partner in enhancing their speaking fluency. This study adopted a descriptive mixed-method design, using an online questionnaire to collect data, which was administered to 53 Master 1 students from the English department of Chadli Bendjedid University. The findings revealed that participants generally hold highly positive attitudes towards using ChatGPT voice, as it improved their speaking fluency, and provided a safe environment to practice English speaking. However, some technical and practical challenges occurred. This study concluded with practical recommendations for using ChatGPT voice, in pedagogical contexts, developing a new model for AI developers, and for future research. In conclusion, the results showed that the integration of ChatGPT voice was highly recommended in EFL classrooms.

Keywords: Artificial Intelligence, ChatGPT voice, EFL classrooms, students' perceptions, autonomous learning.

ملخص

شهد الواقع التعليمي تحولات جذرية بفضل دمج الذكاء الاصطناعي. ومع ظهور روبوتات الدردشة المدعومين بالذكاء الاصطناعي الذين يعدون شركاء محادثة فعالين يدعمون التعلم الذاتي، لا يزال طلاب اللغة الإنجليزية كلغة أجنبية في الجزائر يواجهون صعوبة في تطوير طاقاتهم الشفوية نظرًا لمحدودية فرص ممارسة التحدث. هدفت هذه الدراسة إلى استكشاف تصورات ومواقف طلاب اللغة الإنجليزية كلغة أجنبية تجاه استخدام تقنية ChatGPT الصوتية كشريك محادثة لتحسين طاقاتهم في التحدث. اعتمدت الدراسة منهجية وصفية مختلطة، حيث تم جمع البيانات من خلال استبيان إلكتروني وُزِعَ على 53 طالبًا من طلاب السنة الأولى ماستر في قسم اللغة الإنجليزية بجامعة الشاذلي بن جديد. كشفت النتائج أن المشاركين عمومًا لديهم مواقف إيجابية للغاية تجاه استخدام تقنية ChatGPT الصوتية، إذ حسنت طاقاتهم في التحدث، ووفرت بيئة آمنة لممارسة التحدث باللغة الإنجليزية. مع ذلك، ظهرت بعض التحديات التقنية والعملية. اختتمت الدراسة بتوصيات عملية لاستخدام التقنية ChatGPT الصوتية في السياقات التربوية، وتطوير نموذج جديد لمطوري الذكاء الاصطناعي، وتوجيه البحوث المستقبلية. في الختام، أظهرت النتائج أن دمج تقنية ChatGPT الصوتية يُوصى به بشدة في فصول اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: الذكاء الاصطناعي، تقنية ChatGPT الصوتية، فصول اللغة الإنجليزية كلغة أجنبية، تصورات الطلاب، التعلم الذاتي.

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LIST OF ACRONYMS AND ABBREVIATIONS

ASR: Automatic Speech Recognition.

NLP: Natural Language Processing.

MALL: Mobile-Assisted Language Learning.

LGC: Learning Generated Content.

AIEd: Artificial Intelligence in Education.

AI: Artificial Intelligence.

LAD: Language Acquisition Device.

FLA: Foreign Language Anxiety.

WTC: Willingness to Communicate.

EFL: English as a Foreign Language.

L2: Second Language.

LLM: Large Language Model.

ELT: English Language Teaching.

SSCI: Social Sciences Citation Index.

ZPD: Zone of Proximal Development.

General Introduction

1. Background to the Study

In today's era of global communication, English speaking proficiency has transformed from a mere academic requirement into fundamental necessity for professional, academic, and social integration, driven by the rise of world interconnection, the ability to communicate effectively in English language serves as a gateway, to global knowledge and cultural exchange.

Within the field of English as a Foreign Language (henceforth EFL) , the ultimate goal of most learners is to achieve oral fluency, which reflects a broader understanding that language is an essential tool for communication and interaction rather than a static set of rules to be memorized, and as Ur (1996) asserts: *“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 ”* (p. 120). This emphasizes that the mastery of a language requires the ability to speak it.

With the integration of Artificial Intelligence (AI) into language education, tools like ChatGPT offer new personalized, accessible and interactive learning experiences, specifically its feature of voice interaction, which allows EFL learners to engage in speaking with an AI conversational partner anytime and anywhere to improve their speaking fluency. This has raised the desire to discover the significance of ChatGPT voice interaction on EFL learners' speaking fluency.

This study explores the perceptions and attitudes of Master one EFL students at Chadli Bendjedid University towards the use of ChatGPT voice as an AI conversational partner on enhancing their speaking fluency.

2. Statement of the Problem

Speaking fluency is one of the most challenging skills for EFL learners to master, particularly in Algeria, where students face limited opportunities for oral practice due to some internal and external influential factors and psychological barriers such as anxiety, low confidence, fear of failure, and lack of motivation. While AI conversational partners like ChatGPT voice interaction offer potential solutions by providing a low pressure, accessible environment for speaking practice, very little is known about how Algerian EFL students perceive this tool. Their attitudes, expected benefits, and challenges remain unexplored. To fill this gap, the current study explores the perception of Master one EFL students at Chadli Bendjedid University towards the use of ChatGPT voice interaction in developing their speaking fluency in terms of its role and the challenges faced when using it.

3. Aims of the Study

The main aim of this study is to explore learners' perceptions towards the use of ChatGPT voice in enhancing their speaking fluency, and specifically examining whether or not they find this tool beneficial for oral practice. Additionally, focusing on how students describe their experiences including their perceived improvements in confidence, anxiety reduction, and speech smoothness. It also aims to identify challenges facing EFL learners when using ChatGPT voice interaction tool. In other words, through this research we tend to understand both; learners' attitudes and perceptions towards it and the practical obstacles associated with using ChatGPT voice for developing speaking fluency.

4. Significance of the Study

This study contributes to the limited research on AI voice interaction in Algerian EFL contexts. It provides descriptive insights into students' perceptions of using ChatGPT voice for

speaking fluency development, which may inform teachers and curriculum designers about the potential benefits and challenges of integrating ChatGPT voice as a low-anxiety, accessible tool for speaking practice. Additionally, it serves as a foundational descriptive study for future experimental or empirical research.

5. Research Questions

This research is conducted to find answers to the following questions:

1. How do EFL students perceive the use of ChatGPT voice for practicing English speaking?
2. What aspects of speaking fluency do students feel improved when interacting with ChatGPT?
3. What challenges do EFL learners face when using ChatGPT as a conversational tool for speaking practice?

6. Research Hypotheses

1. EFL students perceive the use of ChatGPT voice positively as a useful and accessible tool for practicing English speaking outside the classroom.
2. EFL students report that ChatGPT voice improve specific aspects of speaking fluency, including increased confidence, smoother speech flow, and fewer pauses or hesitations, and vocabulary retrieval.
3. EFL students face challenges when using ChatGPT as a conversational tool for speaking practice, including technical issues such as internet connectivity, limitations in AI's ability to understand accents or provide natural conversation, and concerns about overreliance on technology.

7. Research Methodology

To answer the research questions and test the hypotheses, a descriptive mixed method approach was employed combining both quantitative and qualitative approaches to explore and understand learners' perspectives about using ChatGPT voice as a conversational partner to develop their English speaking fluency. A questionnaire was designed and submitted to 53 Master one EFL students, at Chadli Bendjedid University, who have experienced using ChatGPT for speaking practice. Their experiences and insights will provide valuable data on the significance of using ChatGPT voice on their speaking fluency. Quantitative data from the closed-ended questions will be analyzed using descriptive statistics while qualitative data from the open-ended questions will be analyzed using content analysis to identify frequent themes. This mixed-method approach provides a comprehensive understanding of students' perceptions.

8. Limitations

This study has several limitations. First, the exposure period to ChatGPT voice interaction was somehow short, as students did not have enough time to fully explore the tool and experience its features and benefits for speaking fluency development. Second, an empirical study was initially decided to be conducted to measure actual fluency improvement, but due to time constraints and a lack of student participation, only few students agreed to participate which made the sample size too small for a valid experiment. Consequently, the experiment was excluded and the study transformed to be a descriptive one with a questionnaire. Third, there was not enough time to interview some students in addition to the questionnaire to gain deeper qualitative insights. Therefore, this study relies only on self-reported questionnaire data, which may not fully capture the complexity of students'

experiences with ChatGPT voice interaction. Finally, the findings are limited to a small sample of Master one student, which restricts the generalizability of the results.

9. Structure of the Study

The current dissertation consists of three main chapters followed by a general conclusion. The first chapter provides an overview covering speaking skill in EFL contexts, components of fluency, psychological barriers, the theoretical framework (Affective Filter Hypothesis and Interaction Hypothesis), Artificial Intelligence in language education, ChatGPT voice interaction and previous studies on AI and speaking fluency. Chapter Two covers the methodology adopted in this research. It presents the research design, the analyses of the data provided from the students' questionnaire, and discussion of the findings. The final chapter presents implications of the research findings as well as some recommendations and suggestions for EFL teachers, students, and future research concerning the integration of ChatGPT as a conversational partner in EFL classrooms. The dissertation ends with a general conclusion that summarizes the major findings, acknowledges limitations, and offers concluding remarks.

Chapter One

An Overview of Speaking Fluency and Artificial Intelligence in EFL Education

Introduction

This chapter explores the intersection of speaking skills and AI in language education, highlighting both the benefits and challenges of integrating conversational systems like ChatGPT into learning environments. It begins with the nature of speaking skill in EFL contexts, focusing on fluency components and psychological barriers, followed by Krashen's Affective Filter and Long's Interaction Hypotheses as the theoretical framework. Then, it discusses the role of Artificial Intelligence in language education, narrowing it to ChatGPT Voice interaction, summarizing previous studies on AI-mediated oral practice.

1.1. Speaking Skill in EFL Contexts

Speaking is considered as one of the most complex and essential skills in language learning which requires learners to balance fluency, accuracy, and interaction in real time. Yet, it can be affected by factors and psychological barriers such as anxiety, low confidence, and fear of failure which can often hinder performance, however, other factors can enhance it, like motivation and supportive environment. With the emergence of Artificial Intelligence (AI), new tools now offer opportunities to reduce these barriers and provide personalized practice, reshaping how learners develop oral proficiency.

1.1.1. Definition of Speaking

According to Bygate (1987) *"Speaking is a skill which deserves attention every bit as much as literary skills"* (p.1). This definition indicates that the speaking skill needs much importance than the other skills but it is not sufficiently descriptive, it is still too general to capture the inherent complexity of it, because speaking is not only a single simple skill, it also comprises several sub-skills such as fluency, accuracy, articulation, interaction etc..., which are elements that may require different levels of attention and practice. Therefore, he also

insists that knowing the language alone is insufficient unless learners have the ability to use it effectively, which shows that the need to move from knowledge to use highlights the practical nature of speaking. But it does not explain how this transition actually occurs within the skill's components.

In this context, Thornbury (2005) asserted that among the four language skills, speaking is regarded as the most challenging skill, as it involves the combination of several abilities at the same time. Furthermore, as it is a crucial skill in professional and everyday contexts, this complexity can be refined through peer interactions where they play a significant role in improving performance (Shafipour et al., 2018). Supporting this idea, Brown and Yule (1983) stated that interaction is a defining aspect of spoken communication, as it allows speakers to negotiate meaning, express their understanding, and control how the conversation flows. This is particularly seen in the second language (L2) environment that presents a double challenge as the language is both the “material” of instruction and the “means” of communication at once, which makes it unique (Pica, 2008).

