



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research



University of Ghardaia

Faculty of Letters and Languages

Department of English Language

Investigating Learners' Attitudes to Speaking in AI-mediated Tutoring: the Case of 2nd Year Licence students at Ghardaia University

*Dissertation Submitted to the University of Ghardaia as a Partial Fulfillment of
the Requirements for the Master's Degree in Didactics*

Submitted by: Khaled BOUZID

Supervised by: Prof. Fatima Yahia

Souhila LEGHRIBI

Board of Examiners:

Dr. Smail Hadj Mahammed	President	University of Ghardaia
Prof. Fatima Yahia	Supervisor	University of Ghardaia
Dr. Mustapha Dadi Ouamer	Examiner	University of Ghardaia

Academic year: 2025/2026

Dedication

First and foremost, I dedicate this work to my beloved mother, whose endless love, sacrifices, and support have been the reason behind my success and presence here today. Words can never fully express my gratitude for everything she has done for me. I would also like to express my sincere appreciation to my respected supervisor, Prof. Fatim Yahia, for her guidance, encouragement, and constant support throughout this journey. Her kindness and reassuring words always helped me overcome fear and anxiety during the preparation of this work. My heartfelt thanks also go to my family members for their continuous support and encouragement. Finally, I would like to thank my thesis partner for his dedication, effort, and professionalism in completing this research work.

Shouhila

Dedication

First and foremost, I am deeply grateful to Allah for all His endless blessings, guidance, and mercy throughout my journey. I dedicate this work to my parents for all their sacrifices, support, and love. I dedicate it to myself as a constant reminder of the effort and hard work I devoted to reaching this stage, and to all those who supported me and to everyone who helped me in any way to complete this work.

Khaled

Acknowledgements

First and foremost, we would like to express our deepest gratitude and appreciation to our supervisor, Prof. Fatima Yahia, for her valuable guidance, continuous support, patience, and encouragement throughout the completion of this work. We are also sincerely grateful to the respected jury members for accepting to examine this work and for their time, effort, and valuable remarks. Finally, our sincere thanks go to the second-year Licence students in the English Department at the University of Ghardaia who participated in this study for their time and cooperation, which were essential to the success of this research.

Abstract

Developing speaking skills is one of the greatest challenges faced by EFL students. (English as a Foreign Language) students is learning how to speak. Speaking skills are very important for language acquisition, but they are often not developed enough, which means that students cannot fully benefit from the language learning process. Because of this, teachers are always looking for new and better techniques to improve students' speaking skills. One of the most significant developments in the 21-st century education is the use of AI in language teaching. However, learners' attitudes toward using AI tools for speaking practice have not been widely explored yet. This study examines second-year English students' attitudes toward speaking in AI-mediated tutoring at Ghardaia University. The proposed methodology adopts a quantitative approach using a student questionnaire and an experiment that was conducted through the Gemini AI application. Fifteen students participated in the experiment and the responses were analyzed based on the similarities of their attitudes and engagement. A sample of 100 students participated in the questionnaire. Quantitative data were analyzed using descriptive statistics and presented through pie charts. The findings indicate that students generally hold positive attitudes towards speaking in AI-mediated tutoring and perceive AI tools as as effective in reducing anxiety, enhancing confidence, and improving speaking skills.

Keywords: AI-mediated tutoring, learners' attitudes, speaking skills, EFL students, anxiety

List of Abbreviations

AI: Artificial Intelligence

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ITS: Intelligent Tutoring Systems

L1: First Language

LLM: Large Language Model

NLP: Natural Language Processing

TBLT: Task-Based Language Teaching

WTC: Willingness to Communicate

ZPD: Zone of Proximal Development

List of Figures

Figure 1.1: Relationship Between Speaking and Other Language Skills	20
Figure 2.1: The General Architecture of an Intelligent Tutoring System	36
Figure 2.2: Technology Acceptance Model	44
Figure 3.1: Participants' Gender	55
Figure 3.2: Participants' Age	56
Figure 3.3: The Use of AI-Mediated Tools for Speaking Practice	57
Figure 3.4: Suitability of AI-Mediated Tools for Speaking Practice	58
Figure 3.5: Comfort Level with AI-Mediated Speaking Practice	59
Figure 3.6: Enjoyment of Speaking Practice with AI	60
Figure 3.7: AI Support in Speaking Practice.....	61
Figure 3.8: Frequency of Speaking Practice with AI-Mediated Tutoring.....	62
Figure 3.9: Shyness Reduction with AI-Mediated Tools	63
Figure 3.10: AI-Mediated Tutoring and Speaking Anxiety Reduction.....	64
Figure 3.11: Confidence in Speaking Activities with AI-Mediated Tools	65
Figure 3.12: Students' Views on AI Replacing Teachers in Speaking Sessions	66
Figure 3.13: Impact AI-Mediated Tutoring on Speaking Independence	67
Figure 3.14: Comfort Level with AI Speaking Practice Without Teacher Supervision	68
Figure 3.15: Students' Need for Teacher Guidance in AI-Mediated Speaking Practice	69
Figure 3.16: The Role of AI in Enhancing Different Speaking Aspects.....	70
Figure 3.17: Enhancing Conversational Participation Through AI Tutoring.....	71
Figure 3.18: AI-Mediated Tutoring and Idiomatic Expression Use.....	72
Figure 3.19: AI Tutoring and Speaking Mistake Awareness	73
Figure 3.20: Overall Experience with AI-Mediated Speaking Practice.....	74

Contents

Dedication	I
Acknowledgements	III
Abstract	IV
List of Abbreviations.....	V
List of Figures	VI
Contents.....	VII
General Introduction	11
1. Background of the Study	2
2. Rationale.....	3
3. Statement of the Problem.....	3
4. Research Questions.....	4
5. Hypotheses.....	4
6. Research Objectives.....	5
7. Methodology.....	5
8. Limitation of the Study.....	6
9. Structure of the Dissertation	6
10. Definition of Terms	7

Part One: Theoretical Part

Chapter One

Speaking Skill in EFL Learning: Foundations and Challenges

1.1. Introduction	9
1.2. Definition of Speaking Skill.....	10
1.3. Components of Speaking.....	11
1.3.1 Comprehension.....	11
1.3.2 Grammar.....	12

1.3.3	Vocabulary	12
1.3.4	Pronunciation.....	12
1.3.5	Fluency	13
1.4.	Importance of Speaking in EFL Contexts	14
1.5.	Relationship Between Speaking and Other Language Skills	16
1.6.	The Speaking Process.....	20
1.7.	Types of Speaking	22
1.7.1	Imitative Speaking.....	23
1.7.2	Intensive Speaking	23
1.7.3	Responsive Speaking.....	23
1.7.4	Interactive Speaking	23
1.8.	Challenges Faced by EFL Learners in Speaking.....	24
1.8.1	Psychological Barriers (Anxiety and Inhibition).....	24
1.8.2	Linguistic Barriers (Pronunciation and Vocabulary gaps)	25
1.8.3	Environmental Barriers (Limited Practice Opportunities)	25
1.8.4	Cultural and Sociolinguistic Differences	26
1.9.	Attitudes Toward Speaking in EFL.....	26
1.9.1	Definition of Attitudes in Language Learning	26
1.10.	Theoretical Approaches to Developing Speaking Attitudes	28
1.10.1	Behaviorism, Cognitivism, and Constructivism.....	28
1.10.2	Structuralism and Sociolinguistics	28
1.11.	Communicative Competence and Speaking Attitudes	29
1.11.1	Communicative Language teaching (CLT).....	29
1.11.2	Task-Based Language Teaching (TBLT):.....	30
1.11.3	Sociocultural Theory and Interaction	30
1.11.4	Fluency, Accuracy, and Affective Factors	30
1.12.	Conclusion.....	31

Chapter Two

AI-mediated Tutoring

and Its Relationship with Learners' Speaking Attitudes

2.1.	Introduction	34
2.2.	Overview of AI in EFL Education	34
2.2.1	Definition of AI and AI-Mediated Tutoring.....	35
2.2.2	Theoretical Foundations of AI in Language Learning	36
2.3.	Features of AI-Mediated Tutoring Tools	37
2.3.1	Tools for Pronunciation and Feedback.....	37
2.3.2	Tools for Conversation Practice	37
2.3.3	Tools for Personal Learning	38
2.4.	Incorporating AI-Mediated Tutoring into Speaking Activities.....	38
2.4.1	Pre-Speaking Phase	38
2.4.2	During-Speaking Phase	39
2.4.3	Post-Speaking Phase.....	40
2.5.	Advantages of AI-Mediated Tutoring for Speaking Development.....	40
2.5.1	Reducing Anxiety Through Private Practice.....	40
2.5.2	Providing Accessible and Personalized Feedback	41
2.5.3	Enhancing Motivation and Autonomy	42
2.6.	Challenges of Integrating AI-Mediated Tutoring in EFL Speaking.....	42
2.6.1	Technical Reliability and Accessibility Issues	42
2.6.2	Lack of Human Emotional Support.....	43
2.6.3	Potential for Over-Reliance.....	44
2.7.	Learners' Attitudes Toward AI-Mediated Tools in EFL	44
2.7.1	Positive Attitudes	45
2.7.2	Negative Attitudes.....	46
2.8.	The Role of AI-Mediated Tutoring in Fostering Positive Speaking Attitudes.....	46
2.9.	Conclusion.....	48

Part Two: Practical Part
Chapter Three
Data Analysis and Recommendations

3.1.	Introduction	50
3.2.	Research Method	50
3.2.1	Research Design	51
3.2.2	Population and Sample	51
3.3.	Data Collection Tools	51
3.4.	Data Analysis	52
3.4.1	Analysis of the Speaking Experiment	52
3.4.2	Analysis of the Students' Questionnaire	55
3.5.	Discussion of Findings	75
3.6.	Recommendations	76
3.6.1	For Teachers	76
3.6.2	For Learners	77
3.6.3	For Future Research	77
3.7.	Conclusion	78
	General Conclusion	79
	References	82
	الملخص	96

General Introduction

1. Background of the Study

AI is now beginning to transform the way that people learn languages, specifically in EFL contexts. In speaking classes, teachers use AI systems to provide their students with interactive work and personal lessons. Students can practice realistic conversations, check their pronunciation and get feedback suitable for their level. Holmes et al. (2019) said AI provides smart and flexible feedback that helps students learn individually. So, AI teaching works well as a complement of normal classroom learning.

Speaking is an important and difficult aspect of learning English. It allows students to contribute and share their ideas, express themselves clearly, and participate in classroom and social conversations. Brown (2001) states that speaking is a two-way process of creating meaning in which the speaker produce, listen and process information. Many English learners have difficulty in improving speaking as they do not get a chance to use English in real life. Also, fear of errors prevents them from speaking. In other words, they do not speak confidently. Horwitz et al. (1986) state that language learning anxiety is detrimental to the performance of speech and willingness to speak. So, good speaking skills are a crucial goal of teaching.

Today, learners' view on speaking in AI environments is a matter of concern. Their attitudes influence motivation, participation and willingness to speak, which leads to a direct change in language gain. Dörnyei (2005) said motivation and attitudes are main factors in second language learning. While AI tools can aid in speaking practice, the feelings and emotions of students towards these tools have an impact on their effectiveness. So, we need to study how the learners perceive speaking activities in the case of AI-mediated tutoring.

This research focuses on second year students at the University of Ghardaia. By examining their attitudes toward speaking in AI-mediated tutoring, the study will check how much they consider these environments as helpful, motivating, or effective for their speaking practice.

2. Rationale

Our rationale behind choosing this topic is the growing use of AI tools in higher education and the challenges that are faced by EFL learners in developing their speaking skills. Many students usually feel nervous and anxious when they are asked to speak in traditional classroom environments. At the same time, AI-mediated tutoring platforms are becoming more available and accessible and have been recognized as a useful tool that supports language learning.

We noticed that it is important to explore whether these learners consider these technological tools as supportive, especially in terms of speaking practice. Although numerous studies have explored the effectiveness of AI systems, only a few have addressed learners' attitudes and emotional responses to speaking in AI-mediated environments. We believe that understanding student perceptions is essential before these tools can become a regular part of educational programs.

3. Statement of the Problem

Despite the increasing use of AI-assisted teaching technologies in teaching speaking skills, we are not aware of the attitudes and perceptions of the students towards these programs in order to enhance their speaking skills. The attitudes of students may impact the effectiveness of these programs and their adoption or rejection of them. It is important to know how students feel, with a positive perspective, they will be more attentive, motivated, and become better speakers, while a negative perspective, the AI tools might not become effective. Considering the views of

students also makes teachers and planners interested in improving the application of AI tutoring in the classroom.

The main research problem of this study can be formulated as follows:

What is the nature of students' attitudes toward speaking in AI-mediated tutoring environments?

4. Research Questions

1. What are the common challenges that face learners when speaking English?
2. Do AI-mediated activities help students overcome the difficulties such as anxiety, shyness and lack of confidence in speaking English?
3. To what extent can AI-mediated tools play an effective role in developing EFL learners' speaking skills?

5. Hypotheses

In response to the main research question, it is hypothesized that learners express generally positive attitudes toward speaking in AI-mediated tutoring environments.

In relation to the sub-research questions, the following hypotheses are proposed:

1. EFL learners may face different kinds of challenges (grammar mistakes, mispronunciation) that affect their speaking performance.
2. AI-mediated speaking activities can help reduce difficulties related to speaking English.
3. Speaking skills can be developed more by integrating AI-mediated tools into the EFL classroom.

6. Research Objectives

This paper seeks to examine learners' attitudes toward speaking in AI-mediated tutoring. It will investigate their feelings of confidence, enjoyment, and anxiety in AI speaking practice. The research will also find out the benefits and challenges of using AI tools for practicing speaking, which areas of speaking these tools most benefit learners, and whether learners prefer AI over traditional method. Finally, the study aims to provide pedagogical information that can help teachers and designers improve speaking skills of students in a more efficient way through the program of AI-mediated instructions.

7. Methodology

This study follows an exploratory empirical type of research in which the researchers conducted a speaking activity integrating artificial intelligence-mediated tutoring in the classroom in order to examine learners' attitudes through direct interaction with AI tools in a real learning situation. The experimental session was carried out with second-year licence students at the University of Ghardaia since this level possesses sufficient linguistic competence that enables students to participate in speaking activities and express their perceptions effectively. The class consisted of 15 students who attended the speaking session designed for the experiment. During this session, students were invited to engage in oral interaction using the artificial intelligence application Gemini in order to explore their attitudes toward AI-mediated speaking practice. Data were also collected through a quantitative approach supported by a questionnaire administered to 100 students selected from a total population of 230 students from the same academic level. The questionnaire included questions related to learners' attitudes toward speaking activities and investigated the ways in which AI-mediated tutoring supports the development of their speaking skills. This combination of the experimental activity and the

questionnaire allowed the researchers to obtain deeper insights into students' perceptions and experiences regarding speaking development through AI-mediated tutoring in the EFL classroom.

8. Limitation of the Study

Despite the valuable information gained from the research, many constraints need to be acknowledged. First, the instability of the internet connection during the experiment session caused interruptions and time loss, which affected the students' engagement with the application. Moreover, some learners encountered difficulties in using the AI tool, due to their less familiarity with the tool or lack of digital literacy.

9. Structure of the Dissertation

The present dissertation is divided into three main chapters. Chapter one, introduces the concept of speaking, its components, importance, and processes. It also examines different types of speaking and highlights the main challenges EFL learners face, along with their attitudes and the theoretical approaches that shape speaking development.

Chapter two, focuses on the integration of artificial intelligence in the EFL contexts. It provides an overview of AI-mediated tutoring, its key features, and its application in speaking activities across different phases. It also explores both the advantages and challenges of using AI tools, with particular attention to their role in influencing learners' attitudes toward speaking.

Chapter three, presents the research methodology, including the design, population, and data collection tools, it also discusses the main findings and provides relevant recommendations, and highlights the limitations of the study along with suggestions for further research.

10. Definition of Terms

- **Attitudes:** it means the way of thinking or feeling that is expressed by evaluating a particular item, such as a learning method or tool, in a positive or negative way (Eagly & Chaiken, 1993).
- **Speaking Skill:** it is defined as a communication process of constructing meaning that involves producing, receiving, and processing information in a spoken language (Brown, 2007).
- **AI-Mediated Tutoring:** it refers to the use of artificial intelligence programs to support learning by providing learners with a personalized instruction process, guidance, and feedback in an adaptive and engaging digital environment (VanLehn, 2011).

Chapter One

Speaking Skill in EFL Learning: Foundations and Challenges

1.1. Introduction

Speaking is one of the four fundamental language skills, alongside listening, reading, and writing. It is considered a productive skill that enables learners to express their ideas, thoughts, and opinions effectively in real-life communication. In the context of English as a foreign language (EFL), speaking plays a crucial role in developing learners' communicative competence and language proficiency. Despite its importance, many EFL learners face significant challenges in improving their speaking skill. These difficulties may be related to linguistic limitations, lack of practice opportunities, or psychological factors such as anxiety and lack of confidence. As highlighted by Yahia (2024), Arab EFL learners encounter various obstacles when attempting to speak English, which affects their overall performance in the classroom.

In addition, speaking provides learners with opportunities to interact, exchange ideas, and engage in meaningful communication. Through classroom activities, learners can enhance their fluency, accuracy, and confidence. Therefore, mastering speaking is essential for effective language use and successful communication.

This chapter presents a theoretical background on speaking skill. It begins with defining speaking and identifying its main types, and mentioned its importance, followed by discussing its key characteristics. It also explores the major difficulties faced by EFL learners, including speaking anxiety, and examines the relationship between speaking and other skills. Finally, it highlights important factors that influence speaking performance in EFL classrooms.

1.2. Definition of Speaking Skill

Speaking is a fundamental skill in language learning, and scholars have provided various definitions based on different perspectives. According to Boonkit (2010), speaking is one of the four essential language skills, especially for non-native English speakers. It is considered as a productive skill that includes several components, such as grammar, pronunciation, fluency, and interactive strategies.

Similarly, Florez (1999) describes speaking as an active oral skill that involves not only the use of appropriate grammatical structures and vocabulary, but also pronunciation, fluency, and conversational strategies to ensure effective communication. As a result, speaking is a complex process whose main goal is to achieve meaningful communication.

In addition, Widdowson (1978) defines speaking as an active process of expressing meaning, emotions, and ideas. It goes beyond linguistic competence to include the ability to use language appropriately in different contexts.

Furthermore, speaking is considered as one of the most challenging skills for language learners. As Brown and Yule (1983) point out, learners often face difficulties in expressing their ideas clearly and effectively in the target language. From another perspective, EL-Koumy (2002) emphasizes that speaking involves several micro-skills, such as vocabulary, grammar, and pronunciation, which must be developed in a balanced way. Moreover, Burns and Joyce (1997) highlight that speaking is an interactive activity that requires both verbal and communication between the speaker and the listener.

