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**Investigating the Effectiveness of the Gliglish AI Tool in
Enhancing Students' Speaking Skills (pronunciation,
vocabulary, fluency)**

**The Case of Third Year License Students of English at Kasdi
Merbah University of Ouargla**

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Dedication

First and foremost, I sincerely thank Allah for guiding me on the right path.

To my dearest supervisor, I am truly grateful to Dr. Dib Nawel for her wise guidance, persistent efforts, and unwavering support

To my beloved parents, my loving father, my strength and source of courage.

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Dedication

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Abstract

This study aims to evaluate the effectiveness of the Gliglish application in enhancing students' oral communication skills. It is founded on the theoretical framework pertaining to speaking skills and the Gliglish application, which underscore the significance of technology and meaningful interaction in language acquisition. To address the research questions and test the hypotheses, the study employed two instruments: a questionnaire administered to ten instructors of oral expression and a quasi-experimental design incorporating pre-testing, an instructional phase, and post-testing with both experimental and control groups. Participants consisted of third-year students studying English at the Department of Letters and English, Kasdi Merbah University of Ouargla. During the six-week instructional period, the experimental group practiced speaking skills utilizing the Gliglish application, whereas the control group engaged in conventional classroom activities. The study concentrated on several sub-skills of speaking, including pronunciation, fluency, vocabulary use, grammatical accuracy, and communicative competence. The results demonstrated a statistically significant positive impact of the intervention on students' speaking performance. Specifically, the experimental group attained a higher mean post-test score of 15,17, compared to the control group, indicating a considerable enhancement in the targeted speaking sub-skills. These findings suggest that the integration of AI-powered language learning applications, such as Gliglish, can effectively improve learners' oral proficiency. Nonetheless, the study has certain limitations, including a small sample size, a brief intervention period, and restriction to a single university context, which may limit the generalizability of the outcomes. Future research is recommended to involve larger samples, extended intervention periods, and diverse educational environments.

Keywords: AI-Based tools ; EFL speaking assessment ; English as a foreign language (EFL); Gliglish app; Speaking skills; Technology- Enhanced- Language- Learning.

List of Abbreviations

App : application

EFL: English as a Foreign Language

ESL: English as a Second Language

S: Student

SPSS: Statistical Package for the Social Sciences

Std: Standard

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Introduction

In today's interconnected world, English has become the most widely spoken global language, functioning as an official or secondary language in many countries. It plays a vital role in areas such as technology, education, professional fields, and international travel. In Algeria, the importance of English has increased significantly in recent years, especially within academic environments. This trend aligns with global shifts and reflects the evolving needs of higher education and workplaces, where English proficiency is increasingly seen as essential for academic and career advancement.

For learners, mastering English is now essential. This entails developing four core skills: listening, speaking, reading, and writing. These skills are closely linked, and proficiency in all four is necessary for effective communication. Speaking is particularly important because it allows learners to actively use the language, express their ideas, and handle real-world communication. To aid this, technology has become a key tool in modern language learning. Apps like Gliglish exemplify this by providing interactive platforms where learners can practice speaking, improve pronunciation, and engage in realistic conversations. Such tools build confidence and fluency while connecting theory with practice, preparing learners for global communication challenges.

This study highlights the importance of incorporating technology specifically the Gliglish app into language teaching. It emphasizes the role of technology in enhancing speaking skills and calls for moving beyond traditional methods to adopt innovative approaches that better meet the needs of today's students.

Statement of the Problem

In the process of learning English as a Foreign Language (EFL), the ultimate goal is to communicate effectively in real-life situations. Among all language skills, speaking stands out as one of the most vital. However, in the Algerian educational context, students often face

numerous challenges when it comes to speaking English, including anxiety, limited practice opportunities, and a lack of vocabulary. To address these issues, we introduce Gliglish, an innovative AI-powered language learning platform that allows learners to practice speaking through interactive conversations with an AI tutor. It simulates real-world scenarios such as traveling, interviews, and daily interactions, enabling users to start speaking confidently without relying solely on text-based or grammar-focused exercises.

For English student, speaking was the hardest skill during my first year, especially in oral expression classes. They struggled with vocabulary, pronunciation, and fluency, which made effective communication difficult. They also often felt nervous and hesitant to participate in class discussions, mainly because they feared making mistakes or being negatively judged by teachers and classmates.

These obstacles often reduced their interest in oral expression classes. Also, traditional teaching methods, like reading aloud and memorizing dialogues, turned out to be mostly ineffective. Instead of helping them improve, these techniques sometimes made their speaking abilities worse.

Aim of the Study

Primary Aim:

The primary aim of this research is to investigate the effectiveness of the Gliglish AI tool in enhancing students' English speaking skills.

Specific Aims:

1. To identify the specific aspects of speaking skills (e.g., vocabulary, pronunciation, fluency) most influenced by AI-based tools.
2. To determine the extent to which Gliglish improves students' vocabulary, pronunciation, and fluency in spoken English.

3. To compare the speaking performance of students who use Gliglish with those who follow traditional, non-AI instructional methods.

Research questions

RQ1: To what extent does the Gliglish AI tool improve students' overall English speaking skills?

RQ2: How does Gliglish affect students' vocabulary, pronunciation, and fluency in spoken English?

RQ3: What challenges do teachers report that students face when using AI tools like Gliglish for speaking practice?

Research Hypothesis

There is a statistically significant improvement in students' overall English speaking skills after using the Gliglish AI tool compared to pre-intervention performance.

The Gliglish AI tool has a statistically significant positive effect on students' vocabulary, pronunciation, and fluency in spoken English.

Teachers are expected to report that students face multiple challenges when using Gliglish, including technical difficulties (e.g., internet access, device compatibility), AI feedback limitations (e.g., lack of nuanced error correction), and pedagogical concerns (e.g., reduced human interaction, over-reliance on the tool).

Data Collection Methods

This study adopts a mixed-methods approach by integrating both quantitative and qualitative research methodologies. The quantitative component involves the use of a t-test, based on pre-test and post-test measures, specifically designed for third-year English language students at Kasdi Merbah University of Ouargla. Concurrently, a questionnaire will be administered to oral expression teachers as part of the qualitative data collection process.

Structure of Dissertation

The present research is organized into two main parts: a theoretical component and a practical component. The theoretical part comprises two chapters. The first chapter examines the speaking skill from multiple perspectives, including its definition, components, types, assessment methods, challenges, and strategies relevant to EFL learners. The second chapter focuses on the Gliglish application, exploring its features and potential role in language learning.

The practical part consists of one chapter, which is devoted to the design and implementation of an empirical study. This chapter investigates the effectiveness of the Gliglish application in enhancing students' English speaking skills

CHAPTER I- Speaking Skill

1. Introduction

The ability to speak English has become a vital skill for global communication, especially in education, business, and technology.

Speaking is one of the most essential skills in learning English, as it facilitates effective interaction in a variety of contexts. The ability to speak English is becoming increasingly relevant in the professional and academic world. In a globalized environment, proficiency in spoken English has become an essential skill for professionals in various fields, as it allows them to interact with people from different cultures and perform work tasks in international contexts.

This chapter provides an overview of speaking skill and examines the components of effective speaking, its types, assessment methods, instructional strategies, and the potential challenges that learners may encounter in the process of developing speaking ability.

1.1.1. Definition of speaking skill

Speaking skill is a complex process and one of the four English skills, including reading, writing, and listening.

Scholars provide multiple definitions for the speaking skill, based on their own studies and perspectives. Speaking is a fundamental communicative skill through which learners convey meaning by articulating ideas, expressing emotions, and reflecting their thoughts. Widdowson (1978), defines speaking as an active oral skill that involves expressing meaning to convey intonations, feelings and information, it is not just about linguistic competence but also covers the ability to use language appropriately within different contexts.

The acquisition of a foreign or second language involves a series of structured stages, among which speaking plays a vital role. Through this process, learners engage in both the comprehension and production of spoken language to develop meaningful interaction. Despite its importance, oral language production is frequently regarded as one of the most difficult components of language learning (Brown & Yule, 1983). Accordingly, numerous learners encounter difficulties when trying to express their ideas and reflect their thoughts orally in the target language.

According to El-Koumy (2002), speaking ability can be viewed from two dimensions. From a skill-building perspective, speaking comprises a range of micro-skills, including vocabulary, grammar, and pronunciation. These micro-skills should be developed in a balanced manner to support effective language learning. From a broader perspective, speaking is regarded as an oral means of constructing, expressing, and negotiating meaning. (Burns & Joyce, 1997), emphasize that speaking is an interactive activity, that requires the ability to transmit meaning using verbal and non-verbal communication involving both the speaker and the Listener. Consequently, effective communication depends on the development of both micro- and macro-level skills, as well as the appropriate use of verbal and non-verbal elements within a given communicative context.

To summarize, according to Brown (2001) Speaking is widely recognized as a productive language skill that entails interaction between at least two participants, namely the speaker and the listener, who collaboratively construct and interpret meaning. This process comprises various elements that facilitate effective communication within authentic, real-life contexts. Also, it holds significant importance in learning English, enabling students to communicate effectively, despite being more challenging than other skills.