1.1.2. Components of Fluency

Compared to accuracy which is the correct use of language grammar, vocabulary, and pronunciation, fluency is the ability of a speaker to communicate meaning easily without needing to consider the language, and to which extent he can produce utterances without unnecessary pauses or hesitation (Ellis & Barkhuizen, 2005). Lennon (1990) confirms that fluency is “*the listener's feeling that the psycholinguistic processes of speech planning and speech output are operating readily and efficiently*” (p. 391). Based on this definition, fluency can be divided into two main parts; cognitive fluency, which is the mind's ability to retrieve language, and performance fluency, which refers to what the listener perceives as speed and smoothness from the speaker's speech.

To reach that level of fluency, learners are going to face cognitive challenges as Thornbury (2005) claimed, fluency is not just speed; it is the ability to bridge the gap between linguistic knowledge and the physical act of speaking without cognitive overload. To overcome this problem, researchers suggested the concept of automaticity as a fundamental solution. DeKeyser (2001) argues that automatization of language use can solve this problem where learners move from conscious application of rules to more automatic or subconscious production. Segalowitz (2010) deepens this argument from a cognitive perspective confirming that cognitive fluency is “*speaker's ability to efficiently mobilise and integrate the underlying processes responsible for producing utterances*” (p. 48). It includes processes such as lexical retrieval which is the ability of a speaker to retrieve words and linguistic structures from long-term memory with minimal cognitive effort.

Therefore, automaticity mentioned by DeKeyser is the direct result of the efficient retrieval discussed by Segalowitz, and both of them work together to reduce the cognitive overload defined by Thornbury, thereby producing smooth speech flow. However, there are cases where automaticity is insufficient; speakers may therefore use communication strategies as fillers or gambits to keep the flow of speech (Faerch& Kasper, 1983).

To make the analysis of fluency more observable, it is important to deconstruct it into measurable components that can be heard and evaluated by a teacher or a researcher. In this regard, Tavakoli and Skehan (2005) provided a classification for its components:

a. Speed Fluency refers to how fast a learner speaks, it is measured by speech rate (words per minute), and number of syllables produced, it also reflects how quickly he can transform ideas into spoken language.

b. Breakdown Fluency focuses on frequency and length of pauses, and hesitation. A high degree of breakdown fluency shows that the learner's speech is not interrupted by silent or unfilled pauses or filled pauses (e.g., uhm, um).

c. **Repair Fluency** involves the number of false starts, repetitions, self-corrections, and reformulations. Despite the fact that correction is natural and reflects the efforts to fix errors while speaking, a high frequency of it indicates that the learner is still struggling with linguistic accuracy when he attempts to keep the flow of a speech.

Beyond its components, the quality of fluency is also determined by its rhythmic nature where Wennerstrom (2001) expanded the analysis by including the concept of “prosody” or what is called “the music of speech”, she argued that the true fluency do not rely only on the absence of pauses but it also includes the rhythmic and intonational framing of discourse. Prosody allows the learner to use pitch and stress to signal the intended meaning, transforming robotic delivery into natural, native-like communication.

Fluency can be measured through temporal variables that lead to a precise data-driven analysis of oral proficiency, such as speech rate and pauses to objectively assess the flow of speech (Möhle, 1984). Within this framework, the frequency and length of filled pauses have been given more attention as Kormos (2006) affirmed that these filled pauses and hesitation serve as central indicators of fluency, because it shows the moments where the learner faces a breakdown in speech planning or lexical retrieval.

1.1.3. Factors Affecting Speaking Performance

The external factors under which a learner speaks significantly influence their speaking performance and output. One of them is the nature of the task where the speaking performance differs according to the assigned activity as Brown and Yule (1983) argued that different speaking tasks impose different cognitive and linguistic demands which vary based on the complexity of the conveyed information. For this reason, Ellis (2009) affirmed the significance of providing learners with pre-task planning time which is another important factor to reduce cognitive load, allowing them to focus more on fluency and linguistic complexity during speech production.

Moreover, speaking is not a solitary act but a collaborative one as *"each speaker needs to speak. He needs to speak individually and, ideally, he needs someone to listen to him speaking and to respond to him"*. (Brown & Yule, 1983b, p.25) This aligns with Bygate's concept of reciprocity, where he described speaking as a "reciprocal act" in which the listener's feedback is a very influential factor whether through verbal cues or non-verbal gestures. Consequently, supportive interlocutors can facilitate speaker's fluency and increase the quality of their performance, whereas negative feedback or unresponsive listeners can reduce it and contribute to their communication breakdown.

However, beyond these external factors, the impact of the task and the listener ultimately refers to the constraints imposed by the internal mechanism of the brain during oral production, which directly affects performance (Levelt, 1989). Because speaking is not only a matter of knowing the language (what is in the head), but also being able to process it in real-time (utterance). In this regard, Skehan (1998) explained learners' struggles during speaking such as hesitation, pauses, and mistakes as a result of this pressure of on-line processing arguing that speakers must simultaneously; conceptualize, formulate, and articulate their message, leaving little attention for monitoring or correcting errors. This burden on the brain is often tied to individual cognitive limits, as Kormos and Sáfár (2008) confirmed that individual differences in working memory capacity significantly affect speaking performance, as learners with higher capacity can better manage the competing demands of fluency unlike learners with lower capacity.

1.1.4. Psychological Barriers

1.1.4.1. Anxiety

Foreign language anxiety (FLA) is a specific psychological phenomenon tied to the language classroom. As Horwitz et al. (1986) define it *"Foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language*

learning"(p. 128). He sees that it acts as a secondary task, consuming the learner's cognitive resources, and weakening both language processing and retrieval. FLA creates a "mental block" that prevents input from reaching the language processor, and similarly the learner from outputting what they have already acquired (Krashen, 1985). Attia & Algazo (2025) noted that EFL learners often experience FLA, which can significantly hinder their speaking performance and willingness to communicate (WTC). In addition, the public nature of speaking makes it particularly anxiety provoking which can be seen as a communication apprehension (Horwitz et al, 1986), because the use of a foreign language may threaten the learner's "language ego", which leads them to go silent rather than taking the risk to talk (Guiora et al., 1972).

1.1.4.2. Self-confidence and self-efficacy

According to the father of self-efficacy, Bandura (1997) perceived self-efficacy as people's beliefs in their ability to organize and execute actions needed to manage prospective situations. This construct has been shown to predict various performance outcomes, including oral performance. Hence, students who are confident in their abilities are more likely to resist through communication breakdowns, using compensatory strategies to maintain fluency despite linguistic gaps (Dörnyei, 2005).

However, the lack of self-confidence often results in avoidance behavior, where learners choose silence to protect their dignity rather than attempting to communicate (Horwitz, Horwitz, & Cope, 1986). Therefore, successful speaking experiences enhance learner's perceived mastery, which in turn reduce anxiety and increase the complexity of oral output (Ma, 2022).

1.1.4.3. Motivation and the "Ideal Self"

Dörnyei (2001) claimed that "*motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity*".

(p.7). This definition indicates that motivation can be intrinsic or extrinsic, due to what Ryan and Connel clarified, learners who are intrinsically motivated performing a task for the inherent satisfaction of communication show higher levels of resilience when facing speaking difficulties unlike extrinsically motivated learners who are influenced by external factors (Ryan & Deci, 2000). But motivation is not only about the learner himself, in the classroom, it is often tied to the learner's desire to integrate into the target language community, which directly impacts their willingness to initiate conversation (Crookall & Oxford, 1988). Extending this idea, Dörnyei (2009) introduced the “Ideal L2 Self” as a powerful motivator for language learning when learner's vision of himself as a fluent speaker is weak, their persistence in oral communication will fade, and the opposite is also true. Consequently, it is important to set specific, proximal goals for oral communication as it helps to maintain motivation by providing learners with a clear sense of progress and accomplishment (Locke & Latham, 2002).

1.1.4.4. Risk-taking and the fear of failure

Speaking performance heavily rely on learner's willingness to engage in linguistic risk-taking. As Pennington (1983) defined risk taking as *“a situation where an individual has to make a decision involving choice between alternatives of different desirability; the outcome of the choice is uncertain; there is a possibility of failure”* (p. 358). This risk is often increasing by a perfectionist mindset as Gregersen and Horwitz (2002) insisted that perfectionism in language learning creates a psychological barrier where the fear of making a mistake outweighs the desire to communicate, leading to communicative paralysis. When learners are paralyzed by the need for accuracy, they fail to develop what Canale and Swain (1980) referred to as strategic competence which is the ability to use verbal and non-verbal strategies to compensate for breakdowns in communication. As a result, the lack of risk-taking and over-reliance on correct forms does not just hinder fluency, it also prevents the

development of learner autonomy, as they remain dependent on pre-rehearsed sentences rather than spontaneous authentic speech (Little, 1991).

1.2. Theoretical Framework

1.2.1. The Affective Filter Hypothesis

The Affective Filter Hypothesis is one of the five key hypotheses in Stephen Krashen's theory of second language acquisition. In 1985, he defined affective filter as a mental block that prevents acquirers from fully using the comprehensible input (i+1) they receive for language acquisition, this filter is not a static barrier, it can change depending on the learner's emotional state and personal experiences. Krashen (1982) further noted that *“those with non-optimal attitudes for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter”*(p. 31).

The activation of a high filter is often a direct result of psychological barriers discussed previously, specifically anxiety, low self-esteem, or lack of motivation, which effectively blocks the “language acquisition device” (LAD) from processing input. However, acquisition occurs most efficiently when the filter is low, i.e., the learner is not anxious and has a high degree of self-confidence. Therefore, He emphasized that the most successful language environments are those that provide input in a low-anxiety setting, where the learner is not forced to produce output before they feel ready and motivated. While the affective filter focuses on the learner's emotional readiness, the Interaction Hypothesis focuses on the mechanical process of conversation which will be explained in the subsequent section.

1.2.2. Interaction Hypothesis

Long (1996) believes that interaction facilitates acquisition because it involves negotiation for meaning, where learners and their interlocutors clarify, readjust their utterances and linguistic input and output, and struggle to maximize their comprehension and productivity to ensure mutual understanding. This negotiation is a motivating factor for

development. Interactional modifications appearing when a learner encounters communication breakdowns help them make input comprehensible, thereby promoting language development (Gass, 2003). The importance of interaction lies in its ability to connect input, internal learner capacities, and output in productive ways. A critical component of this process is the corrective feedback, because feedback provided during interaction such as clarification requests or recasts, helps learners notice the gap between their current level and the target language. Finally, the pressure to be understood in a real-time conversation forces learners to modify their output, which directly promotes higher levels of oral fluency.

1.3 Artificial Intelligence in Language Education

1.3.1 Definition of Artificial Intelligence (AI)

Artificial Intelligence has existed since Alan Turing asked this question "*Can machines think?*" (Turing, 1950, p. 433). To support this, Li and Jiang (2017, p. 381) argued that "*the term artificial intelligence (AI) was firstly proposed by John McCarthy et al. on Dartmouth Conference in 1956, which was originally inspired by Turing test*". From that time to the present, AI has passed through multiple phases of development; Luan et al. (2020) said that AI has developed rapidly in recent years, bringing great changes to fields such as research, education, politics, the economy, and technology. And it has been defined in different ways, as Alkaramneh et al. (2024, p.2) stated

Artificial intelligence is one of the most important modern technological developments to impact the educational system, as it provides education with enormous potential to benefit society and achieve sustainable development goals related to education. This requires clear procedures and the development of policies that support education enhanced by artificial intelligence technologies. Therefore, it was necessary to increase awareness of artificial intelligence and its applications, especially since it

touches different sectors of society at the same time. Teaching artificial intelligence is essential for spreading knowledge related to artificial intelligence from students to the work environment and then to society at large

According to Fitiria (2021. p.2) “*Artificial intelligence refers to a machine’s ability to perform functions that resemble the natural cognitive skills humans use to think, reason, and learn*”. Based on these definitions, it can be said that AI is not just a tool but an organised and developed system that mimics human cognition to help in improving various domains

1.3.2 AI tools In Language Learning

According to Yuan (2024) the nation’s education system has experienced a profound digital transformation, with AI tools, including AI-based tools and online platforms now serving as foundational elements in the pedagogical landscape. In this regard, Popenici & Kerr (2017, as cited in Alkaramneh et al., 2024) added that AI systems represent some of the most advanced modern technologies that are able of acquiring, processing, and storing knowledge, and also supporting its effective use within educational institutions. They enable institutions to plan and accomplish their objectives quickly, at lower cost, and with improved quality.