Hence, speaking is a complex, interactive, and productive skill that enables learners to express ideas, share information, and communicate effectively in real-life contexts. Speaking is

a productive skill which encompasses two or more participants namely speaker and listener aim to produce, receive and interpret information. This process implies various elements that through meaning could be conveyed effectively within real life context. Accordingly, speaking is the most widely used way of communication (Brown, 2001).

1.3. Components of Speaking

Speaking is a complex skill that consists of several components which contribute to effective communication. According to Harris (1974), speaking skill includes five main components: comprehension, grammar, vocabulary, pronunciation, and fluency. These components work together to develop learners' ability to communicate successfully.

1.3.1 Comprehension

Comprehension refers to the ability to understand and interpret the meaning of spoken communication. According to Richards and Schmidt (2010), it is the identification of the intended meaning of spoken or written messages. It plays crucial role in shaping meaning based on context, as well as the speakers and listeners intentions. Therefore, comprehension helps ensure clear communication and reduces misunderstandings (Brown;2007).

One of the questions raised by scholars is: how does comprehension influence the clarity of spoken communication? In response to this question, Gomez, Cruz et al. (2012) emphasize that good listening skills contribute not only to the efficiency of learners, but also to the enhancement of their speaking competency by making them more attuned to the listeners needs. This is supported by Ziane (2014) who highlights that listening comprehension is significantly essential for enhancing effective oral competency in English as a Foreign Language learners. Aiding them surmount deficiencies like limited vocabulary and pronunciation issues.

1.3.2 Grammar

Grammar refers to the set of rules that govern how words are combined to form meaningful sentences. For Purpura (2004), grammar represents a structured system that explains how language works. Similarly, Greenbaum and Nelson (2002) define it as a set of rules that enable speakers to produce correct and meaningful utterances. Thus, grammar is essential for producing accurate and well-formed speech.

1.3.3 Vocabulary

Vocabulary is essential for effective communication, as it allows learners to express their ideas clearly. Wilkins (1972) emphasized its importance by stating that “*without vocabulary, nothing can be conveyed.*” (p.111). A wide range of vocabulary helps learners speak more fluently and confidently, and reduces repetition.

1.3.4 Pronunciation

Pronunciation involves the correct production of sounds, as well as stress, rhythm, and intonation. According to Crystal (2008), it plays a key role in making speech understandable and in conveying meaning accurately. Proper pronunciation helps avoid misunderstandings and improves communication.

The relationship between pronunciation and speaking skills is a distinctly interdependent. Encompassing different linguistic and educational elements. Study points that vocabulary acquisition through reading aids in improving spoken communication, as a robust vocabulary allows to enhance speaking skills (Hamrayevna & Rachidovna, 2019). Also, listening skills are significantly important for developing speaking abilities; a good listening practice permits learners overcome obstacles in speaking. Such as pronunciation aspect (Ziane, 2014). This is

sustained by findings that listening to target language meaningful improve EFL learners oral expression (ibid).

Furthermore, the reciprocal relation between speaking and listening abilities is evident as the abilities are essential for daily conversations and problem-solving Aziz et al. (2020). The enhancement of speaking skills is related to the capacity to perceive and produce speech sounds perfectly, which is essential for reading comprehension and inclusive language proficiency Tsao et al., (2017).

1.3.5 Fluency

Fluency refers to the ability to speak smoothly and naturally without excessive pauses or hesitation. According to Richard and Schmidt (2002), fluency is the ability to produce continuous speech with minimal interruptions. It allows learners to communicate effectively and express their ideas with confidence. It is considered as the major characteristics in speaking performance teacher aim to fulfill their purpose in teaching the speaking fluency, the capacity to come across himself in a comprehensible and correct way in order to attain the aim. Teachers should help the learners to practice and applied this language in their personal language and to express their thoughts and points of view and to avoid copying or imitate any kind of model numerous of EFL speakers consider fluency as the capacity to speak rapidly, so speakers commence speak very quickly without break.

Thornbury (2005) discuss that speed is a significance factor but Thornbury proposes that pausing also important speakers need to take breath. Also skilled speakers need to break from time to time to let the interlocutors grasp what they said never the less, repeated or frequent pausing refers to that the speaker has problem in speaking. As Thornbury states that the frequency of taking break in speaking is more important than length of breaks. There are

production strategies or in other word tricks which means that filling of pauses the most known pause fillers are” Uh” and “Um”. There are some vagueness terms such as “sort of” and “I mean” the repetition of a one word when there is a pause this is another strategy to fillings pauses (Thornbury, 2005).

1.4. Importance of Speaking in EFL Contexts

Speaking skill is considered one of the most essential skills in the process of learning EFL. In today’s globalized world, communication has become a fundamental necessity, and speaking is the primary means through which communication takes place. Without effective speaking ability, learners cannot express their ideas, thoughts, and feelings clearly, which limits their participation in real-life communication (Akhter et al., 2020).

First, speaking plays a main role in communication. It is the skill that enables learners to interact with others in different contexts such as education, business, and social life. English has become an international language used worldwide, and mastering speaking skills allows EFL learners to communicate with people from different countries and cultures. Therefore, speaking is not only a language skill but also a tool for global interaction and understanding (Rao,2019; Akhter et al., 2020).

Moreover, speaking is classified as a productive skill, which means that learners actively produce language rather than just receive it. Unlike listening and reading (receptive skills), speaking requires the use of vocabulary, grammar, and pronunciation simultaneously. This makes it more complex but also more important for real communication. As noted by Boonkit (2010), productive skills are crucial because they allow learners to use language in meaningful situations.

Another important aspect is that speaking skill enhances learner's confidence and competence. When learners practice speaking regularly, they become more confident in expressing their ideas and less afraid of making mistakes. Confidence is a key factor in successful language learning, and it can be developed through continuous practice and supportive classroom environments (Patil, 2008; Bailey, 2005).

In addition, speaking skills play a significant role in academic and professional success. Many studies emphasize that communication skills, especially speaking, are highly valued in the job market. Employers often consider speaking ability more important than academic qualifications or work experience because it reflects a person's ability to interact effectively in professional settings (Zaremba, 2006; Osborn, 2008).

Furthermore, speaking skill contributes to social interaction and relationship building. Through speaking, individuals can share their experiences, exchange ideas, and build connections with others. Effective communication reduces misunderstandings and strengthens social relationships, which is essential in both personal and professional life (Rao, 2019). However, despite its importance, speaking is often neglected in EFL classrooms. Traditional teaching methods focus more on reading and writing, leaving students with limited opportunities to practice speaking. As a result, many learners struggle to speak fluently even after years of studying English.

speaking skill is essential for real-life communication. According to Brown and Abeywickrama (2010), learners are often judged based on their speaking ability in real situations. Therefore, improving speaking skills should be a priority in EFL teaching to prepare learners for real-world communication (Brown & Abeywickrama, 2010). Celce-Murcia (2001) claimed that for people, *"the ability to speak is synonymous with knowing that language since speech is the most basic means of human communication."* (p.103).

As for Brown and Yule (1983) noted, speaking is the skill that the pupils will be judged upon most in real life situations. Accordingly, Leong and Ahmadi (2017) highlighted the importance of speaking skill as an aid for learners to enhance grammar and vocabulary as well as expressing various language functions such as informing, describing, asking for or expressing thoughts, beliefs, and viewpoints. harmer (2001) emphasized the importance of speaking too as he stated that a successful mastery of the language requires practice in the classroom. Otherwise, learners will be considered as they are wasting their time. This suggests that it is crucial to practice the foreign language in the classroom since this latter is the first setting where EFL learners learn before succeeding to communicate the old language teaching methods furthered accuracy over fluency. Later, this proved to be insufficient for language learning. Learners who study a foreign language wishing to be fluent and accurate should have a good use of vocabulary, grammar and pronunciation which are the characteristics that defines the proficiency in speaking skills.

1.5. Relationship Between Speaking and Other Language Skills

The four language skills, refer to the essential components of language mastery: reading, speaking, listening, and writing. These skills are interdependent, meaning effective communication often requires the simultaneous use of multiple skills. For example, during conversations, individuals engage in both speaking and listening, while reading can involve taking notes or summarizing. Language learners may excel in one skill but struggle in others, influenced by their linguistic backgrounds. Teachers are tasked with fostering proficiency across all four skills, utilizing proficiency across all four skills, utilizing insights from linguistics, psychology, and cognitive science to guide their instruction.

Research emphasizes the importance of practicing each skill in context, with listening seen as foundational due to its role in language acquisition. Speaking involves communicative competence, allowing learners to navigate social and situational contexts effectively. Reading and writing, on the other hand, require more structured teaching, as they are not innate processes and necessitate explicit strategies for comprehension and expression. Overall, successful language instruction integrates these skills, reflecting their interconnected nature and enhancing learners overall, communicative abilities (Vance & Noelle, 2021).

The relationship between speaking and other language skills is dynamic and reciprocal, meaning that each skill both influences and is influenced by the others. In EFL learning, speaking does not develop in isolation; rather, it is the result of continuous interaction with listening, reading and writing skills. These skills function as an integrated system that supports learners in achieving communicative competence (Richards & Renadya, 2002).

To begin with, the relationship between speaking and listening is fundamental and inseparable. Listening is considered the foundation because it provides the linguistic input necessary for language production. Learners acquire pronunciation patterns, intonation, stress, and vocabulary through listening, which they later reproduce in speaking. Without sufficient listening practice, learners may struggle to speak accurately or fluently.

Moreover, in real-life communication, speaking and listening occur simultaneously, as communication requires both understanding and responding. Therefore, improving listening skills directly enhances speaking performance (Shumin, 2002; Goh, 2007).

Furthermore, speaking and reading are strongly interconnected. Reading plays a significant role in enriching learner's linguistic knowledge, which is essential for speaking. Through reading, learners are exposed to new vocabulary, grammatical structures, and discourse

organization. This exposure helps them develop more accurate and varied spoken language. In addition, reading enhances learner's cognitive abilities, such as critical thinking and idea generation, which are crucial for effective oral communication. Zhang (2009) states that integrating reading activities with speaking tasks encourages learners to use newly acquired language in meaningful communication.

In the same vein, speaking and writing share a close relationship as productive skills. Both require learners to produce language, organize ideas, and apply grammatical rules. However, while writing allows more time for planning and revision, speaking requires immediate production of language. Despite this difference, practicing writing can significantly improve speaking ability by helping learners structure their thoughts and use appropriate vocabulary. Similarly, speaking activities can support writing development by increasing fluency and confidence in language use. Brown and Abeywickrama (2010) emphasize that competence in one productive skill often reflects competence in the other.

Another important aspect is that speaking acts as a bridge between receptive and productive skills. It transforms input (listening and reading) into output (speaking and writing). For instance, learners first receive language input through listening and reading, then process it cognitively, and finally produce it through speaking. This process highlights the cyclical nature of language learning, where each skill contributes to the development of the others (Boonkit, 2010).

Moreover, integrating speaking with other skills in classroom practices enhances language learning effectiveness. Activities such as group discussions based on reading texts, oral presentations after listening tasks, and storytelling from written materials allow learners to practice multiple skills simultaneously. These integrated tasks reflect real-life communication,

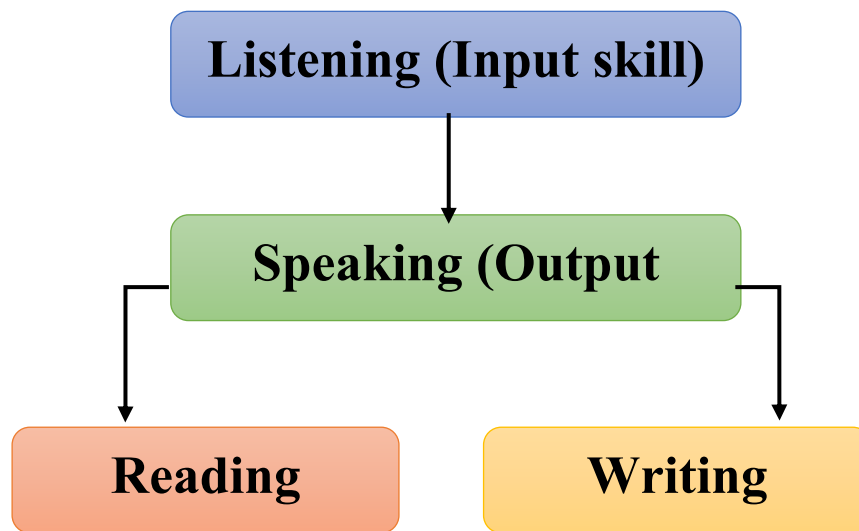
where language skills are rarely used separately. According to Akhter (2021), speaking skills improve significantly when learners are engaged in interactive and skill-integrated activities.

In addition, the relationship between speaking and other skills contributes to the development of communicative competence, which includes grammatical, sociolinguistic, discourse, and strategic competence. Speaking requires the use of appropriate language in different contexts, which depends on learner's ability to understand input (listening and reading) and produce coherent output (writing and speaking). Therefore, mastering speaking skill requires the integration of all language components and skills.

In the EFL contexts, this integration is particularly important because learners often lack exposure to authentic language environments. As a result, classroom instruction should emphasize skill integration to compensate for this limitation.

Teachers should design activities that combine listening, speaking, reading, and writing to create meaningful communication opportunities. This approach not only improves speaking ability but also enhances overall language proficiency (Richards & Renandya, 2002). Speaking is deeply interconnected with listening, reading, and writing, forming a unified system of language skills. Each skill supports and reinforces the others, making it essential to adopt an integrated approach in EFL teaching. By developing all four skills simultaneously, learners can achieve better fluency.

Figure 1.1: Relationship Between Speaking and Other Language Skills (Richards & Renandya, 2002, p. 78)



1.6. The Speaking Process

Speaking is a complex skill that involves the production of oral language in real-time communication. According to Bygate (2001), speaking in a second language requires the development of specific communication skills that differ from those involved in written language, particularly in terms of grammatical, lexical, and discourse patterns. Due to the spontaneous nature of speech, speakers must process information quickly and interact effectively with others.

From psycholinguistic perspective, the speaking process can be explained through the model proposed by Levelt (1989, cited in Bygate, 2001), which identifies several interconnected stages involved in speech production. These stages operate rapidly and simultaneously, requiring a high level of automaticity during communication. As a result, speakers must manage multiple processes at the same time in order to produce meaningful and coherent speech.

The speaking process consists of several stages as proposed by Levelt (1989, cited in Bygate, 2001).

- **Conceptualization:** the first stage of the speaking process is conceptualization, at this stage, the speaker plans the content of the messages before producing any linguistic form. This involves selecting the idea or concept to be expressed based on the communicative situation, the topic, and the interlocutor. The speaker draws on background knowledge, persona experience, and contextual information to organize thoughts clearly. In addition, conceptualization includes deciding the purpose of communication, such as informing, requesting, or expressing opinions, it also involves structuring the message at a discourse level, determining what information should be included and how it should be organized. According to Bygate (2001), this stage is essential because it ensures that communication is meaningful and appropriate to the context.
- **Formulation:** the second stage is formulation, where the speaker transforms ideas into linguistic structures. This stage involves several sub-processes: Lexical Selection: choosing the appropriate words to express the intended meaning. Grammatical Structuring: organizing words into correct sentences using appropriate grammatical rules.
- **Phonological encoding:** preparing the sound structure of the words before they are spoken. During this stage, the speaker must ensure that the message is grammatically corrected and semantically clear. This process requires knowledge of vocabulary, grammar, and language rules. As highlighted by Levelt (1989), formulation plays a crucial role in shaping how ideas are expressed linguistically.
- **Articulation:** The third stage is articulation, which refers to the physical production of speech. At this stage, the speaker uses the speech organs such as the tongue, lips,

and vocal words to produce sounds. This includes the correct use of pronunciation, stress, intonation, and rhythm. Articulation requires motor coordination and fluency to ensure that speech is clear and understandable. It is largely automatic for fluent speakers, but it may be challenging for second language learners who are still developing their pronunciation skills (Bygate,2001). Self monitoring: the final stage is self-monitoring, which involves checking and evaluating speech during and after production. The speaker identifies errors in grammar, vocabulary, or pronunciation and attempts to correct them in real time. Self-monitoring also includes the use of communication strategies such as repetition, reformulation, and clarification to ensure that that the message is understood correctly. According to Levelt (1989), this stage is essential for maintaining accuracy and coherence in communication.

Hence, the speaking process is a multi-stage activity that integrates cognitive, linguistic, and physical components. The stages of conceptualization, formulation, articulation, and self-monitoring work together to enable effective communication. However, for second language learners, managing these processes simultaneously can be difficult due to limited linguistic competence and lack of automaticity. Therefore, mastering speaking requires continuous practice and the development of all these stages.

1.7. Types of Speaking

According to Brown (2004), several types of speaking can be performed by students in the classroom. These types are classified as follows:

1.7.1 Imitative Speaking

Imitative speaking focuses on the ability to imitate words, phrases, and sentences. It mainly emphasizes pronunciation and intonation rather than meaning.

1.7.2 Intensive Speaking

Intensive speaking is similar to imitative practice, as it focuses on specific phonological or grammatical aspects of language. It involves short stretches of oral production, such as reading aloud sentences, practicing dialogues, or completing structured exercises. The main goal is to develop accuracy in grammar and pronunciation (Brown, 2004).

1.7.3 Responsive Speaking

Responsive speaking involves short interactions between speakers. It includes activities such as answering questions, making simple requests, or giving brief comments. This type of speaking requires comprehension but remains limited in length and complexity (Brown, 2004).

1.7.4 Interactive Speaking

Interactive speaking involves more complex and longer exchanges between participants. According to Brown (2004), this type can be divided into two forms: transactional interaction which focuses on exchanging information, and interpersonal interaction, which aims at maintaining social relationships. It often includes the use of informal language such as slang and everyday expressions.

1.8. Challenges Faced by EFL Learners in Speaking

Speaking is one of the most complex and challenging skills for learners of EFL. Despite its importance in communication, many learners face numerous difficulties that hinder their ability to speak effectively. These difficulties are not limited to linguistic aspects but also involve psychological, sociocultural, and educational factors that interact to influence learner's speaking performance.

1.8.1 Psychological Barriers (Anxiety and Inhibition)

Psychological factors play a crucial role in hindering speaking performance. Anxiety is one of the most significant barriers, as learners often feel nervous and afraid of making mistakes when speaking in front of others. Horwitz et al. (1986) defined foreign language anxiety as a feeling of tension that negatively affects language learning. Similarly, Juhana (2012) identified lack of confidence, shyness, and fear of making errors as key obstacles. Learners may also fear negative evaluation or being laughed at by their participation in speaking activities (Savaşçı, 2014 ;Nazara, 2011)

In addition, learners' willingness to communicate (WTC) affects their speaking performance. MacIntyre (2007) explained that WTC refers to learners' readiness to engage in communication. Even when learners have sufficient knowledge, they may remain silent if they lack confidence. This leads to reticence or classroom silence, where learners avoid participation due to fear of negative judgment or low self-perceived competence (Liu & Liu, 2011). Cultural factors and fear of losing face also contribute to this silence (Harumi, 2010; Donald, 2010).