1.2. Components of Effective Speaking

The four language skills are characterized by particular components that support their systematic development toward mastery, with speaking involving its own set of defining elements. Harris (1974) claimed that there are five aspects of speaking skills, namely comprehension, pronunciation, vocabulary, grammar, and fluency. These components represent a complementary relationship aim to build a successful spoken language, also to distinguish speaking skill from the other skills.

1.2.1. Comprehension

Comprehension means students are able to process and understand the meaning of what they say and the meaning of the response they receive. Richards and Schmidt (2010: 108) asserted that: “comprehension is the identification of the intending meaning of written or spoken communication”.

Students who have successfully processed and understood the utterances meaning mean they have fulfilled the comprehension aspect. So, it aims to feel the void between the listener and speaker, by helping the listener easily grasp the information shared by the speaker, (Brown, 2007).

1.2.2. Pronunciation and Intelligibility

Pronunciation involves the use of sound, stress, rhythm, and intonation to produce spoken language. Accurate pronunciation greatly contributes to effective communication by minimizing confusion and allowing speakers to express meaning, intention, and emotion clearly. Prosodic elements, especially rhythm and intonation, often have a more significant impact on understanding than the precise pronunciation of individual sounds. A speaker might pronounce sounds correctly but still confuse listeners through misplaced stress or

inappropriate tonal patterns. Therefore, students should focus on pronunciation, as it is the foundation of effective speech, ensuring the accurate transmission and understanding of ideas. (Crystal, 2008).

1.2.3. Vocabulary use

To speak well, students need to master many words and their meanings. By mastering vocabulary, students will be able to use the right diction in communication. Without vocabulary mastery, students will find difficulties to express their ideas with words. Therefore, students need to master vocabulary to choose the diction of communication greetings. Students who have been able to choose the right diction and master a lot of vocabulary mean that they have fulfilled the vocabulary aspect in speaking skills. Thus, David Wilkins (1972: 111) emphasized when he said: “Without grammar, little can be conveyed; without vocabulary, nothing can be conveyed.”

1.2.4. Grammatical Accuracy

Grammar is a set of sentence structure that students must master. With the correct sentence structure, students' speaking will be acceptable and perfect. Students who are able to compose sentences according to the structure mean they have mastered the grammar aspect of speaking skills. Greenbaum and Nelson (2002), describe grammar as a set of rules that enable speakers to combine words in a language for the aim to build larger and meaningful units. Grammar rules play a crucial role in facilitating the production of accurate sentences, as speakers rely on their linguistic knowledge to construct meaningful and well-formed utterances

1.2.5. Fluency and coherence

Richard and Schmidt (2002) defined fluency in the context of language teaching as the ability to produce speech in a second language smoothly, quickly, and accurately, without excessive pauses and hesitations. Indicators of fluency include speaking at a relatively smooth and consistent pace, with only brief pauses and minimal hesitations such as “hmm.” The fewer the hesitations, the higher the level of fluency demonstrated by the learner. Accordingly, fluency can be defined as the ability to speak with minimal pauses and interruptions, making it a critical component of speaking proficiency. Learners who demonstrate strong speaking skills typically exhibit competence across multiple dimensions, including comprehension, grammar, vocabulary, pronunciation, and fluency.

1.3. Types of Speaking

A comprehensive understanding of the different types of speaking enhances communicative competence by enabling speakers to interact, Transact, or perform. (Lucas, 2015)

1.3.1. Interactive Speaking

Interactive speaking is a type of speaking where the speaker and listener actively interact either directly or indirectly. Interactive speaking situations involve face-to-face conversations and phone calls, where participants take turns listening and speaking, and can ask for clarification, repetition, or slower speech from their partner. Some speaking contexts are only partially interactive, like delivering a speech to a live audience, where interruptions are not customary. However, the speaker can still observe the audience's facial expressions and body language to gauge whether they are being understood. (Richards, 2008)

1.3.2. Transactional Speaking

Transactional speaking is a particular mode of communication that emphasizes the clear and efficient exchange of information over social interaction or relationship-building. This form of communication highlights facts, instructions, and outcomes, and is distinguished by clarity, directness, and a well-organized approach. Transactional conversations are employed for information exchange, such as interviews or debates, and are driven by specific objectives. They utilize a limited, predictable vocabulary in real-time communication. (Arlander, 2014)

1.3.3. Performance Speaking

Performance speaking is a refined form of oral communication that prioritizes expressive delivery, a strong on-stage presence, and meaningful audience engagement. This approach treats speech as a live performance, specifically designed to create emotional resonance and impactful experiences. Distinct from other speaking styles, such as informative or persuasive speaking, performance speaking focuses on evoking emotions and sustaining the audience's attention effectively. (Lucas, 2015).

1.4. Assessment of Speaking Skills

Assessment is essential to any learning process in order to gauge students' understanding and capacity to retain the lessons. According to research, students who lack strong knowledge or abilities in a specific subject area tend to overestimate their competence in that subject (Kruger & Dunning, 1999).

1.4.1. Criteria for speaking assessment

Speaking assessment criteria are standardized measures used to evaluate oral proficiency, typically focusing on fluency, grammar, lexical resource, and pronunciation. Fluency refers to smooth, continuous speech and clear linking of ideas. Grammar involves accurate and appropriate use of sentence structures to express complex ideas. Lexical resource relates to the range and precision of vocabulary used, while pronunciation concerns the clear and effective use of phonological features to convey meaning. (Ilosvay, 2000).

1.4.2. Formal vs. informal assessment

Formal assessments are structured and preplanned methods used to measure how well students have learned classroom content, such as standardized tests and teacher-made exams. They help determine what students know. In contrast, informal assessments evaluate individual student performance and progress through ongoing classroom practices, including observations and checklists, and involve input from teachers, students, and parents. (Liu, 2006)

1.4.3. Self-assessment and peer assessment

Self-assessment refers to a process in which learners evaluate their own performance, fostering self-reflection, critical judgment, and learner autonomy. In contrast, peer assessment involves learners evaluating the work of their peers against predetermined criteria, allowing them to provide structured feedback, contribute to summative evaluation under teacher moderation, or engage in a combination of both. (Gilmore, 2012).

1.4.4. Feedback and correction

(Ellis, 2009) supports that corrective feedback either explicit or implicit, pushes language learners to discover and notice the gaps between their interlanguage and the target language. In simple words, feedback and correction is a bridge to promote speaking skills, since they help learners to explore their errors find solutions, and correct them.

1.5. Challenges in Speaking

(Norton, 2000: 11) stated that: “When learners speak, they are not only exchanging information with others, but they are also constantly organizing and reorganizing a sense of who they are and how they relate to the social world.” Therefore, speaking is a crucial component of language teaching and learning; however, despite its importance, EFL students often encounter numerous difficulties when speaking a foreign or second language.

1.5.1. Anxiety

Foreign language anxiety (FLA) is one of the primary sources inhibiting students' speaking skill development the anxiety that the students suffer may be caused by past unpleasant experiences when they speak a foreign language. Young (1991) argues that anxiety leads to mental blocks in which learners face struggles in expressing their thoughts even when they have the necessary linguistic knowledge. When the students have persistently experienced unpleasant experiences for a long time, it becomes ingrained in their psychological responses. This can develop into a habitual reaction that causes psychological rejection toward teachers' efforts in providing immediate interventions for addressing students' anxiety. Therefore, addressing the accumulated anxiety demands teachers to spend a large amount of time, patience, and consistent effort.

1.5.2. Lack of practice opportunities

Swain (1985) argued that actively producing language through speaking or writing is crucial for learners to experiment with linguistic hypotheses, identify gaps in their knowledge, and improve linguistic accuracy. The main obstacle to achieving fluency in English is the

lack of practice, often stemming from fear of making mistakes, limited chances to use the language, and an overemphasis on passive skills like reading. To overcome this, consistent daily activities such as self-talk, recording oneself, or thinking in English are essential for building confidence and reducing language anxiety. They pointed out that without regular practice, learners might only passively absorb input without being able to express ideas clearly. This highlights the vital role of speaking practice in language acquisition and in helping learners develop their oral communication skills.

1.5.3. Insufficient vocabulary

David A. Wilkins (1972, p. 111) asserted that while grammar provides the structural framework of language, vocabulary constitutes the core component of meaning-making. In essence, grammatical knowledge alone is insufficient to ensure successful communication; without adequate lexical resources, the transmission of meaning cannot occur. Consequently, limited vocabulary knowledge substantially constrains speaking proficiency, as it impedes both comprehension and oral production. Learners with restricted lexical repertoires often experience difficulty in processing input and articulating their ideas with clarity, precision, and fluency.

1.5.4. Positive and Negative transfer

According to Breuer (2015) transfer is the process by which learners attempt to apply rules and structures of their native language to the new language they are learning, positive and negative:

Positive transfer: when features of the L1 and L2 are similar, such as marking plurals at the end of nouns, learners can benefit from positive transfer of L1 knowledge to L2.

Negative transfer: occurs when an L1 feature that differs significantly from the L2 for example, placing the adjective after the noun is transferred, which can lead to misunderstandings in L2 expression.

