

The Impact of AI-Powered Instructional Activities on Enhancing EFL Majors' Oracy Skills

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Abstract—This research investigated the impact of AI-powered instructional activities on enhancing EFL majors' oracy skills. An experimental method (pre/post-test non-equivalent group design) was employed to accomplish the purpose of the research. The research participants, totalling 65 sophomore EFL majors, College of Science and Humanities, Prince Sattam bin Abdulaziz University, Saudi Arabia, were divided into a control group and an experimental one. A standardised listening test was adopted, a speaking test was developed, and a scoring rubric was created; both tests were administered to the participants before and after treatment. The experimental group received the AI-powered instructional activities, while the control group studied the conventional materials using conventional teaching methods. The results revealed that the experimental group students showed significant improvement in their listening and speaking skills compared to their counterparts in the control group. The research recommended incorporating AI-powered instructional activities to develop the EFL majors' oracy skills.

Index Terms—AI, instructional activities, oracy skills, listening, speaking

I. INTRODUCTION

Oracy skills are considered by some as merely talking or simply listening and speaking; however, they form the foundation for the other language skills (Ikwen, 2015). Oracy skills form the basis of other types of learning as they enable learners to link what they have learned to what they are about to learn (Nicholson, 1998). Through oracy skills - namely listening and speaking- language users can transfer their knowledge and ideas to others and develop new understanding (Lifford et al., 2000). Furthermore, oracy skills have been found to support academic achievement and provide access to effective engagement in the professional context (Gaunt & Stott, 2018; Hill, 2021). "L2 oracy is essential for academic learning, creative and critical thinking, collaboration and innovation in our globalised world of the twenty-first century" (Goh, 2014, p. 1).

When contemplating daily life activities and the total time of communication, Rivers (2018) estimated that: listening occupies 40-50% of the total time; speaking occupies 25-30%; reading occupies 11-16%; and writing occupies 9%. Such statistical analysis highlights the significance of listening and speaking skills, which are essential not only in daily life interaction but also in the classroom. Integrating the main oral skills forms the essence of communicative competence which includes knowledge of phonology, grammar, pragmatics and sociolinguistics. More critically, practicing language in the learning environment necessitates listening and speaking which are the primary channels for learning (Lynch & Mendelsohn, 2013).

EFL oracy comprises listening and speaking, and they cannot be taught separately as they represent the two main pillars of communication (Mah, 2016). The term oracy was originally coined by Wilkinson (1965) to refer to oral language skills, mainly listening and speaking, unlike literacy skills: reading and writing. Cambridge Papers for ELT define oracy skills as using listening and speaking skills to communicate effectively through talks in various social contexts (Cambridge Papers in ELT, 2021). On the other hand, speaking is also considered a critical skill as the individuals' language skills are assessed based on their speaking abilities, which creates the first impression (Lord, 2014). Listening is a multifaceted active process encompassing several factors to be integrated, such as vocabulary understanding, sentence structuring, stress and intonation recognition, and sociocultural context grasping (Musa & Abdel-Aliem, 2019; Vandergrift, 1999).

Celce-Murcia (2001, p. 103) highlighted, "For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication". Being a productive and demanding skill, speaking is the most effective means for conveying ideas, thoughts and emotions; moreover, language learners need to achieve a satisfactory level of speaking skills. Furthermore, for the oral message to be developed accurately for the target audience, ample requirements ought to be met to deliver the intended meaning, such as fluency, accuracy, intonation, etc. (Ari, 2018).

Brown (2006) demonstrated that mastering oracy skills necessitates hard work over a long time as it is not an easy process, yet it is not stress-free even for professionals. EFL oracy occurs in four elements, namely social and emotional, linguistic, cognitive and physical. The social and emotional element incorporates interaction. In the communication process, the linguistic element encompasses vocabulary and the grammar rules in the language used; the cognitive element comprises the ability to organise events and prioritise the content elements; the physical element covers the physical strands and the pronunciation capabilities (Mercer et al., 2019).

