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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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ChatGPT and Speaking Skills

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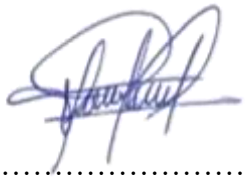
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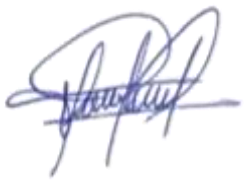
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DEDICATION

TO:

To God: The architect of my dreams and the light in my moments of doubt. Thank you for granting me life, health, and the perseverance to reach this milestone.

To my parents, Juan and Mayra: This degree bears your names engraved in every effort. Thank you for your unwavering faith and for being the safe harbor I could always return to. Everything I have achieved is the fruit of the love you sowed within me.

To my brother, Dennis: My confidant and my greatest support. Thank you for walking beside me and for believing in me even before I believed in myself.

To my grandmother, Luisa: My second mother and my greatest example of tenderness. Thank you for your infinite patience, your prayers, and for being the heart that keeps our family united. Your love has been the sweetest motivation throughout my life.

To my grandfather, Gerardo: Though you are no longer with me physically, your legacy and memory are the light that continues to guide my path. I carry your strength with me, and this achievement is a tribute to your life.

To all of you, my deepest gratitude; my success is, above all, yours.

Anahí.

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: ChatGPT and Speaking Skills

Author: Ramos Túqueres Anahí Monserrath

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ABSTRACT

This study aimed to assess the impact of ChatGPT on the development of English speaking skills. The objective was to evaluate students' oral performance before and after the intervention. The speaking section of the Cambridge English Preliminary (PET) test was used as both a pre-test and a post-test. Students' oral production was assessed through a rubric focused on grammar and vocabulary, pronunciation, discourse management, and interactive communication. The research involved 33 university students in their first-semester of the Pedagogía de los Idiomas Nacionales y Extranjeros program at Universidad Técnica de Ambato, ages between 19 and 21 years old. This research was classified as pre-experimental, since it examined how ChatGPT-supported activities influenced students' speaking performance. During the intervention process, students participated in communicative speaking activities such as role-plays, oral presentations, conversations, and interactive tasks supported by ChatGPT. The AI tool provided immediate feedback, pronunciation modeling, and opportunities for autonomous speaking practice. Post-test results demonstrated improvements in pronunciation, fluency, communicative interaction, and grammatical accuracy. The Wilcoxon signed-rank test, selected due to the non-normal distribution of pre-test data, confirmed significant differences between pre- and post-test scores. The average score increased from 12,33 out of 20 in the pre-test to 16,15 out of 20 in the post-test, validating the effectiveness of the intervention. The results conclude that ChatGPT had a direct and positive impact on the development of speaking skills, helping students communicate more fluently, accurately, and confidently during oral activities. The findings highlight the pedagogical value of integrating Artificial Intelligence tools into English learning environments.

Keywords: ChatGPT, speaking skills, Artificial Intelligence, EFL learning, communicative competence.

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RESUMEN

Este estudio evaluó el impacto de ChatGPT en el desarrollo de las habilidades orales en inglés antes y después de la intervención. La sección de producción oral del examen Cambridge English Preliminary (PET) se utilizó como pre-test y post-test. La producción oral de los estudiantes se evaluó mediante una rúbrica enfocada en gramática y vocabulario, pronunciación, manejo del discurso y comunicación interactiva. La investigación involucró a 33 estudiantes universitarios de primer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, con edades entre 19 y 21 años. Esta investigación fue pre-experimental, ya que examinó cómo las actividades apoyadas por ChatGPT influyeron en el desempeño oral de los estudiantes. Durante la intervención, los estudiantes participaron en actividades comunicativas de destreza oral como juegos de roles, presentaciones orales, conversaciones y tareas interactivas apoyadas por ChatGPT. La herramienta de Inteligencia Artificial proporcionó retroalimentación inmediata, modelado de pronunciación y oportunidades para la práctica autónoma del habla. Los resultados del post-test demostraron mejoras en pronunciación, fluidez, interacción comunicativa y precisión gramatical. La prueba de rangos con signo de Wilcoxon, seleccionada debido a la distribución no normal de los datos del pre-test, confirmó diferencias significativas entre las puntuaciones del pre-test y post-test. La puntuación promedio aumentó de 12,33 sobre 20 en el pre-test a 16,15 sobre 20 en el post-test, validando la efectividad de la intervención. Los resultados concluyen que ChatGPT tuvo un impacto directo y positivo en el desarrollo de la expresión oral, ayudando a los estudiantes a comunicarse de manera más fluida, precisa y segura durante las actividades orales. Los hallazgos destacan el valor pedagógico de integrar herramientas de Inteligencia Artificial en entornos de aprendizaje del inglés.

Palabras clave: ChatGPT, habilidades de expresión oral, inteligencia artificial, EFL estudiantes, competencia comunicativa.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research Background

This section reviews previous investigations and theoretical perspectives concerning the integration of technology, especially Artificial Intelligence tools such as ChatGPT, in the improvement of English-speaking abilities. A review of the previous research is essential to building a foundation for the present study and to showing the effects that ChatGPT can have in an EFL environment on developing oral communication skills. The information shared has been obtained from academic articles, trustworthy databases, and educational research regarding the process of language acquisition as well as language teaching and learning with the support of Artificial Intelligence.

Firstly, Talapngoen and Datugan (2025) found that ChatGPT as learning support tools significantly improved students' speaking skills. They concluded that ChatGPT effectively acts as an AI tool to support learners' oral proficiency in education. Speaking fluently and confidently in English was identified as an essential indicator of language competence. The research aimed to find out if ChatGPT will be beneficial to enhance English-speaking skills of students. Furthermore, the study investigated the attitudes the participants held after the ChatGPT-intermediated teaching. The participants were 54 students of English Education from Nakhon Phanom University, Thailand. Both speaking and questionnaires were used, a mixed-methods approach to get quantitative and qualitative information.

Likewise, recent research investigated the effect of ChatGPT usage on the oral communication and speaking ability of EFL learners. Zakiyah (2025) found considerable improvements in language accuracy among learners. Moreover, AI-based feedback helped effective reduction of student anxiety and promote independent learning style. The study found that ChatGPT played a significant part in helping students develop speaking abilities. The main

goals of the investigation were to understand the role of ChatGPT in supporting students' speaking abilities, and to pinpoint the most valuable features of AI-supported interactions. The researcher used mixed method design, which contains the quantitative data (pre-test and post-test) and the qualitative data (participant feedback) got from field research. The participants were 41 students from the English Education Department of UIN Raden University, Indonesia who were studying the course of spoken English.

Similarly, Salsabil et al. (2025) found significant improvements in organisation, fluency, language accuracy, and speaking style. The results indicated that AI voice interaction created a supportive and interactive environment, promoting speaking improvement. The researchers analysed the impact of ChatGPT on EFL teaching models and analysed what students thought and felt about the incorporation of the ChatGPT in EFL learning to enhance fluency, word store, grammatical errors, and self-confidence. Sixty students in grade 11 at SMA Negeri 10 Palembang were used and the research method used was a mixed method, consisting of quantitative and qualitative procedures. In the quantitative phase, pre-test and post-test measures were given to both experimental and control group. Qualitative data was gathered through interview methodology in the qualitative stage to gather students' opinions and experiences.

Furthermore, Yuliantini (2026) revealed that other important experimental findings indicated that students' speaking scores showed significant improvement in that very order. The study found that CTL integrated with ChatGPT Voice interaction has a positive impact on speaking. This research aimed to examine the effectiveness of using CTL and ChatGPT Voice to enhance learners' fluency in speaking. The applied research approach was used, and the field modality was applied in an experimental quantitative design. The students in the secondary level EFL students of a Madrasah Aliyah institution participated and served as the sample. Oral performance assessments were used to collect data.

Similarly, Çolak (2024) reported significant gains in grammatical accuracy, task achievement, motivation, and attitudes toward learning English. The results showed improvement in linguistic precision, and the boost to learner engagement was attributed to the

use of ChatGPT and repeated speech. The study aimed to examine the effects of punctuating the speaking task with repeated speech with the help of ChatGPT on EFL students' oral performance. A mixed methods research design was employed with a test–teach–test model within an action research framework with a field modality for seven weeks. The study was conducted with EFL remedial learners whose proficiency in speaking was limited at a university in Turkey.

Zhang (2026) also identified clear improvements in oral proficiency and Willingness to Communicate (WTC) compared to the control group. Furthermore, qualitative data revealed that the students found the AI chatbot to be a helpful tool in alleviating anxiety and boosting their communication and language skills. Based on the study's findings, it was determined that the use of AI chatbots in language learning is a valuable supplement to formal language instruction. The researcher especially examined the effect of the interaction of an AI chatbot on EFL learners' oral skills and WTC. A quasi-experimental mixed-design was used. This study took place in China, involving 60 university students who were divided into 2 conditions: Human-human interaction and Human-AI chatbot interaction for four weeks. Semi-structured interviews were also used to delve into the respondents' attitudes and perceptions.

Moreover, Ummi (2025) highlighted that there was an improvement in all the areas of speaking skills examined, especially in terms of fluency and vocabulary development. The results revealed a high level of viability and applicability as an instruction aid in EFL settings and might be a cost-efficient option for institutions that have limited resources. This study examined the use of ChatGPT as a conversational counterpart to enhance the students' proficiency in English. The research took place with a quantitative research design in Indonesia and was conducted among two groups of university students at intermediate level of 40 students from each group. The main purpose was to assess the efficiency of ChatGPT to help university students strengthen their oral proficiency in English as an EFL.

Similarly, Muniandy and Selvanathan (2024) recommended that ChatGPT promoted speaking practice and enhanced learner interaction. Based on the findings, the researchers concluded ChatGPT can be used as an alternative tool to develop speaking skills in flipped

ESL classrooms. This research explored the use of ChatGPT as a support to improve the orality skills of ESL learners in the context of the flipped classroom. The study was carried out in a Malaysian public university, which comprised ESL students and adopted the mixed-methods research approach with quantitative as well as qualitative data collection techniques. The goals were to assess the effectiveness of ChatGPT for speaking practice and uncover issues for students when using ChatGPT for their speaking practice.

According to Pondelíková and Luprichová (2025), participants reported progress in numerous aspects of the language, especially broadening their lexicon, their accuracy, and contextual appropriateness in communication. The results found that the use of technological innovations can play a role in enhancing learners' communicative competence and encourage the autonomous learning approach in higher education units. The purpose of this research was to compare the effectiveness of a technological tool in enhancing learners' communication about the academic field. The research followed a quantitative approach with a descriptive design and an applied level, applied through a field modality. The population comprised students in Specialized Communication Courses at the University of Ss. The sample encompassed only students from Generation Z participating in a training workshop, and Cyril and Methodius were studied in the city of Trnava. The method of data collection was conducted by survey, and the instrument used was an online questionnaire via Google Forms.

López et al. (2026) demonstrated that the incorporation of generative Artificial Intelligence tools in language instruction could have significant benefits for communicative competence in the language learning process if it were not dependent on technology usage and if pedagogical guidance were given the necessary tools to achieve meaningful learning. The study aims to test the effectiveness of incorporating the tools of generative Artificial Intelligence (AI) to enhance productive communication in English for university learners. The research has a quantitative approach, a quasi-experimental design, an applied level, and a field research modality. A total of 150 university students, 100 in the experimental group and 50 in the control group, participated in the study at the A2 level located in Ecuador. Concerning the instrument, the researchers used the test and survey technique; pre-test and post-test evaluated using a rubric conforming to the CEFR. The findings showed that the experimental group

improved significantly with regard to coherence, fluency, grammatical accuracy, and vocabulary.

Overall, the previous studies have indeed made valuable contributions to the understanding of the role of Artificial Intelligence, specifically ChatGPT, in the development of English speaking skills in EFL and ESL settings. The AI-assisted interaction was shown to improve specific dimensions of learners' speaking skills during structured communicative tasks that encouraged active participation. Moreover, the study highlighted ChatGPT's potential for providing a conversational experience to promote learners' autonomy, reduce anxiety, and continuous speaking practice. Several studies also emphasized the importance of applying pedagogic strategies, such as contextual learning, the flipped classroom and repeated speaking tasks, together with the application of AI resources to improve communication skills and to increase students' motivation in the learning process. Hence, the previous research and studies helped establish a theoretical and methodological basis to the current study by showing the educational potential of the learning environment supported by the use of the Artificial Intelligence tool.

1.2 Theoretical Foundation of the Variables

1.2.1 Independent Variable

Educational Technology

According to Selwyn (2016), technology has reshaped most facets of education, as online platforms, Artificial Intelligence, and digital tools are becoming increasingly prominent in classrooms to facilitate teaching and learning. In this context, Kumar (1996) indicates that educational technology refers to a branch of study that integrates various aspects of teaching and learning, such as instructional planning, audiovisual resources, the learning process, teaching methodologies, and assessment practices. Therefore, educational technology is an indispensable element of contemporary educational systems, as it has played a key role in shaping and transforming teaching and learning designs and models (Kumar, 1996).

