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The Role of Artificial Intelligence in Achieving Fluency in Oral Expression Classes

The Case of Third Year Licence Students at University of Kasdi Merbah Ouargla

Specialty: Linguistics

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Dedication

“In the Name of Allah, the Most Gracious, the Most Merciful”

With deep love, this work is wholeheartedly dedicated

To my dearest parents, LAZHAR & MEBARKA with all pride and gratitude, I wanted to express my deep thanks and great appreciation to you both.

To myself for showing up, pushing through, and finishing what I started

To my beloved sister, my precious brothers and the whole family You were all an integral part of my success and achievement.

To my friends for their support and encouragement

Thank you to everyone who shared this experience with me and helped me reach this milestone.

With heartfelt appreciation and love

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Dedication

With all pride, I dedicate my graduation and the joy I have long awaited to those who have always been a source of support and generosity.

To the light that illuminated my path, to the beloved whose name I carry with pride, to my first teacher—the man who devoted his life to ensuring we strive for the best.

my dear father.

To the one who was my greatest supporter in achieving my dreams, my refuge, my right hand during this journey.

To the one through whom I saw my life's path and found my self-worth

To the kind and loving heart whose prayers have always surrounded me

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Abstract

The present study aims to explore the effectiveness of using Artificial Intelligence (AI) in English language learning and teaching in oral expression classes to improve students' fluency. In other words, it investigates how tools of AI may improve pronunciation, conversational techniques, and oral proficiency. Two instruments were used to collect data, viz, two activities using an AI tool (Gemini). The activities were designed for third-year bachelor's degree students in the Department of English Language at the University of Kasdi Merbah Ouargla during the academic year 2024/2025. Students were aged between (20 –50). Along with a questionnaire distributed to fifteen (15) teachers of oral expression. The ultimate goal was to identify the most effective techniques for improving fluency. Results have shown that AI tools are effective in improving students' fluency, and they assist them to interact, communicate, and express themselves confidently. However, results also have shown that using AI tools require training for both students and teachers to be more acquainted with the appropriate use of AI tools to achieve better performance.

Key words: Artificial Intelligence, oral expression classes, fluency, English language learning and teaching.

List of Abbreviations

AGI: Artificial General Intelligence.

AI: Artificial Intelligence.

AI-SRT: Artificial Intelligence – Speech Recognition Technology.

ANI: Artificial Narrow Intelligence.

ASI: Artificial Super Intelligence.

CAEP: Computer-Assisted Elocution Preparing.

EC: Evolutionary Computation.

EFL: English as a Foreign Language.

ELSA: English Language Speech Assistant.

ELT/L: English Language Teaching / Learning.

ITS: Intelligent Tutoring System.

L1: First Language.

LGCB: Learner-Generated-Context-Based.

ML: Machine Learning.

NLP: Natural Language Processing.

TOEWC: Test of English for Worldwide Communication.

WOW: World of Warcraft.

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General Introduction

1. Background of the study

Language is a mandatory tool to achieve effective communication. It allows people to interact with one another in both active and passive forms. The ultimate aim of English language instruction is to strengthen the productivity of the four skills, namely listening, reading, writing, and speaking. In that, the aforementioned skills enable people to skillfully share their ideas and facilitate the expression of their feelings and emotions. (Banegas et al., 2023; Hakim et al., 2022; Burns et al., 2011).

Artificial intelligence (AI) has revolutionized the field of oral communication by introducing advanced technology tools that enhance human interaction. AI-driven speech recognition systems, such as those used in virtual assistants like Siri and Alexa, have made it possible to convert spoken language into text with remarkable accuracy. These tools do not only facilitate seamless communication, but also provide real time feedback on pronunciation and fluency, aiding language learners to level up their oral skills (Bronsdon,2024).

2. Aim of study

The aim of this study is to investigate the role of AI in advancing fluency in oral communication. More specifically, the study proposes to find out how AI tools can assist in improving pronunciation, conversation techniques, and overall oral proficiency. The study aims to identify effective AI methods, and investigates their effectiveness on learner. It also tries to determine the extent to which they can supplement traditional methods of language learning.

3. Significance of the study

This research has several important contributions to the scientific literature. To begin with, it seeks to provide a holistic assessment concerning the manner AI tools are

used to improve speaking fluency in language users while bringing new perspectives on the issue. By investigating diverse AI-oriented programs, this research will determine the most effective forms of technology for assisting in oral expression skills. Moreover, it will account for the positive sides and the drawbacks of AI Applications on language learning to add some balance to the question of its effects.

In addition, the research will offer actionable suggestions to teachers and educational authorities on how to use AI technologies in language teaching so that these technologies can be harnessed to promote greater student fluency. The study will ultimately foster an understanding of how artificial intelligence can be utilized in language education, which will be useful for further study as well as practical use in the industry,

4. Statement of the problem

Research has shown that the use of artificial intelligence (AI) techniques can be greatly beneficial in improving oral expression fluency in language learning. Chatbots, speech recognition software, and intelligent coaching platforms have been found in studies to improve pronunciation, provide learners with individualized feedback, and build their confidence in engaging in fluid conversations. According to Smith and Johnson (2022), students who used AI-based voice recognition had better fluency than those who used conventional methods. The AI-powered interactive exercises on Duolingo have also been shown to enhance speaking fluency through gamified incentives and real-time feedback.

At the same time, there remain problems comprehending the full scope of long-term impacts these tools may have, their applicability to different student groups, and the way to eliminate them. For this purpose, it is necessary to solve issues of fair access to AI technologies, issues of privacy, and the need for teacher supervision. Finally, although

AI technologies have presented strong results in research settings, more research is necessary to determine how they work in real educational environments.

Despite the potential of AI tools in controlled experiment settings, more work is needed to understand how they will behave in real educational settings. The challenge is, therefore, to figure out how to best leverage AI tools to augment speaking fluency whilst simultaneously addressing these issues in order to ensure that language learning outcomes are inclusive and sustainable.

5. Research questions

This research attempts to answer the two following questions:

- How can AI tools enhance fluency in oral expression classes?
- Are AI tools effective in oral expression classes?

6. Research hypothesis

The focus of this study is to investigate:

- If AI tools help students to achieve fluency.
- If AI tools are effective in oral expression classes.

7. Methodology

7.1 Tools of data collection

Following a quantitative approach, this study is conducted during the academic year 2024/2025 to investigate the efficacy of AI tools in enhancing learners' fluency in oral expression sessions. The study provides a comprehensive understanding of the use of AI tools in oral expression classes. Two instruments are used to collect data, viz, Two oral activities using AI tools first one called "AI vs. human" and the second one "Gemini the storyteller" , designed for sixty (60) third year students of bachelor's degree

(sophomore) aged between 20 and 50,along with teachers' questionnaire consists of five(5) sections, include 7close ended questions and 4 open ended questions, is distributed during the second semester of the academic year to fifteen(15) oral expression teachers, to identify the most effective AI tools and techniques for improving fluency and providing future recommendations to integrate AI into language learning curricula at The University of Kasdi Merbah.

7.2 Procedures of data analysis

students' activities namely "AI vs Human" and "Gemini the storyteller" are performed to students during oral expression classes within two sessions.

The first activity requires students to choose between human version (a student they have selected to represent them), Vs. the AI version. The aim is to vote for the most accurate pronunciation of a chosen proverb (written in the activity in the appendices section).

The second activity, students are asked to select a starting sentence of an imagined story, write it down in the app (Gemini), then the app is going to generate a prelude that encourages students to improvise and imitate the artificial style. Therefore, students will be able to develop an imaginative style on how to orally start the talking.

