Macrothink Institute™

International Journal of English Language Education
ISSN 2325-0887
2026, Vol. 14, No. 1

EFL Students' Acceptance of Automated English-Speaking Assessment Technology (Speechace) in Saudi Higher Education

Areej Saleem Alatawi (Corresponding author)

King Abdulaziz University, English Language Institute, Saudi Arabia

Dr. Wafa Jeza Alotaibi

King Abdulaziz University, English Language Institute, Saudi Arabia

Received: April 1, 2026 Accepted: April 20, 2026 Published: April 22, 2026

doi:10.5296/ijele.v14i1.23721 URL: https://doi.org/10.5296/ijele.v14i1.23721

Abstract

This research aims to assess the acceptance and usability of Speechace (an automated speaking assessment) among EFL female students in a university setting in Western Saudi Arabia. A mixed methods research methodology was used, with a questionnaire based on the modified UTAUT2. The questions revolved around users' attitudes towards Speechace. The study also included semi-structured interviews. A sample of 51 first-year students completed the survey, whereas five participants had a follow-up interview to provide further information after taking a Speechace placement test. The results showed a low frequency of recent Speechace usage and neutral perceptions, relative to the other UTAUT2 constructs. In the meantime, a qualitative analysis of the semi-structured interviews revealed mostly positive perceptions, with users emphasizing the utility of Speechace for developing pronunciation skills, building confidence, and improving exam preparation. Moreover, the learners had a positive perception of Speechace's usefulness, ease of use, and fun. The acceptance of the application (Speechace) was based on internet accessibility, English proficiency, integration into the curriculum, and the availability of free services. Until now, the constructs of UTAUT2 have been applicable, but they have not been statistically validated. Qualitative information reflected an overall positive yet conditional acceptance of Speechace. Therefore, this study is one of the earliest methodical investigations into the acceptance of AI-based speaking assessment among Saudi EFL learners, which suggests that the further implementation of Speechace depends on institutional facilitation, coordination of the tests with the curriculum, and the provision of Speechace at no cost.

Keywords: Automated Speaking Assessment, Automatic Speech Recognition, English as a foreign language, Unified Theory of Acceptance, Use of Technology

1. Introduction

Advances in artificial intelligence (AI) have significantly impacted language acquisition and evaluation through automated speech recognition (ASR). The emergence of such possibilities has enabled testing of pronunciation, fluency, and speaking proficiency using instant-feedback mechanisms. These factors have contributed to the development of self-study skills and increased the likelihood of exercising speaking abilities outside the classroom (Li, 2021; Zhu & Wang, 2024).

Speaking is one of the most complicated skills for EFL students. In the context of Saudi higher education, EFL students are likely to encounter difficulties with fluency and confidence in speaking due to limited experience in real-life speaking situations. In this context, AI can be used to overcome obstacles by implementing speaking assessment programs.

Speechace is an artificial intelligence (AI)-powered tool designed to evaluate an EFL (English as a foreign language) speaker's ability to pronounce words and speak fluently. Speechace provides users with instantaneous feedback on their pronunciation and fluency by assessing various aspects of their speech, enabling them to track and improve their proficiency. Nonetheless, Speechace and similar technologies will be useful only if learners are willing to accept them and consistently engage with and use them as development tools.

The Unified Theory of Acceptance and Use of Technology (UTAUT) will be used to measure the degree of acceptance and use of this technology; it measures the extent to which a user intends to use or adopt a tool based on their perceptions of the tool via performance expectancy, effort expectancy, social influence, and hedonic motivation. The UTAUT model has been widely used in recent educational technology literature to measure the adoption of digital technologies. The model has been widely applied in recent educational technology research to understand learners' adoption of digital tools (e.g., Dwivedi et al., 2020; Tamilmani et al., 2021).

Although some studies have examined educational technology in Saudi Arabia, few have examined the acceptance and use of AI-powered speaking assessment tools by EFL learners. As a result, the gap in learners' perceptions of AI-based speaking assessment tools and the extent to which the UTAUT model can explain their intention to use such technologies remains evident. This research aims to fill this gap by examining Saudi EFL learners' acceptance of AI-based speaking assessment tools using the UTAUT framework.

2. Literature Review

2.1 English Speaking Assessment in the Saudi EFL Context

Speaking assessment remains a persistent challenge in EFL contexts due to its subjective, resource-intensive, and interaction-dependent nature. Speaking skills evaluation is usually not included in the Standardized Test of English Proficiency (STEP) in Saudi Arabia, which

consists only of listening, reading, and grammar tasks (Almossa & Alzahrani, 2022). However, conducting speaking assessments through interviews and presentations can be time-consuming and resource-intensive, which may limit their consistent implementation in classroom settings (Grain et al., 2022). One way to overcome this challenge would be to use technology to assess speaking skills, as it would make evaluations more valid and reliable (Al-Shehri, 2020). However, in Saudi higher education, technology, especially tools based on artificial intelligence, is still not widely used.