Solano et al. (2017) claim that educational technology not only transforms the manner in which teachers deliver information, but also provides several advantages to students and the education sector. In this regard, Selwyn (2016) mentions that when digital tools become an effective part of the learning process, they can enhance the availability of information, support individualized learning experiences, and increase student engagement in the classroom. Among the numerous benefits that educational technology can offer, three of the most important are improved access to learning materials, the possibility of personalised learning processes, and greater student engagement (Asratie et al., 2023).

Regarding access, Asratie et al. (2023) suggest that educational technology has significantly increased access to education and learning materials, which can be considered one of its greatest advantages. For instance, students are able to access course materials, recorded lectures, and online libraries from almost anywhere, as long as they have an internet connection, allowing them to study at their own pace and revisit difficult content whenever necessary (Solano et al., 2017). In this sense, Asratie et al. (2023) explain that technology also supports inclusive education by providing greater access to students who live in remote areas or who cannot regularly attend traditional classes, through tools such as subtitles, screen readers, and text-to-speech features.

Selwyn (2016) considers that educational technology is beneficial not only for enhancing accessibility but also for enabling more individualized educational experiences. In conventional classrooms, instructors are often required to follow a predetermined pace, which may not be suitable for all students (Selwyn, 2016). However, numerous online platforms allow learners to develop according to their personal skills and learning patterns (Selwyn, 2016). Moreover, Asratie et al. (2023) specify that adaptive learning systems help students focus on areas that require more practice by analyzing their responses and providing tailored exercises or feedback.

Another major benefit of educational technology is its ability to enhance student interest in learning (Al-Maashani & Mudhsh, 2023). Asratie et al. (2023) highlight that traditional methods of instruction are often based predominantly on lectures and texts, which may not

always capture students' attention. Conversely, digital tools introduce interactive elements such as educational games, videos, and simulations that promote active engagement (Al-Maashani & Mudhsh, 2023). In this way, Solano et al. (2017) explain that these resources allow students to learn in a more dynamic manner, making the learning process more enjoyable and motivating.

On the other hand, the integration of educational technology into contemporary educational processes has generated significant potential for improving teaching and learning (Yang et al., 2025). Nonetheless, it also presents several challenges that affect its effectiveness in educational settings. According to Yang et al. (2025), the intensive use of digital technologies places pressure on teachers' professional skills, as both pre-service and in-service teachers are required to develop digital competencies and effectively integrate technology into their teaching practices. For this reason, in the absence of proper training and pedagogical guidance, technological tools may be used superficially or may have a limited impact on student learning (Yang et al., 2025).

Lastly, Sari (2024) identifies equity, privacy and ethics as another important aspect of technology in the context of education. Sari (2024) argues that the digital divide and limitations in technological infrastructure, particularly in developing countries, have led to unequal access to education, a problem that persists even in more developed contexts and continues to widen the gap between students. Furthermore, Ja'ashan (2020) mentions that some barriers still exist which need to be examined, even though technology has been incorporated into education; access to devices, differences in internet connectivity, and the availability of digital learning systems are among these challenges.

Artificial Intelligence

Initially focus with, Kelly et al. (2023) mention that Artificial Intelligence (AI) is one of the most powerful technologies of contemporary society and is increasingly impacting it. According to Kelly et al. (2023), AI consists of computer systems that are developed to carry out functions that would traditionally be performed by human intelligence, such as learning,

reasoning, and problem-solving. In education, these capabilities enable digital systems to monitor the performance of students and support them in various ways (Chen et al., 2020). Thus, AI is not only a technological breakthrough but also a useful educational tool that can change the process of studying and teaching for both educators and learners (Huang et al., 2021).

Regarding its origins, Kelly et al. (2023) mentioned that the origin of AI is closely connected with the development of digital technologies and mass data. In the mid-twentieth century, AI began to develop as researchers started exploring the possibility of creating machines that could replicate the human way of thinking (Göde & Kalkan, 2023). Göde and Kalkan (2023) explain that early AI research focused on theoretical models and simplistic algorithms, whereas current systems follow the principle of machine learning, which allows computers to improve through experience and adapt their responses. This trend indicates that AI technologies are constantly developing, and their ability to handle more complex information is increasing (Göde & Kalkan, 2023). Over time, computing capacity and access to data have increased, making it possible to incorporate AI into many fields, such as health, business, and education (Göde & Kalkan, 2023).

In the educational field, Chen et al. (2020) assert that due to this technological advancement, Artificial Intelligence has become a relevant element of educational technology. Teachers are discovering new ways of utilizing AI to enhance learning processes with the continued evolution of technology (Chen et al., 2020). Personalized learning systems are one of the areas in which AI is applied in education (Huang et al., 2021). These generative systems examine the development of each student and adjust the material according to their needs and learning pace (Huang et al., 2021). In addition, Ouyang and Jiao (2021) underline that AI technologies can identify students' strengths and weaknesses and suggest activities to help them develop specific skills. This implies that students are provided with more appropriate support (Ouyang & Jiao, 2021). For this reason, AI can be used to establish more inclusive learning settings where every student has the opportunity to learn at their own pace (Huang et al., 2021).

Ouyang and Jiao (2021) suggest that intelligent tutoring systems are one of the greatest applications of AI, which serve as virtual educators that support students in their learning. Ouyang and Jiao (2021) explain that these systems can provide explanations, feedback, and practice exercises based on student responses. When a student makes a wrong answer, the system can provide the student with hints or additional explanations to help him/her to better understand the concept (Ouyang & Jiao, 2021). This type of support enables students to learn independently while still receiving guidance (Ouyang & Jiao, 2021). Therefore, it is essential for students to practice and receive feedback repeatedly to cultivate their confidence and achieve mastery in complex topics (Ouyang & Jiao, 2021).

From the teacher's perspective, Turmuzi and Tyaningsi (2025) report that Artificial Intelligence can also support teachers in managing classroom activities more effectively. According to Turmuzi and Tyaningsi (2025), there are AI tools capable of automatically grading assignments, processing student data, and identifying learning difficulties. Turmuzi and Tyaningsi (2025) explain that these technologies can reduce teachers' workload and allow them to focus more on creative and interactive classroom activities. Teachers do not have to spend hours correcting tests or organizing information; instead, they can dedicate more time to directly supporting students (Turmuzi & Tyaningsi, 2025). In this way, AI can be effectively used as a supplementary resource that supports educators in their professional practice and improves the organization of the teaching process (Turmuzi & Tyaningsi, 2025).

Furthermore, Mageed (2025) notes that AI can facilitate the development of digital skills that are essential in modern society. There are numerous learning applications that use AI to create interactive learning experiences, such as language learning apps, adaptive quizzes, and virtual simulations (Ouyang & Jiao, 2021). According to Ouyang and Jiao (2021), these technologies contribute to the development of problem-solving, critical thinking, and digital literacy for students. Consequently, Mageed (2025) explains that these skills are increasingly important, as students will need them in future academic and professional contexts. The incorporation of AI in education, therefore, not only aids in this learning experience but also better equips students to meet the technological requirements of the global landscape (Mageed, 2025).

On the other hand, Turós et al. (2025) explain that Artificial Intelligence also presents certain challenges. One of these issues is that overreliance on technology may reduce human interaction between teachers and students (Turós et al., 2025). According to Turós et al. (2025), education should maintain its human dimension, as learning also involves social and emotional development. For this reason, educational institutions must ensure the careful and ethical use of these technologies (Turós et al., 2025). When used appropriately, AI can be a valuable educational tool; however, it should never replace the role of teachers (Turós et al., 2025).

Generative AI

To begin with, Chen et al. (2020) argue that generative AI is currently one of the most recent and widely discussed digital trends affecting the technological sphere of education. Due to the fact that, contrary to other systems that merely analyze information or provide pre-constructed responses, generative AI has the ability to create new content in the form of text, images, audio, and even interactive material (Chen et al., 2020). In this regard, Dhamani and Engler (2026) explain that the concept of generative systems is to detect patterns in large datasets and apply these patterns to produce new outputs that resemble human production. Consequently, this ability has attracted attention in educational settings, as it provides opportunities to prepare learning tools quickly and in multiple formats (Costa & Murphy, 2025). Therefore, teachers can now experiment with creating explanations, examples, and exercises that are developed according to specific learning objectives, rather than relying solely on traditional textbooks or static resources used in the past (Costa & Murphy, 2025).

Furthermore, Giannakos et al. (2025) clarify that generative technologies can assist teachers in creating diverse resources that address different learning preferences. For instance, a teacher might ask students to provide explanations at varying levels of difficulty, design reading passages for language classes, or create practice questions for assessments (Giannakos et al., 2025). In this way, such opportunities facilitate a more active preparation process and enable educators to focus more on enhancing the pedagogical value of the materials, rather than starting each activity from the beginning.

In addition, Gogh and Kovari (2025) indicate that another important aspect of generative AI in education concerns the promotion of creativity and student exploration. Numerous learning activities require students to produce original work, such as essays, projects, or multimedia presentations (Gogh & Kovari, 2025). In this sense, generative tools may serve as supportive instruments that assist students in brainstorming ideas or exploring alternative ways of expressing their views (Boumediene & Bouakkaz, 2024). Moreover, Boumediene and Bouakkaz (2024) specify that these systems can function as collaborative partners that help individuals develop ideas in academic contexts, allowing students to test different perspectives or models when writing their papers. Consequently, such interaction, when guided critically, may encourage reflection and promote greater student engagement with the subject matter.

From this perspective, Li et al. (2024) highlight that generative AI can also be employed in various educational platforms that provide suggestions for writing, paraphrasing, and grammar correction. These tools have the potential to make students more familiar with writing and provide instant feedback (Li et al., 2024). Moreover, Li et al. (2024) claim that digital writing assistants and other technologies can be utilized to develop communication skills as long as students employ them as support tools, not thinking machines. In this way, generative AI can serve as a supporting tool that can aid learners to sharpening their ideas and enable them to articulate ideas more effectively in written and spoken forms.

Moreover, Pesovski et al. (2024) suggest that, beyond supporting learning processes, generative AI is also transforming the production and distribution of educational materials. Thanks to digital technologies, it is now possible to generate summaries, visuals, or interactive explanations of content previously taught in class, which is particularly useful for students who require alternative formats to process complex information (Pesovski et al., 2024). However, Fui-Hoon Nah et al. (2023) emphasize that emerging technologies are continuously reshaping how knowledge is organized and communicated in educational settings. Therefore, generative AI can be applied to create more flexible and diverse learning materials that can be adapted to different educational contexts.

On the other hand, Peachey (2023) claims that despite the benefits of generative AI, there are important challenges that must be considered by educators and institutions. One of the issues associated with the use of generative tools is academic integrity, as students can receive their work and assignments while not dedicating significant time or effort to learning (Peachey, 2023). Another concern is the accuracy of the information produced by these systems, as they are capable of producing inaccurate or misleading information (Bozkurt & Sharma, 2024). Ensuring the integration of generative tools into educational programs requires educators to employ critical thinking skills and evaluate sources, this use of such skills is gaining significance (Giannakos et al. 2025).

ChatGPT

According to Kalla et al. (2023), AI is one of the greatest technological breakthroughs that now makes up the 21st century. Among the many developed through the use of Artificial Intelligence, ChatGPT (Chat Generative Pre-Trained Transformer) has received a lot of attention on academic, professional, and popular platforms. ChatGPT is a conversational AI that learns and generates human-like text using machine learning (Kalla et al., 2023). Singh et al. (2025) propose that ChatGPT is based on the principles of large language models, which are engineered to recognize feature patterns across extensive written materials to generate coherent responses from their users. These systems are mainly trained by deep learning algorithms, which allow the model to recognize words, sentences and contextual relationships (Singh et al, 2025). This makes ChatGPT able to respond to questions, create written content, explain things, and help users in numerous tasks.

Additionally, Singh et al. (2025) emphasize that the rise of AI has changed the way people consume and process information. AI systems such as ChatGPT are based on neural network structures that can learn from large volumes of data. In this context, Yu (2023) expresses that deep learning methods enable machines to detect patterns in data and enhance their performance as the algorithms are repeatedly trained. These models learn from the data analyzed instead of the explicitly programmed answers (Yu, 2023). Consequently, chatbots

like ChatGPT are able to simulate human communication by selecting appropriate sequences of words in their responses.

According to Megawati et al. (2023), an important aspect of ChatGPT is its ability to communicate with consumers in natural language format. Unlike traditional computer programs, which require structured commands, conversational AI systems enable people to use their normal speech (Megawati et al., 2023). Furthermore, Megawati et al. (2023) propose that large language models, trained from a wide range of text sources, can be used for many language-related tasks, including translation, summarization, or question answering. In educational contexts where communication, explication, and composition are crucial parts of learning, technologies such as ChatGPT are particularly useful.