1.6. Speaking Strategies

Research has provided an interesting lead to understanding why some learners are more successful than others. Many researchers have explored what better language learners do in order to characterize behaviors that correlate with good academic achievement. This research suggests that effective learners use a number of techniques to enhance their learning and use of a foreign language. Success in learning English and other languages is often measured by ability to speak the target language. Such success can benefit from the learners' effective use of speaking Strategies. (Rollett et al, 2021)

1.6.1. Interaction and Motivation

Interaction is crucial for language learning, especially speaking, as it enables learners to negotiate meaning, produce language, and receives feedback—essential for developing competence (Gass & Mackey, 2015). According to Vygotsky's (1978) sociocultural theory, learning occurs through interactive processes within the zone of proximal development (ZPD), where learners, with support from others, can complete tasks they would struggle with on their own. Motivation and engagement form the foundation of effective language acquisition. Motivation answers the 'why' the reason to learn while engagement addresses the 'how,' involving active participation. Eccles & Wigfield's (2002) Expectancy-Value Theory suggests motivation arises from a combination of expectancy (confidence in success) and value (task significance), reaching its peak when both are high.

Fredricks et al. (2004) describe engagement as consisting of three parts: behavioral (active task participation), emotional (positive feelings or enjoyment), and cognitive (strategic learning approaches).

1.6.2. Conversation analysis

Conversation Analysis (CA) focuses on how language is used in interaction, rather than simply what is being said, to describe the procedures that people use to produce and understand conversation. (CA) is an approach to the analysis of social action that seeks to explore how social order is systematically produced and maintained through the practices of everyday talk and interaction.. e.g., opening, closing, turn taking, and adjacency pairs, these elements contribute to the sequential structure of conversation, and it refers to the way in which turns and actions in a conversation are ordered and related to each other. (Joyce, 2020)

1.6.3. Dialogue and Discussion

Dialogues are a way to transmit and receive messages between people. It is more effective when speakers share cultural and linguistic background. According to Harmer (2007), dialogues are an important form of communication and interaction activities. The teacher selects multiple topics for students to practice speaking through discussions, presentations, and debates, improving pronunciation, intonation, and drills. Dialogues make conversations easier, and parallel grammar instruction introduces and practices functions, vocabulary, or structures, reaching levels of formality, politeness, and cultural attitudes. Dialogues thus demonstrate grammar in context.

1.6.4. The use of technology

Technology has shown significant potential in improving language education by fostering personalized and engaging learning experiences, and providing a more flexible and tailored learning experience in the context of language learning (e.g., apps, videos, and voice record) that adapt to learners' needs and reflect real-world context. Researchers, such as Vanderplank (2016), emphasize that videos provide rich, contextualized input, aiding learners in understanding idiomatic expressions, gestures, and situational language.

1.7. Conclusion

The significance of speaking as a language skill has been extensively examined over time and has garnered sustained scholarly attention in the field of linguistics. Numerous studies have approached the study of speaking from varied theoretical and pedagogical perspectives. Accordingly, this chapter aims to present a comprehensive overview of these perspectives by examining definitions, significance, challenges, and other fundamental aspects of speaking skill.

CHAPTER II- The Gliglish Application

2.Introduction

In an attempt to provide an effective tool that helps learners improve their speaking skills through the integration of education and technology, a variety of educational applications have recently emerged. One of these applications is Gliglish, which offers an interactive and enjoyable learning experience that motivates learners to enhance their language skills in an easy and engaging way. This chapter presents an overview of the Gliglish application, highlighting its main features, as well as its advantages and disadvantages. Finally, the chapter examines the significant role of Gliglish in developing learners' speaking skills.

2.1. Definition of the Gliglish Application

Gliglish is a website that provides learners with access to an AI Chabot specifically designed for language learning by Fabian Snauwaert (2024). The Chabot provides two main modes of interaction: language classes, which provide one-on-one conversation or tutoring from the Chabot, and role-plays, which immerse the learner in a situation where the learner is assigned a goal for the interaction to work towards. For example, in the situation, “At the coffee shop,” the learner is tasked with the mission of “Order a coffee and pay for it Snauwaert, (2024). The website focuses on spoken language, providing spoken interlocutor interactions in which the learner receives, Alamsyah stated that AI Gliglish not only serves as a speaking practice tool, but also as psychological support for students. By providing a friendly learning environment and without social pressure, AI Gliglish can help who used the AI in speaking practice experienced a significant increase in their confidence after a few months of regular practice.

2.2. The Use of Gliglish

Gliglish offered 31 different languages, including Czech, English, French, German, Japanese, Malay, Russian, Spanish, Turkish, and Vietnamese Snauwert, (2024). It also offers multiple dialects of several languages. Taking English as an example, it offers three dialects (English from the United States, the United Kingdom, or Australia). It offers multiple affordances that support its use in general language learning, including a beginner-friendly mode that offers simpler words and shorter sentences. The website also offers suggestions to learners about possible responses, but the flexible AI chatbot can accept and respond to any identifiable response from the learner. Both the chatbot prompts and the suggested learner responses can be played and re-played with playback speed controls. Learners can use a translate option to translate into their first language, if available within the system. Learners can also choose whether to use Gliglish monolingually (only communicating within the target language) or bilingually (switching as needed between the first language and the target language). Finally, the website offers a conversation share feature that enables learners to easily send a digital report of their practice session directly to another person, such as an instructor. According to the website, Gliglish promotes learning naturally through your voice, making the claim, “If you learn from text, your accent will be hard to understand. But if you learn from speaking, you’ll sound like a native” Snauwert (2024).

2.3. Features of the Gliglish Application

At this stage, it is important to highlight that Gliglish possesses distinctive features that set it apart from other educational tools (Guaillas & Armijos, 2024). According to its website, Gliglish is presented as a learning platform that provides a flexible and engaging

experience for English learners. Its wide range of content and interactive features makes it an effective tool for language learning.

2.3.1. AI Based Speaking Practice

AI-driven teaching and learning language approach has been proposed as a viable remedy for language learners, providing accurate analysis, immediate feedback, and personalized training (Rusmiyanto et al., 2023). These research findings suggest that AI tools have the potential to develop speaking skills in the language learning process. The advancements in artificial intelligence (AI) technology empower educational websites or applications to provide a more engaging and meaningful virtual learning environment. They are prominent in promoting self-study engagement among learners when it allows students to practice speaking on their own and have their work corrected by AI, instead of waiting for teachers' feedback and corrections. AI technology has demonstrated considerable potential in facilitating the cultivation of oral proficiency within the context of English language acquisition. Several case studies conducted in the Vietnam context have shown that the utilization of technological tools in the language teaching and learning process has had a positive impact on students' engagement and motivation and enhanced EFL learners' speaking abilities, as well as the potential drawbacks of the utilization (Le & Vo, 2014; Vo, Nguyen & Vo, 2022; Phan, 2021; L.T.H. Nguyen, 2021; Vo & Vo, 2020; Nguyen, 2022; Nguyen, 2020a, 2020b, 2020c, 2023a, 2023b, 2023c, 2023d, 2024a, 2024b; T.T.H. Nguyen, 2021).

2.3.2. Pronunciation and Accent Training

Pronunciation is widely recognized as one of the most challenging components of second language acquisition, particularly for learners who begin learning a second language after childhood. Initially proposed in the context of first language acquisition, the Critical

Period Hypothesis suggests that language learning, especially pronunciation, is most effective between early childhood and puberty (Major, 2001). Research has demonstrated that native-like pronunciation is the aspect of language proficiency most affected by this critical period due to the neuro-musculatory basis of speech production (Scovel, 1988). As a result, foreign-accented speech is often considered unavoidable for learners who acquire a second language beyond this period. In response to this challenge, the Gliglish application includes pronunciation and accent training features designed to support adult and adolescent learners. By providing repeated practice opportunities and AI-generated feedback, the application aims to enhance learners' intelligibility and pronunciation accuracy. Such technological support may help learners mitigate pronunciation difficulties associated with late second language acquisition (TM Derwing, MJ Munro TESOL quarterly – 2005).

2.3.3. Real-Life Conversations

Gliglish places learners in simulated conversational situations where they practice asking and answering questions while sustaining meaningful interaction. The platform allows learners to practice speaking flexibly at any time and place, which reflects the core principles of IDLE that emphasize autonomy and accessibility. By offering a supportive and non-evaluative environment, Gliglish helps learners overcome their fear of making speaking errors, encourages experimentation with language, and supports the development of confidence in spoken English. Gliglish is essentially an AI-generated speaking partner, allows you to have conversations with a virtual interlocutor on topics suggested by the system or your own. (Anjarani & Suwartono, 2024).

2.3.4. Immediate Feedback

In AI-based language learning applications such as Gliglish, immediate feedback plays a crucial role in enhancing learners' speaking skills. Unlike traditional classroom settings where feedback maybe delayed, Gliglish provides real-time responses during conversations. This immediacy allows learners to recognize pronunciation errors, grammatical inaccuracies, and inappropriate vocabulary choices instantly. Immediate feedback not only facilitates faster correction but also increases learner engagement and autonomy. However, the effectiveness of such feedback depends on how personalized and detailed it is, as generalized responses may limit deeper improvement. (Vincent J., Yunus M., Said N. 2025)

2.3.5. User-Friendly Interface

Nguyen (2019) and Tran (2020) argued that AI-based language tools enhance learner motivation through intuitive environments. In the case of Gliglish, the simplicity of the conversational layout and immediate interaction with the AI appear to create a comfortable learning atmosphere, thereby facilitating speaking proficiency.