2.2 Technology-Enhanced Language Learning (TELL)

The benefit of technology-enhanced language learning (TELL) has been the development of new ways to learn a language through mobile applications and digital platforms. Research has shown that AI tools such as the Duolingo language acquisition program and ELSA Speak, an AI-based speech-recognition application designed to assist learners with their pronunciation, help learners practice their pronunciation and reduce their anxiety when speaking (Nguyen et al., 2024; Alfuhaid, 2021). Despite the positive outcomes associated with these technologies, previous studies on TELL suffer from many of the same problems as other forms of language learning, such as using small numbers of participants or conducting studies over short periods. Furthermore, in many of the studies conducted on digital language assessment tools, there were positive responses but also some issues related to technology and inconsistency in the quality of feedback received (Zuhriyah & Pratolo, 2020). This indicates that although most people who use TELL appear to accept it, there remains uncertainty about its long-term effectiveness in helping people learn languages.

2.3 Automated Speaking Assessment

Artificial intelligence, speech recognition, and natural language processing are used in automated speaking assessment (ASA) systems that can measure speaking ability by assessing pronunciation quality, fluency, and prosody (Fendji et al., 2022; Li et al., 2022). Companies such as Speechace and SpeechRater build ASA platforms that provide immediate feedback and automatic ratings of speaking performance. ASA tools facilitate self-paced learning and continual practice. Research indicates that ASA tools are effective in aiding learners' motivation and engagement (Zou et al., 2020; He et al., 2023). However, they also have several limitations, including poor accent recognition, limited feedback detail, and system instability. Most existing research studies have a short-term focus (e.g., user satisfaction), whereas most lack any long-term focus on continued behavioral intention or continued use.

2.4 Technology Acceptance and UTAUT Framework

The Unified Theory of Acceptance and Use of Technology (UTAUT) is usually used to describe how people adopt new technologies in education. It has identified four primary determinants of behavior intention: performance expectancy, effort expectancy, social influence, and facilitating conditions. Subsequently, two additional extensions have been added: hedonic motivation and attitude toward use (Tamilmani et al., 2021). Empirical research has shown that UTAUT has a strong predictive validity across multiple educational technology modalities (Tamilmani et al., 2021). However, most studies have focused on general

technologies such as learning management systems (LMS), MOOCs, and social media applications, rather than on AI-based speaking assessment. Furthermore, the strength of the relationship between determinants of behavioral intention and the use of these technologies may vary across cultural and institutional contexts in non-Western settings, underscoring the need to investigate both cultural and institutional influences in these contexts.

Although existing literature confirms the potential of AI-based language learning tools and the explanatory power of UTAUT in technology adoption, several gaps remain. First, speaking assessment in Saudi Arabia continues to rely heavily on traditional methods, with limited integration of AI-driven or automated speaking evaluation systems. Second, while UTAUT has been widely applied in educational technology research, its application to automated speaking assessment tools remains limited. Third, there is a lack of empirical research examining Saudi EFL learners' acceptance of AI-based speaking assessment platforms such as Speechace. Very little is known about the impact of performance expectancy, effort expectancy, social influence, hedonic motivation, and attitude on learners' behavioral intention in the context of computerized speaking assessments. This paper will fill this research void by investigating the determinants of Saudi EFL learners' acceptance of Speechace from a UTAUT perspective, thereby extending knowledge on the use of computer-based testing for speaking.

2.5 Research Questions

This study seeks to answer the following research questions:

1. How effectively does the Unified Theory of Acceptance and Use of Technology (UTAUT) model explain Saudi EFL learners' behavioral intention to use Speechace?
2. What factors influence Saudi EFL learners' acceptance of Speechace, and what challenges or barriers do they face in its usage?

2.6 Research Objectives

The objectives of this study are to:

1. Examine the applicability of the UTAUT model in predicting Saudi EFL learners' behavioral intention to use Speechace.
2. Investigate the influence of performance expectancy, effort expectancy, social influence, hedonic motivation, and attitude toward use on learners' acceptance.
3. Explore learners' perceptions and experiences regarding Speechace through qualitative interviews.
4. Provide recommendations for integrating automated speaking assessment technologies into Saudi higher education.

2.7 Research Hypotheses

Based on the UTAUT framework and prior research, the following hypotheses are proposed:
H1: Performance expectancy has a significant positive effect on learners' behavioral intention to use Speechace.

H2: Effort expectancy has a significant positive effect on learners' behavioral intention to use Speechace.
H3: Social influence has a significant positive effect on learners' behavioral intention to use Speechace.
H4: Hedonic motivation has a significant positive effect on learners' behavioral intention to use Speechace.
H5: Attitude toward technology use has a significant positive effect on learners' behavioral intention to use Speechace.

3. Methodology

3.1 Research Design

In this study, a mixed-methods approach was adopted to explore the usability and acceptance of Speechace among Saudi female learners enrolled in the English language program. The study aimed to explore the extent to which Speechace would facilitate learning among EFL learners by examining user acceptance of technology through the UTAUT model, a widely recognized framework for this purpose (Venkatesh et al., 2003).