1.8.2 Linguistic Barriers (Pronunciation and Vocabulary gaps)

One of the main difficulties EFL learners encounter is related to linguistic competence. Learners often struggle with limited vocabulary, incorrect pronunciation, poor grammar, and difficulties in sentence formation. According to AI Hosni (2014), these issues prevent learners from expressing their ideas clearly and accurately. In addition, Mohtar et al. (2015) highlighted that problems with articulation and pronunciation reduce intelligibility and affect communication. Learners also face difficulties in retaining vocabulary and recalling appropriate words during speaking, which leads to hesitation and lack of fluency. Coskun (2016) further argued that an overemphasis on grammar and lack of communicative practice contribute significantly to weak speaking performance.

1.8.3 Environmental Barriers (Limited Practice Opportunities)

Lack of exposure to English is another major obstacle in EFL contexts. Learners often have limited opportunities to practice speaking outside the classroom, which slows down their progress. Coskun (2016) noted that the absence of authentic communication and real-life interaction prevents learners from developing fluency. Although students may practice inside the classroom, this is often not sufficient to achieve communicative competence.

The excessive use of the mother tongue (L1) is also a significant factor that hinders speaking development. When learners rely on their native language, they reduce their opportunities to practice English. According to AI Hosni (2014), this dependence on L1 leads to translation instead of thinking directly in English, which negatively affects fluency and accuracy.

1.8.4 Cultural and Sociolinguistic Differences

Cultural and sociolinguistic factors also influence learners' speaking performance. Learners' attitudes, beliefs, and motivation toward the target language play a crucial role in their participation. Shumin (2002) argued that learners with positive attitudes are more likely to engage in speaking activities. However, negative beliefs about English or low self-evaluation may reduce learners' engagement. Jackson (2012) emphasized that learners' beliefs, personality, and attitudes determine their level of interaction in the classroom. Furthermore, social factors such as peer reactions and classroom dynamics can influence speaking. Fear of being mocked by classmates may discourage students from speaking (Nazara, 2011). Cultural expectations and differences in communication styles may also lead learners to remain silent rather than participate actively in speaking tasks.

1.9. Attitudes Toward Speaking in EFL

1.9.1 Definition of Attitudes in Language Learning

Attitudes toward speaking in EFL play a crucial role in shaping learners' success or failure in developing oral communication skills. Attitude is generally defined as an individual's evaluative reaction toward a particular behavior, influenced by beliefs, emotions, and behavioral tendencies. In the context of EFL learning, learners' attitudes toward speaking are closely related to their willingness to communicate, their level of engagement, and their overall performance in oral activities. According to Gardner (1985), attitude is an evaluative response based on learners' beliefs and opinions, which can either facilitate or hinder language learning. Similarly, Robert C.

Gardner and Lambert (1972) emphasize that success in learning a foreign language is not only dependent on cognitive abilities but also strongly influenced by learners' attitudes toward

the target language and its speakers. Positive attitudes encourage learners to participate actively, express themselves confidently, and take risks when speaking, whereas negative attitudes often lead to avoidance, hesitation, and limited participation (Baker, 1992).

Moreover, learners' attitudes toward speaking are shaped by several interrelated factors. Linguistic difficulties such as lack of vocabulary, problems with pronunciation, and limited grammatical knowledge can negatively affect learners' attitudes by reducing their ability to express ideas clearly and accurately (Rivers, 1968). In addition, psychological factors are considered the most influential in this context. Anxiety, shyness, lack of self-confidence, and fear of making mistakes can create significant barriers to speaking, leading learners to feel uncomfortable and reluctant to communicate in the classroom (Horwitz, 1986; Brown, 2007). Learners who experience high levels of anxiety are more likely to avoid speaking situations, while those with positive attitudes and higher confidence tend to engage more actively in oral tasks. Furthermore, environmental factors such as limited opportunities to practice may also influence learners' attitudes either positively or negatively (Baker & Westrup, 2003). A supportive classroom atmosphere, on the other hand, can enhance learners' motivation and encourage them to participate without fear of judgment.

In addition, motivation is closely linked to attitudes toward speaking. Learners who are motivated and interested in the target language are more likely to develop positive attitudes and show a greater willingness to communicate. Research has shown that student with positive attitudes and strong motivation achieve better results in speaking, whereas those with negative attitudes often struggle to improve their oral proficiency (Kiziltepe, 2004). Therefore, attitudes toward speaking are not fixed but can be influenced and improved through effective teaching strategies, increased practice opportunities, and the creation of a positive learning environment. In this sense, teachers play a fundamental role in shaping learners' attitudes by encouraging

participation, reducing anxiety, and providing constructive feedback. Overall, it can be concluded that attitudes toward speaking in EFL are a key determinant of learners' communicative competence, as they directly influence their motivation, confidence, and willingness to engage in speaking activities.

1.10. Theoretical Approaches to Developing Speaking Attitudes

1.10.1 Behaviorism, Cognitivism, and Constructivism

The article by Ertmer and Newby (2013) examines three major learning theories: behaviorism, cognitivism, and constructivism and their implications for instructional design. Learning is defined as an enduring change in behavior or knowledge that results from experience and practice. Behaviorism emphasizes observable behavior and highlights the importance of environmental factors, reinforcement, and repetition in shaping learning. In contrast, cognitivism focuses on internal mental processes such as thinking, memory, and problem-solving, stressing the organization and integration of new information with prior knowledge. Constructivism, on the other hand, views learning as an active process in which learners construct their own understanding through experience, interaction, and meaningful contexts. The authors conclude that no single theory is sufficient to address all learning situations; therefore, effective instruction requires a flexible approach that combines elements from these theories based on learners' needs and task complexity.

1.10.2 Structuralism and Sociolinguistics

Structuralism is considered one of the earliest approaches in linguistics and psychology, as it focuses on analyzing the structure of human consciousness and language into smaller elements. According to Titchener (1898), structuralism aims to study the components of conscious experience through systematic observation. In linguistics, structuralism also

emphasizes that language is a structured system composed of interrelated elements. In relation to this, sociolinguistic theory extends beyond the structural view of language by examining how language functions within society. As Coupland (2016) explains, sociolinguistic theory focuses on the relationship between language and social factors such as culture, identity, and context. While structuralism analyzes language as an abstract system, sociolinguistics highlights its use in real-life interactions and social practices. Therefore, both approaches contribute to understanding language, but from different perspectives: one structural and the other social.

1.11. Communicative Competence and Speaking Attitudes

The development of speaking attitudes in second language learning is closely linked to the concept of communication competence. Hymes (1972) introduced the idea that knowing a language means being able to use it appropriately in social contexts. Building on this foundation, Canal and Swain (1980) proposed that communicative competence includes grammatical, sociolinguistic, discourse, and strategic dimensions. This framework highlights the learners' attitudes toward speaking are shaped by their ability to use language effectively in real communication, which can increase confidence and reduce speaking anxiety.

1.11.1 Communicative Language teaching (CLT)

Communicative language teaching is considered one of the most influential approaches in shaping learners' speaking attitudes. Richards and Rodgers (2001) explain that CLT shifts the focus from form-based instruction to meaning-focused interaction. In this approach, learners engage in activities such as role-plays, discussions, and information-gap tasks that require real communication. These interactive practices help learners develop more positive attitudes toward speaking by increasing participation, building confidence, and reducing fear of making

mistakes. However, CLT also requires a balance between fluency and accuracy to ensure effective learning outcomes.

1.11.2 Task-Based Language Teaching (TBLT):

Task-based Language Teaching also plays a significant role in developing learners' speaking attitudes. According to Nunan (2004), tasks provide learners with meaningful communicative goals that motivate them to use language actively. Through task completion, learners are encouraged to experiment with language and interact naturally with peers. This approach promotes learner autonomy, increases motivation, and fosters a willingness to speak, which are key components of positive speaking attitudes.

1.11.3 Sociocultural Theory and Interaction

From a sociocultural perspective, language learning is strongly influenced by social interaction. Vygotsky (1978) emphasizes that learning occurs through collaboration with others within the zone of proximal development (ZPD). Lantolf (2000) further explains that interaction with peers and teachers helps learners internalize language and develop communicative strategies. This collaborative environment plays an important role in shaping learners' speaking attitudes by reducing anxiety and increasing willingness to communicate.

1.11.4 Fluency, Accuracy, and Affective Factors

Speaking attitudes are also influenced by the balance between fluency and accuracy. Thornbury (2005) argues that fluency develops through meaningful practice, while accuracy requires focused attention and corrective feedback. When instruction balances both aspects, learners feel more comfortable and confident in speaking situations. In addition, affective factors such as anxiety, motivation, and self-confidence play a crucial role in determining learners'

willingness to speak and participate in oral activities. Theoretical approaches such as communicative competence, CLT, TBLT, and sociocultural theory all contribute to the development of speaking attitudes. These frameworks emphasize interaction, meaningful communication, and learner engagement, which collectively help reduce anxiety and foster more positive attitudes toward speaking in English.

1.12. Conclusion

In conclusion, speaking is a fundamental skill in language learning, particularly in the context of English as a foreign language (EFL). It plays a vital role in enabling learners to communicate effectively, express their ideas, and interact with others in real-life situations. As a productive skill, speaking requires the integration of various linguistic and cognitive abilities, making it one of the most challenging skills to master.

Throughout this chapter, the concept of speaking has been explored from different perspectives, including its definition, types, and key characteristics. The discussion also highlighted the strong relationship between speaking and other language skills, especially listening, as both are essential for successful communication.

Furthermore, it has been shown that EFL learners often face multiple difficulties in developing their speaking ability. These challenges may include linguistic limitations, lack of exposure to the target language, and psychological factors such as anxiety and lack of confidence. Such obstacles can significantly affect learners' performance and participation in the classroom.

Therefore, improving speaking skill requires appropriate teaching strategies, supportive learning environments, and sufficient opportunities for practice. By addressing these challenges

and encouraging active participation, learners can gradually enhance their speaking proficiency and become more confident and effective communicators.

Chapter Two

AI-mediated Tutoring and Its Relationship with Learners' Speaking Attitudes

2.1. Introduction

The rapid integration of Artificial Intelligence (AI) into educational settings has created new and exciting opportunities for language learners worldwide. In the field of English as a Foreign Language (EFL) education, AI-mediated tutoring has become a powerful tool that is changing the way learners practice speaking and build communication skills. Unlike traditional classroom teaching, which can be limited by time, teacher availability and peer interaction, AI-mediated tutoring provides learners with a flexible, personalized, and low anxiety environment for practicing spoken English.

This chapter reviews the existing literature on AI-mediated tutoring and its potential role in enhancing EFL learners' attitudes toward speaking. It begins by giving an overview of AI in EFL education, including key definitions and theoretical foundations. Then, it looks at specific AI tools that is designed to help with pronunciation, conversational practice, and personalized learning. The chapter also explores how AI tutoring can be incorporated across the three phases of speaking activities pre-speaking, during-speaking, and post-speaking and discusses both the advantages and challenges linked with this integration. Finally, it examines learners' attitudes toward AI tools and combines findings on how AI-mediated tutoring may foster more positive speaking attitudes.

2.2. Overview of AI in EFL Education

Artificial Intelligence has become an important part of modern EFL education, creating new opportunities for language learning and speaking practice. Today, many AI-based tools help learners improve their English through interactive, flexible, and personalized activities. These technologies allow students to practice speaking, receive feedback, and develop their communication skills in a more comfortable learning environment. Therefore, this section

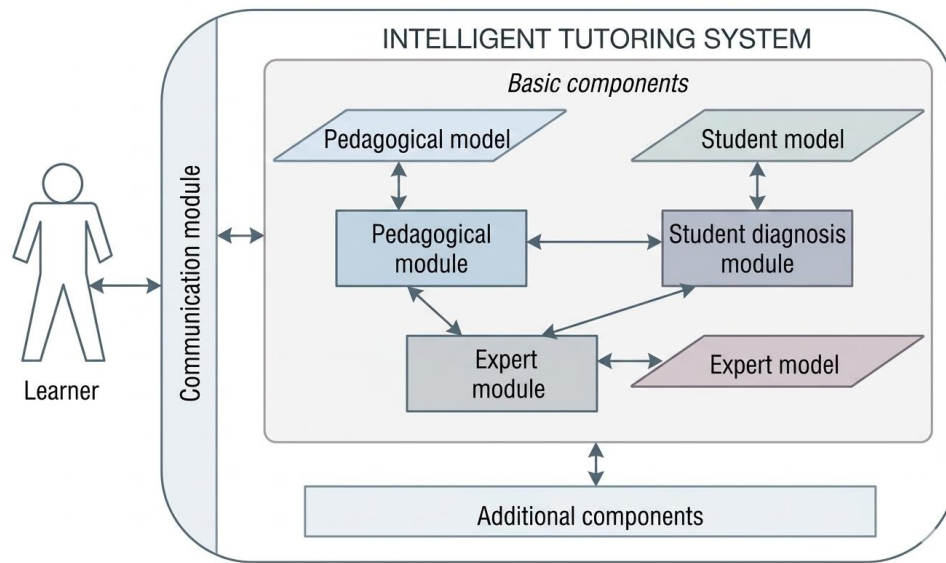
provides an overview of AI in EFL education by discussing the definitions of Artificial Intelligence and AI-mediated tutoring, as well as the main theoretical foundations that support this integration of AI in language learning.

2.2.1 Definition of AI and AI-Mediated Tutoring

Artificial Intelligence, refers to computer systems that can simulate some human thinking skills, such as reasoning, learning, solving problems and understanding language. (Russell & Norvig, 2021). In context of education, AI includes many different technologies, such as natural language processing (NLP). machine learning algorithms, speech recognition, and intelligent tutoring systems (ITS). Together, these technologies can help computers to interact with learners in a way that is similar to human teaching.

AI-mediated tutoring refers to any learning situation where an AI system helps the learner by giving explanations, feedback corrections or guidance support to help the learner improve. (Woolf, 2010). In EFL speaking contexts, AI-mediated tutoring usually involves speech-enabled apps, chatbots, and voice interactive platforms that can listen to learners' speech and assess it, and respond in real time. As Corbett et al. (1997, p. 849) argue, *"The goal of intelligent tutoring systems (ITSs) would be to engage the students in sustained reasoning activity and to interact with the student based on a deep understanding of the students behaviour."* This change shows a shift toward more learner-focused teaching, where the technology adjusts to the learner's level, speed of learning, and specific difficulties.

Figure 2.1: The General Architecture of an Intelligent Tutoring System (Anohina, 2006, p. 105).



2.2.2 Theoretical Foundations of AI in Language Learning

AI is supported by several well-known learning theories. Krashen's (1985) Input Hypothesis says that people learn a language when they are exposed to input they can understand, but that is slightly above their level ($i + 1$). AI tutoring systems can apply this idea by changing the difficulty of language input based on the learner's performance in real time. In the same way, Vygotsky's (1978) Zone of Proximal Development (ZPD) highlights the importance of support in learning-help that matches what a learner cannot do alone but can do with guidance. AI can provide this kind of support consistently and without any limits

Sociocultural theory also supports conversational AI, seeing it as a tool that helps learning and thinking by supporting interaction (Lantolf & Thorne, 2006). In addition, Bandura's (1997) Social Cognitive Theory focuses on self-belief in learning. This is important for speaking confidence, which AI can help build it by giving regular feedback and encouragement. Finally, the Interaction Hypothesis (Long, 1996) explains that learners improve when they

negotiate meaning in conversation. AI chat systems can recreate this type of interaction in a safe and low-pressure environment.

2.3. Features of AI-Mediated Tutoring Tools

2.3.1 Tools for Pronunciation and Feedback

One of the most important uses of AI in EFL speaking is pronunciation assessment and feedback. Tools such as ELSA Speak, and Google's Speech Recognition use advanced phoneme-level analysis to check learners' pronunciation accuracy. These tools can detect small differences from the target language sounds and give clear useful feedback that would be difficult for a human teacher to provide regularly during classroom sessions.

Neri et al. (2002) describe these tools as computer-based pronunciation training systems that use sound models to identify and correct basic sounds and overall speech features of learner speech. This includes individual sounds, stress, rhythm and intonation. More recent platforms have also added prosodic features, which means they evaluate not only pronunciation accuracy but also fluency, speed and how natural the speech sounds (Levis, 2007). This type of detailed feedback is especially useful in EFL contexts where learners usually find English sound patterns and speaking tones very different from their first language.

2.3.2 Tools for Conversation Practice

Conversational AI tools are another important type of AI-based tutoring. Platforms such as Duolingo, and ChatGPT-based language tutors allow learners to have long conversations on many different topics, simulating real communication without the pressure of speaking with a native speaker or a classmate. These tools use natural language processing (NLP) to understand what learners say, and produce suitable responses and keep the conversation flowing across multiple turns.

Research by Fryer and Carpenter (2006) showed that learners who practiced English conversation with chatbot systems improved their fluency and became more willing to communicate. They explained this improvement partly by the fact that the AI does not judge or criticize learners. More recently, advanced language tools based on large language models (LLMs) have made conversation practice more natural. These tools can give responses that fit the context, use everyday expressions, and even include culturally relevant information (Godwin-Jones, 2022). Such tools help learners practice understanding meaning, using linking words in conversation, and keeping longer discussions going in a realistic speaking context.

2.3.3 Tools for Personal Learning

Personalized learning, is also another important part of AI-based tutoring. These systems look at how learners use the platform to find their common mistakes or how they prefer to learn and what they are good or weak at. Then they adjust the learning content for each learner (Luckin et al., 2016). In EFL speaking, this means that learners who has difficulties with certain sounds will get more practice in those areas, while learners who speaks well, but have some lack of vocabulary will be given activities to improve their word knowledge. Kim et al. (2021) say that personalized AI feedback focuses on learners' specific language weaknesses, but it also pays attention to how they feel and stay motivated.

2.4. Incorporating AI-Mediated Tutoring into Speaking Activities

2.4.1 Pre-Speaking Phase

The pre-speaking stage includes activities that help learners get ready to speak, such as reviewing vocabulary, help them getting familiar with the topic, and doing pronunciation practice. AI tools can make this stage more effective by offering interactive preparation materials designed for the speaking task. For example, AI-based vocabulary tools can introduce

words related to the topic with audio examples, while chatbot platforms can allow learners have simple practice conversations that activate what they already know and help them get used to common ways of talking about the topic.

Shadiev and Yang (2020) report that EFL learners who used AI tools before speaking felt more confident about the topic and were better prepared with vocabulary than those who only took part in preparation activities that is supervised by the teacher. This suggests that AI-supported preparation can work as helpful support, making speaking easier by reducing the difficulty of thinking effort and help learners come to tasks with more language knowledge and better understanding of the topic.