On the other hand, the teacher's questionnaire is analysed to identify perspectives and reviews in regard with the use of AI tools in oral expression classes as well as pinning down comments about the effectiveness, familiarity, suggestions, and possibilities for future uses. Each question in the questionnaire is analyzed in a form of table, which comprises statistics of the teachers' answers.

Chapter I
Theoretical Part

Introduction

In the mid-1950s, John McCarthy coined the term “artificial intelligence,” which sparked enthusiasm among researchers and fueled efforts to enhance the technology, according to Colin Angle. AI has advanced tremendously, with researchers studying expert systems, natural language processing, machine learning, and neural networks to mimic human intelligence in machines. Chatbots, such as ChatGPT, changed human-computer interface by allowing natural language exchanges.

In this chapter, an overview of AI is provided, covering different definitions, types, and its importance in language learning. In addition, it deals with the AI tools that help in achieving fluency in oral expression classes.

1. Artificial intelligence

1.1 AI definition

There are various definitions of AI that are currently accessible in the literature. The acronym AI stands for “the field of computer science dedicated to solving cognitive issues frequently associated with human intelligence, such as memory acquisition, problem-solving, and pattern recognition”. It involves “the theory and development of computer systems able to perform tasks normally requiring human intelligence, such as visual perception, speech recognition, decision making, and translation between languages.” (Ma et al.,2018, p1).

AI is the discipline of using computers to do intelligent tasks that people would ordinarily undertake, such as learning and problem solving (Nakase et al.,2021, p.904).

Sheikh et al., (2023) said that in its most stringent definition, AI is denoted by people characterized by human intelligence computers (p. 5). Chassignol et al., (2018) announced that “AI is a computer science area dedicated to solving cognitive problems, often related to human intelligence, such as learning, solving problems and the recognition of the model “(p. 17).

Harkut et al. (2019) define AI as any job accomplished by a computer or machine that would otherwise require human intellect to complete. It is the science and engineering of developing robots to display intelligence, particularly visual perception, speech recognition, decision-making, and translation across languages like human beings. (p.12)

AI relies on algorithms, which are logical sequences of operations, as well as cognitive electrical systems. It is widely predicted to have a considerable impact on the topics we teach, as well as many other aspects of life (Abdelkader, 2023, p. 7).

According to Zhu (2017), AI is an automated program that mimics human intelligence thinking processes such as analysis, learning, and self-correction. It encompasses computer science, cybernetics, information theory, linguistics, and other subjects. In the age of AI, humans can live, hear, and work in a synthetic world (p. 253).

Aldosari (2020) characterizes AI as:

> A system capable of simulating and implementing smart apps on computers or smartphones to interact with the world, doing various jobs traditionally performed by humans. He also describes AI as a set of approaches, tactics, and tools for developing models and solving problems by replicating perceived human behavior (p.145).

According to Salas-Pilco et al. (2022), “AI has become an intrinsic part of the learning and training process. This kind of technology can make learning English simpler and more exciting “(p.4).

Majid and Lakshmi (2022) characterized (AI) as:

> A disruptive technology that is being utilized to tailor the experiences of various learning groups, teachers, and tutors. It is regarded as the most in-demand technology in today’s educational system. AI is predicted to improve the global education system. They claimed that artificial intelligence has the ability to help students reach their goals while also streamlining the educational process. It can examine the students’ prior learning history, identify their limitations, and improve future learning chances for tailored learning experiences (p. 14).

1.2 Components of AI

AI serves as a broad category encompassing various specialized components, each designed to serve a specific purpose within the realm of AI. Over several decades, numerous researchers, scientists, and innovators introduced eight elements of AI including:

1.2.1 Natural Language Processing

Jurafsky and Martin (2000) define NLP as the study of how technology and human language interact. Algorithms designed to mimic human language input, analysis, and output are referred to as natural language processing.

1.2.2 Neural Networks

A neural network is a computational model based on the brain's function. It is made up of networks of linked neurons. These networks support voice and language processing, including natural language comprehension and machine translation. (Jurafsky & Martin, 2000).

1.2.3 Vision

It refers to the ability of a computer system to understand and interpret visual information, such as images or video, like how humans perceive and comprehend visual stimuli. (Jurafsky& Martin, 2000)

1.2.4 Chatbots and Dialogue Systems

Chatbots are computer programs or AI agents designed to engage in conversation with human users, through text or speech interactions. (Jurafsky & Martin, 2000)

1.2.5 Machine Learning

Machine learning is an AI technology. Machines can learn without being programmed for particular purposes. This requires big data to function. (Jurafsky &Martin, 2000).

1.2.6 Automatic Speech Recognition and Text-to-Speech

Automatic speech recognition and text-to-speech are important components of spoken language processing. Automatic voice recognition is a technique that turns human spoken language into text. However, text-to-speech is a technology that converts text into speech sounds that are similar to human sounds. (Jurafsky & Martin, 2000).

1.2.7 Expert Systems

Expert Systems are computer programs designed to mimic the decision-making abilities of a human expert in a particular domain or field. According to Jurafsky and Martin (2000), expert systems incorporate specialized knowledge and reasoning mechanisms to solve complex problems within a specific domain

1.2.8. Evolutionary Computation (EC)

EC is a problem-solving approach based on biological evolution. It entails developing populations of potential solutions and then choosing the best ones to produce new generations. This method eventually leads to the development of better solutions to the stated problem. (Holland ,1975).

1.3 Types of AI

AI is divided into three main subsets:

1.3.1. Artificial Narrow Intelligence (ANI)

ANI is often refers to us weak AI systems designed to perform narrowly defined tasks. Such technologies focus on potential capabilities on single domains and lack the ability to independently expand knowledge beyond initial parameters. They are often built utilizing machine learning algorithms and neutral networks to carry out specialized functions.

ANI tools excel at regulated activities but cannot generalize skills or self-direct to new undertakings outside of programmed objectives. While proficient in constrained domains, ANI demonstrates limited fluid intelligence compared to human level cognition (Betz, 2024). Overall, narrow AI establishes a foundation for additional AI progress by demonstrating real-world solutions even with a narrowed focus.

1.3.2. Artificial General Intelligence (AGI)

AGI refers to advanced systems that can comprehend and learn new information and abilities. From a philosophical aspect, it is described as an intelligence that possesses cognitive capacities similar to those present in humans, such as the ability to reason, have a mind, and be conscious.

AGI is a computer system capable of learning and understanding new knowledge, similar to how humans do. AGI is defined as intelligence that has cognitive capacities similar to those found in humans, such as the ability to think, have a mind, and be self-aware. (Keresztesi & Res, 2022).

1.3.3. Artificial Super Intelligence (ASI)

ASI is a more advanced kind of AI that exceeds humans in a variety of tasks. ASI systems have the unique ability to grasp human emotions and experiences while also exhibiting emotions, beliefs, and desires that are akin to humans. While ASI is still a speculative concept, it is believed that these systems would outperform humans in

decision-making and problem-solving. An ASI system can typically reason independently, solve complex riddles, make informed judgments, and make autonomous decisions (Kanade, 2022).

1.4. The importance of AI

AI has affected a great deal of today's society as it has established its presence in many fields. Over the past few years, this arising technology has progressed too fast and became a game changing tool from health care to industry to finance as Nadella (2023) believes that "This next generation of AI will reshape every software category and every business, including our own.

Although this new era promises great opportunity, it demands even greater responsibility from companies like oursǁ (as cited in Taylor, 2024, para. 5). AI, with its ongoing development, has an important role in our lives and aims to enhance the human life and make it easier in the future by proving different applications in every field.

2. AI in language teaching

English submersion learning is made conceivable by fake insights. English learning gets to be more stereoscopic and visual through coordination and normally understanding information such as visuals, voice, and content in a shrewd contraption. Through the human-computer interface, understudies may interface with AI, which upgrades the realness of dialect settings. The claim that AI encompasses a significant capacity to construct a custom-fitted environment in which grown-up learners utilize all of their faculties to at the same time prepare their English capacities in association with their current level of English or word-related requests or needs is sponsored (Zilberman, 2019).

