

Beyond Writing: Investigating the Use of Generative AI for Practicing Formal Oral Presentation Among EFL

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Abstract: The purpose of this study is to investigate the application of Generative Artificial Intelligence (GenAI) to the practice of formal oral presentations by EFL students. The goal of the study is to find out how students use GenAI during presentation preparation and rehearsal, how it affects speaking performance, how students feel about the technology, and how they balance using AI with independent practice. This study employed a qualitative phenomenological design to understand students' lived experiences in using GenAI for oral presentation practice. Thematic coding, data display, and interpretative analysis were used to analyze the semi-structured interviews with eleven EFL students. These methods were based on Braun and Clarke's thematic analysis framework and Miles et al.'s qualitative data analysis procedures. The findings reveal that students mainly use GenAI for script writing, idea generation, content organization, rehearsal, and feedback utilization. The use of GenAI positively influenced students' speaking performance by improving fluency, grammar accuracy, organization, and self-confidence during presentations. In addition, GenAI was viewed as helpful, practical, and supportive by students for presentation preparation in general. However, participants also showed a keen awareness of the drawbacks of AI-generated content, such as the possibility of overdependence and unnatural expressions. In order to maintain originality, natural communication skills, and learner autonomy, the majority of students emphasized the significance of striking a balance between AI-assisted learning and genuine speaking practice. Overall, this study concludes that Generative AI has significant potential to support EFL students' formal oral presentation practice when integrated responsibly and balanced with independent learning and real speaking experiences.

Keywords: Generative Artificial Intelligence, EFL Students, Formal Oral Presentation, Speaking Performance, Phenomenology, AI-Assisted Learning

Introduction

Generative AI is increasingly being used in learning English as a Foreign Language (EFL), but there is still limited research on its role in formal oral presentations. Most research focused on speaking practice and feedback in a general context rather than on actual presentations that were aligned with the Common European Framework of Reference. This suggests that while the potential of Generative AI is recognized, its use in structured presentation settings still requires further exploration and research.

Several new tools and methods illustrate how Generative AI can help with speaking and presentation exercises. For example, platforms like CHOP use ChatGPT to provide detailed feedback on presentation exercises, including transcripts and evaluations based on specific criteria (Al Shloul et al., 2024). Additionally, research shows that ChatGPT can serve as a speaking tutor, offering voice prompts that help learners improve their pronunciation and refine parts of their presentations (Huang, 2024). More broadly, AI-based apps like Duolingo, which include voice recognition and personalized feedback, have been shown to significantly improve learners' speaking skills and self-regulation compared to traditional methods. Informal digital learning settings with AI chatbots as conversational partners have also improved learners' verbal skills, sometimes outperforming teacher-led speaking courses, although maintaining consistent engagement can be challenging.

Despite these positive developments, challenges and limitations remain. Reviews show that research on Generative AI in the context of ESL and EFL is primarily focused on writing, with spoken and formal presentations receiving much less attention (Lo et al., 2024; Crompton & Burke, 2024). Studies reported problems such as mechanical or unnatural language production, problems with voice recognition, unclear knowledge limitations, and a lack of specific feedback compared to more specialized systems (Crompton & Burke, 2024; Huang, 2024). Concerns about over-reliance on AI, reduced critical thinking, and ethical issues such as plagiarism, bias, and reliability have also emerged. These issues emphasize the need for AI literacy, thoughtful, quick design, and proper teacher engagement rather than relying solely on AI (Crompton & Burke, 2024; Huang, 2024; Wang et al., 2026).

Overall, current research shows that Generative AI has strong potential to improve EFL speaking practices by providing more opportunities for interaction, improving verbal skills, and reducing anxiety. However, its use in the context of formal presentations is still lacking. To realize its full benefits, Generative AI must be combined with thoughtful pedagogical design and balanced applications, ensuring that learners maintain authenticity, critical thinking, and spontaneity in their speech.