2.4.2 During-Speaking Phase

During the speaking phase, AI tools can act as speaking partners that give immediate feedback on pronunciation, grammar, and how clear the speech is without stopping the learner from speaking. Voice activated AI platforms can listen to a learner's conversation or dialogue, detect mistakes, and mark or save them for later review, which helps learners keep speaking while still tracking their progress. Some of advanced systems that can use dialogue management technology can even talk with learners in a natural way and responding or adjusting based on what the learner says.

During the speaking stage AI is especially helpful for reducing anxiety. Since the AI partner does not judge or show any kind of negative reactions, learners feel more comfortable trying longer and more complex sentences and try more difficult language (El Shazly, 2021). This kind of risk-taking is very important for building speaking fluency because learners who avoid challenges in communication often stay at a weak level.

2.4.3 Post-Speaking Phase

The post-speaking phase which includes reflection, looking at mistakes and deciding what to improve, is exactly where AI-based tutoring can be useful. AI systems can create detailed performance reports that show different parts of speaking, such as pronunciation accuracy, speaking speed, vocabulary range, sentence structure and how the speaker often pauses. These reports give learners clear data feedback about their speaking which help them see exactly what they need to work on.

Godwin-Jones (2019) argues that the ability of AI to analyze speaking performance during the post-speaking phase represents a new approach of evaluating learning progress. Because it gives both learners and teachers detailed feedback about speaking problems that was in previous possible with only personal assistant from a teacher of speaking. Besides giving detailed feedback, AI tools can also support independent learning by motivating learners to plan improvement goals, follow their progress over time and practice activities that focus on their weakness points. Research has shown that these activities can strongly support long-term speaking development (Zimmerman, 2002).

2.5. Advantages of AI-Mediated Tutoring for Speaking Development

2.5.1 Reducing Anxiety Through Private Practice

Language anxiety is widely considered as one of the most significant challenges for EFL speaking development. Horwitz et al. (1986, p. 128) defined foreign language anxiety as *"a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process."*

And later research has consistently showed that high levels of anxiety are linked to avoiding speaking activities, lower level of willingness to communicate and weak speaking

performance overall (MacIntyre & Gardner, 1994). The private environment that is provided by AI-mediated tutoring where learners can practice without feeling judged, can help reduce these feelings of anxiety. Because interactions with AI tutors take place outside the presence of teachers and peers, learners can practice speaking without fear of public embarrassment or negative reactions. Studies by El Shazly (2021) and Kim et al. (2021) found that learners who regularly used AI speaking tools reported lower anxiety levels during classroom speaking activities or tasks, this suggests that private AI practice may help learners to feel more comfortable in real formal speaking contexts

2.5.2 Providing Accessible and Personalized Feedback

A major challenge in teaching EFL speaking is the difficulty of giving each learner individual feedback in large classes with many students. AI-based tutoring can help solve this problem by providing useful detailed feedback to all learners at the same time and whenever they need it. Unlike teacher feedback which is limited by classroom time and place, AI feedback is immediate, consistent and can be used by many learners at once. Golonka et al. (2014) found that technology mediated feedback in language learning can be very effective compared to feedback from teachers. It also helps learners better understand their mistakes and apply corrections in future speaking tasks.

Furthermore, AI systems can follow learners' errors over time and give feedback that shows both individual mistakes and mistakes that keep repeating or happening. This gives a better understanding of the learner's speaking, more than what teachers can usually provide. This kind of feedback is helpful over time for middle and advanced EFL learners who need more specific help with mistakes that keep appearing.

2.5.3 Enhancing Motivation and Autonomy

Motivation and learner independence are closely linked in language learning research, and both of them are seen as very important for long-term speaking development (Dörnyei, 2001). AI-mediated tutoring tools are often designed in a way that can be similar to games and include features that let learners track their progress and get rewards for their effort. Because of this, they can increase learners' motivation level to practice speaking. Platforms such as Duolingo use game elements like streaks, points and badges to encourage learners to practice regularly.

Beyond motivation, AI tools also support learner independence by allowing learners to take control of their own learning. Unlike the classroom, where speaking practice is usually based on activities and schedules chosen by the teacher, AI platforms allow learners to choose what to practice, when to practice and how much time to spend on each activity. This feeling of control is motivating on its own, because Self-Determination Theory (Deci & Ryan, 1985) suggests that having control over learning is a basic psychological need that helps learners stay engaged with difficult tasks. Kim et al. (2021) found that learners who used self-directed AI speaking tools practiced more often and enjoyed speaking activities more than those who only followed teacher designed tasks.

2.6. Challenges of Integrating AI-Mediated Tutoring in EFL Speaking

2.6.1 Technical Reliability and Accessibility Issues

Despite its strong potential, AI-mediated tutoring comes also with important challenges that needs to be pointed out. One major concern is technical reliability especially in EFL contexts in less developed countries with limited technology access. Unstable or slow internet connections, low quality devices and limited digital skills among both learners and teachers can reduce the regular use of AI tools, which is needed for real learning progress. Heil et al. (2016)

note that mobile language learning applications often teach vocabulary in separate items rather than in meaningful contexts, do not adapt well to individual learners' abilities and rarely provide clear explanations when correcting mistakes.

Speech recognition accuracy is another technical limitation, especially for learners with strong L1 accents. Many AI speech recognition tools are mainly trained on native speaker data, so they are often less effective when working with non-native speakers, particularly those whose first language has very different sound patterns (Levis, 2007). This can foster learners' speaking anxiety instead of reducing it, when the AI fails to understand what they are saying.

2.6.2 Lack of Human Emotional Support

Another key limitation of AI-mediated tutoring is that it cannot provide emotional understanding and personal support that effective human teaching offers. Developing speaking skills is naturally a challenging process, because learners expose their voice, accent and ability to communicate to evaluation. Human teachers can notice when learners feel stressed or discouraged and respond with care and encouragement in a way that AI systems currently cannot fully match or replace.

Kessler (2018) notes that although AI can give correct and useful feedback, it does not have the social or emotional understanding needed to know when a learner needs encouragement instead of correction, or when it is better to avoid difficult material. This lack of emotional awareness may reduce the effectiveness of AI tutoring for learners who have high anxiety or low confidence, who are often the ones that need more support and personal teaching. In addition, the absence of real human interaction means that AI practice may not fully prepare learners for real-life communication, such as fixing misunderstandings during conversation, noticing social signals and adapting to different communication situations.

2.6.3 Potential for Over-Reliance

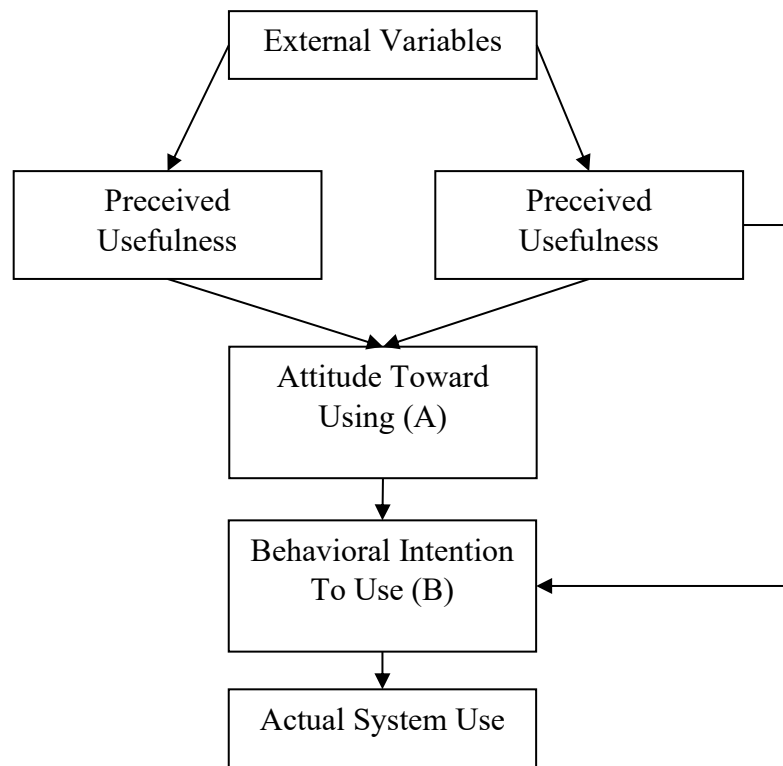
Another issue linked to AI-mediated tutoring is that learners may become too dependent on AI feedback and support, which can negatively affect their development as independent speakers. If learners regularly check their pronunciation with AI tools or rely on AI prompts to start and continue conversations, they may fail to build the ability to check their own speech and solve communication problems in real time, which are essential skills for real communication.

Garrett (2009) warns that language learning technologies should be used carefully and with clear learning goals, and they should help learners become more independent rather than being used without critical thinking or as a replacement for real learning. For this reason, teachers who use AI-mediated tutoring should plan activities that gradually reduce AI support as learners become more confident, so that AI practice supports learning instead of replacing the development of independent speaking skills.

2.7. Learners' Attitudes Toward AI-Mediated Tools in EFL

Learners' attitudes toward AI-mediated tools do not form by chance. They are shaped by two key perceptions, how useful the tool can be, and how easy it is to use. Both of these are shaped by outside factors around the learner. After these perceptions form, they build an overall attitude. That intention eventually becomes visible in their real behavior and actual usage of the tool. In other words, what learners think and feel about a tool doesn't stay abstract, instead it directly influences how often and how effectively they use it.

Figure 2.2: Technology Acceptance Model (Davis, 1989, p. 320)



2.7.1 Positive Attitudes

Research on EFL learners' attitudes toward AI-mediated tutoring tools has generally shown a mostly positive response, especially among younger learners who are used to digital technology. Learners often say they like being able to practice without feeling judged, learning at their own pace, and receiving quick and specific feedback from AI tools. Surveys by El Shazly (2021) with Egyptian EFL undergraduates found that more than (80%) of participants had positive attitudes toward AI speaking tools, with the most common benefit being reduced anxiety caused by judgment from peers and teachers.

In addition, learners tend to value the new and interactive nature of AI tools, which feel different from the repetitive exercises that exist in traditional EFL speaking practice. Kim et al. (2020) found that EFL learners showed higher engagement and enjoyed speaking more when using conversational AI agents compared to traditional audio-based computer assisted language learning (CALL) programs. This increased engagement is important, since learners' emotional

engagement plays an important role in helping learners process language more deeply and continue practicing over time.

2.7.2 Negative Attitudes

Not all learners have positive attitudes toward AI-mediated tutoring. Negative views are often linked to three main concerns, that AI interaction feels less natural, problems with speech recognition mistakes, and doubts about how effective AI feedback is for learning. Some learners who value the social side of language learning may also find AI interaction less satisfying and see it as an unsuitable replacement for real human communication.

Chen et al. (2020) found that some EFL learners in their study had doubts about the educational value of AI feedback, questioning whether a machine could truly understand the deeper aspects of communicative ability. These learners tended to prefer feedback from teachers, which they saw as more complete, more sensitive to context and more reliable in terms of education. These views highlight the importance of presenting AI tools as support for human teaching rather than replacements, while also helping learners clearly understand the specific learning role that AI tools play in the learning program.

2.8. The Role of AI-Mediated Tutoring in Fostering Positive Speaking

Attitudes

The body of research reviewed in this chapter, suggests that AI-mediated tutoring when it is carefully used in EFL speaking instruction, has strong potential to improve learners' attitudes toward speaking. By giving a less stressful and easily accessible space for speaking practice that provides more feedback, AI tools help reduce several of the main barriers that stop EFL learners from developing positive attitudes toward spoken English.

The way AI tutoring influences speaking attitudes works on several levels. At the cognitive level, repeated practice with AI helps learners build knowledge of pronunciation, grammar, and how language is structured which make speaking easier and allowing them to focus more on communicating ideas. At the emotional level, the private AI environment reduces anxiety, while personalized feedback and progress tracking help increase learners' confidence and motivation. At the behavioral level, the easy access and flexibility of AI tools allow learners to practice speaking more often, and research shows that frequent practice is one of the strongest factors in improving speaking skills (Dörnyei, 2001).

However, the positive effects of AI-mediated tutoring on learners' attitudes are not automatic. They depend on the quality of the AI tools used and how carefully they are included in speaking lessons and how teachers present AI practice as part of the overall learning program. As Shadieff and Yang (2020) point out, the most effective AI-supported speaking environments are those where technology is used with a supportive teaching context that also helps learners feel included, have a clear communication purpose and develop a long-term identity as language learners.

Finally, individual learner factors such as previous language learning experience, cultural attitudes toward technology, and starting levels of speaking anxiety can affect how strongly AI tutoring influences speaking attitudes. Future research should carefully consider these factors in order to build more detailed explanations of how and for which learners and under what conditions AI-mediated tutoring is most effective in developing positive speaking attitudes among EFL learners.

2.9. Conclusion

This chapter has provided a broad review of the literature on AI-mediated tutoring and its role in improving EFL learners' speaking attitudes. Starting with basic definitions and theoretical foundations, the chapter explored different AI tools used for pronunciation, conversation practice and personalized learning, before examining how these tools can be used during the pre-speaking, during-speaking and post-speaking phases of EFL instruction. The advantages of AI-mediated tutoring, such as reducing anxiety, providing accessible personalized feedback, increasing motivation and learner independence, were discussed alongside its challenges, including technical problems, limited emotional support and the risk of learners becoming too dependent on AI tools.

The review of learners' attitudes showed that learners generally have positive views toward AI tools, although some concerns remain about AI interaction feeling less natural and about the quality of system generated feedback. By collecting these findings together, the chapter argued that AI-mediated tutoring has strong potential to improve positive speaking attitudes when it is carefully used within a supportive teaching context that still values the important of human side in language learning.

Overall, these findings provide a strong theoretical basis for the present study, which investigates the effects of AI-mediated tutoring on the speaking attitudes of EFL learners. The chapter highlights the key ways in which AI tools can influence learners' speaking development, while also pointing to important factors that shape their effectiveness in real educational environments.

Chapter Three

Data Analysis and Recommendations

3.1. Introduction

The third chapter represents the practical part of the present research. It focuses on investigating learners' attitudes toward speaking in AI-mediated tutoring. The main objective of this chapter is to explore how students perceive the use of artificial intelligence as a supportive tool for practicing and improving their speaking skill.

Moreover, this chapter highlights the main research elements and procedures that have been used to conduct the experiment and collect data in this study. It aims to explore students' experiences with AI-mediated speaking practice and to find out whether they prefer this modern technological approach or the traditional methods of learning. To achieve the objectives of this research, a quantitative methodology is adopted. Data are collected through a questionnaire administered to second-year English students, besides an experiment conducted through the Gemini AI application. In addition, it provides an analysis of the collected data, followed by a discussion of the main findings. Finally, a number of recommendations are proposed for teachers and learners, along with some suggestions for future research.

3.2. Research Method

This study adopts a quantitative methodology, as it aims to explore and understand students' attitudes toward speaking in AI-mediated tutoring contexts. This method was selected because it gives us a better and more meaningful understanding of how learners feel and think about using AI tools for speaking practice through the collection and analysis of numerical data.

3.2.1 Research Design

This study follows an exploratory empirical research design, as it investigates a topic that has not been widely studied yet. This design was considered the most suitable for the nature of this research, as it allows the researchers to collect valuable and detailed information regarding learners' attitudes and experiences with AI-mediated speaking.

3.2.2 Population and Sample

The population of this study consists of second-year English students at Ghardaia University. This group was chosen because they have already had some exposure to the English language, which makes them suitable candidates for exploring attitudes toward AI-mediated speaking practice. Since it was not possible to include all students, a sample was selected to represent the target population. For the questionnaire, a sample of 100 second-year students, both male and female, participated in the study which helped provide a good range of opinions and perspectives. As for the experiment, fifteen students were randomly selected from the same group to interact with the Gemini AI application during a single session. Random selection was used to ensure that the choice of participants was not influenced by any personal or academic criteria, giving every student an equal chance of being included.

3.3. Data Collection Tools

The data in this study were collected with two principal tools. The first tool is a speaking experiment conducted through the Gemini AI application. Fifteen students were randomly selected to interact freely with Gemini AI, without being restricted to specific topics or tasks. The aim of this free interaction was to create a natural and relaxed speaking environment. Throughout the session, the researchers observed the students closely and took notes on their speaking, reactions and engagement with the application.

The second tool was a students' questionnaire designed and administered to 100 second-year English students at Ghardaia University, in both online and paper form. For better data analysis, there were 20 multiple-choice questions in the questionnaire, which were split into five sections. The first section covered demographic information, including age and gender. The second section explored learners' attitudes toward AI-mediated speaking. The third section addressed students' levels of engagement, shyness, and confidence when using AI-mediated tools for speaking practice. The fourth section focused on support and independence, while the fifth and final section examined students' perceived benefits of AI for speaking development.

3.4. Data Analysis

3.4.1 Analysis of the Speaking Experiment

At the beginning of the session, the fifteen students who participated in the experiment were introduced to the Gemini AI application and were given the freedom to interact with it in any way they felt comfortable. Then they were observed and grouped into five categories based on the similarities in their attitudes and reactions during the session. Which made the observation particularly rich and meaningful.

The first group, consisting of five students, approached the experiment with a notable level of comfort and openness. From the very first minutes, they began speaking naturally with Gemini, as if they had been using it for a long time. They talked about their daily routine and various topics that they were interested in and related to their personality. Their body language was relaxed, they took their time and continued speaking with remarkable calmness, and their excitement was clearly visible through their facial expressions and they didn't show any signs of shyness or hesitation, which suggested that the conversational and non-judgmental nature of the AI allowed them to feel comfortable.

Moving to the second group of three students, they showed a high level of engagement. What caught our attention about their interaction was the joy they expressed while speaking with Gemini. They were making jokes and laughing at several points during the conversation with the AI system of the application, which indicated that they really found the experience very enjoyable rather than stressful or academic. They maintained their focus from beginning to end without showing any signs of boredom or anxiety, and it was clear that they saw the application as an exciting and useful tool for practicing their English speaking.

The third group, which consisted of three students, a remarkable level of enjoyment and positivity was observed. From the very first moment they started interacting with Gemini, their excitement and comfort were clearly visible. As time went on, they became so comfortable that they started challenging Gemini AI system with creative and unexpected questions, such as asking how AI will look in the next five years. This showed how natural and familiar the experience felt to them. Their attitude reflected a high level of confidence and enjoyment, suggesting that they had no anxiety or hesitation toward AI-mediated speaking practice. This kind of engagement and positive attitude indicates that for some learners, using AI tools doesn't feel like a learning task only, but rather a natural and enjoyable way to express themselves better in English.

