



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Chadli Bendjedid El-Tarf

Faculty of Letters and Languages

Department of English



Exploring the Significance of ChatGPT in Promoting Students' Oral Performance
Case of First Year Students and Teachers of English at Chadli Bendjedid University

Dissertation submitted to the Department of English in Partial Fulfilment of the
Requirements for the Master Degree of English Didactics

Submitted by:

Ms. Ibtissem Boutabia

Ms. Sihem Toudert

Supervised by:

Mrs. Hanifa Zarzouni

Board of Examiners:

President: Dr. Medjabra	MAA	University of Chadli Bendjedid El-Tarf
Supervisor: Mrs. Hanifa Zarzouni	MAA	University of Chadli Bendjedid El-Tarf
Examiner: Dr. Allaoui	MAA	University of Chadli Bendjedid El-Tarf

Academic Year: 2024-2025



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Chadli Bendjedid El-Tarf

Faculty of Letters and Languages

Department of English

Exploring the Significance of ChatGPT in Promoting Students' Oral Performance
Case of First Year Students and Teachers of English at Chadli Bendjedid University

Dissertation submitted to the Department of English in Partial Fulfilment of the
Requirements for the Master Degree of English Didactics

Submitted by:

- Ms. Ibtissem Boutabia
- Ms. Sihem Toudert

Supervised by:

- Mrs. Hanifa Zarzouni

Board of Examiners:

President: Dr. Medjabra	MAA	University of Chadli Bendjedid El-Tarf
Supervisor: Mrs. Hanifa Zarzouni	MAA	University of Chadli Bendjedid El-Tarf
Examiner: Dr. Allaoui	MAA	University of Chadli Bendjedid El-Tarf

Academic Year: 2024-2025

Declaration

We hereby declare that this research work, which we submit for assessment of the program of study leading to the award of Master in English Didactics, represents our original work and has not been submitted to another assessment. We also declare that all words and ideas from other works have been appropriately cited and acknowledged.

Students' name:

Signed:

Date:

Students' number:

Dedication

This work is dedicated with love and gratitude to everyone who supported us with their unwavering encouragement and care throughout this academic journey.

To our dear parents, whose sacrifices, values, and prayers have always been a source of strength and inspiration. Your support guided us through every challenge.

To our loving husbands, whose patience, motivation, and presence made this accomplishment possible. Thank you for believing in us.

And to our dear friend Marwa, thank you for your valuable help and support during the course of this work.

With heartfelt appreciation,

Ibtissem & Sihem

Acknowledgement

First and foremost, we express our gratitude to ALLAH for granting us the power and ability to finish this dissertation.

We would like to express our sincere gratitude for our supervisor Mrs Zarzouni Hanifa who did whatever it takes to complete this work. Thank you for your considerable effort, support and constant guidance.

Besides our supervisor, we would like to extend our special thanks to the members of the jury, Dr. Medjabra and Dr. Allaoui, for devoting their time and energy to evaluate this dissertation.

Many thanks go to the first year students and teachers of oral expression who took part in this research of the Department of English at Chadli bendjedid University El-Tarf for their collaboration.

Abstract

Education is continuously influenced by emerging technologies, among which Artificial Intelligence (AI) stands out as a key driver of innovation in the language learning process. Within this scope, the present study investigates teachers' and students' attitudes towards the implementation of ChatGPT, an AI-powered language model, and its impact on developing speaking skills in the context of English as a Foreign Language (EFL) at Chadli Bendjedid University El Tarf. Furthermore, it aims to identify the major oral performance difficulties faced by students and examine how AI tools might help overcome them. To test this hypothesis, a mixed-methods research design was adopted, combining both quantitative and qualitative data. Two data collection tools were employed: a paper-based questionnaire administered to 40 first-year EFL students, and semi-structured interviews conducted with 5 EFL teachers. These instruments aimed to explore students' perceptions of ChatGPT's role in promoting oral performance, and to gather insights from teachers regarding its pedagogical integration and usefulness. Teachers and students perceived ChatGPT as a helpful tool that fosters fluency, reduces anxiety, and facilitates interactive language practice. Most participants expressed positive attitudes towards its use in the classroom and beyond, while a small portion remained neutral or skeptical about its long-term impact. Based on the analysis, the hypothesis was confirmed. The study concludes with a set of recommendations for the effective integration of ChatGPT in EFL speaking instruction and proposes directions for future research.

***Keywords:* ChatGPT, Artificial Intelligence, Oral Performance, EFL Learners, Speaking Skills, Teachers' Perceptions, Students' Perceptions**

ملخص

يُعد التعليم من القطاعات الحيوية التي تحظى باهتمام متزايد نظرًا لدوره في إعداد أفراد ناجحين في المستقبل. من بين الاتجاهات والتقنيات الحديثة التي يُتوقع أن تُحدث تأثيرًا كبيرًا في هذا المجال، نجد الذكاء الاصطناعي التوليدي، ومنه تطبيق شات جي بي تي. تهدف هذه الدراسة إلى استكشاف تصورات الأساتذة والطلبة حول استخدام شات جي بي تي وأثره في تطوير مهارات الأداء الشفهي لدى متعلمي اللغة الإنجليزية كلغة أجنبية في جامعة الشاذلي بن جديد – الطارف. كما تسعى إلى تسليط الضوء على أهم الصعوبات التي يواجهها الطلبة في تحسين مهارات التحدث، ودور شات جي بي تي في معالجتها. لتحقيق أهداف الدراسة، تم اعتماد منهج مختلط يجمع بين الأسلوب الكمي والنوعي. تم جمع البيانات من خلال استبيان ورقي وُرِّع على أربعين (40) طالبًا من السنة الأولى، بالإضافة إلى مقابلات شبه منظمة مع خمسة (5) أساتذة من قسم اللغة الإنجليزية. أظهرت النتائج أن معظم الطلبة يجدون صعوبة في الأداء الشفهي، خاصة من حيث النطق والطلاقة، ويعتبرون شات جي بي تي أداة فعالة لتحسين قدراتهم اللغوية من خلال توفير فرص ممارسة غير مقيدة وملاحظات فورية. من ناحية أخرى، أشار الأساتذة إلى أن استخدام شات جي بي تي قد يُسهم في تعزيز التفاعل لدى الطلبة، لكنه يحتاج إلى توجيه تربوي مناسب لتحقيق الاستفادة المثلى. بناءً على هذه النتائج، توصلت الدراسة إلى أن كلاً من الطلبة والأساتذة لديهم مواقف إيجابية تجاه استخدام شات جي بي تي في تطوير المهارات الشفوية، مع ضرورة الأخذ بعين الاعتبار بعض التحديات المتعلقة بالدقة اللغوية والسياق الثقافي. واختتمت الدراسة بتقديم مجموعة من التوصيات التي قد تُساعد في تحسين توظيف الذكاء الاصطناعي في تعليم اللغات، بالإضافة إلى اقتراحات لأبحاث مستقبلية الكلمات المفتاحية: شات جي بي تي ، الذكاء الاصطناعي، الأداء الشفهي، متعلمو اللغة الإنجليزية كلغة أجنبية، مهارات التحدث، تصورات الأساتذة، تصورات الطلبة.

Table of Contents

	6
Dedication	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
ملخص	vii
Table of Contents	viii
List of Tables	ix
List of Figures	x
List of Abbreviations	xi

Chapter One

Introductory Chapter

Introduction	1
Statement of the Problem	1
Research Questions	2
Research Hypotheses	3
Aims of the Study	3
Significance of the Study	3
Research Design	4
Method	4

	7
Participants	4
Data Gathering Tools	4
Structure of the Dissertation	4
Conclusion	5

Chapter Two

Literature Review

Introduction	6
Section 1: Oral performance	6
Overview of Oral Performance in Foreign Language Learning	6
Definition of Speaking	7
Elements of Speaking	7
Vocabulary	7
Grammar	8
Pronunciation	8
Fluency	9
Accuracy	9
The Importance of Oral Performance in foreign language learning	9
Types of Speaking	11
Face-to-Face Speaking	11

	8
Interactive Speaking	11
Real-Time Speaking	11
Speaking Challenges in foreign language learning	12
Shyness	12
Reliance on the mother tongue	13
Fear of making mistakes	13
Lack of confidence	13
Strategies for Enhancing Speaking Skills in EFL Learners	14
Communicative Language Teaching (CLT)	14
Discussions	15
Role Play	16
Section 2: The Role of ChatGPT in EFL learning	17
Introduction	17
Definition of ChatGPT	17
The Use of ChatGPT in the EFL Classroom	18
Pedagogical Implementation of ChatGPT in Language Classrooms	19
Related Studies	20
Conclusion	23

Chapter Three**Methodology**

Introduction	24
Research Design	24
Research Approach	25
Sample and Sampling Techniques	26
Population	26
Sample	26
Sampling Techniques	26
Data Collection Tools	27
Data Collection Procedures	28
Description of the Questionnaire	28
Section One: General Information (Questions 1 to 4)	29
Section Two: Perceptions of Oral Performance (Questions 5 to 13)	29
Section Three: Perceptions of ChatGPT for Oral Performance (Questions 14 to 22)	29
Description of the Interview	30
Section 1: General Information (2 questions)	30
Section 2: Oral Skills and the Role of ChatGPT (5 questions)	31
Section 3: Challenges and Support (2 questions)	31

	10
Section 4: Suggestions and Future Use (2 questions)	32
Conclusion	32

Chapter Four

Results

Introduction	33
Analysis of the Questionnaire	33
Analysis of the interview	57
Generating the Main Codes	58
Searching for themes	69
Defining and naming themes	72
Producing the report	74
Conclusion	88

Chapter Five

Discussion

Introduction	89
Discussion of the Research Questions and Hypotheses	89
Discussion of Students' Perceptions of ChatGPT in Enhancing Oral Performance	89
Discussion of Teachers' Perceptions of ChatGPT in Promoting Students' Oral Performance	91
Implications of the Study	94

	11
Limitations of the Study	95
Recommendations for the Research Findings	96
Suggestions for Further Studies	97
Conclusion	98
References	1

Appendices

Appendix A

Students Questionnaire

Appendix B

Teachers Interview

List of Tables

Table 1. Generating Codes from Teachers' Responses to Q2.....	59
Table 2. Generating Codes from Teachers' Responses to Q3.....	60
Table 3. Generating Codes from Teachers' Responses to Q4.....	61
Table 4. Generating Codes from Teachers' Responses to Q5.....	62
Table 5. Generating Codes from Teachers' Responses to Q6.....	63
Table 6. Generating Codes from Teachers' Responses to Q7.....	64
Table 7. Generating Codes from Teachers' Responses to Q8.....	65
Table 8. Generating Codes from Teachers' Responses to Q9.....	66
Table 9. Generating Codes from Teachers' Responses to Q10.....	67
Table 10. Generating Codes from Teachers' Responses to Q11.....	68
Table 11. Generating Themes from the Main Codes.....	69
Table 12. Defining and Naming Themes.....	72

List of Figures

Figure 1. Age Distribution of Participants.....	34
Figure 2. Gender Distribution.....	35
Figure 3. Duration of English Learning.....	36
Figure 4. Self-Assessed Level of Speaking Proficiency.....	37
Figure 5. Students' Self-Reported Confidence in Speaking English.....	38
Figure 6. Students' Perception of Their Fluency in English Speaking.....	39
Figure 7. Students' Responses Regarding Pronunciation Difficulties.....	40
Figure 8. Students' Perceptions About the Need for Speaking Practice.....	41
Figure 9. Students' Feelings of Anxiety During Classroom Speaking.....	42
Figure 10. Students' Ability to Sustain English Conversations.....	43
Figure 11. Students' Perceptions of Technology in Enhancing Oral Performance.....	44
Figure 14. Effect of ChatGPT on Students' Fluency in English.....	48
Figure 15. Students' Opinions on ChatGPT's Feedback on Pronunciation.....	49
Figure 16. Students' Perceptions of ChatGPT in Reducing Speaking Anxiety.....	50
Figure 17. Students' Comfort Level Speaking with ChatGPT Compared to Classmates.....	51
Figure 18. Students' Perceptions of ChatGPT's Role in Expanding Vocabulary for Speaking...	52
Figure 19. Students' Views on the Effectiveness of Using ChatGPT Compared to Traditional Speaking Exercises.....	53
Figure 20. Students' Willingness to Continue Using ChatGPT to Improve Oral Performance...	54

List of Abbreviations

AI: Artificial Intelligence.

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language.

et al: et alia (and others)

e.g: example

LLM: large language model

O E : oral expression

%: Percentage

Chapter One

Introductory Chapter

Introduction

Oral performance is a cornerstone of effective communication and a critical skill in learning English as a Foreign Language (EFL). However, many students face considerable challenges in developing their speaking abilities due to factors such as lack of confidence, limited exposure to authentic interaction, and insufficient feedback. In recent years, the emergence of artificial intelligence (AI) in education has introduced novel ways to support language learning. Among these, ChatGPT, a language model developed by OpenAI, has gained widespread attention for its ability to simulate human-like conversations and offer learners a platform to practice speaking in a low-pressure and interactive environment.

This study aims to explore the significance of ChatGPT in enhancing the oral performance of EFL students. It particularly focuses on students' and teachers' perceptions regarding its implementation in speaking practice. This introductory chapter outlines the research problem, questions, hypotheses, aims, and significance. It also describes the research design and the structure of the dissertation.

Statement of the Problem

In recent years, the development of oral communication skills has become a central focus in English as a Foreign Language (EFL) education worldwide. Speaking proficiency is widely recognized as a critical component for effective communication and academic success. However, learners often face numerous challenges in acquiring fluent and confident oral skills, especially in contexts where classroom time and resources are limited. These difficulties are further

compounded by factors such as speaking anxiety, insufficient practice opportunities, and the lack of immediate feedback during learning sessions.

In the Algerian EFL context, oral communication remains one of the most difficult skills to master for both students and educators. Many students struggle with fluency, pronunciation, and spontaneous interaction due to limited classroom speaking opportunities, anxiety, and lack of real-time feedback. Traditional teaching methods often fall short in addressing these challenges, especially in large classes where individual attention is limited. With the rapid development of AI technology, tools like ChatGPT have been introduced to assist learners by providing them with instant feedback and opportunities for unlimited practice. These tools offer personalized, student-paced interaction, which is rarely achievable in traditional classroom settings. However, while AI tools are increasingly being integrated into educational settings worldwide, there remains a lack of local research on their role in improving oral performance. In particular, there is limited understanding of how ChatGPT can be used effectively by Algerian EFL learners and teachers to support speaking development. This study addresses this gap by investigating the perceptions of both students and teachers at Chadli Bendjedid University regarding the integration of ChatGPT in oral language learning.

Research Questions

To guide the present investigation, the following research questions have been formulated:

1. What are students' perceptions of ChatGPT as a tool for enhancing their oral performance?
2. What are teachers' perceptions about the use of ChatGPT in promoting their students' oral performance?

Research Hypotheses

Based on the research questions, the study proposes the following hypotheses:

Hypothesis 1: It is hypothesized that EFL students at Chadli Bendjedid University have positive perceptions of ChatGPT as a tool that supports and improves their oral performance.

Hypothesis 2: It is hypothesized that EFL teachers perceive ChatGPT as an effective and supportive tool in enhancing students' oral performance, especially in terms of confidence, fluency, and engagement.

Aims of the Study

The main aim of this study is to explore the significance of ChatGPT in enhancing oral performance among EFL learners. More specifically, it seeks to Investigate students' perceptions of using ChatGPT for developing their speaking skills. It also contains to explore teachers' views on the integration of ChatGPT as a supportive tool in EFL speaking instruction. In addition, it highlighted the potential benefits and challenges of using AI-powered tools like ChatGPT in oral language practice and Highlight how ChatGPT can contribute to increasing learners' speaking confidence, fluency, and interaction.

Significance of the Study

This research contributes to the growing field of AI in education by focusing on an underexplored area: oral performance. It provides valuable insights for EFL instructors, curriculum designers, and institutions interested in adopting innovative, technology supported teaching strategies. For students, ChatGPT presents a non-judgmental, always-available platform for practicing spoken English. For teachers, it can serve as a supplementary tool to address foundational speaking challenges, allowing instructors to focus on higher-order language development. Furthermore, the study encourages awareness of AI's potential in Algerian higher education, where such technologies are still in the early stages of adoption.

Research Design

Method

This study adopts a mixed-methods approach, combining quantitative data with qualitative data collected through interviews to provide teachers' perceptions. While the quantitative data measures ChatGPT's impact on students' oral performance, the qualitative interviews capture teachers' insights, opinions, and experiences regarding the use of ChatGPT in supporting students' speaking skills.

Participants

The study involves forty first-year students from the Department of English at Chadli Bendjedid University, along with five teachers. The participants include both male and female students.

Data Gathering Tools

Two tools were used for data collection in this study. First, a student questionnaire was administered in paper form to gather quantitative data on learners' perceptions of ChatGPT and its role in promoting their oral performance. Second, qualitative insights were collected through teacher interviews, which aimed to explore teachers' views and experiences regarding the integration of ChatGPT in the development of students' speaking skills.

Structure of the Dissertation

The present dissertation consists of five chapters. The first chapter is an introductory chapter that deals with the statement of the problem, research questions and hypotheses, aims, and significance of the study. It also outlines the research methodology and the overall structure of the dissertation.

The second chapter presents a comprehensive literature review related to ChatGPT, artificial intelligence in education, and the development of oral skills in EFL learning. This chapter provides the theoretical foundation for the study.

The third chapter is concerned with the research methodology adopted in this study. It describes the research design, the participants, data collection instruments including the questionnaire and interviews, and the procedures for data analysis.

The fourth chapter is devoted to presenting and analyzing the findings obtained from both the quantitative data gathered through the questionnaire and the qualitative data collected from the teacher interviews.

Finally, the fifth chapter discusses and interprets the results in relation to the research questions and hypotheses. It also offers pedagogical implications, recommendations for educators, and suggestions for future research related to the integration of ChatGPT in oral performance development.

Conclusion

This chapter sets the foundation for the research by presenting the background, purpose, and direction of the study. It highlights the growing importance of AI in language education, particularly ChatGPT, and its possible impact on oral performance among EFL learners. The chapter also outlines the methodology and structure that guide the following chapters. In the next chapter, a detailed review of relevant literature and theoretical frameworks will be presented to contextualize the study.

Chapter Two

Literature Review

Introduction

The present chapter reviews the literature on the role of ChatGPT in enhancing EFL students' oral performance. It is divided into two sections. The first section provides an overview of oral performance in foreign language learning, including its definition, significance, and key components such as fluency, accuracy, pronunciation, and vocabulary. It also explores the challenges students face in developing speaking skills and presents various strategies that can improve oral proficiency. The second section focuses on ChatGPT as an AI-powered tool for enhancing oral performance. It discusses the capabilities of ChatGPT in language learning, its role in EFL classrooms, challenges associated with its use, and its pedagogical implications. Additionally, this section reviews existing studies on AI-based learning tools, highlighting their effectiveness in improving students' speaking skills and fluency.

Section 1: Oral performance

Overview of Oral Performance in Foreign Language Learning

Sadiku (2015) emphasized that mastering the four language skills is crucial for the successful development of EFL/ESL learners' communication abilities. He recommended that teachers integrate these skills in every language learning session to ensure balanced instruction, as doing so provides learners with scaffolded support, opportunities for authentic communication, proof of their progress, and most importantly confidence. Among these skills, speaking plays a particularly significant role in language acquisition, as it enables learners to actively use the language, enhance fluency, and reinforce vocabulary acquisition (Alqahtani, 2015). Engaging in spoken interactions allows learners to practice pronunciation, intonation, and spontaneous

language production, which are essential for real-life communication. Therefore, fostering speaking skills through interactive and meaningful activities can significantly enhance learners' overall language proficiency.

Definition of Speaking

Speaking is a fundamental skill in language learning that requires the production of phonological sounds to communicate meaningful messages in an organized manner. According to the Oxford Dictionary (2012,p.352), it is defined as “the action of conveying information or expressing one’s thoughts and feelings in speech.” In other words, speaking is an essential aspect of human interaction that allows individuals to share their thoughts, emotions, and ideas with others. It serves as a bridge for effective communication, enabling people to express their needs, opinions, and experiences in various social and academic contexts. Additionally, speaking is not limited to verbal expression alone; it also involves nonverbal communication, such as facial expressions, gestures, and body language, which enhance meaning and ensure clarity in conversations. Through speaking, individuals engage in discussions, debates, storytelling, and other forms of verbal exchange that contribute to language development and social connection(Goh & Burns, 2012).

Elements of Speaking

Speaking is a complex skill that requires mastering key components to communicate effectively. The essential elements that contribute to strong speaking abilities include vocabulary, grammar, pronunciation, fluency and accuracy. Each of these aspects plays a crucial role in developing a speaker’s competence in a foreign language.

Vocabulary

Vocabulary is one of the fundamental aspects of language learning, as it enables speakers to express their thoughts and understand others. According to Neuman and Dwyer (2009, as cited in Alqahtani, 2015), vocabulary consists of “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (p. 24). A rich vocabulary allows learners to convey their ideas more precisely, improving their speaking skills. However, many learners struggle to find the right words due to limited vocabulary knowledge. To overcome this challenge, teachers should implement effective strategies that help students expand their word bank and improve their ability to communicate successfully.

Grammar

Grammar is an essential component of foreign language learning, as it ensures clarity and accuracy in communication. Mastering grammatical rules helps learners construct meaningful sentences and express their ideas correctly. Harmer (2006) states that “grammar is not primarily based on syntax but rather how to put the patterns of language in the way of communication.” (p. 90). This suggests that understanding grammar goes beyond memorizing rules; it involves using them appropriately in real-life conversations. Therefore, improving grammatical competence enables learners to enhance their communication skills and engage more effectively in spoken interactions.

Pronunciation

Pronunciation is a vital aspect of spoken communication, as it affects how well a speaker is understood. The ability to produce clear speech sounds, apply correct stress patterns, and use proper intonation contributes to effective verbal interaction (Gilakjani, 2016). Harmer (2001) emphasizes that “pronunciation is the first thing native speakers notice during a conversation.”

Even if a speaker makes grammatical mistakes, accurate pronunciation can still ensure understanding. For this reason, non-native speakers should focus on improving their pronunciation to enhance their communicative competence and ensure smooth conversations (Celce-Murcia, Brinton, & Goodwin, 2010).

Fluency

Fluency is a key indicator of communicative competence, reflecting a speaker's ability to express thoughts smoothly and effortlessly. It is often seen as a sign of proficiency in a language. Grabe and Stoller (2011) explain that most English native learners can read fluently with good understanding, but they would have trouble in performing grammar tasks while reading. In contrast, many EFL learners have strong grammatical knowledge but struggle with fluency. This contrast is supported by research highlighting that EFL learners often lack automaticity and confidence in speaking despite formal language knowledge (Nation & Newton, 2009). This highlights the need for teaching strategies that emphasize spoken fluency, helping learners develop their ability to speak naturally in different language-learning contexts (Goh & Burns, 2012).

Accuracy

Accuracy is a crucial component of speaking, as it ensures that language is used correctly in terms of grammar, vocabulary, and pronunciation. While fluency emphasizes smooth and spontaneous speech, accuracy focuses on correctness, which is essential for effective communication. Richards and Renandya (2002) suggest that accuracy plays a vital role in language learning, as it prevents misunderstandings and enhances clarity in spoken interactions. Therefore, language learners should aim to balance both accuracy and fluency to achieve communicative competence in a foreign language (Skehan, 1996).

The Importance of Oral Performance in foreign language learning

Oral performance is a key component of foreign language learning, as it enables learners to communicate effectively in real-life situations. Nunan (1991, p. 39) highlights its significance, stating that “to most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is a measure item of the ability to carry out a conversation in the language.” This suggests that proficiency in oral communication is often seen as a primary indicator of success in language acquisition.