3.2 Participants and Context

The study was conducted at a public university in the western region of Saudi Arabia. The participants consisted of 51 first-year female students enrolled in an English-language program. A purposive sampling technique was used to select learners with relevant experience in language learning technologies, ensuring they could evaluate Speechace effectively.

3.3 Instruments

3.3.1 Questionnaire

A structured questionnaire based on the UTAUT model (which supports construct validity) was used to collect quantitative data via a five-point Likert scale. The instrument measured key constructs, including performance expectancy, effort expectancy, social influence, facilitating conditions, hedonic motivation, and behavioral intention.

3.3.2 Interview Protocol

Semi-structured interviews were conducted to complement the quantitative data gathered. The interviews consisted of open-ended questions that were based on the theoretical concepts applied in the survey. Semi-structured interviews gave the researcher greater freedom to explore learners' opinions. Then, the interviews were audio-recorded and transcribed through the Notta software.

3.3.3 Instrument Development and Validation

To ensure content validity, the questionnaire items were drawn from the existing literature. Each instrument was scrutinized and approved by at least one expert from various fields regarding its clarity and relevance. Prior to data collection, a pilot test was conducted to assess the reliability and clarity of the instruments. The Cronbach's alpha values for all instruments

varied between 0.855 and 0.974, showing high internal consistency. As the "hedonic motivation" measure consisted of only one question, the reliability test was not applicable.

3.4 Pilot Study

A pilot test was conducted with eight Saudi EFL learners to assess the appropriateness of the research instruments. Participants were asked to complete the questionnaire and provide feedback regarding the phrasing and design of the questions. Minor adjustments to the questionnaire were made following learners' suggestions, such as replacing "aspects" with "features." It was determined that the research tools were appropriate for the research participants.

3.5 Data Collection Procedures

Data collection was carried out in three stages. First, participants were provided with the Speechace test to familiarize themselves with the system. Second, participants were asked to complete the survey. Lastly, selected participants underwent semi-structured interviews to gain further insight into their experiences. The use of multiple data sources improved the validity of the results through triangulation.

3.6 Data Analysis

The Statistical Package for the Social Sciences (SPSS) was used to analyze the quantitative data. The descriptive analysis was conducted by summarising the responses gathered, and the inferential analysis was employed to determine the relationships among the constructs of UTAUT. Thematic analysis was used to analyze the qualitative data and involved coding, identifying new themes, and categorizing them according to the UTAUT model.

3.7 Ethical Considerations

Ethical approval was obtained prior to the study. The participants were made aware of the research aim and their rights, including the right to participate freely and to withdraw at any time. The study was conducted with privacy and anonymity in mind, and informed consent was obtained from each participant.

4. Results and Discussion

4.1 Quantitative Results

Table 1. *Demographic Characteristics of Study Participants (N=51)*

Demographics	Frequency	Percent
Age		
18-21 years	47	92.2
22-25 years	2	3.9
26-29 years	1	2.0
30 and above	1	2.0
Profession		
Student	49	96.1
Employee	2	3.9

The demographic characteristics of the sample population indicate that most respondents belong to the younger generation. Almost all respondents (92.2%, n=47) fell within the 18-21-year age bracket, suggesting that the sample was highly concentrated in this age group. A very low number of respondents fell within other age categories, such as 22-25 years (3.9%, n=2), 26-29 years, and 30 years and above (2.0%, n=1). With respect to profession, the findings indicate that almost all the respondents belonged to the student group. Most of the respondents (96.1%, n=49) were classified as students, whereas only a handful of respondents (3.9%, n=2) were employed.

Table 2. *Descriptive Statistics showing Use of Speechace for Learning English Over the Past Four Weeks (N=51)*

Statement	Never	Rarely	Neutral	Often	Always	*M*	*SD*
I use the Speechace website to learn English	26	3	8	5	9	2.37	1.600

Table 2 indicates that more than half of the participants did not use the Speechace website for learning English over the past four weeks (M=2.37, SD=1.600). The results also showed that the standard deviation of participants' responses exceeded 1, indicating variability and a lack of consensus on the use of Speechace for learning English over the past four weeks.

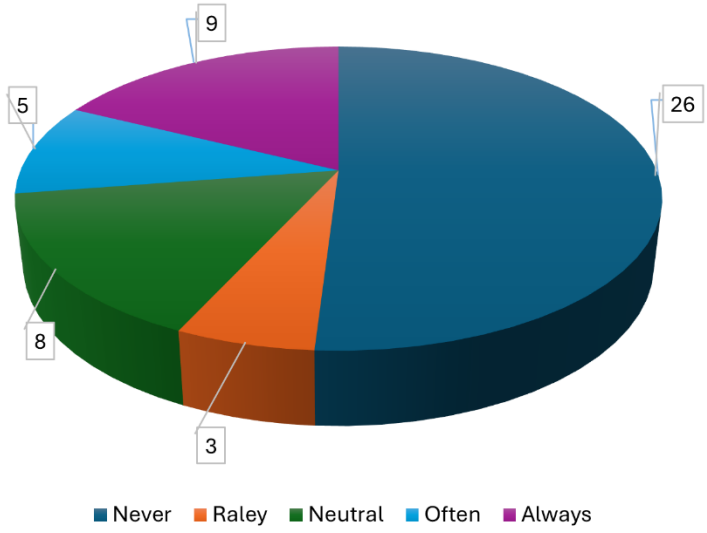

Figure 1. *Pie-chart Showing Use of Speechace for Learning English Over the Past Four Weeks (N=51)*

