

The Effectiveness of Using Generative Artificial Intelligence (AI) as Conversation Partner in Developing Conversation Skills among English as Foreign Language Students in Al-Mergib University

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Abstract

As a result of Generative AI technology, especially Generative AI language models such as ChatGPT, there have been many advances in the area of language acquisition through the provision of numerous interaction opportunities that learners can benefit from when learning a language. There are various factors contributing to the difficulties faced by the learners of English as a foreign language in Al-Mergib University, which include. Therefore, the current systematic literature review was intended to examine the impact of Generative AI systems used as conversational partners on EFL students' speaking skills and FLCA. The current review has explored previous empirical studies and reviews that have addressed the issue of AI-assisted speaking classes, chatbots as educational tools, and affective issues in language acquisition. It was discovered that conversational AI technologies were beneficial for the development of fluency in speaking, pronunciation skills, grammatical accuracy, conversational abilities, and confidence in students. It is crucial to understand that students who were using conversational AI technologies had better outcomes compared to those who used traditional methods of education. In addition, the application of AI-assisted learning helped to reduce students' speaking anxiety due to the possibility to have flexible conversations without fear of judgment. Although there are many positive aspects related to the implementation of AI in education, several concerns still need to be considered, including ethics, technical questions, teachers' inability to work with these technologies, and insufficient emotional intelligence.

Keywords: *Conversational Practice, English Language Learning, EFL Speaking Skills, Foreign Language Speaking Anxiety, Generative Artificial Intelligence*

Introduction

Remarkable developments in AI technology have significantly impacted global educational processes, particularly in English language education. The emergence of generative AI and large language models like ChatGPT has enabled natural human-machine interactions, creating new learning opportunities through practical interactions and immediate feedback. Speaking skills are vital components of communicative competence, yet EFL learners face considerable challenges in mastering oral communication, especially in English language minority environments. These barriers include vocabulary and grammatical difficulties, weak pronunciation, low self-confidence, and fear of making mistakes.

In Libya, particularly at Al-Mergib University, English language teaching remains primarily teacher-centered and grammar-based, emphasizing memorization, translation, and examinations rather than communication. Large classes, limited technology use, and lack of real-life English exposure further hinder speaking skill development. Additionally, Foreign Language Speaking Anxiety (FLSA) represents a significant obstacle, described as intense fear and psychological distress experienced when speaking a foreign language. This systematic review examines the effectiveness of using Generative AI as a conversational partner to develop conversation skills among EFL students at Al-Mergib University, providing the theoretical groundwork for ongoing doctoral research.

The present systematic review is conducted within the framework of an ongoing PhD research project under the title: " **The Effectiveness of Using Generative Artificial Intelligence (AI) as Conversation Partner in Developing Conversation Skills Among English as Foreign Language Students in Al-Mergib University**". This review provides the theoretical groundwork for the empirical stage of the doctoral research, which remains in progress.

Review of Related Literature

There have been remarkable developments in the application of AI technology which have had an immense impact on educational processes across the globe, particularly in the case of English language education. One of the most remarkable developments of the recent past has been the emergence of generative AI and LLMs like ChatGPT which make possible the possibility of natural interactions between people (Javaid et al., 2023). The emergence of such technologies has paved the way for new ways of learning in which learners can benefit from practical interactions and immediate feedback (Almogren et al., 2024). In particular, EFL learning contexts have seen these conversational AIs as valuable learning tools which can improve students' speaking skills while overcoming limitations posed by traditional classroom learning settings (Chen et al., 2022).

It should be mentioned that speaking skills are considered among those vital components of communicative competence that help learners express their thoughts, exchange them effectively, and become successful in communication in academic and social settings. As follows from the key ideas of communicative language teaching principles, learning becomes effective because it is based on engagement and participation in authentic language use in interaction and real communicative situations (Yan et al., 2024). It is significant that mastering speaking skills turns out to be quite a challenging task that English as a Foreign Language (EFL) learners have to cope with, especially when learning in English language minority environments. Speaking is hampered by different barriers, including vocabulary and grammatical difficulties, weak pronunciation, low self-confidence, and fear of making mistakes in oral communication (Akiba, 2025).