The fourth group, and it was about two students only who displayed a neutral attitude toward the use of AI for speaking practice. They interacted with Gemini without any difficulty and kept the conversation going, although they did not show any particular excitement or strong engagement. Their calm and relaxed interaction suggested that they had no resistance or negative feelings toward the experience, and that they were equally comfortable with both traditional and AI-mediated approaches for practicing their speaking. This indicates that even

learners who do not show obvious excitement can still benefit from and feel comfortable with AI-mediated speaking activities.

Lastly, the fifth and final group of two students displayed a notably different attitude compared to the rest. From the very beginning of the session, they appeared nervous and uncertain about how to start or maintain a conversation with the application. Their body language showed clear signs of anxiety and hesitation, and they seemed uncomfortable whenever they ran out of things to say. They managed to introduce themselves briefly but struggled to open new topics or keep the interaction going beyond that point. Some pronunciation mistakes were also noticeable during their interaction, which appeared to add to their lack of confidence. Unlike the other groups, these students seemed to feel more at ease in a traditional classroom environment where a teacher is present to offer direct guidance and support. Their experience highlights the fact that not all learners are ready to engage independently with AI tools for speaking practice, and that some may require more preparation and teacher supervision before being exposed to this type of activity.

Overall, the observation provided a range of attitudes and responses. Despite the different reactions among students, the Gemini AI application was generally well received and positively accepted by most of those who participated. During the experiment, special attention was paid to how well each student spoke English, including their fluency, confidence, pronunciation, and ability to keep a conversation going and develop it. Although one group's interaction was neutral while another group showed signs of anxiety and hesitation, the results in general were mostly positive and promising. The sense of enjoyment, engagement, and comfort that were shown by most of the participants suggests that AI-mediated speaking tools have real potential as a supportive resource in speaking practice and in the learning process. It was also observed that students who felt comfortable and confident during the session appeared to view AI-mediated

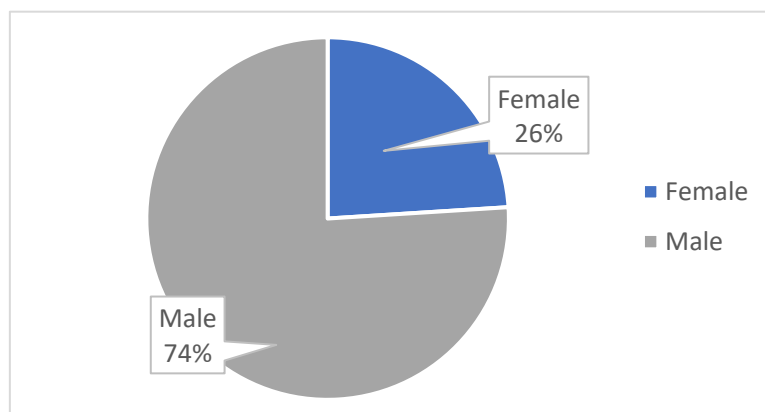
speaking practice as a valid and enjoyable option compared to traditional methods, while the students who experienced anxiety and hesitation seemed to feel more comfortable in the traditional classroom environment, where a teacher is present to offer direct support and guidance. These findings strongly support the continued adoption and integration of such technology in educational settings, as long as teachers provide clear guidance and supervision to all students.

3.4.2 Analysis of the Students' Questionnaire

Section one: (01--02)

Item 01: Gender

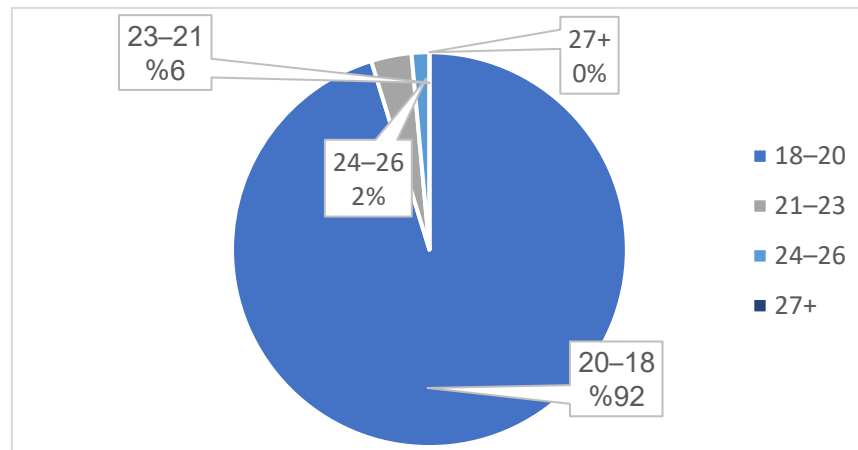
Figure 3.1: The Participants' Gender



The first question was about the participants' gender. The results show that 74 students were female, making up (74%) of the total sample, while 26 (26%) students were male. This indicates that female students formed the dominant group in this study.

Item 02: Age

Figure 3.2: The Participants' Age

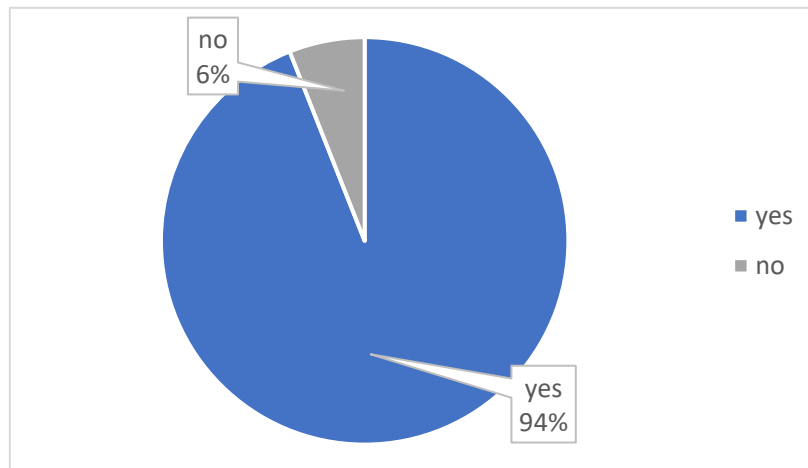


The second question was about the participants' age. The results show that 92 out of 100 students, (92%) of the total sample were between the ages of 18 and 20. Six students were between 21 to 23 years old, which was (6%) of the total, and only two student was 24 to 26 years old, which was (2%). There were no participants who were 27 or older. This shows that most of the students in the sample are young learners, which is important because this age group is usually more familiar with digital technology and AI tools.

Section two: (01--05)

Item 01: Have you ever used AI-mediated tools to practice speaking English?

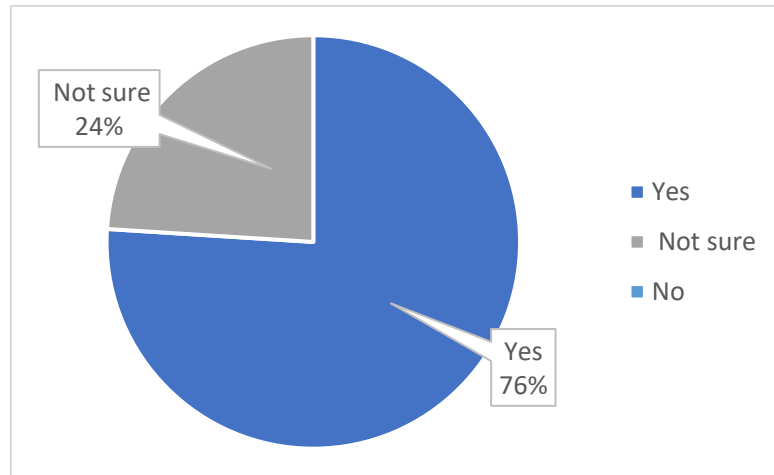
Figure 3.3: The Use of AI-Mediated Tools for Speaking Practice



The third question asked students whether they had ever used AI-mediated tools to practice speaking English. As shown in the pie chart, an overwhelming majority of 94 students answered "yes", representing (94%) of the total sample, while only 6 (6%) students answered "no". These figures clearly indicate that most of students have already had some experience with AI tools for speaking practice.

Item 02: Do you think AI-mediated tools are suitable for practicing speaking English?

Figure 3.4: Suitability of AI-Mediated Tools for Speaking Practice

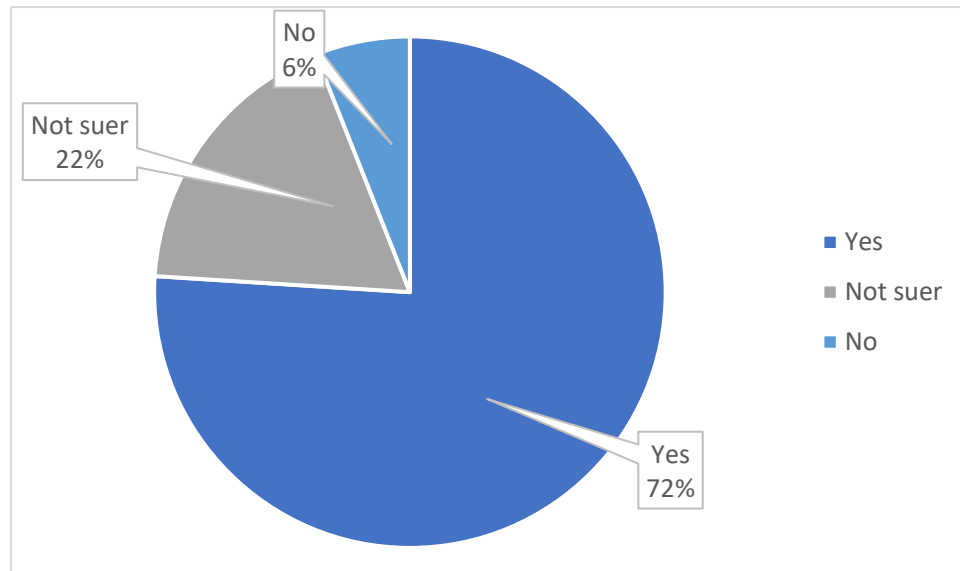


The fourth question asked students whether they consider AI-mediated tools suitable for practicing speaking English. As illustrated in the pie chart, 76 students answered

"yes", representing (76%) of the total sample, while no student selected "no" and the remaining 24 students were "not sure", making up (24%). These results are quite revealing, they show that none of the participants are against using AI tools for speaking practice, and that the majority clearly consider them suitable and valuable tools for developing their speaking skills.

Item 03: Do you feel comfortable practicing speaking English through AI-mediated tools?

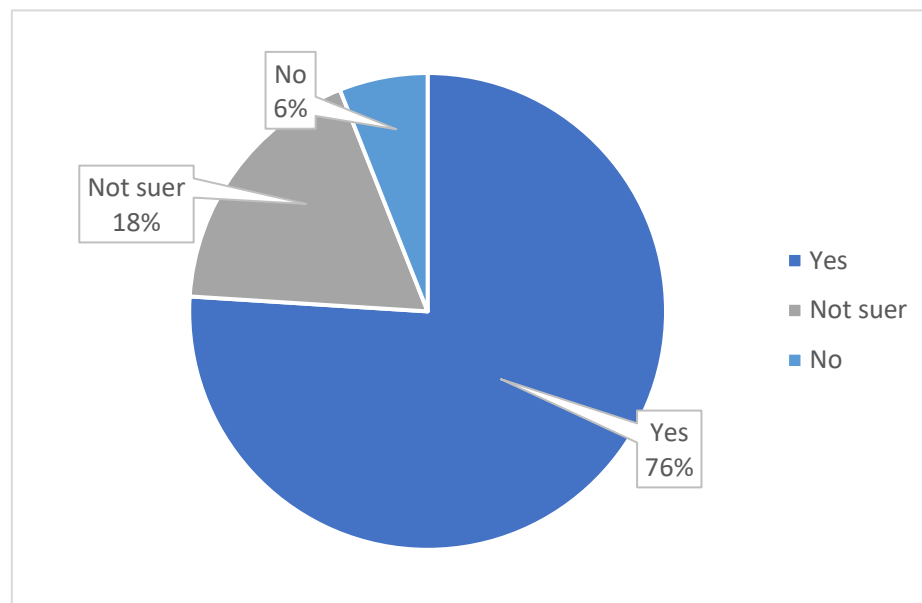
Figure 3.5: Comfort Level with AI-Mediated Speaking Practice



As displayed in the figure, 72 students reported feeling comfortable practicing speaking English through AI-mediated tools, representing (72%) of the total sample. 22 students were "not sure", accounting for (22%), while only 6 (6%) students answered "no". These findings suggest that the majority of participants have a positive and relaxed attitude toward using AI tools for speaking practice, this suggests that these tools could be successfully integrated into the language learning classroom.

Item 04: Do you find speaking practice through AI-mediated tutoring enjoyable?

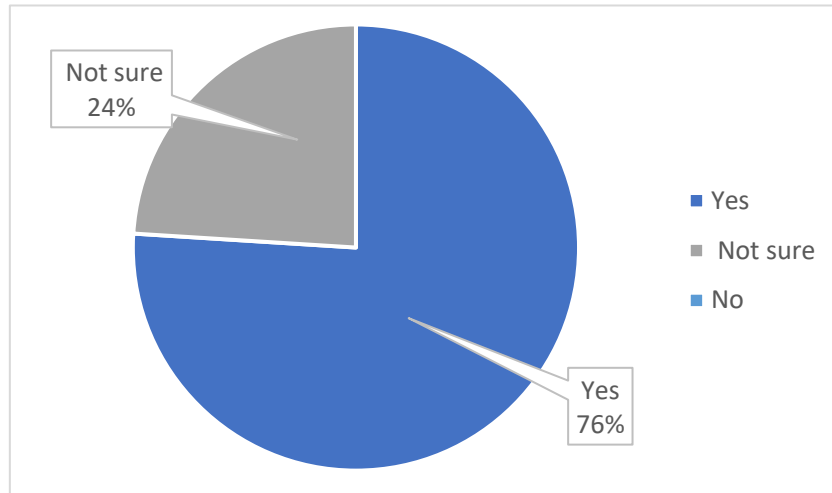
Figure 3.6: Enjoyment of Speaking Practice with AI



As shown in the figure, 76 students found speaking practice through AI-mediated tutoring enjoyable, representing (76%) of the total sample. 18 (18%), students were "not sure", while 6 (6%) students answered "no". The data clearly reflect a very positive experience among the participants, confirming that AI-mediated speaking practice is seen as an enjoyable activity for the majority of students.

Item 05: Do you feel that AI-mediated tutoring provides a supportive and non-judgmental environment for speaking practice?

Figure 3.7: AI Support in Speaking Practice

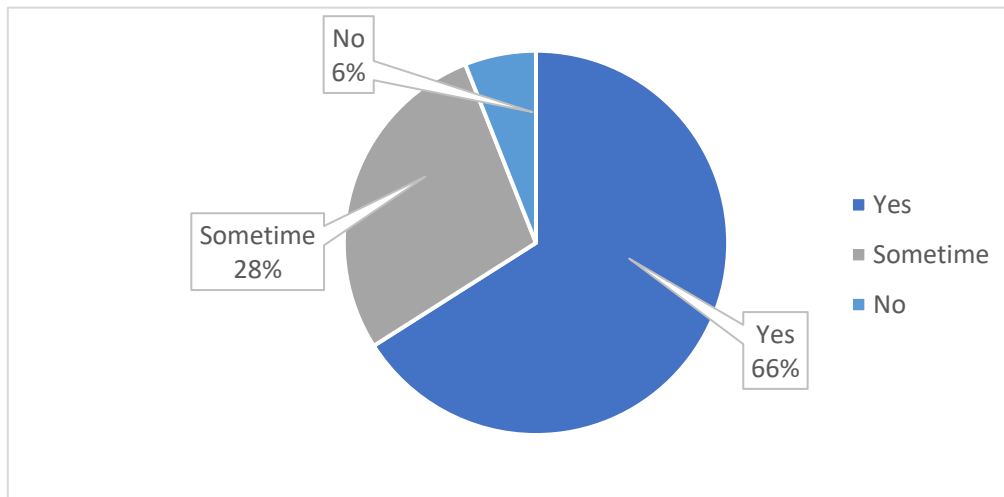


According to the figure, 76 students responded that AI-mediated tutoring offers a supportive and non-judgmental speaking practice environment with (76%) of the total sample. The number of students who were "not sure" was 24, which constituted (24%), with no other students choosing "no". It is also apparent that there were no negative experiences reported by the participants, which suggest that most participants perceive AI-mediated tutoring as supportive for practicing speaking.

Section Three: (01--04)

Item 01: Does AI-mediated tutoring encourage you to practice speaking English more frequently?

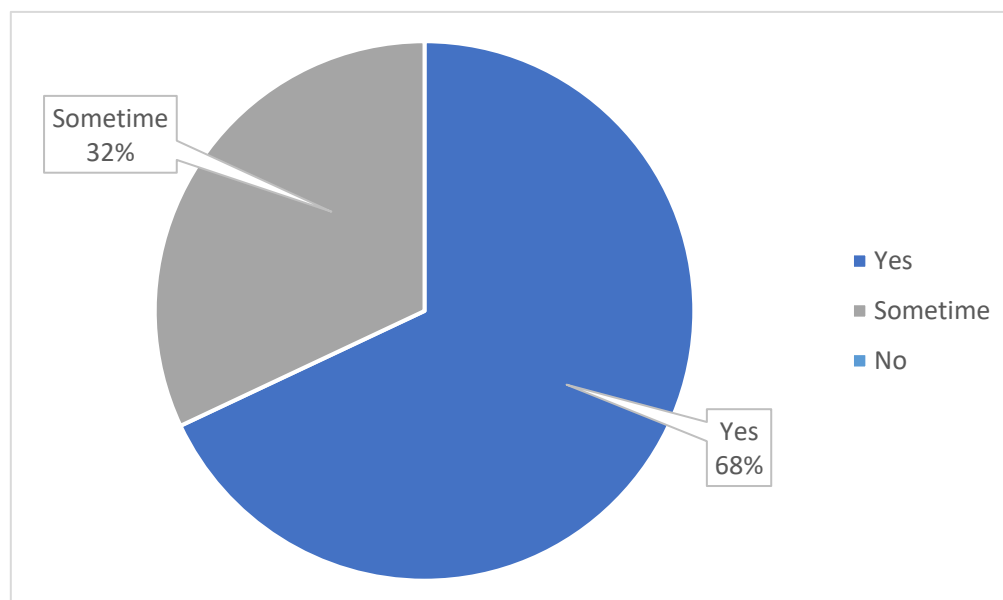
Figure 3.8: Frequency of Speaking Practice with AI-Mediated Tutoring



According to the figure, 66 students confirmed that AI-mediated tutoring motivates them to speak English more often which is (66%) of the total sample. There were 28 students selected "sometimes", accounting for (28%), while only 6 (6%) students answered "no". These findings suggest that AI-mediated tutoring positively affects the motivation of students to practice speaking in general, with the majority reporting an increase in their frequency of practice when using such tools.