2.1 Learner's motivation and improvement in language with AI

Motivation refers to the learner's decision to engage in a particular learning activity and the energy dedicated to maintaining efforts throughout the educational experience (Koff & Mullis,2011). Consequently, in the realm of language acquisition, while motivation catalyzes specific actions, engagement relates to the learner's active participation in memorizing activities. Chen et al, (2023)

Interactive resources like chatbots kept learners enthusiastic and involved, enabling them to study EFL in a fun and stress-free environment Ayedoun et al, (2019), Abdullatif et al, (2023), Ayedoun et al, (2020), Xie et al, (2021). Learners did not feel monotonous during classes with a conversational agent and could swiftly and effortlessly gain knowledge. Moreover, educators have recognized the importance of employing AI technologies in educational settings to offer learners engaging and interactive experiences Ebadi& Amini (2022), Ali et al, (2023), Arini et al, (2022). Additionally, voice-enabled chatbots had a favorable impact on EFL learners' motivation, Ebadi et al, (2022), Yin et al, (2021). Furthermore, chatbot-assisted microlearning systems effectively fostered intrinsic motivation, Ali et al. (2023).

Motivation reveals the learners' purpose, while engagement focuses on their behaviors. Four of the researched studies analyzed the effects of AI agents on EFL learner engagement, Ayedoun et al, (2019), Xie et al, (2021), Huang et al, (2023). These studies demonstrated that AI-driven conversational chatbots significantly enhanced EFL learners' engagement.

In the context of language education, chatbots also possess the ability to alleviate learning anxiety, Chen Hsu &Yu, (2021), Huang et al, (2023), M.Beo, (2019), Li &Peng, (2021). Nonetheless, in research carried out by El Shazly, interaction with a chatbot did not diminish learners' anxiety; rather, it led to a notable enhancement in linguistic achievements.

2.2. Where is AI being utilized in ELT/L and what are the benefits of its utilization?

The survey recognized five key ranges in which AI is being utilized in ELT/L:

For the improvement of talking, composing, and perusing aptitudes, to bolster instructional methods, and for self-regulation Interests, Among the dialect aptitudes, tuning in did not rise from the information as one where AI is being utilized. These five employments of AI in ELT/L are depicted in more detail below.

2.2.1. Speaking

Articulation was the ability uncovered within the ponders related to the utilization of AI in talking. There was an assortment of AI frameworks and programs that made a difference in understudies in this region. For occasion, a consideration with Taiwanese understudies by Liu and Hung (2016) found that the utilization of AI essentially made strides in students' articulation by diminishing the levelness of pitch and sound designs. They found that the visual representation of the pitch as a spectrogram given by AI was accommodating in supporting elocution.

Another zone that developed relating to educating talking was in connection to instructional methods or instructing strategies. AI was utilized as a conversational accomplice, a dialect coach, and in a multimodal capacity. Dizon and Tang (2020) had understudies talk with Alexa, an individual voice collaborator. They found that it advanced important intelligence, backed lexicon securing, made strides in dialect abilities, and gave curiously agreeable learning.

Related to the instructional method, a few ponder moreover highlighted the utilization of coaching and multimodal frameworks, that utilize numerous ways to show data, such as content, pictures, sound, and video. For occasion, Shivakumar et al. (2019)

centered on both dialect coaching and a multimodal approach in a higher instruction setting.

Our audit of the inquiry moreover showed four advanced regions concerning the utilization of AI innovations when learning to talk English. These included utilizing AI innovation for discourse acknowledgment, versatile learning, programmed discourse investigation, and voice help. One case is where Kazu and Kuvvetli (2023) created an AI-supported elocution show for Turkish understudies.

2.2.2. Writing

Two zones that arose for AI to utilize in composing were related to lexicon learning and language structure. For illustration, a think about by Lo (2023) found that get to to neural machine interpretation programs about students' lexicon change, particularly when particular or unambiguous expressions were included. Another common utilization of AI in composing is the utilization of AI language structure checkers.

For occasion, a think about by Dizon and Gayed (2021) particularly inspected the effect of Grammarly when utilized in ELT/L in higher instruction, finding that understudies made fewer syntactic blunders and composed with more lexical variety than understudies without this AI-powered device**.**

Outstandingly, it was one academic center, to support giving input, risen within the auxiliary codes for composing. Thinks about looking at the instructional method in composing were frequently associated with AI instruments giving input using spelling and language structure checkers, along the lines of Dizon and Gaye's (2021) consider with Grammarly. Nazari et al. (2021) moreover inspected the utilization of Grammarly as an input apparatus for English dialect learners. They detailed positive results with an

advancement in behavioral, passionate, and cognitive engagement, as well as self-efficacy in composing**.**

An assortment of Al innovation devices and underpins were utilized within the composing category counting, linguistic use checkers, composing associates, interpretation instruments, and design checkers. The utilization of interpretation devices is especially curious. A ponder by Chon et al. (2021) with South Korean college understudies investigated the utilization of machine interpretation as a reference device for L2 composing. Even though one contention against utilizing Al interpretation apparatuses is that understudies may fair utilize them to bypass dialect learning, this think about found that utilizing Google Decipher may have made a difference for less talented learners to show a level of composing capability that was not altogether distinctive from that of gifted learners. The consider moreover found that utilizing machine interpretation empowered learners to deliver essays with a more noteworthy number of lower recurrence, more complex words, and higher quality language structure.

2.2.3. Reading

Zheng et al. (2015) investigated how lexicon learning in perusing happens amid gaming quest-play, interceded in English, that had a Japanese understudy play with an English-speaking player. The understudies. Epitomized as avatars, utilized semiotic assets pervaded within the diversion World of Warcraft (WoW).

From the discoveries, Zheng et al. set that students have openings to memorize lexicon and get its meaning using diversions past what a course reading or classroom can give, by contextualizing frequently decontextualized lexicon. WoW employments Al to supply that setting through the incorporation of Al characters (i.e., those not worked by

a human) and pathfinding route calculations that make the environment energetic and lock in.

2.2.4. Pedagogy

A few ponders inspected numerous approaches that show up to supply a more customized learning approach. For illustration, Kim (2022) investigated the impacts of the academic approaches of score forecasts, addresses, clarifications, and hone tests on Korean understudies examining for their Test of English for Worldwide Communication (TOEWC). Understudies started with a demonstrative evaluation in which the AI at that point utilized the information to supply addresses, clarifications, and hone tests at the level required by the understudy.

Lee et al. (2023) took a diverse see into the instructional method by investigating a context-based approach; particularly, learner-generated-context-based (LGCB). They characterized LGCB as the creation and utilization of computerized innovation that empowers learners to construct a ‘learner-generated context’ and learn inside it. This setting is determined from information that’s collected as the learners perform activities and make choices.

2.2.5. Self-regulation

Curiously, self-regulation has shown up in this think about as a few researchers (viz., He, 2021) cautioned of the threats of understudies becoming over-reliant on AI. Be that as it may, what has developed here is the drift for AI to permit understudies to effectively take an interest in objective settings and end up autonomous learners. One case of this can be Cut et al. (2023), who utilized chatbots in ELT/L to bolster understudy goal-setting and social nearness in completely online exercises. This made a difference

in understudies to clarify their learning objectives, make procedures for setting objectives, and raise mindfulness of learning methodologies in objective setting.

In another consideration, Chen et al. (2022) inspected robot-assisted dialect learning where AI and virtual reality were combined to form a framework to utilize robots as a device for preparing English dialect visit guides to create a sense of independence. The discoveries of the study identified benefits including expanded independence, inspiration, and engagement.