Hence, researchers and educators have developed AI-driven educational resources that have been employed in education to ameliorate the teaching and learning processes (Hwang et al., 2020). To illustrate, Xiaofan and Annamalai (2025, p. 8) revealed that “*AI tools like Google Assistant and ELSA Speak are being implemented to improve students’ conversational abilities*”.

This suggests that AI applications can provide learners with immediate speaking practice and real-life interaction. In addition, AI has also demonstrated a substantial impact on self-reflection. For instance, ST15 in Xiaofan and Annamalai study stated that “*AI tools such*

as Speechace and ELSA Speak are not only used for feedback, but also to promote self-reflection”.(2025, p. 8).

Furthermore, Dizon and Gayed (2022) found that Grammarly improves students’ writing quality by reducing grammatical errors by approximately 35% among Filipino university students. Similarly, Nazari et al. (2021) conducted a randomized controlled trial and found that writing tools empowered by AI might successfully encourage non-native postgraduate English students’ learning habits and attitudes towards accepting new technologies. Pupils who felt more comfortable with technology and more confident in their ability to use it, demonstrated a more optimistic outlook on self-directed learning facilitated by technology, based on these results, it can be inferred that AI tools make learning comfortable and facilitates self-directed learning. This controlled trial shows that the use of AI to improve the learners’ writing helps them learn comfortably and with low anxiety. These definitions confirm that AI tools are useful and helpful in learning the language and enhancing the learners’ writing and speaking, however, it may result in undesirable consequences, for instance overreliance. .

Finally, according to Kasneci et al. (2023) ChatGPT can understand the textual input, generate responses that are not only contextually coherent but adaptable too, and complete various language-related tasks. Consequently, based on the previous studies, It is argued that AI tools are not limited to learning writing or robotics only, but they represent a pivotal turning point in acquiring and learning the language and its fluency.

1.3.3 Conversation AI systems

The rapid evolution of technology has enabled voice interaction with Artificial Intelligence tools, by developing diverse means of speech and conversation, transforming them from mere text-based interfaces and human-mimicking machines, into sophisticated multimodal media and autonomous agents. According to Xodabande et al. (2025, p.2)

“implementing AI in Language learning, has a significant interest nowadays, specifically for learners' speaking and pronunciation skills improvement.” Dong et al (2024) stated that The flexibility and accessibility of mobile-assisted language learning (MALL) further extend practice opportunities, allowing learners to engage with speaking tasks anytime and anywhere, effectively blurring the boundaries between formal classroom-based learning and informal self-directed interaction contexts. In this regard, Mukherjee and Singh (2025, p.77) added *“Artificial intelligence applications, particularly chatbots, are revolutionizing the educational landscape by providing a more flexible and effective self-learning environment”*.

The previous findings suggest that the flexibility and the accessibility of AI tools foster the learning autonomy, and their engagement in language learning.

In addition, AI-powered tools, especially chatbots and conversational agents, offer innovative solutions to bridge the gap between classroom instruction and real-life language use. According to Ray (2023) ChatGPT can potentially enhance learners' fluency, communication skills, and learner autonomy, by engaging them in authentic and dynamic conversational interactions. Similarly, Klimova and Seraj (2023) conducted a study on the use of chatbots in EFL classrooms and revealed that chatbots can make language learning easy by providing personalized feedback and engaging learners in meaningful interactions. Based on these findings, AI chatbots make a significant contribution to language learning and help in reducing learners' anxiety.

1.3.4 Educational Benefits and Limitations

According to Huang et al. (2023) incorporating AI into the pedagogical system, especially for English language learning, represents a revolutionary change that altered teaching methodologies and learning environments, improving student outcomes, academic performance, and attitudes toward learning in the post-pandemic era. This development has brought benefits and challenges. The integration of AI in education can result in potential

improvements in learning outcomes, increased student motivation, and provide an exceptional tool for knowledge acquisition, problem-solving, and self-regulation. In the same context, Alkaramneh et al (2024, p. 2) stated that

AI can improve productivity by increasing the speed of developing ideas through brainstorming and summarizing. It can also improve the learning experience, as artificial intelligence can provide a personalized learning experience for each student that allows for more effective learning and for them to achieve the best results, and it can provide immediate feedback, where students' results are analyzed and immediate feedback is given to them.

In this regard, Abdallah (2025) explains that AI voice-based tools can actively support each stage of the self-regulated learning cycle. During the planning phase, they can guide learners in setting specific goals by prompting them to identify targets such as weekly vocabulary objectives. While learners are performing tasks, the chatbot can offer immediate strategic suggestions, such as recommending paraphrasing techniques during writing activities. After completing a task, the system can encourage reflection by asking learners to evaluate how well their pronunciation or other skills aligned with their initial goals.

Although AI has significantly benefited language Education and the learners, several critical limitations and challenges persist. According to Li (2024, p.32) *"Chatbot's advanced text-generation abilities enable it to produce detailed and context-appropriate responses based on the prompts it receives, For example, when asked to "write an essay in Old English," it can generate a complete essay"*. While this capability is useful, it also creates the risk that students may depend on ChatGPT to complete their assignments. Such reliance can prevent them from engaging in the learning processes that develop essential language skills and critical thinking.

This means that learners may have overreliance on AI tools. Consequently, building on the previous studies, Artificial Intelligence has evolved from a conceptual framework to a

transformative force that is reshaping education, specifically language learning. It suggests that AI has a significant contribution to learners' speaking, writing and autonomy. Moreover, it reduces anxiety through using AI conversational partners. However, overdependence on these technologies may gradually diminish the cognitive abilities of learners. Therefore, this chapter provides a foundation for the next, which will focus on ChatGPT voice interaction and AI-mediated oral communication.

1.4 ChatGPT Voice Interactions

1.4.1 Overview of ChatGPT developed by OpenAI

The advancement in the development of AI nowadays has become increasingly noticeable in recent years. In this regard, Mabuan (2024) explains that one notable development in this area is ChatGPT, an AI language model developed by OpenAI. ChatGPT is designed to simulate human-like conversations and generate text-based responses based on user input. The integration of ChatGPT in ELT holds promise for transforming language learning and teaching practices. Nevertheless, despite these advancements, the effectiveness of such tools depends on how they are used within educational settings.

According to Chua and Annamalai (2025, p.276) *"OpenAI launched a Large Language Model (LLM) called ChatGPT in November 2022, it is sponsored by Microsoft company .And following the success of the previous model , OpenAI released another version called GPT-4 in March 2023"*. Moreover, Salsabil et al (2025) added that ChatGPT has rapidly gained traction as a conversational partner in educational settings.

Furthermore, the use of this technology requires effective prompting strategies. In this regard, Celik *et al.* (2025) noted that ChatGPT's voice-oriented prompts in the conversation mode have expanded in language learning contexts, particularly in helping learners to develop their confidence in speaking skills. In this context, Al-khresheh (2025, p.25) described

ChatGPT as a prominent example of conversational AI that enables speech-based interaction; this suggests that the misuse of prompts may negatively affect the learning process.

1.4.2 AI-mediated Oral Interaction

Voice-based interaction in AI tools has shown notable potential in improving speaking proficiency. Tools such as Google Assistant, Siri, and more recently, ChatGPT with voice integration, allow learners to simulate real-time conversations in English. (Salsabil et al, 2025). According to Maharani et al. (2025) based on Long's (1996) Interaction Hypothesis, which asserts that language acquisition appears via the negotiation of meaning in interactions. ChatGPT facilitates the generation, reception, and modification of input through continuous dialogue, by providing a platform for learners.

This implies that language learning requires interaction and predictable context. Moreover, the conversational partners need to change the speech and adjust it according to the learners' level to maintain a successful learning process. In this regard , Krashen (1982, p.193) stated that "*If meaning is successfully negotiated, if the conversational partner is able to adjust his speech, use extra-linguistic information and context, and if the acquirer has enough linguistic competence and can regulate the quality of input, the input provided in conversation will be comprehensible*". This raises a question of how AI conversation partners can mimic the extra-linguistic features which are necessary to an understandable and clear communication.

However, AI-mediated speaking practice eliminates social pressure, fear of embarrassment, and the risk of negative peer evaluation. Studies indicate that AI-based speaking partners significantly lower learners' affective filter, enhance self-efficacy, and encourage risk-taking in language use (Balla & Valdiviezo Ramírez, 2025). Based on these findings, it implies that AI conversational partners are interactive tools that enhance learners' oral proficiency, reduce their anxiety and increase their confidence. However, AI tools as

conversational partners lack the use of extra-linguistic features to accurately interact with the users.

1.4.3 Previous Studies on AI and Speaking Fluency

Many studies have explored the impact of AI on learners' speaking fluency. This section examines key studies focusing on AI-mediated scaffolding and its impact on oral performance.

For instance, Gokcearslan et al (2024) have conducted a systematic review of SSCI indexed studies about the integration of AI chatbots in educational settings, their findings indicate that chatbots enhance learners' motivation, support language skill development, and improve learning performance, additionally, they provide personalized learning experience and immediate feedback. Although the study does not target speaking fluency particularly, these factors are considered essential for improving oral performance, specifically fluency development.

Moreover, Yuliantini (2026) found that students showed a significant increase in speaking scores after AI implementation, and it fills the gap in the Zone of Proximal Development (ZPD) that was successfully bridged by the successful application of the AI-based scaffolding system. These findings align with Vygotsky's theory of ZPD which emphasizes learning through guided support.

Furthermore, Zulianingrum and Manggolo (2025) found that students using ChatGPT significantly outperformed the control group, achieving a mean gain score of 5.13 compared to only 0.93 for traditional methods ($t(28) = 7.22$, $p < 0.001$). These findings collectively underscore that AI integration effectively enhances content clarity, pronunciation, and confidence, providing a robust foundation for fostering EFL speaking competence.

1.5 Research gap

Although the global interest in AI-supported learning has grown, there is a notable scarcity of research on this topic within the context of higher education in Algeria. This has left a gap in understanding how modern AI voice-based technologies, specifically the ChatGPT voice feature, impact the speaking fluency of EFL Master's students. Given the specific challenges faced by the Algerian learner, such as limited exposure to native speakers, and high levels of anxiety when speaking in a foreign language, this study seeks to bridge this gap by exploring the pedagogical potential of ChatGPT as a permanent conversation partner within the Algerian university environment.

Conclusion

This chapter has covered the foundational concepts of speaking and AI. It briefly defined their core roles within the educational system. It showed the potential of AI voice-based tools, and examined some related hypotheses. Furthermore, this review identified a notable gap within the context of Algerian universities. To address this gap, this study seeks to provide a clearer understanding of how ChatGPT voice features can improve EFL learners' speaking fluency through the integration of AI in the classroom application.

Chapter Two

Methodology, Data Analysis and Discussion

Introduction

This chapter outlines the methodology that has been used to conduct the study. It provides a detailed description of the research design, the sampling techniques employed, and the instruments used for data collection. Furthermore, it explains the step-by-step procedures for gathering data and the statistical or thematic analysis used for data analysis to ensure the validity and reliability of the findings.