In Libya, the issue appears especially difficult with regard to higher education institutions, such as Al-Mergib University, where even today, English language teaching remains primarily teacher-centered and grammar-based. The teaching process tends to involve memorizing, translating, and taking exams, but not communicating (Chen et al., 2022). Moreover, large classes, low technology use, and lack of real-life English language exposure create difficulties in achieving sufficient speaking skills in English (Zhai &

Wibowo, 2022). In consequence, many EFL students in Libya obtain a university degree having never acquired sufficient oral skills (Özdemir & Seçkin, 2024).

An additional important problem that exists in EFL learner's education is called Foreign Language Speaking Anxiety (FLSA). Speaking anxiety may be described as an intense feeling of fear, nervousness, and psychological distress experienced by the students while speaking in a foreign language. As a result of these difficulties, various innovative artificial intelligence technologies have been created as effective means for language acquisition. For instance, platforms like ChatGPT, ELSA Speak, Duolingo, and Speechace offer learners the chance to improve their speech skills within flexible, stress-free, and personalized conditions. The main advantage of using AI technologies in language learning is that students are provided with opportunities to communicate freely without any risks of being criticized or ridiculed (Alamri & Qasem, 2024).

Several recent studies carried out internationally have demonstrated the positive influence of AI conversational agents on learners' language acquisition performance. It has been noted that AI chatbots can increase learners' speaking fluency, pronunciation skills, use of vocabulary, motivation, and confidence levels. In addition, AI tools help to foster autonomous learning since learners can learn on their own at any time and from any place according to their own schedule. Although all the above benefits are evident in several research, it should be noted that almost all of them were done in technologically developed educational systems in such countries as China, South Korea, Japan, and the United States (Vo, 2025).

Moreover, there are existing studies which examined either speaking proficiency or anxiety separately without taking into account how these two variables interact with each other. There have been no mixed methodological approaches which integrate quantitative measures to examine speaking proficiency together with the qualitative aspect of exploring the views of the learners as well as the teacher regarding the use of AI technology in language teaching. Thus, a significant gap in the current body of literature is the perceptions of Libyan EFL learners and teachers about AI tools for language teaching and learning (Wang et al., 2025).

Objectives

The purpose of this study will be to fill this gap through the examination of the effects of employing Generative Artificial Intelligence as an interactive conversation companion on the conversation skills acquisition process among EFL students at Al-Mergib University. The application of artificial intelligence in teaching English as a Foreign Language has received increasing interest among researchers and language teachers around the world. The application of artificial intelligence in English language learning has gained importance due to various advantages it provides in terms of learner interaction, learner autonomy, and feedback personalization (Chen et al., 2022). The use of chatbots and language models in language learning represents one of the greatest applications of artificial intelligence in language education. These systems make use of NLP and machine learning algorithms to simulate conversations (Javaid et al., 2023).

Oral fluency and accuracy represent key elements of oral proficiency. Although fluency is concerned with the flow and continuity of language production, accuracy refers to the correct use of grammar, pronunciation, and vocabulary (Wang et al., 2024). As seen from the existing literature, it has been established that the utilization of artificial intelligence

technology for oral communication leads to improved fluency and accuracy because of the numerous opportunities for practicing and correcting errors. Thus, for instance, Zhang (2025) discovered that those learners who made use of AI conversational platforms had greatly improved their pronunciation and grammatical accuracy. The issue of Foreign Language Speaking Anxiety (FLSA) is another concern mentioned in academic literature (Liu, 2023). While literature has become plentiful, still there is a shortage of studies that look into the efficiency of the use of Generative AI in Libyan universities. Previous research have mainly focused on technology-enabled contexts of education, and very few have paid attention to the way learners and instructors in underdeveloped countries view the use of AI in language classes (Vo, 2025). In addition, there is almost no empirical study carried out to find out the cumulative impact of these AI applications on speaking performance and anxiety.

