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An Investigation into Learners' and Teachers' Perceptions of the Effectiveness of the ELSA Speak Application in Developing English Speaking Proficiency

The Case of First Year EFL Learners at Abedelhafid BOUSSOUF University Center/ Mila.

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

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Dedication

To my beloved mum, whose endless love, strength, and wisdom have been my guiding light. To my sisters and brothers, whose support, encouragement, and unwavering belief in me have been a source of constant motivation. To my friends, who have been my companions, my support system, and my source of joy during this journey.

This dissertation is dedicated to all of you each of you has played an integral role in making this achievement possible. Your love, sacrifice, and belief in me have been my foundation.

With all my heart, thank you for walking with me every step of the way.

Chifa

Dedication

All work is due to Allah the most gracious the most merciful

This dissertation is dedicated to my precious parents

For their endless love, support throughout my life and encouragement.

To my father who always makes me proud of my work.

To my beloved mother, who has given me love, strength and confidence.

To my sister Aya and my brothers Yasser and Abdelmoumen, who are always kind

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making this achievement possible.

With all my heart, thank you for walking with me every step of the way.

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Abstract

Education is one of the key sectors significantly influenced by technological advancements. In particular, the integration of technological tools has greatly transformed teaching and learning processes around the world. This research aims to investigate learners' and teachers' perceptions about using ELSA Speak application as a tool for improving EFL (English as a Foreign Language) learners' speaking skill. ELSA is an English pronunciation application that helps learners speak English confidently and clearly. It uses award-winning, AI (Artificial Intelligence) powered speech recognition technology to support English pronunciation learning. With ELSA, learners can practice essential English conversations and phrases, as well as focus on language related to their level or specific field. ELSA helps EFL learners overcome speaking challenges, both linguistic such as issues with pronunciation, vocabulary, grammar, fluency, and accuracy and psychological, including shyness and lack of self-confidence. Although ELSA Speak has emerged as a significant tool for enhancing speaking skill, there remains a limited understanding of its effectiveness. This study employs questionnaires as the data collection method; two distinct questionnaires were designed and distributed to 100 students and 12 teachers from the Department of Foreign Languages at Mila University Center. The findings indicate that both students and teachers hold positive perceptions of ELSA Speak, recognizing its transformative impact on improving the speaking proficiency of EFL learners and acknowledging it as a beneficial tool.

  Key words: Artificial intelligence, ELSA Speak application, Speaking skill, EFL learners, AI-Speaking tools.

List of Acronyms

AI: Artificial Intelligence.

EFL: English as Foreign Language.

TED: Technology Entertainment Design.

FL: Foreign Language.

SL: Second Language.

UK: United Kingdom.

ASR: Automatic Speech Recognition.

MALL: Mobile-Assisted Language Learning.

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General Introduction

Developing strong English-speaking skills is a key goal for many language learners, but it can be difficult to achieve with limited classroom time and practice. Technology has introduced new tools to support language learning, and one popular option is the ELSA Speak application, which focuses on improving pronunciation and speaking through AI-based feedback. Although ELSA Speak is widely used, there is little research on how effective it is from the perspectives of both learners and teachers. Understanding their opinions can help us know how useful the application is in real learning situations. This study aims to investigate how learners and teachers perceive the effectiveness of the ELSA Speak application in improving English speaking proficiency.

1. Background of the Study

English has become an international language spoken by almost all people around the World; it serves as a lingua franca, facilitating communication between nations or communities. Today, English plays a crucial role in many sectors and is widely taught and learned as a second or foreign language. Therefore, being proficient in this global language is essential, as it is used extensively in education, business, science, and international communication. However, achieving proficiency in English can be challenging, as it requires the development of the four key language skills: speaking, listening, reading, and writing. Among these, speaking is often considered the most important skill, as it is vital for communication, exchanging ideas, and expressing emotions and thoughts. English pronunciation is a crucial ability for the growth of speaking and listening skills. Furthermore, vocabulary and grammar are also much important for language learning. Having a rich vocabulary and the ability of building correct structured sentences enables learners to express themselves freely. Based on the mentioned issues researchers are trying to find solutions, among the suggested solutions is the use of ELSA Speak application which is an AI powered tool that offers vocabulary support, speech recording, pronunciation feedback, and interactive speaking exercises to help learners improve their pronunciation, fluency, vocabulary, grammar, and overall speaking skill.

2. Statement of the Problem

Spoken English proficiency remains a critical area of focus in English as a Foreign Language (EFL) education. Among the four language skills, speaking is often considered the most challenging for EFL learners, particularly in environments where English is not part of daily communication. Learners frequently face difficulties related to pronunciation, fluency, accuracy, motivation, and self-confidence, which hinder their ability to communicate effectively in English.

In recent years, technological advancements especially the rise of artificial intelligence (AI) have introduced new tools aimed at supporting language acquisition. AI-powered applications such as ELSA Speak have emerged as instructional programs designed to enhance learners' speaking skill by providing individualized feedback and practice opportunities. Despite their growing use, there is still limited research on how such applications specifically help EFL learners overcome speaking-related challenges.

Addressing this gap is essential to understanding the pedagogical value of AI-based tools in language education. ELSA Speak application plays a crucial role in teaching speaking by providing learners with continuous, personalized opportunities to practice speaking outside the classroom. By offering real-time feedback and tailored lessons, the application helps learners improve their pronunciation, fluency, and confidence, making it a valuable tool for both independent learning and classroom instruction.

3. Research Questions

1. What are the Learners /teachers at Abdelhafid BOUSSOUF University Center perceptions of using ELSA Speak application as a tool for developing the 1st year students of English-speaking skill?

2. What motivational factors influence learners' willingness to use the ELSA Speak application to practice speaking outside the classroom?

3. To what extent do teachers believe ELSA Speak can foster learner autonomy in improving speaking proficiency?

4. Aim of the Study

The core aim of this research is to find out the perceptions of first year EFL learners / teachers at the department of foreign languages/ Abdelhafid BOUSSOUF university centre towards the effect of the ELSA Speak application on developing EFL–learners–speaking skill.

5. Research Objectives

1- To investigate the degree to which learners/teachers see ELSA Speak application effective comparing to the other AI applications in developing the speaking skill.

2- To investigate the teachers' / learners' perceptions about developing speaking skill through ELSA speak application.

3- To provide a comprehensive understanding of the impact of ELSA speak application on the EFL learners speaking proficiency.

6. Structure of the Dissertation

The theoretical part of this research contains of two main sections the first one is about the speaking skill, its basic types, components, and its importance, also the factors affecting EFL learner's speaking performance, principles of teaching speaking skill in foreign language learning, and some problems and challenges related to speaking skill. The second section is about ELSA speak application, it starts by the role of technology in language learning, then the main feature, functions, the procedures of ELSA speak, and finally the advantages and disadvantages of the application.

The practical part includes the analysis of the learners and teachers' perceptions about using ELSA speak application for developing EFL learners speaking performance.

Chapter One: Theoretical Background on the Use of ELSA Speak Application on Developing EFL Learners Speaking Skill

Section One: The Speaking Skill

Introduction

Speaking is a fundamental component of language proficiency; it plays a crucial role in successful communication. In the context of foreign language learning, the developments of speaking skills is often seen as both priority and challenge for learners. Speaking involves not only the ability to produce grammatically correct sentences but a set of aspects that should be taken into consideration like fluency, accuracy, and pronunciation. As English become a global language, the ability to speak English effectively has become a necessity for EFL learners.

1.1.1. Speaking Skill in Language Learning

Sakale (2012, p.1) described ''speaking as a dormant skill that has been neglected for a long time in EFL classrooms''. Teachers in EFL classrooms focus on writing and reading more than speaking and listening. However, they are aware of the importance of speaking in EFL classrooms.

Speaking is fundamental in learning foreign languages; if students are not able to speak English correctly it means there is a problem in their language learning. Speaking is a skill like all the skills, needs to be developed through practice, and understanding the rules of grammar, phonetics, pronunciation in order to say a correct utterance. Speaking is not just about saying words; it is about being understood by others and use correct utterances.

Speaking is one of the skills that EFL learners should be able to master when studying a foreign language since it is crucial for daily activities and it is a component of oral

communication (Woodrow, 2006; Richards, 2008; Gan, 2012). Through speaking students exchange ideas and thoughts, express feelings and emotions and they communicate with each other. However, it is considered as the most difficult skill because students are not exposed to real world settings where they can communicate with others using English. They use their mother tongue with their friends, siblings, and family members and they ignore using English which will help them to master the language. In addition, EFL learners are not exposed to communicate with English native speakers where they can acquire English language unconsciously. I have asked you not to use such long paragraphs without citation you need a reference to what you are saying

According to Shadiev, Yang (2020), speaking English is considered the hardest skill for beginners. Learners hesitate and feel uncomfortable when they speak. They may face many challenges in their learning which make it hard for them.

1.1.2. Basic Types of Speaking

There are mainly five basic types of speaking according to Brown & Abeywickrama (2019)

1.1.2.1. Imitative

The first type according to Brown & Abeywickram (2019) is imitative, at one end of the continuum; performance is the ability to simply imitate a word or phrase or possibly a sentence. Although this is a purely' phonetic level of oral production, a number of prosodic (intonation, rhythm, etc.), lexical, and grammatical properties of language may be included in the performance crite-ria. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey mean-ing or to participate in an interactive conversation. The only role listening has in this

case is the short-term storage just long enough for the responder to retain the prompt that was given. In other words, at this level, the speaker's task is only to repeat words, phrases, or short sentences. This type of speaking focuses on pronunciation, including aspects like intonation and rhythm. It does not require the speaker to understand the meaning of what they are saying or to take part in a real conversation. The listener's role is minimal just to hear the prompt (word, phrase, or sentence) and repeat it accurately.

1.1.2.2. Intensive

As stated by Brown & Abeywickram (2019) intensive speaking is The production of short stretches of oral language designed, to demonstrate competence within a narrow band of grammatical, phrasal, lexical, or phono-logical relationships (such as prosodic elements— intonation, stress, rhythm, juncture) is a second type of speaking frequently used in assessment con-texts. The speaker must be aware of semantic properties to respond, but interaction with an interlocutor or test administrator is minimal at best. Inten-sive assessment tasks may include directed response tasks (requests for spe-cific production of speech), reading aloud, sentence and dialogue completion limited picture-cued tasks including simple sequences, and translation up to the simple sentence level. It can be said, that intensive speaking involves saying short parts of speech to show that the speaker understands grammar, vocabulary, and pronunciation features like stress, rhythm, and intonation. The speaker needs to understand the meaning of what they are saying, but there is little or no interaction with another person. Tasks in this category include reading aloud, filling in missing parts of sentences or dialogues, giving short responses, describing simple picture sequences, or translating short sentences.

1.1.2.3. Responsive

As reported by Brown & Abeywickram (2019) Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short

conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (to preserve authenticity), with perhaps only one or two follow-up questions or retorts. For example, examine the following conversations:

A. Mary: Excuse me, do you have the time?

Doug: Yeah. Nine-fifteen.

B. T: What is the most urgent environmental problem today?

S: I would say massive deforestation.

C. Jeff: Hey, Stef, how's it going?

Stef: Not bad, and yourself?

Jeff: I'm good.

Stef: Cool. Okay, gotta go.

Simply Responsive assessment tasks are short speaking tests. They check if someone can understand and reply in everyday situations. These tasks use short conversations like:

Asking about the time (A), greetings (C). The person listens to a question or comment and gives a quick answer. The conversation is very short just one or two sentences.

1.1.2.4. Interactive

In the words of Brown & Abeywickram (2019) the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can be broken down into two types: (a) transactional language, which has the purpose of exchanging specific information, and (b) interpersonal exchanges, which have the pur-pose of maintaining social relationships. (In the dialogue above, A and B are transactional and C is interpersonal.) In interpersonal exchanges, oral pro-duction can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolin-guistic conventions. In other words, Responsive speaking is when someone gives a

short reply, like answering a question. While Interactive speaking is longer and includes real conversations with back-and-forth talk. For Brown & Abeywickram (2019) There are two main reasons people talk: to give or get information (called transactional), or to be friendly and keep relationships (called interpersonal). Interpersonal speaking can be harder because people use casual words, slang, jokes, and speak in a relaxed way.

1.1.2.5. Extensive (Monologue)

As expressed by Brown & Abeywickram (2019) Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and for-mal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (e.g., recalling a vacation in the mountains, conveying a recipe for outstanding pasta primavera, recounting the plot of a novel or movie). It can be said that Extensive speaking is when someone talks for a longer time, like during a speech, presentation, or storytelling. In these cases, listeners don't usually respond much, maybe just with facial expressions or small reactions. The speaker usually plans what to say, so the language sounds more careful and formal. However, it can also be informal if the person is just telling a story in an informal way or giving simple instructions.

1.1.3. The Components of Speaking Skill

According to Harris (1974), there are five components of speaking skill

1.1.3.1. Grammar

Grammar, as defined by Gleason & Ratner (2009) is a set of rules that investigates the form and structure of sentences that can be used in language. According to Eastwood (1994),

grammatical units in English are the set of logical and structural rules that govern the composition of sentences, phrases, clauses, and words. It is needed for a speaker to arrange a correct sentence in speaking while delivering the material. It is in line with explanation suggested by Heaton (1978, p.5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. In short Grammar includes the language rules that give the individuals the ability to produce correct structured sentences, phrases, and words.

1.1.3.2. Vocabulary

The Oxford Advanced dictionary (Hornby, 2005) defined vocabulary as "all the words that a person knows or uses." Nunan (2005, p.121) defined vocabulary as "the collection of words that an individual knows." The appropriate diction used in communication is referred to as vocabulary. Without a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. A limited vocabulary is another barrier that prevents learners from learning a language. Without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed as claimed by Schmitt (2000) Lexical knowledge is central to communicative competence and to the acquisition of a second language. Based on this explanation, it can be concluded that English learners will be unable to speak or write English properly unless they master their vocabulary sufficiently. It can be said that vocabulary includes all the words that a person has, it enables expressing feelings, emotions, and opinions... Moreover, Language learners need to build a rich vocabulary to communicate effectively in the target language.

1.1.3.3. Pronunciation

Pronunciation is the process by which students produce clearer language when speaking. According to Brown (2001, p. 271), the stress-timed rhythm of spoken English and its

intonation patterns are important characteristics of English pronunciation. It means that the speaker must use clear language to convey a clear message to the listener. It is concerned with the phonological process, which is a component of grammar consisting of the elements, and principles that determine how sounds vary and pattern in a language. Pronunciation has two components: phonemes and suprasegmental features. Pronunciation is a component of speaking, which is the study of how words in a particular language are spoken clearly when people speak or communicate. When speaking, clear pronunciation plays an important role in the communication process. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed

1.1.3.4. Fluency

The skill to read, speak, or write easily, fluently, and expressively is referred to as fluency. Speakers are able to comprehend and respond to the intended meaning and context. Many language learners strive for speaking fluency. Fluency is characterized by a relatively fast rate of speech and a limited number of pauses and "umm" or "eeee." These indicators indicate that the speaker did not spend a significant amount of time searching for the language items required to express the message (Brown, 1997, p.4). Fluency is the learner's ability to speak in an understandable manner so that communication does not suffer because listeners lose interest (Hughes, R. 2002). The ability to speak fluently, correctly, and accurately is referred to as fluency. However, that doesn't mean the speaker speaks so fast because sometimes pauses are important. The speaker's fluency must be correct and accurate

So that the listener understands the meaning conveyed. Do not let misinformation occur because the speaker is not fluent in speaking English. However, many students hesitated and often made long pauses while speaking. Because achieving fluency in speaking is not easy and requires practice.

1.1.3.5. Comprehension

Comprehension is the power of the mind's action of understanding exercise aimed at improving the examiner (Hornby. 1999). According to Hornby (1983, p.263), comprehension is the power of understanding that is used to improve or test one's understanding of a written or spoken language. According to the definition above, comprehension is the students' ability to understand a task assigned by teachers and respond to it correctly.

1.1.4.   Importance of Speaking Skill

In this global world, the English language serves as a lingua franca that's used by people from different communities in order to communicate with each other in several fields such as commerce, trade, tourism, education, etc. The English language is spoken all over the world, and it is considered the key to enter the world's opportunities. EFL learners have this chance if they master all the aspects of the language especially speaking. Those who have good talent in speaking; they are able to communicate effectively and they may obtain greater jobs possibilities. They will be tested through their oral communication in interviews, discussions, debates, and so on. Through their journey in learning English language, EFL learners work on their speaking skills and develop them by doing several activities in the classroom. According to Brown and Yuke (1983) learners will be judged through their speech because speaking is the ability on which students will be evaluated the most in real life situation. Once EFL learners master speaking skills and perform well, this will help them to get jobs opportunities in different domains and start their own careers. The ability to speak skillfully provides the speaker with these advantages and can also enhance one's personal life. The following figure summarize why speaking is an essential skill.

Figure 1. Show the Importance of Speaking Skill (khasturi Ramalingam, 2022, p.3).
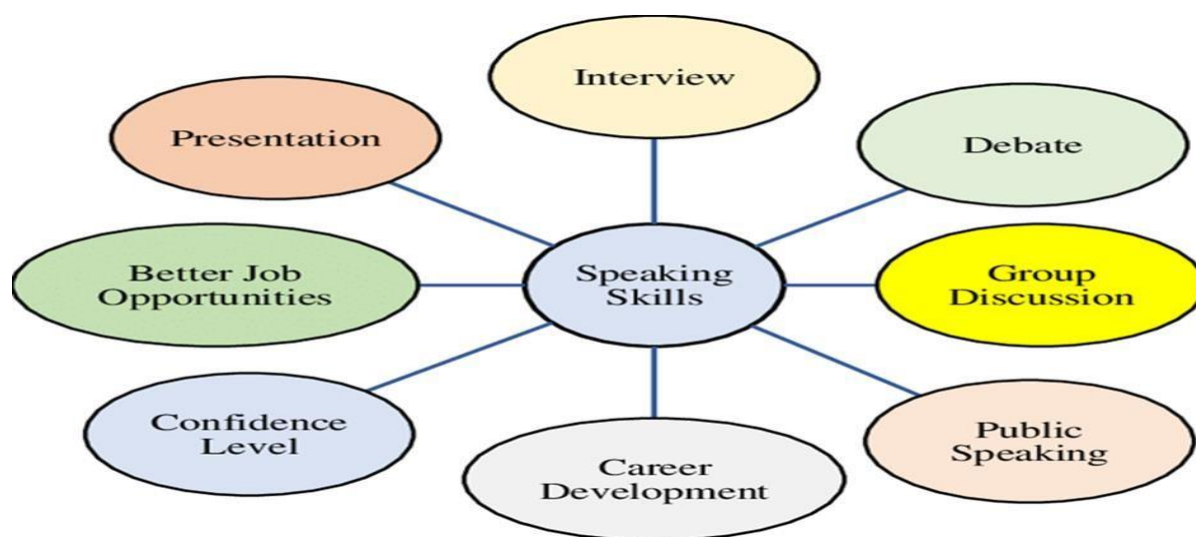
1.1.5. Factors Affecting EFL Learner's Speaking Performance

Many types of research have been conducted on learning speaking skills to investigate the main difficulties that EFL learners usually face during speaking time. Certain factors considerably affect students' speaking skill. According to the findings of Leong and Ahmadi's (2017, p.39) study," learners with low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skills." According to Tuan and Mai

(2015, p.18), "factors affecting students' speaking are (1) topical knowledge; (2) motivation to speak; (3) teachers' feedback during speaking activities; (4) confidence; (5) pressure to perform well; and (6) time for preparation." Teachers should figure out these factors to help students overcome problems in learning to speak. These factors are as follow:

Performance conditions. Language learners performance speaking activities under different conditions. Newton and Nation (2009) proposed four types of performance conditions that can affect speaking performance. These conditions are planning, time pressure, the amount of support, and the standard of performance.