Despite its importance, oral performance has historically been undervalued in traditional teaching approaches, where reading and writing were prioritized over speaking and pronunciation (Richards & Rodgers, 2001). Additionally, evaluating oral skills has often been avoided due to its complexity and time-consuming nature (Clifford, 1987, as cited in Lai-Mei & Seyedeh, 2017, p. 35). However, with the rise of Communicative Language Teaching (CLT), the focus has shifted toward improving learners’ ability to express themselves fluently and accurately in different contexts.

Developing strong oral performance skills allows learners to express thoughts, emotions, and ideas with confidence. Pygate (1987) affirms that oral fluency is essential for effective communication, while Hedge (2000) emphasizes its role in both social and professional settings, stating that learners need oral proficiency “to keep up a rapport in relationships, influence people, and win or lose negotiation.” (p. 261). This highlights the importance of oral performance beyond the classroom, as it plays a major role in academic, personal, and professional success. Furthermore, oral proficiency significantly enhances career opportunities. Baker and Westrup (2003, as cited in Lai-Mei & Seyedeh, 2017, p. 35) argue that learners who develop strong oral skills in English have better chances of accessing higher education and securing employment in

various fields. Despite its clear advantages, oral performance remains underdeveloped in some educational systems. Qureishi (2016) reinforces this concern by stating that “without speech language is reduced to a mere script,” underscoring the necessity of integrating oral practice into language learning. In Algeria, for instance, the curriculum does not place sufficient emphasis on oral communication, leaving it up to teachers to create opportunities for students to improve their oral performance through learner-centered activities.

Types of Speaking

Understanding the various types of speaking is essential for improving oral performance, as different speaking situations prepare learners to communicate effectively. Engaging in different speaking styles enhances fluency, confidence, and adaptability in real-world communication.

Face-to-Face Speaking

Face-to-face communication is one of the most common forms of verbal interaction. According to Cornbleet and Carter (2001), “face-to-face speaking takes part in most conversations which let speakers receive immediate feedback.” (p. 16). This type of communication depends not only on spoken words but also on non-verbal elements such as facial expressions and gestures, which help convey meaning and facilitate understanding.

Interactive Speaking

Interactive speaking occurs when people engage in conversations, whether in one-on-one discussions, phone calls, or group conversations. Bygate (1998) states that “whether chatting one-on-one, on the phone, between two individuals, or in a group, discussions normally flow smoothly, with speakers taking turns without gaps or everyone talking over each other.” This means that interactive speaking involves natural turn-taking, where participants actively listen and respond.

Additionally, it allows for clarifications, repetitions, and speech adjustments, ensuring effective communication.

Real-Time Speaking

Real-time speaking requires spontaneous responses, often without prior preparation. Foster, Tonkyn, and Wigglesworth (2000, pp. 354-375) explain that in this form of speaking, “responses are often spontaneous, requiring speakers to think and develop language on the fly.” This can lead to challenges such as hesitation, repetition, or forgetting words, as noted by Miller (2001, pp. 25-29), who highlights that “this might lead to a variety of problems for the speaker, such as forgetting.” However, speaking in real time also allows individuals to self-correct and refine their speech, making them more fluent and confident over time.

Since oral performance depends on different speaking contexts, learners should be exposed to varied speaking activities to improve their communication skills. Practicing these different types of speaking helps students develop fluency, accuracy, and communicative competence, allowing them to express themselves clearly in various situations.

Speaking Challenges in foreign language learning

In the process of learning a foreign language, developing speaking skills can be demanding, requiring significant effort from learners due to its complexity as a productive skill. EFL students often face various challenges that impact their ability to communicate effectively in the classroom. Researchers highlight that psychological factors such as shyness, reliance on the mother tongue, fear of making mistakes, and lack of confidence are among the primary barriers that hinder students' oral performance.

Shyness

Shyness is an emotional factor that significantly affects students' participation in speaking classes. Learners who struggle with shyness tend to hesitate frequently, avoid answering questions in front of their peers, and refrain from engaging in discussions. In this regard, Pilkonis (1977) defines shyness as “a tendency to avoid social interactions and to fail participating appropriately in social situations” (p. 596). Consequently, shy students often receive low grades due to their reluctance to engage in speaking activities. To help them overcome this challenge, teachers should foster a supportive and encouraging classroom environment where students feel at ease expressing themselves and view mistakes as part of the learning process (Pesce, 2011, as cited in Juhana, p. 101).

Reliance on the mother tongue

Foreign language learners often resort to using their mother tongue for specific reasons, such as clarifying unfamiliar words, explaining complex ideas, or compensating for their difficulty in expressing thoughts in the target language. In this regard, Ur (1991) states that EFL students tend to rely on their native language because it is more convenient and provides them with a sense of comfort and security, reducing their anxiety when speaking.

Fear of making mistakes

The fear of making mistakes is a major challenge that affects EFL learners' ability to speak confidently. According to Horwitz, Horwitz, and Cope (1986), many students experience language anxiety due to fear of negative evaluation and making errors in front of others. As a result, many students develop anxiety about speaking, as they worry about being laughed at by their peers, failing to complete speaking tasks, or not demonstrating sufficient competence in oral presentations. Liu and Jackson (2008) found that this type of fear often limits learners' participation

in classroom speaking activities, which in turn negatively affects their overall language development.

Lack of confidence

Speaking in a foreign language is often one of the most intimidating challenges that learners face. Many students experience low confidence, particularly when they struggle with fluency or feel that their speech is not easily understood by others. This lack of confidence can lead to hesitation, avoidance of speaking activities, and a general fear of making mistakes, all of which hinder their progress in oral communication. One of the primary reasons for learners' lack of confidence is insufficient motivation and encouragement from teachers (Brown, 2001). When students do not receive positive reinforcement or constructive feedback, they may doubt their abilities and become reluctant to participate in speaking tasks. Additionally, negative experiences, such as being corrected too harshly or feeling judged by peers, can further discourage them from speaking in the target language.

To help learners overcome this barrier, teachers should create a supportive and motivating classroom environment that encourages students to take risks without fear of embarrassment. Providing regular encouragement, positive feedback, and engaging speaking activities can help build students' self-confidence, allowing them to express themselves more freely. When learners feel supported, they are more likely to develop their speaking skills, demonstrate their potential, and use the target language effectively in different situations.

Strategies for Enhancing Speaking Skills in EFL Learners

Developing speaking skills is a crucial aspect of learning a foreign language, as it enables learners to communicate effectively in various real-life situations. To enhance oral proficiency, educators employ different strategies that encourage active participation and engagement in the

learning process. Among these strategies, Communicative Language Teaching (CLT), discussions, and role play have proven to be effective in creating an interactive and supportive environment for learners. These techniques not only improve fluency and accuracy but also help students build confidence and develop essential communication skills. The following sections will explore how each of these strategies contributes to enhancing speaking skills in EFL learners.

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is one of the most effective approaches for improving EFL learners' speaking skills. This method emphasizes interaction and real-life communication rather than focusing solely on grammar and vocabulary. According to Richards and Rodgers (2001), CLT encourages learners to engage in meaningful conversations, express their ideas, and develop fluency through communicative activities.

A key feature of CLT is the use of authentic materials and interactive exercises, such as role-plays, debates, and problem-solving tasks, which simulate real-world communication. Harmer (2007) highlights that when students are actively engaged in conversations, they become more confident and motivated to use the target language. Additionally, CLT promotes pair and group work, allowing learners to practice speaking in a low-pressure environment while receiving peer support. Another important aspect of CLT is error correction, which is done in a way that does not discourage learners from speaking. Instead of focusing on every mistake, teachers provide constructive feedback that helps students refine their language use without fear of embarrassment (Larsen-Freeman, 2011). By prioritizing fluency over accuracy, CLT creates an engaging and dynamic learning atmosphere where learners develop confidence, improve pronunciation, and enhance their overall oral proficiency.

Discussions

Engaging students in discussions is an effective way to enhance their speaking abilities. When learners are given an interesting topic either suggested by the teacher or found in a textbook they naturally become more motivated to express their thoughts. Harmer (1983) emphasizes that discussions contribute to "fluent language use" (p.128). However, not all discussions are successful, as students may struggle to organize their ideas before speaking. To address this, teachers can allocate time for pre-discussion preparation, allowing students to gather their thoughts in small "buzz groups" before engaging in a full-class discussion.

One method to facilitate discussions is by dividing the class into two opposing groups one supporting and the other opposing a particular viewpoint. This structured format encourages critical thinking and debate. Additionally, teachers should introduce the topic smoothly using engaging materials such as pictures or short readings. Effective discussions also require clear closure to reinforce key points. Moreover, teachers should minimize interruptions during discussions and provide feedback at the end. Supporting students with role cards can further guide and enhance their participation.

Role Play

Role play is a practical strategy that enables learners to simulate real-life situations, making language learning more interactive and meaningful. This technique requires students to assume specific roles, such as participating in a job interview, conducting an interview with a well-known figure, or engaging in a detective-suspect scenario. Before performing, students receive clear instructions about their assigned roles and the objectives they need to achieve.

To ensure effective role-play activities, students can be provided with role cards outlining their responsibilities and expected interactions. Initially, they discuss their roles in groups to

prepare relevant questions and responses. Once ready, they enact their roles in front of the class. The teacher's role is to provide clear instructions, monitor the activity, and offer constructive feedback at the end to help students refine their speaking skills.

Since this study focuses on enhancing students' oral performance, it is essential to explore various strategies that can effectively develop their speaking skills. As discussed earlier, several techniques can be used to improve oral proficiency, ranging from traditional classroom discussions to interactive role-play activities. However, with technological advancements, new tools have emerged to support language learning. One such tool is ChatGPT, an AI-powered conversational model that offers learners the opportunity to practice speaking in an interactive and engaging way. This innovative approach provides students with instant feedback, encourages fluency, and helps build confidence in spoken communication.

Section2: The Role of ChatGPT in EFL learning

Introduction

The integration of artificial intelligence (AI) into education has significantly transformed the way students learn and engage with language. One of the most notable AI-powered tools is ChatGPT, an advanced language model designed to generate human-like responses in conversations. Its potential in language learning has drawn considerable attention, particularly in the EFL classroom, where it can serve as an innovative tool to enhance students' oral performance. This section provides an overview of ChatGPT, highlights its key features, and discusses its role in fostering spoken language proficiency among learners.

Definition of ChatGPT

ChatGPT is an advanced AI-driven language model created by OpenAI that utilizes deep learning techniques to generate human-like text (Abdullah et al., 2022). Unlike traditional language learning tools, ChatGPT continuously refines its responses based on user interactions, making it a dynamic and adaptable resource for learners.

As a large language model (LLM), ChatGPT autonomously learns from extensive text data, enabling it to produce well-structured linguistic outputs (Van et al., 2023). It influences various aspects of language use, including vocabulary selection, sentence formation, and semantic accuracy (Nazar et al., 2021). Built on transformer-based architectures, ChatGPT efficiently processes user input and generates contextually appropriate responses, making it a powerful tool for improving communication skills.

One of ChatGPT's key features is its ability to simulate human-like conversations, providing learners with an interactive environment for practicing spoken language (Zhai et al., 2023; Haque, 2022). It serves as a virtual conversation partner, allowing students to engage in role-play exercises, pronunciation practice, and fluency-building activities. By offering real-time feedback and a judgment-free space for speaking practice, ChatGPT can help learners gain confidence in their oral communication skills.

The Use of ChatGPT in the EFL Classroom

Before the introduction of ChatGPT, chatbots had already gained the interest of language educators due to their ability to interact with learners in the target language (Fryer et al., 2019). Chatbot-assisted language learning involves using AI-powered chat programs to engage students in natural language conversations for daily practice (Fryer et al., 2017). These tools have been employed for various educational purposes, including answering language-related queries,

supporting reading activities such as storytelling (Wang et al., 2021), and facilitating assessment through tasks like vocabulary quizzes (Jia et al., 2012).

According to Huang et al. (2022), chatbots like ChatGPT play multiple roles in enhancing language learning, particularly in fostering interactive and engaging experiences. Their integration into the classroom has been found to increase students' motivation, confidence, and participation levels (Kim et al., 2019). Furthermore, ChatGPT is not only beneficial for students but also serves as a useful tool for educators by streamlining classroom management and optimizing instructional strategies (Harini, 2023). However, as noted by Dignum (2018), the use of AI in education must align with ethical guidelines to ensure responsible implementation. It is essential to safeguard student data and address potential risks associated with AI-powered learning tools. Like any other technological aid, ChatGPT should be incorporated into EFL classrooms with careful consideration of its advantages and limitations to ensure it effectively supports language learning goals.

Pedagogical Implementation of ChatGPT in Language Classrooms

As the research has shown, ChatGPT is an effective AI-powered tool that can be integrated into EFL classrooms to enhance language learning. It plays a crucial role in improving learners' communicative skills, expanding vocabulary, and fostering interactive engagement (Sun et al., 2023). When implemented effectively, ChatGPT can create a supportive and dynamic learning environment that encourages students to practice speaking, receive instant feedback, and develop their oral fluency (Park & Kim, 2023). For ChatGPT to be successfully utilized in EFL classrooms, three key elements should be considered: the learning environment, the learners, and the AI-generated interaction (Hwang et al., 2023).

The first element, as noted by Li & Wang (2023), involves both the classroom setting where AI is used and the learning context in which ChatGPT is integrated. Teachers should ensure that students understand the purpose of using AI in their speaking activities and how it aligns with their language learning goals. Additionally, creating a supportive classroom atmosphere where students feel comfortable engaging with AI-generated conversations helps reduce speaking anxiety and increase participation (González-Lloret & Ortega, 2023).

The second element is the learners themselves. As ChatGPT is an interactive conversational tool, students play an active role in driving the discussion, formulating responses, and engaging in meaningful dialogue (Yin et al., 2023). Hwang et al. (2023) argue that teachers must consider learners' proficiency levels, speaking needs, and motivation when designing AI-assisted speaking activities. By tailoring ChatGPT-based discussions to students' linguistic competencies, teachers can ensure active participation, enhance oral fluency, and promote confidence in spoken English.

The third element is the AI-generated interaction, which forms the core of ChatGPT's role in language learning. According to Chen et al. (2023), ChatGPT can be utilized for structured conversations, role-playing scenarios, and pronunciation practice to improve students' speaking performance. Teachers should define clear learning objectives before incorporating ChatGPT into oral language activities. Whether the goal is to practice pronunciation, develop conversational strategies, or simulate real-life dialogues, the integration of AI must be aligned with the desired language outcomes (Zhang et al., 2023). By doing so, teachers can maximize the pedagogical benefits of ChatGPT while ensuring its use remains focused, engaging, and effective.

Related Studies

With rapid advancements in technology, artificial intelligence (AI) has become an essential tool in education. One of the most significant AI-driven innovations is ChatGPT, a language model developed by OpenAI. It enables learners to interact in real-time conversations and enhances speaking abilities through personalized and adaptive responses. For EFL students, ChatGPT provides a unique opportunity to practice English in a dynamic and engaging way, helping to overcome common speaking challenges such as hesitation, lack of vocabulary, and low confidence. These features make it a valuable supplement to traditional teaching methods and promote autonomous language learning. Numerous studies have explored the effectiveness of AI-driven conversation models in facilitating speaking skills, engagement, and fluency in English language learners.

For instance, Wang and Vasquez (2023) conducted a study investigating the role of AI-powered conversational agents in enhancing oral proficiency. Their research utilized an experimental design where learners practiced speaking with ChatGPT-based applications. The results demonstrated that students who engaged in AI-assisted conversational practice exhibited significant improvements in fluency, pronunciation, and overall speaking confidence compared to those who relied on traditional classroom instruction. Similarly, Lee and Park (2023) examined how AI-driven language models like ChatGPT influence learners' spontaneous speaking abilities. Their findings suggested that ChatGPT's capacity to generate real-time, contextually relevant responses helped students develop better conversational strategies, improved their ability to construct coherent speech, and reduced hesitation during speaking tasks.

Another study by Brown and Kaur (2023) assessed the impact of ChatGPT on EFL learners' speaking anxiety. Their research highlighted that AI-powered interactions provided a stress-free

environment where students could practice speaking without fear of judgment. Consequently, students became more confident, actively engaging in conversations and demonstrating noticeable progress in pronunciation and articulation. Furthermore, Lin and Chen (2024) explored the role of ChatGPT in providing personalized feedback on spoken responses. The study found that learners who received AI-generated corrections and suggestions on their speech showed marked improvements in grammatical accuracy and pronunciation over time. The researchers emphasized that ChatGPT's adaptive learning capabilities made it a valuable tool for enhancing oral communication skills in EFL learners.

In alignment with these findings, Zhang et al. (2024) conducted a comparative study between AI-driven speaking practice and traditional speaking exercises. The results indicated that students who practiced oral communication with ChatGPT exhibited greater fluency, lexical richness, and coherence in their speech than those who engaged solely in teacher-led speaking activities. The study also underscored that AI-assisted speaking practice was particularly beneficial for learners who lacked opportunities for real-life English conversations.

Despite these advantages, some researchers have noted challenges in relying on ChatGPT for oral language development. Xu and Li (2023) pointed out that while ChatGPT enhances fluency and engagement, it lacks the emotional intelligence and cultural awareness necessary for nuanced language use. Additionally, they argued that AI-generated feedback, though helpful, may not always be as accurate or personalized as teacher-provided feedback. Moreover, Garcia and Ahmed (2024) analyzed the integration of ChatGPT in blended learning environments across European universities. Their study revealed that students who incorporated ChatGPT into their oral practice routines developed stronger self-monitoring strategies and demonstrated increased motivation to engage in peer discussions. The researchers concluded that AI tools, when combined

with teacher guidance, can create a balanced approach that maximizes the benefits of both human interaction and automated support.

In the Algerian EFL classroom, oral communication remains one of the most challenging skills for students due to limited exposure to authentic English-speaking environments (Benzid & Hamada, 2023). Traditional teaching methods often focus on grammar and written skills, leaving students with fewer opportunities to engage in real-time spoken interactions (Boukhalifa, 2022). The introduction of ChatGPT in Algerian universities and schools has the potential to address this gap by offering students interactive and immersive language practice. By engaging with AI-powered conversation models, Algerian EFL learners can enhance their pronunciation, fluency, and confidence in speaking English, even outside the classroom. However, factors such as internet accessibility, digital literacy, and teacher training play crucial roles in determining the effectiveness of integrating ChatGPT into the Algerian educational system (Chergui & Mansouri, 2024). Additionally, a study by Ouchene and Bensalem (2024) focused on university students in Algiers who used ChatGPT as part of their speaking courses. The findings indicated a noticeable improvement in students' fluency and vocabulary range after three months of AI-supported practice. The study also highlighted that students appreciated the availability of ChatGPT outside classroom hours, which allowed them to practice at their own pace. However, the authors emphasized that effective integration depends on instructors' willingness to adapt their teaching strategies to incorporate digital tools meaningfully. Therefore, while AI presents promising opportunities for improving oral performance, its successful implementation in Algeria requires infrastructural support and pedagogical adaptation.

Conclusion

This chapter examined the significance of oral performance in foreign language learning and explored the role of ChatGPT as a tool for enhancing speaking skills in EFL learners. It highlighted the challenges that students encounter when developing oral proficiency and outlined strategies to improve their speaking abilities. Additionally, discussing its benefits and limitations. By providing an in-depth analysis of AI-assisted language learning, this chapter lays the foundation for understanding how ChatGPT can be integrated into EFL instruction. The next chapter presents the practical aspect of this study, focusing on the research methodology and data collection procedures used to investigate the impact of ChatGPT on students' oral performance.

Chapter Three

Methodology

Introduction

The present chapter is the field work of the research, it demonstrates the methodology used in the current study, starting with the research setting, research design and approach, population, sample and sampling techniques. In addition, data collection procedures and tools, description of the tools, data analysis procedures are also explained.

Research Design

Research design is the plan a researcher needs to outline to carry out his research. Mouton (1996) views it as “a set of guidelines and instructions to be followed in addressing the research problem” (p. 107). This means that research design provides a clear and organized path that helps the researcher stay focused and systematic while dealing with the research problem. Similarly, Kothari (2004) argues that the research design serves as the conceptual framework for the study

and provides the blueprint for data collection, measurement, and analysis. In other words, the design acts like a roadmap that shows how data will be gathered, analyzed, and interpreted to answer the research questions effectively. The current study aims to explore students' and teachers' perceptions of the significance

of ChatGPT in promoting students' oral performance. Thus, the exploratory design seems more appropriate for the present study. Singh (2021) states that “exploratory research is a study that seeks to answer a question or address a phenomenon” (p. 2). This indicates that exploratory research is suitable when the goal is to investigate a topic that is not yet fully understood, such as the integration of AI tools like ChatGPT in language learning and their influence on learners' speaking skills.

Research Approach

The researcher may choose between a quantitative approach, a qualitative approach, or a mixed methods approach depending on the nature and objectives of the study. A quantitative approach focuses on analyzing a specific phenomenon through numerical, statistical, and mathematical techniques, such as the use of numbers, percentages, and statistical tools. In contrast, a qualitative approach refers to looking at a phenomenon in terms of quality, relying on open-ended questions and non-numerical data to gain deeper insights. In the present study, a mixed-methods approach is employed. Tashakkori and Creswell (2007) defined the mixed method as “research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry” (p. 4). In other words, this approach combines both qualitative and quantitative methods to ensure a more comprehensive understanding of the research problem and to support the findings from multiple perspectives. In the current study, the researchers used a questionnaire for the quantitative method,

whereas an interview was conducted for the qualitative one. The use of mixed methods enables researchers to provide answers to study questions with adequate depth and breadth (Enosh, Tzafrir, & Stolovy, 2014) and aids in generalizing the findings and implications of the investigated topics to the entire population.

Sample and Sampling Techniques

Population

The population refers to the total group of individuals relevant to the research context. In this regard, Singh (2006) explains that the population or universe is “the complete mass of observations, which is the parent group from which the sample is to be produced” (p. 82). This highlights the importance of participants as the core of any research process. The current study, with which the study is concerned, includes 128 first-year students and teachers of Oral Expression at the Department of English, Tarf University.

Sample

Hanlon and Larget (2011) define the sample as “a subset of the individuals in a population” (p. 7). That is to say, it refers to a selected group of participants chosen from the larger population to represent its characteristics in the research study through an appropriate sampling method. Similarly, Riazi (2016, p. 284) defines the sample as “a small proportion of a population which researchers consider for study when investigating a particular topic.” Which implies that researchers focus on a manageable portion of the population that can provide relevant data for examining the research questions. The current study involves five (5) teachers of Oral Expression and 40 first-year students from the Department of English at Chadli Bendjedid Taref University.

Sampling Techniques

Sampling techniques are twofold: probability (random) sampling techniques and nonprobability (non-random) sampling techniques. Bhardwaj (2019) defines the latter as a type of sampling in which the likelihood of each member of the population being chosen for the sample is unknown. This type of sampling is also divided into the following subtypes: quota sampling, convenience sampling, purposive sampling, and snowball sampling. In the current study, the convenience-purposive sampling technique was used. Purposive convenience sampling, as employed in this study, involves intentionally selecting participants who meet specific criteria relevant to the research objectives while considering practical constraints such as time and resources. This method allows for the efficient collection of data from readily available students within the university setting, aligning with the study's focus on exploring the significance of ChatGPT in promoting students' oral performance.

The selection of first-year students and Oral Expression teachers as the sample for this study is justified by their direct engagement in speaking activities, which are essential for evaluating oral performance. These participants are likely to provide insightful perspectives on the integration of AI tools such as ChatGPT in the classroom, as they regularly deal with oral language production and communication tasks. Moreover, teachers of Oral Expression are familiar with students' speaking challenges and can evaluate the potential of ChatGPT in addressing these issues. The students, on the other hand, represent a group that is still developing foundational oral skills, making them suitable subjects for observing the impact of such technological tools on speaking proficiency.

Data Collection Tools

Collection tools refer to the instruments used by the researcher to gather the necessary information needed to answer his research questions. Griffiee (2012) defines data collection tools as “the means (physical or nonphysical) of producing quantitative or qualitative data to be analyzed and interpreted” (p. 128). In other words, research instruments refer to the tools that can be used to obtain quantitative or qualitative data.