Origins and Development of ChatGPT

Regarding its development, Spennemann (2023) suggests that the evolution of ChatGPT is closely linked to the broader development of Artificial Intelligence over the past decades. Early AI research in the mid-twentieth century focused on the idea of creating machines capable of simulating human intelligence. Spennemann (2023) indicates that initial approaches relied on symbolic reasoning systems designed to replicate logical problem-solving processes. The early approaches were rule-based and were unable to deal with complex or natural-language interactions (Kelly et al., 2023).

Later, Ollivier et al. (2023) claim that AI developments in machine learning created new opportunities for language processing systems. When big data became available, researchers started to train algorithms to replace explicit rules. This change allowed computers to have a machine-learning capability, which is the ability to perform pattern recognition. Additionally, Ollivier et al. (2023) clarify that statistical natural language processing technologies were used to study linguistic expressions and patterns in discourses. These developments were fundamental in the creation of more advanced conversational systems.

A major milestone, Choi and Lee (2023) explain, occurred in 2017 with the introduction of *transformer architecture*. This model significantly improved language processing and

comprehension. The transformer architecture enhanced how AI systems understand relationships between words in long text sequences (Choi & Lee, 2023). Similarly, Cao et al. (2023) argue that this innovation transformed natural language processing by enabling machines to better interpret connections within and across sentences.

On this basis, Cao et al. (2023) mentioned ChatGPT is a result of years of research in large language models. OpenAI has made the system available to the public on November 30, 2022. But it is based on earlier models of the Generative Pre-trained Transformer (GPT) series (Cao et al., 2023). GPT-1 showed that a single architecture can be used by a neural network to accomplish multiple language tasks in 2018, based on a large amount of data (Ollivier et al., 2023). According to this model, the systems could be pre-trained on general text data to learn patterns in the language that could then be used to perform downstream tasks like answering questions or generating text (Ollivier et al., 2023).

In this context, Cao et al. (2023) provide an account of how models got progressively more sophisticated. In 2019, GPT-2 was released to improve its performance of generating coherent text and holding context over longer queries. GPT-3 advanced even further in 2020, as it was able to obtain more parameters, which allowed it to perform a variety of tasks with little or no additional training in those areas (Cao et al., 2023). The improvements in GPT models have resulted in the creation of interactive AI systems that are able to generate detailed and contextually appropriate responses.

As a result, Ollivier et al. (2023) indicate that the release of ChatGPT generated significant discussion regarding the future of Artificial Intelligence. Many institutions began exploring how conversational AI could be integrated into fields such as education, business, and research. Furthermore, Ollivier et al. (2023) note that developers aimed to create systems capable of supporting tasks that involve language understanding and information processing. Consequently, ChatGPT has become one of the most widely used AI applications globally.

ChatGPT in Modern Education

In the educational context, Kelly et al. (2023) declare that digital tools have significantly transformed teaching and learning processes. Among these tools, systems like ChatGPT are increasingly used to support academic tasks. Kelly et al. (2023) indicate that generative AI technologies can reshape educational practices by improving access to information, providing learning support, and offering personalized feedback. Likewise, Costa Murphy (2025) mentions how ChatGPT can help students by giving explanations, definitions, and directions when they are studying on their own.

Moreover, Adeshola and Adepoju (2024) affirm that Artificial Intelligence tools such as ChatGPT can enhance learning by offering explanations, summaries, and examples that help students better understand academic content. Further, Turmuzi and Tyaningsi (2025) underscore that AI could facilitate learning by providing personalized adaptive feedback. Interactions of this kind enable the learners to participate in dialogue–based learning, which can enhance both understanding and motivation.

Advantages of ChatGPT in education

One key advantage, Mosaiyebzadeh et al. (2023) underscore that ChatGPT offers personalized learning support. Unlike traditional educational resources that present the same information to all learners, ChatGPT can generate responses tailored to individual questions and interests. Additionally, AI solutions can analyze student interactions and offer targeted feedback, enhancing and personalizing learning experiences (Adeshola & Adepoju, 2024).

Another important benefit, Sok and Heng (2023) assert that ChatGPT is accessible at any time. Learners will have access to conversational AI tools outside of class for topic review and question resolution during independent learning. Peachey (2023) further suggests that in the wider field of education, digital technologies have contributed to learning being made more accessible in a way that allows interaction with educational content outside the classroom. Therefore, the ease of access can facilitate independent study and a greater interest in the subject matter.

For teaching purposes, Memarian and Doleck (2023) argue that ChatGPT can assist teachers with creating lessons and lesson content. The system can be used to create questions for practice, or to create summaries or classroom activities. Furthermore, Memarian and Doleck (2023) suggest that AI can help perform repetitive tasks so that teachers have more time for pedagogical interaction.

ChatGPT in English Language Teaching

In language education, Balcı (2024) emphasizes that Artificial Intelligence is transforming how languages are taught and learned. ChatGPT creates interactive environments in which learners can practice language meaningfully both inside and outside the classroom. In this context, students can ask questions, request clarifications, and experiment with vocabulary and sentence structures through AI-based systems (Baskara, 2023). Also, Peachey (2023) that interaction in natural language helps alleviate students' anxiety and helps the students to practice English without fear of speaking in the presence of others. This has helped catalyse the use of conversational AI as an enabling tool for language education.

Moreover, Baskara (2023) argues that ChatGPT can enhance the learning of productive language by allowing students to create their own texts, ask for examples, and explain grammatical structures on their own. Alsaedi (2024) notes that AI can provide immediate feedback and personalized guidance during learning activities. Moreover, Peachey (2023) highlights that these technologies can serve as supplementary learning partners, allowing students to practice English more frequently beyond limited classroom time. In this way, AI tools, combined with teacher guidance, can enhance language learning environments.

Limitations and Concerns Regarding the Use of ChatGPT

Despite its advantages, Peachey (2023) underline that the use of ChatGPT in education presents important limitations. One major concern is the accuracy and reliability of the information generated. Although these models are trained on large datasets, they do not possess the true understanding of the content they produce (Peachey, 2023). Similarly, Azaria (2022)

explains that large language models may generate convincing but inaccurate information, as they rely on statistical prediction rather than factual verification.

Another concern, Alsaedi (2024) establishes that relates to academic integrity and potential misuse. Students may depend on AI tools to complete assignments without actively engaging in the learning process. Alsaedi (2024) also highlights issues related to authorship, originality, and ethical use of digital tools. These challenges emphasize the need for clear guidelines on responsible AI use in education. Furthermore, privacy and data protection are important factors (Wu et al., 2024). Some AI systems need to interact with users to learn from their behaviour, and this can include gathering information about personal activity. According to Wu et al. (2024), educational institutions should ensure that the implementation process is ethical, transparent, and has robust data protection measures.

Lastly, Alsaedi (2024) argues that reliance on technology can have a downside in terms of developing independent reasoning and critical thinking. If students rely excessively on AI for explanations or writing tasks, their cognitive skills may be limited. Therefore, technology should be used to complement, rather than replace, traditional learning processes (Peachey, 2023). Effective integration requires careful design to ensure that AI supports meaningful learning rather than passive consumption of information.

The Role of the Teacher

In this context, Peachey (2023) emphasizes that the integration of AI tools such as ChatGPT does not diminish the role of teachers. However, the role of the teacher is still critical to promoting effective technology use in the learning environment. Teachers design learning experiences, provide emotional and academic support, and assess outcomes (Peachey, 2023). Furthermore, Mosaiyebzadeh et al. (2023) report that teacher influence on student achievement remains a crucial factor to student achievement.

Moreover, Baskara (2023) establishes that it is important for teachers in AI classrooms to nurture students' ability to become critical digital literates. This includes guiding learners in evaluating AI-generated information and using technological tools responsibly. Teachers can

be essential to the learning process in understanding not only what is possible with digital technologies, but also what is not (Selwyn, 2021). This guidance aims to ensure that AI should not become a crutch for students and is instead a tool that can assist them in learning.

1.2.2 Dependent Variable

English Language Learning

According to Alizadeh (2016), English language learning is one of the most important areas in the world. The English language has become an international language in fields like business, science, and technology (Alizadeh, 2016). In the tradition of learning a foreign language, in this case English, students must learn the skills needed to communicate effectively, which include listening, speaking, reading, and writing (Moon, 2005). However, Alizadeh (2016) speaks of how English has come to be a global language through time, politics, and economics. As a result, English as a foreign language has become not only an educational prerequisite but also a skill required for global communication (Alizadeh, 2016).

As to the history of its development, McCulloch (2009) argues that the diffusion of ELT has been associated with the growth of the English language. This language became popular during the British Empire, especially from the eighteenth to the early twentieth century, when it was utilized as a language of administration and trade in a large number of regions. However, due to the 20th century global presence of the U.S., English became predominant in the fields of media, business and education and English became the norm (McCulloch, 2009). These historical processes led to the emergence of English as the language of an entire world with millions of speakers around the globe (McCulloch, 2009). Thus, the learning of English is growing more and more important, particularly in countries where it is taught as a foreign language.

Today, Moon (2005) quotes that learning English is highly relevant nowadays. English skills have the potential to increase employment opportunities and access to higher education (Moon, 2005). This means that a good standard of English is now necessary in the workplace as well as in educational institutions. Additionally, the use of English provides access to a huge

amount of information on the web, because a significant amount of the information that exists is provided in English (Moon, 2005). Therefore, a number of teaching methods have been created with consideration for this, because it is relevant for the English language learning process.

Richards and Rodgers (2001) claim that the traditional approach to language teaching was based on methods that include the Grammar-Translation Method, which focuses focuses on memorization and learning of grammatical rules. These techniques prioritized semantic translation and word study but tended toward emphasizing language use in communication less than the others (Richards & Rodgers, 2001). As a result, many pupils acquired good grammar skills to apply practical use of the language.

In response to these disadvantages, Matamoros-Gonzales et al. (2017) explain that the more recent approaches, such as Communicative Language Teaching (CLT), emphasize the use of language in relevant contexts and encourage inter-communicativeness among students. The strategy promotes discussions, role play, and group activities (Matamoros-Gonzales et al., 2017). Communicative approaches are designed to build fluency and correct usage of language in various situations, not just correctness in grammar (Matamoros-Gonzales, 2017). Therefore, these methods have gained such popularity in the classrooms of today that they are used to train students to use English in real-life settings.

Moreover, Asratie et al. (2023) emphasize that technology has made a substantial contribution to the EL landscape in the past few years. Technology offers the opportunity to access a wide variety of resources such as mobile applications, online platforms, and virtual classrooms, interactive and adaptable to students' needs (Asratie et al., 2023). In this context, it is suggested by Solano et al. (2017) to incorporate technology together with communicative methods in order to build more dynamic, engaging, and practical language learning contexts.

Nevertheless, Wang (2024) notes that there remain challenges to the learning of English as a second language. There are challenges relating to access to the language and exposure to it, as well as emotional challenges. Some students may face emotional challenges, including

fear of making errors, fear of speaking, or lack of confidence (Wang, 2024). These affective factors have been suggested to affect language acquisition by causing psychological barriers that may impede the effective learning of a language (Krashen and Terrell, 1983).

English Language Skills

According to Harmer (2007), generally, English language learning is seen as a process in which a number of interrelated skills are developed. Through these language abilities, pupils can communicate in an appropriate manner and in different contexts and situations (Harmer, 2007). For Harmer (2007), language abilities are also an important part of communication, which enables language learners to understand and produce language in meaningful ways. Harmer (2007) further argues that learning English involves understanding and using the language; therefore, in an EFL setting, the students need to attain both comprehension and production skills through both exposure and practice. This is why language learning is said to involve interaction, input, and the active use of language (Harmer, 2007). The nature of these skills themselves is significant not only for teachers, but also for pupils because this offers a basis for structuring teaching/learning processes.

Regarding classification, Scrivener (2011) explains that language skills can be broadly divided into two categories: receptive skills and productive skills. This classification is widely used in language teaching because it reflects how learners process and use language (Scrivener, 2011). According to Scrivener (2011), receptive skills involve the ability to interpret language input, whereas productive skills involve the ability to produce language output. These two categories are closely interconnected, as learners typically need to understand language before they can use it effectively. Additionally, some of these skills are affected by such things as exposure, practice, and interpersonal interaction (Scrivener, 2011). Hence, the method of English language teaching consistently focuses on the balance of these abilities so that every student can learn to be fully communicative (Masduqi et al., 2023). Thus, the difference between receptive and productive skills helps to explain the process of language learning.

In terms of receptive skills, Thornbury (2006) highlights that learners process and receive information in a foreign language through listening and reading comprehension.

Listening comprehension refers to the ability to understand spoken language by decoding sounds, words, and meanings (Thornbury, 2006). This indicates that listening is a real-time process that requires learners to interpret pronunciation, intonation, and meaning simultaneously. On the other hand, reading comprehension involves understanding written texts by decoding words and constructing meaning (Scrivener, 2011). According to Harmer (2007), reading goes beyond word recognition, as it requires learners to identify ideas, make inferences, and relate information to prior knowledge. In this way, reading enables students to access large amounts of information and strengthen their comprehension abilities. Therefore, listening and reading are fundamental stages in language acquisition, as they provide the input necessary for the development of other skills (Harmer, 2007).