Planning. In an academic setting, before entering the class, it is very important to take time to think about the related topic, talk about it, and do the activity. In this case, planning contains all the details for adopting every step within classroom tasks (Newton &Nation, 2009).

Time pressure. Another condition that affects speaking performance is time pressure, which should be kept in mind. Recently, some studies have distinguished between two concepts. The first one is online planning, and the second one is pre-talk planning (Yuan and Ellis, 2003, as cited in Newton &Nation, 2009). Online planning is an immediate process of turning ideas into speaking time. In this condition, by adopting this strategy, accuracy can be positively affected because it offers enough time in a given chance to speak. Differently, in the pre-talk planning process, the quality of speech production is enhanced in terms of grammatical knowledge (Newton &Nation, 2009).

Amount of support. Other necessary components for being successful in oral production are support and guidance. In this sense, Newton and Nation (2009, p.119) assert, "Supported or guided tasks allow learners to operate under the most favorable conditions for productions".

Standard of performance. Usually, in EFL context, learners feel a type of pressure when they are asked to speak in public, especially if they are aware that some decisions are going to be made about their performances (Newton &Nation, 2009).

Affective factors. According to Oxford (1990), the success or failure of language learning is related to affective factors. Krashen (1982) states that motivation, self-confidence, and anxiety are the main factors of success in SLA research over the last decade.

Motivation. It is commonly accepted that motivation has an important role in academic context especially in learning a foreign language. Nunan (1999) suggests that teachers have to

consider the point that motivation determines whether or not the learners are willing to speak. This means learners' output will be better when the learner is involved and interested in a speaking activity (McDonough & Shaw, 2003).

Self-Esteem. Brown (2002) states that to do activities in language learning process, students need to have self-confidence, self-esteem, knowledge of themselves, and belief in their own capabilities. In other words, self-esteem is an indicator of the degree of learners' confidence and belief in themselves. Through observing classroom learning, it can be seen that students with high self-confidence can make positive evaluations of themselves that can encourage their learning. In contrast to this, having low self-esteem is the cause of failing in oral learning and decreasing students' willingness and confidence in the speaking classroom (Brown, 2002). Students with low self-esteem are often isolated from their classmates. Therefore, the teacher should encourage the students to have a sense of belonging (Alrabai, 2017).

Listening ability. Many studies have been carried about the relationship between listening and speaking skills. Shumin (2002) asserts the role of listening in improving speaking skills. He states that if one is unable to comprehend what is said, he or she cannot give an appropriate response. Therefore, he emphasizes the correlation between speaking and listening. Feyten (1991), in her study about the relationship between speaking and listening, found that the two skills are effectively and closely interconnected because aural comprehension affects speaking production (Astorga Cabezas, 2015).

Topical knowledge. As Bachman and palmer (1996) state, it is speakers' knowledge about related topical information. It provides needed information for students and enables them to use language in the real world. Students who have relevant topical knowledge can do some tests easily, while those who do not have this knowledge face difficulty. Moreover, they assert the great impact of topical knowledge on the learners' speaking performance. Using

TED talks in speaking class is very useful in improving the students' speaking performance and increasing their topical knowledge (Arifin et al., 2020). Also, "lack of topical knowledge leads students to low or uneven participation in their class" (Riadil, 2020, p.37).

Language competence. According to Chomsky (1965), language competence is the knowledge that enables the speaker or hearer to produce and identify grammatical sentences. In other words, it is grammar knowledge. According to Tulgar (2016), pragmatic competence is an inseparable component of language competence. Therefore, teachers should incorporate pragmatic features of the target language instruction as well as linguistic features (pp. 16-17).

Learning Environment. Minghe and Yuan (2013), in their study, found that lacking a good language learning environment is an eternal factor that affects students' oral communication. Therefore, a good environment for language learning can encourage students effectively in the learning process. However, the majority of Turkish learners learn English in an EFL context. Students can overcome their oral performance difficulties in a friendly and cooperative environment (Leong & Ahmadi, 2017, p.39).

Feedback during speaking activities. language learners' expectations from their teachers are to receive feedback about their performance, but not all speech production should be accompanied by feedback. Teachers make decisions concerning their reaction to learners' performance according to the lessons, activities, mistake types, and special students that make these mistakes (Harmer, 1991). Correcting students' mistakes and errors immediately and all the time by teachers may destroy the flow of the conversation and change the purpose of the speaking activity. Therefore, in this case, students can be demotivated or become afraid to speak. Baker and Westrup (2003) suggested correcting the students' mistakes positively and with encouragement. The findings of Zarei and Rezadoust's (2020) study indicated that both scaffolded and unscaffolded feedback are more beneficial for improving speaking self-efficacy and reducing speaking anxiety.

1.1.6. Principles of Teaching Speaking Skill in Foreign Language Learning

There a number of principles that should be followed for teaching speaking skill in foreign language learning according to Bailey, K. M (2005), these principles include:

1.1.6.1. Be Aware of the Differences Between Second Language and Foreign Language Learning Contexts: as highlighted by Bailey, K. M (2005) speaking is learned in tow broad contexts: foreign language and second situations. The challenges faced by teachers are determined part-ly by the target language context.

A Foreign Language (FL) context is where the target language is not the language of communication in the society (e.g., learning English in japan or studying French in Australia). Learning speaking skills is very challenging for the students in FL contexts, because they have very few opportunities to use the target language outside the classroom. Sometimes foreign language learners traveling in countries where their target languages are spoken find that they can neither understand native speakers nor be understood. There is an old story of the college freshman who struggled introductory French and then with intermediate French. When he finally passed that course, his parents were so proud they sent him on a trip to Paris. When he got to Paris, he discovered that no one there speaks or understands intermediate French!

A Second Language (SL) Context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico). Second language learners include refugees, international students, and immigrants. Some second language learners (especially those who arrive in their new country as children) achieve notable speaking skills, but many others progress to a certain proficiency level and then go no further. Their speech seems to stop developing at a point where it still contains noticeable,

patterned errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the learners' ability to communicate by speaking.

1.1.6.2. Give Students Practice with both Fluency and Accuracy

As pointed out by Bailey, K. M (2005) **accuracy** is the extent to which students' speech matches what people actually say when they use the target language. **Fluency** is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

In language lessons-especially at the beginning and intermediate levels-learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency- building practice and realize that making mistakes is natural part of learning a new language.

1.1.6.3. Provide Opportunities for Students to Talk by Using Group Work or Pair Work, and Limiting Teacher Talk

As claimed by Bailey, K. M (2005) it important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

1.1.6.4. Plan Speaking Tasks that Involve Negotiation for Meaning

As reported by Bailey, K. M (2005) learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called **negotiation for meaning**. It involves checking to see if you've understood what someone has said, clarifying your understanding, and

confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

1.1.6.5. Design Classroom Activities that Involve Guidance and Practice in both Transactional and Interactional Speaking

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. **Interactional speech** is communicating with for social purposes. It includes both establishing and maintaining social relationships. **Transactional speech** involves communicating to get something done, including the exchange of goods and/or services.(Bailey, K. M 2005)

Most spoken interactions «can be placed on a continuum from relatively predictable to relatively unpredictable "(Nunan, 1991, p.42). Conversations are relatively unpredictable and can range over many topics, with the participants taking turns and commenting freely. In contrast, Nunan states that "Transactional encounters of a fairly restricted kind will usually contain highly predictable patterns" (1991, p. 42), and he gives the example of telephoning for a taxi. According to Nunan, Interactional speech is much more fluid and unpredictable than Transactional speech. Speaking activities inside the classroom need to embody both Interactional and Transactional purposes, since language learners will have to speak the target language in both Transactional and Interactional settings.

1.1.7. Challenges with Speaking Skill

EFL learners may face a set of difficulties and challenges during the journey of learning a foreign language. Some of these challenges and difficulties are:

1.1.7.1. Linguistic Problems

The primary objective of any speaker is to be able to speak English very well. Some categories of linguistic problems include:

Pronunciation. Fulcher (2003) stated that in order to communicate appropriately and fluently, students have to master their pronunciation. Second language learners should have good knowledge of the target language for speaking and understanding the phonetics and intonation. The sound system of the first language is different from the target language's sound system. This difference might negatively affect the students' pronunciation learning (Sahatsathatsana, 2017). In other words, pronunciation is an essential aspect in the process of second language learning, it enables learners to communicate effectively and fluently. It is important for them to master pronunciation because the differences between their native language and the second language may lead them to fall in errors.

Vocabulary. Edward and Vallette (1997) emphasized vocabulary continually, like learning sound systems. Besides, Laufer (1997) claimed that vocabulary learning is the central point of learning and using a language. Without vocabularies, speakers cannot communicate in the target language and convey meaning. It can be said vocabulary is also a major aspect in learning a foreign language; it enables the learners to express their thoughts and opinions freely.

Grammar. Michael (2005) defined grammar as "the rules that explain how words are combined, arranged, or changed to show certain kinds of meaning. "Moreover, grammar is the way in which words are put together to make correct sentences (Ur, 1996). Omar (2019) emphasized

that "two different syntactic structures may give nearly the same meaning, and two similar syntactic structures may give different meanings in different languages "(p.383).

In short, grammar is the language rules; it includes the basic for producing correct structured sentences.

Fluency. Fluency is the ability to speak smoothly. According to Hedge (2000, p.261), fluency refers to consistently and logically responding with the turns of speech, connecting words and phrases using understandable pronunciation and appropriate intonation, and performing them without hesitation. In this sense, fluent speech in English is the most serious challenge. Alaraj (2017), in his study, found three problems concerning fluency: lack of lexis, listening and practicing, and psychological problems. In other words, fluency refers to the ability to speak naturally or freely without making mistakes.

Accuracy. Harmer (2001), if language users produce grammatically correct sentences and use correct vocabulary and grammar, they can accurately use language. Students often find it hard to focus simultaneously on form and meaning. Accuracy requires attention and time. According to the results of Bozorgian and Kanani's (2017) study, task repetition is very effective in improving learners' accuracy and fluency in speaking skill.

1.1.7.2. Psychological Problems

Psychological problems arise from differences among the students in the same class. One of the psychological problems is blocking. The blocking problem associated with shyness and students who are afraid of making mistakes and errors, and at the end of this problem, their peers and colleagues criticize them. For example, EFL students may have pronunciation anxiety in oral communication when they learn and use a foreign language that is derived from their negative self-perceptions, beliefs, and fears (Baran-Lucarz, 2014, p.453). Ur

(1996, p. 121) described this situation as follows: 'Students are often worried about the fear of doing wrong in the foreign language class, the fear of criticism, embarrassment, or attention while talking, and they have difficulty trying to say something.' In brief, the psychological problems which include shyness, fear, social anxiety, and lack of self-esteem have negative impacts on the EFL learners speaking skill.

1.1.7.3. Cultural Problems

Harmer (2010) Speakers who have the same language and cultural background know how to talk to each other. Having a different culture may be also seeing as barrier for EFL learners in developing their speaking skill.

Conclusion

In conclusion, the examination of speaking skill of the various components, basics, types, and factors that form a learner's ability to speak the language effectively. It focuses on speaking proficiency and its role in successful language learning, where learners may face many problems and challenges to master the language. By exploring these dimensions, this section provides a comprehensive understanding of speaking performance and highlights the importance of these skills.

Section 2: Theoretical Perspectives on the Use of ELSA Speak in Developing Speaking Skill

Introduction

This section explores the integration of the ELSA (English Language Speech Assistant) application into the context of language learning. ELSA is an AI-based application that provides instant feedback on pronunciation and speaking. It offers exercises that help learners practice and improve their speaking abilities by offering tailored exercises and detailed analysis, ELSA aims to enhance learners' confidence and accuracy in spoken English.

1.2.1. The Role of Technology in Language learning

Technology has become an important part of the learning and teaching processes; it facilitates language learning for EFL learners. Luu (2021, p.72) claimed that "technology is a big contributor to the developments in many fields, especially in education''. The incorporation of technology in the instructional process appears to improve language learners' academic ability. Technology has many advantages in the field of education; it increases students' motivation and engagement and enhances their proficiency. It helps them to assess their work and gives feedback. Technology develops their skills and increases learners' autonomy (Riasati, Allahyar, & Tan, 2012). It has a huge impact on their performance where learners will be motivated and develop their skills. With the rapid advancement of online tools and resources, AI technology has brought a transformation in the process of learning such as applications, platforms, podcasts, etc. This AI technology make learners gain time and help them improve their skills through different applications and learning media. Learners now have more opportunities to improve their speaking skills. They

may learn whenever and wherever they want and choose subjects that interest them using mobile application-assisted language learning like Duolingo, cake, ELSA Speak, and so on.

1.2.2. ELSA Speak Application

ELSA Speak is an AI language learning application that stands for "English Language Speech Assistant''. Aeni (2021, p.272) said '' "ELSA is a mobile app that offers instruction, native audio, practice, feedback, and simulated "conversation" practice, all of which have been proven to increase motivation.''. ELSA motivates learners and helps them to learn the English language in a fun, engaging, and effective way. It improves their pronunciation, fluency, intonation, word stress, and conversation training through a series of exercises then gives them feedback after comparing it to native speakers' speech.

ELSA Speak is an application that can be downloaded for free from the AppStore or Google Play in mobile phones. It can help English learners prepare themselves for IELTS, TOEFL exams, and so on. From over 1600 lessons covering all English sounds and over 40 topics; practicing the essential English conversations and phrases with an AI speech coach will help learners to speak like native speakers (Aswaty & Indari, 2022). Other research claimed that ELSA Speak application provides 1200 lessons and more than 60 topics (Widyasari & Maghfiroh, 2023). These results prove that ELSA Speak application is rich with topics and lessons; which will help learners to enrich their vocabulary and improve their proficiency level by providing many practice opportunities.

The application ELSA Speak has a free and paid version; if the user wants to unlock extra features, they have to pay per month, three-month, or a year to subscribe first. ELSA Speak application is one of the best applications to help anyone, especially English learners, with their pronunciation. This application can be considered as a multi-purpose coding app that

application that works as your virtual language teacher (Widyasari & Maghfiroh, 2023). ELSA Speak can be used by anyone around the world and at any time which make it very helpful.

1.2.3. The Main Features of ELSA Speak Application

The Elsa Speak application can perform the following key features:

1.2.3.1 Personalized Lessons

In ELSA Speak application the users have to do a speaking test first to check their level; the test takes less than ten minutes. Once they receive their results, the application gives them a list of lessons to start with. It covers topics and skills like food, entertainment, technology, culture, daily conversation, and relationships. It creates a learning path depending on its learners' abilities, individual pronunciation challenges, and specific learning goals. This ensures that the learning experience is relevant and effective for each learner. The figure shows the various lessons and topics that ELSA gives to its users.

. ***Figure2***. *Personalized Lessons by ELSA Speak (Ima Ocan, 2024)*
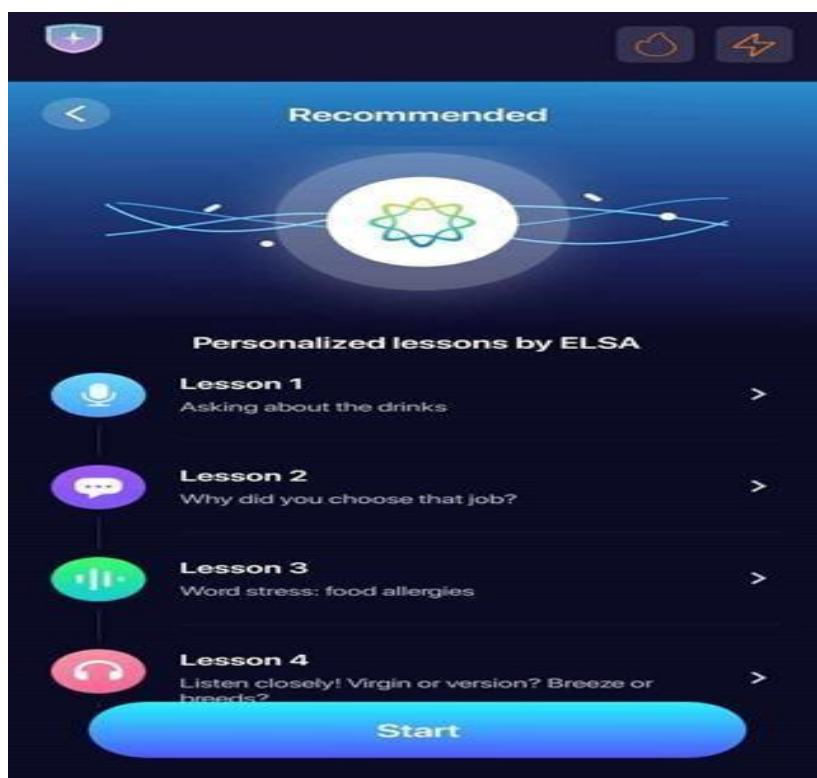
1.2.3.2 Pronunciation Feedback

The application includes various speaking and listening opportunities. After selecting a lesson and topic, it gives a lot of exercises and offers detailed feedback for correct and incorrect pronunciation. They start with word, phrase then full-one sentence. If learners pronounce a word in a wrong way, it gives him/her a detailed explanation of how it should sound like. Figures 3 and 4 show two different pronunciation exercises and their feedback.