For the current research, a questionnaire and an interview were used. These tools were distributed using purposive convenience sampling, which involves selecting participants based on their relevance to the study and their availability. The questionnaire was intended to gather students’ perspectives on the use of ChatGPT in enhancing oral performance, while the interview aimed to obtain more in-depth insights from teachers. This combination allows the researcher to collect a wide range of information and analyze it from both quantitative and qualitative data.

Data Collection Procedures

The data were collected at the department of English Language and Literature at Chadli BenDjedid Taref University during the academic year 2024-2025. The questionnaire was given to 40 first year students. Furthermore, the interview was with four teachers of OE module . Hence, an explanation regarding the questions was provided by the researchers. Thus, the data of this research were collected in April 2025.

Description of the Questionnaire

Brown (2001) argues that questionnaires are written instruments that provide respondents with a set of questions or statements, which can be answered either by selecting from predefined options or by providing written responses. Similarly, Gillham (2000) defines a questionnaire as “a written list of questions, the answers to which are recorded by respondents.” In other words, a questionnaire is a tool designed to collect structured written feedback from participants.

In the present study, the questionnaire was selected as the main data collection instrument to address the first research question, which focuses on exploring students' perceptions of the role of ChatGPT in enhancing their oral performance. It was chosen because it enables the collection of a large amount of data in a relatively short period of time, while also saving time, effort, and cost.

The questionnaire was self-designed and administered in a paper-based format to a sample of forty (40) first-year students at the Department of English. The distribution and collection of the questionnaires were carried out manually in the classroom setting during the month of April. It involves twenty-two (22) questions, including fifteen Likert-scale statements, four multiple-choice questions, and three open-ended questions. The questionnaire is divided into three main sections:

Section One: General Information (Questions 1 to 4)

This section consists of four questions designed to collect basic demographic and background data about the participants, such as age, gender, years of studying English, and their self-assessed speaking proficiency level. These details help contextualize the results of the questionnaire by identifying potential variables that may influence learners' perceptions.

Section Two: Students Perceptions of Oral Performance (Questions 5 to 13)

This section aims to explore students' attitudes, feelings, and experiences related to their oral performance in English. It includes seven Likert scale questions (from question 5 to 11) measuring aspects such as fluency, pronunciation, anxiety, and opportunities for practice. It ends with two open-ended questions (questions 12 and 13) that allow students to freely express the challenges they face and the tools they use (besides ChatGPT) to improve their speaking skills.

Section Three: Students Perceptions of ChatGPT for Oral Performance (Questions 14 to 22)

This section examines students' views on the role of ChatGPT in enhancing their speaking abilities. It includes seven Likert scale questions (questions 14 to 20) focusing on the benefits of ChatGPT such as fluency, vocabulary expansion, and anxiety reduction. It also features two open-ended questions (questions 21 and 22) where learners can elaborate on how ChatGPT has impacted their oral skills and suggest improvements.

Description of the Interview

Interviews are considered “the most common format of data collection in qualitative research” (Jamshed, 2014). Similarly, Kvale (1996) defines an interview as “an interchange of views between two or more people on a topic of mutual interest, seen as a conversation with a purpose.” In other words, an interview is a structured conversation intended to gather in-depth insights from participants.

In the context of this study, the interview was designed to address the second research question, which investigates teachers' perceptions of the role of ChatGPT in promoting their students' oral performance. It was conducted with four teachers of Oral Expression from the Department of English Language and Literature at Chadli Bendjedid University in El Tarf. The interview was administered and delivered in person. It consisted of eleven (11) questions and was divided into four sections, each focusing on a specific aspect related to the Use of ChatGPT in enhancing oral performance.

Section 1: General Information (2 questions)

Question 1 aims to understand the teacher's experience in teaching English at the university level. This question helps gather background information about the teacher's expertise and experience, providing context for their insights into using ChatGPT.

Question 2 aims to explore whether the teacher has used ChatGPT or similar AI tools in their teaching, and if so, how they have used them. This question assesses the teacher's familiarity with AI tools, particularly ChatGPT, and how they integrate these tools into their teaching practices.

Section 2: Oral Skills and the Role of ChatGPT (5 questions)

Question 3 aims to investigate the teaching methods or strategies the teacher typically uses to enhance students' oral English proficiency. This question explores traditional methods versus innovative, AI-assisted techniques.

Question 4 seeks to explore how ChatGPT can help students improve their speaking skills, according to the teacher's opinion. It seeks the teacher's perspective on the benefits of using ChatGPT to improve oral performance.

Question 5 desires to determine if students feel more comfortable speaking with ChatGPT than with other people and why. This question examines students' comfort levels and the factors that influence their preference for AI interactions over human interactions.

Question 6 aims to understand how ChatGPT can be used in speaking activities or classroom discussions. It explores practical ways of integrating ChatGPT into speaking activities, such as role-playing or structured dialogues.

Question 7 intends to explore whether the teacher has observed any changes in students' confidence or fluency after using ChatGPT. This question seeks concrete observations on how ChatGPT influences students' speaking confidence and fluency.

Section 3: Challenges and Support (2 questions)

Question 8 seeks to identify the challenges faced by the teacher or students when using ChatGPT for speaking practice. This question seeks to understand the difficulties, such as technical issues, engagement challenges, or limitations in providing personalized feedback.

Question 9 aims to explore whether the teacher thinks students need guidance when using ChatGPT for oral tasks, and why. This question assesses the teacher's perspective on the necessity of providing students with instructions or support in using ChatGPT effectively for speaking tasks.

Section 4: Suggestions and Future Use (2 questions)

Question 10 plans to gather the teacher's suggestions for making ChatGPT more effective for speaking practice. This question encourages teachers to offer their thoughts on how ChatGPT can be improved or utilized better to support oral language learning.

Question 11 aims to explore whether the teacher would recommend using ChatGPT more often in English classes and why. This question seeks the teacher's opinion on whether ChatGPT should be integrated more frequently in the classroom and the reasons behind their recommendation.

Chapter Four

Results

Introduction

This chapter provides a comprehensive analysis of the data collected to explore students' and teachers' perceptions regarding the role of ChatGPT in enhancing EFL learners' oral performance. The purpose of this analysis is to understand how both learners and educators view the integration of AI-powered tools specifically ChatGPT in speaking practice, and to what extent such technology supports the development of oral communication skills. The data are examined through both qualitative and quantitative lenses and are organized according to the research tools used: the students' questionnaire and the teachers' interview.

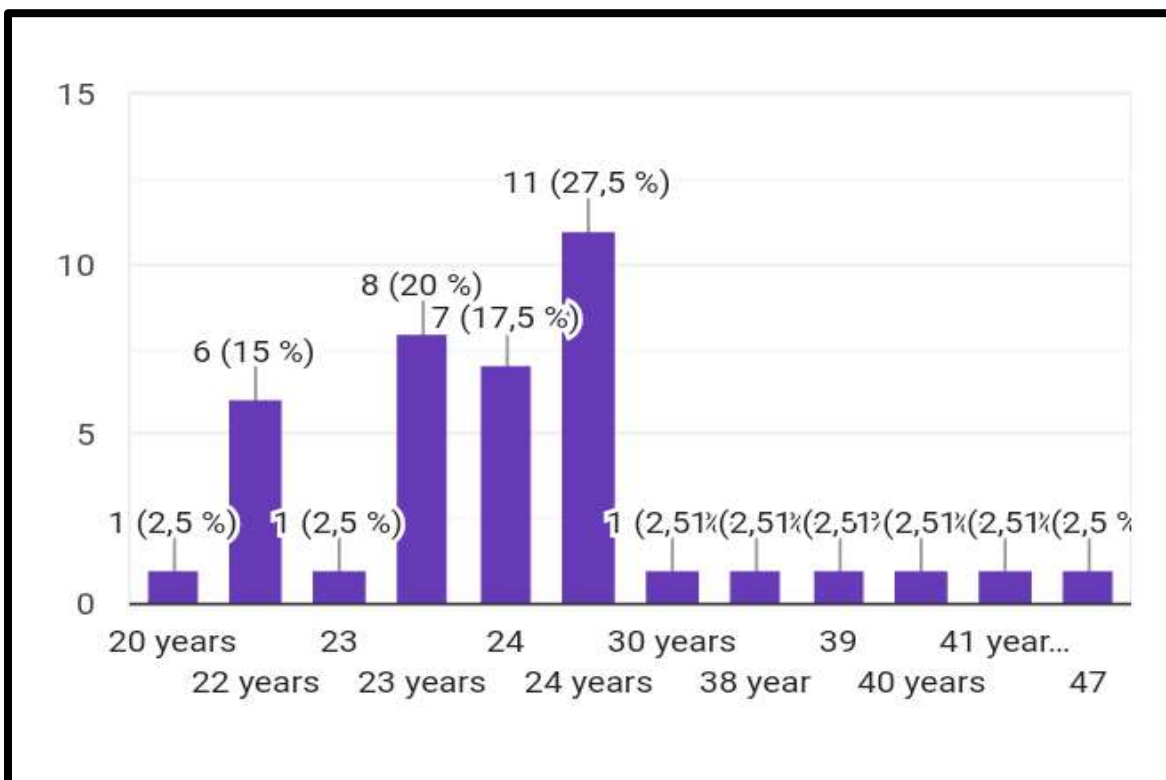
Analysis of the Questionnaire

Section 1: General Information

1. Age

Figure 1

Age Distribution of Participants

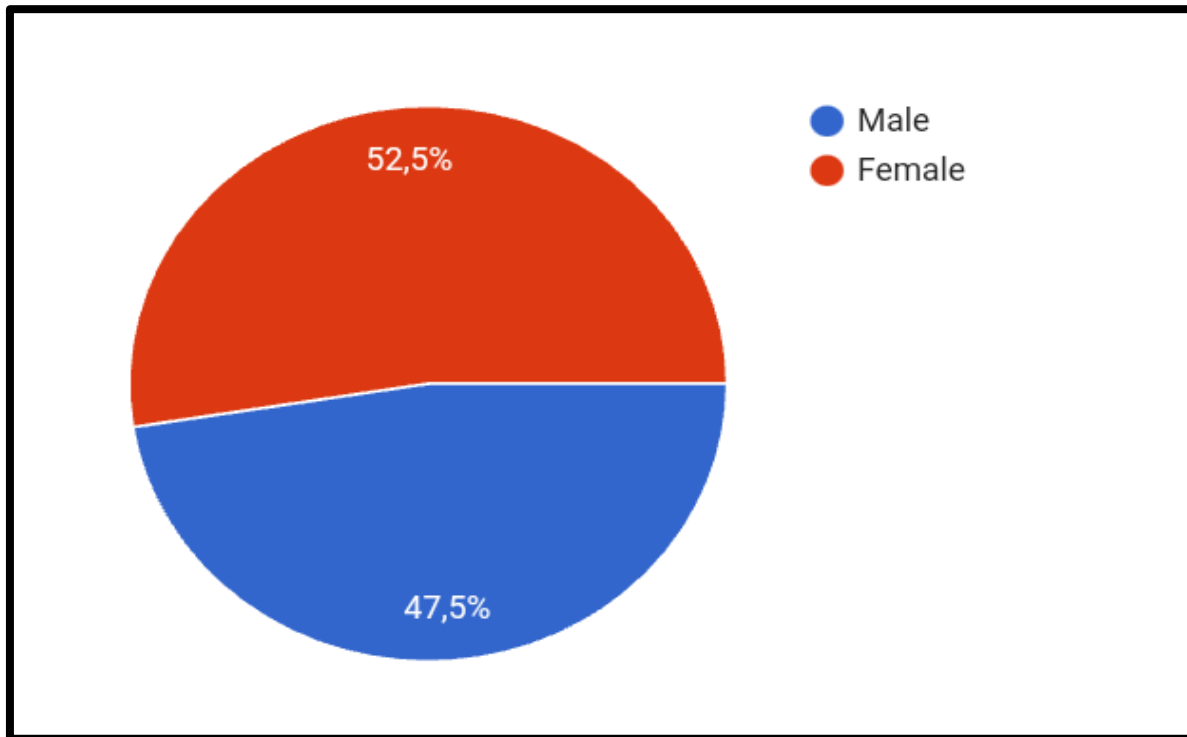


The questionnaire was completed by 40 first-year university students with a wide range of ages. The data show that the majority of participants were 24 years old (11 out of 40, representing 27.5%), making this the most represented age group. Other frequently reported ages include 23 years (8 students) and 22 years (6 students), which are typical for first-year university students. However, the data also revealed the presence of older participants, including one student each aged 30, 38, 39, 40, 41, and 47, suggesting a small number of non-traditional or returning students. Only one participant was 20 years old, the youngest in the sample.

2. Gender

Figure 2

Gender Distribution

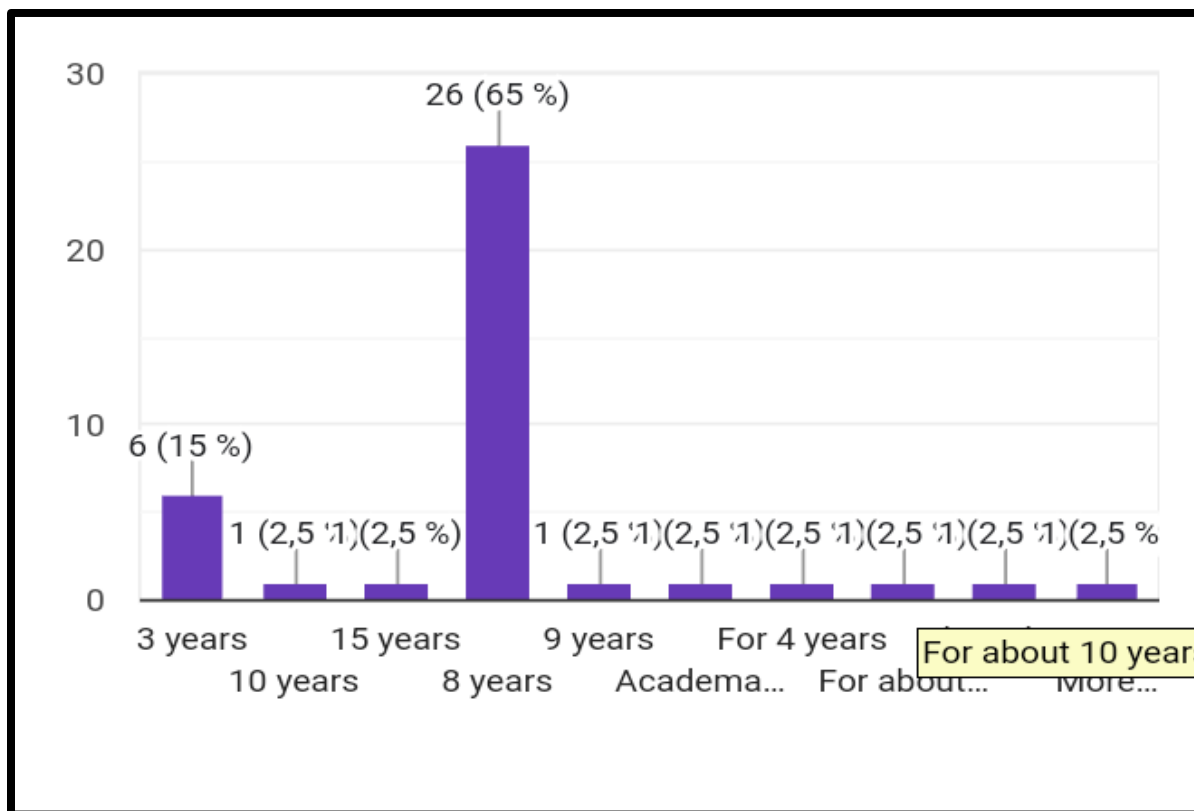


The figure above presents the gender distribution among the 40 participants revealed a slight predominance of female students. Specifically, 52.5% of the respondents were female, while 47.5% were males. This indicates a relatively balanced gender representation in the sample, with a marginal majority of female students.

3. How long have you been studying English?

Figure 3

Duration of English Learning



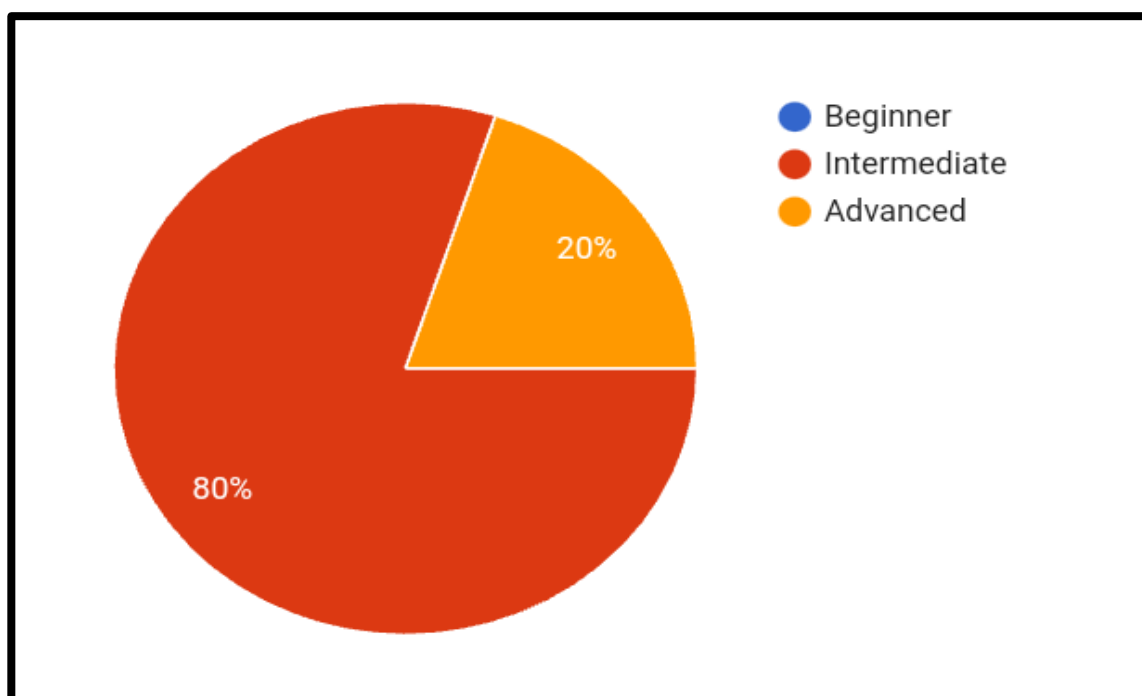
The figure above presents the data regarding the duration of English learning show a clear concentration around a specific timeframe. A large majority of students, 26 out of 40 (65%), reported having studied English for 8 years, which likely corresponds to the cumulative period of formal English instruction throughout middle and secondary school. In contrast, 6 students (15%) responded with 3 years, which is believed to reflect only the period they have spent learning English at the university level. This suggests that some participants may have interpreted the question as referring exclusively to their academic experience in higher education, rather than their full learning history. The remaining responses (each at 2.5%) indicated varied durations such as 4,

9, 10, and 15 years, possibly influenced by individual learning paths, informal learning environments, or continued academic engagement with the language.

4. What is your self-assessed level of speaking proficiency?

Figure 4

Self-Assessed Level of Speaking Proficiency



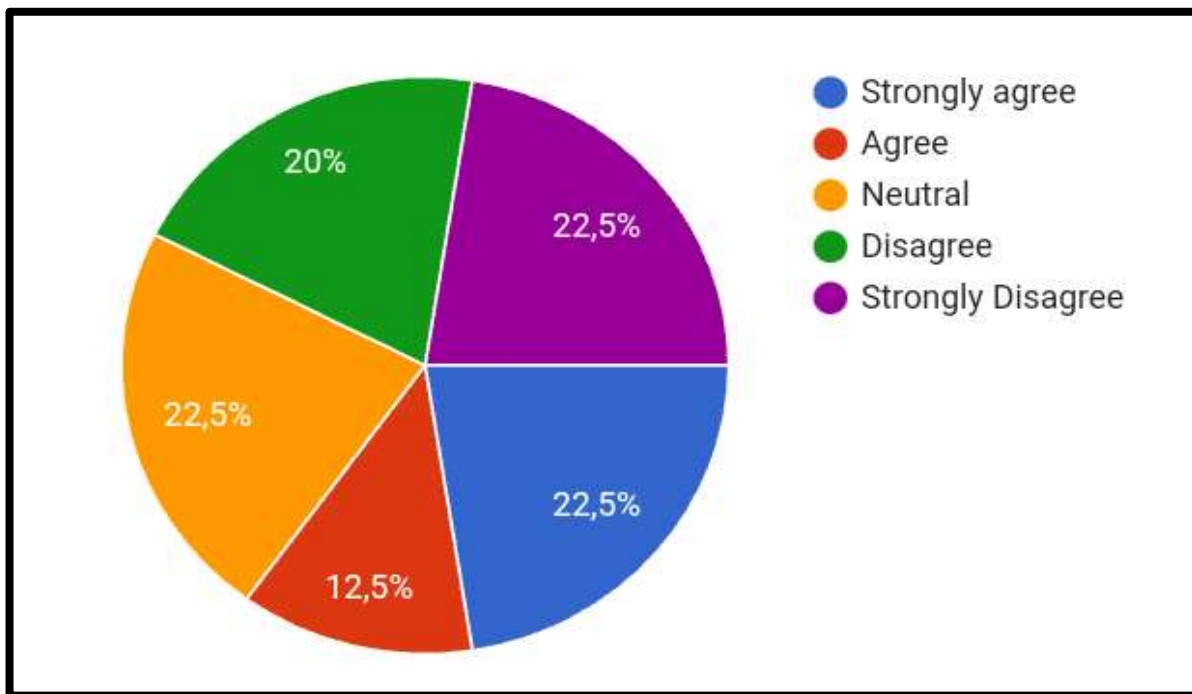
As it is shown in the figure 4 , the majority of students rated their speaking proficiency at an intermediate level, representing 80% of the total responses. In comparison, 20% of the participants considered themselves advanced in speaking English. Interestingly, none of the students identified as beginners, which implies that all participants have surpassed the elementary stage in oral language skills.

Section 2: Perceptions of Oral Performance

5. I feel confident when speaking English.

Figure 5

Students' Self-Reported Confidence in Speaking English



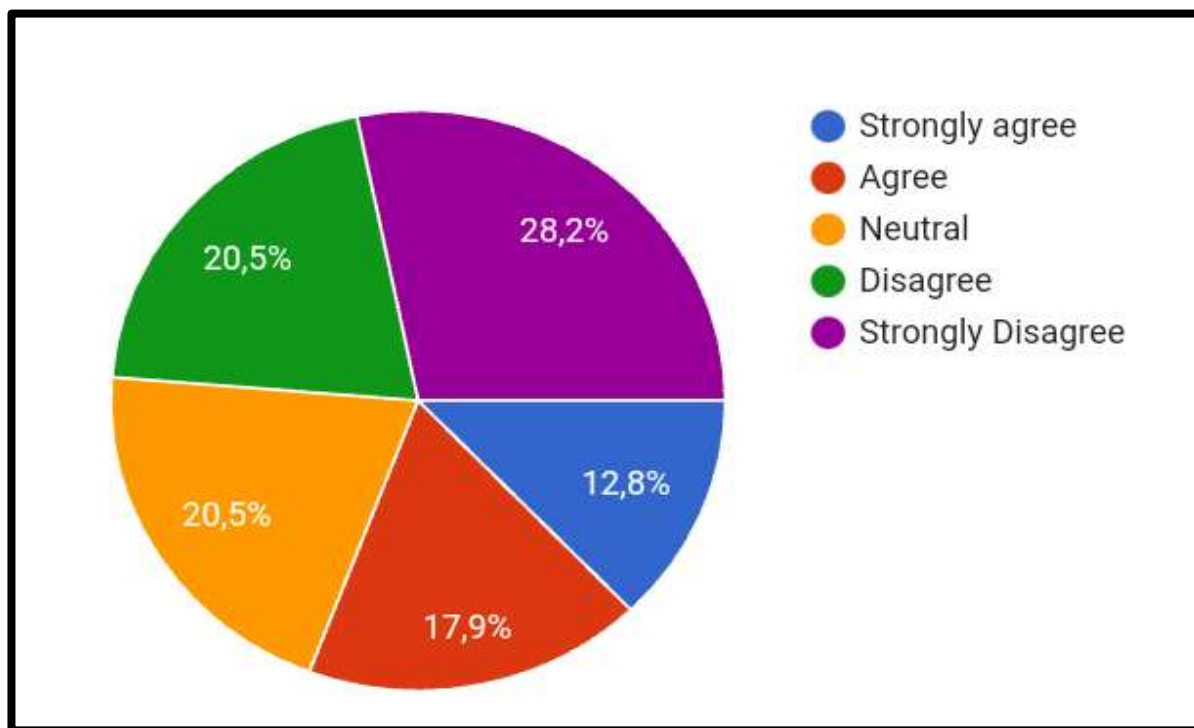
As it is shown in the figure above , students' responses to the statement "I feel confident when speaking English" were quite evenly distributed, reflecting a wide range of attitudes toward speaking confidence. Specifically, 22.5% of participants strongly agreed, and another 12.5% agreed, which means that a total of 35% of the students expressed some level of confidence when speaking English.