Item 02: Do you feel less shy when practicing speaking English using AI-mediated tools?

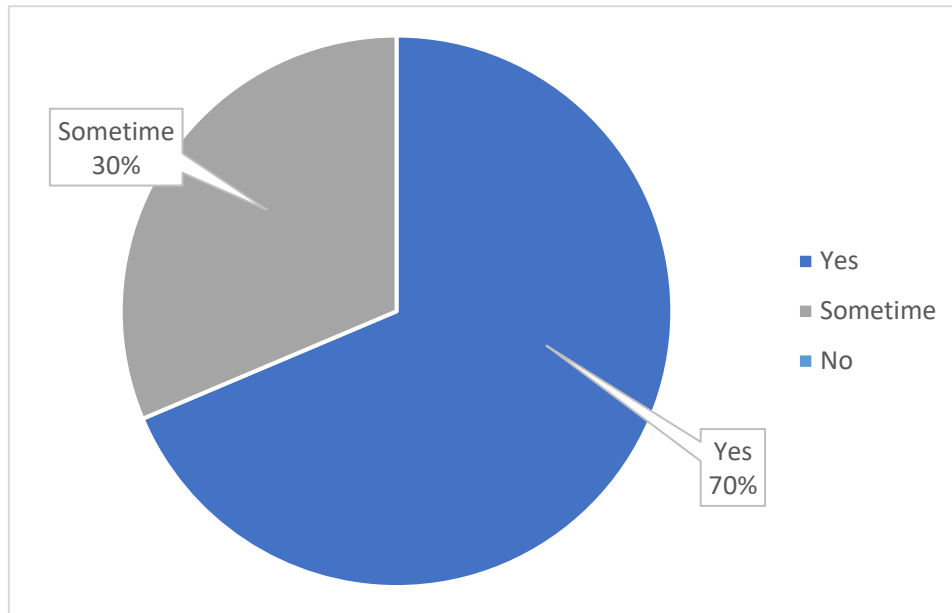
Figure 3.9: Shyness Reduction with AI-Mediated Tools



As shown in the figure, 68 students reported that they feel less shy when it comes to practice speaking English using AI-mediated tools, representing (68%) of the total sample. 32 (32%) students selected "sometimes", while no student answered "no". The total lack of negative responses once again suggests that AI-mediated speaking practice may help students feel less shy and more willing to express their thoughts naturally and without hesitation.

Item 03: Does using AI-mediated tutoring help reduce your anxiety about making mistakes while speaking English?

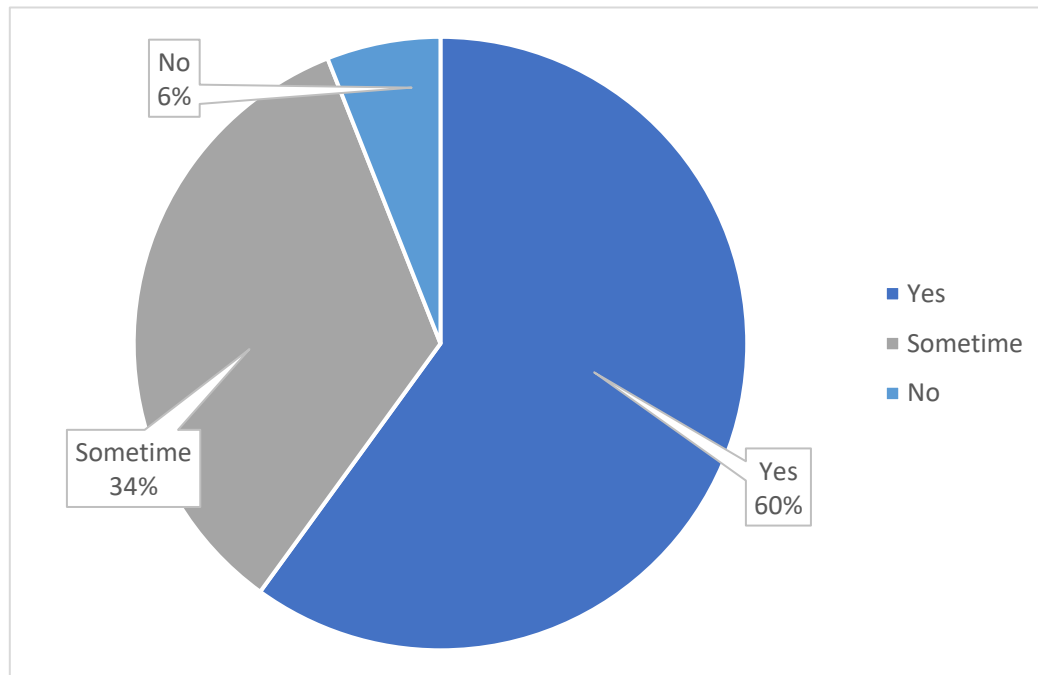
Figure 3.10: AI-Mediated Tutoring and Speaking Anxiety Reduction



As presented in the figure, 70 students agreed that AI-mediated tutoring helps them feel less anxious about making mistakes when they speak English, representing (70%) of the total sample. 30 (30%) students selected "sometimes", while no student chose "no". These numbers show a clear trend, students are much more at ease practicing with AI. This is because the fear of being judged and embarrassed that often comes with speaking in front of others seems to be much lower in an AI-mediated environment.

Item 04: Do you feel more confident participating in speaking activities when using AI mediated tools?

Figure 3.11: Confidence in Speaking Activities with AI-Mediated Tools

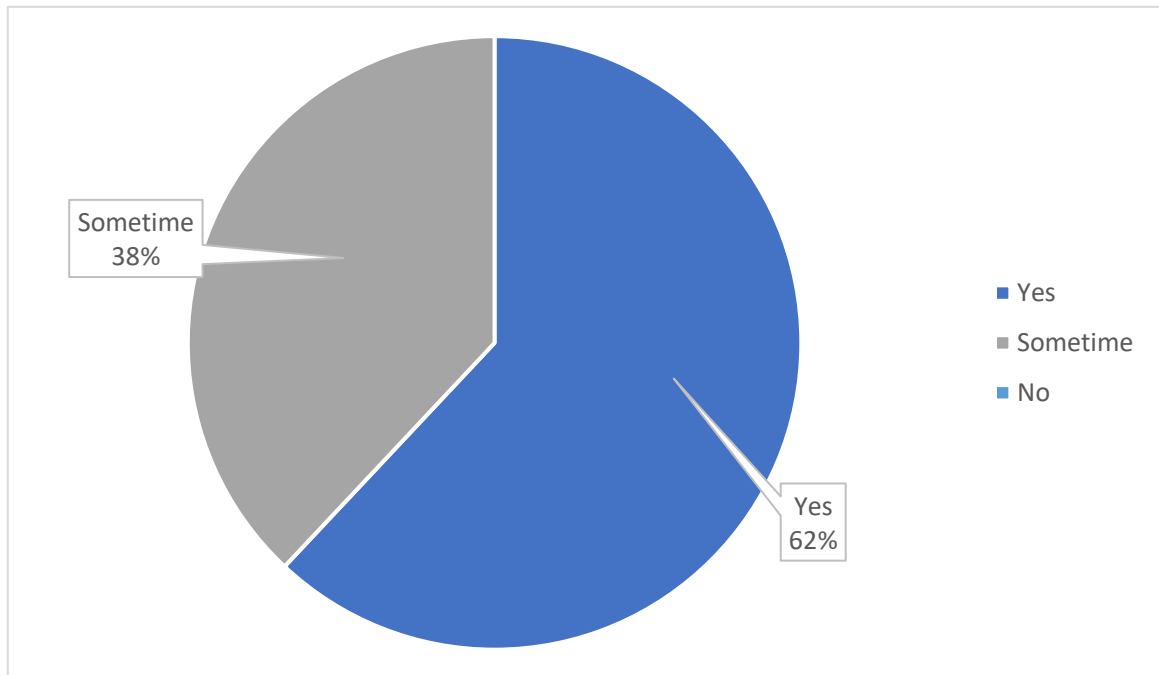


The figure shows that 60 students felt more confident participating in speaking activities when using AI-mediated tools, which is (60%) of the total sample. 34 students (34%) selected "sometimes", and 6 (6%) students answered "no". While the majority of students said they felt more confident, the high number of "sometimes" answers shows that AI-mediated tools don't work the same way for everyone, which highlights the importance of individual differences in language learning.

Section Four: (01--04)

Item 01: Do you think AI-mediated tools can replace teachers in speaking sessions?

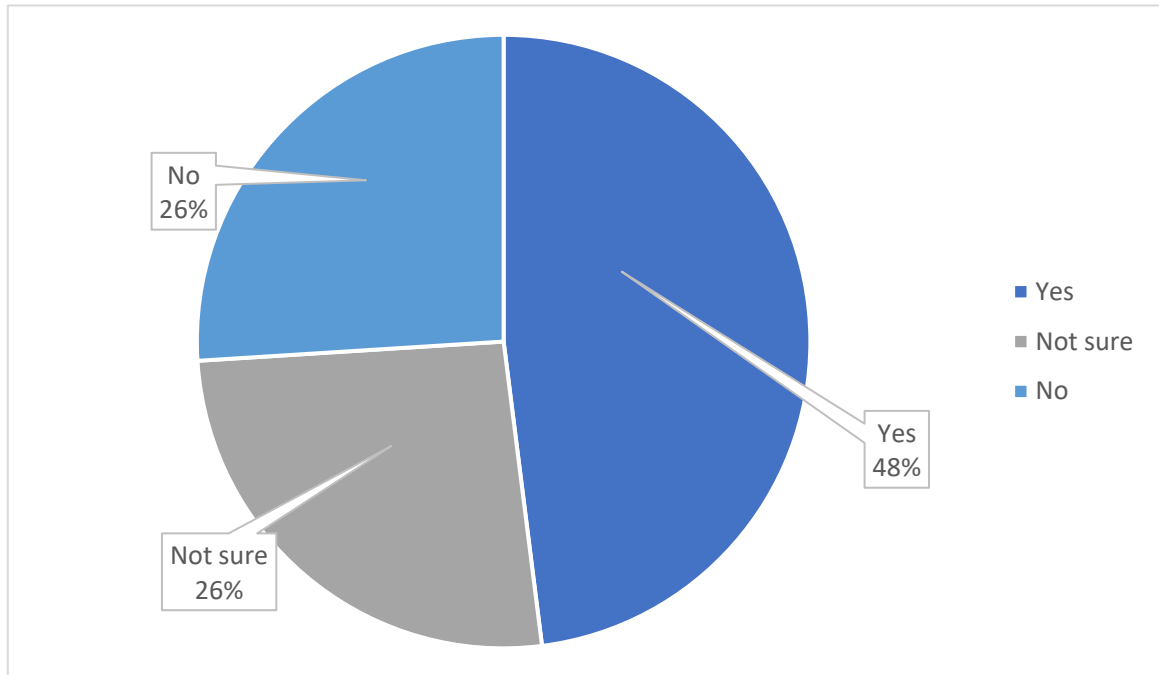
Figure 3.12: Students' Views on AI Replacing Teachers in Speaking Sessions



As presented in the figure, 62 students did not think that AI-mediated tools can be a replace for teachers in speaking sessions, representing (62%) of the total sample. 38 students selected "sometimes", accounting for (38%), while no student answered "yes". These results are interesting, as it show that despite students' positive attitudes toward AI-mediated tools until now, they still strongly value the role of the teacher in speaking sessions.

Item 02: Does AI-mediated tutoring help you become more independent in practicing speaking English?

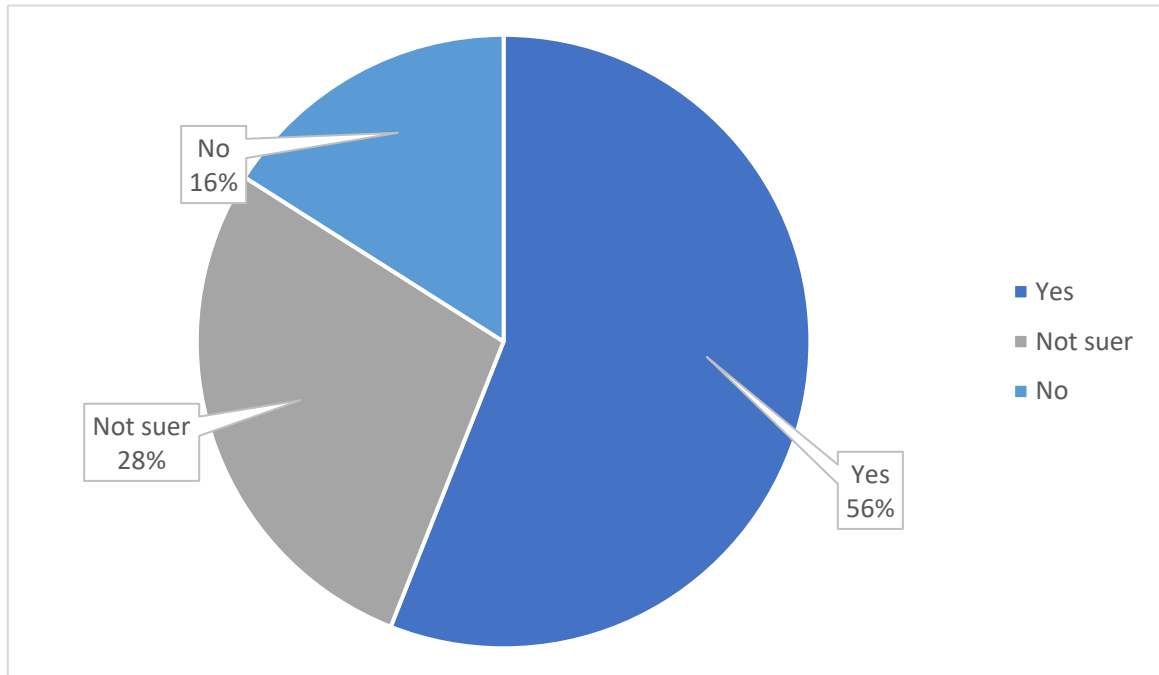
Figure 3.13: Impact AI-Mediated Tutoring on Speaking Independence



As illustrated in the figure, 48 students were in agreement with the fact that AI-mediated tutoring makes them more independent in the practice of speaking English which is (48%) of the total sample. 26 (26%) students were undecided and selected "not sure", and 26 students said "no", which represented the rest (26%). What is noticeable in these findings is that the three choices is quite balanced, which gives an interesting picture of the results. Although almost half of those who participated felt that AI enables them to practice at their own pace without the need for a teacher or a classmate, a large number of them are unsure. This suggests that the relationship between AI-mediated tutoring and learner autonomy is still being discovered by students, and that with more exposure to these tools, a greater number of learners may gradually develop the confidence and independence to take their speaking practice into their own hands.

Item 03: Do you feel comfortable practicing speaking through AI-mediated tools without constant teacher supervision?

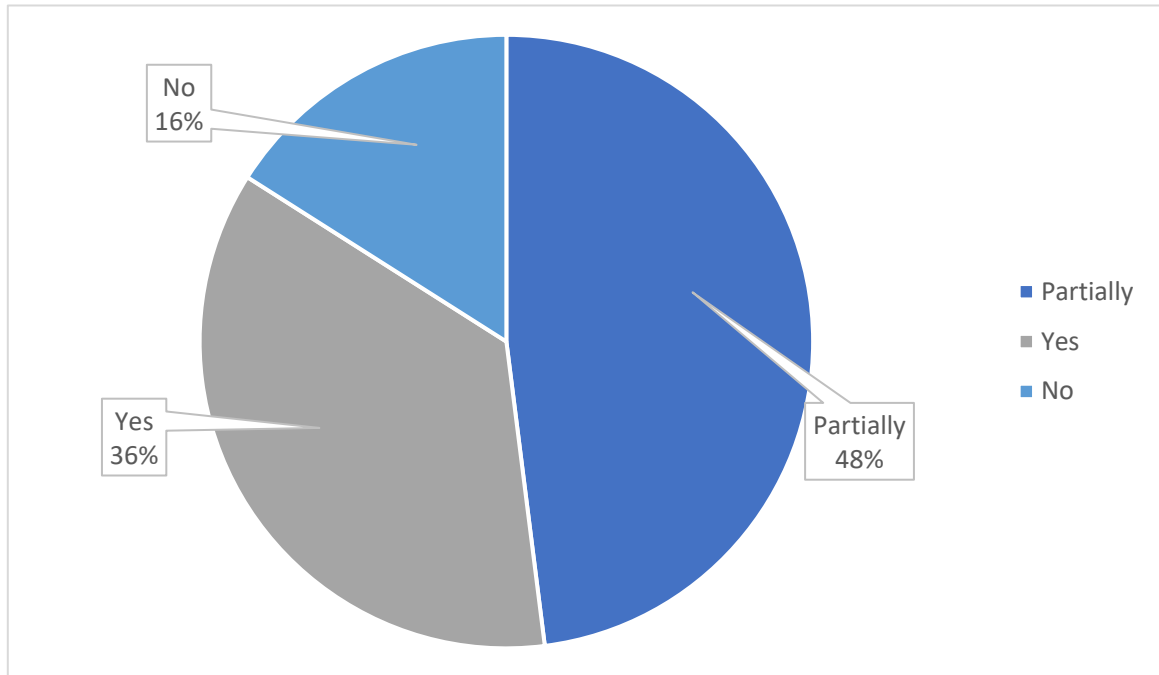
Figure 3.14: Comfort Level with AI Speaking Practice Without Teacher Supervision



As captured in the figure, 56 students expressed comfort practicing speaking through AI-mediated tools without constant teacher supervision, representing (56%) of the total sample. 28 (28%) students were "not sure", while 16 (16%) students answered "no". These results show that more than half of the participants are willing to practice speaking on their own using these tools. However, the students who answered "not sure" or "no" show that some learners still feel safer when the teacher is nearby. This means that becoming fully comfortable using these tools for learning without the teacher always being present may take time, and students may adapt to it at different speeds.

Item 04: Do you feel the need for teacher guidance when using AI-mediated tools for speaking practice?