Figure3. *Feedback and a Detailed Explanation of the Wrong Sound (Ima Ocan, 2024)*
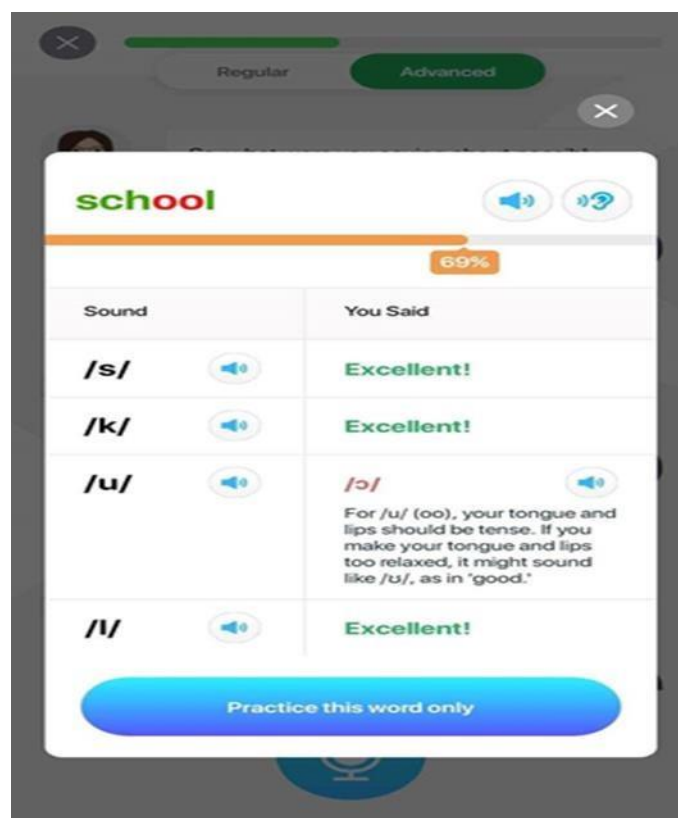
In addition, the application includes listening check which is very helpful to distinguish between two similar-sounding words such ''wish'' and '' witch'', ''year'' and ''ear''. It provides also stress practice which is an important part of English, it gives its users examples to practice for instance the word ''average'' (Ocan, 2024).

1.2.3.3. Games and Challenges

To keep the learning process fun for learners, ELSA provides interactive games and challenges to practice with real- life situations. For instance, conversation game which is a simple conversation with an AI robot, the learner just repeats sentences out loud, and it gives him/ her feedback whether correct or not. These kinds of games motivate learners to practice more and improve their skills. The figure 5 shows a game conversion and detailed feedback.

Figure 4. *A Game conversation and feedback (Ima Ocan, 2024)*

1.2.3.4. Speech Proficiency

There is a collection of scores from ELSA activities; it allows its users to record sentences then gives them feedback on different issues such as schwa, aspiration sounds, consonants and clusters. In addition, ELSA gives its users accurate scores percentages and detailed report about the learners' performance. Figure 6 illustrate an example of a detailed report

Figure 5. An Example of Detailed report (Sebastián & Garcia, 2023)
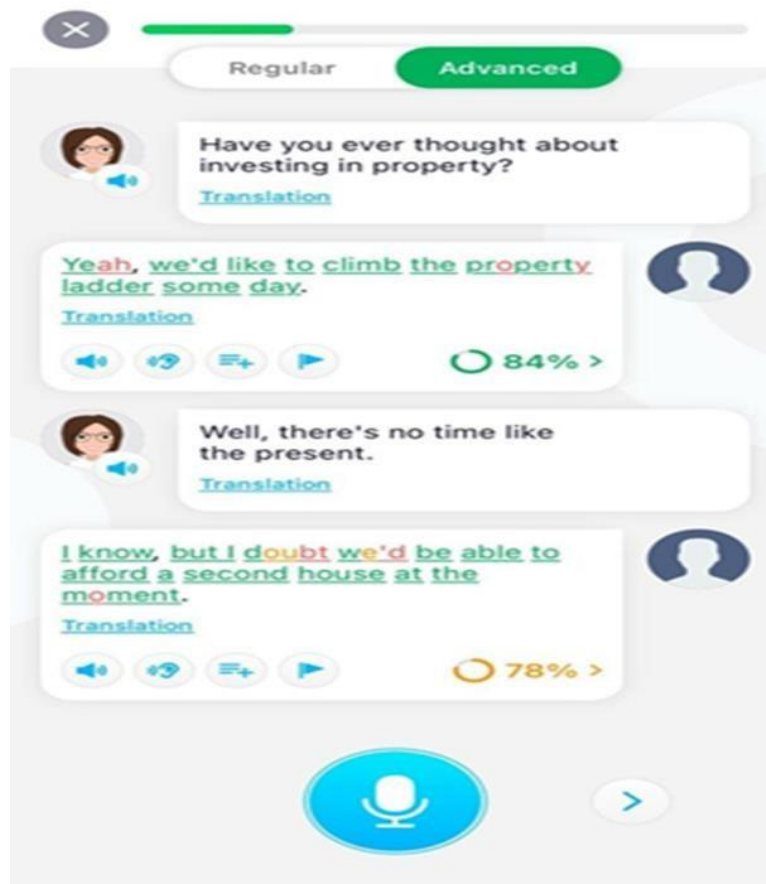
The green letters pronounced correctly, yellow letters mean that the sound is mostly correct, and red letters indicate that the sound pronounced incorrectly.

1.2.4. The Procedures of ELSA Speak

Aswaty and Indari (2022) found that for using ELSA speak application, there are a set of procedures.

1. Students download/install the ELSA (English Language Speech Assistant) Speak application from smartphone's appstore.

2. Students open it then go to the real-life communication menu in real-life communication menu, there are some lessons of conversation can be chosen. In this section of practice, the students choose lesson 2 (do you think it's important for people to study foreign languages?).

Lesson 2 is chosen cause it's relevant to the basic competency (giving and asking comments and thought) of syllabus that becomes the problem of students

3. In the lesson 2, there is a form of conversation that sounding by AI program of the application. The students can check the pronunciation first, and then try to imitate the sound.

4. After that, students practice to have dialogue with AI of ELSA (English Language Speech Assistant) speak application. The writer will observe and compare the students' performance before and after using ELSA (English Language Speech Assistant) speak.

1.2.5. Advantages and Disadvantages of ELSA Speak Application

According to Becker (2019, p. 2) ELSA's basic interface is simple and provides navigation between topics, skills, levels, reports, and other features. Users can set a display language (English, Vietnamese, or Japanese, good indicators of the target audience for this app). Depending on the proficiency level of the user, the skills include exercises such as beginning and ending sounds, minimal pairs, schwa, the-sounds, and consonant clusters. Applied linguists typically refer to these as segmental phonemes individual sounds within a word. The topics include food, entertainment, technology, culture, daily conversations, and relationships, among many others. Based on the above description, it can be concluded that for Becker (2019, p. 2) the advantages of ELSA (English Language Speech Assistant) Speak Application as follow:

1. This application employs "proprietary artificial intelligence" (AI) including automatic speech recognition (ASR) to provide feedback on users' pronunciation accuracy.

2. Students can select a topic, under which they can choose from several lessons.

3. Each lesson is labelled for proficiency level and includes various speaking and listening opportunities.

4. Users can listen to the pronunciation of the target sound and then record themselves.

5. ELSA (English Language Speech Assistant) determines the accuracy of the recording and provides feedback for correct and incorrect pronunciations.

From the aforementioned advantages, it can be concluded that by using ELSA application the user or students will get benefit such as: students can improve their pronunciation or the speaking skill generally because there is conversation practice, students will benefit from the feedback, and students can find the meaning of the word from dictionary feature in ELSA application (Becker, 2019, p. 2).

Then, as described by Becker (2019, p. 2) the disadvantages of ELSA (English Language Speech Assistant) Speak application could be stated as follow:

1. Students must have a smartphone to download and install the application.

2. The topics are limited by paid contents.

3. It needs to use internet connection to run itself.

4. It is limited only by an accent.

Based on the disadvantages, it can be said that one drawback of using the Elsa application according to Becker (2019, p. 2) is its reliance on a stable network to produce accurate feedback. Moreover, if the network is unstable, the application cannot detect what the user is saying when using this application. So, to avoid being affected by the disadvantages of using ELSA application, users should ensure that the network connection is stable before use the application.

Conclusion

ELSA speak is a helpful application for improving English pronunciation, fluency, accent, and ultimately the speaking skills. Its use of artificial intelligence allows learners to receive

instant, personalized feedback, making practice more effective and engaging. With its easy-to-use design and focus on real-life speaking situations, ELSA supports language learners in becoming more confident and fluent in English.

Chapter Two: Perceptions of EFL Teachers and Learners at ABUC on the Use of ELSA Speak for Speaking Skill Development

Introduction

The first section of this chapter contains a detailed description of the research methodology employed, as well as a full description of the selected populations, and a detailed explanation of the research instrument used. The second section deals with the analysis and discussion of the results of both questionnaires.

2.1 Section One: Methodology

2.1.1 Research Method

This research employs a descriptive method and adopts a qualitative approach. Two questionnaires were developed and targeted two groups: first-year English students and English teachers at the Department of Foreign Languages, Mila University Centre. The questionnaires were distributed in both digital and printed formats. The aim was to investigate learners' and teachers' perceptions of the effectiveness of the ELSA Speak application in developing English speaking proficiency.

2.1.2 Population and Sampling

This study is carried out at the Department of foreign languages, Mila University center. The research targeted two participant groups through the use of questionnaires: Oral Expression teachers and first-year students of English. The Students 'questionnaire is administered to 100 first year's students of English at the department of foreign languages

that represents more than 30 percent of the whole population. This population is chosen since first-year students are still in the process of developing their speaking skills and other foundational skills the teachers' questionnaire is administered to 12 Oral Expression teachers, who are asked to complete it. This population is selected due to their direct interaction with first-year students, ensuring that the questionnaire is appropriate for collecting relevant data to meet the research objectives.

2.1.3 Research Tools

To gather reliable data that addresses the research questions, two versions of the questionnaire are distributed to two distinct samples. Each questionnaire includes a mix of open-ended and closed-ended questions, featuring multiple-choice items to explore students' and teachers' perceptions in depth on the effectiveness of the ELSA Speak Application on developing English speaking proficiency. For that reason, a first questionnaire with three sections is addressed to first year students of English at Abdelhafid Boussouf University Mila. Additionally, and a second questionnaire with four sections is administered to the teachers of Oral Expression from the same university. The chosen research tools are intended to provide deeper insights into the perceptions of students and teachers regarding AI tools with a particular focus on ELSA speak.

2.1.4 Questionnaire

A questionnaire, according to Creswell (2012), is "a form used in a survey design that participants in a study complete and return to the researcher" (p.382).The reason of selecting questionnaire as a data collection technique in this research is the ability to get in depth information and perceptions from the participants and the ability to generalize (Creswell,

2003). In simple words, a questionnaire is a tool used in surveys where participants answer questions and return them to the researcher. It is chosen as the method for collecting data in this study because it helps to make broader conclusions about a population based on a sample. Bhandari (2023) defined a questionnaire as '' a list of questions or items used to gather data from respondents about their attitude, experiences, or opinions. Questionnaires can be used to collect quantitative and/ or qualitative information''. It is a method used by researchers to collect data from a target audience and conduct research that may lead to solutions to the problem.

2.1.5 The Students' Questionnaire

2.1.5.1 Administration of the Students' Questionnaire

The students' questionnaire is conducted from April 21st to 24th, 2025. It involves 100 first year learners from the Department of Foreign Languages at Abdlhafid Boussouf Mila University Centre. The collected answers are stored digitally for easier analysis.

2.1.5.2 Description of the Students' Questionnaire

The students' questionnaire is divided into three sections. Each section has different types of questions, multiple choice questions, open-ended questions and closed-ended questions. The questionnaire consists a total of 16 questions spread across three sections, described as follow:

Section One: General Information

This section collects information about the respondents, including their reasons for choosing to study English and their current level of English proficiency.

Section Two: the Speaking Skill

The aim of this section is to understand the difficulties students face in developing their speaking skill. Students are asked to identify which aspects of speaking they find most challenging. Additionally, they are asked how often they speak and how they would rate their speaking ability. The final question explores the specific difficulties they encounter when practicing speaking in class.

Section Three: ELSA Speak Application

In this section, students are first asked about their use of the ELSA Speak application and whether they enjoy using it. They are then asked to describe the impact of ELSA Speak on their speaking skills. Additionally, students are asked for their opinions on whether the application is effective in improving EFL learners' speaking skill. The final three questions aim to identify which features of ELSA Speak they find most helpful, whether they would recommend the application to other students seeking to improve their speaking skill, and why.

2.1.6 Teachers' Questionnaire

2.1.6.1 Administration of the Teachers' Questionnaire

Regarding the teachers' questionnaire, it characterized a sample of 12 Oral Expression teachers at the Department of Foreign Languages, Abdelhafid Boussouf Mila University Centre. This questionnaire is administered from April 28 to 30, 2025.

2.1.6.2 Description of the Teachers' Questionnaire

The teachers' questionnaire is divided into four sections and includes various types of questions: multiple-choice, open-ended, and closed-ended. These question formats are specifically designed to collect qualitative data aligned with the research objectives. The sections of the teachers' questionnaire are described as follows:

Section one: Background Information

The first section of the teachers' questionnaire focuses on their perceptions regarding first-year learners' motivation to develop speaking skill. It also explores teachers' experience in teaching oral expression and the strategies they use to motivate their learners to improve their proficiency in this skill.

Section Two: The Speaking Skill

In this section, teachers are asked about speaking skills, including which aspects students struggle with and the most common challenges they face when practicing these skills. Finally, they are asked which techniques they find most effective for teaching speaking skill in EFL classes.

Section Three: ELSA Speak Application

This section tends to explores the teachers' views on ELSA speak application, its features and how it affect the learners' speaking skill and finally if they recommend it for their students outside the classroom.

Section four: Integrating ELSA Speak to Support Speaking Development in EFL Contexts

   In this final section, teachers are asked for their opinions about the ELSA Speak application. Specifically, they are questioned on whether the application supports students at different proficiency levels and if it contributes to long-term improvement in students' speaking performance. Following this, another question addresses the application's ability to reduce classroom speaking anxiety among learners. The last three questions focus on how frequently teachers believe students should use the application to improve their speaking skills, their views on potential challenges, and whether they would recommend it to other language teachers or institutions.

2.2 Section Two: Analysis and Discussion

2.2.1 Analysis Proportional Circle and Interpretation of the Students' Questionnaire

.Section One: General Information

Question 01: What influenced your decision to study English?

Figure 2.1. *Students' Motivations for Choosing English as Their Field*

of Study.
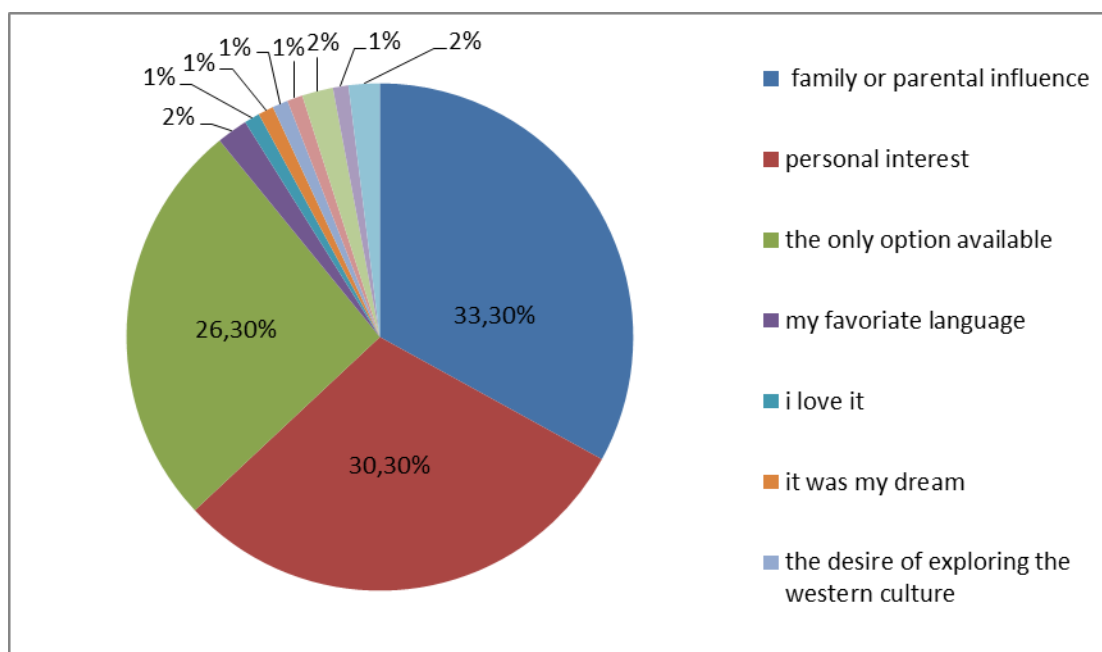
Data shows that most students chose to study English due to external influences like family 33.3% or limited options 26.3%, while fewer were driven by personal interest30.3% or passion. This suggests a mix of intrinsic and extrinsic motivations among learners.

Question 02: How would you describe your current level of English?

Figure 2.2. *English Proficiency Levels among Students*
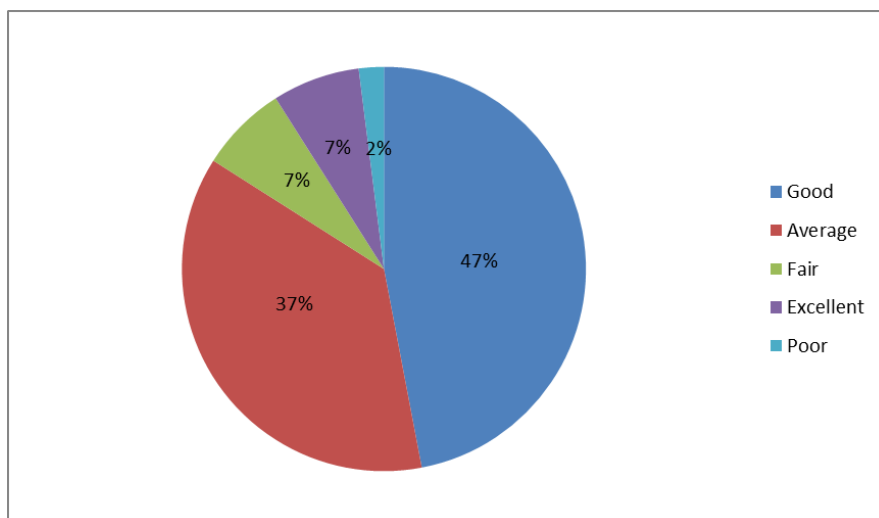
According to Figure 2.2, 47% of the participants have a good level of English proficiency, 37% have an average level, 7% have either a fair or excellent level, and only 2% have a poor level of proficiency. This indicates that nearly the half of participants possess a good level of English proficiency.

Section Two: The Speaking Skill

Question 03: Have you experienced difficulties in learning any of the four language skills (listening, speaking, reading, and writing)?