On the other hand, 20% of students disagreed, and 22.5% strongly disagreed, indicating that 42.5% of participants lack confidence in their oral performance. Meanwhile, 22.5% chose a neutral position, suggesting uncertainty or fluctuating levels of confidence depending on the context or situation.

6. I can speak fluently without long pauses or hesitation.

Figure 6

Students' Perception of Their Fluency in English Speaking



As illustrated in figure 6 , students' perceptions of their ability to speak fluently without long pauses or hesitation vary notably. Only 12.8% of the participants strongly agreed, and 17.9% agreed, meaning that approximately 30.7% believe they can speak fluently and confidently. However, a greater percentage of learners reported challenges with fluency: 20.5% disagreed, and 28.2% strongly disagreed, resulting in a total of 48.7% who admit to struggling with frequent pauses or hesitation while speaking. Meanwhile, 20.5% remained neutral, possibly indicating inconsistent fluency depending on the context or level of comfort with the speaking topic.

7. I struggle with pronunciation when speaking English.

Figure 7

Students' Responses Regarding Pronunciation Difficulties

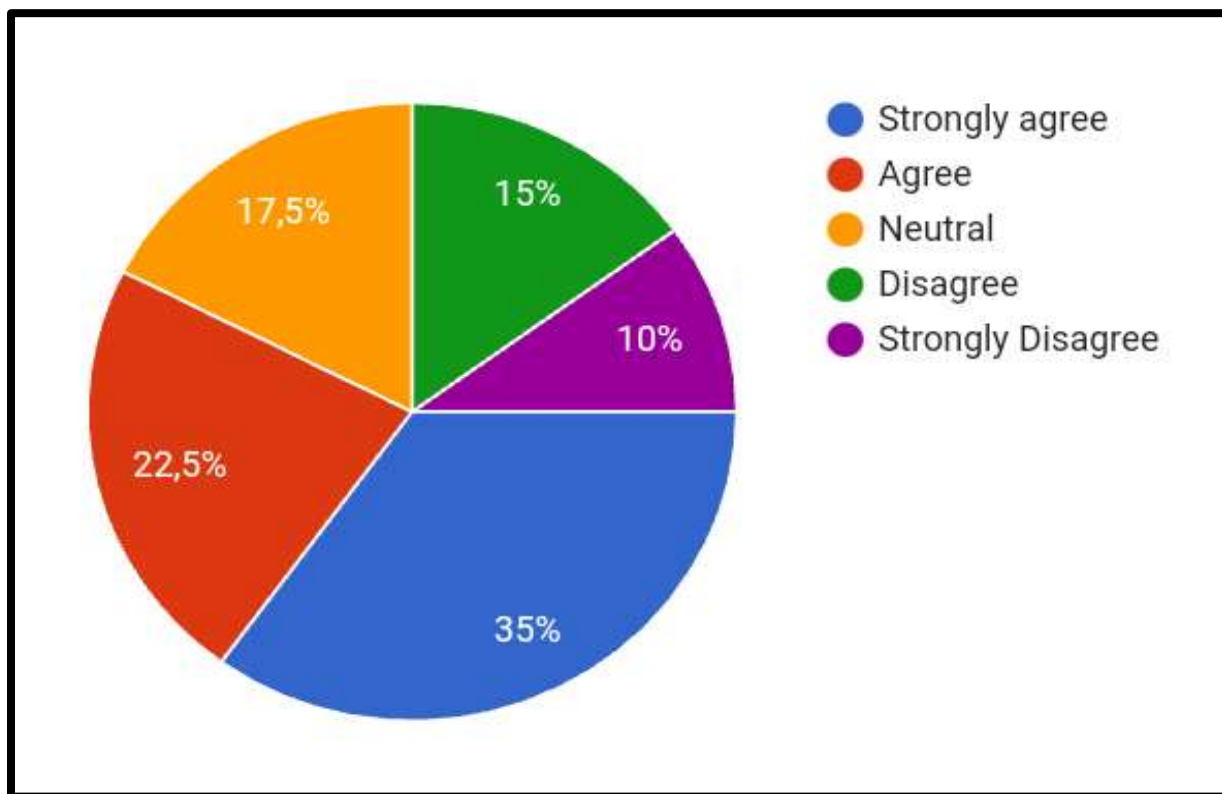


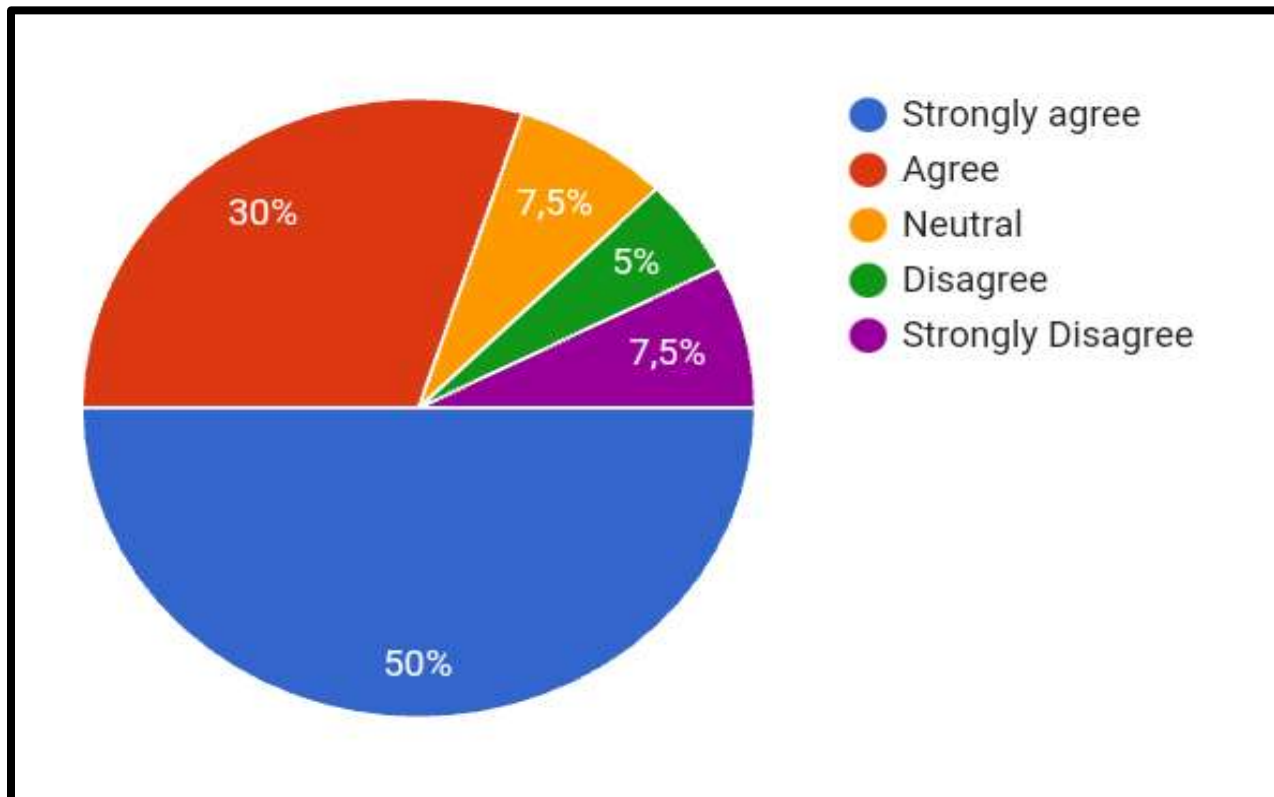
Figure 7 shows the students who participated in the questionnaire were asked whether they struggle with pronunciation when speaking English. The results show that a considerable number of participants face difficulties in this area. Specifically, 14 students (35%) strongly agreed with the statement, and 9 students (22.5%) agreed, making a total of 23 students (57.5%) who acknowledge experiencing pronunciation problems.

On the other hand, 6 students (15%) disagreed, and 4 students (10%) strongly disagreed, suggesting that only a minority do not find pronunciation to be a major challenge. Additionally, 7 students (17.5%) selected neutral, which may indicate uncertainty or variability depending on the type of words or context in which they speak.

8. I need more opportunities to practice speaking English.

Figure 8

Students' Perceptions About the Need for Speaking Practice



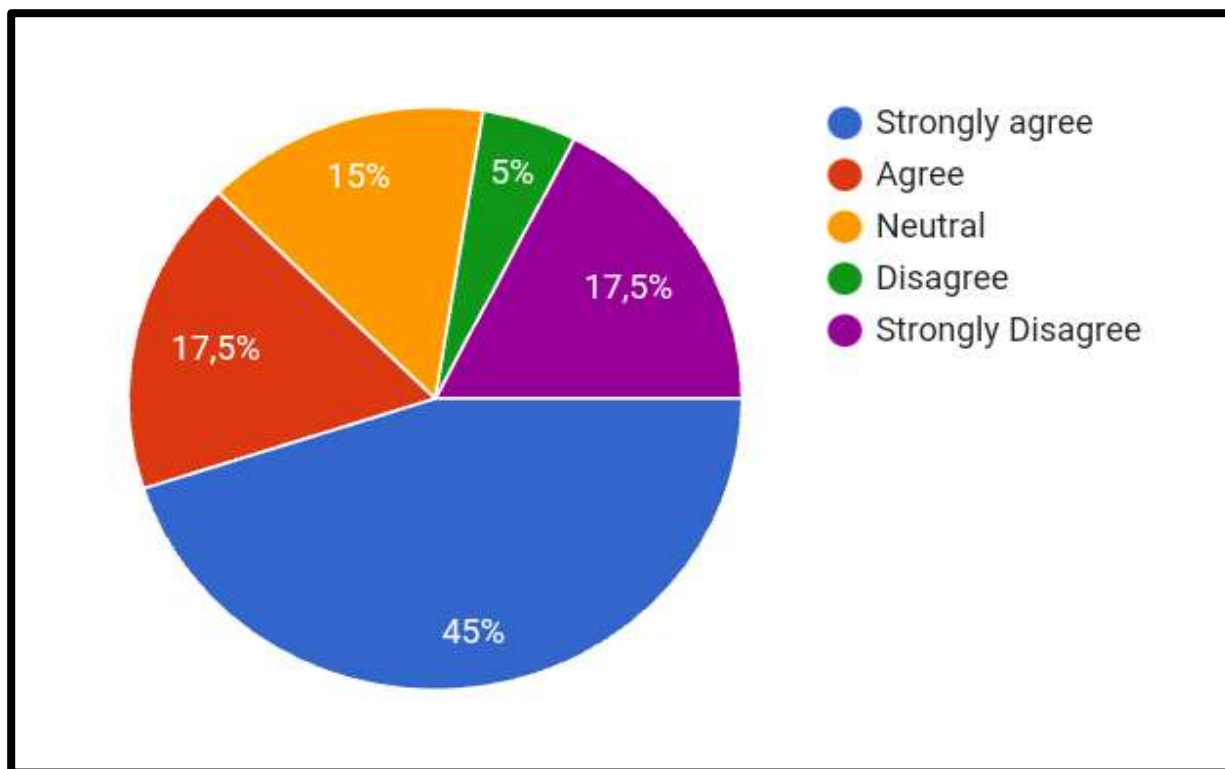
The figure above presents the responses to the statement "I need more opportunities to practice speaking English," the majority of students clearly expressed a strong desire for increased oral practice. Specifically, 20 students (50%) strongly agreed, while 12 students (30%) agreed, bringing the total to 32 students (80%) who believe that current speaking opportunities are insufficient.

Conversely, only 2 students (5%) disagreed, and 3 students (7.5%) strongly disagreed with the statement, while an additional 3 students (7.5%) remained neutral.

9. I feel anxious or nervous when speaking English in class.

Figure 9

Students' Feelings of Anxiety During Classroom Speaking



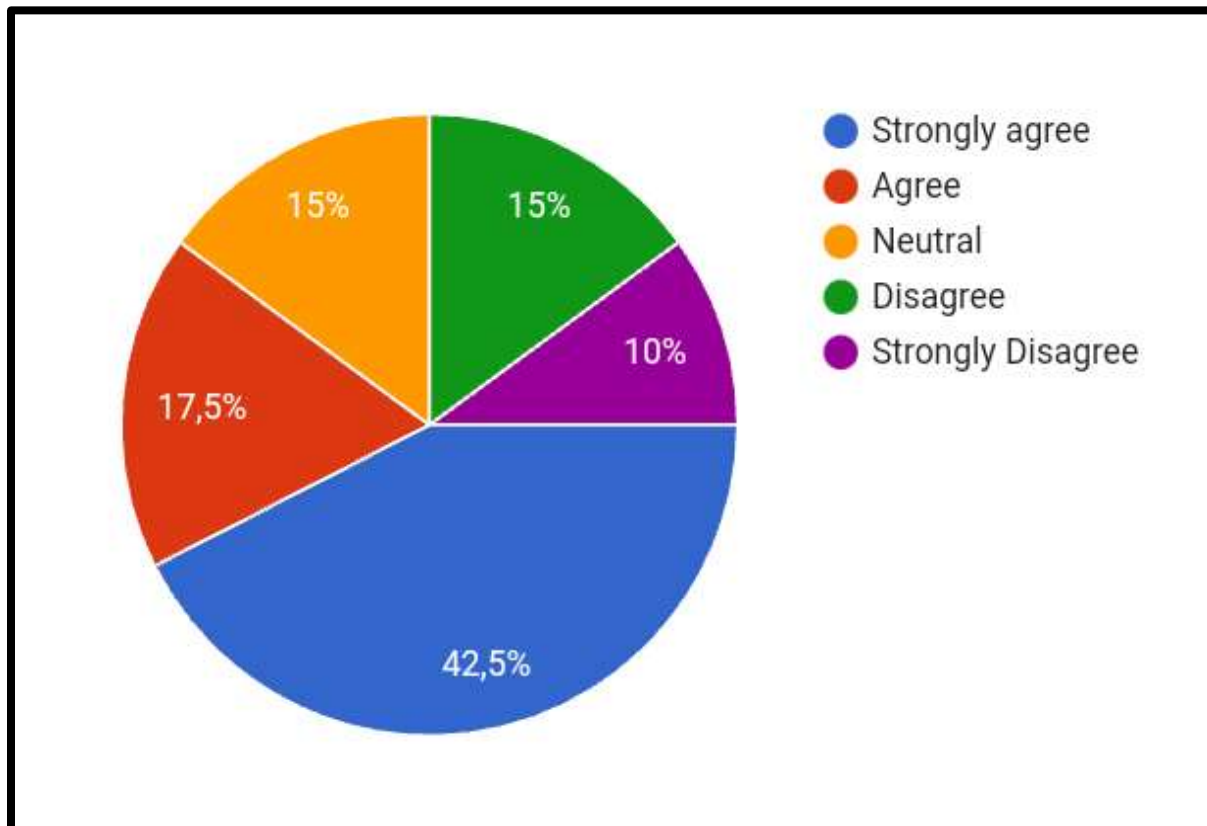
The present figure shows the perceptions of students When asked whether they feel anxious or nervous when speaking English in class, the majority of students indicated discomfort with this experience. About 45%, which corresponds to 18 students, strongly agreed with the statement, and 17.5% (7 students) agreed, making a total of 62.5% (25 students) who reported experiencing anxiety during speaking tasks.

In comparison, 15% (6 students) selected neutral, suggesting they may experience occasional or situational anxiety. Meanwhile, 5% (2 students) disagreed, and 17.5% (7 students) strongly disagreed, indicating that a smaller group feels confident and relaxed when speaking in class.

10. I find it difficult to maintain a conversation in English for a long time.

Figure 10

Students' Ability to Sustain English Conversations

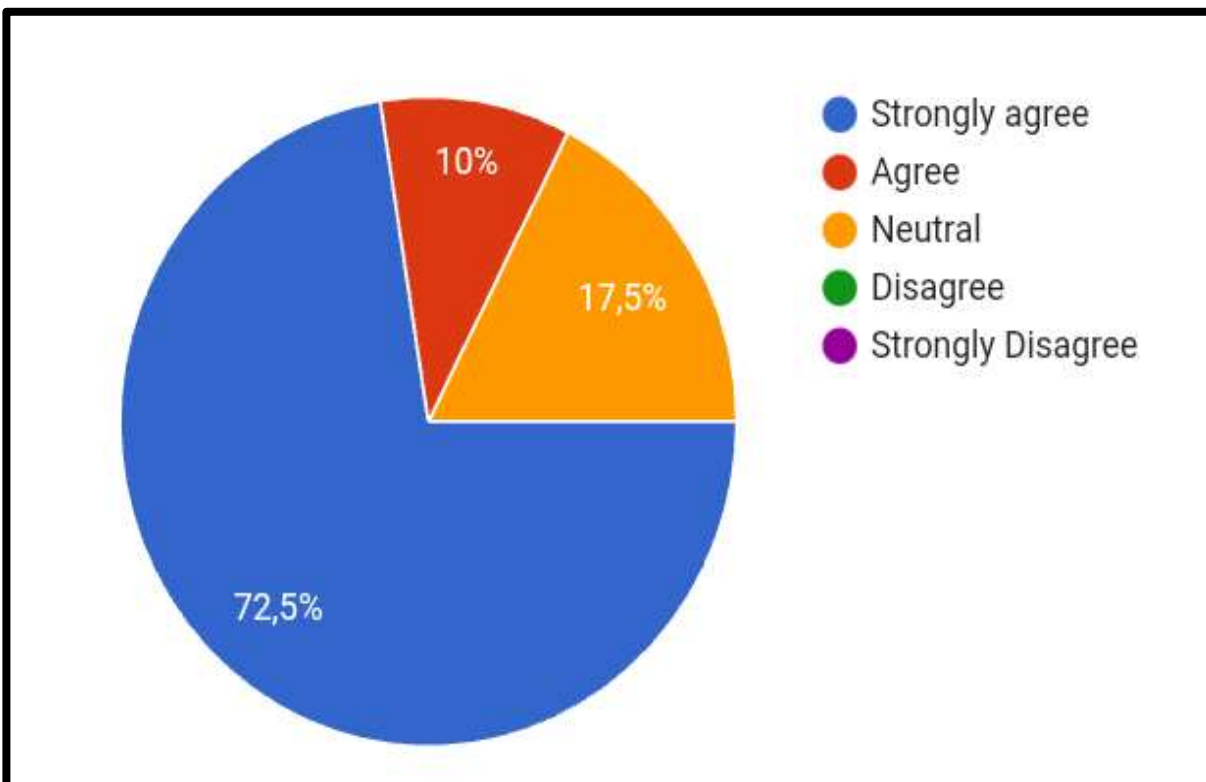


A Likert scale was used to gain responses Regarding the statement "I find it difficult to maintain a conversation in English for a long time," responses indicate that a significant portion of students struggle with conversational endurance. Specifically, 42.5%, equivalent to 17 students, strongly agreed, while 17.5% (7 students) agreed, meaning that nearly 60% (24 students) acknowledge difficulty in sustaining longer conversations in English. Additionally, 15% (6 students) chose neutral, which may reflect uncertainty or mixed experiences. In contrast, 15% (6 students) disagreed, and 10% (4 students) strongly disagreed, suggesting that a minority feel confident maintaining longer conversations.

11. I believe practicing oral performance with technology can be helpful.

Figure 11

Students' Perceptions of Technology in Enhancing Oral Performance



As it is shown in the figure 11, A clear trend emerged in students' responses to the statement "I believe practicing oral performance with technology can be helpful." An overwhelming 72.5% of participants, which corresponds to 29 students, strongly agreed, and an additional 10% (4 students) agreed. Altogether, 82.5% (33 students) showed a positive attitude toward the integration of technology in speaking practice.

On the other hand, 17.5% (7 students) remained neutral, suggesting either hesitation or lack of sufficient experience with technology-based learning. Interestingly, no students (0%) expressed disagreement or strong disagreement, indicating widespread acceptance of the idea. This

level of agreement demonstrates students' recognition of the benefits that technological tools can offer in language learning.

12. What are the biggest challenges you face when trying to improve your oral performance?

In response to the question "What are the biggest challenges you face when trying to improve your oral performance?", students provided 39 varied answers that reflect both linguistic and psychological difficulties. A noticeable number of students pointed to lexical limitations, with responses such as "Lack of vocabulary," "Limited vocabulary," "I don't find the exact words when I need," and "In some situations finding the right vocabulary." These responses highlight how vocabulary deficiency remains a key barrier to fluency and self-expression.

Another common theme were fear, anxiety, and low confidence, which appeared in multiple forms. For example, students wrote: "Lack of confidence," "Fear of making mistakes," "I am afraid of making mistakes when I speak in front of my classmates or my teacher," "Fear of failure and making mistakes," "Speaking in front of audience," "I feel shy and anxious," "I feel nervous and anxious," "Lack of confidence in myself and my pronunciation," and "I feel anxious." Altogether, at least nine students explicitly mentioned psychological factors as their main challenge, suggesting that emotional barriers are just as impactful as linguistic ones in shaping oral performance.

Some responses focused on external and practical issues, such as "Lack of feedback," "I can't find experimented people in this field," "I don't have many chances to speak English regularly," "Insufficient speaking practice," and "Not having speaking partners." These reflect a lack of opportunity or support systems, indicating that students may not be receiving the consistent interaction necessary for improvement. A few students addressed grammatical and structural difficulties, with statements like "I struggle with grammar and forming proper sentences."

Interestingly, one student offered a more advanced perspective, saying: “Honestly since I am quite confident in my speaking skills, the main challenge I sometimes face is refining my performance like choosing even more precise words or sounding more natural and engaging depending on the audience.” This suggests that for some, the challenge lies not in basic communication but in achieving a more nuanced and effective style.

Lastly, a small group of students (e.g., “I don’t face any difficulty or challenge right now,” “I don’t face difficulties,” and “None”) reported no particular obstacles, which may reflect either a higher level of proficiency or personal confidence.

13. What strategies or tools (other than ChatGPT) have you used to enhance your speaking skills?

In response to the open-ended question “What strategies or tools (other than ChatGPT) have you used to enhance your speaking skills?”, 23 students shared a variety of techniques and platforms they personally rely on to improve their oral performance. Their responses reflected a blend of digital tools, listening practices, and interactive strategies.

A large group of students reported using popular digital platforms. Specifically, YouTube and Duolingo were each mentioned by 8 students, showing their popularity as go-to resources for accessible and engaging language input. Additionally, ELSA Speak was cited by 4 students, indicating their interest in refining pronunciation through specialized mobile applications. Other apps and platforms such as Epilot application, Hello Talk, and language exchange apps were also mentioned, emphasizing students’ preference for personalized and interactive digital tools.

When it comes to listening to authentic English, several students mentioned strategies like: “Listen to native speakers” (4 students), “Listening to English Podcasts”, “Music, movies, YouTube courses, native speakers”, “Reading and watching videos of native speakers” and

“Watching English Movies and Series”. These answers highlight the importance learners place on immersive listening as a way to enhance pronunciation, fluency, and vocabulary in real contexts.