Chen et al. (2022) detailed that uneasiness was diminished when an AI-programmed discourse acknowledgment device was utilized with 5th-grade Taiwanese understudies. In expansion, both Çakmak (2022) and Chen et al. Found that AI raised the students' aptitudes and brought down uneasiness. This was a key finding of affordances of the AI.

2.3 Importance of AI in education

Burton (2023) states that AI in education provides benefits and opportunities by facilitating the personalization of learning and improving student outcomes, which are tailored to individual student needs and learning styles, strengths, and weaknesses, as well as analysing their previous academic performance to create personalized lesson plans and adjustments based on their past achievements.

AI has the ability to serve as Intelligent Tutoring System (ITS) in education to offer personalized teaching and feedback for students based on their individual knowledge level and priorities, as well as tailored support and guidance in areas where they are struggling and need the most assistance. Like teachers, ITS teaches by providing theory and examples and testing student's knowledge through questions as they work on solving problems in specific knowledge domains. Moreover, researchers are taking an interest in

developing effective ITSs to teach various subjects, such as: math, physics, and grammar (Ahmed et al.2021).

This unique learning experience shows that, each student can have personalized and adaptive instructions without the need for human interference. Furthermore, AI technology can assist teachers in the grading and assessment process by automating tasks, such as assessing essays and assignments, and providing students with specific feedback about their mistakes in areas like grammar, content, and vocabulary and how they can enhance them. This allows teachers to have a quick and detailed response on student's performance. Thus, it makes them concentrate on planning lessons and engaging with students and focus on other important critical aspects of teaching (Burton, 2023).

In the same context, rob-grades, which is a chatbot that is designed to assist students, teachers, and administrators in various educational tasks, such as answering questions, providing information, and offering personalized learning experiences, is becoming more prevalent in grading student's essays, particularly in Utah, Ohio and soon in Massachusetts (Smith, 2018).

3.Fluency in language learning

3.1. What is fluency?

Examining the origins of fluency is a logical first step toward defining it. Fluency and fluent are derived from the Latin word fluens and have been used in English for around four centuries (Koponen & Riggenbach, 2000). Samuel Johnson's nineteenth-century definitions of "fluent" as "liquid," "flowing," and "fluency" as "the quality of flowing, smoothness" provide insight into the meaning of these terms in relation to speech. Fluency refers to the ability to speak a language smoothly and easily. As Kaponen and

Riggenbach (2000) note, numerous languages have equivalent terminology for describing spoken language. Various languages, including German flüssig and fliessent, French courement, and Italian correntemente, all refer to flowingly. Fluency in a language commonly refers to worldwide proficiency or mastery.

Fillmore's (1979) study on the language talents associated with fluency in L1 speech was a pioneering work in the field. The author identifies four main dimensions of effective communication: the ability to speak without pauses and hesitations, to speak coherently and in a "semantically dense manner" with a focus on quality rather than quantity, to use language appropriate to the context, and to use language creatively and imaginatively. Fillmore's paper highlights the significant variation in speaking styles among individual L1 speakers.

3.2. The importance of pronunciation and speaking skills in language learning

Acing articulation is basic for viable communication in a moment dialect. Ponders emphasize the need to consolidate education on elocution, which incorporates components such as personal sounds, sound designs, and discourse streams, inside dialect instructing programs to create well-rounded verbal capacities (Kang, 2016; Major, 2016).

Investigate conducted by Munro and Derwing (2016) and Saito and Lyster (2019) showed that phonetic preparation, exercises that emphasize etymological shape, and useful adjustment are key components in making strides in discourse elocution. Moreover, Thomson (2018) highlighted the requirement for committed instruction for teachers within the craftsmanship of educating elocution, whereas moreover supporting the integration of successful articulation instruction strategies into dialect instruction programs to help in more effective dialect learning and verbal capability.

Bohn and Munro (2020) dove into the challenges that emerge in learning how to articulate words in a moment dialect, shedding light on the impediment's understudies experience and the focus on instruction required to overcome them. Trofimovich and Isaacs (2019) contended for an expanded accentuation on articulation inside dialect education to improve communicative aptitudes. In expansion, Zhang and Wei (2019) investigated how moment dialect procurement, talking capacities, and learner uneasiness are interrelated, recommending that cultivating a loose learning environment can boost discourse improvement. The collective discoveries of these things make a compelling case that the part of elocution in dialect learning is urgent, and requires personalized educating techniques that construct understudy certainty and ability. Recognizing the passionate viewpoints of dialect learning, such as uneasiness, is additionally crucial in making an instructive setting that addresses personal learning obstacles additionally propels by and large dialect familiarity.

3.3 Technology-assisted pronunciation and speaking training.

Later considers appeared a developing underwriting for the utilization of innovation within the instructing of articulation and talking abilities for dialect learners. Investigate conducted by Morris (2020), Garca-Sánchez et al. (2020), and Liao and Xue (2019) have uncovered the positive impacts of counterfeit insights (AI) and Computer-Assisted Elocution Preparing (CAEP) in progressing learners' capacities to articulate precisely and talk more capably. These innovative instruments, particularly noted for their part in the improvement of vowel sounds and common talked dialect execution, emphasize the benefits of joining advanced help into dialect instruction.

Be that as it may, the victory of technology-assisted elocution and talking preparation is affected by an assortment of components. Chen and Duan (2020) and Zou et al. (2021) highlighted the basic part of learner inspiration, engagement, and personal

learning contrasts within the viability of these programs. The writing proposes that learners' inclinations and reactions to preparing altogether shape the results. Appropriately, CAEP programs that offer personalized input and versatile learning encounters are suggested to cater to the different needs of learners. These versatile highlights can optimize technology-assisted preparation by adjusting to learners' demeanors, motivational levels, and particular necessities, subsequently upgrading the general viability of such instructive innovation.

3.4 AI-powered speech recognition technology for language learning

Investigate looking at AI-SRT recommends they offer considerable benefits for dialect learning. These advances have appeared to improve learners' articulation, and familiarity, and lighten their uneasiness towards dialect learning. For illustration, Li and Li (2021) confirmed that AI-driven dialect learning instruments altogether progress articulation abilities. Besides, Zhao et al., (2021) concluded in their meta-analysis that AI-assisted devices boost elocution exactness, and familiarity, and diminish uneasiness in people learning a moment dialect.

Yalcin and Korkmazgil (2021) found that an AI-infused portable application particularly progressed English articulation for EFL learners Kim (2019) watched that personalized AI-based articulation lessons eminently progressed the English articulation of Korean EFL understudies. Also, Fan et al. (2019) detailed advancements within the English capacities of Chinese EFL learners through the utilization of AI. Collectively, these discoveries point to AI-powered discourse acknowledgment as a promising apparatus for improving the articulation of dialect learners.

4.AI tools to reaching fluency

4.1. Types of AI language learning tools

There are a few AI language learning tools, each with its possess purposes and highlights. Here are a few illustrations

4.1.1. Machine translation tools

They utilize AI calculations to naturally decipher content or discourse from one dialect to another in genuine time. They are commonly utilized for fast interpretations of brief expressions or sentences and are frequently found in versatile apps or online stages. A few well-known machine interpretation devices incorporate Google Interpret and Bing Interpreter (Ducar & Schocket, 2018).

4.1.2. Language tutoring systems

These apparatuses utilize AI calculations to donate clients personalized dialect lessons and criticism (Charm & Choi, 2021). They may incorporate intuitive lessons, works out, and tests to assist learners in progressing their linguistic use, lexicon, and talking aptitudes (Mahdi & Abu-Naser 2016). Intelligent language coaching frameworks can be found in portable apps, online stages, and partitioned programs. A few popular cases incorporate Duolingo and Rosetta Stone.