Methodology

Research Design and Approach

The research adopted a systematic review methodology in order to find out the impact of Generative Artificial Intelligence (AI) as a conversational agent in building conversational competence of learners in English language. The study used qualitative as well as quantitative synthesis methodology through reviewing past empirical work that was done on the topic of AI-based language learning, conversational abilities, conversational anxiety, and attitudes of the learner. Only those peer-reviewed journal articles, conference papers, and reports were included in the literature review that were published from 2019 to 2026 (Creswell & Creswell, 2022).

Population

The population of this study was limited to published works and scholarly literature related to EFL learners, English language teachers, and AI-enabled speaking activities in higher education environments. Special attention was paid to those studies that had been carried out with EFL learners at university level, including case studies from higher education institutions in Middle Eastern countries, Asia, and Africa. Literature related to generative AI technologies, which includes large language models, chatbots, and AI conversation applications, was reviewed for this study. Any literature that did not concern speaking activities, AI-enabled interaction, or higher education environments was not considered for this study.

Data Collection

The data for the study were systematically collected from various academic databases, namely Google Scholar, Scopus, and ScienceDirect. Some of the keywords used in searching included "Generative AI," "AI conversational partner," "EFL speaking skills," "speaking anxiety," and "large language models in language learning." As an inclusion criterion, articles had to be written in English and be relevant to the topic of the study, while at the same time being peer-reviewed.

Analysis

Data Analysis

The data gathered from these studies were then analyzed through thematic and comparative methods to determine the key findings and themes that emerge from each study. The researchers classified the findings according to various categories, such as speaking fluency, speaking accuracy, learners' anxiety, teachers' attitude, and students'

perception of the use of artificial intelligence in conversation. Statistical differences of quantitative findings obtained in prior studies were also compared to find out the significant improvements achieved by incorporating artificial intelligence in speaking skills development.

Ethical Standards

Ethical considerations have been strictly maintained during this systematic review through proper citation and referencing of all sources and scholarly works that were examined. The authors did not use any kind of plagiarism in this review, because all sources were paraphrased and referenced in accordance with academic writing standards. To ensure the credibility of findings, only credible and peer-reviewed scholarly literature was included in this review. In addition, the review has been done without any kind of manipulation of collected data.

Findings and Discussion

The flow chart shown in figure 1 below outlines the process of selecting relevant articles for this systematic review based on a review methodology framework. In total, 1,189 sources were initially gathered during a search process. However, many papers were already omitted prior to the screening stage owing to the presence of duplication, irrelevancy of abstract, problems with correlation, as well as titles of articles that had nothing to do with the research theme. At the end of the screening stage, 370 records were left, while 338 articles were discarded as irrelevant. Moreover, 32 papers were selected for collection but only 26 papers were successfully retrieved. Eventually, 18 papers were excluded from the analysis due to a lack of statistical outcomes and empirical data, thus, 8 papers were included in the systematic review. The presented process indicates that a methodical approach was implemented throughout the article selection.