In terms of self-practice techniques, students reported: “Reading aloud”, “Reading books” “Reading books in English” , “Practicing daily in front of a mirror”, “Recording myself when speaking” ,and “Speech shadowing”. These responses reflect a proactive attitude toward independent speaking practice and a desire to internalize language through repetition and self-reflection.

Other students opted for interactive and communicative methods, such as: “I participate in group discussions or online speaking sessions”, “Practicing the language outside the university and class”, “I tried to enhance my speaking skills by talking for long periods with my friends and e-pals”.

Some learners provided detailed combinations of strategies, for example: “Besides ChatGPT, I use language exchange, watch podcasts and recording myself while speaking”, “I used language exchange apps, speech shadowing and recording myself to improve pronunciation and fluency”.

These responses show a more refined and personalized learning process that includes multiple tools to target different aspects of speaking skills.

Section 3: Perceptions of ChatGPT for Oral Performance

14. ChatGPT helps me improve my speaking fluency.

Figure 14

Effect of ChatGPT on Students' Fluency in English

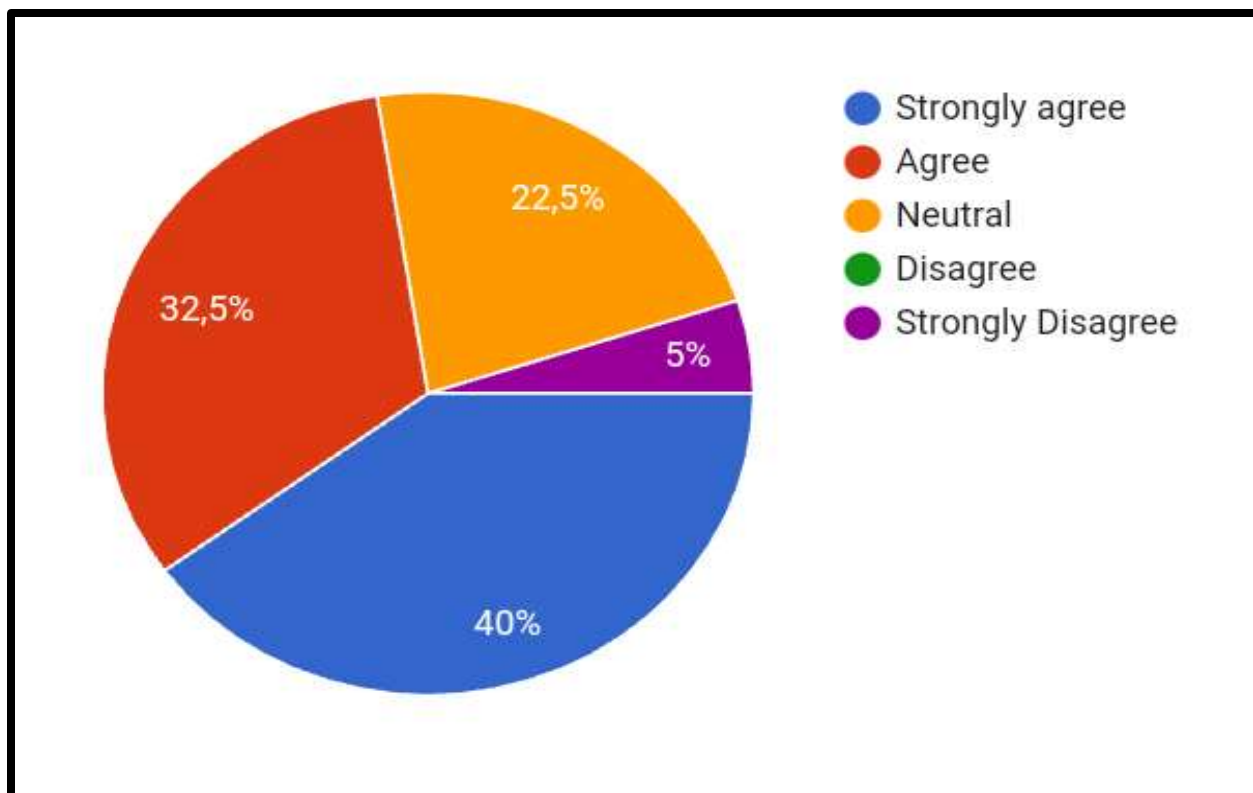


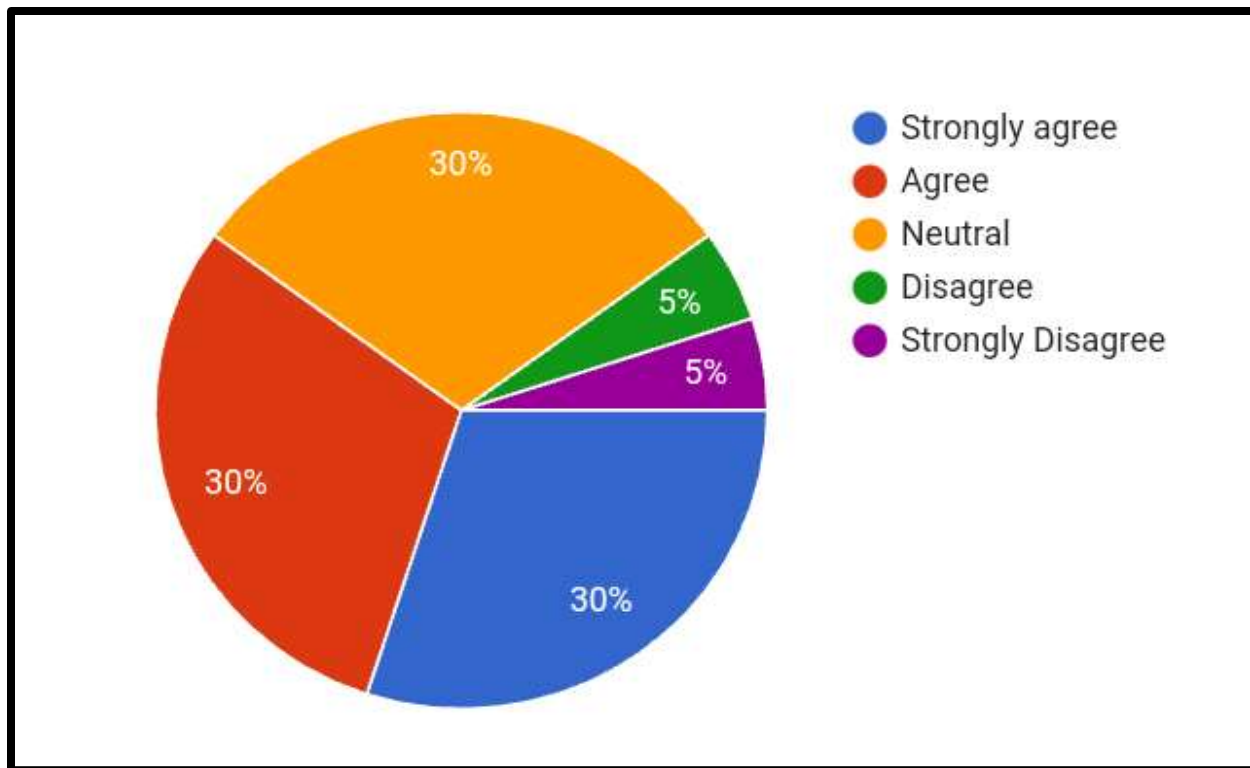
Figure 14 indicates the responses to the statement “ChatGPT helps me improve my speaking fluency,” the majority of participants expressed a positive perception. A total of 40% (16 students) strongly agreed, while 32.5% (13 students) agreed, indicating that 72.5% (29 students) believe that ChatGPT contributes to improving their speaking fluency.

Additionally, 22.5% (9 students) chose a neutral position, which could suggest limited use or mixed experiences with the tool. Only 5% (2 students) strongly disagreed, and notably, 0% selected disagree, reflecting minimal negative feedback. These results suggest that most students perceive ChatGPT as an effective aid for practicing fluency.

15. ChatGPT provides useful feedback on my pronunciation.

Figure 15

Students' Opinions on ChatGPT's Feedback on Pronunciation



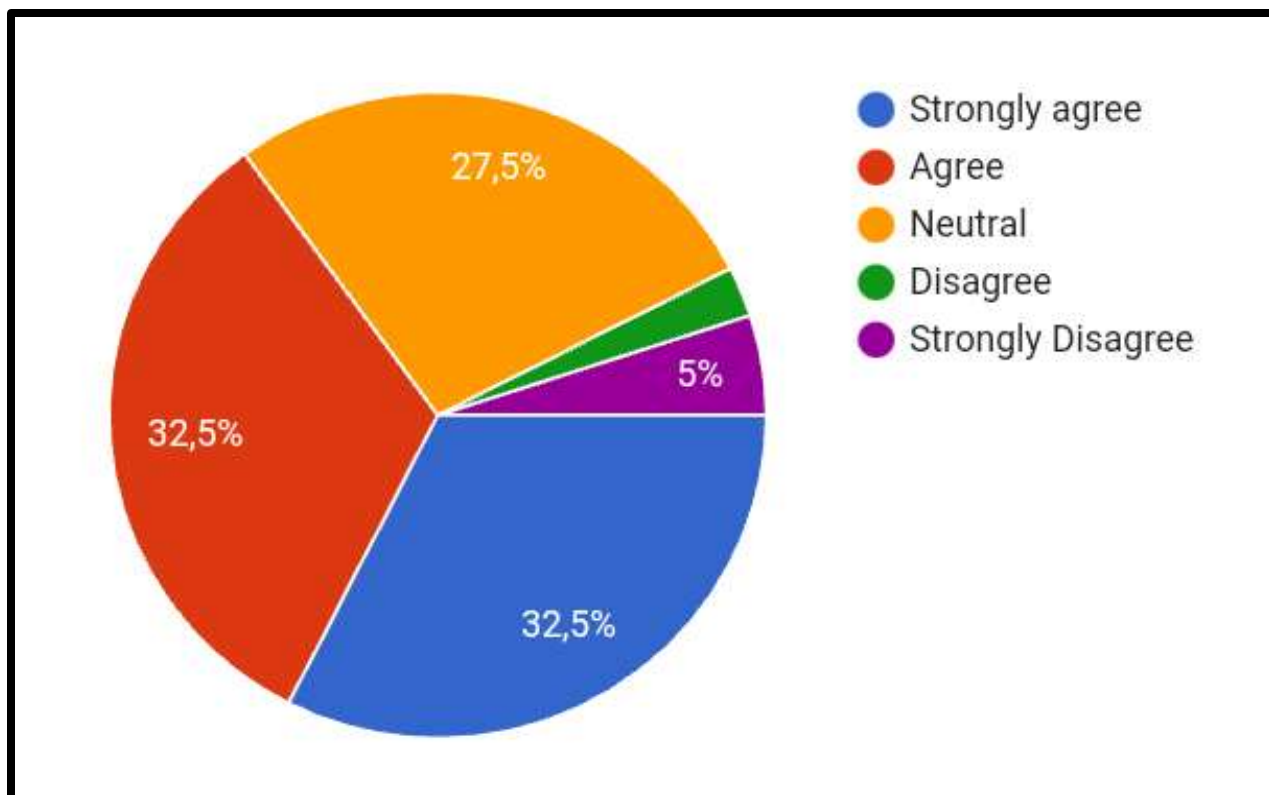
As revealed in figure 15, A relatively balanced distribution appeared in students' responses regarding the usefulness of ChatGPT's feedback on pronunciation. 30% (12 students) strongly agreed, and an equal 30% (12 students) agreed, showing that 60% (24 students) consider ChatGPT helpful in guiding their pronunciation.

On the other hand, 30% (12 students) responded neutrally, which may reflect uncertainty about how to interpret the feedback provided by the tool or limited exposure to using ChatGPT for pronunciation-specific tasks. A minority of 5% (2 students) disagreed, and another 5% (2 students) strongly disagreed, indicating that a small portion of students did not find the feedback beneficial.

16. Practicing speaking with ChatGPT reduces my anxiety.

Figure 16

Students' Perceptions of ChatGPT in Reducing Speaking Anxiety

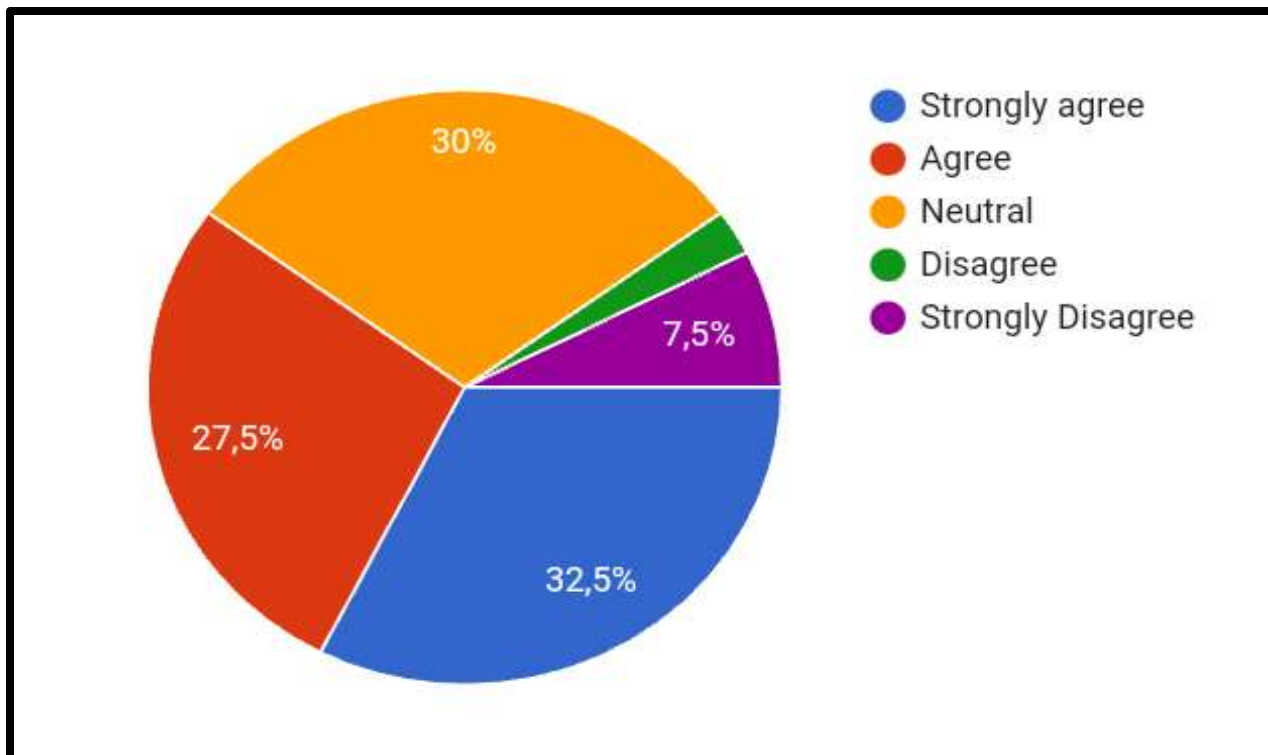


As indicated in figure 16, A significant portion of the students indicated that practicing speaking with ChatGPT helps alleviate their anxiety. Specifically, 32.5% (13 students) strongly agreed, and another 32.5% (13 students) agreed, meaning that a total of 65% (26 students) reported feeling less anxious when using ChatGPT as a speaking tool. Meanwhile, 27.5% (11 students) selected neutral, suggesting mixed feelings or a lack of sufficient experience with ChatGPT in emotionally charged speaking situations. A small fraction of participants expressed disagreement: 2.5% (1 student) disagreed, and 5% (2 students) strongly disagreed.

17. I feel more comfortable speaking with ChatGPT than with classmates.

Figure 17

Students' Comfort Level Speaking with ChatGPT Compared to Classmates



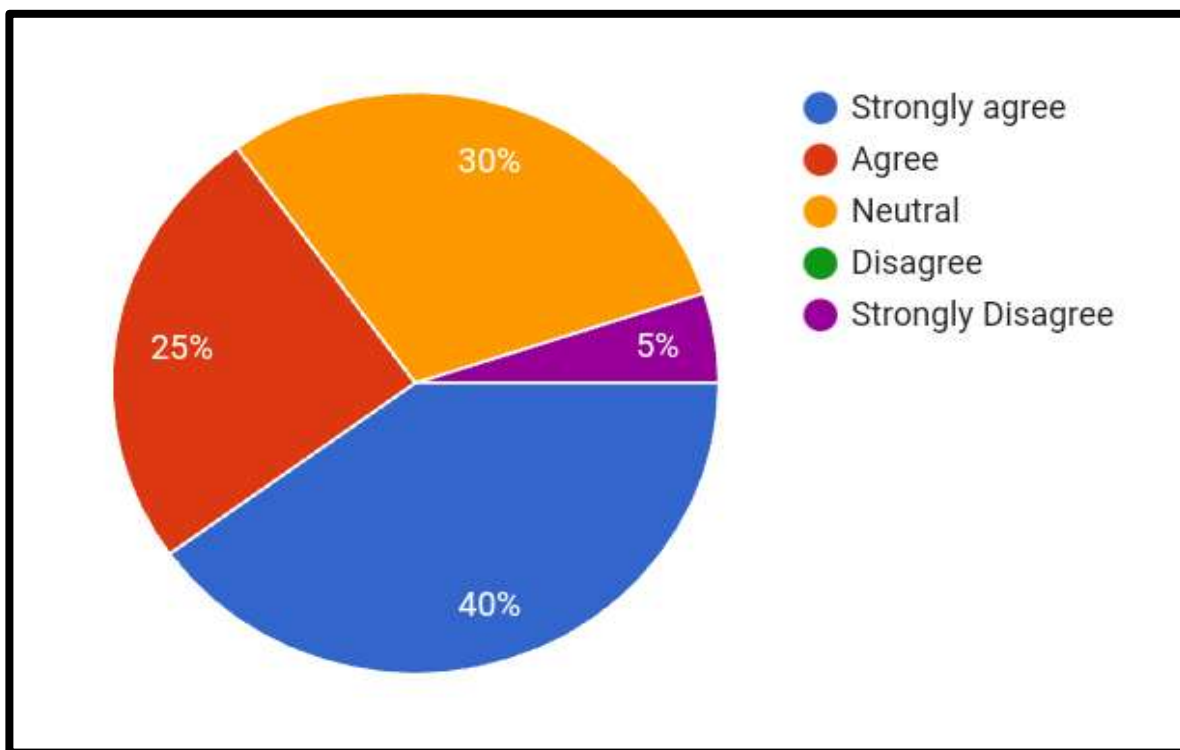
We observe from the figure above notable trend is observed in students' responses to the statement, "I feel more comfortable speaking with ChatGPT than with classmates." A combined 60% of students expressed positive comfort, with 32.5% strongly agreeing and 27.5% agreeing. This suggests that a majority of students prefer or feel more at ease practicing oral skills with ChatGPT rather than in peer interactions. Meanwhile, 30% of students remained neutral, possibly reflecting uncertainty or mixed feelings about using AI for speaking practice. Only a small minority, 10% (2.5% disagreeing and 7.5% strongly disagreeing), indicated discomfort with speaking to ChatGPT compared to classmates.

These findings highlight the potential of ChatGPT to reduce speaking anxiety and offer a supportive environment for oral language practice.

18. ChatGPT helps me expand my vocabulary for speaking.

Figure 18

Students' Perceptions of ChatGPT's Role in Expanding Vocabulary for Speaking



As displayed in Figure 18, a substantial proportion of students recognize the positive impact of ChatGPT on their vocabulary development for speaking. Specifically, 40% of students strongly agreed, and 25% agreed that ChatGPT helps them expand their vocabulary. Meanwhile, 30% of students remained neutral, indicating some uncertainty or varied experiences with this aspect. Notably, no students disagreed, and only 5% strongly disagreed, showing minimal resistance to the idea.

19. Using ChatGPT for speaking practice is more effective than traditional exercises.

Figure 19

Students' Views on the Effectiveness of Using ChatGPT Compared to Traditional Speaking Exercises

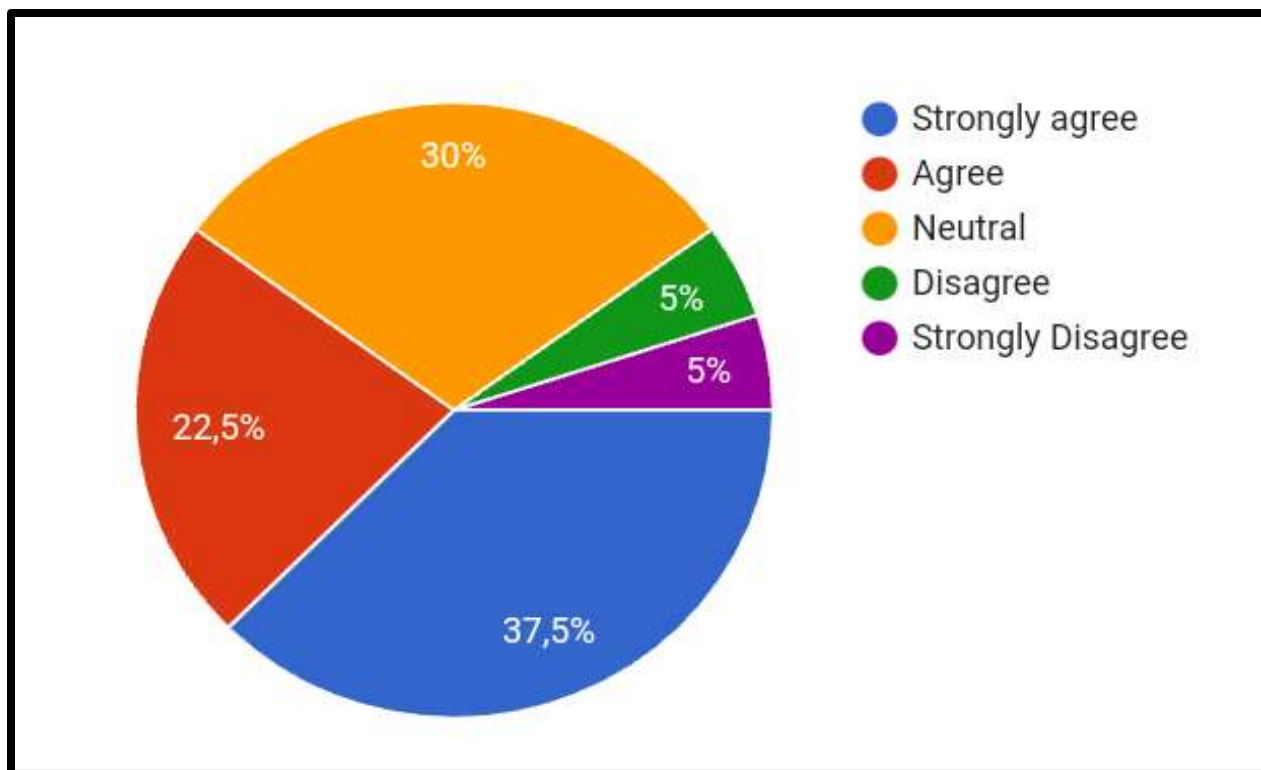
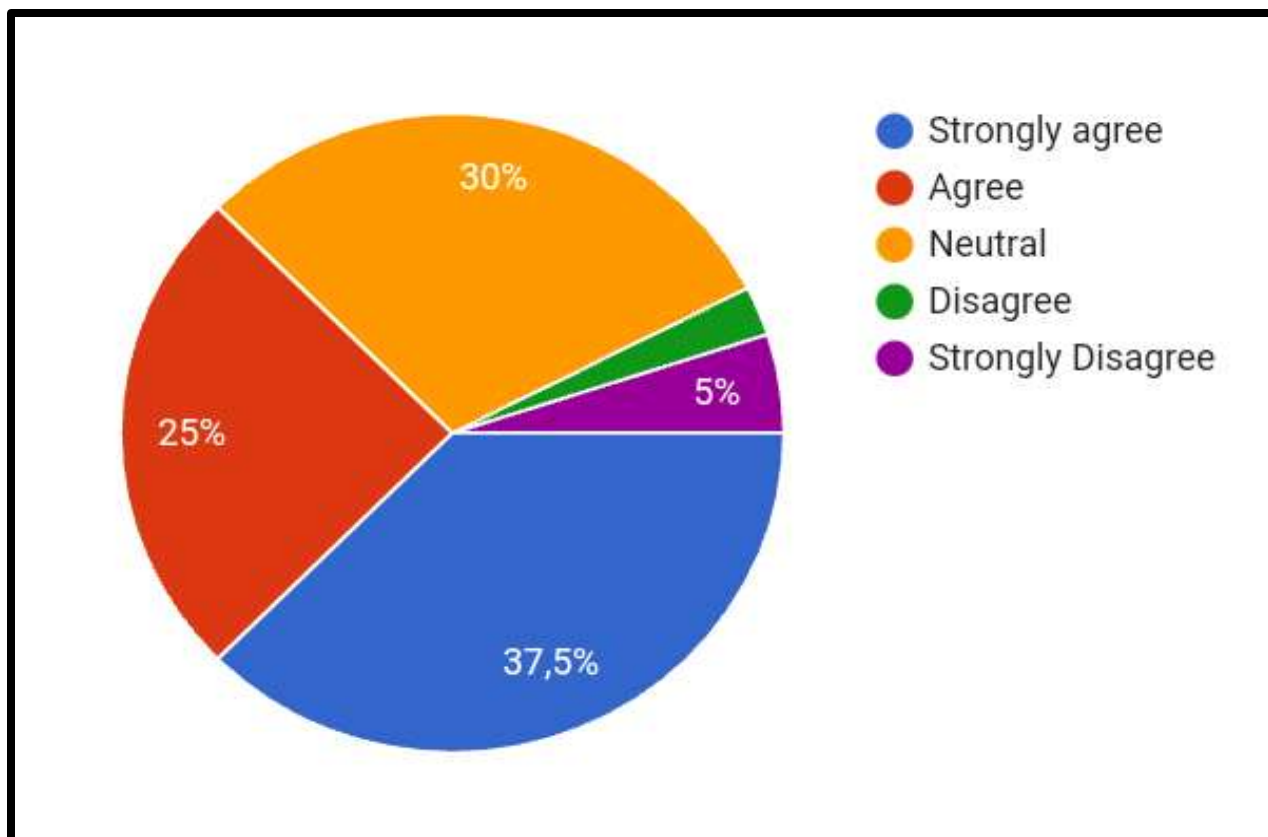


Figure 19 illustrates students' opinions regarding the effectiveness of ChatGPT in comparison to traditional speaking exercises. More than one-third of the participants (37.5%) strongly agree that ChatGPT offers a better platform for practicing speaking skills, while an additional 22.5% agree. This shows that a clear majority (60%) favor ChatGPT as an effective tool. Meanwhile, 30% of students expressed neutrality, indicating that they might see benefits in both approaches or remain undecided. A minority of 10% disagreed or strongly disagreed, reflecting some reservations about replacing traditional exercises with AI-based practice.