Table 3*Frequencies, Mean, and Standard Deviation of Participants' Responses Related to Expected Benefits (N=51)*

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation	Rating
I believe the website (Speechace) is useful for my English-speaking practice.	17	3	2	10	19	3.22	1.759	Neutral
If I use the website (Speechace), I will increase my proficiency level in speaking English.	14	4	5	9	19	3.29	1.677	Neutral
Using the website (Speechace) helps me to learn to speak English more quickly	15	4	3	12	17	3.24	1.680	Neutral
Using Speechace helps me improve my English speaking.	16	4	6	7	18	3.14	1.709	Neutral
Overall Mean						3.22	1.670	Neutral

Table 3 indicates that the participants in the study expressed a neutral stance on the expected benefits of using the Speechace site for learning English, with mean responses ranging from 3.14 to 3.29 and standard deviations ranging from 1.677 to 1.759, indicating a neutral assessment across all items.

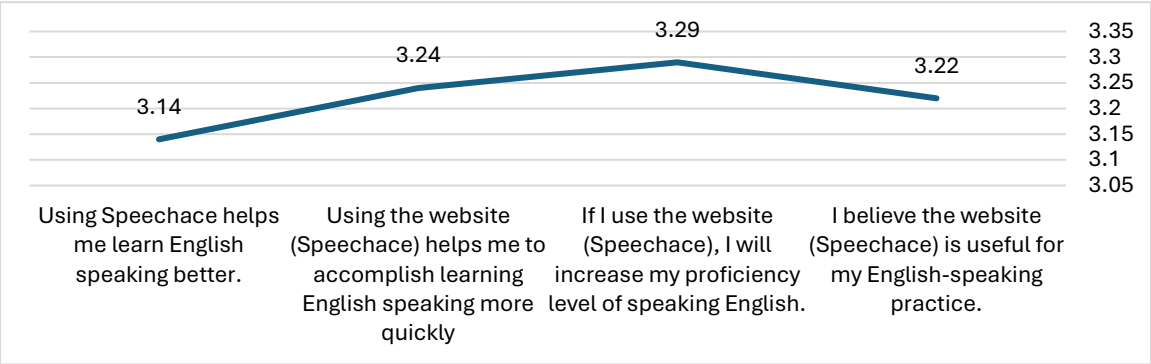

Figure 2. *Line Graph Showing Responses Related to Expected Benefits.*

Table 4. *Frequencies, Mean, and Standard Deviation of Participants' Responses Related to Ease of Use (N=51)*

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation	Rating
My interaction with Speechace is clear and easy to understand.	17	4	3	7	20	3.18	1.774	Neutral
I find Speechace easy to use.	18	3	4	5	21	3.16	1.804	Neutral
It is easy for me to become skillful at using Speechace.	18	1	1	7	24	3.35	1.842	Neutral
Overall Mean						3.23	1.763	Neutral

Table 4 indicates that the participants in the study expressed a neutral stance regarding the ease of using the Speechace site for learning English, with mid-range mean scores (M=3.16–3.35, SD= 1.774-1.842), reflecting differing user experiences with the platform.

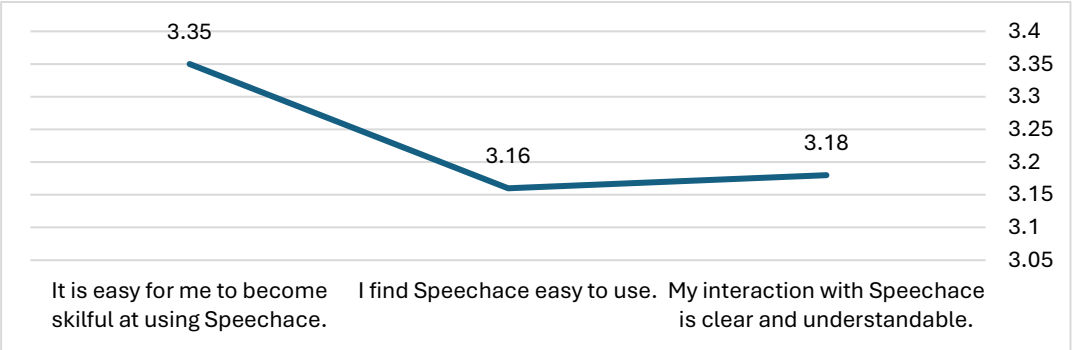

Figure 3. *Line Graph Showing Frequencies, Mean, and Standard Deviation of Participants' Responses Related to Ease of Use*