In EFL learning, the way students prepare for formal presentations has changed significantly with the introduction of Generative AI. Students no longer rely solely on independent learning or feedback from teachers and peers. They use AI technology in their preparation and practice, which shows that Generative AI has become a key tool in helping students prepare for more organized and confident presentations. Most participants reported that Generative AI strongly supported various aspects of presentation practice (Tuan, 2026). AI helps not only in generating scripts but also in providing simulations and feedback. For example, one student said that "Generative AI effectively supports presentation practices by assisting with scriptwriting, simulation, and feedback, improving fluency, language accuracy, and confidence. However, it still needs to be balanced with real practices to ensure a more natural delivery." Another student noted that "Generative AI helps with presentation practice by creating scripts, providing feedback, and improving fluency, word choice, and confidence." These comments show that AI is a versatile tool that effectively aids the training process.

In addition, other participants highlighted how AI improves language quality and presentation performance. A student pointed out that "Generative AI helps prepare and practice presentations by improving structure, grammar, and confidence, but it should be used wisely without becoming overly dependent." This was echoed by another student who emphasized that "generative AI helps generate ideas, organize clear presentation materials, and increase confidence in oral presentations." Furthermore, another participant stated that "Generative AI helps in drafting scripts, improving language quality, and providing exercises and feedback that improve fluency and confidence. However, it must be balanced with independent practice to ensure optimal development of speaking skills." These findings suggest that Generative AI positively influences language skills and confidence.

Overall, this research shows that there has been a transformation in the way EFL students approach formal presentation training. Generative AI acts as a tool that supports improved fluency, language accuracy, content structure, idea generation, and confidence. At the same time, students demonstrate a critical perspective by emphasizing the need to balance the use of AI with independent and real-world practice. The study examines the use of Generative Artificial Intelligence (GenAI), especially tools like ChatGPT, in assisting EFL students with their formal oral presentations. It specifically looks at how students use GenAI during the preparation and practice stages and how this affects their speaking performance, including fluency, pronunciation, and delivery.

Additionally, despite the widespread use of GenAI, there is still a limited understanding of how students balance AI support with self-paced practice and how this balance affects their authentic communication skills (Vũ & Hà, 2026). This is especially relevant in the context of EFL, where students need language accuracy and communicative skills for real-world situations such as academic and professional presentations (Algouzi et al., 2023). Thus, this study aims to provide empirical insights into the actual role of GenAI in oral presentation practices and to assess its impact on students' speaking performance. These findings are expected to help develop effective and balanced teaching strategies that integrate GenAI while maintaining student autonomy and authentic language use.

Previous studies have explored using Artificial Intelligence (AI) in various educational settings. Moybeka et al. (2023) highlighted how AI can support teaching methods and improve learning in language classrooms. Meanwhile, Younas et al. (2025) focused on AI's role in academic writing. They showed that AI tools can help students generate ideas, correct grammar, and improve their writing quality. Additionally, investigated how AI influences design thinking practices. They emphasized the impact of AI technologies on creativity and problem-solving.

Although many studies have looked at using Artificial Intelligence (AI) in education, there are some significant gaps in the literature. Previous research mainly focused on integrating AI into general English teaching, academic writing, and creative thinking processes (Moybeka et al., 2023). These studies showed how effective AI can be in improving learning efficiency, generating ideas, and enhancing written communication skills. Moreover, most existing studies focus on the benefits of AI but often ignore its potential downsides, such as over-reliance and diminished learner autonomy. Research is lacking on how students engage with Generative AI during presentation practice. There is also little understanding of how they balance AI usage with independent learning and how this affects their natural speaking skills.

This study aims to fill the gap surrounding the limited understanding of how Generative AI is used in EFL oral presentation contexts. The main gap is a context gap, as previous studies have mainly focused on AI in writing and general learning, without specifically examining its role in EFL oral presentation settings. While empirical and practical aspects are also included, the most significant gap is related to context.

These research questions are based on the results of an interview conducted one week ago.

1. How do students use Generative AI to practice formal oral presentations?
2. How does using Generative AI affect students' speaking performance?
3. What do students think about using Generative AI in presentation practice?
4. How do students balance using Generative AI with independent practice, and what are their views on possible overdependence?