2.4. Advantages and Disadvantages of the Gliglish Application

Like every educational application, Gliglish has several features that offer a number of advantages for learners. Those advantages make the application useful tool for users and enable them to have a specific learning experience. However, Gliglish may include also a variety of disadvantages, which considered as challenges face learners during using the application. (Anjarani& Suwartono, 2024).

2.4.1. Advantages

Gliglish students can pair it with other speaking opportunities, such as practicing with peers or participating in language exchange programs. Teachers can also guide students on incorporating Gliglish effectively into their learning routines, encouraging reflective practices

such as recording their sessions, tracking progress, and setting specific speaking goals. This integration ensures that Gliglish complements other speaking practices, resulting in a more holistic language *learning* experience.(Anjarani & Suwartono,2024).

2.4.2. Disadvantages

Gliglish also has disadvantages, such as its lack of depth and unpredictability in conversations with real people. For instance, it might not fully replicate authentic dialogue's cultural nuances, emotional expressions, and contextual variances. Additionally, the feedback provided, though personalized, may not always capture specific issues unique to individual learner.(Anjarani& Suwartono,2024).

2.5. Objectives of the Gliglish Application

AI Gliglish aims to enhance learners' English-speaking proficiency by providing advanced technological support for practice and feedback. One of its primary objectives is to improve pronunciation accuracy and fluency through speech recognition technology that offers real-time corrective feedback, reinforcing proper articulation (Han & Lee, 2024). It also seeks to provide immediate and automatic feedback on grammar, vocabulary, and sentence structure, enabling learners to identify and correct errors promptly and improve retention (Polakova & Klimova, 2024). In addition, the platform is designed to develop conversational fluency and pragmatic competence by engaging students in simulated real-life dialogue scenarios within controlled environments (Gimadieva, 2024).

Furthermore, AI Gliglish promotes personalized learning experiences through adaptive exercises tailored to individual proficiency levels, thereby increasing learner engagement (Fitria, 2021). It also monitors students' progress to motivate continuous

improvement and help them set realistic goals (Crompton et al., 2024). Importantly, the platform aims to reduce speaking anxiety and build learners' self-confidence by providing a supportive and non-judgmental environment, which encourages active participation and ultimately enhances speaking proficiency (Alamsyah et al., 2024; Ghafar, 2023; Ericsson, 2023; Rukiati et al., 2023).

2.6. Impact of the Gliglish Application on EFL Learners' Speaking Skill

AI Gliglish was designed to support learners by offering real-time speaking practice, personalized feedback, and task-based conversational activities aligned with communicative language teaching principles (Boulton & Cobb, 2017). Previous research indicates that AI-based tools can enhance learners' motivation and confidence in using a foreign language, particularly when such tools are integrated into daily academic practice (Xu et al., 2019). However, much of the existing research has focused on other language skills, with limited attention given specifically to speaking development (Shadiev & Huang, 2020). Therefore, this research explores the potential of AI Gliglish to directly improve Algerian EFL learners' ability to speak English fluently, accurately, and confidently. Gliglish can help close the communication gap by allowing students to practice their speaking skills in an environment with no pressure and building their confidence and proficiency.

2.7. Conclusion

The chapter explores the incorporation of speaking skill with a modern development tool, the Gliglish app. It examines how Gliglish, a digital platform for language learning, offers learners interactive and engaging materials to enhance and develop their speaking skills. Various aspects of the application are explored thoroughly, such as its incorporation of real-time conversations, speech recognition technology, instant feedback, and pronunciation

improvement tools. These components together help establish an engaging learning atmosphere that fosters the growth of pronunciation, fluency, and conversational self-confidence. The chapter underscores Gliglishs' impactful role in improving learners' speaking skills by providing tailored learning experiences.

CHAPTER- III: The Practical Part

The Practical Part

3. Introduction

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Section one: The Teacher Questionnaire and the Quasi-Experimental Study

Introduction

The main goal of this research is to evaluate how effective digital apps are in enhancing speaking skills. Therefore, the next chapter is designed to describe the methodology used in this study. It outlines the criteria for selecting participants and explains the tools used for data collection and analysis. Additionally, it provides a detailed overview of the research methods, the procedures for analyzing data, and how the findings are reported.

In order to achieve the aim of this study and test the hypothesis, a mixed methods approach was employed. Quantitative data were gathered through a quasi-experiment conducted with third-year students from the Department of Letters, Languages, and Arts at Kasdi Merbah University, Ouargla during the 2025–2026 academic year to assess the effectiveness of using Gliglish application in enhancing students' English-speaking skill. Meanwhile, qualitative data were obtained through a questionnaire administered to teachers to discern their attitudes regarding the use of digital apps in oral sessions. The quasi-experiment involved 60 students from Kasdi Merbah University Ouargla, evenly distributed between control and experimental groups. Additionally, the questionnaire was completed by 10 oral teachers

3.1. Teachers' Questionnaire

3.1.1. The Teachers' Questionnaire Description

The teacher's questionnaire consists of 15 questions, after assuring them that their responses would remain completely confidential. We divided the questionnaire into three sections. Section A, Teachers' profile (Q1_Q5), aims to gather insights on teachers' experience (Q1), their experience in teaching oral expression module (Q2), their students' speaking level (Q3, Q4), whether they received training on using about the availability of speaking apps in Algerian universities. Section B, Learners' digital language-learning applications and if they are use these apps in oral sessions (Q5) is Engagement (Q1_Q5), this section investigates teachers' perceptions of digital speaking apps in oral expression sessions. It explores the perceived level of influence these apps have on student engagement (Q1), whether they lead to improved speaking performance (Q2), and their role in boosting student confidence when using the target language (Q3). The section also seeks to identify the resources or support teachers need to enhance the use of these apps in their instruction (Q4), and concludes by assessing the availability of sufficient resources and materials for their integration (Q5). Section C, Integration of the Gliglish App (Q1_Q5), Focused specifically on the Gliglish app, this section aims to understand teachers' familiarity with and perspectives on this AI-driven tool. It begins by determining if teachers have prior experience using Gliglish in their oral expression sessions (Q1). It then probes their opinions on the app's potential to enhance students' speaking skills (Q2), the criteria they would use to select activities within the app (Q3), and its perceived effectiveness compared to traditional teaching methods (Q4). Finally, it identifies potential challenges teachers might encounter if they were to integrate Gliglish into their sessions (Q5).

3.1.2. Analysis and Interpretation of the Results of the Teachers' Questionnaire

Section A: Teacher's Profile

Q1: How many years have you been teaching oral expression?

Options	N	%
0-5	2	20%
5-10	2	20%
10-15	2	20%
15-20	4	40%

Table 3.1: Teachers' Experience in Teaching Oral

This question aims to gain insights into the teachers' experience in teaching the Oral Expression module. The results indicate that all participating teachers have previously taught this module, which strengthens the reliability and credibility of their contributions to the study. Regarding teaching experience, two teachers fall within the 0–5 years range, representing 20% of the sample. Another two teachers fall within the 5–10 years range, also representing 20%. In addition, two teachers belong to the 10–15 years range, accounting for 20% of the sample. Finally, four teachers fall within the 15–20 years range, representing the largest proportion of the sample at 40%. This distribution shows that the participants have varied levels of teaching experience.

Q2: How do you evaluate your students' speaking level?

Options	N	%
Low	0	0%
Moderate	10	100%
High	0	0%

Total	10	100%
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Table 3.2: Student's Speaking Level

The second question aims to assess the students' speaking proficiency. The responses show that all participants reported their students having a moderate level of speaking ability.

Q3: Have you received any training on using digital language-learning applications? If yes, please describe the nature of that training?

Options	N	%
Yes	2	20%
No	8	80%
Total	10	100%

Table 3.3: Teacher's Training on Using Digital Language-Learning Applications

The aim behind the question is to evaluate whether teachers have received training on using digital language-learning applications. The majority of respondents 8 out of 10 (80%) indicated that they have not received training on using digital language-learning apps. Only two respondents (20%) reported they are received such training from online courses.

Q4: Do you use digital speaking apps in your oral expression sessions?

Options	N	%
Yes	5	50%
No	5	50%
Total	10	100%

Table 3.4: The Use of Speaking Apps in Oral Sessions

The purpose of this question is to examine whether teachers integrate speaking applications into their oral expression sessions. As illustrated in Table 4, the results reveal an equal distribution among the participants: 50% of the teachers reported using speaking applications, whereas the remaining 50% indicated that they do not use them. This balanced distribution reflects a notable disparity in the integration of technological tools in teaching practices among the surveyed teachers.

Justify your answer

Teachers' responses fall into two groups: those who use speaking applications and those who do not. Teachers who use them report benefits such as increased student motivation, better participation, and improved pronunciation through applications like Duolingo and Reverso, as well as interactive tools like avatars. In contrast, other teachers do not use these applications due to several challenges, including poorly equipped classrooms, lack of internet access, need for training, and limited student motivation to use smartphones for learning.

Q5: Do you think digital speaking apps are affordable to be used in Algerian universities?