Mastering oracy skills is part and parcel of every successful language learning endeavour, necessitating adopting new teaching approaches to attain potential outcomes (Richards, 2006). As such, a plethora of research has asserted that language can be acquired through a communicative process as language is mainly and primarily communication. Richards (2006) elaborated on the development witnessed in the field of language learning starting from achieving grammatical competence, followed by the employing of the grammar-translation method, the audio-lingual method, and the direct method. Finally, the communicative language teaching approach was adopted by language educationalists where grammar was not the focal point of language learning. Consequently, attaining proficiency in language learning necessitates practice. Bearing this in mind, Celce-Murcia (2001) highlighted various ways to improve language and communicative skills among learners. Learners can practice discussions, speeches, role plays, and other numerous activities.

Technology has been causing a drastic change in the education landscape and restructuring the educational paradigm with numerous innovative tools (Wark, 2018). Artificial intelligence has impacted pedagogical practices, specifically in the language learning field, to be a focal point for language researchers worldwide to ensure its implications in different fields. AI tools have the potential to provide flexible and adaptable learning experiences. Turing (1950) claimed that machines could perform several functions automatically without human interference. The following trend of research sought to explore the possibility of the tools to do some jobs automatically. In the past, artificial intelligence was depicted by Rifkin (1995) as the mechanism of developing machines which can execute tasks that need human intelligence. On the other hand, Jia (2009) explained the meaning of AI in simple terms as an intelligent machine which can complete a discussion with humans. Testa (2021, p. 18) defined artificial intelligence as “a computational machine, capable of processing data, modifying it based on logically formulated instructions”.

Suryana et al. (2020) signified that AI tools are employed to reduce human effort in different life tasks considering the speed and quality such as Google, Tesla and Apple. Chiefly, the proliferation of AI tools came with the appearance of ChatGPT by OpenAI (Rodrigues et al., 2023).

Abundant applications and software have appeared to enhance foreign language learning; such tools are not seeking to replace the teachers, yet they provide innovative, adaptable assistance for accomplishing the teacher's work. Providing relevant information and supporting independent learning, AI tools help students improve their overall language learning (Sumakul et al., 2022). Interaction allows foreign language learners to negotiate input and produce output with the guidance of a teacher (Loewen & Sato, 2018). The extraordinary abilities of the AI tools to process large amounts of data, understand different contexts, submit personalised and fine-tuned feedback, and offer new insights and suggestions have made such tools viable options for fostering the educational practices and enhance the intended learning outcomes (Roll & Wylie, 2016; Ouyang & Jiao, 2021).

Chatbots as simple forms and newly developed tools powered by AI were recently used to enhance the skills of language learners considering several aspects such as timely interaction and dialogic feedback (Huang et al., 2022; Radziwill & Benton, 2017), authentic learning contexts (Junaidi, 2020), and personal support (Smutny & Schreiberova, 2020). Chatbot is “an AI-assisted dialogue software program that can interact with users and process their inputs using natural language” (Huang et al., 2022, p. 237). Significantly, AI chatbots have appeared to execute abundant tasks in several domains, such as Apple's Siri, Amazon's Alexa, Google's Personal Assistant and Replika (Smutny & Schreiberova, 2020). Chatbots were proven to be effective means because they enable access to learning resources, meet the learners' needs, and decrease language anxiety (Çakmak, 2022; El Shazly, 202; Hadi & Junor, 2022; Fidan & Gencel, 2022; Tai & Chen, 2022). The users can use their mobile phones, tablets, iPads, and computers to connect with chatbots. The AI tools enable learners to interact via voice-based, text-based, and voice-text (Wollny et al., 2021).

The integration of AI tools in the teaching-learning process signifies a form of collaborative learning. When learners interact with AI-assisted language learning tools, they do their best to advance their levels to reach their ZPD. Such interactions are aligned with the principles of the social constructive learning theory of Vygotsky where technology as a collaborative partner is best utilized for achieving the intended learning objectives (Weng & Chiu, 2023; Zheng et al., 2021). The learner's engagement with AI tools plays a pivotal role in shaping the mechanisms of AI-assisted language learning as the learners construct knowledge meaningfully (Fitria, 2023).