Table 5*Frequencies, Mean, and Standard Deviation of Participants' Responses Related to Social Influence (N=51)*

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation	Rating
My teachers think that I should use Speechace for English-speaking practice.	13	4	12	11	11	3.06	1.489	Neutral
My friends think that I should use Speechace for English-speaking practice.	10	9	16	8	8	2.90	1.330	Neutral
My family thinks that I should use Speechace for English-speaking practice.	15	2	10	9	15	3.14	1.613	Neutral
Overall Mean						3.03	1.322	Neutral

Table 5 presents participants' responses on social influence, with mean scores ranging from 2.90 to 3.14, suggesting moderate perceptions rather than strong agreement or disagreement. The dispersion of responses (SD = 1.33–1.61) indicates that participants held differing views regarding social influence. Overall, the average score (M = 3.03, SD = 1.32) reflects a balanced position toward the role of social factors in using Speechace.

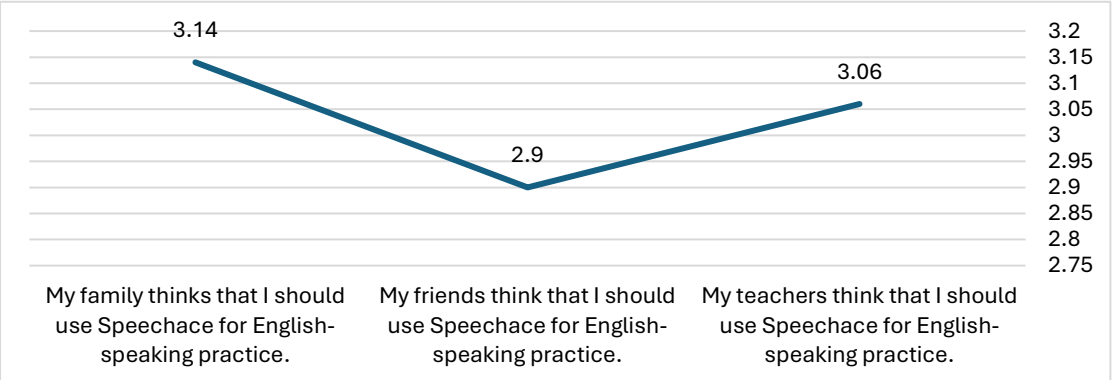

Figure 4. *Line graph showing Frequencies, Mean, and Standard Deviation of Participants' Responses Related to Social Influence (N=51)*

Table 6*Frequencies, Mean, and Standard Deviation of Participants' Responses Related to Motivation and Enjoyment (N=51)*

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation	Rating
Practicing English speaking via Speechace is very enjoyable.	20	2	1	6	22	3.16	1.869	Neutral

Table 6 reports participants' ratings of enjoyment (M= 3.16, SD = 1.87), indicating a midpoint response on the scale. The relatively high standard deviation suggests that participants' views on enjoyment varied across the sample.

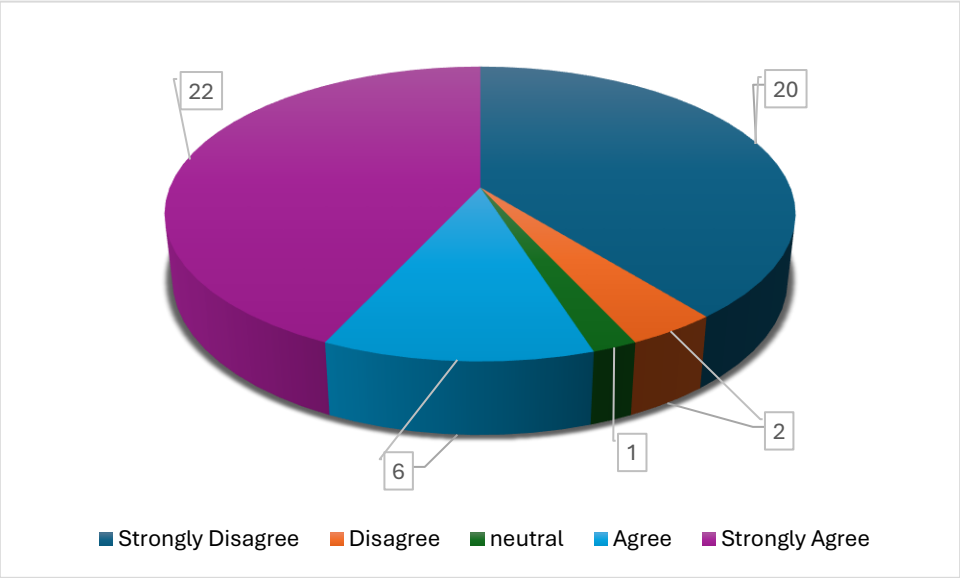

Figure 5. *Pie chart showing Frequencies, Mean, and Standard Deviation of Participants' Responses Related to Motivation and Enjoyment*

Table 7*Frequencies, Mean, and Standard Deviation of Participants' Responses Related to*

Attitude Toward Use (N=51)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation	Rating
Using Speechace is a good idea.	20	-	2	9	20	3.18	1.830	Neutral
Speechace makes practicing English speaking more interesting.	17	3	2	7	22	3.27	1.801	Neutral
I like practicing speaking English with Speechace.	18	3	1	8	21	3.22	1.815	Neutral
Overall Mean						3.22	1.780	Neutral

Table 7 summarizes participants' attitudes toward using Speechace for learning English, with mean scores ranging from M = 3.18 to M = 3.27 and standard deviations ranging from SD = 1.80 to SD = 1.83. These values indicate that responses were distributed around the midpoint of the scale.