Options	N	%
Yes	3	30%
No	7	70%
Total	10	100%

Table 3.5: Availability of Speaking Apps

The purpose of the fifth question is to assess the extent to which digital speaking applications are utilized within Algerian universities. The majority of respondents, 7 out of 10 (70%), indicated that there are insufficient applications available. Conversely, three respondents (30%) reported that such applications are affordable.

Justify your answer

Teachers believe that the use of digital speaking applications in Algerian universities is feasible because technology can significantly improve classroom learning. They argue that most students already own smartphones, and teachers can easily organize group work for those who do not have access to one. In addition, many applications are free or low-cost, making them more affordable than some traditional teaching methods. For example, the HeyGen app is free and easy to use. However, others point out several limitations. Many classrooms still lack adequate technological infrastructure, such as data projectors or functional electrical outlets. Moreover, some of the most effective applications are expensive, and limited university budgets may prevent their widespread adoption.

Section B: Learners' Engagement

Q1: What do you think of the influence of digital speaking apps on the student's engagement in oral expression sessions?

Options	N	%
Low	0	0%
Moderate	7	70%
High	3	30%
Total	10	100%

Table 3.6: The Influence of Digital Speaking Apps on the Student's Engagement

This question aims to investigate the influence of digital applications on learners' engagement in oral sessions. As presented in Table 6, the majority of respondents (70%) reported that the use of digital applications exerts a strong positive impact on student engagement, whereas the remaining 30% indicated a moderate effect.

Q2: In your opinion, do students demonstrate improved speaking performance when using digital speaking apps? Please explain with examples if possible ?

Options	N	%
Yes	10	100%
No	0	0%
Total	10	100%

Table 3.7: The Improvement of Speaking Performance when Using Digital Speaking Apps

This question aims to investigate the impact of digital applications on students' speaking performance. As presented in (Table 3.7), the findings reveal that all respondents reported positive effects, indicating that the use of digital applications significantly enhances students' speaking proficiency for example E-joy and Duolingo.

Q3: In your opinion, do digital speaking apps boost your student's confidence in using the target language?

Options	N	%
Yes	10	100%

No	0	0%
Total	10	100%

Table 3.8: Perception of Boosting Student's Confidence while Using Digital Apps

This question aims to examine whether the use of digital applications enhances students' confidence in using the target language. As illustrated in (Table 3.8), the results indicate that digital applications have a positive impact, effectively contributing to the improvement of learners' proficiency and self-assurance in language use.

Q4: What improvements or additional support would enhance your utilization of digital speaking apps in speaking instruction?

Options	N	%
More class time to use the apps	1	10%
Access to high-quality devices	7	70%
Lower-cost or free app options	2	20%
Total	10	100%

Table 3.9: Utilization of Digital Speaking Apps in Speaking Instruction

The purpose of this table is to identify the primary barriers or desired resources that educators feel would most improve their integration of digital speaking applications into their

teaching. It quantifies the preferences of ten respondents regarding three potential areas of support. The data reveals that access to hardware is the dominant concern, with 70% (7 out of 10) of participants citing "Access to high-quality devices" as the most beneficial improvement. This is followed by 20% (2 respondents) prioritizing "Lower-cost or free app options," while only 10% (1 respondent) felt that "More class time to use the apps" was the most pressing need.

Q5: Are there sufficient resources and materials available to support the integration of digital speaking apps in oral expression sessions

Options	N	%
Yes	3	30%
No	7	70%
Total	10	100%

Table 3.10: Resources and Materials for Integrating Digital Speaking Apps in Oral Expression Sessions

The purpose of this table is to gauge educators' perceptions regarding the adequacy of existing resources and materials for integrating digital speaking applications into oral expression sessions. The data, collected from ten respondents, indicates a clear majority believe resources are lacking. Specifically, 70% (7 out of 10) of participants answered "no," indicating that they do not feel sufficient resources are available. In contrast, only 30% (3 respondents) answered "yes," suggesting they are satisfied with the current level of resources and materials.

If yes, please specify the source of the resource?

This question seeks to explore the reasons behind the negative responses from teachers regarding the sufficiency of resources for integrating digital speaking apps in oral expression sessions. Their explanations highlighted several key concerns namely, the general unavailability of resources, the limitations caused by inadequate internet access and weak institutional support, and the need for more modern tools such as AI-generated applications, showcasing the various barriers that hinder the effective teaching of speaking skills in their classes.

Section C: Integration of the Gliglish App

Q1: Have you ever used this application (Gliglish) in oral expression session?

Options	N	%
Yes	1	10%
No	9	90%
Total	10	100%

Table 3.11: Integrating Gliglish in Oral Communication Practice

The purpose of this table is to determine the extent to which teachers have utilized the specific application, Gliglish, in their oral expression sessions. The data, collected from ten respondents, reveals that the vast majority have never used this tool. Specifically, 90% (9 out of 10) of participants answered "NO," indicating no prior experience with Gliglish in their teaching. In contrast, only 10% (1 respondent) answered "YES," suggesting that familiarity with this particular application is exceptionally low among the group.

Q2: Do you think the Gliglish app can enhance your student's speaking skill?

Options	N	%
Yes	9	90%

No	1	10%
Total	10	100%

Table 3.12: Gliglish App in Enhancing Student's Speaking Skill

The objective of this table is to assess teachers' perceptions of the potential effectiveness of the Gliglish application for improving their students' speaking skills. The data, collected from ten respondents, shows a strong optimistic belief in the app's potential. An overwhelming 90% (9 out of 10) of participants answered "YES," indicating they believe Gliglish could enhance their students' speaking abilities. In contrast, only 10% (1 respondent) answered "NO," expressing doubt about its potential effectiveness

Justify your answer:

This question sought to explore the reasons behind teachers' perceptions regarding the potential of the Gliglish application to enhance students' speaking skills. Their justifications highlighted several key benefits namely, real conversational practice with AI, instant feedback on pronunciation and grammar, and contextualized role-play scenarios, showcasing the diverse features that teachers believe could support speaking development. Multiple respondents emphasized that the app can assess speaking skills and create different situations for students to practice fluently. Others noted that it serves as authentic material that students would be open to using, and that it may be particularly helpful for learners who find it difficult to communicate. One respondent, however, admitted having never heard of the application, which accounts for the single negative response in the quantitative data

Q3: If you will use Gliglish in your oral expression sessions, how would you decide which activities to integrate? Justify if possible?

Options	N	%
Alignment with course learning outcomes	3	30%
Students' needs and proficiency levels	1	10%
Cost-effectiveness	0	0%
Pedagogical effectiveness	3	30%
Accessibility of technology and resources	3	30%
Total	10	100%

Table 3.13: The Activities will Use with Gliglish App in Oral Sessions

The aim of this table is to identify the primary factors teachers would consider when deciding which Gliglish activities to integrate into their oral expression sessions. The data, collected from ten respondents, reveals that multiple factors are equally prioritized. Three factors each received 30% of the votes: "Alignment with course learning outcomes," "Pedagogical effectiveness," and "Accessibility of technology and resources." A smaller portion, 10% (1 respondent), indicated that "Students' needs and proficiency levels" would guide their decision, while "Cost-effectiveness" received no votes (0%).

Q4: If you will use the Gliglish app, how effective do you think it would be in improving speaking skills compared to traditional methods?

Options	N	%
Ineffective	0	0%

Neutral	1	10%
Effective	7	70%
Very Effective	2	20%
Total	10	100%

Table 3.14: Assessing the Impact of Innovative Techniques on Speaking Skills Versus Traditional Methods

The purpose of this table is to gauge teachers' perceptions of the effectiveness of the Gliglish application for improving speaking skills when compared to traditional teaching methods. The data, collected from ten respondents, reveals a overwhelmingly positive view of the app's potential. A combined 90% of participants believe Gliglish would be beneficial, with 70% (7 out of 10) rating it as "Effective" and 20% (2 respondents) considering it "Very Effective." Only 10% (1 respondent) remained "Neutral," while no participants (0%) viewed the app as "Ineffective"

Q5: If you will use Gliglish app in your oral expression sessions what challenges you think you might encounter?

Options	N	%
Number of students	2	20%
Network connection	8	80%
Time management	0	0%
Total	10	100%

Table 3.15: Challenges of Using the Gliglish App in Oral Expression Session

The purpose of this table is to identify the potential challenges teachers anticipate encountering if they were to integrate the Gliglish application into their oral expression sessions. The data, collected from ten respondents, reveals that the most significant concern is technical infrastructure. An overwhelming 80% (8 out of 10) of participants identified "Network connection" as a potential obstacle. A smaller portion, 20% (2 respondents), cited the "Number of students" as a possible challenge, while no participants (0%) viewed "Time management" as a concern.

3.1.3. Overall Analysis of the Results of teachers' Questionnaire

The analysis of the teachers' questionnaire provides insight into the effectiveness of implementing the Gliglish AI tool in enhancing students' speaking skills. Data were analyzed using descriptive statistics (frequencies, percentages, means) for closed-ended questions and thematic analysis for open-ended responses. Across different sections of the questionnaire, including Teachers' Profile, Learners' Engagement, and the Integration of the Gliglish Application, several important findings emerge.