20. I would like to continue using ChatGPT to improve my oral performance.

Figure 20

Students' Willingness to Continue Using ChatGPT to Improve Oral Performance



The data in Figure 20 reveal a strong inclination among students to continue using ChatGPT for enhancing their speaking skills. A total of 62.5% of students expressed a positive attitude, 37.5% strongly agreed and 25% agreed highlighting their motivation to keep integrating AI into their language learning routine. In contrast, 30% remained neutral, possibly due to limited experience or uncertainty about long-term benefits. Only a small fraction (2.5% disagree and 5% strongly disagree) showed reluctance to use ChatGPT in the future.

- Open-ended questions

21. In what ways has ChatGPT helped you improve your oral performance?

Regarding the question “In what ways has ChatGPT helped you improve your oral performance?”, 31 students shared diverse perspectives on how they benefit from using this AI

tool. Many students highlighted its role in correcting mistakes and providing feedback. For example, some said: “Correct my mistakes”, “Correct anything wrong I write”, “Correcting my mistakes”, and “ChatGPT provides useful feedback on my pronunciation.” These responses, mentioned by around 5 students, demonstrate that ChatGPT is valued for its ability to help users identify and improve errors in both writing and speaking.

Several students focused on the tool’s use for practicing conversation and fluency, sharing comments such as: “I used ChatGPT to practice speaking like in real conversations.”, “By providing conversation practice”, “ChatGPT helps me to practice speaking through interactive conversations, expand my vocabulary and improve sentence structure and fluency”, “Talking any time”, and “I discuss freely.” Approximately 7 students expressed that ChatGPT offers a safe, accessible environment to practice speaking, helping them build fluency and confidence. A notable number of students appreciated ChatGPT’s role in vocabulary expansion and idea generation. Statements like “Provide vocabulary”, “Give me new and strong ideas”, “Learning new vocabulary”, “Chat GPT helps me improve vocabulary and build confidence”, and “Learning New Vocabulary, it gave me new words and showed me how to use them in context” were frequently mentioned by about 6 students, emphasizing ChatGPT’s usefulness as a lexical resource.

Other responses showed students’ comfort and freedom in using ChatGPT, such as: “I write freely without hesitation”, “I feel free when I discuss or ask anything”, “ChatGPT is a tool used when and wherever I want to improve my oral performance”, and “I can write what I want freely and he gives me feedback how to write or speak.” These comments (around 5 students) reveal that the tool helps reduce anxiety and encourages self-expression.

A smaller group of students reported more general benefits like: “Give me information in each topic”, “In answering all my questions”, “I got quick responses and advice during the conversation.”, and “By making discussions I ask and it gives me responses as I want.”

However, some students noted that ChatGPT did not help them personally, with comments like: “It doesn’t really help me for my oral performance because I use it for getting written answers”, “I have never used it in my life”, “None”, and “ChatGPT never helped me to improve my oral performance.” These responses (about 4 students) indicate variability in how learners use or benefit from the tool.

Question 22: What improvements would you suggest to make ChatGPT more effective for speaking practice?

When asked about potential improvements to make ChatGPT more effective for speaking practice, the 22 responses revealed several key suggestions aimed at enhancing the tool’s interactivity and feedback quality. A significant number of students emphasized the need for improved pronunciation feedback. Comments such as “Improve pronunciation feedback”, “Provide feedback”, “Give feedback on pronunciation”, and “Include corrections and tips about how to say words correctly” were repeated by about 6 students, showing that many users want more precise and actionable feedback on their spoken language.

Another common suggestion was to introduce voice interaction features, including the ability to speak and listen, rather than just typing. For instance, respondents requested “Add voice interaction”, “Make ChatGPT speak and listen, not just type like a real conversation”, “Add voice chats”, “Let users record their voice and listen again to improve”, and “Add a mode to practice speaking even without internet.” These responses, mentioned by about 7 students, suggest that

integrating real-time speaking and listening functions would make ChatGPT a more natural and effective speaking partner.

Several participants proposed adding more engaging and realistic speaking activities, such as “Discussion and debates, storytelling”, “Role-play options”, and “Make speakers live in natural situations: authentic conversation.” About 3 students highlighted that practicing in contextually rich, real-life scenarios would enhance the learning experience. Others suggested that the tool should adapt to user needs by “Adapting speaking topics to the user’s level and interests” or providing “Speaking scores or simple feedback on fluency, accuracy, and pronunciation” (around 2 students). These features would personalize the experience and help learners track their progress.

A few students expressed skepticism or limitations, stating “ChatGPT is not the right tool to use for speaking practice” or “To not assist, rely on human interactions”, reflecting that some learners still prefer traditional or human-led methods.

Finally, one student simply answered “No suggest, it is perfect,” while another said “I don’t know,” showing some satisfaction or uncertainty about improvements.

Analysis of the interview

In order to explore teachers’ perception of the significance of ChatGPT in promoting students’ oral performance, an interview consisting of eleven questions was conducted with five (5) university teachers. The data collected from the interviewees was analyzed using Braun and

Clarke's (2006) thematic analysis approach. After transcribing the responses, the researchers began generating initial codes to identify key patterns and themes related to the use of ChatGPT as a pedagogical tool for enhancing oral skills in EFL contexts.

Generating the Main Codes

After transcribing the verbal data, the main ideas of the interviewees were highlighted and then generated under the name "codes". According to Tucket (2005), the process of coding refers to the organization of information into meaningful groups. Hence, in this study, 50 codes were raised from the teachers' responses to the interview's questions. To specify from where each code has been extracted, the researchers use small tables for each question.

Question 1: How long have you been teaching English at the university level?

The responses to the first interview question revealed that the participants have varying levels of teaching experience at the university level. Teacher 1 mentioned, "I have been teaching English for 10 years," which reflects extensive experience and likely deep exposure to different teaching approaches and learner needs. Teacher 2 stated, "I've been teaching English at the university for approximately seven years now," suggesting a solid foundation in higher education instruction. On the other hand, Teacher 3 noted, "I have been studying English at the university level around 3 years," which may indicate that this participant is a novice teacher or still transitioning into the profession. Similarly, Teacher 5 shared, "I have been teaching English for 3 years," reflecting early career experience. Meanwhile, Teacher 4 said, "I have been teaching English at the university level for 8 years," showing consistent engagement in the academic field.

Question 2: Have you used ChatGPT or similar AI tools in your teaching? If yes, how?

Table 1*Generating Codes from Teachers' Responses to Q2*

Interview extract	Codes
Yes, I have used ChatGPT mainly for generating speaking prompts and simulating conversations.	Speaking prompts and conversation simulation
Yes, I've experimented with ChatGPT to help students practice conversation and simulate interactive dialogues.	Conversation practice and dialogue simulation
yes i did but it was for helping me in improve some ideas and correcting the spellings errors	Idea improvement and spelling correction
Yes, I use ChatGPT for conversation practice, discussion prompts, and vocabulary building.	Speaking, discussion and vocabulary building
Yes, I've used ChatGPT for writing support, grammar correction, and brainstorming ideas for assignments.	Writing support and grammar correction

Section 2: Oral Skills and the Role of ChatGPT

Question 3: What teaching methods or strategies do you typically use to enhance your students' oral English proficiency.

Table 2*Generating Codes from Teachers' Responses to Q3*

Interview extract	codes

<p>I use role-plays, debates, group discussions, and presentations</p>	<p>Role-plays and interactive oral tasks</p>
<p>I often rely on communicative tasks like role-plays, problem-solving activities, and guided discussions.</p>	<p>Communicative tasks and guided interaction</p>
<p>I usually use audio dialogues (listening and talking) to correct errors and learning new expressions. Secondly, I use speaking dictionaries, also the strategy of reading loudly because that helps students to practice their accent and find their errors. Use flashcards and watching movies. Listening to music.</p>	<p>Listening-based practice and pronunciation strategies</p>
<p>I encourage daily speaking routines like short impromptu talks and peer-to-peer dialogues. I also use pronunciation apps and real-life scenarios to build fluency and confidence.</p>	<p>Daily speaking routines and real-life scenario practice</p>
<p>I use interactive activities, pair/group work, multimedia, pronunciation drills, presentations, and peer feedback</p>	<p>Interactive learning and multimedia-based speaking tasks</p>

--	--

Question 4: In your opinion, how can ChatGPT help students improve their speaking skills?

Table 3

Generating Codes from Teachers' Responses to Q4

Interview extract	codes
It provides a risk-free environment to practice conversation and receive instant feedback.	Risk-free practice and instant feedback
It offers a platform for repetitive, low-pressure practice, which can boost both fluency and confidence.	Low-pressure fluency practice
I think ChatGPT can help students firstly by practicing conversation (e.g., student: Hi I'd like to order a coffee; ChatGPT as a waiter: Sure, what size would you like?). Also, ChatGPT can give instant feedback, correct grammar, and simulate language exams.	Dialogue simulation and language exam practice
It can simulate conversations, debates, and interview scenarios.	Simulating diverse speaking contexts
ChatGPT simulates real conversations, helps with	Realistic conversation and

vocabulary, and provides instant grammar feedback.	language support
--	------------------

Question 5: Do you think students feel more comfortable speaking with ChatGPT than with other people? Why or why not?

Table 4

Generating Codes from Teachers' Responses to Q5

Interview extract	Codes
Yes, because there is no fear of judgment or embarrassment.	Judgment-free speaking environment
Many do, mainly because they're not afraid of making mistakes when speaking to an AI.	Mistake-friendly practice with AI
:yes they feel comfortable because chat gpt Encouraging confidants to speak with no fear of being judged wich is perfect for shy students beside to encouragement and motivation	Confidence-building for shy students
Yes, because they don't feel judged and can practice freely.	Comfortable and pressure-free interaction

Yes, students feel comfortable due to the judgment-free and pressure-free environment ChatGPT provides.	Safe and non-threatening practice space

Question 6: How can ChatGPT be used in speaking activities or classroom discussions?

Table 5

Generating Codes from Teachers' Responses to Q6

Interview extract	codes
It can simulate interviews, role-plays, and conversational scenarios for practice.	Simulating interactive speaking tasks
It can serve as a conversation starter, a tool for generating speaking prompts, or even simulate a dialogue partner.	Speaking prompts and virtual dialogue partner
ChatGPT can be used as a conversation partner for speaking practice. Students can engage in dialogues to improve fluency, and teachers can use ChatGPT's responses to spark classroom discussions and critical thinking.	Fluency practice and discussion stimulation
ChatGPT can serve as a useful tool for role-play activities,	Role-play, oral task support, and

where students simulate real-life conversations. It can also help students prepare for oral presentations by generating questions, vocabulary, or example dialogues. In discussions, it can be used to introduce topics or provide alternative opinions to encourage debate.	topic introduction for discussions
It can be used for conversation practice, discussion prompts, role-plays, and storytelling.	Conversation practice and creative speaking tasks

Question 7: Have you seen any changes in students' confidence or fluency after using ChatGPT?

Please explain.

Table 6

Generating Codes from Teachers' Responses to Q7

Interview extract	Codes
Yes, some students became more confident and fluent after regular practice with the tool.	Improved confidence and fluency through practice
Yes, I noticed some students became more willing to participate in oral activities after using the tool regularly.	Increased oral participation
Yes, I've noticed improvement in students' confidence, especially among shy learners. ChatGPT provides a safe	Confidence boost for shy learners

space to practice speaking without fear of judgment, which helps them speak more freely and regularly.	
Yes, students speak more fluently and confidently after regular practice.	Enhanced fluency and speaking confidence
Yes, students became more confident and fluent, as ChatGPT helped them practice and expand their vocabulary.	Fluency improvement through vocabulary expansion

Section 3: Challenges and Support

Question 8: What challenges have you or your students faced while using ChatGPT for speaking practice?

Table 7

Generating Codes from Teachers' Responses to Q8

Interview extract	Codes
Some students rely too much on it or face technical issues like internet access.	Over-reliance and technical barriers
A few students found it hard to engage meaningfully or didn't know how to use it effectively without guidance.	Low engagement and need for guidance
One challenge is that ChatGPT doesn't always understand	Context issues and language

the context accurately, leading to unnatural responses. Also, some students become too dependent on it instead of trying to produce language on their own.	production dependency
Some students struggle to stay motivated or lose interest quickly when the interaction feels repetitive or lacks emotional engagement."	Lack of motivation and emotional connection
Challenges include lack of voice interaction, limited pronunciation feedback, and over-reliance on the tool.	Absence of voice input and pronunciation feedback

Question 9: Do you think students need guidance when using ChatGPT for oral tasks? Why?

Table 8

Generating Codes from Teachers' Responses to Q9

Interview extract	Codes
Yes, to ensure they use it purposefully and avoid passive learning.	Purposeful use and avoiding passivity
Yes, I believe clear instructions are essential to help them stay focused on speaking outcomes.	Clear instructions for targeted speaking goals
Yes, guidance is necessary. Without it, students may not use ChatGPT effectively. Teachers should guide them on asking good questions, using appropriate vocabulary, and reflecting	Strategic use through teacher support

on the feedback to ensure real improvement.	
Absolutely. Without proper guidance, students might misuse ChatGPT or rely on it passively. Teachers should help students understand how to use it as a speaking partner, correct mistakes, and reflect on their language use.	Preventing misuse and fostering active learning
Yes, students need guidance to use the tool effectively and avoid over-dependence on it.	Effective use and reducing dependence

Section 4: Suggestions and Future Use

Question 10: What can be done to make ChatGPT more effective for speaking practice?

Table 9

Generating Codes from Teachers' Responses to Q10

Interview extract	Codes
Integrate it with structured tasks and provide training for both students and teachers.	Structured tasks and user training
Adding voice features and tailoring content to match learners' levels would make it more useful.	Voice features and level adaptation
Provide it with a set of official and recognized references also	Reliable references and learner-

Estimating the level of education of English	level detection
Integrate more interactive speaking activities and provide real-time feedback to support learners.	Interactive tasks and real-time feedback
Adding voice integration, pronunciation feedback, and structured speaking tasks would improve its effectiveness.	Voice input, pronunciation help, and task design

11. Would you recommend using ChatGPT more often in English classes? Why or why not?

Table 10

Generating Codes from Teachers' Responses to Q11

Interview extract	Codes
Yes, because it offers interactive, accessible, and personalized speaking practice.	Interactive and personalized practice
I would recommend it, especially as a supplementary tool, because it increases exposure and speaking opportunities.	Supplementary tool for speaking exposure
yes but in limited uses like (in some research subjects that recommend a lot of references like professors research)	Limited use for academic support
Yes, it can be a valuable tool for providing additional practice and personalized support.	Extra practice and tailored support

Yes, ChatGPT helps students practice in a low-pressure environment, promoting confidence and active learning.	Low-pressure practice and confidence building
---	---

Searching for themes

After having all the data coded, the researchers highlighted the most common codes and sorted them into themes. According to Braun and Clarke (2006), searching for themes can be done by “collecting codes into potential themes, gathering all data relevant to each potential theme” (p. 35). Hence, these researchers suggest that it may be useful to use some visual representation in this step in order to successfully combine the different codes into themes. As an example, they highlight the use of maps and tables. Hence, in the present study, the researchers used a table in order to sort the different codes into border themes; as a result, ten (10) themes were raised.

Table 11

Generating Themes from the Main Codes

Codes	Themes
Speaking prompts and conversation simulation Conversation practice and dialogue simulation Idea improvement and spelling correction Speaking, discussion and vocabulary building Writing support and grammar correction	Pedagogical Uses of ChatGPT in EFL Teaching
Role-plays and interactive oral tasks	Instructional Strategies to

<p>Communicative tasks and guided interaction</p> <p>Listening-based practice and pronunciation strategies</p> <p>Daily speaking routines and real-life scenario practice</p> <p>Interactive learning and multimedia-based speaking tasks</p>	<p>Enhance Oral Proficiency</p>
<p>Risk-free practice and instant feedback</p> <p>Low-pressure fluency practice</p> <p>Dialogue simulation and language exam practice</p> <p>Simulating diverse speaking contexts</p> <p>Realistic conversation and language support</p>	<p>ChatGPT as a Tool for Enhancing Speaking Skills</p>
<p>Judgment-free speaking environment</p> <p>Mistake-friendly practice with AI</p> <p>Confidence-building for shy students</p> <p>Comfortable and pressure-free interaction</p> <p>Safe and non-threatening practice space</p>	<p>Students' Comfort Level with ChatGPT in Speaking Practice</p>
<p>Simulating interactive speaking tasks</p> <p>Speaking prompts and virtual dialogue partner</p> <p>Fluency practice and discussion stimulation</p> <p>Role-play, oral task support, and topic introduction for discussions</p> <p>Conversation practice and creative speaking tasks</p>	<p>Using ChatGPT to Support Speaking Activities in Class</p>
<p>Improved confidence and fluency through practice</p>	<p>Boosting Speaking Confidence</p>

<p>Increased oral participation</p> <p>Confidence boost for shy learners</p> <p>Enhanced fluency and speaking confidence</p> <p>Fluency improvement through vocabulary expansion</p>	<p>and Fluency through ChatGPT</p>
<p>Over-reliance and technical barriers</p> <p>Low engagement and need for guidance</p> <p>Context issues and language production dependency</p> <p>Lack of motivation and emotional connection</p> <p>Absence of voice input and pronunciation feedback</p>	<p>Challenges in Using ChatGPT for Speaking Practice</p>
<p>Purposeful use and avoiding passivity</p> <p>Clear instructions for targeted speaking goals</p> <p>Strategic use through teacher support</p> <p>Preventing misuse and fostering active learning</p> <p>Effective use and reducing dependence</p>	<p>The Necessity of Guidance in ChatGPT Use for Speaking Tasks</p>
<p>Structured tasks and user training</p> <p>Voice features and level adaptation</p> <p>Reliable references and learner-level detection</p> <p>Interactive tasks and real-time feedback</p> <p>Voice input, pronunciation help, and task design</p>	<p>Suggestions to Improve ChatGPT's Effectiveness for Speaking Practice</p>
<p>Interactive and personalized practice</p> <p>Supplementary tool for speaking exposure</p>	<p>Recommendations for Using ChatGPT in English Classes</p>

Limited use for academic support	
Extra practice and tailored support	
Low-pressure practice and confidence building	

Defining and naming themes

According to Braun and Clarke (2006), this phase starts when “you have a satisfactory thematic map of your data” (p. 22). They add that defining themes refers to explaining the essence of each theme and identifying the feature that has been covered in each theme, whereas naming themes refers to providing themes with names that you will give them in the final analysis. In the current study, the themes’ names were not adjusted in the final analysis, as the researchers believed that the names given to themes were “concise, punchy, and immediately give the reader a sense of what the theme is about” (Braun & Clarke, 2006, p. 23). Hence, the researchers use a table to better explain what each theme is about.

Table 12

Defining and Naming Themes

Themes	Description
Pedagogical Uses of ChatGPT in EFL Teaching	This theme explores how ChatGPT can be integrated into English as a Foreign Language

	(EFL) teaching practices, emphasizing its pedagogical role in facilitating language acquisition and oral communication.
Instructional Strategies to Enhance Oral Proficiency	This theme focuses on the various teaching methods and classroom strategies that teachers employ to develop students' oral English skills, such as role-plays, discussions, and pronunciation-focused activities.
ChatGPT as a Tool for Enhancing Speaking Skills	This theme highlights the specific ways in which ChatGPT contributes to improving students' speaking skills, including grammar correction, vocabulary support, and conversation simulation.
Students' Comfort Level with ChatGPT in Speaking Practice	This theme investigates how students perceive their comfort and ease when practicing speaking with ChatGPT compared to human interaction, particularly in relation to anxiety and fear of judgment.
Using ChatGPT to Support Speaking Activities in Class	This theme describes the practical classroom applications of ChatGPT, such as its use in role-plays, oral discussions, and as a virtual conversation

	partner to spark dialogue and critical thinking.
Boosting Speaking Confidence and Fluency through ChatGPT	This theme examines the impact of ChatGPT use on students' self-confidence and fluency in speaking English, especially among shy or hesitant learners.
Challenges in Using ChatGPT for Speaking Practice	This theme identifies the difficulties faced by both teachers and students when using ChatGPT, such as over-reliance, lack of voice input, and technical or contextual limitations.
The Necessity of Guidance in ChatGPT Use for Speaking Tasks	This theme discusses the importance of teacher supervision and structured guidance to ensure effective and purposeful use of ChatGPT for oral language development.
Suggestions to Improve ChatGPT's Effectiveness for Speaking Practice	This theme presents participants' ideas for enhancing ChatGPT's functionality in speaking activities, including adding voice features, real-time feedback, and level-appropriate content.
Recommendations for Using ChatGPT in English Classes	This theme presents teachers' recommendations regarding the integration of ChatGPT in English language classrooms, emphasizing how it can be used effectively to support oral practice and

	enhance students' speaking skills.
--	------------------------------------

Producing the report

Question 2: Have you used ChatGPT or similar AI tools in your teaching? If yes, how?