II. REVIEW OF LITERATURE

Numerous studies were conducted addressing AI in the language teaching-learning context. For instance, Hsu et al. (2023) conducted a study investigating the impact of AI tools for image recognition on EFL vocabulary acquisition, self-regulated learning and anxiety. The study adopted the experimental method; the experimental group received AI-assisted image recognition technologies treatment while the control group received the traditional content via the conventional method. The results of the study revealed that the study participants' vocabulary knowledge in the experimental group outperformed their counterparts in the control group. Although the experimental group outperformed the control one in

self-regulation and language anxiety, no statistically significant differences were found between the mean scores of the experimental group and the control one.

Rad et al. (2023) conducted a study to investigate the effectiveness of AI tools in developing writing feedback literacy, engaging and improving overall writing outcomes. The study adopted the experimental method, and 46 EFL learners participated in the study. The Wordtune app was adopted as a treatment material; a writing test and an engagement scale were used for collecting data. The results revealed that AI-based treatment enhanced EFL learners' writing outcomes and engagement.

Çakmak (2022) conducted a study to assess the impact of AI chatbot (Replika) on developing EFL majors' speaking performance. The study adopted the experimental method; the participants were 90 EFL majors who were divided into a control group and an experimental one. The results of the study revealed that the AI chatbot had a positive impact on developing their speaking performance. However, the students' anxiety increased; they also formed negative perceptions towards chatbots.

Lee et al. (2023) investigated the effectiveness of AI-assisted language learning on developing reading enjoyment. The study adopted the experimental method: the experimental group received the treatment via AI tools which generated the reading topic for learners based on their interests, and the control group received the conventional reading and activities. The results confirmed that AI-powered language learning tools enhanced the learners' reading enjoyment significantly.

Xio and Park (2021) investigated the effectiveness of automatic speech recognition (ASR) in identifying English pronunciation errors and the students' attitudes concerning using ASR. The study participants were five EFL learners. The attained results revealed that the errors of pronunciation detected by ASR overlapped with those detected by human raters. Furthermore, ASR assisted the participants with their pronunciation problems.

Junaidi (2020) explored the effectiveness of AI-assisted language learning tools on the study participants' speaking skills. The study adopted the experimental design: the experimental group studied via AI-assisted tools, and the control group studied the usual content via the conventional teaching method. The participants' speaking skills were assessed considering fluency, grammar, vocabulary, and pronunciation. The results revealed that the experimental group students outperformed their control group counterparts.

Kim (2019) investigated the effectiveness of AI chatbots in developing English grammar. The participants were 70 undergraduate Korean students. The study adopted the experimental method: the experimental group studied via the Replika app, while the control group studied the usual content via the conventional teaching method. A grammar test was used as a pre-post-test to explore the participants' level and development in grammar skills. The results revealed the effectiveness of chatbots in developing the EFL majors' English grammar skills.

Qinghua and Satar (2020) conducted a study investigating the effects of chatbot use in developing the participants' conversation skills (negotiation for meaning). The participants of the study were eight undergraduate and postgraduate EFL Chinese students. The results demonstrated the effectiveness of chatbots in conversational skills development (negotiation for meaning); the less proficient students gained much from interacting with the chatbots. Learners with higher language proficiency expressed dissatisfaction with the chatbots; limited engagement was observed while interacting with the chatbots.

Putri and Islamiati (2018) investigated the impact of the Duolingo app on EFL majors' listening abilities. The study adopted the experimental method, and 39 EFL majors participated. The results revealed that the Duolingo app has contributed to developing EFL majors' listening skills, and the students expressed positive attitudes towards using such tools.