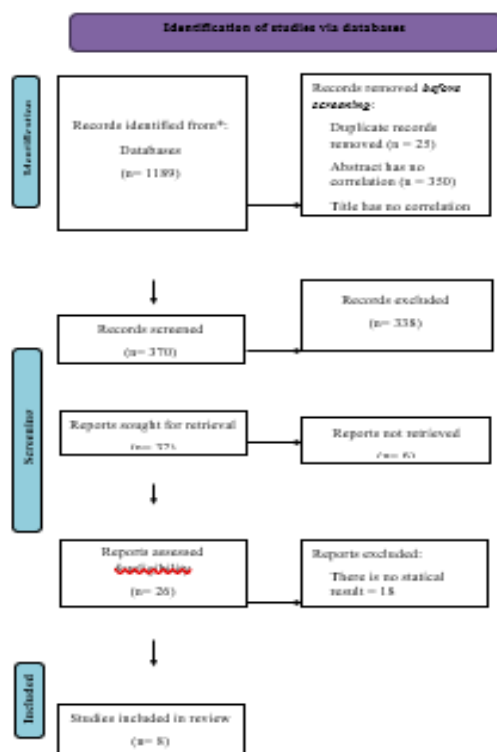


Figure 1. Literature Screening Results

Table 1 demonstrates the general features of the selected articles for the systematic review analysis. As per the findings, it is evident that the selected articles are carried out through various educational scenarios such as Saudi Arabia, Indonesia, Vietnam, among others. The methodological designs used by researchers for the studies include quasi-experiments, experiments, survey-based, meta-analysis, participatory action research, systematic review, and concept review studies. The selection of various types of research designs highlights the significance and academic interest towards AI-enabled language learning. The participants included secondary school students, undergraduate students, and even graduate-level students. The main area of interest related to AI includes chatbots learning, development of conversation skills, perception of learners, emotional aspects, and integration of ethics in AI.

Table 1. Summary of Reviewed Studies

Authors and Year	Country	Research Design	Participants	Main Focus
Alenezi & Alenezi (2025)	Saudi Arabia	Quasi-experimental	30 secondary students	Chatbot-assisted English conversation learning
Saarela et al. (2026)	Multiple countries	Meta-analysis	51 studies	Effects of GenAI on language proficiency
Lyu et al. (2024)	Multiple countries	Meta-analysis	31 studies	Chatbot effectiveness in L2 learning
Satiti et al. (2024)	Indonesia	Survey research	95 university students	Student perceptions toward AI chatbots
Minh & Khanh (2024)	Vietnam	Experimental study	28 university students	AI tools for conversational skills
Aladsani (2025)	Saudi Arabia	Participatory action research	Postgraduate students	Ethical integration of GenAI
Marzano (2025)	Multiple countries	Systematic review	197 studies	GAI in teaching and learning
Xiao et al. (2024)	Multiple countries	Conceptual review	Previous empirical studies	Emotional effects of AI chatbots

It is evident from Table 2 that Generative AI and chatbots facilitate the enhancement of speaking skills in EFL students. Most of the conducted studies show positive results in terms of gains made by learners in speaking competence, fluency, conversational ability, and even learner self-confidence as a result of AI-based conversation. For example, according to Alenezi and Alenezi (2025), the experimental group scored a significant gain in speaking competence, which was equal to 5.24 with a low p-value of less than 0.001. Also, as Lyu et al. (2024) point out, there was a statistically moderate effect size in favor of chatbot-assisted learning. Likewise, it was noted that the experimental group showed better fluency and ability to interact in conversations compared to their peers in the control group.

Table 2. Effects of AI on Speaking Skills Development

Study	Major Findings	Statistical Results
Alenezi & Alenezi (2025)	AI chatbot improved speaking competence and learner confidence	Mean gain = 5.24, $p < 0.001$
Saarela et al. (2026)	GenAI tools showed strong positive effects on language proficiency	Large statistically significant effects
Lyu et al. (2024)	Chatbots produced moderate improvement in L2 learning	$g = 0.608$, $p < 0.001$
Minh & Khanh (2024)	Students improved fluency, clarity, and conversational engagement	Experimental group outperformed control group
Satiti et al. (2024)	Students perceived chatbots as useful for improving English skills	High satisfaction scores
Marzano (2025)	GAI personalized learning and enhanced student motivation	Positive educational outcomes identified

According to Table 3, both the learners and the teachers share positive perceptions regarding the incorporation of the AI-powered chatbot in the language learning process. The participants felt motivated, confident, satisfied, and engaged when communicating with the AI chatbot due to the instant feedback, flexibility in practicing the language, and the non-threatening environment. In addition, the researchers and teachers noted increased student engagement, spontaneity, adaptability, and learner autonomy during the speaking activity assisted by AI technology. It is worth noting that some scholars emphasized the role of the AI technologies in developing critical thinking and AI literacy skills of the learners. However, the educators stressed the need for teacher preparation and professional development in implementing Generative AI technologies.