However, according to Scrivener (2011), the productive skills are speaking and writing, which is central to communication for real-life situations. Speaking is the ability to convey ideas, thoughts, and feelings verbally using the right vocabulary, grammar, and pronunciation (Scrivener, 2011). According to Brown and Abeywickrama (2018), there are three components of speaking: information production, information receipt, and information processing. The implication here is that language skills must not only be learnt but that they are also be flexible enough to respond appropriately in real time. On the other hand, writing may be described as the capacity of clarifying ideas clearly and organizedly with written language. From this view, oral and written production is crucial in English learning as a foreign language since students can actively use English and express their capacities in learning English as a foreign language (Harmer, 2007). Furthermore, Scrivener (2011) asserts that language production is also part of language development since it helps in making learners aware of their knowledge gap and also conscious language.

According to Krashen and Terrell (1983), while the two abilities, receptive and productive, are important and necessary in language learning, language learners may encounter a number of problems in the mastery of these abilities. The lack of language exposure is one of the challenges commonly encountered, especially in EFL environments where English is not spoken on a daily basis. According to Krashen and Terrell (1983), there is a limit to how much comprehensible input is needed for language acquisition, and little exposure to this input can

have significant adverse effects on language learning. Furthermore, Wang (2024) says that many learners get anxious when dealing with productive skills like speaking because of the fear of making mistakes and the fear of judgment. The difficulties they showed indicate that the development of English language skills is a complex, continuous process, which demands practice, supportive environments, and suitable methodologies.

Productive Skills

Harmer (2007) claims that productive skills, such as speaking and writing, are the main way in which people learn English as a foreign language because they allow English language learners to use the language in purposeful ways. Productive skills involve the production of oral and written outputs to communicate ideas, thoughts, and information, and are active ways of demonstrating the learner's ability to understand the language (Harmer, 2007). While these two skills are different in process and form, both are used to achieve the goal of achieving communication. In that sense, productive skills are needed to help students translate what they recognize from language to use it in real situations.

Moreover, Harmer (2007) asserts that productive skills are very important in the study of English for learners to be able to share in social and academic dialogue in an active way. Students can share opinions, express experiences and communicate in a meaningful way through speaking and writing (Harmer, 2007). It is essential that such interaction occurs in order to develop confidence and independence in the use of language. Furthermore, Zahroh (2020) asserts that meaningful communication is crucial in language learning, in which the learners can use language for their purposes. Therefore, productive skills are not only related to language learning but also directly related to various communicative situations where the students have to perform efficiently.

From a developmental point of view, Putri et al. (2017) highlight that productive skills play an important role not only in communication but also in language development. In the learning process, students are asked to plan their sentences, use appropriate grammatical structures, and use relevant words in speaking and writing to facilitate a deep understanding of language learning (Putri et al., 2017). Moreover, language production helps the learners

critically discuss themselves in speaking and find the deficit in their language knowledge (Putri et al., 2017). Furthermore, learners can enhance their fluency and accuracy by using these skills repeatedly, since learners can express themselves in different types of situations (Thornbury, 2006). These skills, then, are not just communication tools but also mechanisms for learning and improvement.

According to Golkova and Hubackova (2014), there are some different strategies that can help develop productive skills in the classroom context. Role plays, discussions, presentations, and guided writing assignments offer learners the opportunity to use language in structured and meaningful ways (Golkova & Hubakova, 2014). Additionally, these activities will foster creativity and enable students to get feedback from their peers and the teacher. Golkova and Hubackova (2014) argue that communicative activities are especially effective if they are presented in a realistic form and can foster spontaneous language use. Besides, process writing instruction, which involves planning, drafting, and revising, gives students a chance to further develop their written expression over time (Harmer, 2012). Consistent practice and feedback will, therefore, help build confidence and competence in producing skills.

Viera et al. (2024), however claim that despite all these privileges, there are a number of problems which students encounter in acquiring productive skills. Lack of confidence is one of the most frequent problems, as students may fear making mistakes, which can limit their willingness to speak. Besides that, anxiety in using language plays a significant role in learners' involvement in communicative activity (Viera et al., 2024). In addition, a lack of vocabulary and grammatical skills might make learners incapable of expressing their ideas clearly, which consequently may reduce their motivation and cause difficulties (Bahari & Salimi, 2021). Likewise, writing skills can be difficult, because it is a skill that must be organized, coherent, and accurate, which will take a lot of time and continuous practice to form (Bahari & Salimi, 2021). If such support is lacking, students might not be able to acquire these necessary skills.

Last but not least, Akki and Larouz (2021) argue that these challenges can be overcome by providing the right professional teacher support and guidance. It is important for teachers to provide a comfortable and positive learning atmosphere for students to use the language

without being judged. Use of constructive feedback, encouragement, meaningful tasks, and others are important strategies for facilitating the production of constructive skills (Akki & Larouz, 2021). Further, Harmer (2007) highlights the role of the teacher in creating opportunities for students to engage in the language in real-life contexts, using interactive and engaging activities. Finally, good development of productive skills is crucial to practice, but also depends on the quality of teaching and how well the classroom environment supports learning.

Speaking Skills

Brown and Abeywickrama (2018) assert that speaking is an integral part of the English language learning process, because it facilitates the learners' communicative competence, their confidence, and good communication. The speaking skill is defined as a process of an interactive nature which refers to the creation, reception, and processing of information in the process of communication (Brown & Abeywickrama, 2018). Harmer (2007) suggests that, from the aspect of language learning, speaking is an important language skill activity since learners can express what they want to say and communicate in different scenarios.

Moreover, Brown (2007) notes that the ability to speak is crucial in attaining communicative competence, and that learners should be given speaking experiences in situations beyond the controlled setting of classrooms. Furthermore, it serves to give learners a sense of progress and motivation as it shows their competence in putting English to use in real-world situations (Harmer, 2007). Effective teaching in oral skills is also claimed to help students to become confident in their speech to allow them to be active participants in face-to-face communication (Richards 2008). Thus, speaking ability plays a significant role in English language teaching since it is used in the process of communication and the development of the language.

Speaking sub-skills

Scrivener (2011) suggests that speaking can be divided into a number of sub-skills that enable learners to express themselves effectively in different situations. These sub-skills are defined as specific features of spoken language that learners need to master in order to improve

their overall speaking performance (Scrivener, 2011). In this sense, speaking is not a single ability but a combination of different components that interact during communication. These elements allow learners to organize their speech, adapt to different contexts, and communicate effectively with others. Therefore, understanding these sub-skills is essential for improving oral communication in English.

Accuracy

Regarding accuracy, Thornbury (2006) defines it as an essential speaking sub-skill related to the correct use of language forms. Accuracy refers to the ability to speak correctly by using appropriate grammar, vocabulary, and pronunciation (Thornbury, 2006). This sub-skill is important because it helps learners avoid misunderstandings and express their ideas clearly. Moreover, correct language use enables speakers to produce more precise and comprehensible messages in different contexts (Thornbury, 2006). For this reason, accuracy plays a key role in ensuring clarity and effectiveness in communication.

Appropriacy

In terms of appropriacy, Thornbury (2006) explains that it refers to the ability to use language appropriately according to a specific situation or context. This involves selecting language that matches the level of formality, the topic of discussion, and the relationship between speakers (Thornbury, 2006). As a result, learners need to adjust their language depending on whether they are in formal or informal settings. Using appropriate language helps speakers communicate more effectively and reduces the risk of misunderstandings in social interactions (Thornbury, 2006). Therefore, appropriacy is important because it allows learners to use language in socially acceptable and contextually suitable ways.

Fluency

Another key sub-skill, Munawarah et al. (2018) stated that fluency refers to the ability to speak smoothly and naturally. Fluency involves speaking at a natural pace with a limited number of pauses or hesitations (Munawarah et al., 2018). This sub-skill is important because it allows communication to flow more easily and helps speakers maintain interaction with

others. According to Harmer (2012), learners who develop fluency are better able to express their ideas confidently and participate actively in conversations. Consequently, fluency is essential for achieving effective and continuous communication.

Pronunciation

With regard to pronunciation, Scrivener (2011) explains that it is the sub-skill related to the correct production of sounds in spoken language. Pronunciation includes the articulation of individual sounds, as well as stress, rhythm, and intonation patterns (Scrivener, 2011). This sub-skill is important because it directly affects how well a speaker is understood by others. Proper pronunciation facilitates comprehension and reduces communication difficulties (Al Bajalani, 2018). Therefore, pronunciation is a fundamental aspect of intelligibility in oral communication.

Body language

In addition, Thornbury (2006) indicates that body language is a non-verbal sub-skill that supports communication through physical expression. It includes gestures, facial expressions, and eye contact that accompany spoken language (Thornbury, 2006). This sub-skill is important because it reinforces meaning and adds clarity to verbal messages (Harmer, 2012). Furthermore, appropriate body language can increase listener engagement and improve the overall effectiveness of communication. Consequently, non-verbal communication helps speakers convey attitudes and emotions more effectively.

Text types

Similarly, Harmer (2012) maintains that text types refer to the different forms or structures used in spoken communication. This sub-skill involves the ability to use various types of spoken discourse, such as conversations, presentations, and narratives (Harmer, 2012). Each type has its own organizational patterns and language features. The ability to use different text types allows learners to adapt their speech according to the purpose and audience (Thornbury, 2006). Additionally, mastering different text types helps students communicate

ideas more clearly and appropriately in diverse contexts. Therefore, this sub-skill contributes to flexibility in communication.

Interactive strategies

Moreover, Thornbury (2006) explains that interactive strategies are sub-skills that help speakers manage communication and maintain interaction. These strategies include asking for clarification, taking turns, and responding appropriately during conversations (Thornbury, 2006). Since communication is a collaborative process, these strategies allow learners to sustain conversations and respond effectively to others (Al Bajalani, 2018). In addition, they help learners build confidence and participate more actively in real-life communicative situations. As a result, interactive strategies are essential for developing active and cooperative communication.

Speaking strategies

Pedagogically, according to Uyun (2022), effective speaking strategies are important because it enables meaningful communication and participation in the development of speaking skills. These strategies involve giving learners opportunities to practice language in authentic rather than only formal contexts (Uyun, 2022). Speaking strategies contribute to the development of fluency, confidence, and expression in this way. In addition, they are capable of motivating learners to actively carry out communicative actions (Uyun, 2022). Hence, using adequate speaking strategies is crucial for enhancing oral communication in the EFL learning environment.

Moreover, according to Oradee (2012), role play, discussion, and information gap tasks are the most frequently used speaking techniques, which facilitate natural communication between learners. Such activities are related to information sharing, opinion clearing, and meaning making in the process of speaking (Oradee, 2012). These activities provide an opportunity to practice language in meaningful contexts and build fluency and accuracy. Furthermore, role plays enable students to rehearse authentic scenarios, increasing confidence

and alleviating speech anxiety (Oradee, 2012). Likewise, in classroom discussion, students are allowed to organize their thinking and to speak or respond to others in a spontaneous manner (Oradee, 2012). As a result, these strategies provide students with a dynamic classroom that will enable them to actively practice and develop their speaking skills.

Lastly, according to Muhsin (2016), scaffolding and feedback are necessary elements to help in applying effective speaking strategies. Teachers are involved in guiding the students by giving examples and prompts and correcting their mistakes in order to improve their performance (Muhsin, 2016). For this reason, Brown and Abeywickrama (2018) have said that feedback is useful to guide students to see their errors and develop their language use gradually. Also, the use of scaffolding methods like sentence starters or guiding questions helps the students to communicate their ideas clearly, particularly for the less capable levels (Goh, 2017). Apart from this, these strategies are also useful for dealing with anxiety and boosting learners' confidence in terms of speaking (Goh, 2017). As a result, interactive activities and adequate teacher support play a vital role in the development of students' ability in speaking.

Speaking limitations

Although speaking is one of the most vital skills in language learning, it is reported that learners face serious restrictions when trying to learn speaking (Han & Keskin, 2016). Speaking anxiety is one of the most frequent concerns, and it is observed that this reduces the use of students' language and makes them continue to be anxious in class settings (Han & Keskin, 2016). Furthermore, Brown and Lee (2025) suggest that there are a variety of restrictions of which learners are often unaware, including vocabulary and grammatical constraints, which can hinder their ability to convey their ideas clearly and effectively. These linguistic constraints might frustrate students and make them not so interested in communicating, and consequently affect language development.

Furthermore, Aashiq and Zahid (2024) explain that limited exposure to the target language and the absence of real communication opportunities represent another major challenge in developing speaking skills. Learners of English as a foreign language often have

minimal contact with the language outside the classroom, which reduces their chances to practice speaking in authentic contexts (Aashiq & Zahid, 2024). Similarly, Krashen and Terrell (1983) argue that meaningful input is essential for language acquisition, and a lack of such input can result in weak language production among learners. Therefore, insufficient exposure significantly affects the development of speaking abilities.