This study aims to investigate how EFL students use Generative Artificial Intelligence (GenAI) for practicing formal oral presentations and to examine its impact on their speaking performance, especially regarding fluency, pronunciation, and delivery. By looking into students' actual practices and how they balance AI help with independent learning, this research seeks to contribute to developing effective teaching strategies that responsibly integrate GenAI while promoting real oral communication skills and learner independence in EFL contexts.

Methods

This study aims to explore the use of Generative Artificial Intelligence (GenAI) in formal oral presentation practices among EFL (English as a Foreign Language) students. To achieve this goal, this methodology was developed to answer four main research questions:

1. How do students use GenAI to practice formal oral presentations?
2. How does the use of GenAI affect students' speaking performance?
3. What is the student's perception of the use of GenAI in presentation practice?
4. How do students balance the use of GenAI with independent practice, and what are their views on the possibility of over-dependence?

Research Design and Data Types

This study uses a qualitative phenomenological design. This approach was chosen because it is very appropriate to understand and describe students' lived experiences and reflective awareness in integrating GenAI into their speaking practice and presentation preparation. Qualitative data is considered the most relevant because research questions demand an in-depth understanding of subjective processes, feelings, and strategies that cannot be fully captured through numbers or quantitative data.

Data Collection

Data was collected through semi-structured interviews. These instruments allow researchers to gain rich information while still providing flexibility for participants to elaborate on their experiences in detail.

1. Research Subjects (Samples): Participants consisted of eleven (11) EFL students who had used GenAI to practice formal oral presentations.
2. Selection Criteria: Participants are selected based on their real-world experience in using GenAI tools (such as ChatGPT) during the preparation and practice stages of presentations.
3. Procedure: Interviews were conducted to explore how they interact with AI, the perceived impact on fluency and confidence, and how they manage the balance between technological assistance and learning independence. In this qualitative research, the data is recorded and transcribed to ensure accuracy during the analysis process.

Data Analysis

The data analysis process was carried out systematically following the thematic analysis framework from Braun and Clarke (2021) and the qualitative data analysis procedure from Miles et al. (2020). The steps include:

1. Data Preparation: Convert the interview results into written text (transcription).
2. Coding: Identify data segments that are relevant to the research question.
3. Data Categorization and Presentation: Grouping codes into key themes (such as content creation, exercises/simulations, and the use of feedback) and presenting them in tables to facilitate interpretation.
4. Interpretive Analysis: Interpret the meaning behind the emerging themes to understand the phenomenon of using AI as a "learning companion".

Ethics and Privacy

To protect the privacy of the data source, the identities of the participants in the research report are disguised using pseudonyms (such as "Aulia", "Tasya", "Nathan"). This step is taken to ensure the confidentiality of personal and sensitive data and provide a sense of security for participants to be able to provide honest and open answers.

Justification of Approach

The qualitative phenomenological approach is considered the most effective for answering research questions because of its focus on students' critical perspectives and the transformation of the way they practice. Given that previous research has focused more on the integration of AI in writing or learning English in general, this approach successfully fills the context gap by exploring real-life experiences in formal oral presentations. Challenges that may be faced, such as the subjectivity of interpretation, are addressed using established analytical procedures to ensure the credibility and transparency of the findings.

Results and Discussion**Results**

Based on the four research questions, the findings of the study are presented in this section. The findings were obtained through thematic analysis of interview data from eleven EFL students who used Generative AI to practice formal oral presentations. Following Braun and Clarke (2021) and Miles et al., the researcher applied coding, categorization, data display, and interpretative analysis. (2020).

How do EFL students use Generative AI in practicing formal oral presentations?

The findings reveal that students mainly use Generative AI as a support tool during the preparation and rehearsal stages of oral presentations. Content creation, assistance with rehearsal and practice, and use of feedback are the three most common patterns of use, according to the interview data.

Most participants reported using AI tools to generate presentation scripts, organize ideas, improve structure, and enrich vocabulary. For instance, Aulia stated that AI was useful for "generating ideas and organizing material in a more structured way," while Tasya stated that Generative AI assisted her "from creating scripts to organizing content."

In addition, several participants used AI for presentation rehearsal and speaking simulations. Students such as Suci, Nathan, Alif, and Nayla explained that AI provided opportunities to practice presentations repeatedly before performing in front of an audience.