Table 3. Students' and Teachers' Attitudes Toward AI-Based Conversational Tools

Study	Students' Attitudes	Teachers'/Researchers' Observations
Alenezi & Alenezi (2025)	High motivation, confidence, and satisfaction	Students were more engaged and spontaneous
Satiti et al. (2024)	Students found chatbots user-friendly and helpful	AI supports independent learning
Minh & Khanh (2024)	Students showed greater adaptability and participation	AI expanded conversational opportunities
Aladsani (2025)	Students developed AI literacy and critical thinking	Ethical AI integration is necessary
Marzano (2025)	Positive learner engagement and motivation	Teachers require continuous AI training
Xiao et al. (2024)	Reduced anxiety and increased learner independence	Emotional dimensions must be considered

As can be seen from Table 4 below, there are several challenges and limitations regarding the integration of AI technologies in language learning. In particular, one of the main drawbacks of using chatbots in EFL contexts, according to various researchers, is their lack of emotional awareness, which may decrease the authenticity of communication between humans. The use of such tools is also hindered by ethical problems, privacy concerns, lack of training for teachers and, finally, unequal access to AI technologies. On top of that, according to the results of the reviewed studies, the efficiency of using chatbot-assisted learning is also affected by the learners' cultural background, learning environment, and other factors. However, despite all the aforementioned challenges and difficulties, various ways of addressing them have been suggested, such as creating culturally adapted chatbots, providing adequate support and training for educators, and developing ethical competencies in AI.

Table 4. Challenges and Limitations of AI-Based Language Learning

Study	Challenges Identified	Suggested Solutions
Xiao et al. (2024)	Limited emotional awareness and lack of human interaction	Develop culturally sensitive chatbots
Marzano (2025)	Lack of teacher training and ethical concerns	Provide ICT and AI training programs
Aladsani (2025)	Ethical and legal concerns regarding GenAI use	Develop ethical AI competencies
Minh & Khanh (2024)	Limited popularity and accessibility of AI tools	Increase institutional support
Lyu et al. (2024)	Variability in chatbot effectiveness	Improve accessibility and adaptability
Saarela et al. (2026)	Effects differ across learning contexts	Tailor AI integration to learner needs

Discussion Of The Effectiveness Of Using AI-Based Large Language Models As Conversational Partners In Developing Overall Oral Communication Skills Among EFL Students

According to the results from the systematic review, the application of AI-based large language models for conversations has led to increased speaking competencies among EFL students. The studies mentioned in Table 2 showed significant benefits in speaking competencies, conversational involvement, fluency, and self-confidence following the integration of AI-enabled speaking tasks. As an example, Alenezi & Alenezi (2025) identified a significant increase in speaking competency in the experimental group with a mean gain score of 5.24 ($p < 0.001$). Another study conducted by Lyu et al. (2024) highlighted the beneficial effects of chatbot-enabled learning with a moderate positive impact on second language acquisition ($g = 0.608$, $p < 0.001$). Likewise, Minh & Khanh (2024) noted improvements in learners' fluency, clarity in conversations, adaptability, and engagement following the incorporation of tools such as Call Annie and Praktika in their speaking sessions.