Figure 3.15: Students' Need for Teacher Guidance in AI-Mediated Speaking Practice

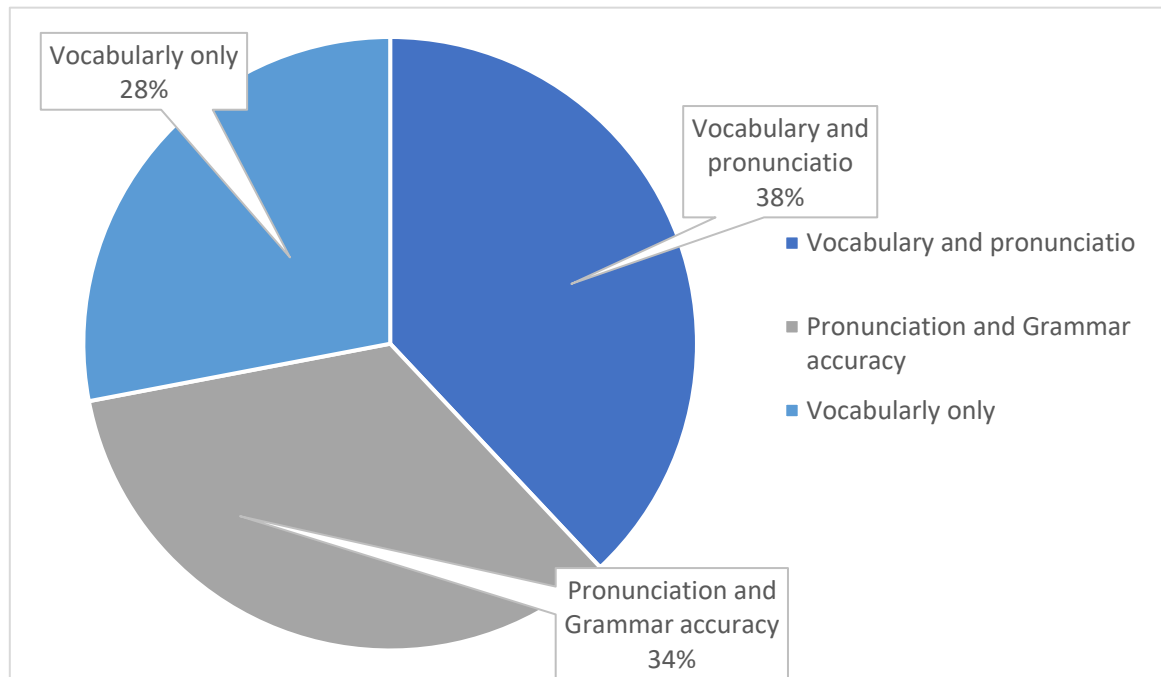


As illustrated in the figure, 48 students indicated that they "partially" need teacher guidance when using AI-mediated tools for speaking practice, representing (48%) of the total sample. 36 students reported that they do need it, accounting for (36%), while 16 (16%) students answered "no". These findings suggest that many learners still consider teacher guidance important when using AI-mediated tools, although they may not require constant supervision.

Section Five: (01--05)

Item 01: In which speaking aspects do AI-mediated tools help you the most? (You may select more than one)

Figure 3.16: The Role of AI in Enhancing Different Speaking Aspects



In this question, students were allowed to select more than one answer, as shown in the figure, providing a clear picture of how they perceive the role of AI-mediated tools in developing specific speaking aspects.

"Pronunciation" emerged as a major benefit. The largest group representing 38 students (38%), chose both "pronunciation" and "vocabulary", suggesting they use AI to expand their vocabulary and improve how they sound at the same time.

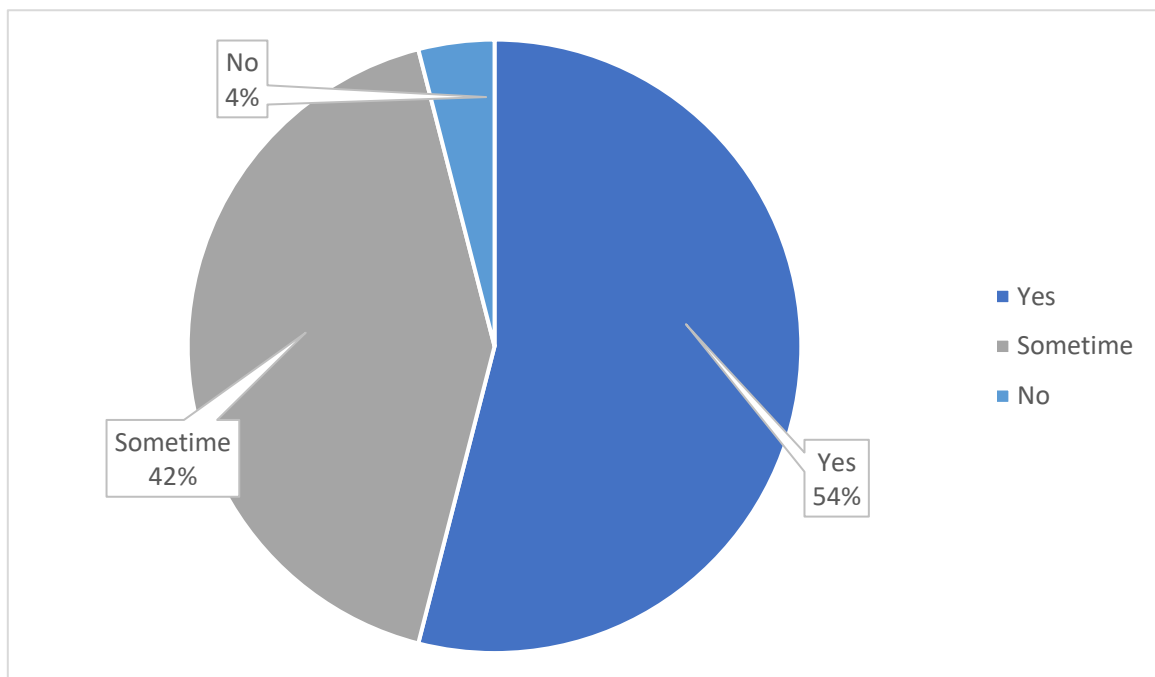
Following closely, 34 students (34%) selected "pronunciation" along with "grammar accuracy", this shows that AI helps them speak more clearly and correctly by giving them a simple structure to follow.

Lastly, 28 students (28%) focused primary on "vocabulary", using AI to express themselves in new ways.

In summary, the results highlight that while pronunciation is the primary area chosen by students based on their experience with AI tools, vocabulary and grammar remain essential parts of their learning experience.

Item 02: Do you feel that AI-mediated tutoring helps you participate more actively in spoken discussions or conversations?

Figure 3.17: Enhancing Conversational Participation Through AI Tutoring



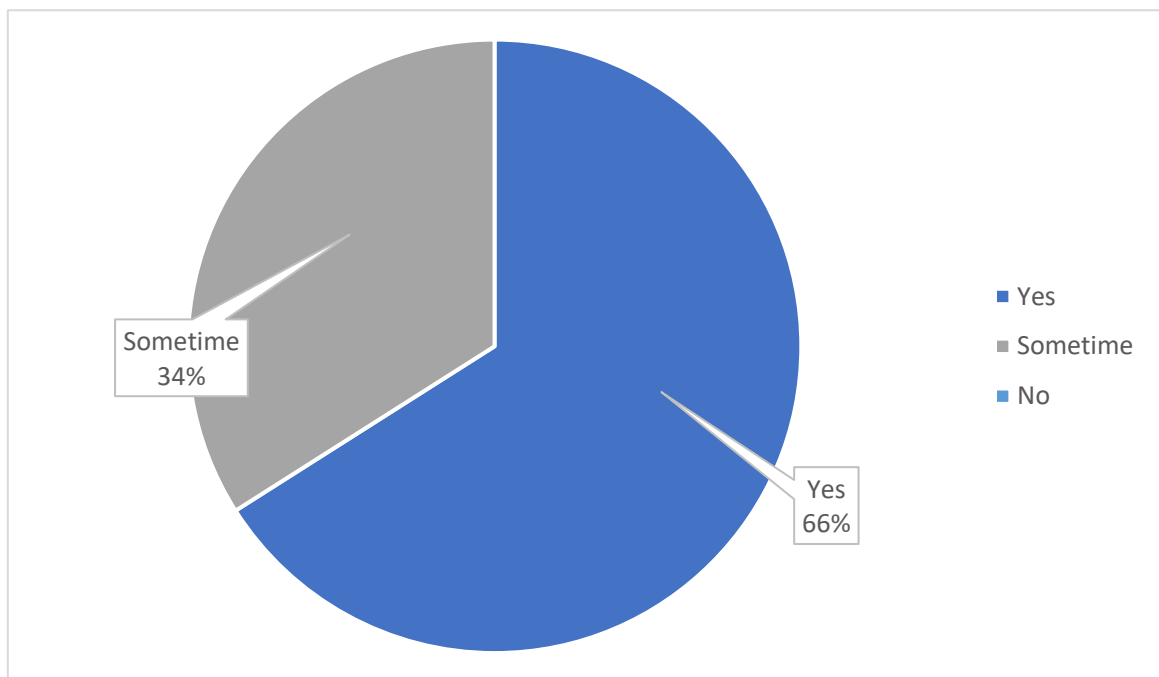
From the figure, 54 students agreed that AI-mediated tutoring helps them participate more actively in spoken discussions and conversations, representing (54%) of the total sample. 42 (42%) students selected "sometimes", while only 4 (4%) students answered "no".

What makes these results so interesting is that (96%) of the sample gave either "yes" or "sometimes" answers. This strong result shows that these tools have a clear and real effect on how students practice and take part in speaking activities.

The small number of "no" responses supports the idea that very few students leave AI-mediated practice feeling any different about how they participated in spoken discussions.

Item 03: Do you feel that AI-mediated tutoring helps you use idiomatic expressions more naturally and confidently when speaking?

Figure 3.18: AI-Mediated Tutoring and Idiomatic Expression Use

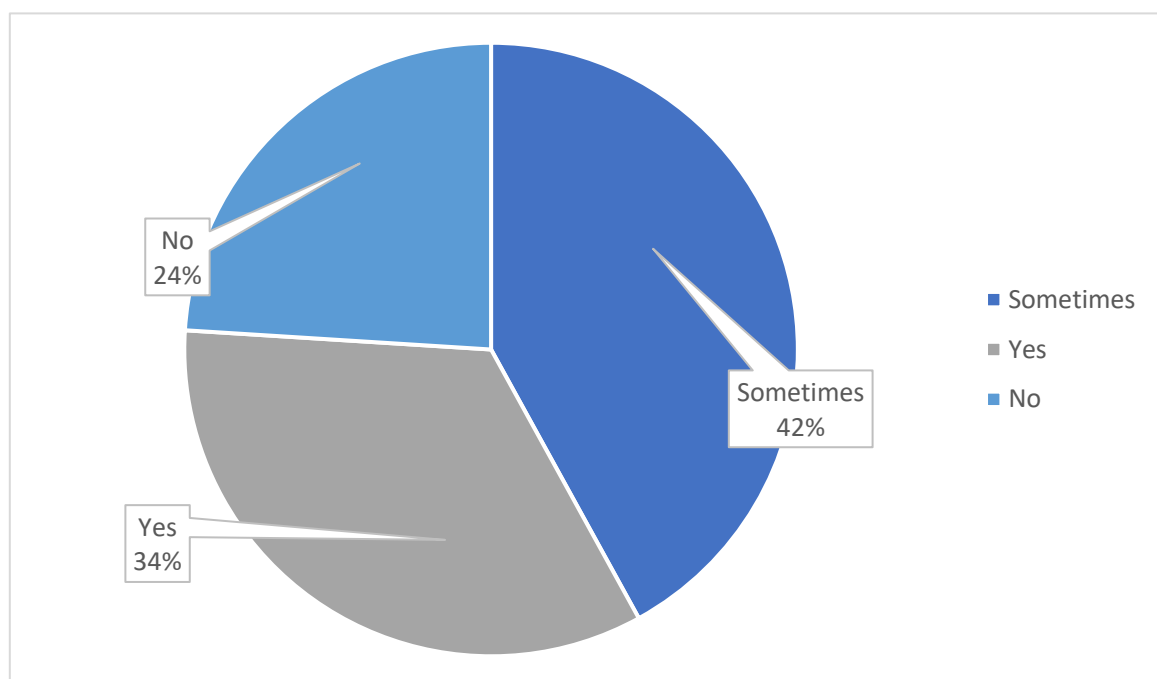


As shown in the figure, 66 students (66%) agreed that AI-mediated tutoring helps them use idiomatic expressions more naturally and confidently when speaking, while 34 students (34%) selected "sometimes". Notably, no student answered "no". The absence of negative responses indicates that every participant felt that AI-mediated tutoring helped them use idiomatic expressions in their speech in some way.

This highlights one of the strong advantages of language teaching through AI, as it exposes learners to natural and everyday language, including idiomatic expressions, helping them develop fluency and speak more naturally and confidently in real conversations.

Item 04: Do you find that AI-mediated tutoring helps you notice your own speaking mistakes immediately?

Figure 3.19: AI Tutoring and Speaking Mistake Awareness



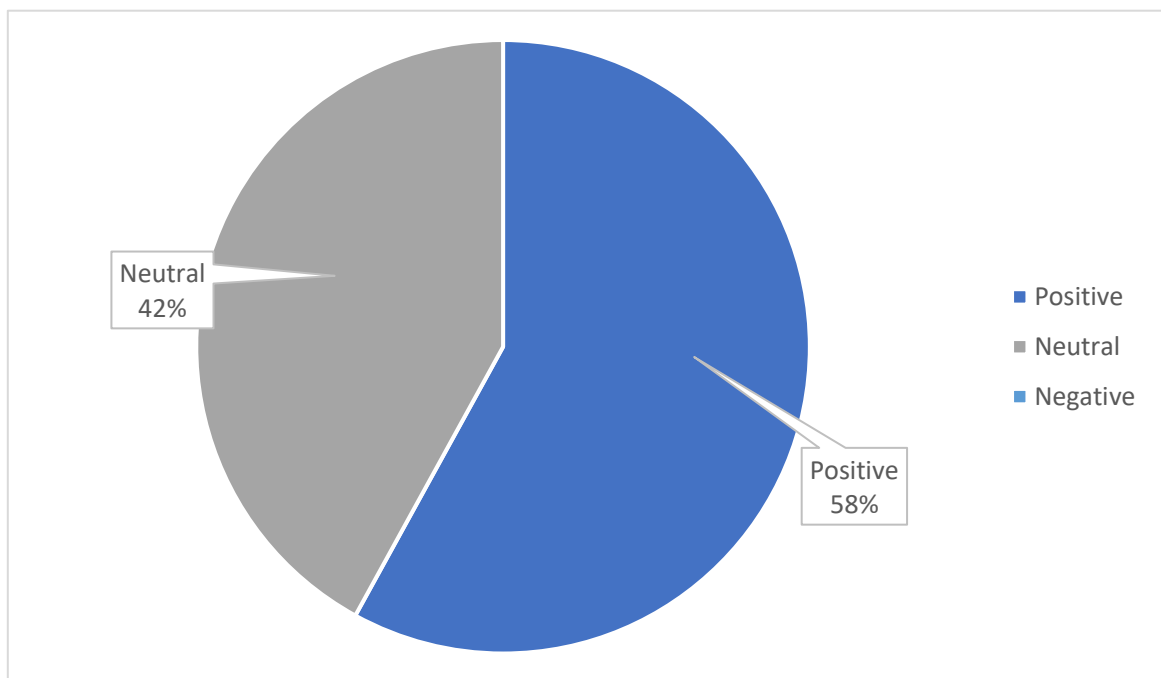
As shown by the figure, responses are becoming more balanced among the three choices: 42 students (42%) chose "sometimes", 34 students (34%) chose "yes", and 24 students (24%) chose "no".

These data show mixed results, suggesting that immediate mistakes detection is not yet a fully consistent strength of AI-mediated tutoring from the students' perspective. This might be because some AI tools don't always give clear or immediate feedback on every mistake a student makes while speaking.

which means that learners don't always notice their mistakes in real time. However, the majority of students acknowledged that this happens at least "sometimes", indicating that AI-mediated tutoring has the potential to raise students' awareness of their own speaking mistakes.

Item 05: How would you describe your overall experience of speaking practice through AI mediated tutoring?

Figure 3.20: Overall Experience with AI-Mediated Speaking Practice



As we can see in the figure, 58 students (58%) described their overall experience of speaking practice through AI-mediated tutoring as "positive", 42 students (42%) described it as "neutral", while no student selected "negative".

This final question concludes our entire questionnaire, the (58%) who described their experience as "positive" are likely those who felt the confidence, the comfort, the enjoyment, and the growth that AI-mediated tools brought to their speaking practice. Meanwhile, the (42%)

who chose "neutral", their response still carries meaning it could show a quiet acceptance, an openness, or just a need for more time and experience before forming a stronger opinion.

Overall, these results bring the questionnaire to a very positive conclusion, which supports the main point of this study that AI-mediated tutoring is a real possibility for helping EFL learners improve their speaking skills in a supportive and effective way.

3.5. Discussion of Findings

The findings of the analysis of the students' questionnaire support the hypothesis stated at the beginning of this dissertation, in that they confirm that AI-mediated tutoring has a generally positive impact on learners' attitudes toward speaking practice.

The first section about general information reveals that the majority of students (94%) have already used AI tools to practice speaking English, which reflects a growing familiarity with this type of technology among young learners.

Moreover, many students reported feeling comfortable, confident, and less anxious when practicing speaking through AI tools. The results also strongly support the idea that AI-mediated tutoring contributes to several key aspects of speaking development.

Nevertheless, students are aware of the teacher's role, (62%) have admitted that AI will not be able to replace the teacher in speaking sessions. This shows that while students appreciate AI as an assistance tool for their speaking, they still value the human guidance and interaction in the learning process.

The results of the experiment also revealed a diverse range of attitudes among the fifteen participants. Most students engaged with the Gemini AI application with clear comfort and enthusiasm, and were able to maintain and develop conversations in English with a noticeable

confidence, which showed how natural and enjoyable the experience felt to them. However, two students were anxious and hesitant, struggling to open topics and keep the conversation going, which indicates that not every learner is equally prepared to speak on their own with the help of AI tools without the assistance of the teacher.

To evaluate the experience in general, (58%) of the participants rated their experience with AI-mediated speaking practice as "positive", (42%) as "neutral" and none selected "negative". This indicates that AI-mediated tutoring is generally well accepted by second-year English students at Ghardaia University, emphasizing its potential as a supportive and effective tool for developing speaking skills.

3.6. Recommendations

Based on the findings of this study, a number of recommendations are proposed for teachers, learners, and future researchers. These recommendations aim to enhance the effective use of AI-mediated tutoring in supporting speaking practice and the development of positive attitudes toward its use.

3.6.1 For Teachers

Teachers are encouraged to integrate AI-mediated tools into their speaking lessons by designing specific speaking tasks and activities for students to practice through them.

It is recommended that teachers prepare their students before using AI tools by providing clear guidance and instructions on how these tools work in order to achieve maximum benefit.

Teachers should give special attention to students who show signs of hesitation or anxiety during AI-mediated speaking activities and offer them the necessary supervision to help them feel more confident and comfortable.

3.6.2 For Learners

Learners are encouraged to use AI-mediated tools regularly to practice their speaking skills, as consistent interaction with these tools can improve their speaking ability and develop more positive attitudes toward AI-mediated speaking practice.