2.1 Research Design

This study adopts a descriptive mixed-methods approach, combining both quantitative and qualitative data collection. This approach is chosen to explore EFL learners' perceptions towards the use of ChatGPT voice interaction in enhancing speaking fluency. The quantitative elements provide statistical and measurable insights into learners' attitudes, while the qualitative responses offer a deeper understanding of their personal experiences and perceptions.

2.2 Population and sample

The population under consideration comprises a total of 79 students, divided into two groups. In regards to the sample, 53 EFL learners currently enrolled in the first year of the master's level (Master 1) accepted to participate in this study, during the year 2025-2026, at the department of English from Chadli Bendjedid University El-Taref. They were selected using a convenience sampling technique, based on their accessibility and willingness to participate in the research. All the participants study English as a foreign language, and they

have prior exposure to speaking activities. This makes them suitable for exploring their perceptions of ChatGPT voice on enhancing their speaking fluency.

2.3 Data Gathering Tools

In order to consolidate and validate the results, the data collection process is based on the questionnaire, combining both closed-ended and open-ended questions, which allows for cross-verifying the findings from different perspectives to increase the study's reliability.

2.4 Description of the questionnaire

The questionnaire consists of 33 questions, and it is divided into two main parts:

PartI: Closed-ended section (Quantitative data)

The items are grouped into four thematic dimensions:

- a) Perceptions of ChatGPT as a conversation partner
- b) Speaking fluency
- c) Motivation and speaking anxiety
- d) Challenges of using ChatGPT voice tool

This part provides measurable data that can be statistically analyzed to identify learners' attitudes.

Part II: Open-ended section (Qualitative data)

This part provides qualitative data by encouraging participants to share and express their opinions, experience and suggestions.

This design allows gathering statistical results through quantitative data, while capturing the nuanced insights of the participants. Thereby ensure a more comprehensive analysis of the phenomenon.

2.5 Data collection procedure

The data were collected through an online questionnaire, which was done by Google forms platform, and the link was shared with the participants on the Telegram group of Master 1students. The Participants were given clear instructions on how to finish the questionnaire, and they were informed about the purpose of the study. The data were collected over one week.

2.6 Data Analysis

The quantitative data was organized and analysed using Microsoft Excel, however, the qualitative data was analyzed through thematic analysis, involving coding, categorization, and identification of recurring themes.

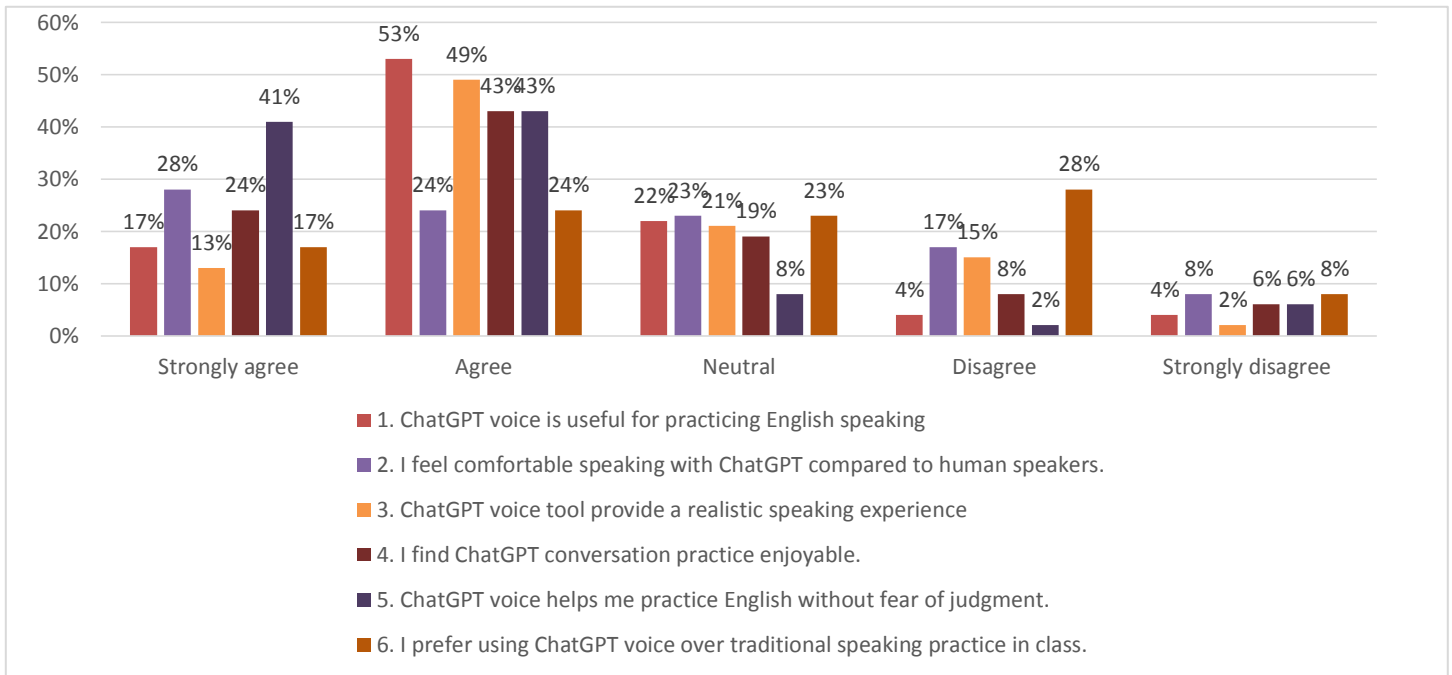
2.6.1 Analysis of the Students' Questionnaire

The students' questionnaire (Appendix A) consists of thirty three (33) questions. A Likert scale points (1-5) were distributed as the following for (29) questions: Strongly agree (1point)/ Agree (2points)/ Neutral (3points)/ Disagree (4points)/ strongly disagree (5 points), and (4) open ended questions.

2.6.1.1 Perceptions of ChatGPT as a Conversational Partner

Figure 2.1

Students' Perception towards ChatGPT Conversation Partner



The questions of the first part of the questionnaire aim to determine students' perceptions and attitudes towards ChatGPT voice for enhancing speaking fluency where the analysis reveals generally positive attitudes across most items.

According to the results presented in figure 2.1, the most positive response was for practicing English without the fear of judgment where (84%) of the participants strongly feel that ChatGPT conversation partner offer a secure learning environment, although, a minor proportion of respondents remained neutral (8%) or disagreed (8%). Furthermore, students positively value the significant experience of the tool, (67%) noting that ChatGPT conversation practice is enjoyable and (70%) agreeing that it is highly useful for practicing English speaking, however, (22%) of them were neutral and (8%) did not find it useful.

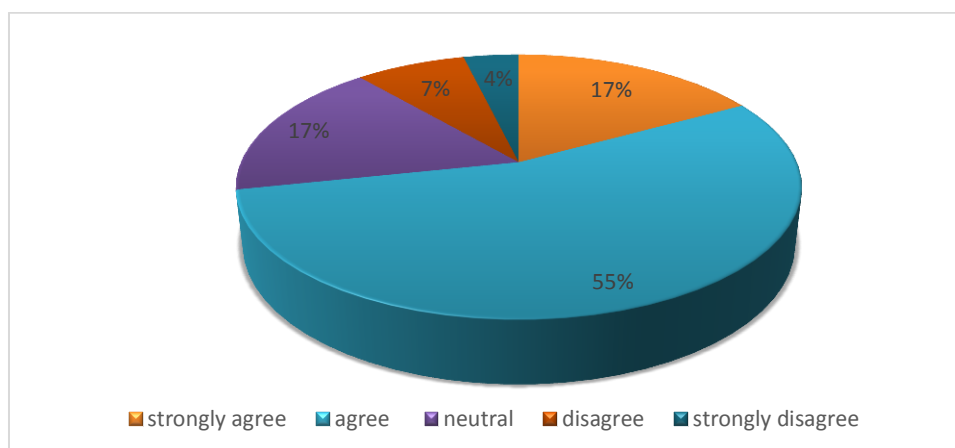
Another aspect that defines ChatGPT conversation experience from its users is the realism and comfort level of the interaction. (62%) of the respondents found that ChatGPT voice tools provides a realistic speaking experience and generally (52%) felt comfortable speaking with ChatGPT compared to human speakers. However, a degree of neutrality and disagreement was noted, specifically, (23%) remained neutral regarding the realism of the experience, and (25%) expressed disagreement about feeling more comfortable speaking with ChatGPT over human interlocutors. Finally, the level of student preference for AI tools over traditional classroom speaking practices. While (40%) of the participants expressed agreement, a remarkable percentage of respondents remained resistant to the use of ChatGPT voice (36%) or entirely neutral (23%).

2.6.1.2 Speaking Fluency Development

Q1. Does ChatGPT as a conversation partner help you speak more fluently with less hesitation?

Figure 2.2

Learners' Perceptions towards Reduced Hesitation and Improved Speaking Fluency



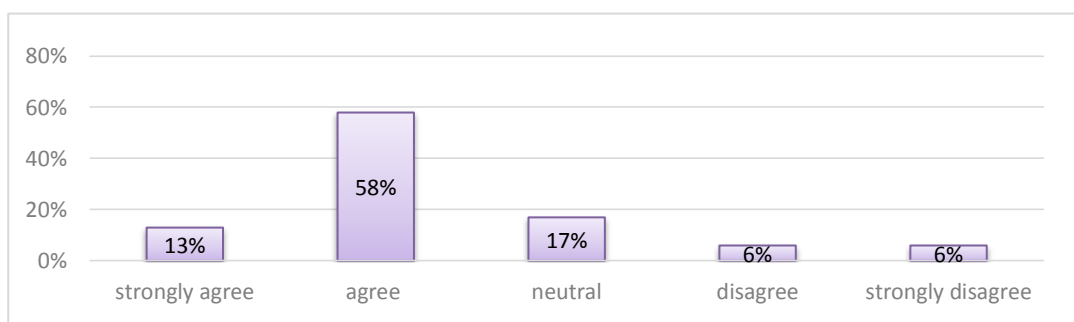
This question aims to understand whether or not speaking to ChatGPT conversation partner helps students improve their speaking fluency and reduce hesitation. As the results

indicate, (17%) of the participants strongly agreed and (55%) agreed that speaking to it helps them to enhance their speaking fluency and to reduce hesitation, while only (11%) believed that it does not help them. However, there are (17%) who remained neutral.

Q2. Did you notice improvement in your speech rate after using ChatGPT voice interaction?

Figure 2.3

Perceived Improvements in Speech Rate after Using ChatGPT Voice.

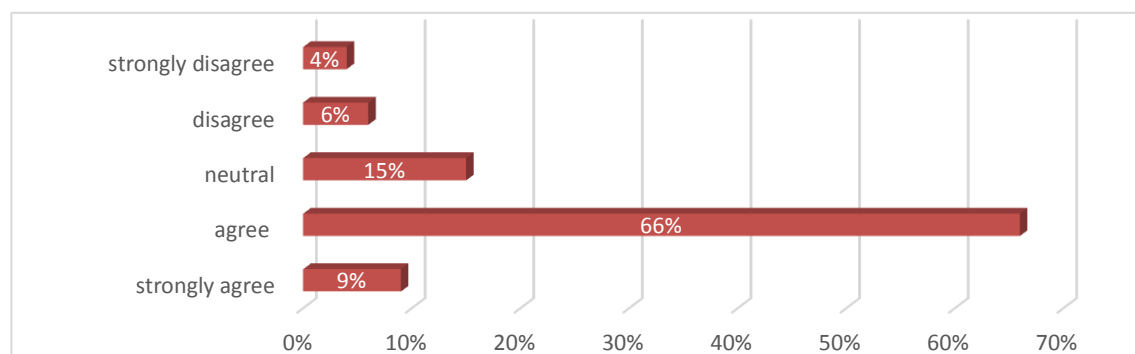


This question aims at showing if students' speech rate has improved after using ChatGPT voice interaction. The majority of the participants (71%) noticed that their speech rate has improved after using ChatGPT as a conversation partner where (13%) strongly agreed and (58%) agreed. However, (12%) of the participants viewed that it did not improve their speech rate, while (17%) did not show any agreement or disagreement.