The findings resonate well with the previous studies highlighting the pedagogical significance of the conversation AI technology in a language learning setting. Based on Pituxcoosuvann et al. (2025), the creation of simulated real-world conversations via AI contributes significantly towards improved pronunciation, use of proper vocabulary, grammar, and fluency in speaking. Similarly, Wei (2023) posited that conversing with an AI chatbot promotes greater communicative competence because of its capability to promote active engagement and provide learners with immediate feedback. Moreover, the findings corroborate with the previous studies reflected in Table 1 showing the growing recognition of AI-based research on language learning at an international academic level, covering a range of settings, such as Saudi Arabia, Indonesia, Vietnam, and many other countries. Finally, the findings also coincide with the social constructivist theory of language acquisition by Vygotsky, according to which AI served as an effective conversation partner that facilitated learning through interaction and scaffolded practices.

Discussion Of The Differences In Speaking Fluency And Accuracy Between The Experimental Group And The Control Group In The Post-Test

Systematic review results showed statistically significant differences between the level of speaking fluency and accuracy among experimental and control groups of students after the intervention. Students practicing speaking with the help of AI-enabled conversation apps made more progress in terms of pronunciation, sentence construction, vocabulary utilization, and grammar than students learning through traditional classroom education methods. As can be seen from Table 2, Minh & Khanh (2024) reported that students in the experimental group performed better than those in the control group in speaking fluency, flexibility, and clarity after using AI tools. Likewise, Saarela et al. (2026), after a meta-analysis of the use of Generative AI in learning, found statistically significant results indicating that AI enabled large improvements in language production skills such as speaking. It appears that AI-based conversation practice provides learners with an environment where they can practice oral communication repeatedly and without time constraints.

The above results are consistent with the existing literature, which demonstrates that AI technologies contribute to the improvement of speaking skills due to constant exposure to comprehensible input and interactions. According to Lu et al. (2026), AI technologies contribute to the development of pronunciation, grammatical structures, and vocabulary usage by immediately correcting learners' mistakes and repeating conversations. Vo et al. (2025) showed that learners participating in AI environments obtained significantly higher scores on speaking tests compared to peers who only utilized conventional approaches to education. The current findings are in line with the research conducted by Marzano, which shows that Generative AI technologies personalize the learning experience and boost student motivation. In theory, these results can be explained by Krashen's Input Hypothesis, which states that comprehensible input and meaningful interaction are crucial for second language acquisition.

Post-Intervention Speaking Anxiety Comparison

Results from the study review further revealed that learners who engaged in conversation using AI chatbots had lower levels of anxiety about speaking than students in conventional educational settings. According to the reviewed literature, AI-assisted conversation offered an encouraging atmosphere for learners, which made them feel confident enough to engage in conversations without fear of embarrassment or criticism. As illustrated in Table 3, Xiao et al. (2024) noted that AI chatbots not only helped reduce

learner anxiety but also improved learner independence and emotional comfort in language interactions. Likewise, Alenezi & Alenezi (2025) revealed that learners who conversed through AI chatbots were more motivated and satisfied than their counterparts in traditional learning settings.

The explanation for the decreased anxiety related to speaking skills lies in the versatility and privacy of AI-supported speech practice. Contrary to real-life conversations in the classroom, AI systems provide opportunities for practice sessions without any constraints or limitations. These results corroborate with the study by Demir and Kan (2025) where the researchers stated that AI-supported communication platforms reduce speaking anxiety due to the provision of psychologically safe learning environments. Moreover, the research conducted by Lee (2026) showed that the AI interaction made students feel confident when performing English-speaking tasks. The results obtained are consistent with Krashen's Affective Filter Hypothesis, according to which low-anxiety environments are conducive to effective language learning.

Discussion of the Attitudes of EFL Teachers in Libyan Universities Toward Integrating Generative AI Technologies into Speaking Instruction

As can be seen from the above-reviewed studies, EFL teachers tended to show positive attitudes regarding the incorporation of Generative AI technologies in speaking classes. The results obtained in Table 3 suggest that teachers and researchers witnessed enhanced student engagement, participation, flexibility, and independence when using AI technologies for speaking exercises. For instance, Marzano (2025) stressed that AI technologies help motivate students and personalize their learning process. Aladsani noted the necessity of teaching AI literacy, critical thinking skills, and ethics to both students and educators. Speaking AI technologies can help supplement class lessons and provide learners with extra chances to practice speaking outside class time, which is especially important for EFL learners who lack authentic speaking experience.