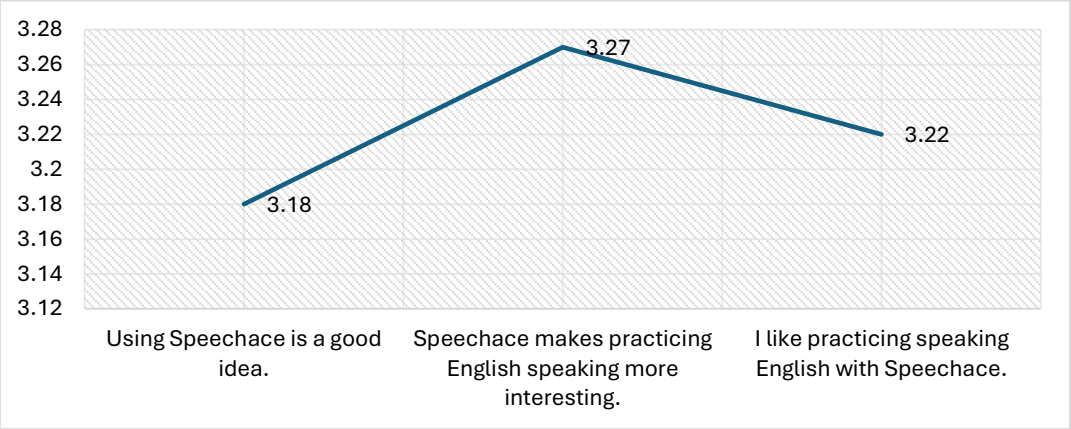

Figure 6. *Line graph showing Frequencies, Mean, and Standard Deviation of Participants' Responses Related to Attitude Toward Use*

Table 8*Frequencies, Mean, and Standard Deviation of Participants' Responses Related to Intent to Use (N=51)*

Item	Strongly Disagree	Disagree	neutral	Agree	Strongly Agree	Mean	Std. Deviation	Rating
I intend to continue using Speechace in the future.	16	3	7	8	17	3.14	1.685	Neutral
I will always try to use Speechace for my English-speaking practice.	17	3	5	9	17	3.12	1.716	Neutral
I plan to continue to use Speechace frequently.	15	5	5	9	17	3.14	1.690	Neutral
Overall Mean						3.13	1.611	Neutral

Table 8 presents participants' intentions to use Speechace, with mean scores ranging from M = 3.12 to M = 3.14 and standard deviations ranging from SD = 1.69 to SD = 1.69. The consistency of mean values, alongside SD values above 1, indicates varied responses among participants.

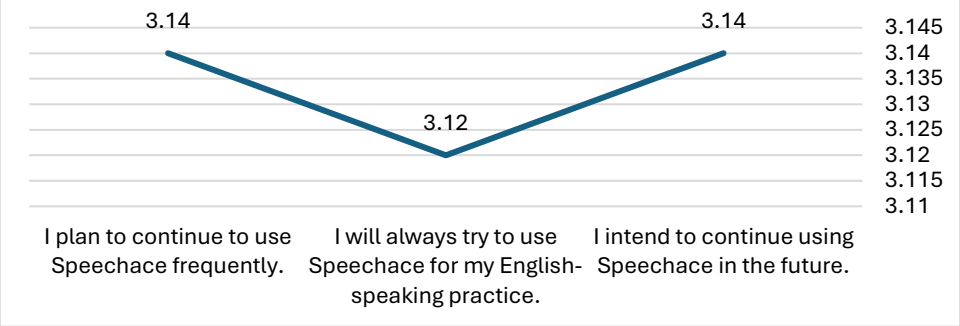

Figure 7. *Line Graph showing Frequencies, Mean, and Standard Deviation of Participants' Responses Related to Intent to Use*

4.2 Qualitative Data Results

A deductive thematic analysis was conducted using predetermined codes aligned with the research objectives (e.g., usefulness, ease of use, enjoyment, social influence, acceptance, future use)—analysis of the five interview transcripts identified six dominant themes.

4.2.1 Usefulness and Goal Achievement

All the participants claimed that the tool proved useful for seeking help with training their speaking skills in English and reaching the desired destination (such as being able to speak when I go on a trip or prepare for an exam). For example, participant A stated, "It helps me build my communication skills when I travel, such as helping me contact a person when I am

in a different country." The instant scoring feature, real-time tracking, and briefing on the pre-questioning were perceived as key elements that made the system useful.