Finally, Richards and Rodgers (2001) highlight that the use of traditional teaching methods focused on grammar, translation, and writing practice can also limit the development of speaking skills. These approaches often emphasize accuracy over fluency, which restricts learners' ability to communicate effectively in interactive situations (Richards & Rodgers, 2001). As a result, students may acquire theoretical knowledge of the language but struggle to apply it in real-life communication. Consequently, learners may feel insecure when speaking and demonstrate limited communicative ability despite having a solid understanding of grammatical structures (Richards & Rodgers, 2001).

1.3 Objectives

1.3.1 General Objective:

To identify the use of ChatGPT and its effects on the development of English speaking skills.

1.3.2 Specific Objectives:

- To determine students' current speaking ability level in the English class.
- To examine the key features of ChatGPT that can support the improvement of students' English speaking skills.
- To assess the impact of using ChatGPT on students' speaking skills.

1.4 Fulfilment of objectives

The main objective of this study was to estimate the use of ChatGPT and its effects on the development of English speaking skills. The first was to identify students' current level of

oral proficiency when developing speaking skills in English classes. To achieve this, the oral component of the Cambridge English Preliminary Exam (PET) was administered, which was assessed in relation to four speaking sub-skills: discourse management, pronunciation, grammar and vocabulary, and communicative interaction. This allowed for more precise, measurable results regarding students' oral performance. Furthermore, this diagnostic phase provided a clear baseline to understand the specific linguistic gaps present in the student population before any technological exposure. The resulting quantitative data offered an objective overview of how these four criteria functioned in a traditional classroom setting. Consequently, these initial parameters served as the necessary benchmark to contrast the subsequent post-intervention outcomes.

The second specific objective was to examine the key features of ChatGPT that can support the improvement of students' English speaking skills. This was achieved through the implementation of ten one-hour pedagogical interventions in a university English classroom. The interventions involved communicative oral activities such as presentations, role-plays, and games, which were complemented by the use of the AI tool ChatGPT. This tool corrected, evaluated, and provided feedback on students' oral performance before, during, and after the activities, helping students develop confidence, correct errors, and improve their pronunciation. Students actively engaged with the platform's voice and text interactive capabilities to simulate real-time conversational scenarios.

Finally, the third specific objective was to assess the impact of using ChatGPT on students' speaking skills. To this end, the same oral test used before the interventions was administered. Through the analysis and comparison of both tests, it was possible to deduce the progress of the students in their speech, verifying the great impact of ChatGPT on the development of speaking skills, especially in communicative interaction and pronunciation. The statistical comparison between the pre-test and post-test scores highlighted significant variations in the targeted sub-skills. These empirical findings confirmed that the structured use of artificial intelligence can systematically accelerate the acquisition of oral proficiency. Ultimately, the data collected successfully validated the fulfillment of the core research goals regarding technological integration in language learning.

CHAPTER II. METHODOLOGY

2.1. Materials

For this research project, oral communication assessment materials were taken from the Cambridge English Preliminary (PET) speaking test at the B1 preliminary level before and after the interventions. The instruments included a pre-test and a post-test. Furthermore, a variety of instructional materials were incorporated throughout the intervention process to support the development of speaking skills, such as guided speaking prompts, role-play scenarios, conversation tasks, worksheets, and digital resources that facilitated real-time interaction with the AI tool. ChatGPT was used as the main pedagogical resource to provide immediate feedback, model responses, and encourage independent oral practice. The research process was supervised from the beginning of the study to make sure that the research is valid, reliable, and does not violate ethical standards.

2.2. Methods

2.2.1 Research approach

This research project took responsibility in a quantitative approach because it centered on the collection and analysis of numerical and statistical data. According to Lim (2024), quantitative methods allowed investigators to obtain more precise and reliable information related to qualitative interpretations. This method was suitable for the study since it was based on the administration of a pre-test and a post-test to measure the improvement of students' speaking skills after the intervention with ChatGPT. The quantification of results simplified data interpretation and supported deductions through objective control. It was established if ChatGPT could serve as an effective tool to improve English speaking skills among university students with the collected information.

2.2.2 Modality

This research contained bibliographical research since it was based on the study of various academic sources related to technology and language learning. As stated by Ocaña (2021), concluded that this modality allowed researchers to collect information from different papers, journals, and digital sources to build a theoretical foundation. The literature review included studies about Artificial Intelligence applications in education, ChatGPT as a learning assistance, and its influence on language progress, especially in speaking skills. These bibliographical bases provided theoretical support to comprehend how ChatGPT could be applied in the language learning process.

Additionally, the study employs a field-based research modality, characterized by the direct gathering of primary data from the environment where the phenomenon naturally occurs. This modality focuses on experiential and contextual data collection during a specific period of classroom intervention, where ChatGPT is integrated as a speaking practice tool. Danelo (2025) highlighted that field research requires observational acuity, empathy, and adaptability, especially when working with human subjects in dynamic environments.

2.2.3 Type of research and Research design

The current research had a pre-experimental design since it aimed to evaluate the positive impact between the use of ChatGPT and the improvement of speaking skills. Gass (2015) mentioned that pre-experimental research was vital for testing hypotheses and confirming the validity of results obtained from controlled variables. Over this design, the researcher determined if ChatGPT had a significant effect on enhancing learners' oral performance in English. The study was conducted with a single group of English language learners who were exposed to speaking practice using ChatGPT. A pre-test was administered before the intervention to measure their initial speaking level, followed by a post-test after the use of ChatGPT to measure their progress. The activities emphasized simulated conversations, role plays, and interactive prompts generated by ChatGPT to evaluate fluency, pronunciation, accuracy, and coherence in students' oral production.

2.2.4 Techniques and tools

To collect reliable and measurable data, a pre-test and post-test were implemented. The speaking section of the Cambridge English Preliminary Exam (PET) was used to assess the learners before and after the intervention. According to Cambridge University Press & Assessment (2020), standardized assessment rubrics are critical for ensuring objectivity, validity, and reliability in language testing, as they provide a clear, standardized benchmark aligned with the Common European Framework of Reference for Languages (CEFR). This section evaluated how effectively learners communicate ideas, interact in conversations, and maintain fluency. During the treatment, ChatGPT was used as the main technological tool to facilitate real-time conversation practice, feedback, and pronunciation modeling.

2.2.5 Population

This study was conducted with a population of 33 first-semester students, aged between 19 and 21 years. The selected group presented a varied range of oral communication performance, making it suitable for the application of a structured methodology to identify growth over time.

Table 1

Population

Gender	Number of Students	Percentage
Male	4	12,12%
Female	29	87,88%
Total	33	100%

Note: This table shows the total number of participants from first semester students from

2.2.6 Hypothesis

H1: ChatGPT significantly improves English speaking skills among first-semester students at Universidad Técnica de Ambato.

H0: ChatGPT does not significantly improve learners' speaking skills among first-semester students at Universidad Técnica de Ambato.

2.2.7 Procedure

In this research process, ten interventions were carried out focusing on the development of oral communication skills through the use of communicative activities supported by ChatGPT. Each lesson lasted 60 minutes, where meaningful and interactive tasks were implemented to promote students' speaking performance. Various didactic techniques were applied, such as role-plays, games, guided practice, pair and group work, oral presentations, repetition, and feedback activities. Moreover, technology also proved to be a very motivating and supportive tool, particularly when using ChatGPT for feedback, generating ideas, and for speech practice. The ESA (Engage, Study, Activate) method of instructional design was implemented with all interventions. The total length of each lesson consisted of a number of phases: Engage (10-15 minutes), Study (15-20 minutes), and Activate (25-30 minutes).

The intervention started with the pre-test, which aimed to measure students' speaking capability prior to the teaching-learning process. Students were asked to take part in a structured speaking activity in pairs, where they answered questions, described situations, and interacted with a speaking partner. The teacher assessed their work with a rubric that had four criteria: grammar and vocabulary, pronunciation, discourse management, and interactive communication. This preliminary evaluation was used as a baseline assessment for measuring students' progress during the intervention.

The first teaching lesson was focused on comparatives. Firstly, the teacher showed students two contrasting pictures and had them pick which they preferred with basic comparative language. The teacher observed students' oral production in the initial production activity. During the study phase, the teacher introduced the concept of comparative, short, and long and irregular adjectives and led the students in controlled oral exercises. Students used ChatGPT to enhance their sentences by checking and giving feedback. During the active phase, learners participated in speaking challenges in groups, communicating their ideas verbally about various situations. The activities fostered the learners' fluency, interaction, and spontaneous speech.

The second lesson was dedicated to superlatives. The teacher began her lesson with a game in which students had to answer questions in superlative forms, thereby increasing the involvement and confidence of the students. In the study phase, the teacher explained the structure and gave examples, followed by pronunciation practice and controlled activities. Students interacted with ChatGPT through simulated conversations and role play situations where the AI as a speaking partner and provide immediate feedback in order to correct their sentences and improve accuracy. In the active stage, students were engaged in rapid speech exercises and given the chance to give brief responses to questions, which helped them to build fluency and confidence in using superlatives.

The third lesson covered hobbies and free-time activities. The class began with a bingo game that encouraged students to speak using vocabulary related to hobbies. In the study stage, the teacher used structures to express likes, dislikes, and questions. Students conducted practice-based activities with feedback. In the active stage, students participated in an activity in pairs to make short dialogues about their hobbies. They recorded their dialogues, then used the ChatGPT generator to edit them and made a final copy, encouraging autonomy and oral production.

The fourth lesson focused on the use of articles (a, an, the). The teacher started an activity during which the students pointed out and corrected mistakes in sentences. In the study phase, the articles and their uses were presented with examples and concept-checking questions by the teacher. The student practiced orally and produced and edited sentences based on ChatGPT. Students were asked to work in groups and develop role plays from real-life situations in the activation process, using articles in communicative contexts with the aim of improving students' fluency and interaction.

The fifth lesson was based on the use of the past simple to talk about achievements. The teacher initiated the class with a communicative activity in which students asked and answered questions about past experiences. In the study stage, the teacher described the structure of the simple past and guided students through controlled practice. Students used ChatGPT to review their sentences and to get feedback. During the activate stage, learners were

asked to prepare and give short oral presentations about their achievements, where they emphasized how to correctly use the target structure, organize the speech, and keep it fluent.

The sixth lesson focused on expressing likes and dislikes about movies and books. The teacher started with a guessing activity with visual prompts (emojis) to activate vocabulary and encourage participation. In the study phase, students learned and practiced structures to express opinions. They engaged in conversations with ChatGPT to refine their sentences and correct any errors. During the activation phase, students developed and delivered short oral presentations in pairs, articulating their preferences, while engaging in communication in a meaningful way.

The seventh lesson addressed food and expressions of dislike, including the description of simple preparation processes. The teacher started with an interactive speaking activity to activate prior knowledge. In the study stage, vocabulary related to food and cooking verbs, as well as sequence connectors, were introduced and practiced. In the activation phase, students were divided into groups to design and explain a short recipe that they did not like, stating the ingredients and preparation procedure. Students used ChatGPT to enhance their language and were given feedback by the teacher.

The eighth intervention aimed at describing people using physical and personality adjectives. The topic was introduced to the students via guessing games and a guided vocabulary presentation. Students learned grammatical structures like “is” and “has” and practiced using ChatGPT to refine their sentences. In the activate stage, learners prepared and presented descriptions of a person they admire, focusing on fluency, accuracy, and use of descriptive language.

Finally, a post-test was administered at the end of the interventions, which followed the same structure as the pre-test. Students worked in pairs and engaged in a speaking activity that was assessed with the same rubric. The findings from this last assessment were used to compare students' achievement and to determine the effectiveness of the instructional intervention.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter indicates the analysis of the statistical data collected through the pre-test and post-test implemented for the participants. In both tests, preparation was based on the Cambridge English Preliminary (PET) exam, and scored using a rubric, with a maximum score of 20 points. The rubric contained four criteria: discourse management, interactive communication, pronunciation, and grammar and vocabulary. Each component was analysed separately in order to compare students' performance before and after the intervention and to determine their progress in speaking skills.

The findings are presented in tables to easily compare the two measurements once the pedagogical strategy has been implemented. A non-parametric test was used in order to – whether differences in the pre-test and post-test scores were statistically significant. Before this, a test of normality (Shapiro-Wilk) was performed using the IBM SPSS software. Following these results, to analyse the data and determine whether to accept or reject the null hypothesis, the Wilcoxon signed-rank test has been chosen.

The statistical results obtained from the Wilcoxon test are essential to determine whether the use of ChatGPT really made a difference in the students' oral performance. By comparing the numbers before and after the pedagogical strategy, it is possible to see exactly which of the four criteria showed the highest improvement. This analysis goes beyond just showing scores; it explains how the specific interactive features of the artificial intelligence tool helped improve the students' speech. Therefore, the following sections provide a clear explanation of these findings, connecting the statistical data directly to the main goals of this research.