Another important finding is the use of AI-generated feedback. According to participants, AI assisted in identifying organizational, grammatical, pronunciation, and fluency deficiencies. Suci explained that, "more efficiently by highlighting areas that need improvement," AI feedback assisted her in improving her weaknesses. According to these findings, Generative AI serves not only as a writing assistant but also as a tool for oral presentation preparation that supports rehearsal and feedback.

Table 1. Data Display for RQ1

Theme	Indicators	Participants	Example Statements
Content Creation	Script writing, idea generation, organization	Tasya, Arrozaqiah, Salsa, Aulia, Nathan, Nabilla	"creating scripts", "organizing ideas"
Practice/Rehearsal	Simulation, repeated practice	Tasya, Suci, Nathan, Alif, Nayla	"practice presentations", "simulation"
Feedback Utilization	Grammar correction, fluency feedback	Tasya, Arrozaqiah, Suci, Nathan	"Feedback improves weaknesses"

According to the findings, most EFL students use Generative AI to help them prepare for formal oral presentations. AI assists students in developing presentation content, rehearsing

delivery, and receiving corrective feedback, which helps make the preparation process more organized and efficient.

How does Generative AI influence students' speaking performance in formal oral presentations?

The findings demonstrate that Generative AI positively influences students' speaking performance, particularly in terms of fluency, language accuracy, organization, and confidence.

Most participants stated that AI improved their speaking fluency because they could practice repeatedly and receive language suggestions. Tasya, Arrozaqiah, Putri, and Nathan specifically mentioned that they became "more fluent" after using AI-assisted presentation practice.

The interview data also reveal improvements in grammar, vocabulary selection, and sentence organization. Participants explained how AI helped improve presentation structure and language quality. For example, Alif reported that AI improved his grammar and made his content "stronger, neater, and more relevant to the audience."

The improvement of confidence is yet another significant finding. Nearly everyone who took part said that AI helped them feel more prepared and supported before presentations. "Build confidence and improve the quality of the material," Salsa said, describing how AI assisted her. These findings suggest that Generative AI contributes to students' oral presentation performance by supporting both linguistic competence and psychological readiness.

Table 2. Data Display for RQ2

Speaking Aspect	Evidence from Participants	Representative Quotations
Fluency	Improved smoothness in speaking	"more fluent", "speaking more naturally"
Accuracy	Better grammar and vocabulary	"better grammar", "clear language"
Organization	More structured presentations	"organized ideas", "better structure"
Confidence	Reduced anxiety and increased confidence	"more confident", "less nervous"

By boosting confidence, organization, fluency, and language accuracy, generative AI improves students' speaking performance. The technology helps students prepare more effectively and reduces anxiety during oral presentations.

What are students' perceptions toward the use of Generative AI for presentation practice?

The results show that students generally view the use of Generative AI in presentation practice positively. All participants perceived AI as useful, practical, and supportive for improving presentation preparation.

Participants frequently described AI as "helpful," "efficient," and "supportive." Many students appreciated how AI reduced preparation time while simultaneously improving presentation quality. Nabilla emphasized that AI made preparation "more effective while refining the text," while Nathan described AI as a useful supplement for self-study.

Students also thought that AI was helpful for beginners who had trouble organizing their thoughts or speaking English. Several participants believed that AI can provide a safe and low-pressure environment for practice.

However, despite their positive attitudes, participants still recognized limitations in AI-generated responses. Some students mentioned that AI responses occasionally sounded generic, unnatural, or lacking personal expression.

Table 3. Data Display for RQ3

Perception Theme	Participant Responses
Usefulness	AI helps with preparation and presentation practice
Efficiency	AI saves time and organizes ideas quickly
Language Support	AI improves vocabulary and grammar
Limitation Awareness	AI responses may sound generic or unnatural

Students perceive Generative AI positively because it helps improve efficiency, organization, and speaking preparation. However, students are also aware of the possibility that AI-generated content lacks authentic human expression.

How do students balance the use of Generative AI with independent speaking practice?