From tables (III.1) and (III.2), all participants have experience in teaching oral expression and are satisfied with their students' speaking abilities. Most have not received training on digital learning apps (as shown in Table III.3), which explains why only half of them incorporate these apps into their sessions. According to Ertmer (2012), the main reason for limited technology use in classrooms is often due to a lack of professional development and training.

Section A (The Teacher's Profile) results indicate that there is no statistically significant link between years of teaching experience and technology adoption in the classroom. This suggests that neither age nor professional seniority significantly influences

the integration of technological tools during oral instruction. Instead, factors such as teachers' attitudes toward digital innovation, institutional support, and access to specific pedagogical training are more influential. These elements collectively shape technology integration practices more than experience alone. Numerous studies demonstrate that teachers who feel confident using technology tend to use it more regularly. For instance, Dogan et al (2021) found that teachers' self-perceived technological skills strongly impact their usage level.

In section B (Lerner's Engagement) participants' perceptions of the effectiveness of digital tools in improving speaking skills are largely positive, as reflected in (Tables III.7 and III.8,) indicating their potential role in supporting the development of learners' speaking competence.

The findings of **section C (The Integration of the Gliglish App)** highlight key issues in merging digital speaking applications in the classroom. Many participants reported a lack of resources and materials (Table III.10), along with limited familiarity with Gliglish among both teachers and students (Table III.11), which explain its low usage.

From the open-ended responses, three main themes emerged regarding student challenges. First, technical difficulties: Teacher 2 stated, « The app requires stable internet, which is not always available in our computer lab. » Second, AI feedback limitations: Teacher 7 commented, « Gliglish corrects pronunciation well but ignores grammar mistakes. » Third, pedagogical concerns: Teacher 4 noted, « Students may become over-reliant on the app and avoid real conversation with peers. » These findings directly support the qualitative expectation for RQ3.

Nevertheless, most respondents held positive views, agreeing that Gliglish can enhance speaking skills (Table III.12) and is an effective learning tool (Table III.14), and indicating strong potential for future integration.

However, major challenges such as large class sizes, poor internet connectivity, and limited access to quality devices (Table 3.15) continue to hinder effective implementation, emphasizing the need for better infrastructure and institutional support.

In summary, the questionnaire findings largely support the qualitative hypothesis for RQ3. Teachers confirmed that students face technical barriers, AI feedback limitations, and risks of over-reliance on the tool. Despite these challenges, teachers remain optimistic about Gliglishs' potential.

So, based on the questionnaire findings, several recommendations can improve the use of digital speaking applications in English classrooms:

First, schools should provide adequate access to high-quality technological resources to support effective use. Second, teachers should receive training on how to integrate applications such as Gliglish into their teaching practices. Hernández-Ramos (2005) showed that gaining experience with various technological tools encourages greater use of those tools. Third, improving internet connectivity is essential to ensure smooth implementation. Additionally, digital tools should be introduced gradually as a complement to traditional methods to build students' confidence. Finally, students should be encouraged to use these applications outside the classroom to further develop their pronunciation and speaking fluency.

3.2. The Quasi-Experimental Study

3.2.1. Description of the Pre-test

After assuring the students that their responses would remain completely confidential. Every 4 students enter in the classroom; only one student chooses a number. Then the teacher

tells them about the topic in relation to that number and gives them 2 minutes to think about that topic. Every student approaches the teacher to discuss the topic

What is your favorite place to relax, and why do you feel comfortable there?

1. If you could live in any country for a year, where would you choose and why?
2. What is your favorite type of music, and how does it make you feel?
3. Who is a person you trust the most, and why can you rely on them?
4. What is your favorite time of day, and what do you usually do then?
5. If you could change one thing about yourself, what would it be and why?
6. What is the most memorable day of your life, and why do you remember it so clearly?
7. What is something you're afraid of, and how do you deal with that fear?
8. What is your favorite way to spend the weekend, and why do you enjoy it?
9. If you could invent something new, what would it be and who would it help?

3.2.2. Description of the Treatment Phase

At the Department of Letters and English at the University of Kasdi Merbah in Ouargla, third-year students attend one oral expression session per week, each lasting one hour and a half. For the experimental group, the teacher uses the Gliglish application, as outlined in the following lesson plan (see appendix for additional plans). In contrast, the control group is instructed using the traditional teaching method.

Lesson Plan

Teachers: KhennourFerdous/ Benreguia Manar	Kasdi Merbah Ouargla University	Level: 3rd year L
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Semester: 01	Materials: pictures/ Videos	Topic: Social media
Learning Objectives: by the end of this lesson, students will be able to: Understand the positive and negative aspects of social media.		

Time	Framework	Objectives
5-10 min	Warm up ➤ Show your students the pictures:  ➤ Ask the students the following questions: What is the 1st app you open every morning on social media! And why ?	✓ Brain storming

	• How much time do you usually spend on it? • What makes this app your favorite? • Do you think it helps you or distract you in the morning?	
20 min	Presentation ➤ Show on the screen a series of images such as: An influencer- a negative comment – Fake news – a funny video ... ➤ Ask them : • Which image affected you the most! And why ? ➤ Social media simulation: • Display a “social media board” on the whiteboard • Each student writes a short post (3-5) sentences on a specific topic • The other students interact using like or comment stickers.	✓ Enhance student’s analytical and critical thinking skills.

15-20 min	Practice and produce ➤ Divide the students into small groups and allow each group to use the Gliglish app for (5 -10 min). Ask them to discuss one of the following topics : • The platforms they use • The activities they do on • The reasons they use them • Digital marketing • The advantages of each platform • Their disadvantages ➤ Each group will present their work to the classmates.	✓ Develop student's discussion and oral communication skills.
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3.2.3. Description of the Post-Test

Every 4 students enter in the classroom; only one student chooses a number. with assuring them that their responses would remain completely confidential. Then the teacher tells them about the topic in relation to that number and gives them 2 minutes to think about that topic. Every student approaches the teacher to discuss the topic

1. What is one thing you always carry with you, and why is it important?
2. If you could live in any type of house or apartment, what would it be like?
3. What's your favorite way to spend time with friends?

4. What's the most important lesson you've learned from a mistake?
5. If you could become an expert in any sport or game, which would you choose?
6. What's your favorite holiday or celebration, and how do you usually celebrate it?
7. If you could switch lives with someone for a day, who would it be and why?
8. What's something that always makes you feel proud of yourself?
9. What's a simple activity that helps you forget your problems for a while?
10. If you could solve one problem in your community, what would it be and how?

Accuracy		Fluency	
Grammar	Sentence construction	Pronunciation	Interaction
5pts	5pts	5pts	5pts

Table 3.16: The Evaluation grid

For every mistake minus 0.5

3.2.4. Analysis of the Results of the Students' Pre & Post-Tests

	Experimental group		Control group	
Students	Pre-test Scores	Post Test Scores	Pre-test Scores	Post Test Scores
S1	12	14.5	11	13

S2	14	16	14	14
S3	11	14	08	07
S4	07	10	08	09
S5	19	19	15	16
S6	10	13	09	11
S7	15	17.5	10	09
S8	13	14	14	12
S9	14	16.5	16	16.5
S10	09	13	15	14
S11	16	17.5	12	13.5
S12	08	11.5	19	19.5
S13	12	15.5	15	14
S14	09	12	18	18.5
S15	19	19	17	17.5
S16	08	13	13	12
S17	17.5	19	10	11
S18	16	18.5	13	12
S19	16	18	13	11.5
S20	13	15	17	18
S21	16	17.5	15	14.5
S22	12	14.5	16.5	15.5
S23	17	19	10	10.5
S24	08	13.5	11	11.5
S25	13	16	14	13.5
S26	13	14.5	16	17
S27	11	13	15	14
S28	12	12.5	17	17.5
S29	17	18	14	14.5

S30	11	13	11	12.5
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Table 3.17: Learners' Pre-test and Post-test Scores

3.2.5. Statistical Analysis of the Results

As previously mentioned, the quasi-experimental study split students into two groups: the control and the experimental. The experimental group used the Gliglish app during their lessons, while the control group received formal instruction. An independent samples t-test was used to analyze the data. The purpose was to see if the Gliglish app significantly improved speaking skills in the experimental group compared to the control. To analyze the collected data, the Statistical Package for the Social Sciences (SPSS) was used. Descriptive statistics including the mean, standard deviation, and standard error mean were calculated for both the experimental and control groups in the pre-test and post-test.

Group	N	Mean	Std.deviation	Std.Error Mean
Experimental group	30	12.86	3.85	0.70
Control group	30	13.00	3.87	0.71

Table 3.18: The Mean Value of the Control and experimental Group of Pre-test

Interpretation

The table above shows the results for both the experimental and control groups during the Pre-Test. As observed, the experimental group mean (12.86) is lower than the control group mean (13). This indicates some convergence in levels between the two groups.

Group	N	Mean	Std.deviation	Std.ErrorMean
Experimental group	30	15.17	3.46	0.63
Control group	30	13.86	4.42	0.81

Table 3.19: The Mean value of the Control and Experimental Group of Post-test

Interpretation

The table above presents the post-test results for both the experimental and control groups. It indicates that, following the treatment, the mean score of the experimental group increased significantly to (15.17), whereas the control group showed only a slight increase, reaching a mean of (13.86). This notable improvement in the experimental group supports the validity of the research hypothesis. In other words, the treatment had a positive effect on the experimental group, enhancing students' speaking skills through the use of the Gliglish application.