4.1.3. Language generation systems

These instruments utilize AI calculations to deliver unique content in a given dialect based on a set of input parameters (Gatt & Krahmer, 2018). They may produce news articles, reports, or social media posts. Dialect-era frameworks can be found in program

programs or online stages. A few illustrations incorporate Open Al's GPT-3 and Embracing Face's Transformer.

4.2 Five examples of Al language learning tools' features

These additional illustrations assist you learn more about the diverse sorts of Al language-learning instruments and how they are utilized within the genuine world.

4.2.1. Duolingo

May be a prevalent language-learning stage that employments Al algorithms to supply personalized instruction and criticism to users. It offers intuitive lessons, works out, and tests in over 30 languages, and is accessible on versatile and desktop stages.

4.2.2. ELSA Speak (English language speech Assistant)

May be a versatile application that employments Al algorithms to assist users in progressing their English pronunciation aptitudes. It employs discourse acknowledgment innovation to analyze how individuals say words and provide input and recommendations on how to progress in real-time, Roxana Rebolledo Font de la Vall et al, (2023)

4.2.3. Rosetta Stone

May be a language learning software that employments Al algorithms to supply personalized instruction and criticism to users. It offers intuitive lessons, works out, and tests in over 30 languages, and is accessible on mobile and desktop stages, Roxana Rebolledo Font de vall et al, (2023).

4.2.4. Google Translate

Could be a machine interpretation device that employments Al algorithms to naturally interpret content or discourse from one language to another in real-time. It is

accessible as a versatile app or online stage and underpins over 100 languages, Roxana Rebolledo Font de la Vall et al, (2023).

4.2.5 Glossika

May be a language learning app that employments Al and mass sentence training to offer assistance users progress their language skills. It offers personalized preparation based on users' objectives and progress and incorporates sound recordings by native speakers to help with elocution**,**Roxana Rebolledo Font de la Vall,(2023).

Conclusion

This chapter appropriately highlighted AI as a transformative constraint in inaccessible dialect instruction, emphasizing vital usage and human-AI cooperative energy. In any case, a more profound investigation of restrictions, value, and evidence-based results would improve its strength. Teachers must explore these instruments mindfully, guaranteeing they enrich rather than undermine the nuanced, intuitive nature of dialect learning

Chapter II
Practical Part

Introduction

This chapter tackles the practical part of the current study. It aims to investigate the effectiveness of AI tools in enhancing fluency in oral expression sessions. It is dedicated to a description, presentation, and analysis of data gathered using a questionnaire and and two activities to gather information about the role of AI in achieving oral fluency. This chapter summarizes the research findings in accordance with the extracted data and its respective analysis and interpretation.

1. Population and sampling

The participants of this study are two samples from the University of Kasdi Merbah: oral expression teachers and bachelor's degree (third year students). The first group consists of 15 oral expression teachers who were selected through purposive sampling, regarding the fact that they are the ones who are actively teaching speaking skills and thus could have some general knowledge regarding AI language learning tools. Their pedagogical perspectives are critical in guiding how AI technologies influence oral fluency.

The second group is composed of 60 students of both genders, aged between 20 to 50 years, and selected by the convenience sampling procedure. These are students engaged in oral expression classes and participated in activities involving AI-based tools. This combined sampling design permits the collection of pertinent information to be used.

2. Students' activities

2.1Activity one

2.1.1 Description of the activity

The classroom activity is called "AI vs. Human: Who Says it Better?" is an exciting oral expression activity to practice speaking fluency, vocabulary, and interaction. In this activity, the 60 students are divided into small groups of four students. Each small group chooses a well-known traditional proverb and orally presents the proverb to Gemini and then asks for the AI tool to provide a modernized version that relates better to today's contexts. Once the small group receives the AI version, they reflect and prepare a short presentation where one small group member reads both the original version and the modernized version to his colleagues. The class then has a lively discussion comparing the richness, relevance and clarity of the two versions.

Then, a simple and effective approach to voting for this activity raising their hands. After each group shares their original context and AI generated proverb, the teacher asks the class the following:

Who prefers the original proverb? — students raise hands.

Who prefers the AI version? — students raise hands.

We count the hands and mark the results. It helps the students give their opinions freely in a straightforward and methodical way and encourages everyone to participate.

2.1.2 The objective of the activity.

This activity aims to enhance students' fluency in oral expression by using real-life communication activities that are engaging and stimulating. It affords students the opportunity to practice expressing themselves orally, using justification for their choices, and

in a group setting. The exercise is also a step toward enhancing self-confidence in speaking.

developing pronunciation skills, and expanding vocabulary, while in a communication context

using a blend of individual differences.

2.1.3 Classroom observations.

During the activity students were highly motivated, most of students worked hardly and actively. While some of the students were hesitated to present then the other groups gave them confidence so they feel more comfortable sharing their opinion.

The presentations were intelligible for the most part, and students attempted to use words and intonation correctly. Classmates listened attentively and replied with

interest, smiling or laughing at perceptive or surprising AI responses. Class discussions that followed each presentation encouraged spontaneous speaking, and several students made perceptive comparisons between old and revised sayings. The simple show-of-hands voting mechanism allowed everyone to participate without pressure, and students seemed to enjoy expressing themselves in this way. Overall, the activity fostered a friendly, interactive atmosphere that allowed students to use English naturally and creatively**.**

2.1.4 Discussing the findings of the activity.

49 students (82%) voted for the AI-generated versions of the proverbs. On the other hand, 11 students (18%) voted for the original version. During the activity, students performed with a high level of confidence and used new words that they have not used before. The class discussions were highly interactive, with several students sharing reasons why they thought the AI versions of the proverbs sounded updated and fit better today's terminologies.

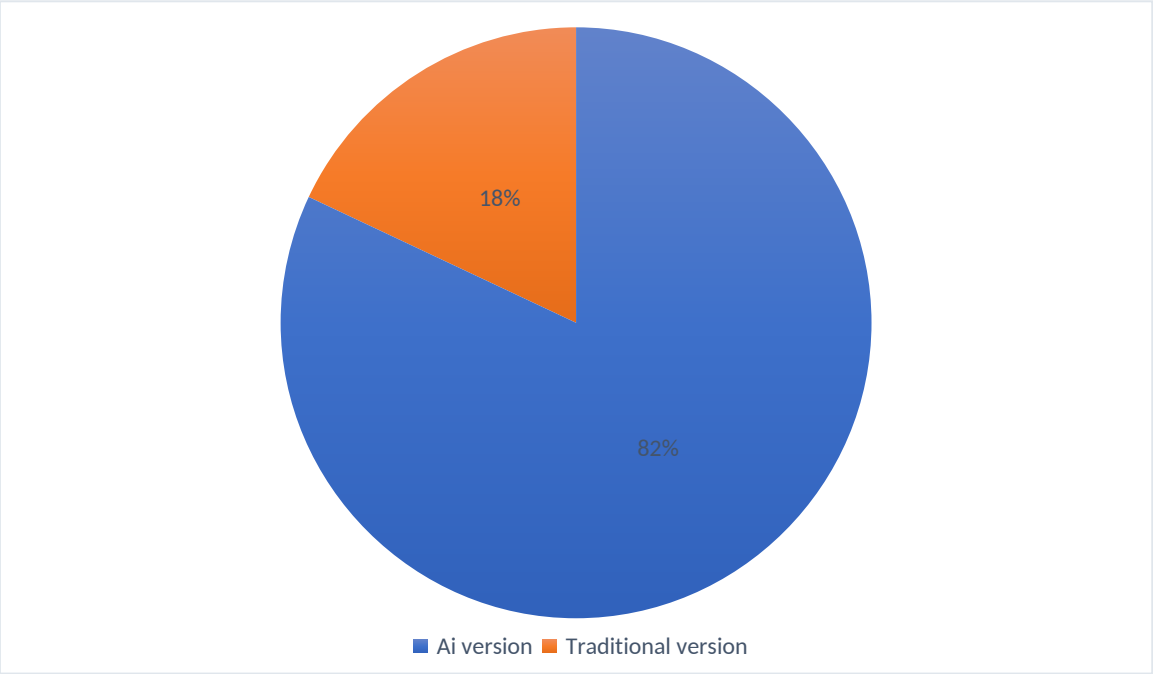

Figure01: Voting Results.