4.2.2 User-Friendliness and Clarity

Ease of navigation and clear instructions were repeatedly praised. Participant A emphasized, “It was not complicated at all. I was able to start the test easily”. Similarly, Participant B noted, “It was clear and easy to use, not difficult or complicated at all”. Visible timers and rapid feedback contributed to a user-friendly experience.

4.2.3 Enjoyment and Engagement

Varied topics and interactive AI conversations generated positive affect among participants. For example, Participant A shared, “Honestly, I found it enjoyable because it was not limited to just one type of content”, indicating that the diversity of topics kept users engaged. Participant C expressed, “It was enjoyable—definitely enjoyable... when someone wants to learn, they find something easy like this”.

4.2.4 Social Influence and Trust

Recommendations from peers, family, and influencers increased willingness to adopt the tool. Participant B reflected, “If my friends say something about a program, I believe them”, highlighting the impact of social validation in decision-making.

4.2.5 User Acceptance and Intent

High acceptance was evident through statements of intent to continue use. Participant A articulated, “Honestly, I might use it,” indicating a favorable view towards future engagement. This sentiment was echoed by Participant D, who stated, “Yes, definitely, I want to improve my language”.

4.2.6 Future Use Factors

Accessibility and cost-effectiveness led to future engagement planning. Participant E stated about the website, “If I have a speaking test, I will use the site prior to taking the test,” indicating that he viewed the website as a useful tool. Little to no difficulty was reported using the site; however, some new users may have trouble because all training is provided in English only, and having a stable internet connection is essential for effective website operation. In addition, the deductive analysis identified the above themes systematically and provided evidence of the website’s perceived value, usability, and motivation.

5. Discussion

The current study showed that the quantitative data collected did not support the proposed hypotheses. The perceptions of the UTAUT constructs (performance expectancy, effort expectancy, social influence, hedonic motivation [enjoyment], and attitude towards using Speechace) and the behavioral intention to use Speechace among Saudi EFL learners were at a neutral level, indicating a lack of strong behavioral intention to use Speechace. Nevertheless, learners reported positive perceptions of Speechace's usefulness, ease of use, and enjoyment,

as well as a positive attitude towards using it, even though they did not have a high level of behavioral intention to use it. This pattern of results suggests a possible disconnect between their perceptions of value and their intentions to use Speechace, supporting previous studies on technology acceptance, which found that intentions do not always follow positive perceptions (Venkatesh et al., 2003; Tamilmani et al., 2021).

This study supports the UTAUT theory but demonstrates limited predictive ability. While learners perceive Speechace as effective and useful, they do not strongly intend to use it. This finding contradicts the foundations of UTAUT theory, which predict a strong correlation between performance and effort expectations as the two primary contributors to technology acceptance (Venkatesh et al., 2003). Furthermore, these two expectations have been identified as the primary predictors of technology adoption by other researchers who have validated UTAUT's strength in higher education institutions in Saudi Arabia (Al-Saedi et al., 2020; Sobaih et al., 2024). The lack of predictive power in this study is believed to be due to using this tool in a low-stakes context with limited evaluation. The results of this study add to the body of literature on this subject, supporting prior research on the importance of contextual factors in technology acceptance.

The divergence between positive qualitative perceptions and neutral quantitative intention also aligns with findings from automated speaking assessment research, in which learners often report positive attitudes toward AI tools but demonstrate inconsistent long-term adoption (Zou et al., 2020; He et al., 2023). This suggests that while Speechace is perceived as useful and engaging, sustained usage depends on factors such as curriculum integration, instructional support, and repeated exposure rather than initial perception alone. Some very valid conclusions have been drawn in this balanced and insightful Discussion section.

5.1 Limitations and Generalizability

The limitations of the study include a single-site sample (N=51) with only female participants in the first year of pre-university. As a result, it is not possible to generalize the findings to include all Saudi EFL learners or to other educational settings. Furthermore, due to limited exposure to Speechace, conclusions about long-term use/adoption or effects on language learning would not be appropriate. The study measured intention to engage in behavior rather than actual behavior, which will likely result in less accurate predictions.

5.2 Conclusion

The research demonstrated positive perceptions of Speechace among students learning English in Saudi Arabia, but did not lead to strong behavioral intentions to use it. The UTAUT model partially supports this perspective. However, in the Saudi Arabian EFL context, factors such as school integration, exam pressure, and learning cultures will significantly influence the decision to adopt or use this technology.

The findings from the study also indicate that to implement AI methods for rating speech successfully, it is necessary to have both positive perceptions and curriculum support from instructors, as well as long-term exposure to such technologies. Therefore, while student/user perceptions influence the decision to accept/use technology, the educational context will play

an equally important role.