3.1.1 Descriptive analysis of the pre-test and post-test

Table 2

Pre-test results

Pre-test					
	Points	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	4	1	3.0	3.0	3.0
	5	1	3.0	3.0	6.1
	6	1	3.0	3.0	9.1
	8	2	6.1	6.1	15.2
	9	2	6.1	6.1	21.2
	10	5	15.2	15.2	36.4
	11	5	15.2	15.2	51.5
	12	1	3.0	3.0	54.5
	13	1	3.0	3.0	57.6
	14	1	3.0	3.0	60.6
	15	4	12.1	12.1	72.7
	16	5	15.2	15.2	87.9
	18	2	6.1	6.1	93.9
	19	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

Note: Pre-test score over 20 points.

Analysis and interpretation

According to the results, the most common scores were 10, 11, and 16 out of 20 points, representing 15.2% of the population and 5 students at each score. Furthermore, the highest score, 19 points, was obtained by 2 students, representing 6.1% of the population. On the other hand, the lowest score was 4 points, obtained by only one student, corresponding to 3% of the participants.

Based on the pre-test results, it can be deduced that the majority of students demonstrate a basic level of speaking proficiency, showing deficiencies especially in aspects such as

pronunciation and discourse management, which interfered with the clarity and coherence of their speech. For this reason, it is necessary to incorporate a practical tool to improve the most intrinsic elements of oral communication, one that provides precise feedback tailored to each student's needs.

Table 3

Pre-test subskills

Descriptive Statistics		
Subskill	N	Mean
Pre-Grammar And Vocabulary	33	3.12
Pre-Discourse Management	33	3.06
Pre-Pronunciation	33	3.06
Pre-Interactive Communication	33	3.09
Valid N (listwise)	33	

Note: Each pre-test part score is over 5 points.

Analysis and interpretation

The results indicated that the grammar and vocabulary sub-skills obtained the highest mean, 3.12 out of 5 points, suggesting a slightly superior command of structures and vocabulary among the students. On the other hand, the discourse management and pronunciation sub-skills registered the lowest mean, 3.06 in both cases, demonstrating difficulties with speech clarity. Finally, the interactive communication sub-skill reached a mean of 3.09, placing it at an intermediate level. Overall, the results show that the students present a moderate level in all sub-skills, with particular difficulty in phonological aspects and speech fluency. This initial symmetry in the scores indicates a homogeneous starting point among the participants regarding their general oral performance. Furthermore, the lower averages in pronunciation and discourse management highlight a critical need for targeted interactive practice. Consequently, these baseline diagnostic numbers justify the implementation of an external technological tool to address these specific conversational gaps.

Table 4

Post-test results

	Post-test				
Points		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	1	3.0	3.0	3.0
	11	1	3.0	3.0	6.1
	12	2	6.1	6.1	12.1
	13	2	6.1	6.1	18.2
	14	4	12.1	12.1	30.3
	15	4	12.1	12.1	42.2
	16	2	6.1	6.1	48.5
	18	9	27.3	27.3	75.8
	19	6	18.2	18.2	93.9
	20	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

Note: Post-test score over 20 points

Analysis and interpretation

The results showed that the majority of students achieved a score of 18 out of 20, representing 27.3% of the population, or 9 students. The highest score was 20 points, achieved by 2 students, representing 6.1% of the population. Conversely, the lowest score was 8 points, achieved by only 1 student, representing 3% of the participants.

The post-test results reflected a significant improvement compared to the pre-test. The minimum score went from 4 to 8, while the maximum score increased from 19 to 20, which not only reflects an improvement in the students' overall performance but also a reduction in the performance gap between them. Thus, the results suggest that the application of the ChatGPT AI tool had a positive impact on the development of students' speaking skills, contributing to the strengthening of aspects such as fluency, pronunciation, vocabulary use, and communicative interaction.

Table 5

Post-test subskills

Descriptive Statistics		
Subskill	N	Mean
Post-Grammar And Vocabulary	33	3.88
Post-Discourse Management	33	4.03
Post-Pronunciation	33	4.06
Post-Interactive Communication	33	4.18
Valid N (listwise)	33	

Note: Each pre-test part score over 5 points.

Analysis and interpretation

According to the results, the interactive communication sub-skills achieved the highest mean, with 4.18 out of 5 points. On the other hand, the lowest mean was achieved by grammar and pronunciation sub-skill (3.88). This was followed by a mean score of 4.03 for the discourse management sub-skills. Finally, the pronunciation sub-skill ranked just below the highest, reflecting a mean of 4.18. These figures indicate that while all areas experienced positive growth, the students showed a more pronounced adaptation to interactive and phonetic tasks. Consequently, the data suggests that the direct practice format favoured conversational fluency over strict structural precision.

The post-test data indicate that students demonstrated a higher proficiency level in the different sub-skills of the speaking skill. Overall, there is a unique improvement in each sub-skill, particularly in interactive communication, which is an intrinsic characteristic of the language, indicating improved fluency, adaptability, and participation. This demonstrates not only the effectiveness of ChatGPT as a technological tool but also its relevance within the classroom as a pedagogical strategy.

Table 6

Comparative results: Pre-test and Post-test

Subskill	Pre-test	Post-test	Difference
Pre-Grammar And Vocabulary	3.12	3.88	0.76
Pre-Discourse Management	3.06	4.03	0.97
Pre-Pronunciation	3.06	4.06	1.00
Pre-Interactive Communication	3.09	4.18	1.09
Test scores	12.33	16.15	3.82

Analysis and Interpretation

The most significant increase in the mean score was observed in the communicative interaction sub-skill, with an increase of 1.09 points. Conversely, the sub-skills with the smallest increase were grammar and vocabulary, with an increase of 0.76 points. Furthermore, there was a moderate improvement of one point in the pronunciation sub-skill, and a moderate improvement of 0.97 points in the sub-skill of discourse management.

These findings have shown that there is significant progress in the acquisition of the sub-skills measured in the post-test as compared to the pre-test. ChatGPT productively stimulated students and provided personalized feedback on their spoken English, particularly regarding communication, as it could present immediate and individualized feedback and improvement suggestions, thereby enhancing students' oral skills.

Table 7

Kolmogorov-Smirnov and Shapiro-Wilk Normality test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.146	33	.073	.959	33	.240
Post-test	.249	33	.000	.906	33	.008

a. Lilliefors Significance Correction

Analysis and interpretation

In the pre-test, the significance values (p = 0.073 and p = 0.240) are greater than 0.05, indicating that the data follow a normal distribution. Nevertheless, in the post-test, the significance values (p = 0.000 and p = 0.008) are less than 0.05, which proves that they are not normally distributed. Therefore, since the assumption of normality was not met in the post-test, the use of nonparametric tests, such as the Wilcoxon signed-rank test, is justified for data analysis.

3.1.2. Wilcoxon Signed-rank test results

Table 8

Wilcoxon Signed-rank test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-test – Pre-test	Negative Ranks	1[a]	2.00	2.00
	Positive Ranks	30[b]	16.41	494.00
	Ties	2[c]		
	Total	33		

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

Analysis and interpretation

This analysis demonstrates that positive ranks (Post-test > Pre-test) were associated with the count of 30 students, and the sum of rankL 494.00 suggests that the vast majority of the participants were able to improve their performance following the intervention. Conversely, negative ranks (Post-test < Pre-test) were represented in only 1 student, with a mean rank of 2.00 and a sum of ranks of 2.00, indicating that very few participants had a decline in performance. There were also two ties, which implies that in these situations, there was no change between the pre-test and the post-test. On the whole, the results indicate a definite tendency towards score improvement in the post-test when compared with the pre-test. The

presence of more positive scores than negative ones points to the effectiveness of the use of ChatGPT in developing the sub-skills measured.

3.2 Hypothesis Verification

Table 9

Wilcoxon test Statistics

Test Statistics[a]	
	Post-test – Pre-test
Z	-4.837[b]
Asymp. Sig. (2-tailed)	0.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The observed value of a Z-value of -4.837 and a significance level of p = 0.000 (two-tailed) is less than 0.05. This means that Wilcoxon rank test reveal statistically significant difference between the pre-test and post-test. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted, proving that the use of ChatGPT as a pedagogical strategy had a significant impact in enhancing the performance of students.

3.3 Discussion

The analysis and interpretation of the collected data provide significant insights into how ChatGPT contributed to the development of students' speaking skills. The pre-test and post-test results, supported by the statistical analysis, confirmed the rejection of the null hypothesis, indicating that the implementation of ChatGPT had a positive impact on learners' oral performance. The discussion of the findings is presented below in relation to the research objectives and previous studies.

First, the results revealed that students' speaking skills before the implementation of ChatGPT were at a basic level, with noticeable difficulties in pronunciation, discourse management, grammar, and vocabulary use, and interactive communication. Students frequently demonstrated pauses, hesitations, filler words, and pronunciation problems that affected the clarity and coherence of their speech. This finding is consistent with Brown and Yule (1983)

mention that speaking is a complex skill requiring the integration of multiple linguistic and communicative components. Likewise, Tayari et al. (2024) explain that speaking skills are often underdeveloped in EFL contexts due to limited opportunities for authentic communication and interaction. Similarly, Aprian et al. (2023) highlighted that students tend to demonstrate low fluency and confidence when traditional teaching methods are predominantly used. In addition, Datu et al. (2023) emphasized that learners commonly struggle with pronunciation and vocabulary when they lack engaging and contextualized speaking practice. Therefore, the diagnostic results confirmed the need for innovative and interactive strategies to enhance students' communicative competence and oral performance.

Secondly, the implementation of ChatGPT demonstrated the potential of AI-assisted learning tools in the development of speaking skills through personalized interaction and immediate feedback, students were able to practice English that encouraged active participation and continuous communication. Specifically, the tool's natural language processing (NLP) capabilities such as its interactive text-to-speech and speech-to-text voice mode allowed for real-time conversational simulations where students received immediate pronunciation modelling, personalized feedback and localized grammatical corrections. These findings align with theories related to CALL (Computer-Assisted Language Learning) and AI-assisted language learning, which emphasize that technological tools facilitate language acquisition by increasing opportunities for authentic interaction and individualized support. Similarly, Krashen's (1983) Affective Filter Hypothesis argues that language acquisition is more successful when learners experience low levels of anxiety, high motivation, and greater self-confidence. The supportive and non-judgmental environment provided by ChatGPT may have contributed to lowering students' affective filter, allowing them to engage more actively in speaking tasks, take risks when using the language, and improve their fluency and confidence. Furthermore, Nik Peachey (2023) reports that AI-based tools can create adaptive learning environments that promote motivation, learner autonomy, and communicative practice. Likewise, Baskara (2023) explains that the integration of AI tools in language learning provides students with authentic communicative exposure and opportunities for constant interaction.

Another important finding was the improvement observed in pronunciation and discourse management after the pedagogical intervention. Students demonstrated fewer hesitations and pauses, better organization of ideas, and greater intelligibility during oral communication tasks. These results may be explained by the immediate and personalized feedback provided by ChatGPT, which allowed students to identify and correct grammatical, lexical, and phonological errors during practice. These findings are supported by Kelly et al. (2023), who mention that generative AI tools promote active participation and meaningful language use in communicative contexts. Similarly, Alsaedi (2024) suggests that AI-assisted learning tools contribute to the improvement of pronunciation, fluency, intelligibility, and discourse management through continuous and personalized feedback. Moreover, the use of simulated conversations encouraged students to interact more spontaneously and meaningfully, which contributed to the development of interactive communication skills.

From a pedagogical perspective, the findings suggest that ChatGPT can serve as a valuable complementary resource in EFL classrooms. Its implementation may help teachers provide students with additional opportunities for individualized speaking practice, especially in contexts where classroom interaction time is limited. Moreover, the integration of AI tools into communicative activities can promote learner autonomy, motivation, and confidence while creating more dynamic and engaging learning environments. However, ChatGPT should not replace the teacher's role, but rather function as a supportive tool that enhances communicative language teaching practices and facilitates the development of speaking sub-skills.

Despite the positive outcomes of the study, certain limitations should be acknowledged. The research was conducted with a limited sample of students within a specific educational context, which may affect the generalizability of the findings. Additionally, the duration of the intervention was relatively short, making it difficult to determine the long-term effects of ChatGPT on speaking development. Therefore, further studies are recommended to explore the effectiveness of AI-assisted language learning tools in different educational settings, age groups, and proficiency levels.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The main purpose of this study was to estimate the use of ChatGPT and its effects on the process of developing English speaking skills. Using the obtained results, a number of conclusions were reached:

- The results revealed that the students possess a basic level of speaking skills, characterized by difficulties in expressing themselves fluently and accurately during conversations. The findings showed the presence of grammatical, semantic, and phonological errors, which affected the coherence and clarity of students' oral production. In particular, interference from the students' native language contributed to pronunciation problems and increased feelings of shyness and fear of speaking in English. These results demonstrate the importance of implementing pedagogical strategies focused on improving oral communication, grammatical accuracy, vocabulary use, and pronunciation in order to strengthen communicative competence in the English language.
- The main features identified in ChatGPT were its ability to provide immediate personalized feedback, constant interaction, and authentic language exposure. This generative AI tool, employed through interactive activities involving the production and practice of monologues and conversations, enabled learners to enhance their communicative competence and rectify errors during speaking tasks. Moreover, ChatGPT provided an educational setting for continuous practice and helped students learn from real-world language use by delivering instant, individualized feedback. In this process, the teacher acted as a guide and facilitator, instructing students on the effective use of the AI, adapting instruction to fit the diverse needs of each learner, implementing pedagogical strategies in the classroom, and assessing students' work.