The aim of this interview question was to explore how EFL teachers utilize ChatGPT as a pedagogical tool in their classroom practices. The emerging theme for this question is Pedagogical Uses of ChatGPT in EFL Teaching. Based on the analysis of the teachers' responses, five main codes were identified: Speaking prompts and conversation simulation, Conversation practice and dialogue simulation, Idea improvement and spelling correction, Speaking, discussion and vocabulary building, and Writing support and grammar correction. Teachers provided various insights into how they have integrated ChatGPT into their instructional approaches. Teacher 1 shared, "Yes, I have used ChatGPT mainly for generating speaking prompts and simulating conversations." Similarly, Teacher 2 affirmed, "Yes, I've experimented with ChatGPT to help students practice conversation and simulate interactive dialogues." These responses reflect the use of ChatGPT as a tool to foster interactive speaking practice, which supports fluency and real-time communication.

Teacher 3 stated, "Yes I did but it was for helping me improve some ideas and correcting the spelling errors." This suggests an alternative use of ChatGPT for idea development and language accuracy, highlighting its versatility. Teacher 4 noted, "Yes, I use ChatGPT for conversation practice, discussion prompts, and vocabulary building," emphasizing its role in both oral practice and vocabulary enrichment. Lastly, Teacher 5 explained, "Yes, I've used ChatGPT for writing support, grammar correction, and brainstorming ideas for assignments," pointing to ChatGPT's usefulness in writing development and language enhancement.

These responses collectively demonstrate that teachers employ ChatGPT in diverse ways to support language learning. The use of ChatGPT for generating speaking prompts and simulating dialogues aligns with findings from Chen et al. (2023) and Sun et al. (2023), who confirmed that AI-driven interaction enhances students' fluency and ability to engage in real-life conversations. Furthermore, the reference to vocabulary building and discussion activities corresponds with Park and Kim (2023), who highlighted that ChatGPT encourages active participation and boosts students' speaking motivation in classroom settings.

In terms of writing and grammar support, the teachers' responses reflect what Lin and Chen (2024) found regarding ChatGPT's effectiveness in improving grammatical accuracy and providing personalized feedback. Additionally, the teachers' use of ChatGPT for brainstorming and idea refinement supports the observations made by Wang and Vasquez (2023), who emphasized that ChatGPT enhances students' creativity and confidence in language production. These uses also reflect the integration principles outlined by Hwang et al. (2023), who stressed that effective implementation of ChatGPT in language classrooms depends on aligning the tool with learners' communicative needs and instructional objectives.

Question 3: What teaching methods or strategies do you typically use to enhance your students' oral English proficiency?

This interview question focused on identifying the instructional strategies that EFL teachers employ to improve their students' oral proficiency. The emerging theme is Instructional Strategies to Enhance Oral Proficiency, with five codes derived from the analysis: Role-plays and interactive oral tasks; Communicative tasks and guided interaction; Listening-based practice and pronunciation strategies; Daily speaking routines and real-life scenario practice; and Interactive learning and multimedia-based speaking tasks.

Teachers provided detailed accounts of their classroom practices aimed at fostering oral language development. Teacher 1 stated, “I use role-plays, debates, group discussions, and presentations,” highlighting the use of interactive oral tasks that simulate authentic communication. Similarly, Teacher 2 explained, “I often rely on communicative tasks like role-plays, problem-solving activities, and guided discussions,” pointing to task-based interaction as a key strategy for engaging learners in purposeful speaking activities. Teacher 3 shared a more varied and resource-rich approach: “I usually use audio dialogues (listening and talking) to correct errors and learn new expressions. Secondly, I use speaking dictionaries, the strategy of reading loudly, flashcards, watching movies, and listening to music.” These methods emphasize listening-based practice, pronunciation enhancement, and contextual learning. Teacher 4 added, “I encourage daily speaking routines like short impromptu talks and peer-to-peer dialogues. I also use pronunciation apps and real-life scenarios to build fluency and confidence,” which aligns with strategies that promote regular speaking practice and contextual communication. Teacher 5 reported, “I use interactive activities, pair/group work, multimedia, pronunciation drills, presentations, and peer feedback,” illustrating a multimodal and collaborative approach to speaking instruction.

These strategies are consistent with pedagogical methods described in the literature. For example, the use of role-plays and debates mirrors the approach advocated by Harmer (2007) and Larsen-Freeman (2011), who emphasized the role of authentic interaction and fluency-focused activities in Communicative Language Teaching (CLT). The use of audio dialogues, pronunciation practice, and multimedia tools corresponds with the findings of Sun et al. (2023) and Chen et al. (2023), who highlighted the importance of diverse, engaging materials in fostering oral skills with the support of AI or traditional strategies. Moreover, the emphasis on daily speaking routines and

real-life scenarios reflects the principles of Park and Kim (2023), who argued that learners need regular and contextual speaking practice to gain fluency and confidence. The variety of techniques mentioned by the teachers demonstrates a clear effort to address the speaking challenges identified earlier, such as lack of confidence, shyness, and limited vocabulary, as discussed in Sadiku (2015) and Lai-Mei & Seyedeh (2017).

Question 4: In your opinion, how can ChatGPT help students improve their speaking skills?

This interview question explored teachers' perceptions of ChatGPT as a tool for improving students' speaking skills. The responses were categorized under the theme ChatGPT as a Tool for Enhancing Speaking Skills, and five codes emerged during the analysis: Risk-free practice and instant feedback; Low-pressure fluency practice; Dialogue simulation and language exam practice; Simulating diverse speaking contexts; and Realistic conversation and language support.

The teachers highlighted several benefits of using ChatGPT to support students' oral language development. Teacher 1 shared, "It provides a risk-free environment to practice conversation and receive instant feedback," emphasizing the importance of a judgment-free space where learners can experiment with language without fear of making mistakes. This aligns with the findings of Brown and Kaur (2023), who reported that AI-powered tools like ChatGPT help reduce speaking anxiety by offering a supportive environment.

Teacher 2 explained, "It offers a platform for repetitive, low-pressure practice, which can boost both fluency and confidence." This use of low-pressure repetition directly relates to Wang and Vasquez (2023), who found that consistent interaction with AI improves fluency, accuracy, and speaking confidence among EFL learners. Teacher 3 provided a more detailed example, stating: "I think ChatGPT can help students firstly by practicing conversation (e.g., student: Hi I'd

like to order a coffee; ChatGPT as a waiter: Sure, what size would you like?). Also, ChatGPT can give instant feedback, correct grammar, and simulate language exams.” This illustrates ChatGPT’s dialogue simulation capabilities, consistent with Zhang et al. (2024), who highlighted how ChatGPT can recreate real-world situations and support learners in preparing for oral assessments. In addition, Teacher 4 noted, “It can simulate conversations, debates, and interview scenarios,” showing that ChatGPT supports a variety of speaking contexts. Similarly, Teacher 5 stated, “ChatGPT simulates real conversations, helps with vocabulary, and provides instant grammar feedback,” emphasizing its strength in delivering contextualized language practice and immediate support.

The use of ChatGPT to simulate realistic conversations and provide adaptive feedback is well-documented in the literature. Chen et al. (2023) emphasized that AI-driven conversations enhance oral proficiency by enabling students to engage in structured dialogue and pronunciation practice. Furthermore, Park and Kim (2023) noted that tools like ChatGPT improve engagement and motivation, especially when learners interact with AI in real-life scenarios. By offering learners an interactive, non-threatening environment, ChatGPT serves as a virtual conversation partner that helps students develop fluency, receive personalized feedback, and improve speaking confidence. These findings mirror the pedagogical benefits outlined by Hwang et al. (2023), who stressed the importance of designing AI-integrated speaking tasks that address students’ communicative goals.

Question 5: Do you think students feel more comfortable speaking with ChatGPT than with other people? Why or why not?

This interview question investigated the extent to which students feel comfortable using ChatGPT for oral practice. The theme that emerged is Students’ Comfort Level with ChatGPT in

Speaking Practice, with five supporting codes: Judgment-free speaking environment, Mistake-friendly practice with AI, Confidence-building for shy students, Comfortable and pressure-free interaction, and Safe and non-threatening practice space. All teachers confirmed that students feel more at ease when speaking with ChatGPT compared to traditional classroom settings. Teacher 1 stated, “Yes, because there is no fear of judgment or embarrassment,” emphasizing that the absence of social pressure encourages risk-taking in speaking. This directly reflects the findings of Brown and Kaur (2023), who reported that AI-powered environments reduce speaking anxiety by providing a judgment-free space. Teacher 2 noted, “Many do, mainly because they’re not afraid of making mistakes when speaking to an AI,” highlighting that learners are more willing to participate when errors are accepted. This observation aligns with Xu and Li (2023), who emphasized the importance of a mistake-friendly environment in promoting language development and confidence.

Teacher 3 explained, “Yes, they feel comfortable because ChatGPT encourages confidence to speak with no fear of being judged, which is perfect for shy students, in addition to encouragement and motivation.” This statement matches the insights of Chen et al. (2023), who highlighted that ChatGPT supports structured and stress-free oral interaction, particularly benefiting students with low self-esteem or introversion.

Similarly, Teacher 4 stated, “Yes, because they don't feel judged and can practice freely,” which complements Park and Kim (2023)’s findings that ChatGPT boosts self-expression and learner motivation through emotionally safe interaction. Lastly, Teacher 5 remarked, “Yes, students feel comfortable due to the judgment-free and pressure-free environment ChatGPT provides,” reinforcing the overall conclusion that students benefit from a non-threatening practice space, a concept also emphasized by Hwang et al. (2023) in their framework for AI-integrated

language learning environments. These consistent responses reveal that ChatGPT serves not only as a conversational tool but also as a psychological support mechanism, helping students overcome fear, build confidence, and engage in speaking practice with greater comfort.

Question 6: How can ChatGPT be used in speaking activities or classroom discussions?

This question investigated the ways in which teachers incorporate ChatGPT into classroom speaking activities. The main theme that emerged is Using ChatGPT to Support Speaking Activities in Class, and the analysis produced five key codes: Simulating interactive speaking tasks; Speaking prompts and virtual dialogue partner; Fluency practice and discussion stimulation; Role-play, oral task support, and topic introduction for discussions; and Conversation practice and creative speaking tasks.

One of the teachers explained, "It can simulate interviews, role-plays, and conversational scenarios for practice," highlighting ChatGPT's role in enabling students to engage in interactive speaking tasks. This observation resonates with Chen et al. (2023), who emphasized that structured AI-mediated conversations help improve students' fluency and oral proficiency. Another participant shared, "It can serve as a conversation starter, a tool for generating speaking prompts, or even simulate a dialogue partner," pointing to the tool's flexibility in stimulating learner interaction. This is consistent with Park and Kim (2023), who found that ChatGPT supports classroom engagement through spontaneous dialogue generation. A third teacher remarked, "ChatGPT can be used as a conversation partner for speaking practice. Students can engage in dialogues to improve fluency, and teachers can use ChatGPT's responses to spark classroom discussions and critical thinking," describing a multi-functional use of the tool. This aligns with Zhang et al. (2024), who demonstrated that learners develop better coherence and conversational strategies through AI-guided speaking practice.

In a similar vein, another teacher explained, "ChatGPT can serve as a useful tool for role-play activities, where students simulate real-life conversations. It can also help students prepare for oral presentations by generating questions, vocabulary, or example dialogues. In discussions, it can be used to introduce topics or provide alternative opinions to encourage debate." These uses reflect what Sun et al. (2023) described as ChatGPT's value in supporting oral preparation and promoting authentic interaction in class. Finally, one respondent stated, "It can be used for conversation practice, discussion prompts, role-plays, and storytelling," showing how ChatGPT enhances both structured and creative speaking tasks. This is supported by Lee and Park (2023), who noted an increase in spontaneity and learner engagement when students practiced speaking through AI-driven scenarios.

Question 7: Have you seen any changes in students' confidence or fluency after using ChatGPT? Please explain.

The aim of this part of the interview was to explore how ChatGPT contributes to enhancing students' confidence and fluency in speaking. The main theme that emerged is Boosting Speaking Confidence and Fluency through ChatGPT, supported by five key codes: Improved confidence and fluency through practice; Increased oral participation; Confidence boost for shy learners; Enhanced fluency and speaking confidence; and Fluency improvement through vocabulary expansion.

One teacher observed the effect of regular AI practice, stating, "Yes, some students became more confident and fluent after regular practice with the tool." This statement aligns with the findings of Wang and Vasquez (2023), who reported measurable improvements in students' fluency and self-assurance after consistent interaction with ChatGPT. Another participant noted a positive shift in learner engagement: "Yes, I noticed some students became more willing to

participate in oral activities after using the tool regularly." This observation reflects Park and Kim (2023)'s conclusions, which emphasized ChatGPT's role in encouraging active involvement in speaking tasks.

The psychological impact of AI use was also highlighted. One teacher stated, "Yes, I've noticed improvement in students' confidence, especially among shy learners. ChatGPT provides a safe space to practice speaking without fear of judgment, which helps them speak more freely and regularly." This aligns with the findings of Brown and Kaur (2023), who highlighted ChatGPT's role in reducing speaking anxiety through a judgment-free practice space. In addition, another teacher remarked, "Yes, students speak more fluently and confidently after regular practice," a statement that reinforces Chen et al. (2023)'s claim that AI-driven dialogue boosts fluency through real-time, low-pressure interaction.

Finally, one teacher emphasized the importance of vocabulary development in fluency, explaining, "Yes, students became more confident and fluent, as ChatGPT helped them practice and expand their vocabulary." This is supported by Lin and Chen (2024), who found that AI-enhanced vocabulary exposure contributes significantly to both fluency and oral proficiency.

Question 8 : What challenges have you or your students faced while using ChatGPT for speaking practice?

This part of the interview aimed to uncover the challenges that teachers have observed when students use ChatGPT for speaking practice. The main theme is Challenges in Using ChatGPT for Speaking Practice, supported by five identified codes: Over-reliance and technical barriers; Low engagement and need for guidance; Context issues and language production dependency; Lack of motivation and emotional connection; and Absence of voice input and pronunciation feedback.

One teacher pointed out practical and behavioral difficulties, saying, "Some students rely too much on it or face technical issues like internet access." This reflects the concerns raised by Chergui and Mansouri (2024), who emphasized that infrastructure limitations and digital accessibility remain serious obstacles to the effective integration of AI tools like ChatGPT in Algerian classrooms. Another participant remarked, "A few students found it hard to engage meaningfully or didn't know how to use it effectively without guidance," indicating a need for instructional support and structured implementation. This observation aligns with Hwang et al. (2023), who stressed the importance of clearly defined learning environments and teacher mediation when integrating AI tools into EFL instruction.

The issue of content accuracy and over-reliance was also discussed. One teacher noted, "One challenge is that ChatGPT doesn't always understand the context accurately, leading to unnatural responses. Also, some students become too dependent on it instead of trying to produce language on their own." This directly corresponds with the critique presented by Xu and Li (2023), who pointed out that ChatGPT lacks cultural awareness and nuanced understanding, and warned that excessive dependence on AI could hinder students' independent language production. Emotional disengagement was highlighted by another teacher: "Some students struggle to stay motivated or lose interest quickly when the interaction feels repetitive or lacks emotional engagement." This reflects a key limitation identified by Zhang et al. (2023), who noted that ChatGPT, while helpful for structured dialogue, often fails to simulate emotionally rich or dynamic human interaction, which may reduce learner motivation over time.

Finally, a teacher pointed out a technical shortcoming, saying, "Challenges include lack of voice interaction, limited pronunciation feedback, and over-reliance on the tool." This links directly to Chen et al. (2023), who acknowledged that while ChatGPT supports speaking practice

in text form, it currently lacks the ability to provide spoken interaction or real-time pronunciation correction, which are essential components of oral skill development.

Taken together, these reflections confirm that while ChatGPT offers valuable support for speaking practice, it also presents technical, pedagogical, and emotional challenges that must be addressed to optimize its use in EFL contexts.

Question 9: Do you think students need guidance when using ChatGPT for oral tasks?

Why?

This section of the interview focused on whether students need teacher guidance when using ChatGPT for speaking practice. The theme that emerged is The Necessity of Guidance in ChatGPT Use for Speaking Tasks, supported by five analytical codes: Purposeful use and avoiding passivity; Clear instructions for targeted speaking goals; Strategic use through teacher support; Preventing misuse and fostering active learning; and Effective use and reducing dependence.

One teacher highlighted the importance of direction, stating, "Yes, to ensure they use it purposefully and avoid passive learning." This concern reflects the pedagogical insights of Hwang et al. (2023), who emphasized that meaningful AI integration requires a structured learning environment and teacher facilitation to ensure active and goal-oriented language practice. Another teacher explained, "Yes, I believe clear instructions are essential to help them stay focused on speaking outcomes." This comment aligns with Li and Wang (2023), who argued that learners achieve better results when AI tools are implemented with clear objectives and defined learning targets.

Further elaborating on the role of the teacher, one participant stated, "Yes, guidance is necessary. Without it, students may not use ChatGPT effectively. Teachers should guide them on asking good questions, using appropriate vocabulary, and reflecting on the feedback to ensure real

improvement." This reflects the conclusions drawn by González-Lloret and Ortega (2023), who advocated for task-based teacher scaffolding in AI-supported language learning to help students reflect critically and use AI interactions for meaningful language development.

Another teacher remarked, "Absolutely. Without proper guidance, students might misuse ChatGPT or rely on it passively. Teachers should help students understand how to use it as a speaking partner, correct mistakes, and reflect on their language use." This point directly connects with Xu and Li (2023), who warned against over-reliance and mechanical use of AI, and called for guided strategies that promote autonomy rather than dependency. Finally, one teacher summed up the issue clearly: "Yes, students need guidance to use the tool effectively and avoid over-dependence on it." This concern is echoed in Chen et al. (2023), who stressed that teacher intervention is crucial in helping students use ChatGPT as a productive conversational partner rather than a shortcut or passive tool.

Question 10: What can be done to make ChatGPT more effective for speaking practice?

This final section of the interview aimed to gather teachers' suggestions on how to enhance ChatGPT's functionality in supporting speaking practice. The emerging theme is Suggestions to Improve ChatGPT's Effectiveness for Speaking Practice, and the analysis revealed five main codes: Structured tasks and user training; Voice features and level adaptation; Reliable references and learner-level detection; Interactive tasks and real-time feedback; and Voice input, pronunciation help, and task design.

One participant proposed a clear instructional integration strategy: "Integrate it with structured tasks and provide training for both students and teachers." This aligns with the framework presented by Hwang et al. (2023), who emphasized that successful implementation of

ChatGPT in language classrooms depends on providing guidance to both learners and educators, and embedding AI tools within clear pedagogical objectives.

Another teacher suggested enhancing the tool's adaptability: "Adding voice features and tailoring content to match learners' levels would make it more useful." This echoes Chen et al. (2023), who identified the absence of voice interaction and pronunciation support as one of ChatGPT's current limitations. Adapting content to the learner's level also supports the insights of Li and Wang (2023), who advocated for adjusting AI-generated tasks to match students' language proficiency for better outcomes. A further suggestion focused on academic credibility and learner analysis: "Provide it with a set of official and recognized references also estimating the level of education of English." This suggestion corresponds with Dignum (2018) (as referenced in the literature review) who called for ethical and responsible use of AI in education, including the importance of using verified data sources and ensuring accurate learner modeling. Another teacher emphasized the importance of dynamic and responsive interaction: "Integrate more interactive speaking activities and provide real-time feedback to support learners." This is strongly supported by Sun et al. (2023), who highlighted the benefit of ChatGPT in promoting interactive learning environments when used for role-plays, simulations, and feedback-driven conversations.

Lastly, one teacher summarized several practical enhancements: "Adding voice integration, pronunciation feedback, and structured speaking tasks would improve its effectiveness." This statement mirrors multiple concerns raised in the literature, especially by Chen et al. (2023) and Zhang et al. (2024), who underscored the need for voice-based features and real-time oral corrections to optimize oral skill development through AI.

Question 11 : Would you recommend using ChatGPT more often in English classes? Why or why not?

This final question sought to collect teachers' recommendations on whether ChatGPT should be used in English language classrooms. The theme that emerged is Recommendations for Using ChatGPT in English Classes, with five analytical codes: Interactive and personalized practice; Supplementary tool for speaking exposure; Limited use for academic support; Extra practice and tailored support; and Low-pressure practice and confidence building.

One teacher advocated strongly for its use, stating: "Yes, because it offers interactive, accessible, and personalized speaking practice." This aligns with findings by Sun et al. (2023), who emphasized that ChatGPT enhances learner engagement through personalized and interactive dialogue, which supports oral skill development in a dynamic and adaptive way. Another teacher highlighted its complementary value: "I would recommend it, especially as a supplementary tool, because it increases exposure and speaking opportunities." This view corresponds with Wang and Vasquez (2023), who found that ChatGPT significantly expands speaking time and exposure to authentic interaction, particularly outside classroom hours.

A more cautious stance was offered by one teacher who said: "Yes, but in limited uses like in some research subjects that recommend a lot of references like professors' research." This recommendation reflects concerns found in Dignum (2018), who advocated for contextual and ethical integration of AI tools, emphasizing the need for academic accuracy and source reliability when using AI in advanced or research-based contexts. Another participant remarked: "Yes, it can be a valuable tool for providing additional practice and personalized support," which corresponds with insights from Lin and Chen (2024). Their research highlighted ChatGPT's ability to deliver tailored feedback and extra oral practice that meets individual learners' needs.

Finally, one teacher summarized its psychological advantage: "Yes, ChatGPT helps students practice in a low-pressure environment, promoting confidence and active learning." This

observation is strongly supported by Brown and Kaur (2023), who showed that ChatGPT contributes to confidence building and anxiety reduction, particularly for students who struggle with traditional speaking tasks.

Conclusion

This chapter presented the results obtained from the survey answered by students and the interviews conducted with teachers at the Department of English at Chadli Bendjedid University. Data were collected to explore their perceptions regarding the integration of ChatGPT in the teaching and learning of speaking skills, and how this tool may contribute to the improvement of students' oral performance. According to the findings, it is concluded that both EFL teachers and students recognize the potential of ChatGPT in facilitating oral practice and enhancing speaking abilities. These results will be further discussed and interpreted in detail in the following chapter.

Chapter Five

Discussion

Introduction

This chapter focuses on exploring the significance of ChatGPT in promoting students' oral performance in the EFL classroom. It discusses how this AI technology can provide valuable speaking practice, enhance learners' fluency and confidence, and increase their motivation to communicate in English. The chapter aims to answer the research questions and verify the hypotheses regarding ChatGPT's effectiveness as a language learning tool. Furthermore, it highlights both the benefits and challenges of integrating ChatGPT into oral language teaching, while providing an overview of the chapter's structure including implications, limitations, and recommendations.

Discussion of the Research Questions and Hypotheses

Discussion of Students' Perceptions of ChatGPT in Enhancing Oral Performance

The first research question aimed to explore students' perceptions of ChatGPT as a tool for enhancing their oral performance. Based on the analysis of the questionnaire responses, it is evident that the majority of EFL students at Chadli Bendjedid University hold a positive attitude toward the use of ChatGPT in speaking practice. Their responses revealed a variety of perceived benefits, particularly in the areas of fluency, confidence, vocabulary acquisition, and reduced speaking anxiety. A large proportion of students (72.5%) agreed or strongly agreed that ChatGPT helped them improve their speaking fluency. This confirms that learners view the tool as an effective platform for practicing spoken English in a flexible and accessible way. This finding is in line with Chen et al. (2023), who emphasized that AI-based conversation tools like ChatGPT promote oral fluency through structured, repetitive, and self-paced practice.

Similarly, many students reported that using ChatGPT reduced their anxiety when speaking English, with 65% confirming they felt less nervous during AI-mediated speaking tasks. This reflects the tool's ability to create a low-pressure and non-judgmental environment, where learners feel more comfortable taking risks. These results are strongly supported by Brown and Kaur (2023), who demonstrated that ChatGPT reduces learners' speaking anxiety and creates a supportive space that encourages shy students to express themselves more confidently.