The findings indicate that students are aware of the importance of balancing AI usage with independent practice. Although participants acknowledged the benefits of AI, most emphasized that real speaking practice remains essential.

Many students explained that authentic communication experiences cannot completely replace AI. According to Tasya, "live speaking to develop human delivery and audience engagement" should be used in conjunction with AI. Similarly, Nayla explained that AI must be combined with "actual speaking practice."

The issue of overdependence is another significant finding. Several participants expressed concerns about relying too much on AI because excessive dependence could reduce creativity, originality, and speaking development.

Participants also highlighted the importance of maintaining their own speaking style and personal authenticity. Putri explained that she tried to adapt AI-generated responses to "sound natural and human," while Zauqy emphasized the importance of maintaining "uniqueness."

Table 4. Data Display for RQ4

Theme	Indicators	Participant Evidence
Need for Real Practice	Natural speaking and audience interaction	Tasya, Suci, Nayla
Avoiding Overdependence	Concern about relying too much on AI	Salsa, Putri, Zauqy
Personalization	Maintaining personal speaking style	Putri, Alif, Zauqy

The phenomenological analysis reveals that students experience Generative AI as a supportive learning partner rather than a replacement for human speaking practice. This finding is also consistent with the phenomenon identified in this study, where students explained that Generative AI supports script writing, idea organization, simulations, and presentation feedback, helping them prepare more structured and confident presentation performances.

Discussion

This study's findings corroborate previous findings that Generative AI can be a useful tool for EFL speaking practice and oral presentation preparation. As explained in the introduction and research gap section, previous studies have primarily focused on AI integration in writing, general English learning, and speaking practice, while research specifically examining formal oral presentation practice in EFL contexts remains limited. Therefore, this study contributes to filling the context gap by exploring students' real experiences in using Generative AI for formal oral presentations.

First, the findings related to content creation, rehearsal, and feedback utilization align with Huang (2024), who found that AI voice prompts and feedback systems help students improve organization, pronunciation, and presentation delivery. Similarly, Cha et al. (2024) explained that ChatGPT-based presentation systems provide rehearsal opportunities and personalized feedback that support oral presentation practice.

AI chatbots aid students in idea generation, content organization, and language refinement for oral presentations, as supported by the current findings. Participants in this study also said that AI was helpful for writing scripts, coming up with new ideas, and structuring presentation materials. Second, the findings on improvements in speaking performance are consistent with previous studies on AI-mediated speaking practice (López-Molines, 2025). Generative AI has been shown to improve speaking fluency, vocabulary development, and confidence. Participants in this study also reported increased fluency, better grammar accuracy, and higher confidence after practicing with AI.

The improvement in confidence can also be explained through Social Cognitive Theory. Interaction with AI provides learners with repeated opportunities for practice and feedback, which strengthens self-efficacy and reduces anxiety. This finding is reflected in participants' experiences, particularly when they described AI as a safe and supportive environment for presentation preparation. This discussion is strengthened by previous findings presented in the introduction section, which explain that AI-mediated speaking environments can reduce public speaking anxiety by providing repeated practice opportunities in safe and low-pressure learning situations (Deep et al., 2025).

Thirdly, the Technology Acceptance Model (TAM) is strongly supported by students' favorable perceptions of AI. Qu and Wu (2024) found that learners tend to adopt AI tools when they perceive them as useful and easy to use. In the present study, all participants considered AI beneficial for improving efficiency, language quality, and speaking preparation. The literature review also highlights that students tend to adopt Generative AI because they perceive it as practical, efficient, and easy to use in supporting independent speaking practice. In this study, participants similarly viewed AI as a helpful learning companion that supports preparation, rehearsal, and language improvement.

However, the findings also reveal students' critical awareness of AI limitations. Participants recognized that AI-generated responses can sometimes sound unnatural or generic. This supports the findings of Cha et al. (2024), Alvarez et al. (2023), and Lo et al. (2024), who identified concerns regarding feedback inconsistency, lack of rhetorical nuance, and dependence on AI-generated content.