The displayed literature review underscores the multifaceted significant impact of AI tools in developing various language skills and aspects. For example, AI-assisted language learning promotes language learners' vocabulary knowledge, writing, speaking, listening, grammar proficiency, language enjoyment, and motivation. It was found that AI tools develop literacy skills, motivation and engagement. Although a wealth of literature indicates the effectiveness of AI tools in language learning, a gap exists regarding their influence on oracy skills. The studies reviewed employed a range of experimental designs such as case studies, experimental studies, and instruments due to the variations of the treatments. Some studies included a limited number of participants which means a lack of generalizability and reliability of the findings. Although most studies showed positive outcomes due to the use of AI tools, some studies, such as Hsu et al. (2023) showed a negative impact of AI tools. Çakmak (2022) showed an increase in the level of speaking performance yet showed an increase in the level of anxiety and negative perception about AI tools. Such inconsistency of the yielded results necessitates further investigations to verify the effectiveness of such tools in the development of EFL majors' language skills.

III. METHOD OF THE RESEARCH

A. Research Questions

Research on the impact of AI tools on oracy skills is still scant. Furthermore, no consensus concerning the effectiveness of such tools exists in the literature (Ji et al., 2023). Moreover, most EFL learners suffer from severe weakness in their oracy skills (Amer, 2019; Musa, 2023; Saleh et al., 2023; Tahriri et al., 2015). The present research sought to assess the extent to which AI-powered instructional activities are effective in developing EFL majors' oracy skills by providing a precise insight into the reasonable integration of AI tools in the teaching-learning process to help students, curriculum

developers, and policymakers make the right decision. The research findings might have far-reaching implications worldwide focusing on EFL programs thoroughly and providing custom-tailored effective learning experiences. Moreover, they provide empirical evidence judging the extent to which AI tools can be integrated as efficient tools in the teaching-learning process. The results might have reliable implications concerning developing autonomy and independence due to the employment of AI-powered instructional activities. The current research sought to uncover the promises linked to integrating AI technology into education and the aspiration of developing EFL majors' language skills. Furthermore, all the learning institutions endeavour to enhance the quality of the educational experiences and prepare the graduates for the globalised job market. Integrating AI-powered activities enables bridging the gap between the theoretical teaching of these subjects and the practical use of the language in semi-authentic situations. Subsequently, the following research sought to address the following questions:

- To what extent do AI-powered instructional activities impact EFL majors' listening skills?
- To what extent do AI-powered instructional activities impact EFL majors' speaking skills?

B. Design of the Research

Grounded on the positivist paradigm, it is postulated that reality is objective and can be measured through empirical investigation. In other words, the development of oracy skills can be seen as a measurable outcome which can be assessed through systematic data collection and statistical analysis. The empiricism of the present research is based on quantitative data collection through the administration of valid and reliable instruments before and after the treatment, followed by a rigorous systematic analysis to finally assess the extent to which the oracy skills were developed among the EFL majors (Cohen et al., 2018).

Consequently, the present research adopted the experimental method, aligned with the positivist paradigm, as the most suitable method. Meticulously, it tested the cause-and-effect relationship between two main variables by answering the research questions. A pre/post-test non-equivalent group design was employed in the research to ensure the rigorousness of the administration and outcomes.

C. Participants of the Research

The research participants included 64 sophomore EFL majors, College of Science and Humanities, Prince Sattam bin Abdulaziz University, Saudi Arabia. The research participants were randomly selected and assigned into two groups: an experimental group and a control one, using the SPSS software. The initial comparability between the research groups was ensured as the students belonged to similar social classes, and the participants' demographic data, such as age, gender and academic background were alike to some extent. More critically, ethical considerations were considered as the participants were given an overview of the research, considering the purpose, the procedures, and the potential risks and benefits. Furthermore, before participation, the participants' consent was obtained before the treatment, and they were informed that their scores would not be used except for research purposes and would not affect their future grades.