- Significant differences were identified between pre-test and post-test scores, suggesting that ChatGPT contributed positively to English-speaking development. The results of this study demonstrate that the use of this AI tool was associated with substantial improvements in students' performance, particularly in pronunciation, discourse management, grammar and vocabulary use, and interactive communication. Furthermore, ChatGPT fostered greater discourse management and clearer oral production by providing opportunities for simulated conversations and immediate feedback. In addition, it supported the development of communicative competence by helping students reduce pauses and hesitations, organize their ideas more effectively, and improve the intelligibility of their speech.

4.2 Recommendations

Based on the findings of the study, which aimed at estimating the effectiveness of ChatGPT use and its effects on the development of the English speaking skills, the following recommendations are suggested:

- It is recommended that English teachers implement pedagogical strategies that address the most frequent oral communication difficulties identified in the study, particularly grammatical, semantic, and phonological errors. Teachers should incorporate guided speaking activities such as structured dialogues, repetition activities, and pronunciation-focused tasks to minimize first language interference and improve learners' oral proficiency, coherence, and fluency. In addition, creating a supportive classroom environment may encourage greater participation in communicative activities and facilitate more consistent oral practice. Consequently, future pedagogical designs should adopt ChatGPT as a permanent instructional tool to provide scalable, individual monitoring of speaking subskills.

- It is also recommended that teachers integrate ChatGPT as a complementary instructional resource in English language teaching, ensuring that its use is aligned with communicative learning objectives. Teachers should provide clear guidance on how

learners can formulate effective prompts, analyze feedback, and correct errors during meaningful oral tasks. This implementation may strengthen autonomous learning, provide individualized feedback, and increase opportunities for low-pressure speaking practice both inside and outside the classroom.

- It is highly recommended to design learning experiences that combine the use of generative AI tools such as ChatGPT with communicative classroom activities to enhance learners' communicative competence. These activities should include role-plays, simulations, and group discussions that promote discourse organization. Additionally, teachers should monitor participants' oral performance regularly and provide supplementary support when necessary to reinforce accuracy, pronunciation, and sustained development in communicative skills over time.

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ANNEXES

Annex 1: Institution approval letter

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 5 de Marzo de 2026

Doctora
Marina Zenaida Castro Solórzano, Mtr.
Presidenta de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación
Presente

Yo, Ana Jazmina Vera de La Torre, en mi calidad de Coordinadora de la Carrera de Pedagogía de Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "ChatGPT and Speaking Skills" propuesto por la estudiante Ramos Tòqueres Anahi Monserrath portadora de la Cédula de Ciudadanía, 1850239722 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Lic. Mg. Ana Jazmina Vera de la Torre

UNIVERSIDAD TÉCNICA DE AMBATO
COORDINACIÓN

Annex 2: Lesson plans and test formats

SCOPE OF THE EXPERIMENT

NUMBER OF LESSON PLAN	TOIC	CONTENTS	NUMBER OF CLASS HOURS	SPEAKING SKILLS	ACTIVITIES
1	Pre test	General speaking skills (based on B1 Preliminary speaking format).	1	Grammar, Vocabulary, Discourse Management, Pronunciation, Interactive Communication	- **Orientation and preparation:** Teacher greets students, explains the 4-part structure of the PET speaking test, and organizes them into pairs. - **Oral assessment:** Students perform the test in pairs (personal questions, describing an image, interacting, and expressing opinions).
2	Comparatives	Comparatives (short and long adjectives).	1	Fluency, spontaneous speech, and oral production.	- **Contrasting images:** Students share preferences using simple comparative sentences based on slide prompts (e.g., iPhone vs Android). - **AI comparison challenges:** In groups, students ask ChatGPT to "Create comparison challenges" and take turns responding orally under a 30-second limit.
3	Superlatives	Superlatives (short and long adjectives).		Accuracy, pronunciation, fluency, and confidence.	- **Wordwall Spinning Wheel:** Students spin a digital wheel and answer easy superlative questions aloud.

					- **AI Speaking Feedback:** Students use ChatGPT to correct sentences and prompt it with: "Ask me 5 speaking questions using superlatives. Correct me and give feedback".
4	Hobbies and free time activities	Likes, dislikes and questions about hobbies and free time activities.	1	Fluency, confidence, interaction, and target language use.	- **Hobbies Bingo:** Students complete bingo templates and read/mark hobbies using full sentences before checking them. - **AI Voice Conversation Draft:** Pairs record a conversation and use ChatGPT Voice to improve grammar, vocabulary, and pronunciation.
5	Articles: a, an, the	Articles: a, an, the and everyday objects.	1	Fluency, interaction, and grammatical accuracy.	- **Find the Mistake Challenge:** Pairs identify, correct, and explain grammar errors in sample sentences written on the board. - **Situational Role-play:** Groups create and perform 3–4 minute real-life dialogues (restaurant, interview, hospital) maximizing the use of articles.
6	Recent achievements or accomplishments you are proud of	Past simple tense (affirmative sentences) to describe recent achievements.	1	Fluency, organization of ideas, and past simple usage.	- **Find Someone Who...:** A classroom movement activity where students walk around asking past simple questions ("Did you pass an exam?"). - **Oral Achievement Presentation:** Students prepare a 2–3-minute talk, using ChatGPT to optimize grammar and practice answering follow-up questions.
7	Likes and dislikes	Likes and dislikes (I like / don't like / love / hate) + genres vocabulary.	1	Fluency, vocabulary, structures use, and confidence	- **Emoji Movie Guessing:** Students look at emoji combinations on slides, guess the movie titles, and state whether they like them. - **Genre Mini-Presentation:** Pairs select a book/movie they like and one they hate, polishing their justifications with ChatGPT before presenting.

8	Food or cuisine that you dislike	Dislikes, food vocabulary, cooking verbs, and sequence connectors.	1	Fluency, organization of ideas, and sequential narration.	- **Two Truths and One Lie:** Students share three sentences about food preferences, and the class guesses which statement is false. - **Disliked Recipe Presentation:** Groups explain a recipe they hate using sequence connectors (*first, then, next, finally*), refined by ChatGPT prompts.
9	Adjectives to describe a person	Physical and personality adjectives; verb *to be* (is) and *have/has.*	1	Fluency, vocabulary, and grammatical accuracy.	- **Guess the Celebrity:** Students listen to descriptions full of adjectives, guess the character, and extract key vocabulary. - **Admired Person Description:** Students design a short oral presentation about someone they admire, using ChatGPT to upgrade descriptive adjectives.
10	Postest	General speaking skills (based on B1 Preliminary speaking format).	1	Grammar, Vocabulary, Discourse Management, Pronunciation, Interactive Communication.	- **Summative Evaluation:** Pairs perform the final standardized PET speaking test under identical parameters to track progress. - **Rubric Assessment:** The teacher acts as the interlocutor, evaluating final fluency, pronunciation, interaction, and grammar accuracy.

Author: Ramos (2026)

UNIVERSIDAD TECNICA DE AMBATO – INTERVENTION Nº 1

CLASS: First semester "A" **DATE:** April 11th, 2026 **TEACHER'S NAME:** Anahi Ramos	**TOPIC**: Pre test **TIME:** 60 minutes
GENERAL COMPETENCE: To assess students' initial English speaking level through a structured oral test.	**LESSON OBJECTIVES:** **GENERAL:** Students will demonstrate their current speaking ability in English. **SPECIFIC:** - To evaluate students', use of grammar and vocabulary in speaking. - To assess fluency, pronunciation, and interaction. - To identify students' strengths and weaknesses before instruction.
METHODOLOGY USED: Assessment-based approach (Diagnostic Evaluation)	**FOCUS ON VALUES:** Respect, confidence, and responsibility.
CONTENT: General speaking skills (based on B1 Preliminary speaking format)	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Engage (10 min)	- The teacher greets students and explains the purpose of the pre- test. - The teacher gives general instructions about the speaking test. - Students are organized into pairs.	Orientation and preparation	Slides or board with descriptions	Teacher's observation
Study (5 min)	- The teacher explains the structure of the speaking test (4 parts). - The teacher gives simple examples of questions.	Clarification of instructions	Guidelines	Understanding of instructions
Activate (45 min)	- Students perform the speaking test in pairs. The test includes: 1. Personal questions 2. Description of a situation or image 3. Interaction with a partner 4. Expression of opinions	Oral assessment, pair interaction	Speaking prompts, rubric	Speaking performance based on rubric

ANNEXES:

UNIVERSIDAD TÉCNICA DE AMBATO

CAMBRIDGE ENGLISH PRELIMINARY (PET)

SPEAKING PRE-TEST

Candidate name: ***Date:***

Difficulty: B1 Preliminary Level ***Time: 12 minutes***

Objective: To identify the students speaking level before and after the treatment.

Pre-test

The B1 PET Speaking test has four parts. These parts have different tasks that show the speaking skills of the candidates. Here's some general information about the B1 PET Speaking test:

- It lasts for **10-12 minutes**.
- It has **4 parts**.
- Candidates take it **in pairs**.
- Two examiners check how you do.
- In the test, you talk to the other candidate and one of the examiners, called the **Interlocutor**.
- The other examiner, the **Assessor**, only watches and does not talk.



Phase 1
Interlocutor 21

To both candidates	Good morning/afternoon/evening. Can I have your mark sheets, please?
	Hand over the mark sheets to the Assessor.
	I'm ..... and this is .....
To Candidate A	What's your name? Where do you live? Thank you.
To Candidate B	And what's your name? Where do you live? Thank you.



		Back-up prompts
	B, do you work or are you a student?	Do you have a job? Do you study?
	What do you do/study?	What job do you do? What subject do you study?
	Thank you.	
	And **A**, do you work or are you a student?	Do you have a job? Do you study?
	What do you do/study?	What job do you do? What subject do you study?
	Thank you.	

Phase 2
Interlocutor

Select one or more questions from the list to ask each candidate. Ask Candidate A first.

	Back-up prompts
How do you get to work/school/university every day?	Do you usually travel by car? (Why/Why not?)
What did you do yesterday evening/last weekend?	Did you do anything yesterday evening/last weekend? What?
Do you think that English will be useful for you in the future? (Why/Why not?)	Will you use English in the future? (Why?/Why not?)
Tell us about the people you live with.	Do you live with friends/your family?
Thank you.	

Speaking Test 1 **Part 2 (2–3 minutes)**

1A Learning a language

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people learning a language**.

*Place **Part 2** booklet, open at **Task 1A**, in front of candidate.*

B, you just listen.
A, please tell us what you can see in the photograph.

Candidate A .....
approx. 1 minute

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve **Part 2** booklet.*

1B At a party

Interlocutor **B**, here is your photograph. It shows **people at a party**.

*Place **Part 2** booklet, open at **Task 1B**, in front of candidate.*

A, you just listen.
B, please tell us what you can see in the photograph.

Candidate B .....
approx. 1 minute

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve **Part 2** booklet.*

1A



1B



Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

*Place **Part 3** booklet, open at **Task 1**, in front of the candidates.*

A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities that could help him relax.

Talk together about the different activities he could do, and say which would be most relaxing.

All right? Now, talk together.