Section two: Discussion of the Results

3.4.1. Discussion of the results of the quasi-experimental study

The analysis of data from teacher questionnaires and the pre-test and post-test shows several positive and encouraging results about using the Gliglish app in speaking classes.

Firstly, the quantitative comparison of the Experimental Group (N=30) and the Control Group (N=30) demonstrate a clear disparity in performance. The Experimental Group, which utilized the Gliglish application as a treatment, saw their mean scores rise from an initial (12.86) to (15.17). This indicates a substantial improvement in their English-speaking skills. In contrast, the Control Group remained nearly stagnant, with a negligible increase from (13.00) to (13.86).

Furthermore, the statistical values adopted from these scores surpassed the critical threshold, which is the minimum value required to consider the results statistically significant. This led to the approval of the alternative hypothesis, meaning that it is likely the observed improvements were caused by the intervention. This confirms that the integration of the Gliglish application advantageously influenced student performance, particularly in the areas of accuracy, fluency, pronunciation, and interaction.

The analysis of the teachers' questionnaire further supports these findings. While many teachers were initially unfamiliar with the application and expressed uncertainty regarding its effectiveness, those who had utilized Gliglish strongly agreed on its productivity in raising the students' speaking skill. Despite a minor challenge regarding smartphone accessibility where some students did not own a device the classroom's collaborative environment allowed students to share accounts and hardware, ensuring the procedure remained equitable for all participants.

To sum up, the Gliglish app has shown great promise as a useful instrument for improving students' English-speaking skills. Its educational usefulness is confirmed by both the favorable feedback from educators and the statistically significant increase in the students' post-test scores. While apprehensive at the start, teachers observed a clear demonstration of the app's utility in the classroom environment.

3.3. Conclusion

This study aimed to examine the impact of the Gliglish application on the development of students' English-speaking skills. The findings derived from the quasi-experimental design provide compelling evidence that the integration of AI-powered conversational tools offers a significant advantage over traditional instructional methods. By facilitating sustained practice in both accuracy and fluency, the application enabled learners to overcome common barriers associated with oral communication.

The results further indicate that the use of interactive and personalized technological tools enhances both student engagement and language proficiency. Moreover, the positive feedback from teaching staff highlights the potential of Gliglish to be incorporated into broader curricular frameworks as a central resource for the development of oral expression.

Overall, the study confirms that the application constitutes an effective and innovative medium for promoting linguistic competence and fostering learner confidence within contemporary educational contexts.

Conclusion

General Conclusion

This study set out to systematically investigate the effectiveness of the Gliglish artificial intelligence (AI) tool in enhancing the English speaking skills of EFL university students. Grounded in three overarching research questions and corresponding hypotheses, the research employed a mixed-methods design comprising a quasi-experiment (pre-test/post-test with experimental and control groups) and a teacher questionnaire. Within the limitation of this study, the findings yield theoretically and pedagogically significant insights, which are synthesized below in direct response to each research question.

Addressing RQ1: To what extent does the Gliglish AI tool improve students' overall English speaking skills?

The empirical evidence unequivocally supports the alternative hypothesis for **RQ1**. The experimental group, which received the Gliglish-based intervention, demonstrated a statistically significant and practically meaningful improvement in overall speaking performance. In contrast, the control group exhibited only negligible progress. The magnitude of the observed difference between the two groups was substantial, confirming that the intervention produced a genuine and educationally valuable effect. Consequently, the null hypothesis positing no difference between groups is rejected. These results strongly suggest that Gliglish, through its affordances such as real-time conversational practice, automated speech recognition, instantaneous corrective feedback, and targeted pronunciation modeling, fosters an engaging and pedagogically productive environment conducive to oral skill development.

Addressing RQ2: How does Gliglish affect students' vocabulary, pronunciation, and fluency in spoken English?

With respect to the specific sub-components of speaking competence, the findings substantiate the alternative hypothesis for **RQ2**. Post-test assessments, which disaggregated performance across vocabulary, pronunciation, and fluency, revealed that the experimental group consistently outperformed the control group in all three domains. Teacher responses further corroborated these quantitative outcomes; educators reported observable enhancements in learners' lexical range, articulatory accuracy, and speech flow following the intervention. The app's instantaneous feedback mechanism appears particularly advantageous for pronunciation correction, while its dialogic, conversational architecture naturally promotes lexical retrieval and reduces pausing phenomena indicative of disfluency. Thus, Gliglish exerts a multidimensional positive effect on the constituent sub-skills of spoken English.

Addressing RQ3: What challenges do teachers report that students face when using AI tools like Gliglish for speaking practice?

The qualitative data derived from the teacher questionnaire both support and refine the qualitative expectation posited for **RQ3**. Teachers identified a constellation of significant barriers constraining effective AI-based speaking practice. These include: (a) resource and material limitations; (b) insufficient familiarity with Gliglish among both instructors and learners; (c) elevated student-to-teacher ratios, which restrict individualized practice opportunities; (d) unreliable or inadequate internet connectivity; and (e) restricted access to high-quality hardware, including smartphones, computers, and microphones. Notably, however, teachers did not express substantial concerns regarding the quality of AI-generated feedback or the risk of learner over-reliance on the tool. Moreover, collaborative strategies such as account and device sharing within the classroom emerged as pragmatic, participant-driven solutions that partially mitigated accessibility challenges. Taken together, these

findings largely confirm the qualitative expectation while adding nuance regarding the viability of low-resource adaptations.

Limitations of the Study

Notwithstanding the robustness of the findings, several methodological limitations warrant acknowledgment. First, the sample was small and circumscribed to a single Algerian university, which inevitably constrains the generalizability of the results to broader EFL contexts. Second, the intervention spanned only one academic term, precluding any assessment of long-term retention or sustained improvement in speaking competence. Third, the teachers' questionnaire captured self-reported perceptions rather than direct observational data, introducing the possibility of respondent bias. Forth, inequality in access to technology remains a significant challenge in education. Future investigations would benefit from addressing these limitations through extended longitudinal designs and more diverse, multi-institutional samples.

Recommendations for Future Research

Building on the contributions of the present study, future research should pursue several productive directions. Replication studies with larger, more heterogeneous populations across multiple educational settings are necessary to establish the external validity of Gliglishs' effectiveness. Longitudinal designs, incorporating delayed post-tests, would clarify whether observed speaking gains are maintained over time or diminish following the cessation of the intervention. Additionally, qualitative investigations employing semi-structured student interviews or naturalistic classroom observations could yield richer, more ecologically valid insights into the lived challenges learners encounter when engaging with AI-powered speaking tools. Finally, comparative studies examining multiple AI

speaking applications would help identify which specific technological affordances most powerfully predict language development.

In conclusion, this study provides compelling empirical evidence that the Gliglish AI tool constitutes an effective pedagogical instrument for enhancing EFL students' speaking skills, particularly in the domains of vocabulary acquisition, pronunciation accuracy, and oral fluency. Notwithstanding persistent infrastructural, material, and familiarity-related challenges, the triangulation of quantitative and qualitative data robustly supports the value of AI-mediated speaking practice. When implemented with adequate technical infrastructure, targeted teacher training, and context-sensitive pedagogical integration, Gliglish holds considerable promise as a meaningful adjunct to contemporary language education. As AI technologies continue to permeate educational landscapes, empirically grounded evaluations such as the present study will remain essential for separating pedagogical substance from technological novelty.

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Appendices

Lesson plan: 01

Teachers: Khennour Ferdous/ Benreguia Manar	Kasdi Merbah Ouargla University	Level: 3 rd year L
Semester: 01	Materials: Quote	Topic: Artificial Intelligence
Learning Objectives: By the end of this lesson about AI Students will learn and discuss how to use AI to talk about various tasks.		

Time	Framework	Objectives
5-10 min	Warm up: ➤ Guiding questions: Ask students to reflect on and discuss the following questions: “Some people don’t like change; but you need to embrace change if the alternative disaster” Elon Musk	✓ To encourage students to share their ideas about AI before learning new concept ✓ To help students identify examples of AI they already know.
20 min	Presentation: ➤ Read and think: - Ask students: what does Elon Musk mean by embrace change? ➤ Clarification and Discuss: - Do you agree or disagree with the quote? Why ?	✓ Comprehension: To enable students to understand the basic concept of AI and identify its uses in real life. ✓ Vocabulary

	• Highlight the positive and negative sides of AI ➤ Clarify the main uses of AI from the quote: • How can AI be positive “change” for the world? • In what ways can AI makes our lives easier or better? • Where do you see AI in your daily life! • What “disasters” do you think Elon Musk is warning us about? • How might AI become dangerous if we don’t control it? • What jobs or activities could be affected negatively by AI?	Acquisition: To help students recognize and understand key vocabulary related to AI.
15-20 min	Practice and produce: ➤ Conversation skill: • Group work (3- 4) 1. Give each group a topic (AI at school; robots at home; social media...) 2. They open Gliglish and start a short conversation with the app for 2 min 3. After finishing; they tell a partner ONE thing they said to the app.	✓ Reinforce understanding of key vocabulary from the passage. ✓ Help students learn definitions through context.