Figure 2.3. *Most Challenging Language Skills According to Students*
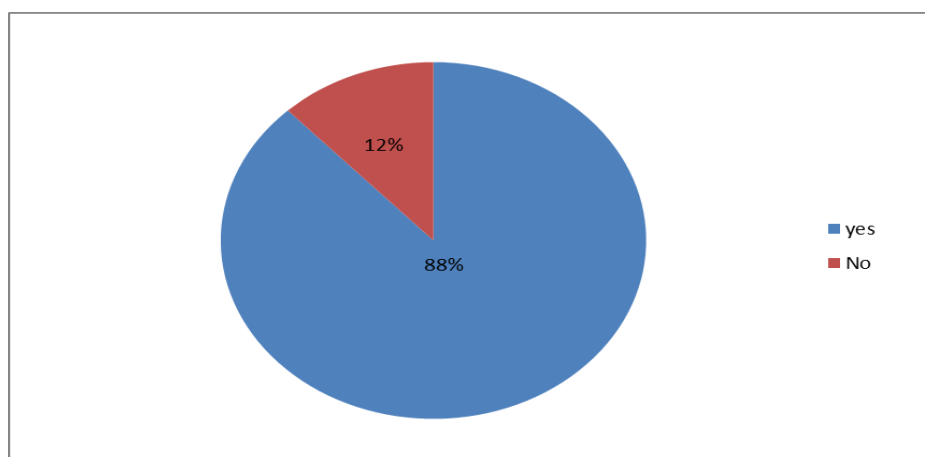
As shown in Figure 2.3, the majority of respondents (88%) face difficulties in the four skills, while only 12% do not. This indicates that a large number of first-year EFL students experience challenges in the four language skills: speaking, listening, reading, and writing.

Question 04: Which language skill(s) do you find most challenging?

(You may tick more than one option.)

Figure 2.4. *Students' Views Regarding the Most Difficult Language*
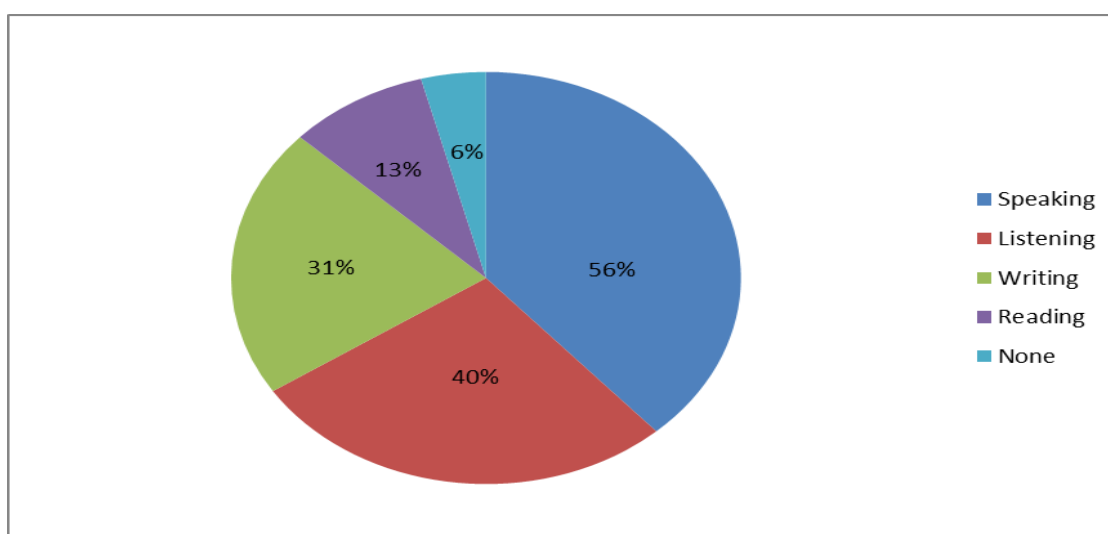
As shown in Figure 2.4, 56% of the participants believed that speaking is the most difficult and complicated skill. Meanwhile, 40% stated that listening is challenging, 31% identified writing as the most difficult skill, and 13% believed it to be reading. Only 6% of the students stated that they do not have any problems with any of the four skills. These results indicate that speaking is perceived as the most difficult language skill among the majority of participants.

Question 05: What aspects of speaking do you find most challenging?

Figure 2.5. *Students' Perspectives on the Most Difficult Aspects of Speaking*
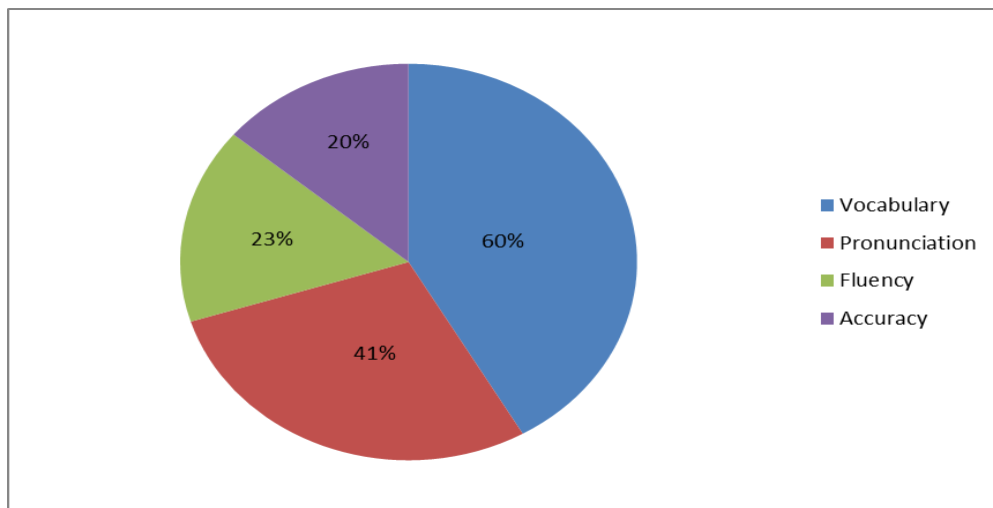
As shown in the figure, 60% of the students face difficulties with vocabulary, while 41% struggle with pronunciation, 23% have difficulties with fluency, and 20% find accuracy challenging. This indicates that more than half of the first-year EFL students find vocabulary to be the most challenging aspect of speaking skills.

Question 06: How often do you speak English in class?

Figure 2.6. *Frequency of Students' Speaking Practice in Class*
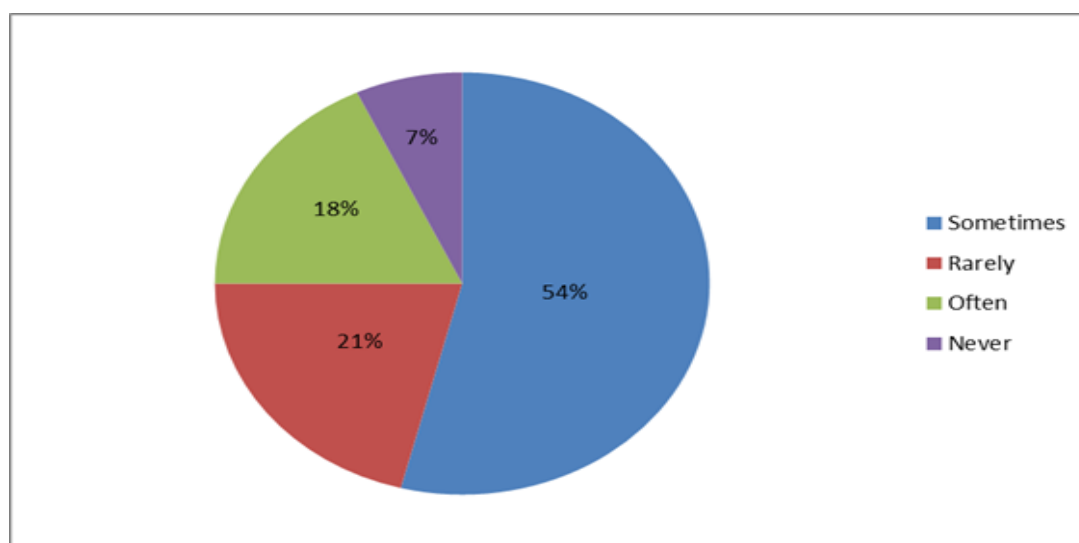
As illustrated in the figure 2.6, 54% of the students' report speaking English sometimes in class, 21% rarely speak, 18% often speak, and only 7% never speak. These results indicate that the majority of participants tend to speak English occasionally during classroom activities.

Question 07: How would you rate your English speaking ability?

Figure 2.7. *Students' Proficiency in English Speaking*
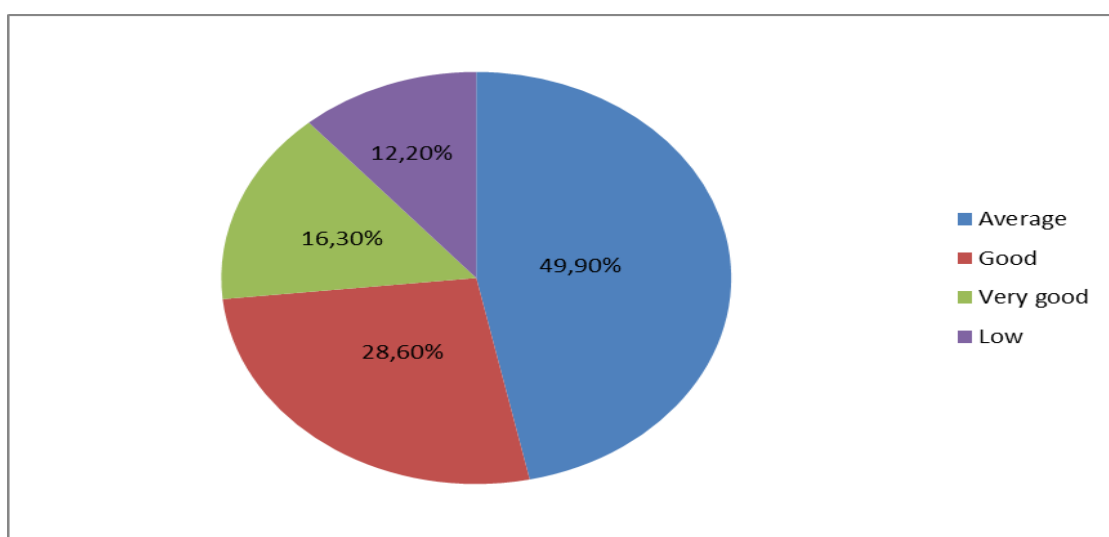
As shown in the figure 2.7, 42.9% of the students have an average level of speaking ability, while 28.6% are rated as good, and 16.3% as very good. However, 12.2% of the students report having a low level of English speaking ability. These results indicate that the plurality of students possess average to good speaking skill.

Why?

For learners who report having a very good level of speaking skills, they justify their answers by saying they are able to speak freely and fluently. They provide several reasons, such as their love for the language, which motivates them to learn a lot and practice speaking everywhere, even at home. Others mention that they have been learning English since

childhood, which has helped them become good speakers. Some also speak with native speakers on social media, among other reasons. For learners who say they have a good level of speaking skills, they explain that they can hold good discussions on common topics because they enjoy learning the language and strive to improve their speaking ability to sound like native speakers. Those who describe their speaking skill as average justify their answers by saying they have ideas but struggle with shyness and lack of self-confidence, which makes them feel uncomfortable speaking and unable to fully express their thoughts and ideas. Learners who report having a low level explain that they cannot speak well due to a lack of practice and psychological barriers such as anxiety, low self-esteem, and fear of making mistakes. Additionally, many learners struggle with a lack of vocabulary.

Question 08: Do you think the time devoted to speaking activities in class is sufficient?

Figure 2.8. *Students' Views on the Duration of Speaking Activities in Class*
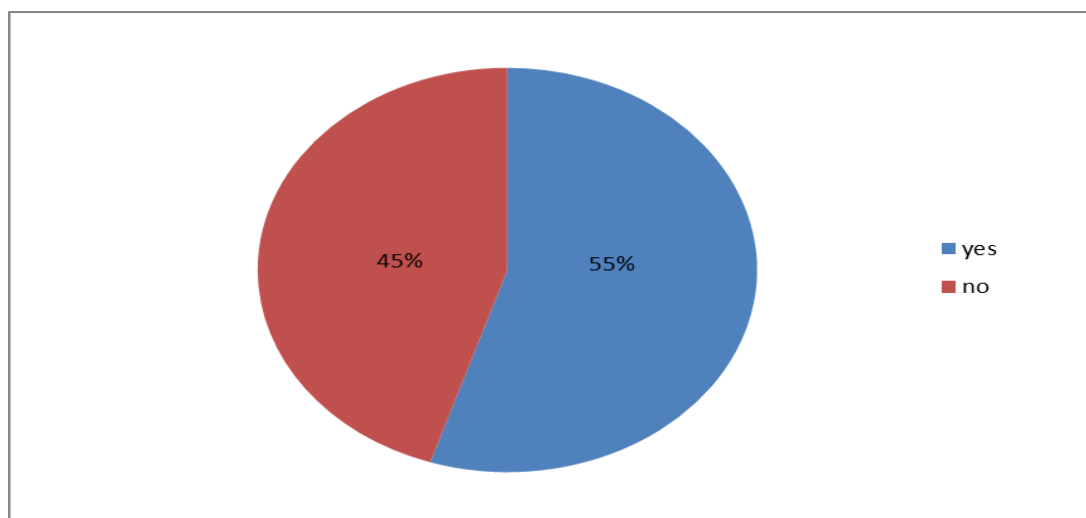
According to the figure 2.8, 55 % of the participants believe that the time devoted to speaking activities in class is not sufficient, while 45 % of them believe that the time is enough. This indicates that nearly the half of the participants believe that the time devoted to speaking in class is not enough and more time is needed.

Question 09: When practicing speaking in class, which difficulties do you experience?

Figure 2.9. *Challenges Faced by Students When Practicing Speaking in Class*
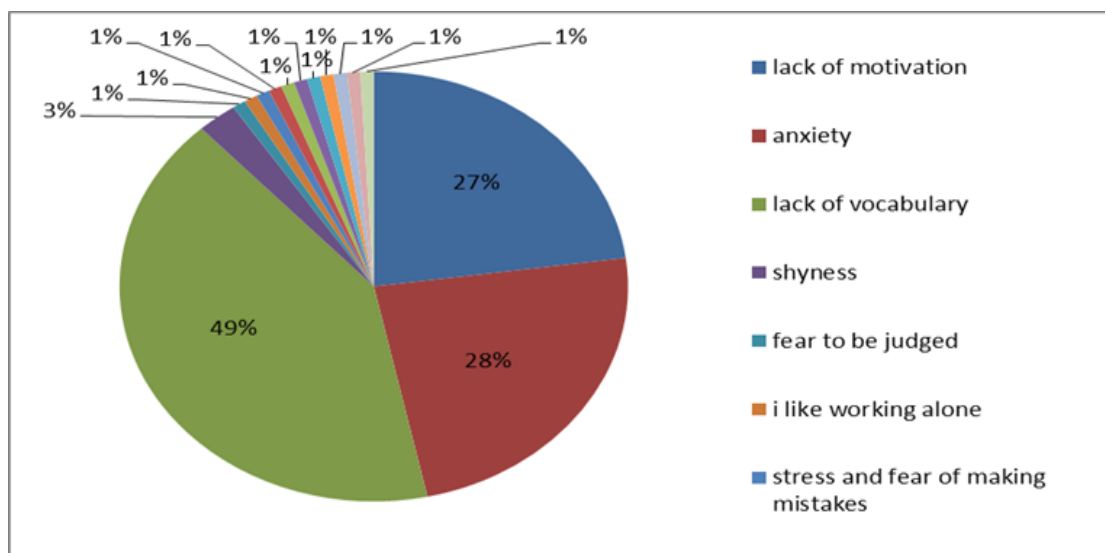
As the figure reveals 49 % of the students are suffering from the lack of vocabulary 28% of them suffering from anxiety, while 27% from lack of motivation, 2 % of them from shyness, and only 1% of the students are suffering from the fear of being judged, stress, lack of self-confidence, and losing vocabulary. Responses revealed that lack of vocabulary are the most difficulty faced by students when Practicing Speaking in Class.

Question 10: In Oral Expression sessions, which of these techniques do you prefer?

(You can tick more than one option).

Figure 2.10. *Students' Favorite Techniques for Oral Expression Sessions*
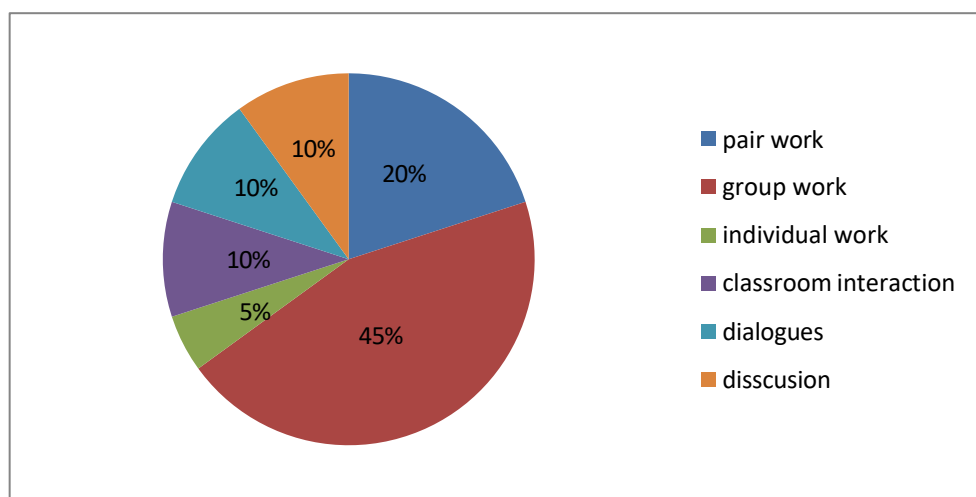
As it is shown in the figure 45 % of the participants prefer group work, 20 % of them

prefer pair work, 10 % prefer discussion, 10 % prefer dialogues, while 5% prefer classroom

interaction, and only 5 % prefer individual work. These results indicated that more than the

half of first year EFL students prefer group work.

Question 11: Have you ever used ELSA Speak application?