Q3. Does ChatGPT practice help you organize ideas better when speaking?

Figure 2.4

Perceived Improvements in Idea Organization through ChatGPT Practice.



The purpose of this question is to assess the perceived usefulness of ChatGPT voice tool when practicing speaking, notably in improving a specific cognitive skill, which is idea organization during spoken communication. The results show that the vast majority of respondents (75% when combining "Agree" and "Strongly agree") felt that ChatGPT practice helps them organize ideas better when speaking. Only (10%) disagreed (combining "Strongly disagree" and "Disagree"), while (15%) remained neutral. This indicates a strong positive perception of ChatGPT's usefulness for improving spoken idea organization.

Q4. Do you feel more confident correcting your mistakes while speaking with ChatGPT?

Table 2.1

Enhanced Confidence in Correcting Mistakes during Speaking with ChatGPT voice.

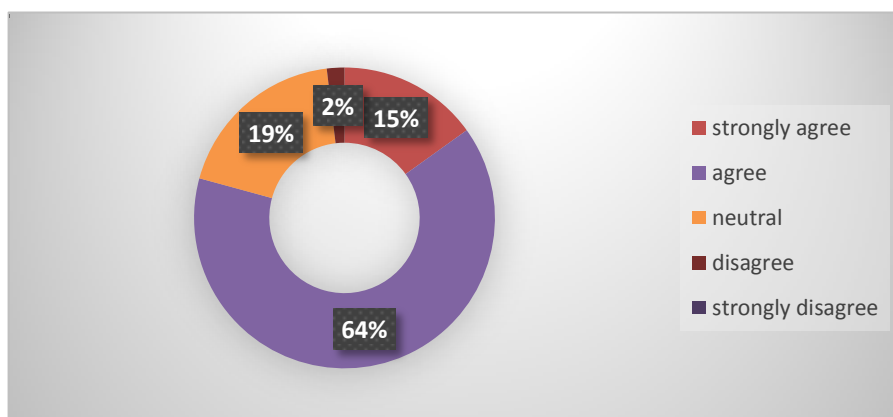
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Percentage	24%	66%	6%	0%	4%

The aim of this question is to determine whether speaking with ChatGPT voice enhances learners' confidence in recognizing and correcting their own speaking mistakes without social pressure or judgment that might come from a human listener. As shown in the table, (24%) of the respondents strongly agreed and (66%) agreed that they feel more confident correcting mistakes while speaking with ChatGPT, making a total of (90%) positive responses. Only (6%) showed neutrality and (4%) strongly disagreed. These results strongly indicate that ChatGPT voice practice provides a low-pressure non-judgmental environment that encourages students to actively notice and fix their spoken errors, thereby boosting their self-confidence in real-time self-correction.

Q5. Does ChatGPT voice interaction improve your ability to find vocabulary quickly?

Figure 2.5

Perceived Improvements in Vocabulary Retrieval through ChatGPT Voice Interaction.



This question aims to discover whether interacting with ChatGPT voice improves students' ability to retrieve and use vocabulary quickly during spoken conversation, which is a key factor in fluency and reducing hesitation while speaking. The results indicate that (19%) of respondents strongly agreed and (64%) agreed that ChatGPT voice interaction enhances their ability to find vocabulary quickly, resulting in a combined (83%) positive response. Meanwhile, (15%) remained neutral and (2%) disagreed. These findings suggest that the majority of the participants experience faster vocabulary access when practicing with ChatGPT.

Q6. Do you use fewer fillers like “hum” or “um” when speaking English now?

Table 2.2

Reduced Use of Fillers like “um” or “uh” during Speaking English after ChatGPT Practice.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Percentage	13%	45%	27%	11%	4%

The aim of this question is to understand whether regular practice with ChatGPT as a conversational partner helps learners reduce their use of fillers (such as "um," "uh," or "hum") when speaking English which is an indicator of improved fluency, reduced hesitation, and greater automaticity in speech production. As shown in Table 2, (13%) of the respondents strongly agreed and (45%) agreed that they now use fewer fillers when speaking English after ChatGPT voice practice, giving a total of (58%) positive responses. Additionally, (27%) remained neutral, (11%) disagreed and (4%) strongly disagreed. While a clear majority reported improvement, the higher neutral and disagreement rates (compared to previous questions) suggest that filler reduction may take more time to achieve or depend more on individual speaking habits and baseline fluency levels.

Q7. Does ChatGPT conversation practice helps you reduce pauses while speaking?

Table 2.3

Reduction of Pauses during Speaking through ChatGPT Conversation Practice.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Percentage	11%	53%	26%	8%	2%

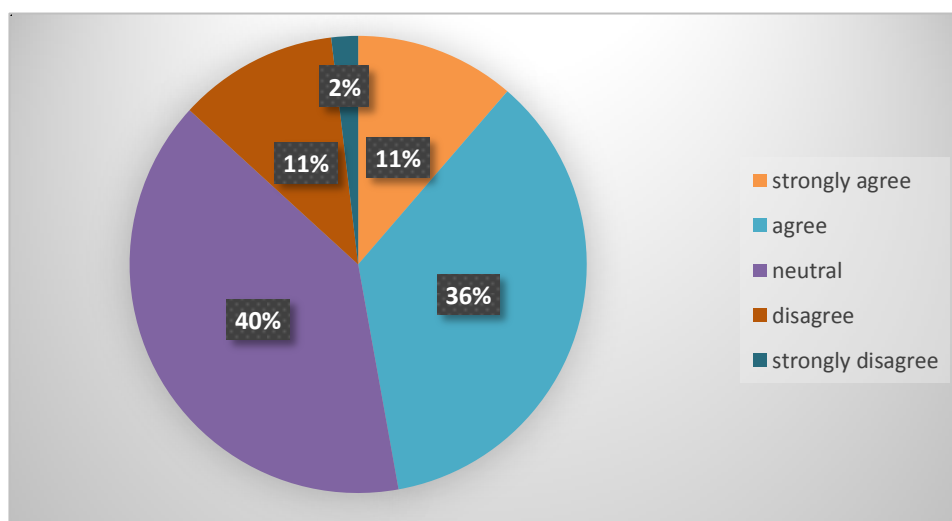
The question aims to examine whether ChatGPT voice practice helps students reduce the frequency or duration of pauses while speaking English, which is a key marker of oral fluency, as excessive pausing often indicates struggle with word retrieval, grammar planning, or overall speaking confidence. The results show that (11%) of the respondents strongly agreed and (53%) agreed that ChatGPT voice interaction helps them reduce pauses while speaking, resulting in (64%) positive responses. However, (26%) remained neutral, which suggests that some of them may not have experienced noticeable changes in pausing behavior, possibly due to individual differences in speaking style or limited practice duration.

Also,(10%) showed disagreement. Overall, the findings support the role of ChatGPTvoice interaction in improving spoken fluency by reducing hesitation gaps.

Q8. Does ChatGPT voice interaction help me use stress and pitch more effectively to express meaning?

Figure 2.6

Improved Use of Stress and Pitch to Express Meaning through ChatGPT voice Interaction.



The purpose is to understand the role of ChatGPT voice interaction in helping learners use prosodic features; specifically stress and pitch more effectively to convey meaning during spoken English, which is essential for natural and expressive communication. As shown in Figure 6, (11%) of the participants strongly agreed and (36%) agreed that ChatGPT voice interaction improves their ability to use stress and pitch effectively, resulting in combined (47%) positive responses. Meanwhile (40%) remained neutral, (13%) did not agree. These results suggest that while nearly half of the users perceive some improvement in prosody, a large neutral group (40%) indicates that many users either did not notice significant changes or may not have focused on stress and pitch during ChatGPT voice practice. Overall, the findings point to moderate but not overwhelming perceived benefits in this area.

Q9. Does your English sound more natural (rhythm, intonation) after practicing with ChatGPT as a conversation partner?

Table 2.4

Perceived Improvements in Natural Rhythm and Intonation in English after Voice Interaction with ChatGPT.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Percentage	19%	47%	21%	11%	2%

The question aims to determine the significance of practicing with ChatGPT voice on how students produce English naturally in terms of rhythm and intonation, both of which are critical for sounding fluent, expressive, and less robotic in real-world communication. As Table 2.4 indicates, (19%) of the respondents strongly agreed and (47%) agreed that their English sounds more natural after ChatGPT practice, resulting in (66%) positive responses. Additionally, (21%) chose neutrality, (11%) disagreed, and (2%) strongly disagreed. These results indicate that a clear majority of users perceive meaningful improvements in the natural flow and melodic quality of their spoken English.

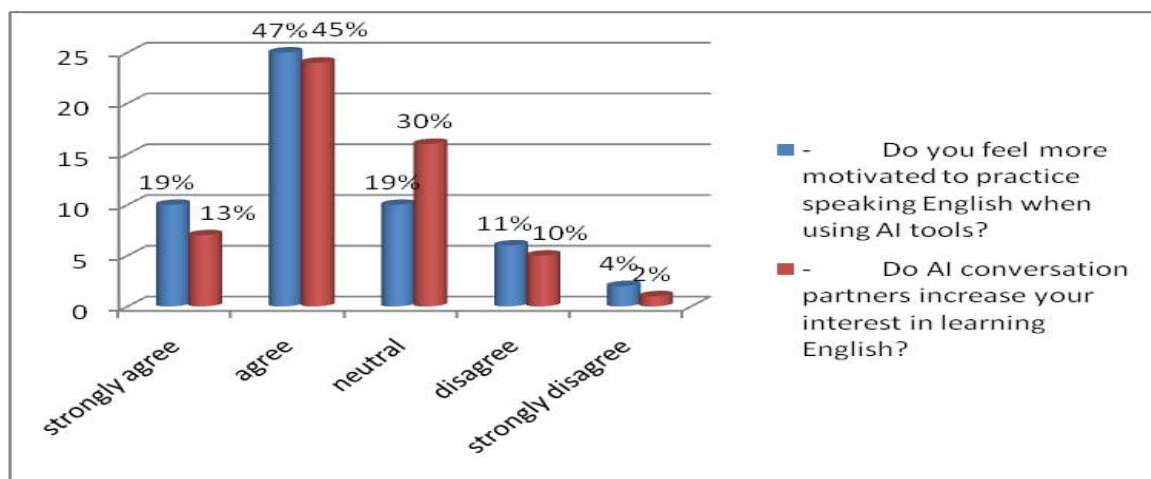
2.6.1.3 Motivation and speaking anxiety

Q1 & Q2:

- **Do you feel more motivated to practice English speaking when using ChatGPT voice?**
- **Does ChatGPT voice increase your interest in learning English?**

Figure 2.7

Increased Motivation and Interest in Speaking English when Using ChatGPT.