The class overwhelmingly voted for the AI version (82%). This shows that only did the students practice their speaking but started to think critically about how technology might alter the way we use language in interesting new ways.

2.2Activity Two

2.2.1 Description of the activity

This activity is called “Gemini the storyteller “, is a designed activity to examine and enhance their speaking skills, fluency, and interaction. The students are provided with three starting sentences.

The first one is « You are a seller in an electronics store and a customer comes in to buy a computer but he is unsure which brand or type to choose, try to convince him in your own way with a specific brand. »

The second one « you went to a park for the first time with your friends speak about your experience. »

The third one is « you had a funny situation, tell me about it ». A student is asked to come on stage and chooses one of the sentences and write it on his/ her phone in the Gemini app. It will generate a story and the student listens and understands it and then he/she improvises and they will do the same thing with the next two sentences.

2.2.2 Objective of the activity

This activity aims to enhance students’ fluency in oral expression classes by enhancing listening skills. Learning new vocabulary, linguistic structures, and stimulating their imagination and creativity so that they can continue telling the story smoothly and confidently.

2.2.3 Classroom observation

During this activity, some students were excited, interested and aware of the way to use the application, which motivated them to retell the story and complete it from their imagination in a creative way, while some showed their hesitation because of their average speaking skills, but after hearing the stories from the application, it was easier for them to retell and stimulated their imagination.

While some did not realize how to use the application, it was explained how to use the application to make it easier for students. We noticed that this method helped students to express their ideas fluently, and remarkably improve their style of speaking by listening to the story from the application, they collected vocabulary and stimulated their imagination, enabling them to retell and complete the story.

2.2.4. Discussing the findings of the activity

Observations on this activity revealed several results, including the difficulty of some students understanding the content generated by the application because of their average level or because of the age disparity, which required some additional explanation and this helped to reduce the hesitance to speak, while some were wondering what the application was and how to use it. This was explained to them, taking into account the idea of the role of AI in education, especially in oral expression classes. This idea enhanced the interaction between students as they helped each other and exchanged ideas among themselves, which made them produce creative ideas inspired by the stories.

3.Teachers' questionnaire

3.1 Description of teachers' questionnaire

This questionnaire is designed to explore oral expression teachers perspectives on the use of AI tools and its role on students fluency through the lenses of AI technology.

It aims to gather information about the AI tools, their interfaces, the rate of utilization as well as the teachers regard as to the effectiveness of AI on pronunciation, fluency, and vocabulary enhancement. Furthermore, the questionnaire seeks insights into the challenges teacher may face when integrating AI into oral expression classes, their views on the potential of AI to complement or replace traditional methods, and their recommendations for future AI tools development to better support oral fluency teaching. It consists of 05 sections containing 4 open-ended and 7closed-ended questions.

3.2 Administration of the teachers'questionnaire

The questionnaire was administered to 15 oral expression teachers at the Department of English, in the University of Kasdi Merbah Ouargla. It was distributed in person to ensure accessibility and credibility.

3.3 Analysis and interpretation of the questionnaire

This analysis examines teachers' responses about the role of AI in achieving fluency in oral expression sessions.

Section A: Background information

1.Gender

Table01: Teachers' gender.

Options	Numbers	Percentage%
Male	9	60%

Female	6	40%
Total	15	100%

The aim of this question is to understand the demographic profile of the respondents. The table above represents the gender distribution of the sample which falls into 60% males and 40% females That is the sample population consists of more males than females. This question is designed for personal information and no analysis is provided.

2. **Years of experience.**

Table02: Teachers' experience.

Years of Experience	Numbers	Percentage%
1-5 years	4	26.67%
5-10 years	2	13.33%
10-15 years	3	20%
More than 15 years	2	13.33%
No answer	4	26.67%
Total	15	100%

Looking through the responses we see various levels of teaching expertise from the participants. In fact, the largest of the responses (26.67%) report they are in the 1-5 years of experience group. Coincidentally enough, this same number (26.67%) of

participants basically did not report their experience. This could introduce some degree of the indecision, or irrelevance in their view.

In contrast, those with between 10-15 years of experience make up the next largest group (20%), suggesting that there is a strong cohort of mid-career teachers. There are smaller but equal number of teachers (13.33%) who reported between 5-10 years of experience, and more than 15 years of experience because technically AI is a novel field. This shows there are a good mix of mid-career and highly experienced teachers. The distribution of experience may offer a blend of novelties and experienced practice in teaching and learning.

Section B: General questions.

Q1: How familiar are you with AI in language learning?

Table03: The familiarity of AI.

Options	Numbers	Percentage%
Very familiar	6	40%
Somewhat familiar	9	60%
Not familiar	0	0%
Total	15	100%

From teacher's answers, we find that 40% of teachers are very familiar with AI in language learning, and 60% of them are somewhat familiar which means that they do not have a deep understanding of AI in language learning and do not know how to use it, 0% of them are not familiar that is to say AI has been interesting in language learning.

Q2: Have you used any AI tools or applications in your oral expression classes?

Table04: The use of AI Tools and Applications in Oral Expression Classes.

Options	Objects	Percentage%
Yes	11	73%
No	4	27%
Total	15	100%

Teachers' responses to this question were 27% No, which means that they do not use any AI tools in their oral expression sessions, and 73% of them said yes, but some of them mentioned which AI app they use such as (Gemini, Elsa, Kahoot, DeepSeek, E-

joy, Grammarly, ChatGPT, Co-pilot, google AI studio), and some of them did not mention the application exactly, they said that they use AI tools for creative activities and lesson planning, oil and gas training, and industry which may not be common. They use AI audio applications to help students with pronunciation, correct grammar mistakes, and build vocabulary.

Section C: AI's Role in oral classes.

Q1: How effective are AI tools in improving student's pronunciation and fluency?

Table05: The effectiveness of AI Tools in Enhancing Students' Pronunciation and Fluency.

Options	Numbers	Percentage %
Highly effective	9	60%
Moderately effective	4	27%
Not effective	0	0%
Not mentioned	2	13%
Total	15	100%

For the effectiveness of AI tools in improving students' pronunciation and fluency 60% of teachers believe that it is highly effective, which means that AI provides positive results with fluency and pronunciation, 27% of them think that AI is moderately effective, and 0% not effective means that most of the teachers believe that AI in learning language is variably effective and the of teachers did not answer may be because of the lack of experience with AI.

Q2: What specific tasks do you think AI is best suited for in fluency development?

Table06: Best-Suited AI Tasks for Developing Oral Fluency.

Options	Numbers of selections	Percentage%
Pronunciation correction	11	29%
Real-time feedback	6	16%
Vocabulary building	12	31%
Fluency monitoring	9	24%
Total	38	100%

The overall number of selections that teachers made was 38 (they selected multiple choices). This means that a few teachers selected more than one AI tool that they using. Pronunciation correction: 11 teachers use it for this, which is roughly 29% of all the selected options. This indicates to us that supporting students with how they say words is a relatively well-practiced use of AI.