Figure 2.11. *Students' Use of ELSA Speak Application*
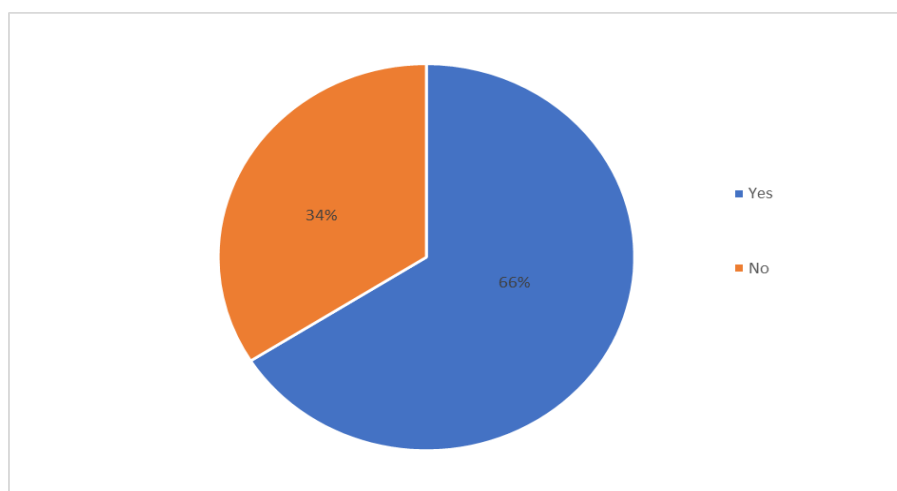
Over the half (66%) of learner's answer was that they use ELSA Speak application. However, 34% they do not use it. This shows that ELSA speak application is relatively well-known among the target audience.

Question 12: Do you like using the ELSA Speak application?

Figure 2.12. *Students' Perspectives on the ELSA Speak Application*
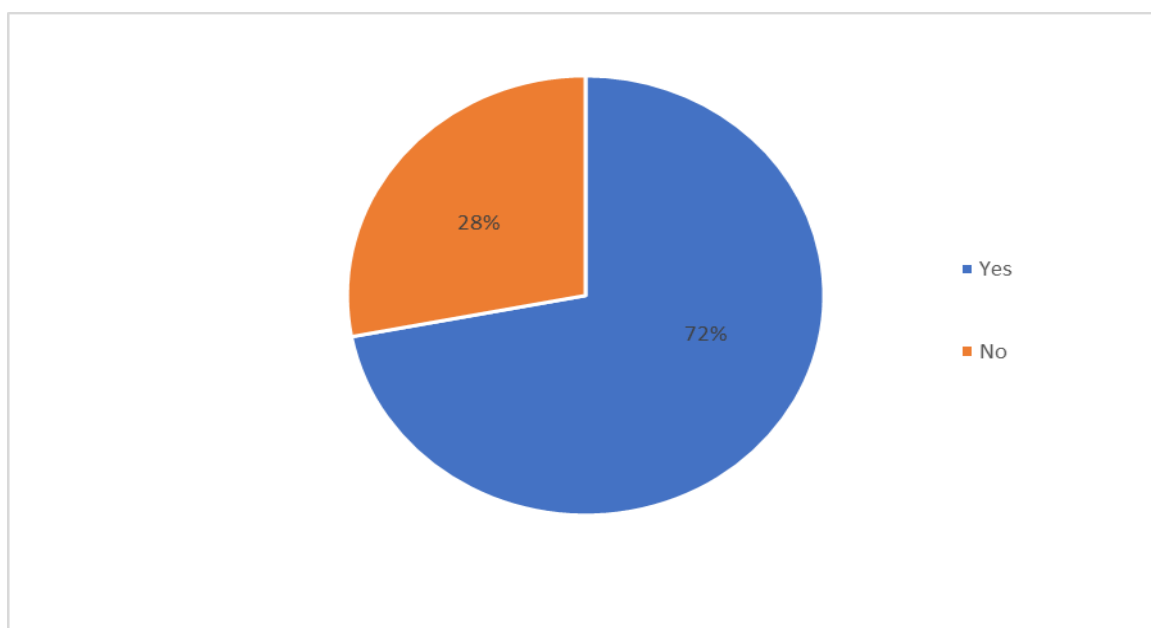
Most the participants 72% like using ELSA Speak application. While only 28% they do not like using it. Most users find value in the application's features, and they appreciate its ability to help them improve English speaking skill.

why?

Learners who like using ELSA Speak application said that it enriches their vocabulary and helps them practice freely without shyness or fear of making mistakes. In addition, ELSA gives personalized lessons, provides them with instant feedback, and improve their pronunciation. However, others who do not like using it they justify their answers that they

do not relay on these applications to improve their speaking skill and they prefer other methods like talking face to face or talking to native speakers on social media.

Question 13: How would describe the impact of the ELSA Speak application on your speaking skill?

Figure 2.13. *The Impacts of ELSA Speak Application on EFL learners in developing Speaking skill*
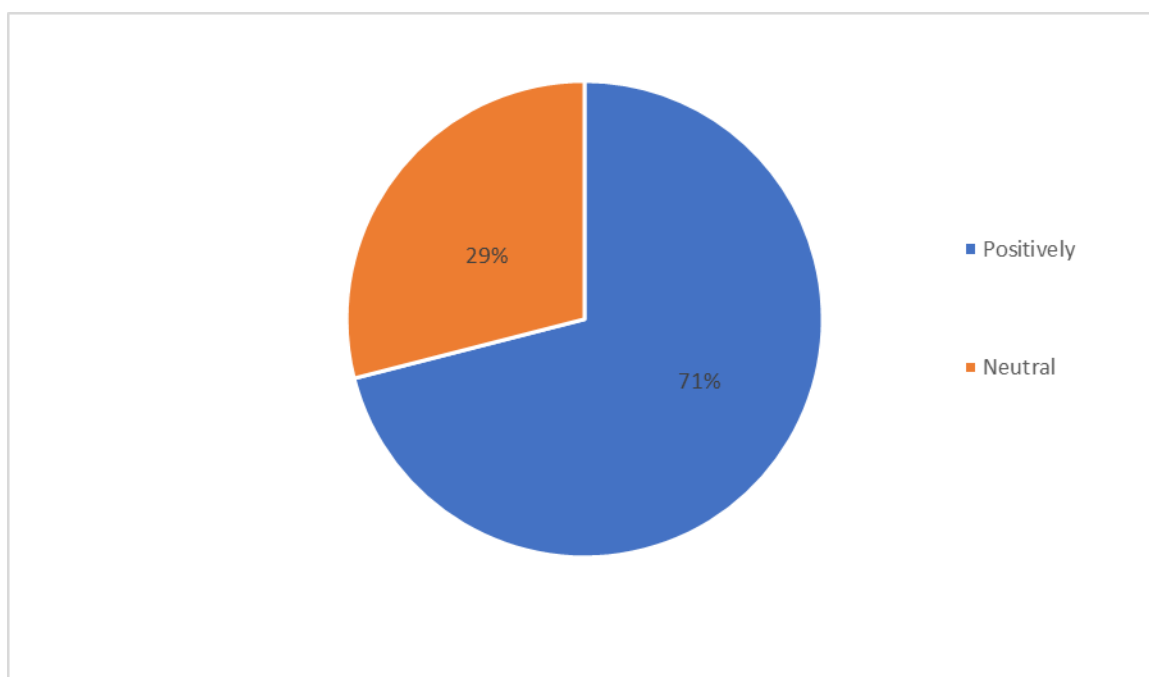
The plurality of participants 71% state that ELSA Speak application has positive impacts on their speaking skills, where 29% of them state that it is neutral. Which means that the most find it helpful in improving their speaking skill?

Why?

Learners who answer that ELSA Speak has a positive impact justify their answers that it helps them to improve their accent and pronunciation how to pronounce words, phrases, and sentences. It provides them by lists of vocabulary through its different topics. Reduce

shyness and anxiety they learn in comfortable way; they can use it every time and everywhere, it considered as their own coach. ELSA provides its users by daily goals and reminds them. While others who answer that it has a neutral impact respond that it did not
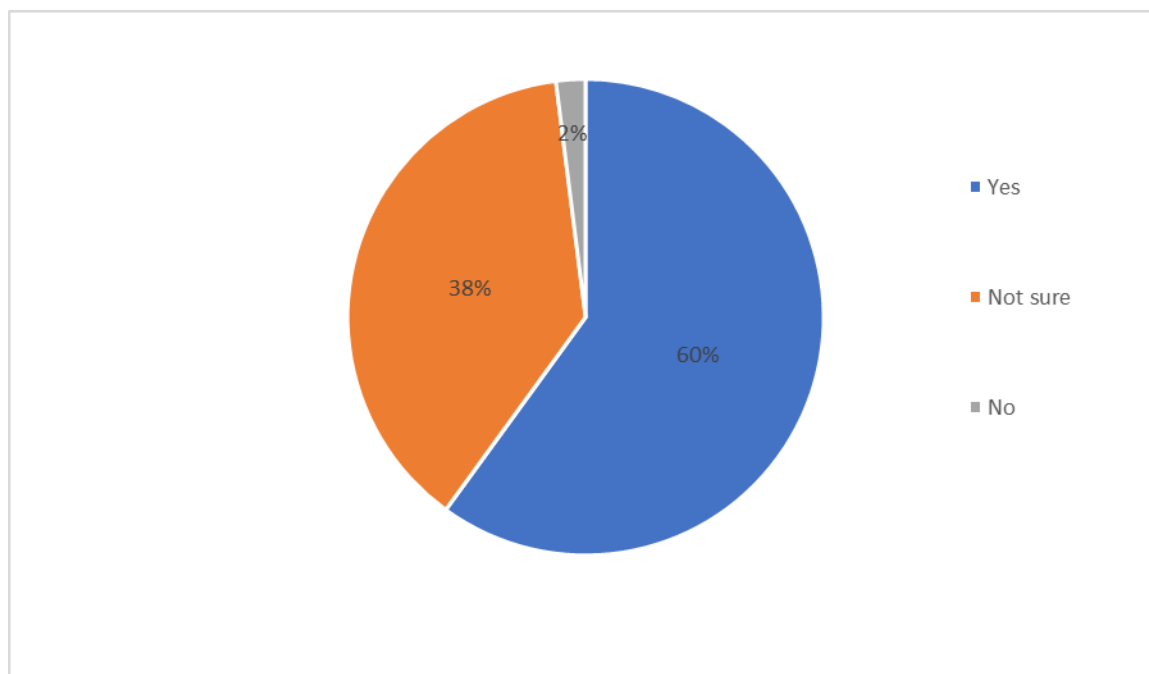
help them and it is helpful for beginners, and some of them did not use it before.

Question 14: Do you think that ELSA Speak application is an effective tool for improving the EFL learners speaking skill?

Figure 2.14. *Students' Views Regarding the Effectiveness of the ELSA Speak Application*

The results show that 60% of participants see ELSA Speak application is an effective tool, while 38% respond that they are not sure about that and only 2% answer no. The overall feedback of the participants shows the effectiveness of the application.

Why?

Learners who answer that ELSA Speak application is an effective tool for improving the EFL learners speaking skills, they said that it is effective because it focuses on essential

aspects like pronunciation, vocabulary, and accent reduction. Some of them find it motivated, it motivates them to learn, and gives them beneficial lessons may help them to improve their speaking level. Learners who answer they are not sure if it is effective tool or not, they justify their answers that it depends on learners' styles of learning and how they prefer to learn not all of them like use AI tools or application. Others who respond that ELSA is not an effective tool some of them did not use it and others do not like to use it.

Question 15: Which features of the ELSA Speak application do you find most helpful?

Figure 2.15. *Learners' Perceptions awards Helpful Features in the ELSA Application*
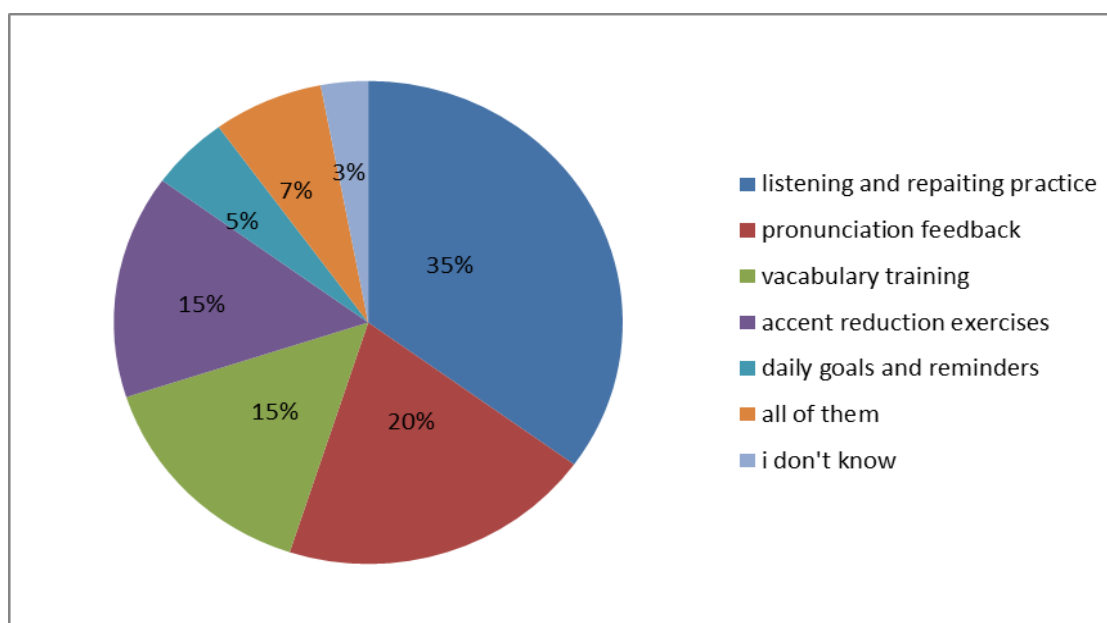
A number of students 35% find listening and repeating practice a helpful feature of ELSA speak application, 20% find pronunciation feedback, 15% find vocabulary training, another 15% find accent reduction exercises, and 7% find that all the application's feature are helpful, while 5% for daily goals and reminders, only 3% do not know because they don't use it before. This result reveals that listening and repeating practice also pronunciation feedback is the most helpful feature of the application according to the students.

Question 16: Would you recommend the ELSA Speak application to other students who want to improve their speaking skill?

Figure 2.16. *Students' Opinions on Recommending ELSA to Others for Improving Speaking Skill.*
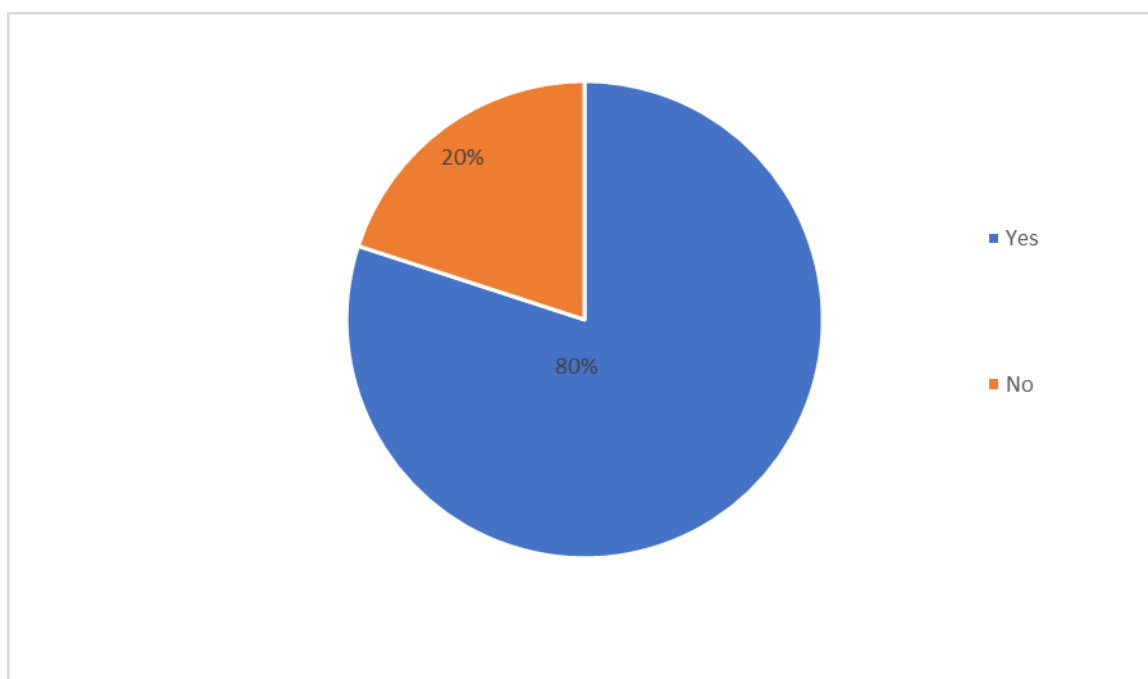
The plurality (80%) of the participants recommend the ELSA Speak application to other students, while 20% they do not. the results indicate that Most students recommend the application because of its effectiveness and they had a good experience while using it.

Why?

Learners who recommend ELSA Speak to other students confirmed its effectiveness and it helps them to improve their speaking skill through practice especially, those who do not have people to practice with. However, learners who do not recommend it they respond that each one has its own method to learn and they do not find it helpful for them.

2.2.2 Discussing the Findings of the Students' Questionnaire

The student' questionnaire findings revealed significant insights into the students' perceptions of using ELSA speak in the process of developing English speaking proficiency.

The study shows that more than half of the students use and like ELSA speak application, mainly due to its features like pronunciation feedback, listening and repeating practice, scoring and progress tracking, daily goals and reminders, vocabulary training, and accent reduction exercises. The most commonly used features are pronunciation practice, listening and repeating exercises, and pronunciation feedback. This feedback helps students pronounce sentences, words, and phrases correctly. Additionally, by listening and repeating, students improve both their speaking and listening skill. The plurality of the students claims that ELSA has an effective impact on their speaking skill. However, some students have a different opinion and claim that the application has a neutral impact on their speaking skill. Nevertheless, the study indicates that most students find ELSA Speak beneficial for developing their English speaking proficiency.

In conclusion, the discussion shows that ELSA Speak is popular and well-liked by EFL students. Most students believe it helps improve their speaking skill because of its useful features, especially how it saves time.

2.2.2 Analysis and Interpretation of the Teachers' Questionnaire.

Section One: Background Information.

Question 01: Do you think that first year EFL learners are motivated to learn the speaking skill?