Learners should try to move beyond simple conversations by exploring different topics and using new vocabulary and expressions, in order to make better use of their AI-mediated speaking practice experience.

Students who feel shy or anxious about speaking are especially encouraged to take advantage of the non-judgmental nature of AI tools and use them as a safe space to express themselves freely in English.

3.6.3 For Future Research

Future researchers are encouraged to investigate learners' attitudes toward speaking in AI-mediated tutoring with larger groups of participants across different universities and academic levels.

Future researchers are encouraged to investigate the most effective ways of using AI-mediated tutoring to improve specific aspects of speaking such as pronunciation, fluency, and vocabulary, in order to provide teachers and learners with clearer and more practical guidelines on how to get the best results from these tools.

It would be valuable to conduct long-term studies and conduct experimental studies that track how students' attitudes toward AI-mediated speaking practice change and develop over time or with greater exposure to these tools.

3.7. Conclusion

This chapter brought together the practical and analytical sides of this study. Through the responses of 100 students and the direct observation of a small group of students interacting with an AI application, a clear idea started to appear, it reflects a generation of learners who are not only open to the idea of practicing speaking through AI, but who are also finding real value in it. The overall attitudes were mostly positive, which gives an encouraging sign of what AI-mediated tutoring can offer to EFL learners in terms of confidence, comfort, and speaking development.

Despite the limitations of this study, the results show clearly that AI has become a real and promising tool in language learning. With the right guidance and support from teachers, AI-mediated tutoring can gradually become a natural part of how students practice and improve their speaking skills both inside and outside the classroom. In the end, what this chapter revealed goes beyond simple technological usage, AI may not be perfect and it may not work the same way for every student but it is opening doors that were not there before, creating new opportunities for learners to develop their speaking abilities in ways that were previously difficult to achieve.

General Conclusion

Speaking skill is a significant area for EFL learners, it is a productive skill that requires the ability to express ideas, opinions and feelings in a clear and meaningful way. Our research addresses learners' attitudes towards speaking in AI-mediated tutoring and the challenges they face in developing their speaking skills. The aim of this study is to explore how second-year English students at the University of Ghardaia perceive the use of AI tools for practicing speaking. The main hypothesis of this research suggests that EFL learners have generally positive attitudes towards speaking in AI-mediated tutoring environments, and these tools help to reduce anxiety, build confidence and develop speaking skills.

AI-mediated tutoring plays an important role in supporting and developing speaking skills, in both inside and outside the classroom, allowing EFL learners to practice their spoken English in a comfortable and an environment where's learners will not be afraid of being judged. Through free interaction with AI applications like Gemini, students have the opportunity to engage in a natural conversation, also explore different kinds of topics and receive immediate feedback, thereby improving their fluency, pronunciation, vocabulary, and overall confidence in speaking English.

In addition, AI-mediated tutoring enables EFL learners to practice speaking more independent and enhance their autonomy in their language learning process. Students learn to start and keep conversation going by interacting with AI tools regularly, express themselves in a better form, and overcome the fear of making mistakes that often prevents them from speaking in traditional classroom settings.

Therefore, it is necessary to address speaking challenges and provide targeted guidance to help students develop their speaking skills. To achieve this, the study utilized a questionnaire and an experiment through the Gemini AI application to collect information on students' attitudes and experiences with AI-mediated speaking practice.

General Conclusion

Considering the data from the questionnaire and the experiment, a notable number of students reveal positive attitudes toward using these tools for practicing speaking. The results showed that AI-mediated tutoring contributes to reducing speaking anxiety, building confidence, and developing key speaking aspects such as pronunciation, vocabulary, and grammar accuracy. The experiment further confirmed these findings, as most participants engaged with the Gemini AI application with comfort and enjoyment.

In conclusion, it is clear that AI-mediated tutoring and regular speaking practice make a powerful framework for EFL learners. The regular engagement with AI tools keeps learners constantly in touch with the language in a natural and enjoyable way, and the non judgement nature of AI provides the needed confidence to practice in free way. This approach enhances speaking skills and promotes also overall language development.

References

References

- Akhter, S., Qureshi, A. H., Hassan, M. U., & Tanveer, B. (2020). Exploring the significance of speaking skill for EFL learners. *Sir Syed Journal of Education & Social Research*, 3(1), 227–234.
- Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature*, 2(6), 22–30.
- Anohina, A. (2006). The problem-solving modes and a two-layer model of hints in the intelligent tutoring system for minimax algorithm. In *Proceedings of the 1st International Conference on Virtual Learning* (pp. 105–112). Bucharest University Press
- Bailey, K. M. (2005). *Practical English language teaching: Speaking*. McGraw-Hill.
- Baker, C. (1992). *Attitudes and language*. Multilingual Matters.
- Baker, J., & Westrup, H. (2003). *Essential speaking skills: A handbook for English language teachers*. Continuum.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia - Social and Behavioral Sciences*, 2(2), 1305–1309. <https://doi.org/10.1016/j.sbspro.2010.03.191>
- Brown, G., & Yule, G. (1983). *Teaching the spoken language*. Cambridge University Press.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.

References

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (2nd ed.). Pearson Education.
- Burns, A., & Joyce, H. (1997). *Focus on speaking*. National Centre for English Language Teaching and Research.
- Bygate, M. (2001). Speaking. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 14–20). Cambridge University Press.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47. <https://doi.org/10.1093/applin/I.1.1>
- Celce-Murcia, M. (Ed.). (2001). *Teaching English as a second or foreign language* (3rd ed.). Heinle & Heinle.
- Chen, X., Zou, D., Cheng, G., & Xie, H. (2020). Detecting latent topics and trends in educational technology over four decades using structural topic modeling: A retrospective of all volumes of Computers & Education. *Computers & Education*, 151, Article 103855. <https://doi.org/10.1016/j.compedu.2020.103855>

References

- Corbett, A. T., Koedinger, K. R., & Anderson, J. R. (1997). Intelligent tutoring systems. In M. G. Helander, T. K. Landauer, & P. V. Prabhu (Eds.), *Handbook of human-computer interaction* (2nd ed., pp. 849–874). Elsevier.
- Coskun, A. (2016). Causes of the 'I can understand English but I can't speak' syndrome in Turkey. *i-Manager's Journal on English Language Teaching*, 6(3), 1–12.
- Coupland, N. (ED.) (2016). *Sociolinguistics: Theoretical debates*. Cambridge University Press.
- Crystal, D. (2008). *A dictionary of linguistics and phonetics* (6th ed.). Blackwell.
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319–340. <https://doi.org/10.2307/249008>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.
- Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Harcourt Brace Jovanovich.
- El Shazly, R. (2021). Effects of artificial intelligence on English speaking anxiety and speaking performance: A case study. *Expert Systems*, 38(3), Article e12667. <https://doi.org/10.1111/exsy.12667>
- El-Koumy, A. S. (2002). *Teaching and learning English as a foreign language: A comprehensive approach*. Dar An-Nashr.

References

- Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43–71. <https://doi.org/10.1002/piq.21143>
- Florez, M. A. (1999). *Improving adult English language learners' speaking skills*. Center for Applied Linguistics.
- Fryer, L., & Carpenter, R. (2006). Bots as language learning tools. *Language Learning & Technology*, 10(3), 8–14.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning*. Newbury House.
- Garrett, N. (2009). Computer-assisted language learning trends and issues revisited: Integrating innovation. *The Modern Language Journal*, 93(1), 719–740. <https://doi.org/10.1111/j.1540-4781.2009.00969.x>
- Godwin-Jones, R. (2019). Riding the digital wilds: Learner autonomy and informal language learning. *Language Learning & Technology*, 23(1), 8–25.
- Godwin-Jones, R. (2022). Partnering with AI: Intelligent writing assistance and instructed language learning. *Language Learning & Technology*, 26(2), 5–24.
- Goh, C. C. M. (2007). *Teaching speaking in the language classroom*. SEAMEO Regional Language Centre.
- Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, S. (2014). Technologies for foreign language learning: A review of technology types and their

References

- effectiveness. *Computer Assisted Language Learning*, 27(1), 70–105. <https://doi.org/10.1080/09588221.2012.700315>
- Greenbaum, S., & Nelson, G. (2002). *An introduction to English grammar* (2nd ed.). Pearson Education.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Pearson Education.
- Harris, D. P. (1974). *Testing English as a second language*. McGraw-Hill.
- Heil, C. R., Wu, J. S., Lee, J. J., & Schmidt, T. (2016). A review of mobile language learning applications: Trends, challenges, and opportunities. *The EuroCALL Review*, 24(2), 32–50. <https://doi.org/10.4995/eurocall.2016.5771>
- Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269–293). Penguin.
- Jackson, J. (2012). Personality and interaction in language learning. In J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication* (pp. xx–xx). Routledge.
- Juhana, J. (2012). Psychological factors that hinder students from speaking in English class. *Journal of Education and Practice*, 3(12), 100–110.
- Kessler, G. (2018). Technology and the future of language teaching. *Foreign Language Annals*, 51(1), 205–218. <https://doi.org/10.1111/flan.12318>

References

- Kim, H.-S., Kim, N. Y., & Cha, Y. (2021). Is it beneficial to use AI chatbots to improve learners' speaking performance? *The Journal of Asia TEFL*, 18(1), 161–178. <https://doi.org/10.18823/asiatefl.2021.18.1.10.161>
- Kiziltepe, Z. (2004). Motivation and attitudes of Turkish EFL students. *The Reading Matrix*, 4(1), 1–17.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
- Lantolf, J. P. (Ed.). (2000). *Sociocultural theory and second language learning*. Oxford University Press.
- Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford University Press.
- Leong, L. M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, 2(1), 34–41.
- Levelt, W. J. M. (1989). *Speaking: From intention to articulation*. MIT Press.
- Levis, J. (2007). Computer technology in teaching and researching pronunciation. *Annual Review of Applied Linguistics*, 27, 184–202. <https://doi.org/10.1017/S026719050807009X>
- Li, H., & Liu, Y. (2011). A brief study of reticence in ESL class. *Theory and Practice in Language Studies*, 1(8), 961–965. <https://doi.org/10.4304/tpls.1.8.961-965>
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & T. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). Academic Press.
- Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence unleashed: An argument for AI in education*. Pearson Education.
- MacIntyre, P. D. (2007). Willingness to communicate in the second language:

References

- Understanding the decision to speak as a volitional process. *The Modern Language Journal*, 91(4), 564–576. <https://doi.org/10.1111/j.1540-4781.2007.00623.x>
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2), 283–305. <https://doi.org/10.1111/j.1467-1770.1994.tb01103.x>
- Mohtar Tunku, T. M., a/p Swaran Singh, C. K., Abdullah, N. Y., & Mat, M. (2015). Developing the speaking skill among ESL elementary learners. *AJELP: Asian Journal of English Language and Pedagogy*, 3, 161–180.
- Nazara, S. (2011). Students' perception on EFL speaking skill development. *Journal of English Teaching*, 1(1), 28–43.
- Neri, A., Cucchiarini, C., Strik, H., & Boves, L. (2002). The pedagogy–technology interface in computer assisted pronunciation training. *Computer Assisted Language Learning*, 15(5), 441–467. <https://doi.org/10.1076/call.15.5.441.13473>
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Nuraini, K. (2016). The barriers of teaching speaking English for EFL learners. *ELLITE: Journal of English Language, Literature, and Teaching*, 1(1), 7–14.
- Osborn, S., Osborn, M., & Osborn, R. (2008). *Public speaking guidebook*. Pearson.
- Patil, Z. N. (2008). Rethinking the objectives of teaching English in Asia. *Asian EFL Journal*, 10(4), 227–240.
- Purpura, J. E. (2004). *Assessing grammar*. Cambridge University Press.
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal*, 2(2), 6–18.
- 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.

References

Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Longman.

Rivers, W. M. (1968). *Teaching foreign language skills*. University of Chicago Press.

Russell, S. J., & Norvig, P. (2021). *Artificial intelligence: A modern approach* (4th ed.). Pearson.

Savaşçı, M. (2014). Why are some students reluctant to use L2 in EFL speaking classes? An action research at tertiary level. *Procedia - Social and Behavioral Sciences*, 116, 2682–2686. <https://doi.org/10.1016/j.sbspro.2014.01.635>

Shadiev, R., & Yang, M. (2020). Review of studies on technology-enhanced language learning and teaching. *Sustainability*, 12(2), Article 524. <https://doi.org/10.3390/su12020524>

Shumi, K. (2002). Developing adult EFL students' speaking abilities. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 204–211). Cambridge University Press.

Thornbury, S. (2005). *How to teach speaking*. Pearson Education.

Titchener, E. B. (1898). The postulates of a structural psychology. *The Philosophical Review*, 7(5), 449–465. <https://doi.org/10.2307/2177405>

Ur, P. (2002). *A course in language teaching: Practice and theory*. Cambridge University Press.

VanLehn, K. (2011). The relative effectiveness of human tutoring, intelligent tutoring systems, and other tutoring systems. *Educational Psychologist*, 46(4), 197–221. <https://doi.org/10.1080/00461520.2011.611369>

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

References

- Widdowson, H. G. (1978). *Teaching language as communication*. Oxford University Press.
- Wilkins, D. A. (1972). *Linguistics in language teaching*. Edward Arnold.
- Woolf, B. P. (2010). *Building intelligent interactive tutors: Student-centered strategies for revolutionizing e-learning*. Morgan Kaufmann.
- Yahia, F. (2024). Arabic language impact on EFL learners' speaking competence: The case of Algerian first year bachelor students at Kasdi Merbah University-Ouargla. *Turkish Academic Research Review*, 9(1), 55–73. <https://doi.org/10.30622/tarr.1412950>
- Zaremba, A. (2006). *Speaking professionally*. Thomson South-Western.
- Zhang, Y. (2009). Reading to speak: Integrating oral communication skills. *English Teaching Forum*, 47(1), 32–34.

Appendices

Appendix A

Dear students, we appreciate your time in answering this questionnaire on learners' attitudes to Speaking in AI-mediated tutoring. Your responses are valuable for our study.

Section One: Demographic Information

1. Gender: ☐ Male ☐ Female
2. Age: ☐ 18–20 ☐ 21–23 ☐ 24–26 ☐ 27 or above

Section Two: Learners' Attitudes toward AI-Mediated Speaking

3. Have you ever used AI-mediated tools to practice speaking English?
☐ Yes ☐ No
4. Do you think AI-mediated tools are suitable for practicing speaking English?
☐ Yes ☐ No ☐ Not sure
5. Do you feel comfortable practicing speaking English through AI-mediated tools?
☐ Yes ☐ No ☐ Not sure
6. Do you find speaking practice through AI-mediated tutoring enjoyable?
☐ Yes ☐ No ☐ Not sure
7. Do you feel that AI-mediated tutoring provides a supportive and non-judgmental environment for speaking practice?
☐ Yes ☐ No ☐ Not sure

Section Three: Engagement, Shyness, and Confidence

8. Does AI-mediated tutoring encourage you to practice speaking English more frequently?
☐ Yes ☐ No ☐ Sometimes
9. Do you feel less shy when practicing speaking English using AI-mediated tools?
☐ Yes ☐ No ☐ Sometimes

Appendices

10. Does using AI-mediated tutoring help reduce your anxiety about making mistakes while speaking English?

☐ Yes ☐ No ☐ Sometimes

11. Do you feel more confident participating in speaking activities when using AI-mediated tools?

☐ Yes ☐ No ☐ Sometimes

Section Four: Support, Independence

12. Do you think AI-mediated tools can replace teachers in speaking sessions?

☐ Yes ☐ No ☐ Sometimes

13. Does AI-mediated tutoring help you become more independent in practicing speaking English?

☐ Yes ☐ No ☐ Not sure

14. Do you feel comfortable practicing speaking through AI-mediated tools without constant teacher supervision?

☐ Yes ☐ No ☐ Not sure

15. Do you feel the need for teacher guidance when using AI-mediated tools for speaking practice?

☐ Yes ☐ No ☐ Partially

Section Five: Perceived Support for Speaking Skills

16. In which speaking aspects do AI-mediated tools help you the most? (You may select more than one)

☐ Vocabulary ☐ Pronunciation ☐ Grammar accuracy

17. Do you feel that AI-mediated tutoring helps you participate more actively in spoken discussions or conversations?

☐ Yes ☐ No ☐ Sometimes

18. Do you feel that AI-mediated tutoring helps you use idiomatic expressions more naturally and confidently when speaking?

☐ Yes ☐ No ☐ Sometimes

Appendices

19. Do you find that AI-mediated tutoring helps you notice your own speaking mistakes immediately?

☐ Yes ☐ No ☐ Sometimes

20. How would you describe your overall experience of speaking practice through AI-mediated tutoring?

☐ Positive ☐ Neutral ☐ Negative

Thank you for being part of this research and for sharing your experience.

الملخص

تعلم كيفية التحدث تُعد من إحدى أصعب المهام بالنسبة لطلبة اللغة الانجليزية كلغة أجنبية. تعتبر مهارات التحدث مهمة جدًا لاكتساب اللغة، ولكن غالبًا لا يتم تطويرها بشكل كافٍ، مما يعني أن الطلاب لا يمكنهم الاستفادة بشكل كامل من عملية تعلم اللغة. و بسبب ذلك، دائما ما يبحث المعلمون عن تقنيات جديدة و أفضل لتحسين مهارات التحدث لدى الطلاب. يُعد استخدام الذكاء الاصطناعي في تعليم اللغات أحد أهم التطورات في التعليم في القرن الحادي والعشرين. ومع ذلك، فإن ردود أفعال المتعلمين تجاه استخدامها لممارسة التحدث لم يتم استكشافها على نطاق واسع بعد. تبحث هذه الدراسة في مواقف طلاب السنة الثانية لعة إنجليزية تجاه التحدث في التدريس بوساطة الذكاء الاصطناعي في جامعة غرداية. تعتمد المنهجية المقترحة نهجا كميًا باستخدام استبيان للطلاب و تجربة تم إجراؤها من خلال تطبيق الذكاء الاصطناعي جيميني. شارك خمسة عشر طالبا في التجربة وتم تحليلهم اعتمادا على اوجه التشابه في ردود افعالهم و تفاعلهم. شاركت عينة مكونة من 100 طالب في الاستبيان. تم تحليل البيانات الكمية إحصائيا باستخدام المخططات الدائرية. تشير النتائج إلى أن الطلاب لديهم اتجاهات ايجابية بشكل عام تجاه التحدث في التدريس بوساطة الذكاء الاصطناعي، و أن أدوات الذكاء الاصطناعي تساهم في الحد من القلق، وبناء الثقة، و تطوير مهارات التحدث.

الكلمات المفتاحية: التدريس المدعوم بالذكاء الاصطناعي، مواقف المتعلمين، مهارات التحدث، طلبة اللغة الانجليزية كلغة اجنبية، القلق