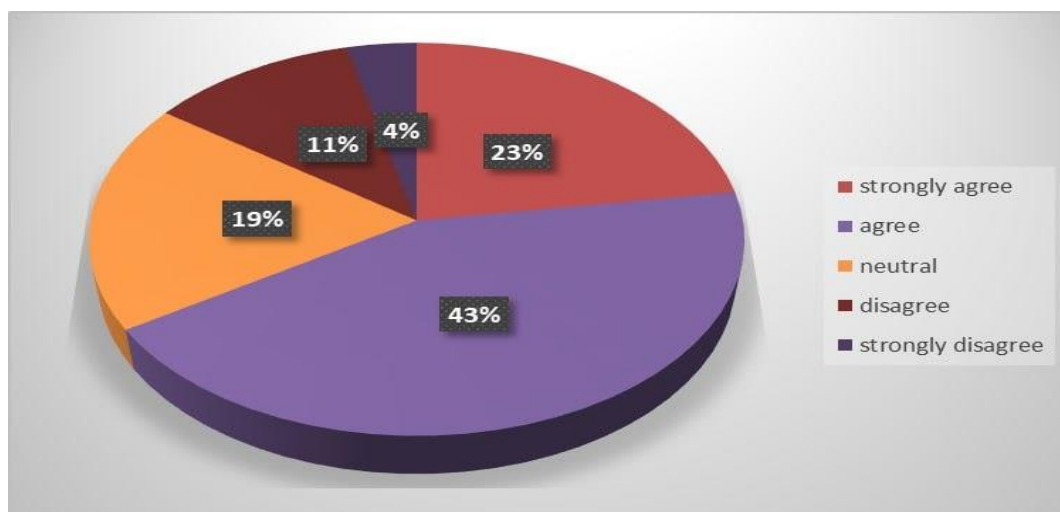


The purpose of these two questions is to explore the influence of ChatGPT conversation partner on EFL learners, whether it enhances students' motivation and interest to practice speaking English. The results indicate that a significant majority of the participants agreed (47%) and strongly agreed (19%) that they feel more motivated to practice speaking English when using ChatGPT voice, compared to only (15%) who expressed disagreement, while (19%) remained neutral. For the interest, (58%) of the respondents - combining those who agreed (45%) and strongly agreed (13%)-, confirmed that ChatGPT practice increase their interest in learning English, however, (30%) showed their neutrality. Moreover, (10%) of them disagreed and (2%) strongly disagreed.

Q3: Do you feel more relaxed and less anxious when practicing English speaking with ChatGPT compared to human?

Figure 2.8

Learners' Anxiety and Relaxation in ChatGPT Voice Interaction.

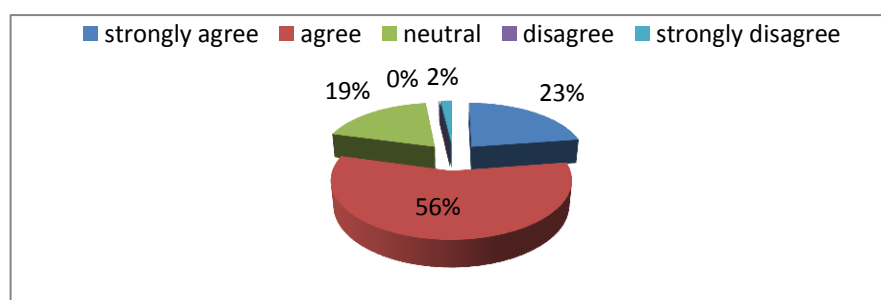


This question aims to assess whether interacting with ChatGPT voice helps reduce foreign language speaking anxiety and fosters a more relaxed learning environment for practicing oral skills compared to human interlocutors. The findings revealed that a combined majority of (66%) of the participants agreed (43%) and strongly agreed (23%) that practicing speaking with ChatGPT voice lowers their anxiety and heightens the environment relaxation. (19%) of them, however showed neutrality, while the remaining (15%) combined those who disagreed and strongly disagreed.

Q4: Does ChatGPT practice reduce your fear of making mistakes in English?

Figure 2.9

Learners' Fear of Making Mistakes while Practice English Speaking with ChatGPT Voice.

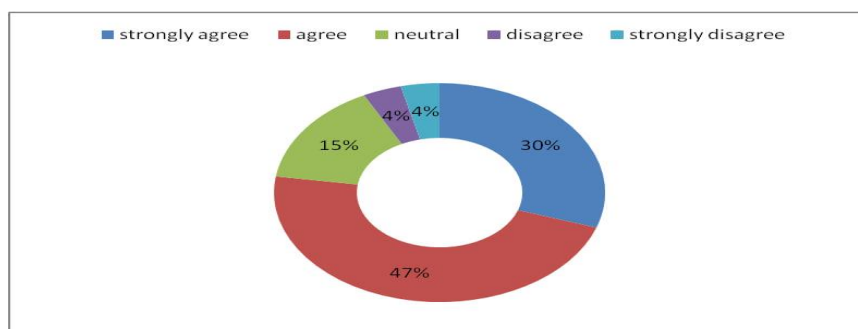


The aim of this question is to measure whether practicing with ChatGPT provides non-judgmental environment that helps reduce foreign language anxiety, particularly the fear of making errors and mistakes, which is a well-documented barrier to achieving oral fluency. The results illustrated in Figure 2.9 revealed a substantial majority of the respondents (79%) combining those who agreed (56%) and strongly agreed (23%) that utilizing ChatGPT voice helped them reduce the fear of making mistakes while speaking English, however, only (2%) of the participants strongly disagreed with the statement, while (19%) of them remained neutral.

Q5: Does using ChatGPT conversation partner encourage you to speak English more frequently?

Figure 2.10

Participants' Responses to the Influence of ChatGPT Voice on Speaking Frequency.

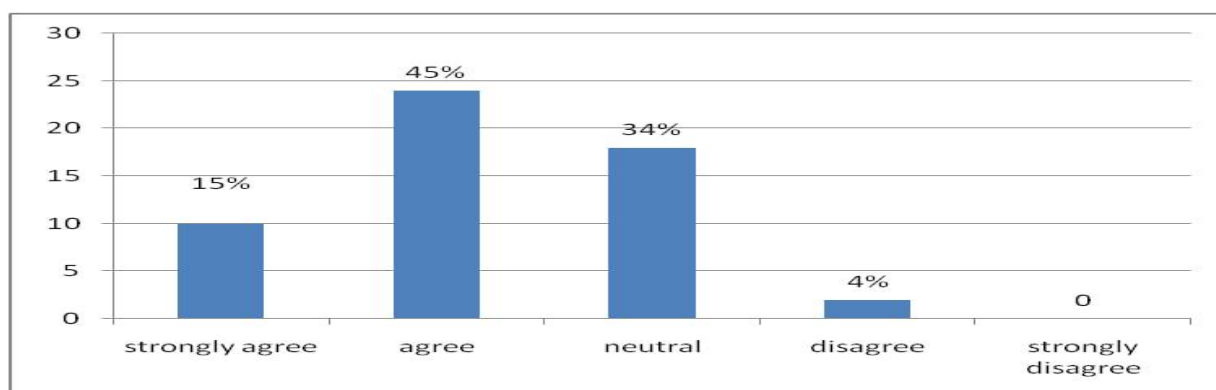


This question aims to explore whether or not interacting with ChatGPT voice encourages EFL learners to practice speaking more frequently. As shown in Figure 10, the vast majority of the participants agreed (47%) with the statement, while (30%) strongly agreed, and (15%) of the respondents expressed their neutrality. Only a very small percentage of students showed disagreement, with an equal share between “disagree” and “strongly disagree” (4%).

Q6: Does Using ChatGPT voice make you feel you can become a fluent English speaker in the future? (The "Ideal L2 Self")

Figure 2.11

Students' Perceptions of ChatGPT voice in Developing their Ideal L2 Self and Future English Fluency.



The aim of this question is to determine how interacting with ChatGPT voice shapes the Ideal L2 Self of the learners and fosters their confidence in becoming fluent speakers of English in the future. The findings displayed in Figure 2.11 shows that nearly half of the participants (45%) agreed that ChatGPT makes them feel they can achieve future English fluency, while (15%) Strongly agreed, moreover, an interesting number of the respondents remained neutral (34%), in contrast, an equal share of “disagree” and “strongly disagree” has been shown by the students (4%).

2.6.1.4 Challenges of Using ChatGPT as a Conversational Partner

Figure 2.12

Challenges Faced Students when Using ChatGPT Voice Interaction

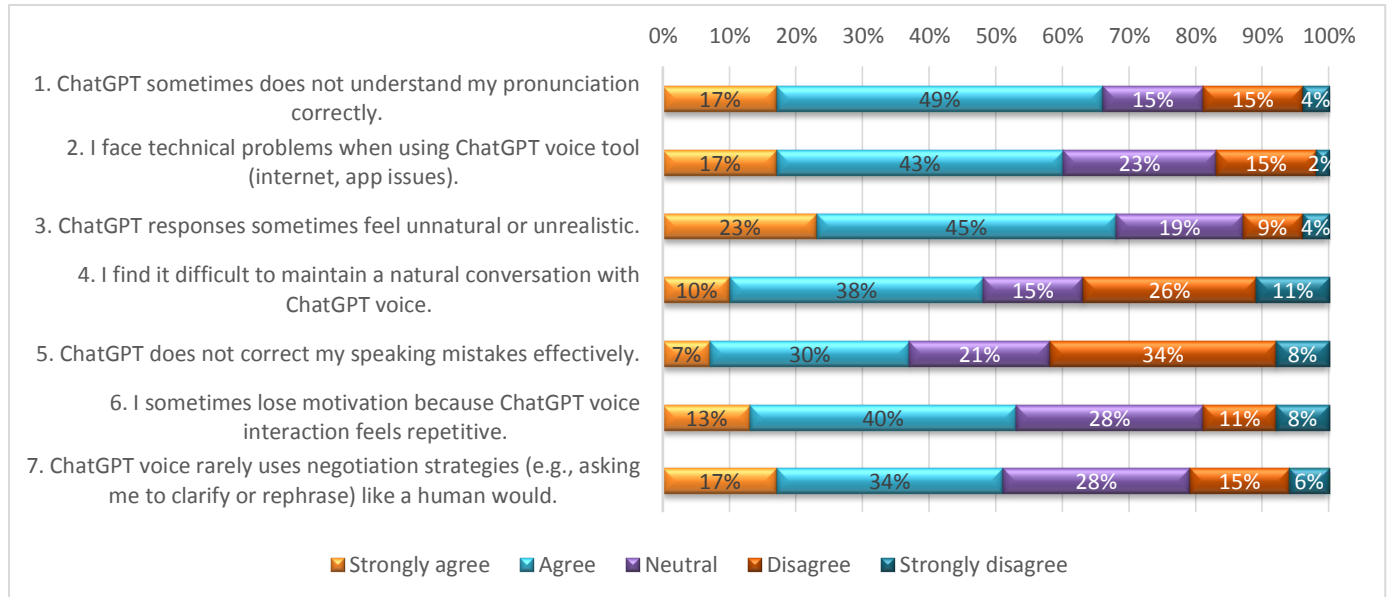


Table 2.5

The Ratio of Challenges Faced Students when Using ChatGPT Voice Interaction.

<i>Items of the Last Dimension</i>	$\bar{x}$
1. ChatGPT sometimes does not understand my pronunciation correctly.	2.40
2. I face technical problems when using ChatGPT voice tool (internet, app issues).	2.42
3. ChatGPT responses sometimes feel unnatural or unrealistic.	2.26
4. I find it difficult to maintain a natural conversation with ChatGPT voice.	2.92
5. ChatGPT does not correct my speaking mistakes effectively.	3.04
6. I sometimes lose motivation because ChatGPT voice interaction feels repetitive.	2.60
7. ChatGPT voice rarely uses negotiation strategies (e.g., asking me to clarify or rephrase) like a human would.	2.58

This part of the questionnaire identified several challenges students encounter when using ChatGPT voice for English speaking practice. The most significant is that AI responses

feel unnatural or unrealistic (item 3, $\bar{x}$ = 2.26). However, (19%) of the participants remained neutral and (13%) believed that it feels unrealistic. The second major challenge was ChatGPT's failure to understand pronunciation correctly (item 1, $\bar{x}$ = 2.40), where (66%) of learners reported frequent misrecognition of their speech but (19%) did not face such problem.