Figure 2.17. Teachers' Opinions on whether First Year EFL Learners are Motivated to Learn the Speaking Skill.
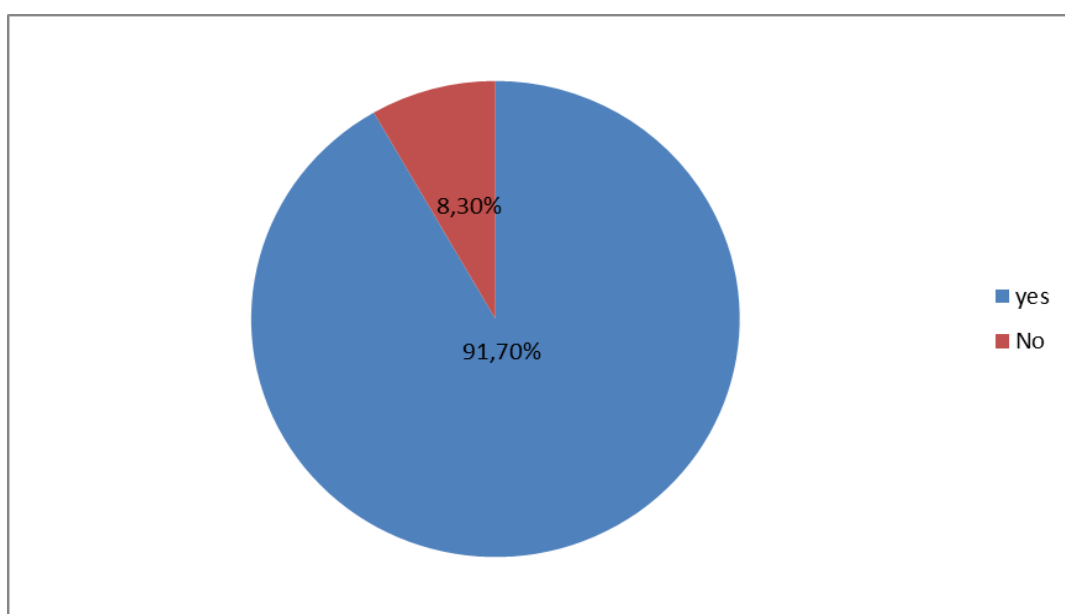
As it is shown the plurality (91, 7%) of teachers claim that first year EFL learners are motivated to learn the speaking skill. While 8, 3% claim that they are not. The results indicate that the plurality of first year EFL learners is motivated to learn the speaking skill.

Question 02: Do you advise your learners to use mobile-assisted language learning (MALL) tools in their learning?

Figure 2.18. Teachers' Opinions on the Use of Mobile-Assisted Language Learning (MALL)
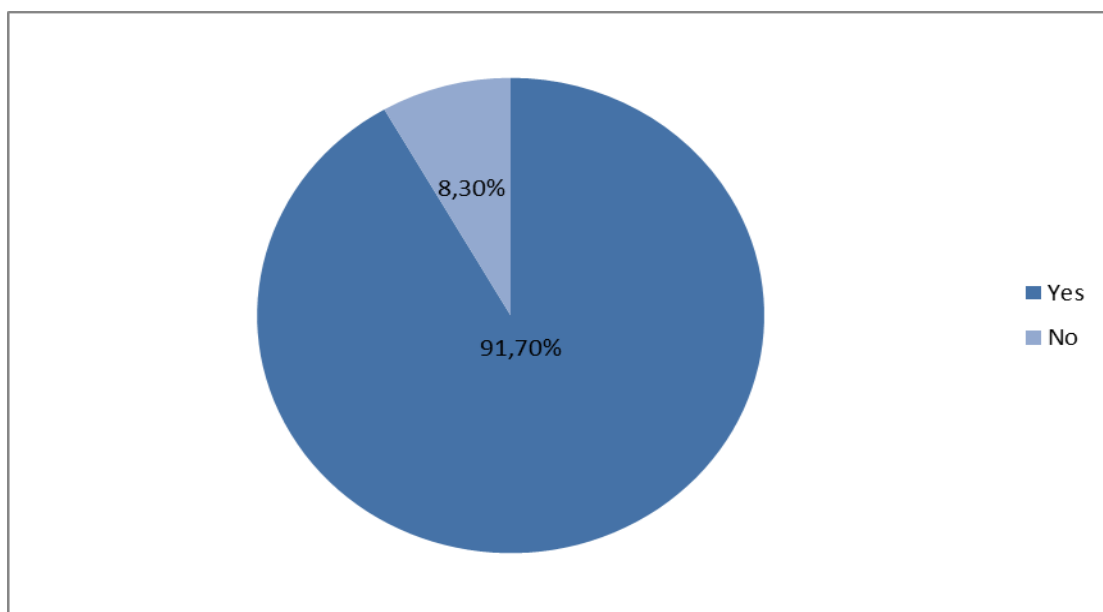
Most teachers 91, 7% advise the use of mobile-assisted language learning (MALL) tools by first year EFL learners. However, 8, 3% they don't. The results reveals that the plurality of teachers support or advise the use of mobile-assisted language learning (MALL) tools by first year EFL learners in their learning.

Justification

According to teachers' feedback most of them advise EFL learners to use mobile assisted language learning (MALL) tools in their learning. They believe that these tools facilitate language learning at many levels and get them motivated. In addition, they offer access to video, applications, games and many other activities that make language practice more engaging. However, teachers who don't advise their learners to use MALL tools, they responded that their disadvantages more than their advantages.

Section Two: The Speaking Skill

Question 03: what aspects of speaking do your students struggle with the most? (You may tick more than one.)

Figure 2.19. *Teachers' Views on Speaking Difficulties Faced by Learners.*
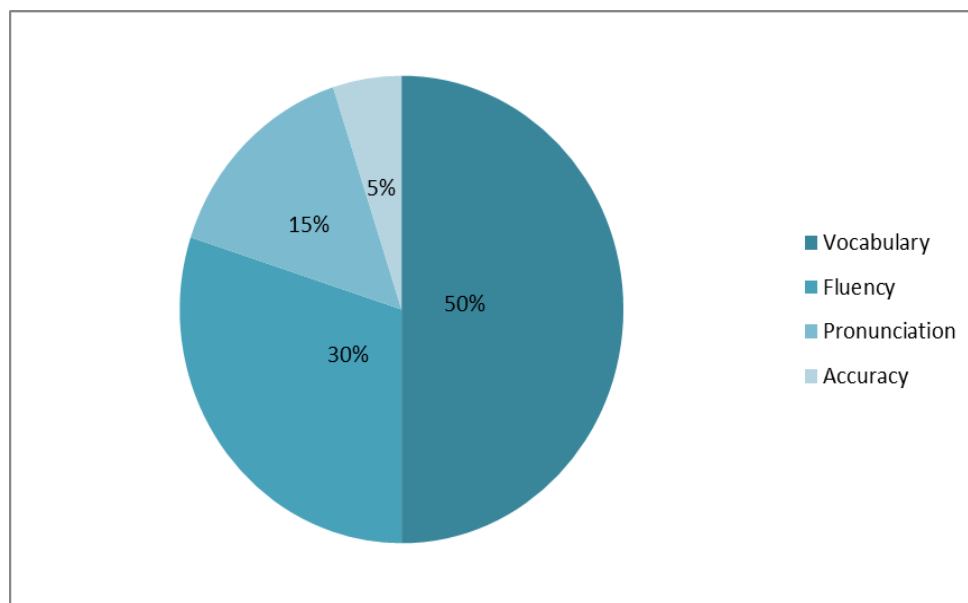
As it reveal the half of teacher 50% state that students struggle with vocabulary, 30% with fluency, while 15% with pronunciation, and only 5% struggle with accuracy. This indicates that vocabulary is the most aspect students struggle with.

Question 04: Do you think the time allocated to teaching speaking in class is sufficient?

Figure 2.20. *Teachers' Perspectives on the Amount of Time Spent on Speaking in Class*
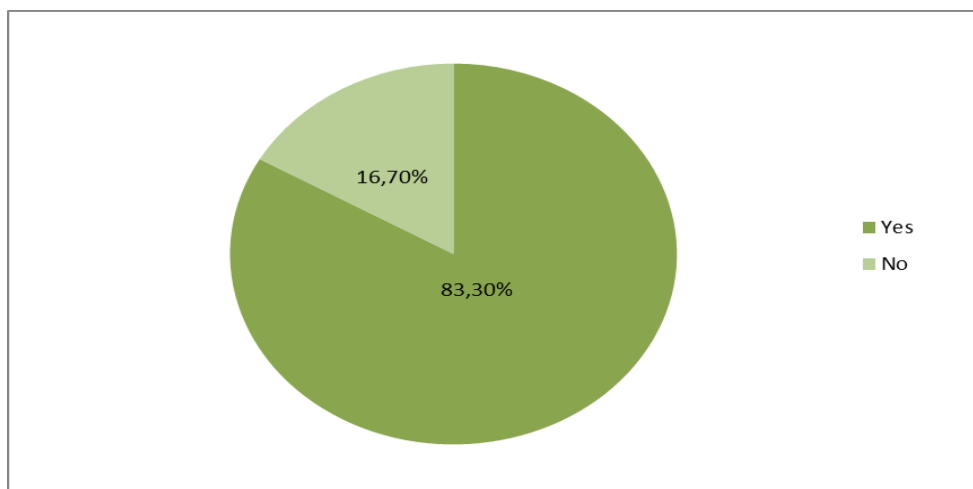
As it is shown below most 83, 3% teachers believe that the time allocated to speaking in class is sufficient. However, 16, 7% they believe is not. The results indicate that the majority of teachers believe that the time allocated to speaking in class is sufficient.

Question 05: what are the most common challenges your students face when practicing speaking in class? (You may tick more than one.)

Figure 2.21. *Teachers' Perspectives on Common Challenges Students Face in Classroom Speaking Practice.*
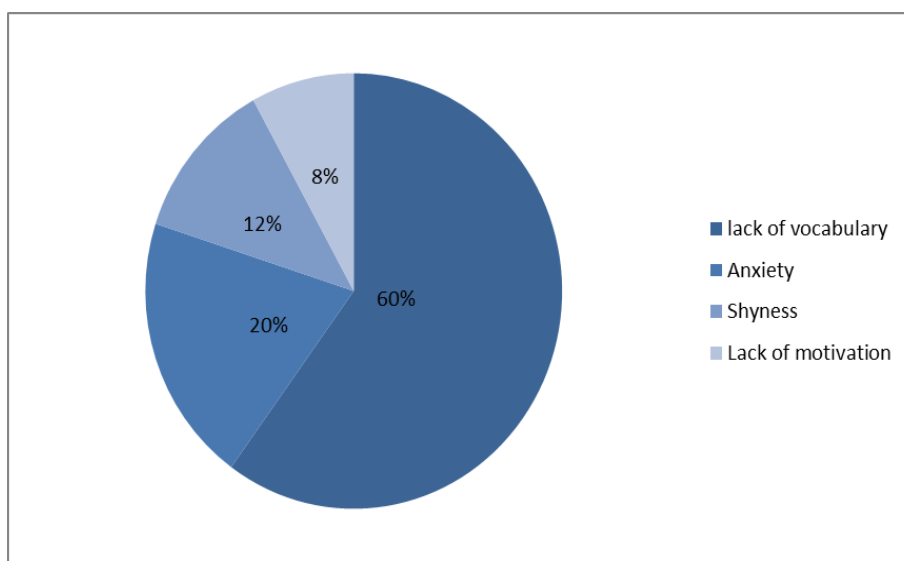
More than the half 60% of teachers claim that the most common challenge learners face when practicing speaking in class is lack of vocabulary, 20% claim that is anxiety, while 12% think that is shyness, and only 8% claim that is lack of motivation. The results indicate that according to teachers lack of vocabulary is the most common challenges learners face when practicing speaking in class.

Question 06: Which techniques do you find most effective when teaching speaking skill in EFL classes?

Figure 2.22. Teachers' Views on the Best Methods for Teaching Speaking Skill to EFL Learners.
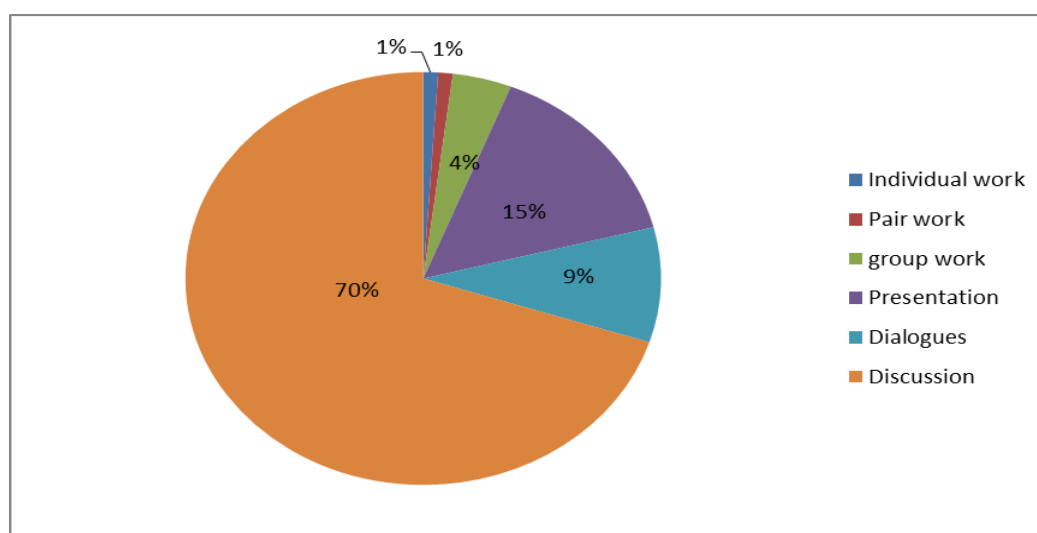
The plurality (70%) of teachers state that discussion is the most effective technique, 15% they state it is presentation, 9% state that is dialogues, while 4% of teachers state that it is group work and only 1% for pair work and individual work. This indicates that discussion is the most effective technique for teaching speaking skill in EFL classes according to the plurality of teachers.

Section Three: ELSA Speak Application

Question 07: Have you ever used the ELSA speak application?

Figure 2.23. *The Use of ELSA Speak Application by Teachers.*
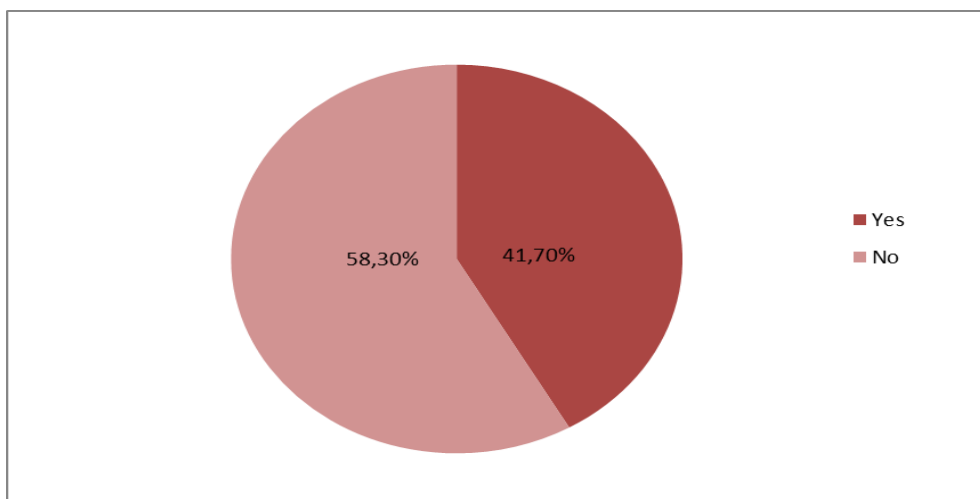
   More than the half (58, 3%) of teachers does not use ELSA speak application before, while 41, 7% they use it. This indicates that most teachers don't use ELSA.

   Question 08: What Features or Aspects of the ELSA Speak Application Do you find most useful for Learners? (You may tick more than one.)

Figure 2.24. *Teachers' Views on the Most Helpful Features of the ELSA Speak Application*

for Students.
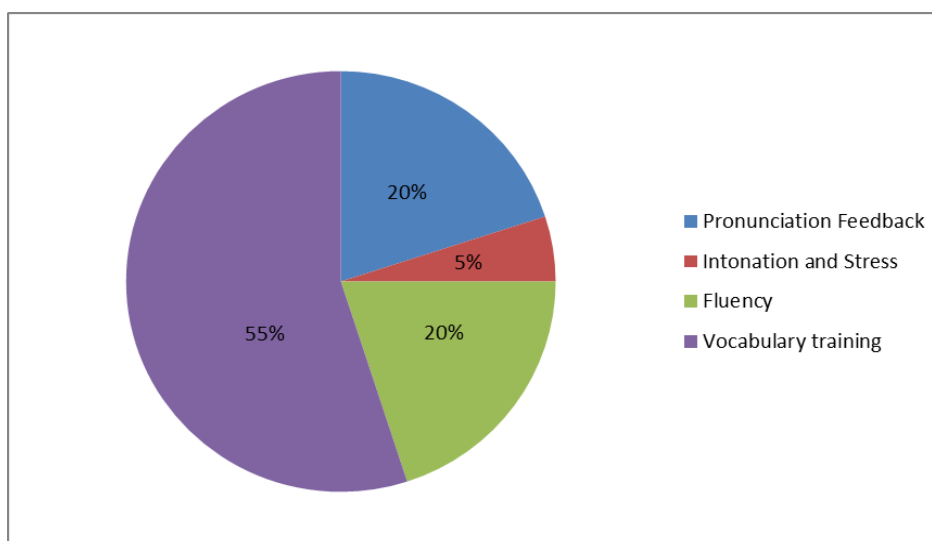
As it is indicated in figure 3-24 nearly the half (55%) of teachers see vocabulary training is the most useful features or aspects of the ELSA speak application, while 20% they see it is pronunciation feedback and fluency, and only 5% of teachers see it is intonation and stress. The results reveals that nearly the half of teachers see vocabulary training is the most useful Feature or Aspect of the ELSA Speak Application for learners.

Question 09: How does ELSA speak application affect the learners' speaking skill?

Figure 2.25. *Teachers' Perspectives on How ELSA Speak Affects Learners' Speaking*
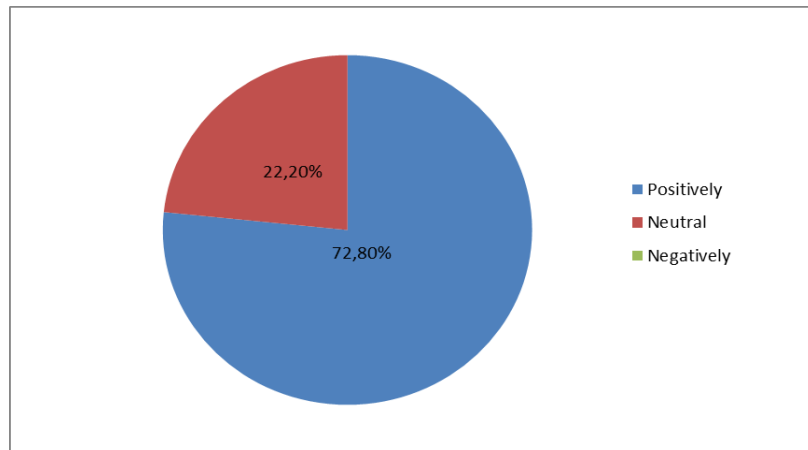
Skill

The Most (72, 8%) teachers claim that ELSA affects positively the learners speaking skill. However 22, 2% claim that it has a neutral affect. The results reveals that most teachers believe that ELSA speak application has a positive effects on the learners speaking skill.