References

Alfuhaid, S. (2021). The effectiveness of Duolingo in developing English speaking skills among EFL learners at the Sharia Institute. *Arab World English Journal, 12*(3), 56–70. https://doi.org/10.5539/elt.v14n11p9

Al-Hassaani, A. M. A., & Al-Saalmi, A. F. M. Q. (2022). Saudi EFL Learners' speaking skills: status, challenges, and solutions. *Arab World English Journal*, *13*(2), 328–337. https://doi.org/10.24093/awej/vol13no2.22

Almossa, S. Y., & Alzahrani, S. M. (2022). Assessment approaches of English language teachers in the Saudi higher education context. *Language Testing in Asia*, *12*(1), 10. https://doi.org/10.1186/s40468-022-00160-x

Al-Saedi, K., Al-Emran, M., Ramayah, T., & Abusham, E. (2020). Developing a general extended UTAUT model for M-payment adoption. *Technology in Society, 62*, Article 101293. https://doi.org/10.1016/j.techsoc.2020.101293

Al-Shehri, S. (2020). Transforming English language education in Saudi Arabia: Why does technology matter? *International Journal of Emerging Technologies in Learning/International Journal: Emerging Technologies in Learning*, *15*(06), 108. https://doi.org/10.3991/ijet.v15i06.12655

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Dwivedi, Y. K., Rana, N. P., Jeyaraj, A., Clement, M., & Williams, M. D. (2020). Re-examining the Unified Theory of Acceptance and Use of Technology (UTAUT): Towards a revised theoretical model. *Information Systems Frontiers, 22*(3), 719–734. https://doi.org/10.1007/s10796-017-9774-y

Fendji, J. L. K. E., Tala, D. C. M., Yenke, B. O., & Atemkeng, M. (2022). Automatic Speech Recognition Using Limited Vocabulary: A Survey. *Applied Artificial Intelligence*, *36*(1). https://doi.org/10.1080/08839514.2022.2095039

Grain, H. M. J. S., Al-gburi, G., Suleiman, O. W., Alghazali, T., Kadhim, A. J., Hassan, A. Y., & Dawood, I. I. (2022). Impact of English Language Proficiency, Multilingualism and Perceived Language Difficulties on International Student's Academic Performance in Iraq. Eurasian Journal of Applied Linguistics, 8(2), 160-170. http://dx.doi.org/10.32601/ejal.911550

He, Y., Huang, S., & Chen, Q. (2023). Instructors' social presence and intention of using a speaking application with ASR: an extension of the technology acceptance model. In *Proceedings of the 2023 5th International Conference on Image, Video and Signal Processing*. Association for Computing Machinery. https://doi.org/10.1145/3591156.3591178

Li, X. (2022). The Effectiveness of Mobile-assisted Language Learning (MALL) Applications on the Spoken English Assessments in China's Universities. In *Proceedings of the 2021*

International Conference on Social Development and Media Communication (SDMC 2021) (Vol. 631). Atlantis Press. https://doi.org/10.2991/assehr.k.220105.137

Nguyen, D. T. T., & Tuyen, L. V. (2024). The Effects of Using "Elsa Speak app" on the Enhancement of College Students' English-Speaking Skills. *International Journal of English Literature and Social Sciences*, *9*(1), 027-032. https://doi.org/ 10.22161/ijels.91.4

Sobaih, A. E. E., Elshaer, I. A., & Hasanein, A. M. (2024). Examining students' acceptance and use of ChatGPT in Saudi Arabian higher education. *European Journal of Investigation in Health, Psychology and Education, 14*(3), 709–721. https://doi.org/10.3390/ejihpe14030047

Tamala, V. V., & Santosa, M. H. (2023). ELSA SPEAK APPLICATION FOR ENGLISH LANGUAGE TEACHING AND LEARNING. *Pedagogy-Driven Technology Integration in English Language Teaching*, 219.

Tamilmani, K., Rana, N.P. & Dwivedi, Y.K. Consumer Acceptance and Use of Information Technology: A Meta-Analytic Evaluation of UTAUT2. *Inf Syst Front* **23**, 987–1005 (2021). https://doi.org/10.1007/s10796-020-10007-6

Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS Quarterly, 27*(3), 425–478. https://doi.org/10.2307/30036540

Zhu, M., & Wang, C. (2024). A systematic review of artificial intelligence in language education from 2013 to 2023: Current status and future implications. *Available at SSRN 4684304*. https://doi.org/10.2139/ssrn.4684304

Zou, B., Liviero, S., Hao, M., & Wei, C. (2020). Artificial Intelligence Technology for EAP Speaking Skills: Student perceptions of opportunities and challenges. In M. R. Freiermuth. & N. Zarrinabadi (Eds.), *Technology and the Psychology of Second Language Learners and Users. New Language Learning and Teaching Environments* (pp. 433–463). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-34212-8_17

Zuhriyah, S., & Pratolo, B. W. (2020). Exploring students' views in the use of Quizizz as an assessment tool in English as a Foreign Language (EFL) class. *Universal Journal of Educational Research*, *8*(11), 5312–5317. https://doi.org/10.13189/ujer.2020.081132

Acknowledgments

Not Applicable.

Funding

Not Applicable.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Macrothink Institute.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.