D. Instruments of the Research

Two instruments were developed: a speaking test and a listening comprehension test to accomplish the research purpose. First, the speaking test was developed to assess the participants' oral proficiency. The test consisted of three main sections: 1) a photo card part where each examinee was given a card containing a photo to answer what she could see in the photo in two minutes followed by several questions generated and posed by the examiner about the main aspects of the photo. 2) The second part was the long talk or the cue card, where each examinee was given a card containing one main question followed by three prompts, and the examinee was given one minute to prepare her ideas and two minutes to talk about the topic given followed by several questions related to the cue card. 3) The third part was the discussion, where each examinee was asked several questions about three topics. The test was prepared in six versions to ensure confidentiality; a scoring rubric, consisting of five descriptors, was developed by the researchers to ensure a reliable assessment of the speaking skills. Meticulously, the candidates were assessed in terms of their task fulfilment, fluency, pronunciation, vocabulary and grammar. Each descriptor was in five levels starting from five to one, and the test total score was 25 marks.

Second: Regarding the listening test, a standardised listening test was borrowed from "First Certificate in English," comprising various contexts such as dialogues, announcements, and lectures followed by comprehension questions to assess the candidates' listening skills. The questions varied to include multiple-choice, fill-in-the-gaps, and multiple-matching questions. The test mark scheme was used to score the test and assess the participants' performance.

A pilot test was initially employed to calculate the psychometric properties of the tests; 17 EFL majors who took part in the pilot testing of the listening and speaking skills were excluded from the final experimentation. The Results of the pilot testing included estimating the timing of the test, refining the scoring rubric, and monitoring the technical issues concerning the speakers in the listening test and the recorder in the speaking test.

The face validity of the speaking and listening tests was assured by submitting the tests to seven experts: three ESL experts, two curriculum and instruction experts, and two evaluation and assessment experts. The suggested modifications were accomplished to formulate the test in its final form. Regarding the speaking test, the inter-rater reliability was used, as both researchers corrected the output of the pilot speaking test followed by subjecting the output of the correction process to Cronbach's alpha where the results showed higher levels of reliability ($\alpha = 0.89$) indicating that the test is reliable and ready to be administered. The listening test reliability was determined using Cronbach's alpha results,

indicating that the test has a high reliability coefficient ($\alpha = 0.81$); consequently, both tests were reliable and ready to be administered to the research participants.

E. Procedures of the Research

Procedurally, the speaking and the listening tests were validated and administered to the research participants before the treatment, namely the AI-powered activities to the experimental group and the conventional content and method to the control group. To ensure the homogeneity of the research participants, the pre-test results of both groups in both tests were statistically analysed to verify the extent to which the participants were homogeneous; thus, the pre-test was used as a base for assessing the participants' mean differences in the post-treatment. The results of the homogeneity tests conducted by the research demonstrated that the value of *t*-test scores of the experimental group and the control one in both the listening and speaking tests were 0.73 and 0.39, respectively. The *p* values in both tests were 0.47 and 0.69, which are greater than 0.05, indicating that both groups were homogeneous and that the mean score differences are the result of the treatment adopted. After accomplishing the intervention, the listening and speaking tests were administered, followed by data analysis.

F. The Treatment Materials

The AI-powered instructional activities were utilized as instructional materials in the curriculum prescribed to the EFL to enhance their oracy skills. The activities used were varied to include: 1) natural language processing tools (NLP): the AI tools use the NLP to provide instant feedback and assessment for the student's spoken languages such as ChatGPT. 2) Automated speech assessment: AI tools are used to assess the learners' spoken language regarding intonations, pronunciation, clarity, and many other aspects such as ELSA speak. 3) Interactive Chatbots: AI tools that can initiate semi-authentic conversations to practice speaking such as Duolingo. The current research, based on reviewing the available literature, pilot testing and expert consultation, used three AI tools: ChatGPT, ELSA speak, and Duolingo. The treatment was passed through controlled practice, guided practice, and then free practice; the instructor's roles were mainly supervising the interaction in the class, ensuring maximum engagement in the teaching-learning process, providing feedback and delivering technical support for addressing any difficulty encountered.