These results are consistent with the study conducted by Vo et al. (2025), which found that instructors regarded AI as an efficient means of promoting independent learning and increasing student engagement in speaking tasks. However, there are certain issues associated with the use of AI in higher education institutions in Libya. As can be seen in Table 4 below, teachers had reservations concerning the lack of adequate technological infrastructure, professional skills, ethics, and overreliance on technology. According to Marzano, continuous training in ICT and AI is crucial for teachers. Furthermore, Aladsani (2025) noted the need for ethical integration of AI in the context of education. Also, Boustani et al. (2024) claimed that successful integration of AI into language education involves institutional support, internet availability, and teacher preparation. In conclusion, even though the majority of instructors have a positive attitude towards AI integration, there are certain obstacles that should be overcome.

Attitudes and Challenges of AI Tools

Results from the systematic review have shown that learners' attitudes towards the utilization of AI-based conversational platforms for speaking were mainly positive. From the results presented in Table 3, learners noted that they felt motivated, more engaged, confident, and satisfied when communicating with AI chatbots. Satiti et al. (2024) observed that students found AI chatbots to be easy to use, supportive, and effective in enhancing English language skills. Additionally, Alenezi and Alenezi noted that learners became more spontaneous and engaged when practicing speaking. Similarly, Minh &

Khanh (2024) noted that learners exhibited greater adaptability and conversational skills when communicating with AI chatbots. These results imply that AI-based conversation platforms foster learner autonomy by enabling learners to engage in speaking practice at any convenient time.

The study's results also support the ideas proposed by Lu et al. (2026) according to whom AI technologies help in encouraging independent learning and engaging in language practice. Particularly, learners were satisfied with receiving instant feedback from an AI, as well as its accessibility and safe and non-intimidating environment, where they were not afraid of being judged or making mistakes. However, although there were no doubts regarding the efficacy of AI conversational tools for improving academic results, several problems were also reported by respondents. Specifically, as is evident from Table 4, students reported difficulties associated with unreliable internet connection, lack of access to technological tools, unpredictable behavior of chatbots, and a limited range of emotions of an AI tool. In this regard, Xiao et al. (2024) note that limited emotional intelligence and inability to communicate with a real human still are the most important drawbacks of AI-powered language learning. Additionally, some participants voiced fears about reducing opportunities for face-to-face communication due to the overuse of technology. This idea was shared by Alanazi et al. (2025), who pointed out that accessible technological infrastructure and adequate instructions are needed to achieve the best results from AI learning.

Conclusion

Within the context of an ongoing PhD research project, this systematic review sought to examine the extent to which Generative Artificial Intelligence (AI) technologies, when used as conversation partners, contribute to the development of speech skills of EFL learners oral communicative skills. According to the results of the research, it can be stated that the use of AI technologies as conversation partners helps to develop speaking skills, including fluency, pronunciation, grammar, conversational skills, and confidence. Those learners who trained speaking skills using generative technologies performed better in comparison with those who did not use them. In addition, it was found out that generative AI technologies help to eliminate speaking anxiety, as they create a comfortable, flexible and non-judgmental environment for studying.

Nevertheless, there have been certain challenges observed in adopting AI in education, such as insufficient emotional awareness on the part of AI, ethical issues, poor technological infrastructure, connectivity issues, and lack of teacher training. Hence, it is suggested that educational organizations ensure provision of appropriate technological facilities, reliable internet connection, and teacher training for effective utilization of AI technologies in language teaching. In addition, educational organizations need to formulate an ethical framework of AI and promote integration between AI-supported learning and personal contact among teachers and students for better communication skills of students.

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