Additionally, the participant students revealed that they encounter technical problems such as internet connectivity or app issues, acknowledging that such disruptions interfere with their practice (item 2, $\bar{x}$ = 2.42), where (23%) chose to be neutral and (17%) disagreed.

Furthermore, Moderate challenges including ChatGPT voice's rare use of human-like negotiation strategies, such as asking for clarification or rephrasing (item 7, $\bar{x}$ = 2.58), with just over half of the participants noting this limitation while (28%) showing their neutrality and (21%) noting the opposite. Moreover, learners sometimes lose motivation because ChatGPT voice feels repetitive (item 6, $\bar{x}$ = 2.60), but (21%) believed in the opposite and (28%) did not choose any side. In contrast, difficulty maintaining a natural conversation with ChatGPT was less strongly perceived as a problem (item 4, $\bar{x}$ = 2.92), as (37%) disagreed or strongly disagreed with this statement.

The least pressing issue was ineffective correction of speaking mistakes (item 5, $\bar{x}$ = 3.04), the only item where the average leaned toward disagreement, with (42%) of students feeling that ChatGPT does not correct their errors effectively and (21%) remaining neutral.

Part two (Thematic Analysis)

Q1: What do you like most about using AI conversation partners for speaking practice?

Students talked about what they liked while practicing English speaking with ChatGPT. Three main themes derived from their responses:

Theme1: No Fear of Judgment and Low anxiety

The majority of participants said they loved talking to ChatGPT, because they are not being judged. This makes them feel safe and less anxious, especially when they make mistakes unlike speaking to human as some participants mentioned:

Participant 2 stated: *“I like the fact that it is more flexible and easier to speak to, more than a human because I have anxiety”*.

Participant 5 noted: *“I can be less anxious because Ai does not judge the same as a human”*.

Participant 16 reported: *“I like sharing interest and talking without the fear of judgement”*

Theme 2: Accessibility and Availability

Students reported that they really liked that ChatGPT voice is always accessible and available. They do not need to wait for anyone or look for a human partner; they can open the app and start talking whenever they want. As participant 6 stated: *“I feel no pressure, it is always available, it gives an instant feedback and it easy to practice anytime”*.

Participant 3 noted: *“I like the fact that I can use AI whenever I want so I do not have to ask or wait for a teacher because he makes me feel anxious”*.

Theme 3: Instant Feedback

Respondents liked that ChatGPT corrects them instantly, which helps them learn from their mistakes immediately. They also liked that they can customize the conversation. As reported by some students:

Participants 17: *“I like about using ChatGPT ... the immediate feedback I receive”*.

Participant 22: *“I can practice anytime without worrying about making mistakes or feeling judged ... and gets immediate feedback which makes it easier to improve consistently.”*

Q2: In what specific ways do you feel your speaking fluency has improved?

Students reported that their speaking has improved, and they agreed on three clear components, they are divided into three themes as follows:

Theme 1: Linguistic Repertoire Expansion

Students responded that they got more vocabulary and could remember more words much faster while talking without stopping to think for a long time. As participant 9 stated: *“In a good way actually I used to be afraid of not finding words but now it just comes right away”*.

Participant 8 noted: *“Via using ChatGPT voice constantly, I enriched my vocabularies, gained more knowledge about certain fields which cultivated my critical thinking skills and creativity, made me more confident in speaking for an extended period of time.”*

Theme 2: Less Pauses and Hesitations

Respondents answered that they produce longer and continuous speech, their pauses were reduced and also the hesitations and the use of fillers has been improved while talking to ChatGPT. As participant 8 stated: *“I make short pauses.”* And participants11 added: *“I do not hesitate and pause much and I become more automatic”*. Moreover, participant 27 noted: *“Less hesitation, fillers and pauses.”*

Theme 3: Naturalness and Confidence Boosting

Learners reported that they felt comfortable, and their confidence has increased. Additionally, their speaking becomes more natural and automatic. As participant 33: *“I felt better than before, my confidence has boosted, I can use the language more naturally now without fears”*.

Q3: What difficulties do you face when using AI voice tools?

Even though students showed they benefited from ChatGPT, they faced many difficulties and challenges when it.

Theme 1: Accent' Misunderstanding

The biggest problem that faced the participants was that ChatGPT sometimes failed to understand their pronunciation and accent which leads to the cut-off of the flow of the ideas and conversation. As participant 23 mentioned: *"Sometimes ChatGPT misunderstands my pronunciation or accent, which can interrupt the flow of conversation"*. Another participant 21 stated: *"ChatGPT sometimes misunderstands my words or accent"*.

Theme 2: Interruption and Fast Answering

Another obstacle that faced the students is that ChatGPT keep interrupting them and speaks before they finish their ideas or speech. Participant 53 stated: *"sometimes I did not finish my sentence and ChatGPT starts talking and responding"*. Moreover, participant 19: *"sometimes it is difficult for ChatGPT to understand my points , misinterpreting my spellings, it might take time to process what I said and then respond and sometimes vice versa , answering very fast without enabling me to complete my ideas."*

Theme 3: Robotic speaking and feeling

Many students mentioned that they felt like the answers were prepared and scripted, with a cold and unnatural tone. This makes the process hard to the users to experience a human-like conversation. As participant 45 reported: *"sometimes it stucks and feels so robotic and I ask myself who am I even talking to, it feels like all of the answers from ChatGPT are already prepared and are just put there ."* And the participant 25 noted: *"I feel that the conversation feels a bit slow or robotic."*

2.7 Discussion of the Main Findings

Analyzing students' questionnaire has revealed many results about the significance of using ChatGPT voice interaction for the development of EFL learners' speaking fluency. The results indicate that students hold generally positive attitudes towards ChatGPT voice as it lowers their anxiety and increases their motivation. They also reported significant improvements across multiple fluency components. However, the findings also identified significant challenges that will be discussed later. Based on the results gained from this study, the research hypotheses suggested in the beginning of this dissertation can be proved or rejected.

The results strongly support the three research *hypotheses*. The **first hypothesis** stated that EFL students perceive the use of ChatGPT voice positively as a useful and accessible tool for practicing English speaking. This *hypothesis* is confirmed, as proved by the positive results and students' responses consistently emphasize accessibility and low pressure, with (78%) agreeing that it helps them practice English without fear of judgment. These results show that the reduced anxiety is related to the non-judgmental environment, which is an obstacle to speaking practice for many EFL learners as supported by what participant 18 noted: *"no judgment, gentle feedback, feeling at ease, more privacy, can understand my thoughts more than humans do."*

Participant 5: *"no pressure, always available, instant feedback, and easy to practice anytime."*

However, the results regarding students' preference for ChatGPT over traditional classroom practice suggest that despite recognizing the benefits of ChatGPT for comfortable practice, students still value human interaction for language learning. Participant 23, to illustrate, has honestly stated: *"I prefer a conversation with a human"*. ChatGPT should therefore be viewed as a complementary tool rather than a substitute for human interlocutors.

Students also reported strong motivational and influential benefits, such as anxiety reduction, increased motivation, and WTC. Additionally, (79%) reported that ChatGPT voice interaction reduce their fear of making mistakes in English when practicing with it compared to human interlocutors. Consequently, it lowers their fear of judgment and reduces anxiety. This aligns with Krashen' affective filter hypothesis (1985), where he proposed that anxiety, low self-confidence, and lack of motivation create a "mental block" that prevents learners from processing comprehensible input. As participant 1 said: *"I like the fact that it is more flexible and easier to speak with more than a real human because I have anxiety"*. And participant 40 stated: *"I like it because I can practice speaking freely without feeling embarrassed or anxious."*

Regarding the Ideal L2 Self, (60%) of students agreed that AI makes them feel they can become fluent English speakers in the future. This finding supports Dörnyei's (2009) concept that a clear vision of oneself as a fluent speaker is a powerful motivator for language learning.

The **second hypothesis** stated that EFL students believe that ChatGPT voice interaction improves specific aspects of speaking fluency, including increased confidence, smoother speech flow, fewer pauses or hesitations, and vocabulary retrieval. This *hypothesis* is confirmed, with (66-90%) of the students reporting improvements across all dimensions. A substantial majority of students reported improvements in speech rate and vocabulary retrieval and organizing ideas. This suggests that ChatGPT practice facilitates lexical access which is a crucial component of cognitive fluency. Participant 4 explained: *"I can express my ideas more easily now, speak faster without overthinking, and make fewer mistakes."*

Furthermore, the participant students reported significant improvements in reducing pauses and hesitations while speaking, and also using fewer fillers. Participant 10 wrote: *"I speak nonstop with ChatGPT, I think it is good for me to create long sentences and relate them, I feel I can talk more and more."*

Participant 33 confirmed: *"I used to pause a lot, speaking with ChatGPT solved this issue definitely."*

Moreover, (90%) of the participant students reported that they feel more confident correcting their mistakes while speaking with ChatGPT. Participant 7 wrote: *"Better flow, fewer pauses, quicker responses, improved pronunciation, and more confidence"*. This finding suggests that ChatGPT acts as a supportive interlocutor that enables learners to perform beyond their current ability.

Results for prosodic features were more moderate. While (66%) agreed that their speech sounded more natural in rhythm and intonation, (47%) agreed that ChatGPT improved their use of stress and pitch, the high percentage of neutral responses was (40%). This suggests that students do not consciously focus on these aspects during ChatGPT practice, because prosody is often acquired implicitly, unlike vocabulary or grammar, which explicit knowledge domains are. In addition, current AI voice technology may not provide sufficient feedback on prosodic features.

Third hypothesis stated that EFL students face challenges when using ChatGPT conversation tool for speaking practice, including technical issues, limitations in ChatGPT's ability to understand accents or provide natural conversation, and concerns about overreliance. This *hypothesis* is confirmed, with (51-68%) of the participant students reporting challenges related to unnatural responses, pronunciation misrecognition, technical problems, repetition, while concerns about overreliance appeared less frequently than anticipated, appearing primarily in suggestions rather than reported difficulties.

Moreover, the findings indicate that ChatGPT rarely uses strategies like asking for clarification or rephrasing (item 7⁻ = 2.58) which represents a significant theoretical limitation of current technology. Participant 17 noted, *"Sometimes ChatGPT does not understand my*

speech correctly, my intention to say something but it understands something else". As clarified in Long's (1996) Interaction Hypothesis, negotiating meaning is important for language acquisition and learning, because learners and interlocutors need to clarify, readjust utterances, and struggle to maximize mutual understanding.

Conclusion

This chapter has presented the methodology, data analysis, and discussion of the findings of the present study. The study adopted a descriptive mixed-method approach using a questionnaire as a data collection tool, which was submitted to 53 Master 1 EFL students at Chadli Bendjedid University who used ChatGPT voice interaction. The findings revealed that students had positive attitudes and perceptions of ChatGPT as a conversational partner, reporting improvements in speaking fluency, increased motivation, and reduced anxiety. However, several challenges were also identified, including unnatural responses and pronunciation misrecognition. The interpretation of the discussed results proved that the three put forward *hypotheses* are valid and answer the research questions.

Chapter Three

Recommendations and Suggestions

Introduction

The purpose of this study was to explore EFL learners' experiences using ChatGPT as a conversation partner for speaking practice. Based on the findings presented in Chapter 2, the majority of the participants value ChatGPT voice tool for its high flexibility, availability, low-pressure, and non-judgmental environment, which significantly reduces foreign language speaking anxiety. However, some technical barriers such as turn-taking interruptions, accent misinterpretation, and robotic responses persist.