The choice of AI-powered instructional activities is theoretically founded upon the constructivism learning theory, where the learner is an active participant inside the classroom, constructing knowledge through interaction and feedback (Von Glasersfeld, 2013). The zone of proximal development by Vygotsky is another theoretical underpinning for AI-powered activities where the AI tools offer personalised scaffolding and support for learners (Vygotsky et al., 1984). The AI-powered instructional activities were implemented in the listening and speaking activities: pronunciation practice, conversation simulation, listening comprehension, and speech assessment.

IV. RESULTS AND DISCUSSION

Addressing the first research question necessitates the employment of an independent sample *t*-test due to the nature of the question, after assuring the test assumptions. The statistical analysis was employed by comparing the pre-test with the post-test mean scores to show the differences in the participants' listening skills as indicated in Table 1.

TABLE 1
COMPARISON OF LISTENING SKILLS MEAN SCORES BETWEEN THE EXPERIMENTAL GROUP AND THE CONTROL ONE (N= 64)

Group	No.	M	SD	T-Value	Sig. (2tailed)	d
Con	33	19.67	4.13	4.95	0.00	1.25
Exp	31	23.68	1.88			

The results highlighted that the *t*-test value is (4.95), which is significant (sig. = 0.00 2tailed = $P < 0.05$). More importantly, the effect size using Cohen's *d* was employed to identify the magnitude of the treatment (1.25), indicating substantial development due to employing AI-powered instructional activities. Thus, the effectiveness of AI-powered instructional activities in developing the EFL majors' listening skills was confirmed.

Addressing the second research question necessitates adopting the independent sample *t*-test due to the nature of the question and the statistical data required after assuring the test assumptions. Statistical analysis was employed by comparing the pre-test with the post-test mean scores to depict the participants' speaking skills as indicated in Table 2.

TABLE 2
COMPARISON OF SPEAKING SKILLS MEAN SCORES BETWEEN THE EXPERIMENTAL GROUP AND THE CONTROL ONE (N= 64)

Group	No.	M	SD	T-Value	Sig. (2tailed)	d
Con	33	13.70	1.33	5.15	0.00	1.28
Exp	31	16.13	2.33			

The results underscored that the *t*-test value is (5.15), which is significant (sig. = 0.00 2tailed = $P < 0.05$). Authenticating the results necessitates calculating the effect size using Cohen's *d*, which yielded (1.28) which is a large effect size. Thus, the results underscored that AI-powered instructional activities have developed the EFL majors' oracy skills (listening and speaking). Therefore, AI-powered activities can be used in the teaching-learning process to enhance the EFL major's oracy skills compared to the conventional activities used in the classroom.

The research results highlight the effectiveness of AI-powered instructional activities in developing EFL majors' oracy skills. The results can be attributed to increasing engagement levels among the research participants; they spent most of their time inside the classroom practising listening and speaking activities. Another plausible interpretation of the attained results is the personalised learning provided by the AI-powered instructional activities. The activities are fine-tuned and tailored to best fit the users of the AI tools. Customising the activities might meet the needs and preferences of the EFL majors, which might have a considerable effect on the outcomes. More importantly, the AI-powered activities allow self-paced learning, which fosters the learners' independence and autonomy as well as self-controlling the learning process, which might result in observed improvements in the oracy skills. The accessibility of the tools anytime and anywhere might have impacted the learners' self-directed learning (Betaubun et al., 2023; Faresta, 2024; Yang & Weng, 2023).

The authentic situations and language created by the AI tools and the greater exposure might enable the EFL majors to enjoy the authenticity of language. Exposure to linguistic patterns and speech expressions might lead to better language in listening and speaking. Furthermore, more realistic practices might contribute to better performance in listening and speaking (Jahrani & Listia, 2023; Yin, 2015). Another reasonable interpretation of the attained results is that the immediate feedback provided by the AI tools might considerably affect the learners' production. The best use of feedback must help in individualising the teaching-learning process, which has a positive consequence on the teaching-learning process (Al-Fogara & Al-Sagrat, 2021; Sallang & Ling, 2019).