Real-time feedback: 6 teachers use it for this purpose and it represents 16% of the total answers; this could be useful for students to correct their mistakes in speaking. Vocabulary building: 12 teachers reporting using it to support students in learning new words and represents the most frequently stated option, 31%. This shows how AI may support students in expanding their knowledge of words.

Fluency monitoring: 9 teachers reported using it for this and could represent 24% of the answers. This could support students in sounding more natural as they speaking. So while we know that 15 teachers responded to the questions, the number suggest to us that many of these teachers are using AI in more than one way to support their students

in speaking development. When we look at their selected options, the data suggest that AI was mostly used for vocabulary building and pronunciation development.

Q3: How often do you incorporate AI tools in your oral expression classes?

Table07: The extent of AI Integration in Oral Expression Classes.

Options	Numbers	Percentage%
Frequently	5	33%
Occasionally	3	20%
Rarely	4	27%
Never	2	13%
Not mentioned	1	7%
Total	15	100%

The data provides that 33% of teachers incorporate AI tools in their oral expression sessions frequently, 20% incorporate them occasionally and the rest 47% use them rarely or never use them due to lack of knowledge of AI tools as well as the scarcity of equipment.

Section D: *Perception and impact*

Q1: In your experience, how did AI tools affect students's fluency?

Table08: The Impact of AI Tools on Students' Fluency: Insights from Teaching Experience

Options	Numbers	Percentage%
Significant improvement	8	53%
Slight improvement	6	40%

Not noticeable improvement	0	0%
Not mentioned	1	7%
Total	15	100%

53% of teachers saw a significant improvement in their student's fluency which is a very good result, 40% saw a slight improvement in their students, and 0% saw no noticeable improvement which is a positive result and implies that AI tools are variably effective in improving fluency.

Q2: What challenges do you foresee in using AI tools in oral expression classes?

The teacher's response to what challenges foresee in using AI tools in oral expression classes demonstrates several challenges which can be categorized into (Lack of equipment, students' challenges, and instructional challenges.

Table09: Challenges facing teachers in using AI in oral expression classes.

Lack of equipment	Students' challenges	Instructional challenges
-Lack of equipment (Pcs, screens, data show). -Not all students have smartphones to use AI tools. -No internet access or unstable network connection.	-Students' over-reliance on AI may reduce their real life speaking practice, their creativity, critical thinking and their self-confidence. - Non fluent and beginner students may face difficulties with AI styles.	- Teachers and students may face difficulties when using AI tools because they are not trained to use them. - AI sometimes gives wrong information and students might struggle to understand and correct

	- Because of the different learning styles and strategies AI may not fulfil students' requirements which leads to distraction.	pronunciation and intonation accurately.

Section E: Recommendations and suggestions.

Q1: What features would you like to see in the future to better help achieving fluency using AI tools?

Teachers' responses to this question demonstrate that teachers have different opinions about the features that they would like to see in the future to better help achieve fluency using AI tools, where some of them would like to limit AI utilization because of the student's over-reliance on them and to do not reduce students mental effort, and some of the teacher's demand developed AI settings and real-time interactive speaking partners with accurate pronunciation feedback and conversation flow correction.

As for integrating AI in teaching it is necessary to consider the suitable teaching method and technique related to the objective of the lesson, other teachers consist on better training management for teachers and learners for the effective use of AI without wasting time.

Q2: Do you believe AI can replace traditional methods in teaching oral classes?

Table10:AI vs. Traditional approaches.

Options	Numbers	Percentage%
Yes	4	27%

No	6	40%
Maybe	5	33%
Total	15	100%

40% of the teachers claim that AI cannot replace traditional methods This multiplicity speaks well for the standard pedagogical models that emphasize human interaction, immediacy, and emotional intelligence which can be added by human instructors, especially in oral communication, where tone, body language, and a sense of contextuality are vital.

33% of teachers who answered “Maybe” are more balanced in their view. Their responses are indicative of recognition of AI’s growing potential to aid fluency acquisition—most significantly in enhancing pronunciation, and vocabulary support—but they hesitate to wholly endorse it as a sole substitute. This category believed that AI should not replace traditional methods but it assist teachers in oral classes.

On the other end, 27% of teachers believed that AI can replace traditional methods. This minority have positive interpretation of technology’s potential. These teachers would have dealt with advanced AI tools, which demonstrate extremely high precision and interactivity in language learning contexts.

Q3: Any other comments or suggestions regarding the use of AI in oral expression classes?

We see from teachers’ comments and suggestions that some of them emphasize that AI should complement human interaction and not replace it, and the importance of setting class size (no more than 15 students) And providing the necessary equipment, and the necessity to to train the teachers and the students as well to understand the

challenges and features of AI for their effective use, some teachers have suggested focusing on specific skills in Oral fluency, utilizing AI in role plays to create an atmosphere for the students and use visual objects to enhance students imagination and ideas.

Some others suggest integrating AI-supported language learning activities that reflect real-life situations, social norms, and customs from the learner's culture or the target language culture making students more engaged and motivated which enhances the effectiveness of learning.

3.4 Discussing the findings of the questionnaire

In general, the study emphasizes the idea of AI tools are of some use in enhancing students' oral fluency upon receiving language training, especially in oral expression classes. Most teachers are aware of AI and have integrated various tools such as ChatGPT, Grammarly and DeepSeek into their teaching.

Such tools find extensive usage to enhance vocabulary, establish correct pronunciation, offer immediate feedback, and monitor fluency. Teachers observed remarkable improvement in the speaking skills of students, e.g., better pronunciation and greater usage of vocabulary. However, they also noted some drawbacks, i.e., less availability of devices and weak internet, poor training of teachers and students.

Concerning the over-reliance of students on AI, which might stifle the creativity and real application of the language. While teachers do not believe that AI can substitute traditional practice in entirety, they perceive it as an auxiliary support, which, if well used, has the capability to enhance the efficiency of language learning. They proposed additional interactive AI features, precise pronunciation feedback, and compatibility with learning objectives, alongside training and proper classroom facilities to contribute to AI application for the development of oral fluency.

Conclusion

In conclusion, this chapter shows that AI tools plays a crucial role in achieving fluency in oral expression classes. The main goal of this chapter was to analyze, interpret, and discuss the data gathered from the teachers' questionnaire and students' activities. The findings highlights the positive impact of AI tools in improving pronunciation, enriched vocabulary and greater speaking confidence. These findings suggests that AI cannot replace the traditional methods but it can be an assistance.

General Conclusion

In this research we have delts about different issues in AI in language, its importance in education, and the various AI tools that can be used in oral expression classes to improve students' fluency.

It aimed to investigate the effectiveness of using AI tools in language learning and teaching in oral expression classes to enhance fluency among Third year bachelors' degree students' at The Department of Letters and English Language. Results have shown that AI tools can improve pronunciation, interaction, communication, listening and speaking skills, boost students' confidence to be more creative and speak freely, it makes the learning process more dynamic and successful. Furthermore, the study revealed the challenges that can teachers face while using AI. Which are lack of equipment (PCs, Data-Show, Internet). Students and teachers lack training to use AI, and teachers who have more than 10 years of experience in education do not believe that AI can replace the traditional methods.

Findings of the research

Findings have shown that:

- AI tools can be a helpful and effective way to enhance students' fluency, pronunciation, interaction and communication skills.
- AI stimulates students' imagination so they become creative in expressing their ideas.
- Teachers insist on the need for organized training for both teachers and students for the Effective exploitation of AI.
- Some teachers emphasizes that AI cannot be a replacement of traditional method but it can be used as an assistant.

- Students imitate AI style in expressing their ideas which means it has a significant impact on them.
- AI not only improves students' fluency but also makes the learning process more dynamic and successful.