Teacher's explanation

Over the half of teachers responded that ELSA Speak application affect the learners' speaking skill positively, because it provides immediate feedback on pronunciation and speaking patterns; this helps learners practice and speak more clearly and confidently. Moreover, it encourages students to practice daily and correct their pronunciation. While other teachers who responded that the effectiveness of ELSA application is neutral, they said that it depends on learners' strategies to learn the speaking skill.

Question 10: Would you recommend the use of ELSA Speak to your students outside the classroom?

Figure 2.26. *Teachers' Views on the Use of ELSA Speak for Enhancing Students' Speaking Skill Beyond the Classroom.*
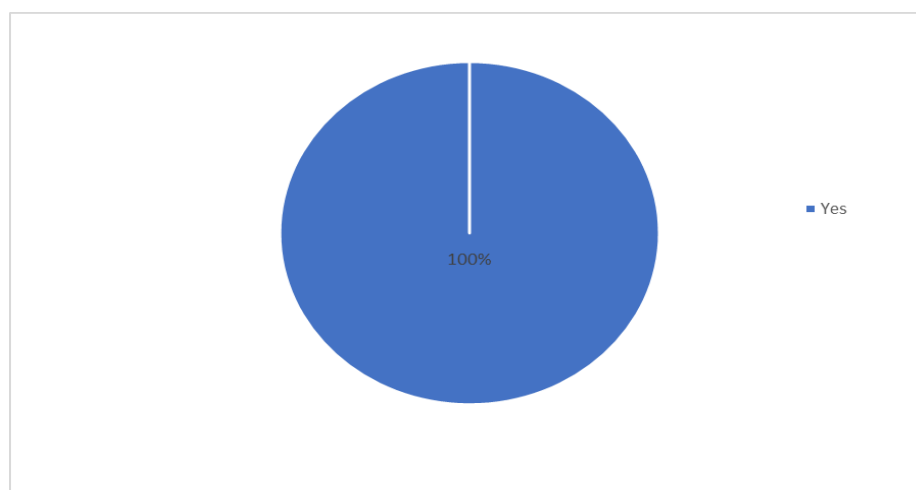
All teachers (100%) recommended the use of ELSA Speak application outside the classroom and this helps learners to practice more in order to develop their speaking skills.

Why?

Teachers recommended the use of ELSA Speak application outside the classroom and they justified their answers by many reasons, it gives learners the chance to practice whenever they want and improve their pronunciation by giving personalized feedback. It enriches them by lists of vocabulary through its variation of topics where they practice and acquire vocabulary, and encourages them to speak freely without fear of making mistakes.

Question 11: Do you think ELSA Speak can effectively support students with different proficiency levels (beginners, intermediate, advance)?

Figure 2.27. *Teacher's Opinions about the Effectiveness of ELSA Speak Application with*

Different Proficiency Levels.
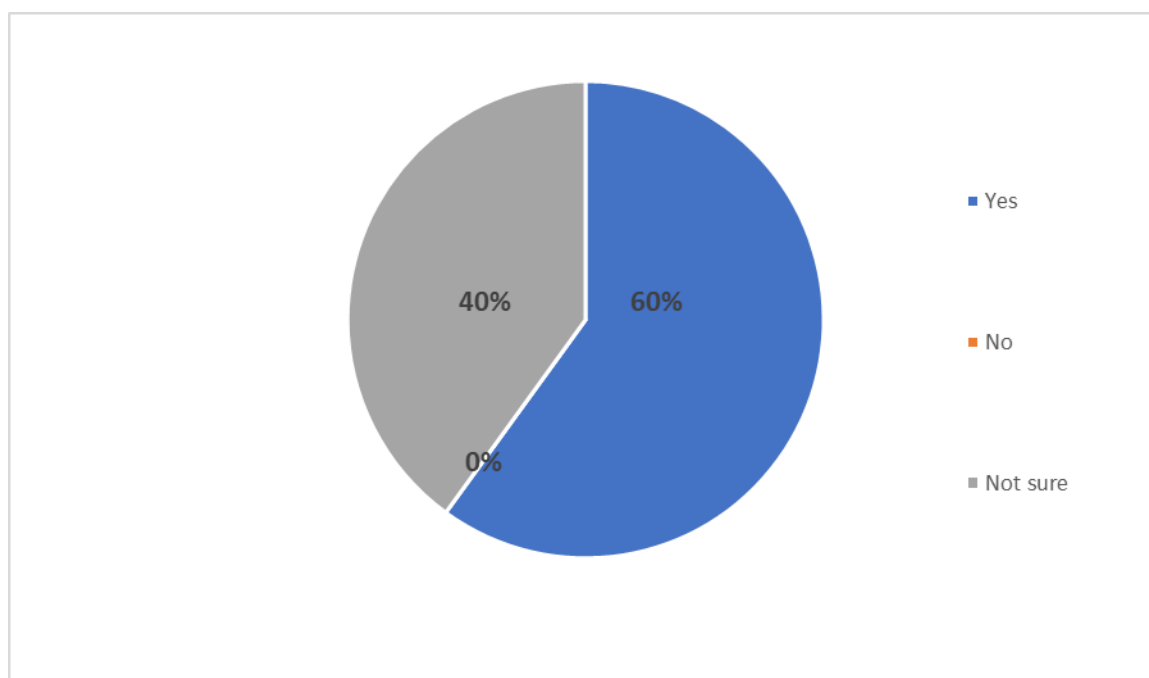
Over the half (60%) of teachers responded that ELSA speak application is effective, it supports students with different proficiency levels (beginners, intermediate, and advanced). The rest of teachers (40%) responded that they are not sure about its effectiveness about supporting students with different proficiency levels. While none of them answered by no because they are aware of its effectiveness, which may help students with different levels.

Why?

Teachers who answered that ELSA Speak can effectively support students with different proficiency levels; they gave justification that ELSA can develop students' motivation and self-confidence. It offers ready-made lessons for each learner depending on his / her level, and then it gives them personalized feedback to know their weaknesses and improve them. Other teachers who responded that they are not sure if ELSA Speak can effectively support

students with different proficiency levels, they said that it depends on the learners if they use the application daily and follow the application' feedback and corrections.

Question 12: In your opinion, does the ELSA Speak application contribute to long-term improvement in student's speaking performance?

Figure 2.28. *Teachers' Opinions on the ELSA Speak Application for Long-Term Improvement in Students' Speaking Performance.*
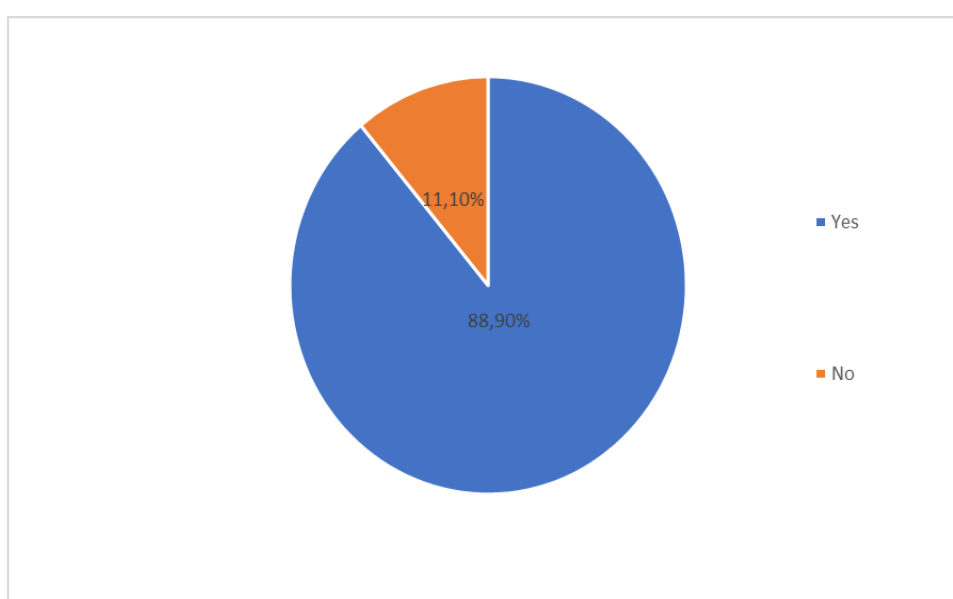
The majority (88.9%) of teachers believed that ELSA improves students' speaking performance by time, when they use it frequently and follow the application's feedback. The rest of teachers (11.1%) responded that ELSA does not contribute to long-term improvement in students' speaking performance. It may help learners to improve their skill and it depends on students' usage.

Why?

Teachers' opinions who answered by yes, they gave justification that ELSA provides daily practice for its users which helps learners to practice more. In addition, when learners are introduced to its aspects of stress, intonation, vocabulary training, and repetition, they are

more likely to develop their speaking abilities. In contrast, teachers who answered by no they said that ELSA can help only beginners.

Question 13: Would you consider integrating ELSA Speak or similar AI tools into your classroom teaching?

Figure 2.29. *Integrating ELSA Speak and Other AI Applications into Classroom Teaching Practices.*
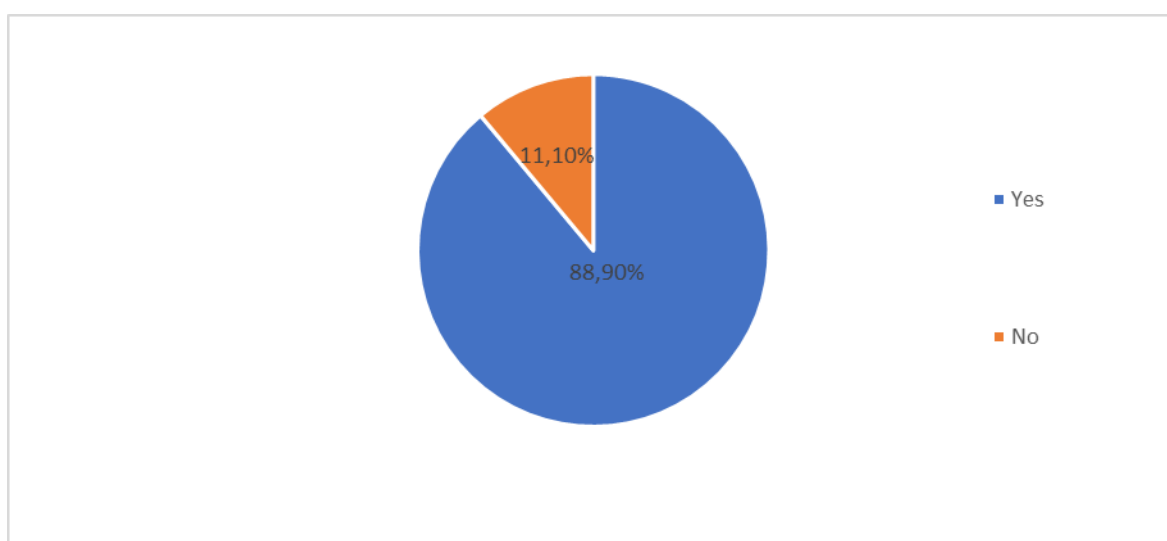
Most (88.9%) of teachers would like to integrate AI tools such ELSA Speak into their classroom. However, the rest of teachers 11.1% respond that they wouldn't want to integrate such tools. AI tools and ELSA Speak facilitate the language learning process.

Why?

Most of teachers who would like integrating ELSA Speak or similar AI tools into their classroom, they believe that incorporating technology for educational purposes is a way needed for learners to enhance their abilities and for better results. However, teachers who disagreed to integrate ELSA Speak or other AI tools they said that time is limited for lessons.

Question 14: Do you believe that applications like ELSA Speak can reduce classroom speaking anxiety among learners?

Figure 2.30. *Teachers' Opinions on Whether ELSA and Other Applications Reduce Learners' Anxiety in the Classroom.*
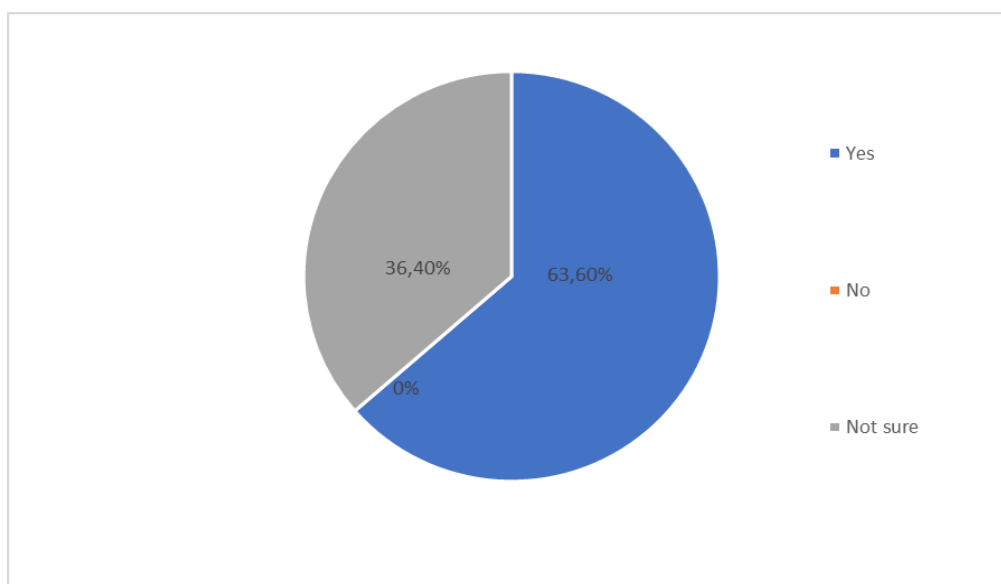
Many (63.6%) teachers believed that applications as ELSA may reduce anxiety among learners inside the classroom. The rest (36.4%) of teachers respond that they are not sure if these applications reduce anxiety among learners, while none of them responded no. Anxiety among learners inside the classroom happen because of many reasons and AI tools or applications may reduce it.

Why?

Over the half of teachers answered that applications like ELSA and others may reduce classroom speaking anxiety among learners, because it forces the learners' self-confidence when get training using vocabulary items, pronouncing words correctly and use stress, they feel less stressed. Some teachers who responded that they are not sure if these applications

can reduce classroom speaking anxiety among learners, because learners need real interaction with themselves and with teachers and trying to be less anxious through practice.

Question 15: How frequently do you think students should use ELSA Speak to see noticeable improvement in speaking skill?

Figure 2.31. *Teachers' Perspectives on the Use of ELSA Speak and When It Yields Noticeable Results.*
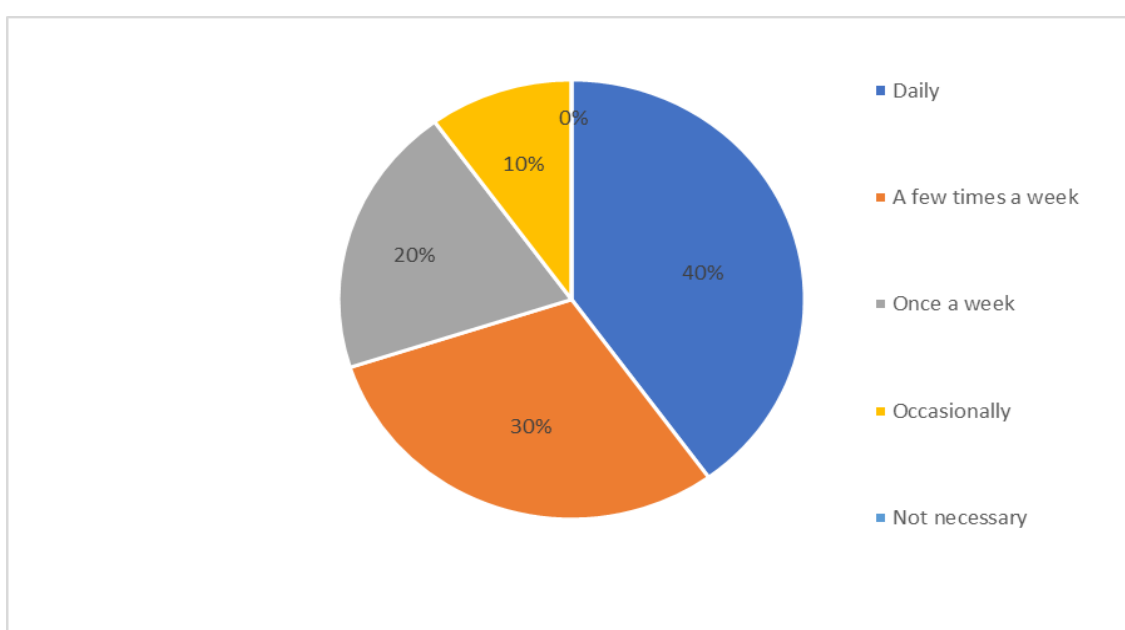
According to teachers' opinions, some of them 40% believe that the use of ELSA Speak application leads to a good result when learners use it daily. Others 30% said that a few times a week can achieve noticeable improvement. Whereas, some of them 20% responded that once a week is enough to achieve a good result in their speaking performance. The rest (10%) of teachers said that the learners when they use ELSA Speak occasionally may realize a noticeable improvement, and no one answered by not necessary to use it. Teachers have different perceptions about how frequently learners can use this application to improve their speaking skill.

Question 16: In your opinion, what are the potential challenges or limitations of using ELSA Speak application in EFL classrooms?

Teachers' opinions about the potential challenges or limitations of using ELSA Speak application in EFL classroom are many; the access to such applications is limited, and it requires a lot of time and classroom management; because of the large number of the learners, not all them are given the chance to practice. In addition, lack of tools not all the students own smartphones or have internet access, which makes it not easy for everyone to benefit equally from it. Other limitation which is that ELSA teaches them speaking skill generally, it could be less use of academic language which is considered the most important part language training at the university level.

Question 17: How likely are you to recommend ELSA Speak to other language teachers or institutions?