Grounded on the principles of cognitive load theory, AI-powered activities break down long activities into chunks and small components. This approach enables learners to concentrate on specific aspects of language, similar to the scaffolding method used by some teachers (Mohammed & Abd Elrahman, 2024). Another plausible interpretation of the attained results might be the student's motivation and confidence. Employing technology in the teaching-learning process is an enjoyable experience favoured by most students. When the students participate meaningfully in the teaching-learning process, they develop their knowledge and understanding; thus, their confidence increases. Such findings are in line with those of Dreimane (2019) and Ginzburg and Barak (2023). Another interpretation of the attained results might be the decrease in the level of apprehension and stress during practising the language. Practising listening and speaking in the traditional classroom might be stressful for some students when they practise with their teacher or their partners; however, practising with the AI tools might provide a sense of security and privacy for learners, and they will not be afraid to make mistakes (Chen, 2024; Dryden et al., 2021; Musa, 2019).

Another significant point is that integrating cutting-edge technology in the traditional classroom might positively enhance the EFL majors' participation and interaction. Feeling excited to use such innovative tools productively, or what is known as the "novelty effect" in developing their linguistic skills, might influence their learning outcomes positively. Added to that, most AI tools incorporate the elements of gamification to make the learning process more enjoyable and to increase the student's enthusiasm, such as points, grades, levels, words of praise, etc. Such innovative tools might help provide an effective environment which increases Self-Compassion and is free from boredom, enabling peer and group interaction. Such interpretation is in line with (Abdellatif, 2022; Nasr, 2024; Santosa et al., 2022).

Another plausible interpretation of the attained results is the efficient role which the instructor plays in the teaching-learning process. Changing the role of the instructor from the knowledge bank, who dispenses the language information to the students, to the facilitator and supervisor of the classroom interaction might give the students more time to practice the language and interact with the language in authentic contexts. The availability of the supporting environment might enhance the EFL majors' oracy skills. Furthermore, the availability of the practice outside the classroom means that students could engage in listening and speaking exercises and increase exposure to the target language (Chiu et al., 2021; Pokrivcakova, 2019).

Finally, a logical, reasonable explanation of the results attained is the learning strategies developed by the EFL majors due to the level of practice performed. Students might learn to focus on keywords, predict content and disregard inessential information. The variation of the strategies, whether they are learning or teaching strategies, might help EFL majors. In other words, AI-powered tools provide various forms of practice, such as visual, auditory and interactive elements. Making use of various modes might result in significant development in the EFL majors' oracy skills (Buşu, 2024; Rizvi, 2023).

V. CONCLUSION

The research highlighted that AI-powered activities were effective in developing the EFL majors in both listening and speaking skills. Several key points might be considered, such as the employment of AI-powered activities to provide an engaging environment and personalised learning tailored to meet the individual needs and preferences to improve their oracy skills. Another significant point is that the immediate feedback provided by the AI tools has developed the participants' oracy skills. Furthermore, anxiety reduction is a fundamental factor that contributes to increasing the willingness to practice, resulting in the development of oracy skills.

AI-powered activities provided authentic language situations for practising language to link classroom practice to the real-world use of language. Another important item is the adoption of new technologies with all the available services, such as gamification and feedback, and the custom-tailored content might impact the outcomes of EFL majors. The AI-powered activities have enabled the instructor and the learner to use various strategies and techniques and transformed the role of the instructor to be the supervisor and facilitator of the teaching-learning process.

Based on the results, the present research recommended that AI-powered activities ought to be incorporated into the EFL curricula via curriculum designers and developers to develop oracy skills. EFL teachers should be empowered with the necessary skills via direct training and workshops to best integrate AI-powered activities for developing language skills. Furthermore, EFL policymakers should promote autonomy among EFL learners considering employing AI tools independently to develop their language skills. Technology-powered educational environments should be supported by providing access to reliable internet sources and software to present efficient learning and teaching practices. The current research suggested investigating the effectiveness of AI-powered activities in developing other language skills; exploring the EFL majors' engagement and motivation while using the AI tools; researching the impact of AI-powered activities in developing the language competence of learners with special needs; and finally probing the effectiveness of AI tools in fostering collaborative activities and social learning among EFL majors.

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