The issue of balancing AI usage with independent practice also reflects the concept of Self-Regulated Learning (SRL). Godwin-Jones (2024) emphasized that although AI can improve efficiency, excessive reliance on technology may weaken learner autonomy and critical thinking. Similarly, participants in this study stressed the importance of maintaining natural speaking ability, originality, and authentic communication through independent practice.

From a phenomenological perspective, the findings reveal the lived experiences of students interacting with AI-assisted learning environments. Students experience AI not merely as a technological tool but as a supportive learning companion that facilitates preparation, confidence building, and language development while simultaneously requiring reflective control and balance.

Pedagogical Implications

The findings suggest that Generative AI can be integrated into EFL speaking and presentation courses as a supplementary learning tool. Teachers may use AI to support:

1. Presentation rehearsal
2. Script structure
3. Vocabulary development
4. Feedback practice
5. Confidence building

However, educators should also encourage students to practice speaking in an authentic setting and discourage an excessive reliance on AI-generated content. Contextual Implications This study contributes to the growing discussion on AI-assisted language learning by supporting Sociocultural Theory, Social Cognitive Theory, Technology Acceptance Model (TAM), and Self-Regulated Learning (SRL). The findings demonstrate how AI interacts with learners' autonomy, confidence, and behavior as a mediational learning tool. Future Research Implications. Future researchers are encouraged to:

1. Conduct longitudinal studies on AI-assisted presentation practice
2. Investigate teacher perspectives on AI integration
3. Compare AI-assisted and traditional speaking practice
4. Explore the impact of AI on presentation anxiety and audience engagement

Overall, the findings support the thesis statement of this study that Generative AI has significant potential to support EFL students' formal oral presentation practice while still requiring balanced and responsible use to maintain authentic communication skills and learner autonomy.

Conclusion

This study looked into how EFL students practiced formal oral presentations using Generative Artificial Intelligence (GenAI). The study used a qualitative phenomenological method to investigate students' reflective awareness, perceptions, and lived experiences regarding the incorporation of Generative AI into their practice of speaking and preparing presentations. According to the findings, EFL students use Generative AI primarily as a support tool during the rehearsal and preparation phases of formal oral presentations. Students utilize AI to generate presentation scripts, organize ideas, improve grammar and vocabulary, rehearse delivery, and receive feedback on their speaking performance. The results indicate that Generative AI functions not only as a writing assistant but also as a rehearsal and feedback tool that supports more structured and efficient presentation preparation.

Furthermore, the study found that Generative AI positively influences students' speaking performance. Participants reported improvements in speaking fluency, language accuracy, presentation organization, and self-confidence. AI-assisted practice provided repeated rehearsal opportunities and supportive feedback, which helped students feel more prepared and less anxious during presentations. These results add to previous research that suggests AI-mediated learning environments can improve EFL speaking practice linguistic competence and psychological readiness. Participants generally had a positive impression of Generative AI among students. Students perceived AI as useful, practical, efficient, and supportive in improving presentation preparation and speaking practice. AI was especially considered beneficial for generating ideas, refining language, and supporting independent learning. However, despite these positive perceptions, students also demonstrated awareness of several limitations of AI-generated responses, including unnatural language, generic expressions, and lack of personal authenticity.

Students' awareness of the need to strike a balance between AI use and independent practice is another significant finding. Participants emphasized that Generative AI should function

as a supplementary learning tool rather than a replacement for authentic communication practice. Through real speaking practice and independent learning, students recognized the significance of maintaining originality, natural speaking ability, audience engagement, and personal speaking style. This demonstrates students' acute awareness of the dangers of excessive reliance on AI technology. From a phenomenological perspective, the study reveals that students experience Generative AI as a supportive learning companion that facilitates preparation, confidence building, language development, and speaking practice. At the same time, students remain reflective about the need to maintain learner autonomy, authenticity, and balanced use of technology.

Overall, this study concludes that Generative AI holds strong potential to support EFL students in practicing formal oral presentations. However, its integration into language learning should be implemented carefully and responsibly to ensure that students continue to develop authentic communication skills, critical thinking, creativity, and independent speaking abilities. The findings of this study contribute to the growing discussion on AI-assisted language learning and provide insights for educators and future researchers regarding the balanced use of Generative AI in EFL oral communication contexts.

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