Figure 2.32. *Teachers' Views on Recommending the ELSA Speak Application to Other Language Teachers and Institutions.*
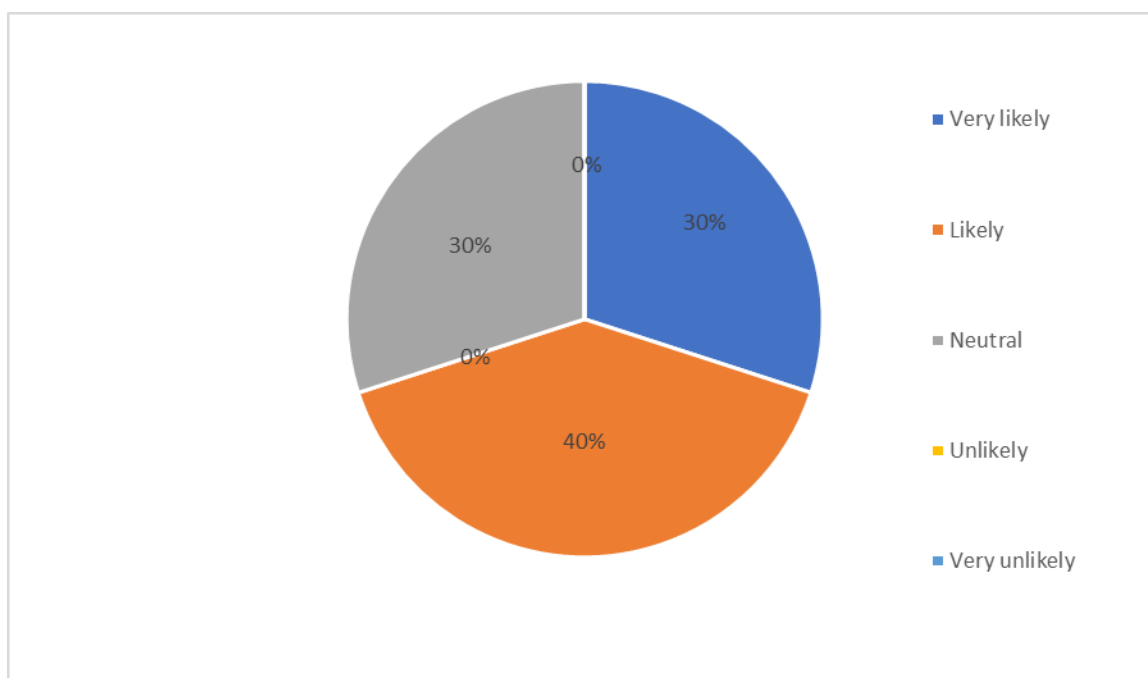
Some teachers 30% who answered by very likely and others 40% who responded by likely, they recommended the use of ELSA Speak to other language teachers or institutions. The rest of teachers (30%) answered by neutral, while none of them answered by unlikely or very unlikely. ELSA Speak can be helpful for other language teachers or institutions.

2.2.3 Discussing the Findings of the Teachers' Questionnaire

The data collected from the questionnaire completed by teachers provided clear insights into how artificial intelligence tools, especially the ELSA Speak application, can help improve learners' speaking skill. The findings are interpreted as follows:

The study reveals that many teachers use the ELSA Speak application and find its vocabulary training, pronunciation feedback, and fluency features to be the most beneficial. They believe that ELSA positively impacts learners' speaking skills and recommend its use outside the classroom. Moreover, most teachers think that ELSA Speak can effectively support learners at different proficiency levels (beginner, intermediate, and advanced) and that it contributes to long-term improvement in students' speaking performance. They also consider integrating ELSA Speak or similar AI tools into their classroom instruction, as such

applications can help reduce speaking anxiety among learners. In addition, teachers believe that students should use ELSA daily or a few times a week to see noticeable improvement in their speaking skill. Lastly, teachers recommend the ELSA Speak application to other language educators and institutions.

2.2.4 Relation between Students and Teachers' Findings

The results obtained from both students and teachers questionnaires' analysis show a positive relation between students' and teachers' perceptions of the effectiveness of the ELSA Speak application in developing English speaking proficiency. Firstly, both teachers and learners agreed that most of first year EFL learners struggle with the speaking skill, such as pronunciation, lack of vocabulary, and even they face some problems like shyness, anxiety, and lack of confidence which lead them to avoid speaking. Secondly, both of them are aware of the importance of the AI tools and their effectiveness in improving speaking skill, such as ELSA Speak application as an AI tool which may help learners to improve their speaking abilities. In addition, both teachers and learners recognize the benefits of ELSA Speak and its features such as, pronunciation feedback, vocabulary training, and listening and repeating practice. Lastly, both students and teachers believe that ELSA Speak application has an effective impact on developing speaking proficiency, and the correct use of the application may lead to long-term improvement. To summarize, both groups show several positive relations in terms of the use of ELSA Speak application and its benefits.

Conclusion

This chapter presents a summary of findings from the two questionnaires regarding the use of the ELSA Speak application in developing speaking proficiency among first year EFL learners. The majority of students uses ELSA speak application for improving their speaking skills, primarily for vocabulary training, pronunciation feedback, and fluency and they generally rate their experience positively. On the other hand, the majority of teachers report using ELSA Speak and highlight its effectiveness in supporting pronunciation, vocabulary development, and fluency. Teachers generally view the application positively, noting its ability to assist learners at various proficiency levels and to reduce speaking anxiety. However, they emphasize the importance of balanced and mindful use of such AI tools, encouraging learners to engage in real-life speaking opportunities and classroom interactions alongside ELSA. While recognizing ELSA's value, teachers also recommend that students use the application regularly, either daily or several times a week, to see noticeable improvement. Ultimately, teachers support the integration of ELSA Speak into both classroom and independent learning contexts, and they recommend its use to fellow educators and institutions as a complementary tool for enhancing oral proficiency.

Limitations

Important results were produced despite theoretical limitations and empirical limits, as no physical copies of sources were provided, emphasizing the complexity of understanding artificial intelligence from various perspectives.

- The data was gathered within a brief timeframe.

- Using a questionnaire as a self-reported instrument may not accurately depict reality and does not ensure learners' sincerity.

- Several aspects could not be controlled; for instance, students' motivation, perception, and challenges are more likely to influence the results.

-Some participants did not submit their replies.

Recommendations

Academic research utilizes AI for effective teaching and student engagement, but its accuracy and prompting depend on specific methods, ensuring fairness and accuracy in the research process. Offer comprehensive training sessions for both students and teachers to familiarize them with the functionalities and benefits for AI speaking tools like ELSA Speak offer comprehensive training sessions for both students and teachers to familiarize them with the functionalities and benefits of AI speaking tools like ELSA Speak.

- Promoting Transparency in AI Use in speaking.

- Encourage open dialogue about AI use in speaking tasks.

- Integrate AI speaking tools like ELSA Speak into curriculum.

- Provide guidance and feedback for students to experiment with ELSA Speak.

- Address perceived threats or anxieties.

- Highlight AI tools complement traditional speaking skill, enhancing productivity and creativity.

- Offer constructive feedback on integrating AI content into speaking.

- Foster a culture of experimentation and innovation in speaking.

- Show case successful AI integration examples.

- Continuously evaluate the effectiveness of AI tools.

General Conclusion

In this study, the core aim is to find out the perceptions of first year EFL learners / teachers towards the effect of the ELSA Speak application on developing their speaking skills. The study endovers to attain three main objectives. As a first objective, investigating the degree to which learners / teachers see ELSA Speak application affective comparing to the other AI applications in developing the speaking skills. As a second objective, it aims to investigate the teachers / learners' perceptions about developing speaking skill through ELSA speak application. As a last objective, the study attempted to provide a comprehensive understanding of the impact of ELSA speak application on the EFL learners speaking proficiency.

Based on collecting data, and after examining teachers' and learners' opinions, and analyzing the results related to the use of ELSA Speak in order to achieve the advanced research objectives. First, teachers and learners believe that ELSA Speak may enhance learners' speaking abilities as an AI tool comparing to other tools, due to its features and advantages which help learners correct their mistakes through its personalized feedback. Second, teachers and learners agree that regular and continuous use of this application enhances learners' speaking proficiency; when learners practice a lot they improve their skills. Lastly, in term of benefits of using ELSA Speak application, in conclusion both teachers and learners agree that it has an effective role on developing speaking skill.

To conclude, this research focuses on the perceptions of leaners and teachers about the use of ELSA Speak and its effectiveness on developing speaking proficiency. In addition, it also emphasizes the importance of technology and AI tools which help learners improve their skills.

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Appendices

Appendix A

Students' Questionnaire

Dear Participant,

This questionnaire is part of a Master's dissertation in the field of English Language Teaching (ELT). The study aims to explore the perceptions of first-year EFL learners regarding the use and effectiveness of the ELSA Speak application in developing English speaking skill.

The purpose of this research is to better understand how digital tools like ELSA Speak can support language learning and to gather insights from students' personal experiences and viewpoints. Your honest responses will contribute significantly to the findings and conclusions of the study.

The information collected will be used only for academic purposes and treated with strict confidentiality.

Thank you very much for your valuable time and cooperation. Sincerely,

Section One: General Information

Q1. What influenced your decision to study English?

• Personal interest

• Family or parental influence

• It was the only option available

• Other (please specify): _____

Q2- How would you describe your current level of English proficiency?

Excellent   Good   Average   fair   poor

Section Two: the Speaking Skill

Q3. Have you experienced difficulties in learning any of the four language skills (listening,

speaking, reading, and writing)?

Yes ▭

No ▭

Q4. Which language skill(s) do you find most challenging?

(You may tick more than one option.)

Listening ▭

Speaking ▭

Reading ▭

Writing ▭

None ▭

Q5- What aspects of speaking do you find most challenging?

Fluency ▭   Accuracy ▭   Pronunciation ▭   Vocabulary ▭

(You can tick more than one)

Q6- How often do you speak English in class?

Sometimes ▭   Never ▭   Often ▭   Rarely ▭

Q7- How would you rate your English speaking ability?

Good ▭   Very good ▭   Average ▭   Low ▭

Why?

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Q8- Do you think the time devoted to speaking activities in class is sufficient?

Yes ▭   No ▭

Q9- When practicing speaking in class, which difficulties do you experience?

Lack of motivation ▭   Anxiety ▭   Lack of vocabulary ▭

Others, (please specify)

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Q10-In Oral Expression sessions, which of these techniques do you prefer? (You can tick more than one option).

Group work 🔲   Individual work 🔲   pair work 🔲

Classroom interaction 🔲   Discussion 🔲   Dialogues 🔲

Section Three: ELSA Speak Application

ELSA is an AI application that helps to improve speaking skills, it is bit like having your own personal teacher, the application listens to how you say words, phrases and sentences than give you feedback to help you reduce your accent and sound more natural, the application trains you in a neutral American Accent.

Q11-Have you ever used ELSA speak application?   Yes 🔲   No 🔲

Q12-Do you like using the ELSA Speak application?   Yes 🔲   No 🔲

Why or why not?
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Q13-How would you describe the impact of the ELSA speak application on your speaking skill?   Positively 🔲   Neutral 🔲

Please explain your answer

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Q14-Do you think that ELSA speak application is an effective tool for improving the EFL learners speaking skill?   Yes 🔲   No 🔲   not sure 🔲

Please justify your answer

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Q15. Which features of the ELSA Speak application do you find most helpful?

(You may tick more than one.)

1.   Pronunciation feedback   ☐

2.   Listening and repeating practice ☐

3.   Scoring and progress tracking   ☐

4.   Daily goals and reminders   ☐

5.   Vocabulary training   ☐

6.   Accent reduction exercises   ☐

7.   Other (please specify):

Q16. Would you recommend the ELSA Speak application to other students who want to

improve their speaking skill?

1.   Yes ☐

2.   No   ☐

Why or why not?

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Appendix B

Teachers' Questionnaire

Dear Teachers

We kindly invite you to take part in this questionnaire, which is conducted as part of a Master's dissertation in the field of English Language Teaching. The aim of the study is to explore perceptions of EFL teachers and learners regarding the impact of the ELSA Speak application on the development of English-speaking skill.

The information you provide will be used solely for academic purposes and will contribute to a better understanding of how digital tools can support speaking performance in EFL classrooms.

You are kindly requested to complete the questionnaire by ticking the appropriate boxes or writing short responses where needed. There are no correct or incorrect answers, what matters most is your personal experience and opinion.

Thank you very much for your valuable time and contribution to this research.

Sincerely,

Section One: Background Information

Q1. Do you think that first year EFL learners are motivated to learn the speaking skills?

Yes ☐   No ☐

Q2. Do you advise your learners to use mobile-assisted language learning (MALL) tools in their learning?

Yes ☐   No ☐

Please, justify your answer.

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……………

Section Two: The Speaking Skill

Q3. What aspects of speaking do your students struggle with the most?

(You may tick more than one.)

Fluency ☐   Accuracy ☐   Pronunciation ☐   Vocabulary ☐

Q4. Do you think the time allocated to teaching speaking in class is sufficient?

Yes ☐   No, more time needed ☐

Q5. What are the most common challenges your students face when practicing speaking in

class?

Lack of motivation ☐   lack of vocabulary ☐   Anxiety ☐   Shyness ☐

Others, (Please, mention them.)

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 Q6. Which techniques do you find most effective when teaching speaking skill in EFL

classes?

Individual work ☐   Pair work ☐   Group work   ☐

Presentations ☐   Dialogues ☐   Discussions ☐

Classroom interactions ☐

Section Three: ELSA Speak Application

Q7. Have you ever used ELSA Speak application?

Yes ☐   No ☐

Q8. What features or aspects of the ELSA Speak application do you find most useful for learners? (You may tick more than one.)

Pronunciation Feedback ☐

Intonation and Stress ☐

Fluency ☐

Vocabulary Training ☐

Others (Please specify)

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Q9. How does ELSA Speak application affect the learners' speaking skills?

Positively ☐   Neutral ☐   Negatively ☐

Explain your answer please.

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Q10. Would you recommend the use of ELSA Speak to your students outside the classroom?

Yes ☐   No ☐

Why or why not?

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Section four: Integrating ELSA Speak to Support Speaking Development in EFL Contexts

Q11. Do you think ELSA Speak can effectively support students with different proficiency

levels (e.g., beginner, intermediate, advanced)?

Yes ☐   No ☐   Not Sure ☐

Please, elaborate on your answer

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Q12. In your opinion, does the ELSA Speak application contribute to long-term improvement

in students' speaking performance?

Yes ☐   No ☐

Please, justify your answer:

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Q13. Would you consider integrating ELSA Speak or similar AI tools into your classroom

teaching?

Yes ▭   No ▭

Why or why not?

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Q14. Do you believe that applications like ELSA Speak can reduce classroom speaking

anxiety among learners?

Yes ▭   No ▭   Not sure ▭

 Please, explain your answer

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Q15. How frequently do you think students should use ELSA Speak to see noticeable

improvement in speaking skill?

Daily   ▭

A few times a week ▭

Once a week ☐

Occasionally ☐

Not necessary ☐

Q16. In your opinion, what are the potential challenges or limitations of using ELSA Speak in EFL classrooms?

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Q17. How likely are you to recommend ELSA Speak to other language teachers or institutions?

Very likely ☐   Likely ☐   Neutral ☐

Unlikely ☐   Very unlikely ☐

Thanks for your cooperation

الملخص

يعد التعليم أحد القطاعات الرئيسية التي تأثرت بشكل كبير بالتطورات التكنولوجية. وعلى وجه الخصوص، أدى دمج الأدوات التكنولوجية إلى تغيير كبير في عمليات التعليم والتعلم في جميع أنحاء العالم. يهدف هذا البحث إلى استقصاء تصورات المتعلمين والمعلمين حول استخدام التطبيق ايلسا سبيك كأداة لتحسين مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. ايلسا هو تطبيق لنطق اللغة الإنجليزية يساعد المتعلمين على التحدث باللغة الإنجليزية بثقة ووضوح. وقد استخدم الناس تقنية ايلسا الحائزة على جوائز في التعرف على الكلام بالذكاء الاصطناعي لتعلم نطق اللغة الإنجليزية، ويمكن لمتعلمي اللغة الإنجليزية تعلم المحادثة والعبارات الإنجليزية الأساسية. ممارسة اللغة الإنجليزية المتعلقة بمستواهم أو مجالهم. تساعد ايلسا متعلمي اللغة الإنجليزية كلغة أجنبية في التغلب على مشاكل التحدث مثل المشاكل اللغوية التي تشمل مشاكل النطق والمفردات والقواعد النحوية والطلاقة والدقة والمشاكل النفسية مثل الخجل وعدم الثقة بالنفس. وعلى الرغم من بروز أداة التحدث باللغة الإنجليزية كأداة مهمة لتعزيز مهارات التحدث، إلا أن هناك نقصًا في فهم فعاليتها على نطاق واسع. وقد اختار هذا البحث الاستبيان كأداة لجمع البيانات، حيث تم تصميم استبيانين وتوزيعهما على 100 طالب و12 مدرسًا في قسم اللغات الأجنبية في المركز الجامعي بميلة. وقد أظهرت النتائج أن كلاً من الطلاب والمدرسين ينظرون بشكل إيجابي إلى الأثر التحويلي للإيلسا لتعليم اللغة الإنجليزية كلغة أجنبية في تعزيز كفاءة التحدث لدى طلاب اللغة الإنجليزية ويقرون بأن تعليم اللغة الإنجليزية كلغة أجنبية تعتبر ايلسا سبيك أداة مفيدة.

الكلمات المفتاحية: الذكاء الاصطناعي، تطبيق ايلسا سبيك، مهارة التحدث، متعلمي اللغة الإنجليزية كلغة أجنبية، أدوات التحدث بالذكاء الاصطناعي.

Résumé

L'éducation est l'un des secteurs clés influencés de manière significative par les avancées technologiques. En particulier, l'intégration d'outils technologiques a considérablement modifié les processus d'enseignement et d'apprentissage dans le monde entier. Cette recherche a pour but d'étudier les perceptions des apprenants et des enseignants quant à l'utilisation de l'application ELSA Speak comme outil d'amélioration des compétences orales des apprenants EFL (anglais langue étrangère). ELSA est une application de prononciation anglaise qui aide les apprenants à parler anglais avec confiance et clarté. Des personnes ont utilisé la technologie de reconnaissance vocale primée et artificiellement intelligente d'ELSA pour apprendre la prononciation de l'anglais, et les apprenants d'anglais peuvent apprendre des conversations et des phrases essentielles en anglais. Pratiquer l'anglais en fonction de son niveau ou de son domaine. ELSA aide les apprenants EFL à surmonter leurs problèmes d'expression orale, qu'ils soient d'ordre linguistique (problèmes de prononciation, de vocabulaire, de grammaire, de fluidité, de précision) ou d'ordre psychologique (timidité, manque de confiance en soi, etc.). Bien qu'ELSA Speak soit apparu comme un outil important pour améliorer les compétences orales, son efficacité n'est pas encore bien comprise. Cette recherche choisit le questionnaire comme outil de collecte de données ; deux questionnaires ont été conçus et distribués à 100 étudiants et 12 enseignants du département des langues étrangères du centre universitaire de Mila. Les résultats ont démontré que les étudiants et les enseignants perçoivent et reconnaissent positivement l'impact transformateur de l'ELSA sur l'amélioration de la compétence orale des étudiants EFL, et qu'ils reconnaissent tous deux l'ELSA comme un outil bénéfique.

Mots clés : Intelligence artificielle, Application ELSA Speak, Compétences d'expression orale, Apprenants EFL, Outils d'expression orale par l'IA.