Recommendations for future research

According to results and conclusions, the study recommends the following:

- Maintaining a balance between between using traditional methods and technological tools is essential while teaching process.
- An academical module should designed at the university and specialized for students and teachers to be trained how to use AI.
- A dedicated AI-equipped with classes must be prepared with all necessary equipment including (Pcs, tablets, data-show, and stable internet connection
- Tending to use AI educational applications in the learning process is very significant and should be put into consideration for creating a motivating learning environment and avoid distraction.
- Teachers should be aware of selecting suitable and efficient types of chatbots that fulfill the needs of their learners and their pedagogical goals.

In the end, implementing these recommendations will enable the potential of AI tools to significantly enhance oral fluency, fostering an environment that supports continuous improvement and confidence in speaking.

Limitation of the study

Despite the valuable results of this research on the effectiveness of the use of AI (Gemini), the existence of many limitations must be noted

The sample size is relatively small (60 students) from one university and academic level limits the possibility of generalization to wider segments.

Short duration of the application, the experimental classes were conducted over a short period (40 days), which may not show the long-term impact of AI.

Lack of prior experience for teachers and learners, although teachers and learners are interested in using AI, some of them lack experience in using it, which may hinder their integration into education.

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Appendices

Appendix A: Students' activities

Activity One

Activity title: Ai vs. Human Who Says It Better?

Level: Third year students of bachelor's degree. (60 students 15 groups of 4).

Duration: 45–60 minutes

Objective of the activity

By the end of the activity students will be able to

- Enhance speaking fluency in oral expression.
- Develop vocabulary and improve pronunciation.
- Compare traditional and modern language.

Materials needs

- Internet enabled devices (1 per group)
- Access to Gemini
- Handout to write the proverbs
- Whiteboard or chart to record votes

Steps

1. **Introduction (5 mins)**
   - Briefly explain the purpose of the activity comparing traditional proverb with modern proverb

- Share an example to explain the process (eg: “Do not judge a book by its cover” →AI version “Don’t swipe left on someone based on their profile picture”).

2. Group work (15 mins)

- Each group select a proverb
- Ask Gemini for modern version
- Discuss and prepare a short presentation

3. Presentations (30 mins)

One member shares both versions with quick explanation.

4. Voting (10 mins)

Who prefers the original proverb? — students raise hands.

Who prefers the AI version? — students raise hands.

Count and record votes.

Activity Two

Activity title: Gemini the Storyteller

Duration: 45-60 min

Objective of the activity:

By the end of the activity students

- will be able to express their ideas confidently.
- Will learn new vocabulary and linguistic structure.
- Speaking skills and fluency will be improved.
- how to use AI.

Material needed

- Smartphones
- Internet access
- Access to Gemini

Steps

1.Introduction (10min)

Explain to the students how the activity would be and how to use the Gemini for example write a random sentence like “how was the Match between Barcelona and Real Madrid?”and ask Gemini to generate a story and listen to it

2.Individual work (30nin)

- student select a starting sentence.
- Ask Gemini to generate a story.
- The student improvise the story

Appendix B: Teachers' Questionnaire

Teacher Questionnaire

The Role of Artificial intelligence (AI) in Achieving Fluency in Oral Expression Classes

This questionnaire is designed for oral expression teachers. It aims to explore perspectives and experiences regarding the role of AI in helping students to achieve fluency. Your honest and thoughtful answers will be greatly appreciated.

Section A

Background information

1. Name: ……
2. Gender: …….
3. Years of experience: …….

Section B

General questions

1.How familiar are you with AI in language learning?

Very familiar ☐ Somewhat familiar ☐ Not familiar ☐

1. Have you used any AI tools or applications in your oral expression classes?

Yes ☐ No ☐

If yes, please specify your

answer: ……

……

……

Section C

AI's Role in oral sessions

1.How effective are AI tools in improving student's pronunciation and fluency?

Highly effective ☐ Moderately effective ☐ Not effective ☐

2.What specific tasks do you think AI is best suited for in fluency development?

Pronunciation correction ☐

Real time feedback ☐

Vocabulary building ☐

Fluency monitoring ☐

2. How often do you incorporate AI tools in your oral expression classes?

Frequently ☐ Occasionally ☐ Rarely ☐ Neve☐

Section D

perception and impact

1.In your experience, how did AI tools affect students' fluency?

Significant improvement ☐ Slight improvement☐

No noticeable improvement ☐

2.What challenges do you foresee in using AI tools in oral expression classes?

……

……

…….

Section E:

Recommendations and suggestions

1.What features would you like to see in the future to better help achieving fluency using AI tools?

……

…

……

……

……

2.Do you believe AI can replace traditional methods in teaching oral expression?

Yes ☐ Maybe ☐ No ☐

3.Any other comments or suggestions regarding the use of AI in oral expression classes?

……

……

……

……

……

Thank you for your precious collaboration!

المستخلص

تهدف هذه الدّراسة إلى تحرّي فعّاليّة استعمال الذّكاء الاصطناعي في تعليم وتعلّم اللّغة الإنجليزية في حصص التّعبير الشّفوي بغية تحسين كفاءة الطلّاب للوصول إلى مستوى التحدّث بطلاقة، ويسعى البحث إلى دراسة مساهمات أدوات الذّكاء الاصطناعي في تحسين النّطق وتقنيات المحادثة والكفاءة الشّفويّة. وقد تمّ الاعتماد على أداتين لجمع البيانات، تمثّلا في نشاطين تعليميين تم فيهما استخدام أدوات للذّكاء الاصطناعي، وخُصّصا لطلبة السّنة الثّالثة في قسم اللّغة الإنجليزية في جامعة قاصدي مرباح، وتراوحت أعمار الطّلاب ما بين (50-20)، إضافة الى استبيان وزّع على (15) استاذاً في التّعبير الشّفوي، وقد كان الهدف الرّئيسي هو تحديد التّقنيات الأكثر فعاليّة في تعزيز طلاقة الطّلاب ومساعدتهم على التّفاعل والتّواصل والتّعبير عن أفكارهم بثقة، حيث أسفرت النّتائج على أنّ استخدام هذه الأدوات يتطلّب تدريبا للأساتذة وكذا الطّلاب لضمان السّير الحسن للعمليّة وللاستخدام الأمثل للأدوات.

الكلمات المفتاحية: الذكاء الاصطناعي، دروس التعبير الشفهي، الطلاقة، تعلم وتعليم اللغة الإنجليزية.

Résumé

La présente étude vise à explorer l'efficacité de l'utilisation de l'intelligence artificielle (IA) dans l'enseignement et l'apprentissage de la langue anglaise, en particulier dans les cours d'expression orale, afin d'améliorer la fluidité des apprenants. Autrement dit, elle examine comment les outils d'IA peuvent contribuer à améliorer la prononciation, les techniques conversationnelles et la compétence orale. Deux instruments ont été utilisés pour la collecte des données, à savoir deux activités conçues à l'aide d'un outil d'IA (Gemini). Ces activités ont été élaborées pour des étudiants de troisième année de licence au département de langue anglaise de l'Université Kasdi Merbah Ouargla, âgés de 20 à 50 ans. En complément, un questionnaire a été distribué à quinze (15) enseignants d'expression orale. L'objectif final était d'identifier les techniques les plus efficaces pour améliorer la fluidité. Les résultats ont montré que les outils d'IA sont efficaces pour améliorer la fluidité des étudiants et les aident à interagir, à communiquer et à s'exprimer avec assurance. Toutefois, les résultats ont également révélé que l'utilisation des outils d'IA nécessite une formation préalable tant pour les enseignants que pour les étudiants afin de maîtriser leur usage adéquat et optimiser les performances.

Mots-clés : Intelligence artificielle, cours d'expression orale, fluidité, apprentissage et enseignement de la langue anglaise.