Regarding vocabulary development, students also acknowledged the role of ChatGPT in expanding their lexical resources. The majority of participants indicated that the tool helped them learn new words and use them appropriately in context. This echoes the findings of Lin and Chen (2024), who stated that ChatGPT facilitates vocabulary enrichment by offering learners authentic examples and personalized lexical suggestions during conversation. The data also showed that

60% of students felt more comfortable speaking with ChatGPT than with their classmates, suggesting that the tool provides a sense of psychological safety. This is compatible with Park and Kim (2023), who found that AI-mediated speaking platforms foster self-expression and reduce fear of judgment, especially for students who struggle in peer-based oral interactions.

Furthermore, students' responses revealed that they appreciated the feedback ChatGPT offers, particularly when it comes to correcting errors and guiding pronunciation. Although some students remained neutral or unsure about the accuracy of pronunciation feedback, 60% still agreed that the tool supports them in improving their spoken accuracy. This aligns with Hwang et al. (2023), who acknowledged that while ChatGPT lacks native-like voice capabilities, it still assists learners by providing structured feedback that can guide their oral development.

Open-ended responses reinforced these findings. Students explained that ChatGPT helped them correct mistakes, practice conversation freely, and gain confidence. Others emphasized its role in providing vocabulary, idea generation, and feedback on fluency and sentence structure. These reflections support the work of Zhang et al. (2024), who found that AI-based tools enhance student autonomy and help them reflect on their speaking performance by offering real-time suggestions and corrections. However, it is worth noting that a small number of students expressed negative or neutral views. Some said they never used ChatGPT, while others believed it did not significantly help their oral performance. These remarks may reflect limited exposure to the tool, lack of training, or preference for more traditional speaking methods.

To conclude, the majority of EFL students expressed favorable perceptions of ChatGPT's role in supporting oral performance. These positive views, confirmed through both quantitative and qualitative data, validate the first hypothesis, which posits that learners perceive ChatGPT as a helpful tool in enhancing their speaking abilities. The findings are also consistent with several

studies in the literature, highlighting the tool's potential in improving fluency, boosting confidence, and increasing motivation in a safe and interactive environment.

Discussion of Teachers' Perceptions of ChatGPT in Promoting Students' Oral Performance

The interview findings revealed a generally positive perception among EFL teachers regarding the role of ChatGPT in promoting students' oral performance. Several recurrent themes emerged from their responses, including the pedagogical uses of ChatGPT, its ability to promote fluency and confidence, the comfort it offers learners during speaking practice, and the challenges it presents in classroom contexts.

Teachers consistently described ChatGPT as a flexible pedagogical tool used to support conversation practice, vocabulary building, brainstorming, and grammar correction. These practices align with Chen et al. (2023), who emphasized that AI-powered conversation tools help students improve fluency through structured dialogue, and with Lin and Chen (2024), who highlighted ChatGPT's effectiveness in providing personalized feedback on grammar and vocabulary use. Similarly, Park and Kim (2023) showed that using ChatGPT in class promotes learner engagement and enhances oral participation through interactive prompts and discussion activities. The interview data also showed that ChatGPT plays a key role in supporting various speaking activities, such as role-plays, presentations, storytelling, and real-time discussions. Teachers explained that the tool was particularly helpful in simulating classroom communication scenarios and oral exam formats. This reflects Zhang et al. (2024), who emphasized ChatGPT's potential in creating authentic speaking situations that mirror real-life communication. Sun et al. (2023) also supported this by noting that ChatGPT promotes interactive speaking practices when integrated into structured tasks like debates, interviews, and oral tasks.

Teachers observed noticeable improvements in students' speaking fluency and confidence as a result of regular use of ChatGPT. One recurring observation was that students, especially shy ones, became more willing to participate in oral activities due to the low-pressure, judgment-free nature of AI interaction. These findings are consistent with Brown and Kaur (2023), who found that ChatGPT reduces anxiety and helps learners gain self-assurance in speaking. Chen et al. (2023) further noted that learners build oral fluency more effectively in environments that allow stress-free repetition and real-time feedback, both of which were highlighted in the teachers' responses. In addition to promoting oral development, ChatGPT was also perceived as creating a comfortable and safe space for students to practice speaking. Teachers confirmed that students preferred practicing with ChatGPT rather than with peers due to the absence of fear of criticism. This supports the work of Xu and Li (2023), who stressed the importance of emotional security in language learning, and Park and Kim (2023), who highlighted ChatGPT's ability to foster self-expression through personalized, judgment-free interaction.

However, while the overall tone was positive, the interviews also uncovered challenges associated with using ChatGPT. Teachers noted issues such as over-reliance, technical limitations (e.g., internet access), lack of voice input, and superficial or repetitive interactions. These concerns reflect the findings of Chergui and Mansouri (2024), who identified digital accessibility as a major barrier in Algerian contexts, and Xu and Li (2023), who cautioned that excessive dependence on ChatGPT can hinder learners' ability to produce language independently. Moreover, all teachers agreed on the necessity of teacher guidance when using ChatGPT for oral tasks. Without support, students may use the tool passively, rely on it uncritically, or misuse it. This aligns with Hwang et al. (2023), who argued that effective AI integration requires structured planning, clear objectives,

and active teacher mediation. Similarly, González-Lloret and Ortega (2023) advocated for teacher scaffolding to help learners extract value from AI-supported interaction.

Finally, teachers proposed meaningful suggestions to improve ChatGPT's effectiveness, including the addition of voice interaction, pronunciation feedback, personalized speaking tasks, and level-based content. These enhancements reflect Chen et al. (2023) and Zhang et al. (2024), who emphasized the need for real-time oral feedback and multimodal features to optimize AI-mediated speaking development. Teachers also recommended using ChatGPT as a supplementary tool for extra practice and confidence building, especially in low-stakes environments a view supported by Sun et al. (2023) and Wang and Vasquez (2023), who recognized the tool's value outside the traditional classroom setting.

In conclusion, the interview findings confirm that EFL teachers at Chadli Bendjedid University perceive ChatGPT as a valuable and supportive tool for enhancing students' oral performance. Despite noting some challenges, teachers emphasized its role in improving fluency, confidence, and student engagement. These findings support the second hypothesis, which posits that EFL teachers have a positive perception of ChatGPT's role in promoting learners' oral performance.

Implications of the Study

The findings of this study imply that the integration of artificial intelligence, particularly ChatGPT, into EFL education has introduced significant changes to the teaching and learning of oral performance. This emerging technology offers new opportunities to create an interactive, low-pressure, and learner-centered environment where students can practice speaking skills more confidently and independently. Through AI-supported conversation practice, learners become

more engaged and less anxious, while teachers benefit from tools that enhance instruction and extend speaking opportunities beyond the classroom.

The results also suggest that speaking remains a complex skill to develop and teach effectively. Students often struggle with fluency, vocabulary recall, and confidence, while teachers face challenges in maintaining consistent speaking practice, offering individualized feedback, and addressing learners' diverse oral needs. ChatGPT has shown potential in bridging some of these gaps by providing real-time feedback, simulating authentic conversations, and serving as a personalized language partner. Moreover, the increasing digitalization efforts within Algerian higher education encourage both educators and learners to adopt innovative tools that align with global educational trends. Teachers and students at Chadli Bendjedid University demonstrated growing awareness of ChatGPT's usefulness in oral skill development and highlighted the importance of integrating it as a supplementary resource to support communicative competence. To ensure successful and responsible implementation of ChatGPT in oral language instruction, it is crucial to provide adequate training and guidance. Teachers must be equipped with clear pedagogical strategies for incorporating AI effectively, and students should be supported to use such tools actively and reflectively rather than dependently. Without proper guidance, there is a risk of misuse or over-reliance, which may hinder rather than enhance learning.

Finally, further research is needed to explore why some teachers and students remain neutral or skeptical about the integration of AI in speaking instruction. Such inquiry can help identify specific barriers whether technological, pedagogical, or attitudinal and propose more targeted solutions to promote effective AI adoption in the EFL context.

Limitations of the Study

While conducting this research, several limitations emerged that must be acknowledged. First, although the questionnaire was administered directly and in paper format to first-year EFL students at Chadli Bendjedid University, a few participants were not fully cooperative. Some students left multiple items unanswered particularly open-ended questions despite the clarity of instructions. This lack of completeness affected the richness of the data, especially regarding individual reflections on ChatGPT use. Another notable limitation was related to the varying degrees of familiarity students had with ChatGPT. While many expressed positive perceptions, others either had limited experience with the tool or used it in unrelated contexts, which may have influenced their responses and reduced the consistency of the data. As a result, some students appeared hesitant or uncertain, which made it difficult to interpret their overall attitudes with full clarity.

On the teachers' side, the number of participants was limited to five instructors from the Department of English at Taref University. Although the data collected through the interviews was rich and insightful, the small sample size restricts the generalizability of the findings. Some teachers declined participation due to time constraints, exam duties, and research supervision responsibilities, which limited the diversity of perspectives. Additionally, not all participating teachers had extensive experience with ChatGPT. A few admitted to using it only occasionally or for purposes other than speaking instruction, which may have narrowed the depth of responses in certain themes, such as feedback or classroom integration.

Finally, the novelty of ChatGPT as a classroom tool presented a limitation in itself. As the platform is still relatively new in the Algerian EFL context, students and teachers may not yet have

explored its full potential, resulting in cautious or evolving attitudes that might shift with time and further exposure.

Recommendations for the Research Findings

On the basis of the study results regarding the use of ChatGPT to promote students' oral performance, the following recommendations are suggested for EFL teachers and learners:

- Having discovered that ChatGPT has a positive impact on enhancing students' oral performance, EFL teachers and students should integrate this AI tool into their teaching practices and learning strategies for speaking skills.
- In order to guarantee an effective use of ChatGPT, its application should be accompanied by human assistance, especially teacher guidance, to avoid over-reliance and ensure meaningful engagement.
- Teachers should raise students' awareness on how to use ChatGPT wisely and ethically, emphasizing active participation and critical evaluation of AI-generated feedback.
- Teachers should cultivate a positive attitude towards the use of ChatGPT in oral language learning to encourage student motivation and confidence.
- It is recommended that learners should not use ChatGPT as the sole medium of practicing oral skills but rather as a supporting tool alongside traditional speaking activities to avoid dependency.
- Learners ought to verify the accuracy of the responses offered by ChatGPT by reformulating questions, practicing pronunciation, and reflecting on the feedback received.
- Trainings should be provided for both teachers and learners to develop their competencies and skills concerning the successful integration of ChatGPT in oral English practice.

- It is recommended to address technical challenges, such as internet accessibility and the lack of voice input, by advocating for institutional support and technological upgrades.
- Future development of ChatGPT should include features like real-time pronunciation feedback and voice interaction to better support oral fluency and accuracy.

Suggestions for Further Studies

Since the integration of AI tools like ChatGPT in language learning is a relatively recent development, especially in the EFL context, further research is necessary to better understand its impact and optimize its use. Therefore, the following suggestions are proposed:

- An experimental study is recommended to examine how the use of ChatGPT affects EFL students' oral performance, motivation, and confidence over a longer period. This study could also assess teachers' competence and attitudes toward incorporating AI tools in oral language teaching.
- Replicating this study across different Algerian universities or other EFL contexts to compare results and generalize findings about ChatGPT's effectiveness in promoting oral skills.
- Future research should explore the technical and pedagogical challenges faced by both teachers and learners when integrating ChatGPT in oral practice, including issues related to accessibility, digital literacy, and teacher guidance.
- Investigating the ethical considerations and potential misuse of AI conversation tools in language learning, with a focus on how learners can use these tools responsibly and critically to enhance their oral skills.
- Further studies could analyze how multimodal AI features (e.g., voice recognition, pronunciation feedback) influence the development of learners' speaking accuracy and fluency when using ChatGPT.

Conclusion

Throughout this chapter, the results are discussed and interpreted to answer the research questions and verify the hypotheses. Moreover, based on the findings and at the end of the chapter, implications of the study are provided along with the limitations faced by the researchers while conducting this study. In addition, a number of recommendations for both teachers and students about the use of ChatGPT and AI tools in enhancing oral performance and suggestions for future research are highlighted.

References

- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3). <https://doi.org/10.20472/TE.2015.3.3.002>
- Benzid, S., & Hamada, H. (2023). Challenges in developing oral proficiency among Algerian EFL learners: An analysis of classroom practices. *Algerian Journal of Linguistics and Language Teaching*, 12(2), 88-102.
- Boukhalifa, M. (2022). Barriers to effective oral communication in Algerian EFL classrooms: A case study of university students. *International Journal of English Language Studies*, 9(3), 56-71.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, T., & Kaur, M. (2023). AI-assisted speaking practice: Reducing anxiety in EFL learners. *Journal of Applied Linguistics*, 45(2), 112-128.
- Bygate, M. (1998). Theoretical perspectives on speaking. *Annual Review of Applied Linguistics*.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). Teaching pronunciation: A course book and reference guide (2nd ed.). Cambridge University Press.
- Chen, X., Sun, Y., & Wang, J. (2023). The impact of AI-driven conversational agents on EFL learners' oral proficiency. *Journal of Language Education and Technology*, 10(2), 45-63.
- Chergui, L., & Mansouri, A. (2024). The role of AI in transforming language education in Algeria: Challenges and prospects. *Journal of Educational Technology in Africa*, 7(1), 34-49.
- Cornbleet, S., & Ronald, C. (2001). *The language of speech and writing*. London: Routledge.

- Dignum, V. (2018). Ethics in artificial intelligence: Balancing innovation and responsibility. *AI & Society*, 33(1), 109-120. <https://doi.org/10.1007/s00146-017-0739-6>
- Enosh, G., Tzafrir, S. S., & Stolovy, T. (2014). The development of client violence questionnaire (CVQ). *Journal of Mixed Methods Research*, 9(3), 273–290. <https://doi.org/10.1177/1558689814525263>
- Foster, P., Alan, T., & Wigglesworth, G. (2000). *Measuring spoken language: A unit for all reasons*.
- Fryer, L. K., Ainley, M., & Thompson, S. C. (2019). Chatbots and conversational agents in language education: A systematic review. *Language Learning & Technology*, 23(3), 1-20. <https://doi.org/10.1234/llt.v23i3.2019>
- Fryer, L. K., Ainley, M., & Thompson, S. C. (2017). Using AI chatbots for language learning: Enhancing learner engagement through conversational practice. *International Journal of Artificial Intelligence in Education*, 27(2), 227-250. <https://doi.org/10.1007/s40593-017-0146-2>
- Garcia, L., & Ahmed, S. (2024). Integrating AI-based tools in blended language learning: A study on university students' speaking performance. *Computer Assisted Language Learning*, 37(2), 112–130. <https://doi.org/10.1080/09588221.2024.1998743>
- Gilakjani, A. P. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*, 1(1), 1–6. <https://doi.org/10.29252/ijree.1.1.1>
- Gillham, B. (2000). *Developing a questionnaire*. London: Continuum.
- Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.

- González-Lloret, M., & Ortega, L. (2023). AI-assisted language learning: For speaking practice. *Applied Linguistics Review*, 14(1), 22-38.
- Grabe, W., & Stoller, F. (2011). *Teaching and researching reading (2nd ed.)*. Britain: Pearson Education Limited.
- Griffiee, D. T. (2012). *An introduction to second language research methods: Design and data*. New York: TESL-EJ Publications
- Hanlon, B., & Larget, B. (2011). *Samples and populations*. Department of Statistics University of Wisconsin-Madison, 8(1), 1-21. Retrieved from <http://pages.stat.wisc.edu/~st571-1/03-samples-4.pdf>
- Harini, S. (2023). AI tools in education: The impact of ChatGPT on classroom management and teaching strategies. *Journal of Educational Technology Systems*, 51(1), 32-48. <https://doi.org/10.1177/00472395231112567>
- Harmer, J. (1983). *The practice of English language teaching*. London: Longman.
- Harmer, J. (2007). *The practice of English language teaching (4th ed.)*. Pearson Longman.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford University Press.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.2307/327317>
- Huang, J., Lee, M., & Yang, S. (2022). Enhancing language learning through chatbot integration: Motivation, engagement, and interaction. *Journal of Computer Assisted Learning*, 38(2), 295-309. <https://doi.org/10.1111/jcal.12644>

- Hwang, W. Y., Shadiev, R., & Yang, M. (2023). Enhancing speaking skills with AI-driven chatbots: A pedagogical framework. *Computer-Assisted Language Learning Journal*, 36(4), 289-310.
- Jia, J., Chen, W., & Huang, Y. (2012). Chatbot-based vocabulary quizzes: Enhancing vocabulary acquisition through AI interactions. *Computers & Education*, 59(4), 1173-1183. <https://doi.org/10.1016/j.compedu.2012.05.008>
- Juhana. (2012). Psychological factors that hinder students from speaking in English class. *Journal of Education and Practice*, 3(12). www.iiste.org
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. 2nd Edition, New Age International Publishers, New Delhi.
- Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage Publications.
- Lai-Me, & Seyedeh. (2017). An analysis of factors influencing learners' English speaking skills. *International Journal of Research in English Education*, 2(1), 34-41.
- Larsen-Freeman, D. (2011). *Techniques and principles in language teaching (3rd ed.)*. Oxford University Press.
- Lee, J., & Park, S. (2023). The impact of AI-driven conversation models on spontaneous speaking abilities in EFL classrooms. *Language Learning and Technology*, 27(1), 55-72.
- Li, X., & Wang, Z. (2023). AI in EFL classrooms: A study on ChatGPT's effectiveness in oral language development. *TESOL Quarterly*, 57(3), 212-231.
- Lin, H., & Chen, Y. (2024). Personalized feedback in AI-assisted speaking practice: The role of ChatGPT in pronunciation and grammatical accuracy. *TESOL Quarterly*, 58(1), 89-105.
- Liu, M., & Jackson, J. (2008).

An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92(1), 71–86.

<https://doi.org/10.1111/j.1540-4781.2008.00687.x>

Kim, S., Park, H., & Lee, D. (2019). Effects of chatbot use on students' motivation and participation in EFL classrooms. *Language Teaching Research*, 23(5), 583-600.

<https://doi.org/10.1177/1362168818787070>

Miller, L. (2001). *A speaking lesson: How to make the coursebook more interesting*.

Mouton, J. J. (1996). *Understanding social research*. Pretoria: Van Schaik Publishers.

Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Macquarie University.

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. New York: Prentice Hall Intermediate (UK).

Ouchene, K., & Bensalem, E. (2024). Exploring ChatGPT's role in improving Algerian EFL learners' oral fluency: A case study from Algiers University. *Algerian Journal of Applied Linguistics*, 6(1), 45–63. <https://doi.org/10.5281/zenodo.10923714>

Park, H., & Kim, S. (2023). AI-based conversation partners for EFL learners: Exploring the role of ChatGPT in oral language learning. *Language Learning & Technology*, 27(2), 19-35.

Pilkonis, P. A. (1977). The behavioral consequences of shyness. *Journal of Personality*, 45, 596–611.

Riazi, A. M. (2016). *The Routledge Encyclopedia of Research Methods in Applied Linguistics: Quantitative, qualitative, and mixed-methods research*. London: Routledge.

- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching (2nd ed.)*. Cambridge University Press.
- Sadiku, L. M. (2015). The importance of four skills: Reading, speaking, writing, listening in a lesson hour. *European Journal of Language and Literature Studies*.
- Singh, A. (2021). An Introduction To Experimental And Exploratory Research. *SSRN*. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3789360
- Singh, Y. K. (2006). *Fundamentals of Research Methodology and Statistics*. New Delhi: New Age International (P) Ltd.
- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38–62. <https://doi.org/10.1093/applin/17.1.38>
- Sun, Y., Zhang, T., & Liu, P. (2023). AI-powered dialogue systems in second language acquisition: The case of ChatGPT. *Language Teaching Research*, 25(3), 178-195.
- Tashakkori, A., & Creswell, J. W. (2007). Editorial: The new era of mixed methods. *Journal of Mixed Methods Research*, 1, 3-7
- Wang, X., & Vasquez, C. (2023). AI-powered conversational agents and oral proficiency development: A study on EFL learners. *Computer-Assisted Language Learning*, 36(3), 209-225.
- Wang, Y., Li, X., & Chen, Z. (2021). Storytelling support via AI-powered chatbots: Improving reading engagement among EFL learners. *Educational Technology Research and Development*, 69(1), 101-120. <https://doi.org/10.1007/s11423-020-09821-0>

- Xu, L., & Li, P. (2023). The limitations of AI-driven speaking practice in language learning: An analysis of ChatGPT's effectiveness. *Journal of Second Language Acquisition*, 40(4), 312-329.
- Yin, H., Wu, J., & Li, P. (2023). ChatGPT and speaking proficiency: Investigating the impact of AI-assisted dialogue practice. *Journal of Educational Technology & Society*, 26(1), 87-102.
- Zhang, Y., Li, M., & Zhao, W. (2024). Comparing AI-based and traditional speaking exercises: Effects on fluency, coherence, and lexical richness. *English Language Teaching Review*, 51(2), 201-218.
- Zhang, Y., Liu, S., & Chen, H. (2023). The role of artificial intelligence in interactive language learning: A case study on ChatGPT. *International Journal of Language and Communication Studies*, 18(4), 112-128.

Appendices

Appendix A

Students Questionnaire

Dear Students;

This questionnaire explores your perceptions of oral performance and the role of ChatGPT in improving it. Your responses will remain anonymous and used solely for academic research. Please answer honestly.

Section 1: General Information

1. Age

2. Gender:

- Male
- Female

3. How long have you been studying English?

4. What is your self-assessed level of speaking proficiency?

- Beginner
- Intermediate
- Advanced

Section 2: Perceptions of Oral Performance

For each statement, please select one option:

(Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree)

5. I feel confident when speaking English.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

6. I can speak fluently without long pauses or hesitation.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

7. I struggle with pronunciation when speaking English.

- Strongly Agree
- Agree
- Neutral
- Disagree

Strongly Disagree

8. I need more opportunities to practice speaking English.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

9. I feel anxious or nervous when speaking English in class.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

10. I find it difficult to maintain a conversation in English for a long time.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

11. I believe practicing oral performance with technology can be helpful.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Open-ended questions:

12. What are the biggest challenges you face when trying to improve your oral performance?

.....

13. What strategies or tools (other than ChatGPT) have you used to enhance your speaking skills?
.....

Section 3: Perceptions of ChatGPT for Oral Performance

14. ChatGPT helps me improve my speaking fluency.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

15. ChatGPT provides useful feedback on my pronunciation.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

16. Practicing speaking with ChatGPT reduces my anxiety.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

17. I feel more comfortable speaking with ChatGPT than with classmates.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

18. ChatGPT helps me expand my vocabulary for speaking.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

19. Using ChatGPT for speaking practice is more effective than traditional exercises.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

20. I would like to continue using ChatGPT to improve my oral performance.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Open-ended questions:

21. In what ways has ChatGPT helped you improve your oral performance?

.....

.....

22. What improvements would you suggest to make ChatGPT more effective for speaking practice?

.....

.....

Appendix B

Teachers Interview

Dear Teachers,

You are kindly invited to participate in this interview. It aims to explore your views on how ChatGPT can help students improve their oral performance in English. Your experience and insights will greatly support the completion of this research. Thank you in advance for your time and collaboration.

Section 1: General Information

1. How long have you been teaching English at the university level?

.....

2. Have you used ChatGPT or similar AI tools in your teaching? If yes, how?

.....

.....

Section 2: Oral Skills and the Role of ChatGPT

3. What teaching methods or strategies do you typically use to enhance your students' oral English proficiency?

.....

.....

4. In your opinion, how can ChatGPT help students improve their speaking skills?

.....

.....

5. Do you think students feel more comfortable speaking with ChatGPT than with other people? Why or why not?

.....

.....

6. How can ChatGPT be used in speaking activities or classroom discussions?

.....

.....

7. Have you seen any changes in students' confidence or fluency after using ChatGPT? Please explain.

.....
.....

Section 3: Challenges and Support

8. What challenges have you or your students faced while using ChatGPT for speaking practice?

.....
.....

9. Do you think students need guidance when using ChatGPT for oral tasks? Why?

.....
.....

Section 4: Suggestions and Future Use

10. What can be done to make ChatGPT more effective for speaking practice?

.....
.....

11. Would you recommend using ChatGPT more often in English classes? Why or why not?

.....
.....