To benefit from the potential of AI in ELT and based on the last question that was asked for further suggestions, the following recommendations are offered for pedagogy, AI development, and future academic research.

3.1 Pedagogical Recommendations (For Educators & Institutions)

3.1.1 Integrate ChatGPT as a "Low-Stakes" Pre-Task Scaffold (for policy makers)

The data indicates that students use ChatGPT to alleviate speaking anxiety and "train their tongue" before facing real-world interactions. Policy makers should officially integrate ChatGPT voice in the curriculum as a low-stakes preparation tool before in-class debates or presentations to make the learning environment active. Educational systems can boost student confidence, ensuring smoother, more active participation during face-to-face classroom sessions, by encouraging anxious students to practice with ChatGPT conversation partner first. As participant 18 stated: *"When using ChatGPT, I feel like I have plenty of time to self-correct and I do not need to rush or be afraid to be judged or evaluated"*.

3.1.2 Training students on ChatGPT prompting (for teachers)

Language teachers should train students on how to systematically give prompts to ChatGPT like how to access the voice feature or how to initiate conversations. This shifts the student from a passive user to an active controller of their learning environment.

Several participants noted frustrations with ChatGPT giving "too general feedback" or failing to sound natural unless prompted repeatedly. For instance, participant 9 noted: *"ChatGPT voice tool could better improve speaking fluency by offering more natural, unpredictable conversations, giving focused and clear feedback (not too much at once), and adapting to the learner's weaknesses over time"*.

3.1.3 Techniques for Enhancing English Fluency (for students)

To benefit from ChatGPT voice for developing English speaking fluency, EFL students should establish a regular, consistent practice program for at least 10 minutes a day and diversify the learning process by exploring new topics and try new roles as participant 11 noted: *"ChatGPT can help improve speaking fluency by daily practice in different topics and levels"*. Additionally, participant 44 reported: *"Repetitive conversation with ChatGPT voice can improve speaking fluency"*. Learners can improve their pronunciation and rhythm through repetition and shadowing techniques, while taking advantage of the non-judgmental environment to make mistakes with complex language without anxiety.

3.1.4 Foster Autonomous Learning Habitats (for institutions)

Universities should establish independent "AI Speaking Labs" or select a list of trusted, free voice applications within the syllabus. Assignments can include submitting a screen recording of at least 10 minutes autonomous ChatGPT based on weekly themes for example; travel, daily routine. Students expressed their needs to practice without waiting for a teacher

or native speaker. As participant 3 stated: *“I like the fact that I can use ChatGPT whenever I want, so I do not have to ask or wait for a teacher, because he makes me feel anxious”*.

3.1.5 Technical and Design Recommendations (for AI developers)

Based on the responses of the participants, many difficulties have been reported, for example cross-talk, lack of nuance, and cost barriers. AI developers should prioritize the following upgrades:

a. Premature Interruption: as participant 53 reported: *“Sometimes I did not finish my sentence and ChatGPT starts talking and responding”*. ChatGPT speaks before the student finishes his thoughts and mispronounces accents of non-native speakers as noted by participant 23: *“Sometimes ChatGPT misunderstands my pronunciation or accent, which can interrupt the flow of conversation”*. So it should be developed to recognize the non-fluent pauses and accents. Therefore, it allows the user to finish their sentences without being cut off.

b. General Corrections: participant 50 noted: *“they could give more detailed pronunciation feedback. Instead of just saying a word is wrong, it would help to show exactly which sound is incorrect and how to fix it, like stress or intonation”*. ChatGPT merely says a phrase is wrong without explaining why. To give a diagnostic feedback, the developers should target the accurate pronunciation of ChatGPT voice and highlight specific phonemes, word stress and intonation rather than just focusing on meaning and mispronouncing words.

c. Robotic Tone: participant 26 said: *“there is a small delay after I speak, which makes the conversation feel a bit slow and robotic”*. ChatGPT voice should be moved from a cold robotic tone and pre-prepared answers to an affective computing and humor by adding

emotional intelligence capabilities and entertaining conversations with understanding diverse localized accents to simulate natural human-like interaction.

d. OpenAI's ChatGPT Advanced Voice Mode

To maximize the benefits of this tool, it may be recommended to develop a new model that gather all the recommended features above as a primary pedagogical tool, crucially for anxious and introvert learners, the model should handle conversational interruptions, pauses and hesitations, and providing a psychologically safe environment to stutter and self-correct without any conversational cut-offs. Also, it should be adaptive to the emotional tone and negotiate meaning with the users to make the communication more natural and realistic. As participant 35 suggested: *“By always asking leading questions like “why did you say that?” or “how do you see this?” In addition to the diversity of the given ideas and thoughts is a must”*.

3.2 Recommendations for Future Research

Based on the findings and limitations of the present study which is Exploring the Significance of ChatGPT Voice Interaction in EFL Learners' Speaking Fluency, several recommendations are offered for future research.

- **Experimental Study:** future research should use pre- and post-tests to objectively measure whether learners' perceptions towards the use of ChatGPT voice interaction on enhancing their speaking fluency are statistically significant gains in standardized oral proficiency exams for example IELTS over 6 to 12 months of practice.
- Measuring students' anxiety when talking to AI compared to talking to real people.
- comparing if AI tools help intermediate students more than beginners.
- Exploring how emotional support and rewards in AI apps keep students motivated to practice.

Conclusion

This chapter has presented the pedagogical and practical recommendations derived from the findings of the study. ChatGPT voice interaction can serve as a valuable complementary tool for developing speaking fluency in Algerian EFL classrooms. Recommendations for the educational system were provided as well, along with some suggested practical strategies for teachers to reduce speaking anxiety, encourage student-centered learning, and improve autonomous interaction between learners and technology, moreover, some suggestions were given to AI developers.

General Conclusion

The integration of AI tools in the educational system is no longer a future matter, because it has already been implemented in various learning contexts. It is crucial for both university teachers and students to adapt to these digital innovations. This research aimed to gather insights on the attitudes of learners towards AI conversation partners, specifically ChatGPT voice on improving EFL students' speaking fluency and to find out the challenges they face while talking to it. To reach this objective, this study was conducted with Master 1 students at Chadli Bendjedid University who were assessed verbally for their familiarity with ChatGPT voice interaction feature.

The data was collected using descriptive mixed-methods to answer research questions and prove or reject the put forward hypotheses. The research results revealed highly positive attitudes from participants. They showed a significant improvement in their oral fluency. After practicing consistently and regularly, it helped them speak smoothly, and bring back words faster, especially, because of the non-judgemental environment it provided, as it lowered their affective filter and speaking anxiety, by offering a safe space to practice English speaking. Additionally, the results showed that students were satisfied by talking to ChatGPT as a conversational partner. However, they encountered some challenges such as unnatural responses, accents' misunderstanding, the lack of using negotiation strategies and technical issues.

Based on these results, this research provides a set of recommendations for pedagogy, AI developers and future academic research to pave the way for integrating AI tools into the educational system and EFL curriculum to enhance learners' speaking fluency. Eventually, this study serves as starting point for further research to explore the efficiency of AI in language learning from empirical perspectives.

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Appendices

Student's Questionnaire

Title: AI Conversation Partners: Exploring the Significance of ChatGPT Voice Interaction in EFL Learners' Speaking Fluency.

Dear student,

This questionnaire aims to understand your experiences using ChatGPT as a conversation partner (like ChatGPT voice) for practicing English speaking. Your honest responses will help improve language learning tools. All answers are anonymous and confidential.

Please circle or tick the number that best describes how you feel about each statement.

1. Perceptions of ChatGPT as a Conversational Partner

	Strongly agree 1	Agree 2	Neutral 3	Disagree 4	Strongly disagree 5
1. ChatGPT as a conversation partner are useful for practicing English speaking	☐	☐	☐	☐	☐
2. I feel comfortable speaking with ChatGPT voice compared to human speakers.	☐	☐	☐	☐	☐
3. ChatGPT voice tool provide a realistic speaking experience.	☒	☐	☐	☐	☐
4. I find ChatGPT conversation practice enjoyable.	☐	☐	☐	☐	☐
5. ChatGPT voice tool help me practice English without fear of judgment.	☐	☐	☐	☐	☐
6. I prefer using ChatGPT voice tool over traditional speaking practice in class.	☐	☐	☐	☐	☐

2. Speaking Fluency Development

	Strongly agree 1	Agree 2	Neutral 3	Disagree 4	Strongly disagree 5
1. ChatGPT as a conversation partner help me speak more fluently (less hesitations).	☐	☐	☐	☐	☐
2. I notice improvement in my speech speed after using ChatGPT voice tool.	☐	☐	☐	☐	☐
3. ChatGPT voice practice helps me organize my ideas better when speaking.	☐	☐	☐	☐	☐
4. I feel more confident correcting my own mistakes while speaking to ChatGPT.	☐	☐	☐	☐	☐
5. ChatGPT voice interaction improves my ability to find vocabulary quickly.	☐	☐	☐	☐	☐
6. I use fewer fillers like "uhm" or "um" when speaking English now.	☐	☐	☐	☐	☐
7. ChatGPT conversation practice helps me reduce pauses while speaking.	☐	☐	☐	☐	☐
8. I can better use stress and pitch to express meaning thanks to ChatGPT voice interaction.	☐	☐	☐	☐	☐
9. My English speech sounds more natural (rhythm, intonation) after practicing with ChatGPT.	☐	☐	☐	☐	☐

3. Motivation and Speaking Anxiety

	Strongly agree 1	Agree 2	Neutral 3	Disagree 4	Strongly disagree 5
1. I feel more motivated to practice speaking English when using ChatGPT voice tool.	☐	☐	☐	☐	☐
2. ChatGPT as a conversation partner increases my interest in learning English.	☐	☐	☐	☐	☐
3. I feel less anxious and more relaxed when speaking English with ChatGPT than with	☐	☐	☐	☐	☐

classmates or teachers.

4. ChatGPT voice interaction reduce my fear of making mistakes in English.

☐ ☐ ☐ ☐ ☐

5. Using ChatGPT voice encourages me to speak English more frequently.

☐ ☐ ☐ ☐ ☐

6. The "Ideal L2 Self" – Using AI makes me feel I can become a fluent English speaker in the future.

☐ ☐ ☐ ☐ ☐

4. Challenges of Using AI Voice Tools

Strongly agree 1 Agree 2 Neutral 3 Disagree 4 Strongly disagree 5

1. ChatGPT sometimes does not understand my pronunciation correctly.

☐ ☐ ☐ ☐ ☐

2. I face technical problems when using ChatGPT voice tool (internet, app issues).

☐ ☐ ☐ ☐ ☐

3. ChatGPT responses sometimes feel unnatural or unrealistic.

☐ ☐ ☐ ☐ ☐

4. I find it difficult to maintain a natural conversation with ChatGPT.

☐ ☐ ☐ ☐ ☐

5. ChatGPT does not correct my speaking mistakes effectively.

☐ ☐ ☐ ☐ ☐

6. I sometimes lose motivation because ChatGPT voice interaction feels repetitive.

☐ ☐ ☐ ☐ ☐

7. ChatGPT rarely uses negotiation strategies (e.g., asking me to clarify or rephrase) like a human would.

☐ ☐ ☐ ☐ ☐

Open-ended questions:

1. What do you like most about using ChatGPT as a conversation partner for speaking practice?.....

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2. In what specific ways do you feel your speaking fluency has improved?

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3. What difficulties do you face when using ChatGPT voice tool?

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4. In your opinion, how could ChatGPT voice tool better help you improve your speaking fluency?.....

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