Lesson plan: 02

Teachers: Khennour Ferdous/ Benreguia Manar	Kasdi Merbah Ouargla University	Level: 3rd year L
Semester: 01	Materials: Song	Topic: Unemployment
Learning Objectives: By the end of the lesson students will be able to ▪ Share their ideas about unemployment		

Time	Framework	Objectives
5-10 min	Warm up: ➤ Guiding questions: • What is the relationship between technology and unemployment? • Does technology create jobs or eliminate them?	✓ To encourage students to share their ideas about unemployment ✓ To help students make a link between the previous lesson (AI) and unemployment
20 min	Presentation: ➤ Let the students listen to the song: “Woke up this morning; same empty room No job to go to; no money; no gloom Searching for work; but no doors to open Feeling broken; my dreams are stolen	✓ Compehension: To enable students to understand the topic through a song and enhace their listening

	Times are tough; can't catch a break..." ► Discuss: • In your opinion; what are the reasons that make some people unable to find a job? • What does the word "unemployment" mean to you? • What is the role of education and vocational training in addressing unemployment?	skill ✓ Vocabulary Acquisition: To help students recognize and understand key vocabulary related to unemployment.
15-20 min	Practice and produce: ► Conversation skill: • Group work (3- 4) • Ask your students to open Gliglish app and start a short conversation with the app for 5 min to: 1. Interact with the app as if it represents a company and you are applying for a job 2. State your CV and certificates; and negotiate all the details and the monthly pay.	✓ Help students to enhance their speaking skill through the app. ✓ Make the students act as if they are in real situation.

Lesson Plan 03

Teachers: Khennour Ferdous/ Benreguia Manar	Kasdi Merbah Ouargla University	Level: 3 rd year L
Semester: 01	Materials: board	Topic: Glow up
Learning objectives: By the end of the lesson, students will be able to ▪ Discuss their own goals and areas for improvement. ▪ Share opinions with peers using descriptive and motivational language.		

Time	Framework	Objectives
5-10 min	Warm up ➤ Write on the board: “Is the glow-up culture empowering or damaging?” "Glow up=change" -How social media shapes glow-up trends?	✓ Activate background knowledge and get students talking.
20 min	Presentation ➤ Read & Think - Do you think a glow up is only physical? Why or why not? -What small habit changed your life the most? ➤ Critical Discussion : -Give students debate-style prompts: ➤ Prompts: 1. Glow ups focus too much on appearance and not enough on character.	✓ Present the Glow Up Framework in a structured way.

	2. A real glow up is invisible on social media. 3. The pressure to “glow up” creates insecurity. 4. A glow up is a form of self-empowerment.	
15-20 min	Practice and produce Groups of 2–3 1. Each group chooses one category of the Glow Up Framework: Physical Mental Social Lifestyle 2. They open Gliglish. 3. One student plays the coach, and another plays the person who wants a glow up.	✓ Students apply the framework through speaking tasks.

Lesson plan: 04

Teachers: Khennour Ferdous/ Benreguia Manar	Kasdi Merbah Ouargla University	Level: 3rd year L
Semester: 01	Materials: video	Topic: Influencers
Learning Objectives: By the end of the lesson - Students will be able to discuss the role of influencers in modern society - Describe different types of influencers - Express their opinions about online influence using appropriate vocabulary		

Time	Framework	Objectives
5-10 min	Warm up: - A short YouTube/TikTok clip of a popular influencer explaining their daily routine, or a “Day in the Life of an Influencer” - Students watch the short video. - In pairs, they discuss: What does this influencer do? Do you think their life looks easy or difficult? Why? Would you like to be an influencer?	✓ Activate background knowledge, introduce the theme, set a fun mood
20 min	Presentation - Question-Based - When you hear the word influencer, what comes to your mind? - If you wanted to promote a product, which type of influencer would you choose? - Which type of content do you think is the easiest to create? - If a brand pays an influencer to promote a product, should the influencer say it is an ad? - What is the best part of being an influencer?	✓ Build students’ understanding of the topic. ✓ To introduce the concept of influencers and how they function in modern media. ✓ To clarify key

	6. Is influencing a “real job”? Why?	vocabulary related to social media, branding, and online influence.
15-20 min	Practice and produce ➤ Activity : Role-play with Gliglish (Speaking Practice) Students pair up using the Gliglish app. Each student chooses one role in Gliglish and practices speaking tasks related to influencers.	✓ Develop speaking fluency. ✓ To give students opportunities to speak freely about influencers in various scenarios. ✓ To build confidence in expressing opinions, describing routines, or negotiating ideas.

Lesson plan: 05

Teachers: Khennour Ferdous/ Benreguia Manar	Kasdi Merbah Ouargla University	Level: 3rd year L
Semester: 01	Materials: Written text	Topic: Scientific Plagiarism
Learning Objectives: by the end of this lesson; students will be able to: ▪ Identify the term scientific plagiarism, and how to write authentically. ▪ Enhance their speaking skill by using Gliglish app.		

Time	Framework	Objectives
5-10 min	Warm up: ➤ Guiding questions: Ask the student this question: • What did you know about scientific plagiarism? • How can we write academically?	✓ Establish a good classroom atmosphere. ✓ To encourage students to share their background about scientific plagiarism.
20 min	Presentation: ➤ Read and think: • Ask the students to read the following text: Academic plagiarism is copying ideas or text without citation, it has increase among students because many struggle with research skills, deal with academic pressure and can easily look up information online. This issue can bring down student's abilities and drag down the university's	✓ Identify what Scientific Plagiarism means. ✓ Help students learn phrasal verbs and its meanings.

	reputation. To cut down on plagiarism, universities should point out proper citation rules, check for plagiarism with detection tools, follow through with penalties, and build up a culture of academic integrity. ► Clarification and Discuss: • What is plagiarism! How can we avoid it! • Extract the phrasal verbs and guess its meanings: 1. Deal with = handle 2. Look up = seek 3. Bring down = lower 4. Drag down = harm 5. Cut down on = reduce 6. Point out = highlight 7. Check for = examine 8. Follow through with = complete 9. Build up = develop	
15-20 min	Practice and produce: ► Conversation skill: • Decision Circles (Groups of 3–4) Prepare 5–8 short situations and students must decide if each one is Plagiarism / Not Plagiarism / Unsure and justify. Examples:	✓ Help students use what they learn in a context.

	1. Copying two sentences from Wikipedia without mentioning it. 2. Paraphrasing but keeping the same structure as the original text. 3. Using Chat GPT to generate an idea and rewriting it in your own words. 4. Using a quote but forgetting quotation marks. ► Group discussion questions: • Why do you think this is plagiarism? • What could the student do differently? • Is plagiarism always intentional? • What are the consequences? • Present groups' decisions to the class	
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المستخلص

تهدف هذه الدراسة إلى تقصي مدى فاعلية استخدام تطبيق Gliglish في تطوير مهارة التحدث لدى الطلاب. وللإجابة عن تساؤلات البحث واختبار فرضياته، اعتمد الباحثان على أداتين رئيسيتين: استبيان تم توزيعه على عشرة أساتذة مختصين في التعبير الشفهي، بالإضافة إلى تصميم شبه تجريبي تضمن اختباراً قبلياً، يليه تدخل تعليمي، ثم اختباراً بعدياً. وقد استهدفت الدراسة طلبة السنة الثالثة بقسم اللغة الإنجليزية وآدابها في جامعة قاصدي مرباح ورقلة. وخلال الفترة الممتدة بين الاختبارين القبلي والبعدي، خضع الطلاب لتدريب مكثف على مهارة التحدث باستخدام تطبيق Gliglish. وأظهرت النتائج وجود تأثير إيجابي ذو دلالة إحصائية لهذا التدخل التعليمي على أداء الطلبة في مهارة التحدث. وبناءً على ذلك، يمكن القول إن مستوى مهارة التحدث لدى أفراد المجموعة التجريبية قد شهد تحسناً ملحوظاً مقارنة بالمجموعة الضابطة.

الكلمات المفتاحية: مهارة التحدث، تطبيق Gliglish، الإنجليزية كلغة أجنبية، تعليم اللغة الإنجليزية كلغة أجنبية.

Résumé

Cette étude vise à examiner l'efficacité de l'utilisation de l'application Gliglish dans le développement de la compétence orale chez les étudiants. Afin de répondre aux questions de recherche et de tester les hypothèses, les chercheurs ont eu recours à deux instruments principaux : un questionnaire distribué à dix enseignants spécialisés en expression orale, ainsi qu'un dispositif quasi expérimental comprenant un pré-test, une intervention pédagogique, puis un post-test. L'étude a ciblé des étudiants de troisième année du département de langue et littérature anglaises à l'Université Kasdi Merbah de Ouargla. Durant la période entre le pré-test et le post-test, les étudiants ont suivi une formation intensive en compétence orale à l'aide de l'application Gliglish. Les résultats ont révélé un effet positif statistiquement significatif de cette intervention pédagogique sur la performance des étudiants en expression orale. Par conséquent, on peut conclure que le niveau de compétence orale des membres du groupe expérimental s'est nettement amélioré par rapport à celui du groupe témoin.

Mots-clés : compétence orale, application Gliglish, anglais langue étrangère, enseignement de l'anglais langue étrangère.