Candidates ..... *approx. 2–3 minutes*

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve **Part 3** booklet.*

Part 4

Interlocutor *Use the following questions, as appropriate:*

- **What do you do when you want to relax? (Why?)**
- **Do you prefer to relax with friends or alone? (Why?)**
- **Is it important to do exercise in your free time? (Why?/Why not?)**
- **Is it useful to learn new skills in your free time? (Why?/Why not?)**
- **Do you think people spend too much time working/studying these days? (Why?/Why not?)**

Select any of the following prompts, as appropriate:

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

PRETEST RUBRIC

Student name: _____

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 2

CLASS: First Semester A **DATE:** March 17th, 2026 **TEACHER'S NAME:** Anahi Ramos	**TOPIC:** Comparatives **TIME:** 60 minutes
GENERAL COMPETENCE: To develop English speaking skills through the effective use of ChatGPT as a pedagogical tool that supports interaction, idea generation, and oral production in communicative contexts.	**LESSON OBJECTIVES:** **GENERAL:** Students will be able to develop their English speaking skills through the use of comparative structures in communicative activities supported by ChatGPT. **SPECIFIC:** - To use comparative forms (short, long, and irregular adjectives) to express and compare ideas orally in guided speaking tasks. - To interact in pairs and groups by asking and answering comparison questions generated through ChatGPT, promoting fluency and spontaneous speech. - To produce spoken comparisons about familiar topics, supporting their ideas with simple reasons and expanding their responses using ChatGPT as a support tool.
METHODOLOGY USED: ESA (Engage, Study, Activate) approach	**FOCUS ON VALUES:** Cooperation, responsibility, and respect.
CONTENT: Comparatives (short and long adjectives)	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Engage (10 min)	- The teacher starts the class by presenting the agenda. - The teacher shows contrasting images (e.g., iPhone vs. Android, city vs countryside, online vs face-to-face classes, etc). - The teacher asks guiding questions such as: *Which one do you prefer? Why is it better?* - Students share their answers using simple comparative sentences. - The teacher elicits responses and writes sample comparative sentences on the board.	Interactive oral practice, peer discussion, activation of prior knowledge.	Slides or images, projector.	Teacher's observation
	- The teacher presents the form of comparatives: - Short adjectives (*cheap → cheaper*) - Long adjectives (*interesting → more interesting*)	Note-taking, guided practice, controlled speaking and use of	Board, markers, students' phones, ChatGPT, flashcard,	Teacher observes accuracy in the use of comparative forms and

	- Long adjectives (*interesting → more interesting*) - Irregular forms (*good → better*) - The teacher explains the structure with examples and checks understanding by asking concept-checking questions (e.g., *"Do we say more cheap or cheaper?"*). - -Students take notes in their notebooks. - The teacher provides controlled practice: - -Students complete sentences orally (e.g., *Math is hard/harder than English*). - The teacher gives students a flashcard with examples to compare two things - -Students then use their phones and ask ChatGPT to check their answers. - The teacher monitors the interaction between ChatGPT tool and students.	controlled speaking and use of ChatGPT for structured interaction.	phones, ChatGPT, flashcard, students' notebooks.	use of comparative forms and students' ability to respond orally.
Activate (35 min)	- Students work in groups of 3–4. - Each group asks ChatGPT: *"Create comparison challenges."* - One student reads the challenge aloud (e.g., *Compare studying at home and studying in the library*). - Another student has **30 seconds** to respond using at least one comparative sentence. - Group members: listen carefully and decide if the answer is correct and clear - Students rotate roles (speaker, reader, judge). - The group chooses the best speaker based on pronunciation, grammar and creativity. - The teacher asks students to share their most interesting or funniest comparison from the activities. - Students present their sentences to the class. - The teacher provides brief corrective feedback, focusing on common mistakes in comparative structures. - The teacher reinforces correct examples and praises students' participation.	Communicative language teaching, collaborative learning, fluency-based speaking, task-based learning, use of ChatGPT.	Students' phones, ChatGPT.	Teacher observes fluency, interaction, use of comparatives, and students' ability to express and justify ideas.

ANNEXES:

Canva Presentation: https://canva.link/skpnciyna7121y7



Author: Ramos (2026)

Flashcard prompt:

Comparison Prompts

1. Coffee vs Tea
2. Cats vs Dogs
3. Summer vs Winter
4. Movies vs Books
5. City vs Countryside
6. Fast food vs Healthy food
7. Morning vs Night
8. Online classes vs Face-to-face classes
9. Traveling by plane vs Traveling by bus
10. Studying alone vs Studying with friends

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 3

CLASS: First Semester A **DATE:** March 25th, 2026 **TEACHER'S NAME:** Anahí Ramos	**TOPIC:** Superlatives **TIME:** 60 minutes
GENERAL COMPETENCE: To develop oral communication skills through the correct use of superlatives using interactive activities and ChatGPT as a conversational partner.	**LESSON OBJECTIVES:** **GENERAL:** Students will be able to use superlatives in speaking to express opinions and comparisons in real-life contexts. **SPECIFIC:** - To identify the structure and use of superlatives. - To produce oral responses using superlatives with fluency and confidence. - To interact with ChatGPT for speaking practice and feedback.
METHODOLOGY USED: ESA (Engage – Study – Activate) and Communicative Language Teaching (CLT)	**FOCUS ON VALUES:** Cooperation, responsibility, and respect.
CONTENT: Superlatives (short and long adjectives)	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Engage (10 min)	- The teacher presents the agenda. - The teacher introduces a Wordwall spinning wheel with easy superlative questions. - The teacher plays the game saying "Go, go, go… STOP": - The teacher says STOP and spin the wheel. - The selected student reads the question aloud and answer using a superlative sentence - The teacher selects another student to add one more idea or agree/disagree: For example: *"I agree, pizza is the most delicious food."* - The teacher repeats the activity as many times as she can with different questions so that students can participate.	Interactive oral practice, activation of prior knowledge.	Slides or images, digital wheel and projector.	Teacher observation (participation, confidence, interaction)
Study (15 min)	- The teacher explains superlatives: *Short adjectives (*the + adj + -est*)* *Long adjectives (*the most + adjective*).* - Students produce example sentences orally.	Guided practice, drilling, error correction, AI feedback	Board / slides Smartphones	Teacher observation (accuracy, pronunciation).

	- Students use ChatGPT: *"Correct my superlative sentences and explain my mistakes".* - The teacher models pronunciation and students repeat (drilling). - The teacher shares the link to the worksheet - Students complete the worksheet using the correct form of superlative adjectives - Students read their answers aloud in front of the classroom.			
Activate (35 min)	- Students form a circle around the classroom. - The teacher gives categories (food, cities, technology). - Students say sentences quickly using superlatives. - If a student hesitates, they are out. - Students use ChatGPT with the prompt: *"Ask me 5 speaking questions using superlatives. Correct me and give feedback."* - Students answer orally (not only typing). - ChatGPT provides corrections and improved answers. - Students present short ideas in a voice recording saying five sentences like: *"My best friend is the funniest person because..."* *"The most important thing in life is..."*	Gamification, fast speaking practice, AI-assisted speaking, autonomous learning, Oral production, communicative practice	Students' phones, ChatGPT.	Teacher monitors interaction and provide feedback use and evaluates fluency, confidence, and accuracy

ANNEXES:

Wordwall activity (Digital tool) https://presenter.ahaslides.com/presentation/8769187

Canva Presentation: https://canva.link/fh9b2hhbwpdao4t



Author: Ramos (2026)

Digital worksheet:

https://www.liveworksheets.com/es/worksheet/en/english-second-language-esl/278639

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 4

CLASS: First Semester A **DATE:** April 1st, 2026 **TEACHER'S NAME:** Anahi Ramos	**TOPIC:** Hobbies and free time activities. **TIME:** 60 minutes
GENERAL COMPETENCE: To develop oral communication skills by talking about hobbies and free time activities using simple and meaningful language in real-life contexts using ChatGPT as a conversational partner.	**LESSON OBJECTIVES:** **GENERAL:** Students will be able to talk about their hobbies and free time activities in simple conversations. **SPECIFIC:** - To identify vocabulary related to hobbies and free time activities. - To express likes and dislikes about hobbies using simple sentences. - To ask and answer questions about free time activities in short conversations.
METHODOLOGY USED: ESA (Engage – Study – Activate) and Communicative Language Teaching (CLT)	**FOCUS ON VALUES:** Cooperation, responsibility, and respect.
CONTENT: Likes, dislikes and questions about hobbies and free time activities.	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Engage (15 min)	- The teacher starts the class by presenting the agenda. - The teacher distributes bingo cards to each student. Each card contains a mix of examples of free time activities or hobbies. - The teacher explains the instructions for the activity. - Students complete the bingo template with two extra examples about themselves. - The teacher uses a digital wheel that contains all the examples used in the bingo cards. - Students read and mark the corresponding hobby or free time activity on their bingo cards. - Each student must say a sentence using the hobby before marking it. - Then, the first student to complete a row, column, or diagonal shouts Bingo!	Activation of prior knowledge, interactive speaking, and game-based learning.	Bingo cards, slides or images, projector, digital wheel, markers/pens.	Teacher observes students' participation, willingness to speak, and correct use of vocabulary.
	affirmative, negative and interrogative forms. - Example: *I like playing soccer (+)* *I don't like playing soccer* *(-) Do you like playing*	Vocabulary presentation, guided practice, repetition (drilling),	Board, slides, visual aids (images of hobbies), markers.	Teacher evaluates students' understanding through

Study (15 min)	*soccer? (?)* - Teachers asks if students have any doubts or questions about the content. - Students produce example sentences orally. - The teacher correct students' mistakes and provide feedback.	and teacher-led clarification		oral responses, pronunciation, and accuracy.
Activate (30 min)	- The teacher organizes students into pairs to create a short conversation (2–3 minutes) about their hobbies and free time activities. - The teacher explains the activity. - Students create the conversation using the structures learned (likes/dislikes and questions). - Students record the first draft. - Students use ChatGPT to improve the conversation using this prompt using ChatGPT voice: *Listen to the conversation about hobbies and free time activities. Please, correct any grammar, vocabulary or pronunciation mistakes and give us feedback to improve our conversation.* - Students receive feedback and make corrections. - Students record the final version of the conversation about 2-3 minutes.	Communicative practice, pair work, role-play, and autonomous learning using AI tools.	Students' smartphones, ChatGPT.	Teacher monitors and evaluates students' fluency, confidence, interaction, and correct use of target language.

Canva Presentation: https://canva.link/xgvmhd8vesdtron

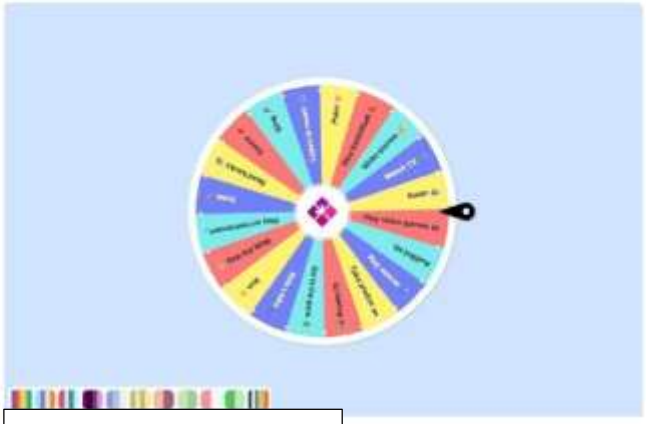


Author: Ramos (2026)

ANNEXES:

Wordwall activity (digital wheel)

https://app-sorteos.com/es/apps/la-ruleta-decide?hash=Z396Z2



Author: Ramos (2026)

Bingo cards

https://canva.link/fd8javwyt5rjpws





UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 5

CLASS: First Semester A **DATE:** April 14th, 2026 **TEACHER'S NAME:** Anahi Ramos	**TOPIC:** Articles: *a, an, the* **TIME:** 60 minutes
GENERAL COMPETENCE: To develop oral communication skills through the correct use of articles (*a, an, the*) using interactive activities and ChatGPT as a conversational partner.	**LESSON OBJECTIVES:** **GENERAL:** Students will be able to use articles (*a, an, the*) in simple speaking activities to describe and identify objects in real-life contexts. **SPECIFIC:** - To identify the correct use of *a, an,* and *the*. - To use articles correctly in simple sentences when describing objects. - To ask and answer questions using articles in short conversations.
METHODOLOGY USED: ESA (Engage, Study, Activate) approach	**FOCUS ON VALUES:** Cooperation, responsibility, and respect.
CONTENT: Articles: a, an, the and everyday objects.	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Engage (10 min)	- The teacher starts the class by presenting the agenda. - The teacher introduces the game "Find the Mistake Challenge." - The teacher shows sentences with errors: 1. *"I saw a elephant."* 2. *"She is an teacher."* 3. *"The love is important."* - Students work in pairs to identify the mistake, correct the sentence and explain why. - The first two pairs to answer correctly gets a point. - The teacher elicits answers and writes correct examples on the board.	Problem-solving, peer collaboration, critical thinking	Slides, projector	Teacher observes participation, engagement, and prior knowledge
	- The teacher explains the rules of articles: 1. *a → before consonant sounds* 2. *an → before vowel sounds*	Guided practice, drilling, AI-assisted feedback.	Board, markers, smartphones, ChatGPT.	Teacher checks accuracy and understanding .
Study (15 min)	• *the → specific or known things* - The teacher provides clear examples and contrasts meaning:			

	• *"I saw a doctor" vs "I saw the doctor"* - The teacher asks concept-checking questions: 1. *"Do we say a apple or an apple?"* 2. *"When do we use the?"* - Students take notes. - The teacher shows some incomplete sentences in order that students can complete with the correct article. - Students complete sentences orally. - Students use their devices to access to ChatGPT. - Students use the prompt: "Tell me 5 sentences with mistakes using a, an, and the. I will correct them." - Students compete in pairs: ◦ Who gets more correct answers? - ChatGPT provides feedback and corrections.			
Activate (35 min)	- Students work in groups of four members. - The teacher assigns real-life situations such as: 1. At a restaurant 2. At a job interview 3. At a hospital - Students create a short role play (3–4 minutes) using as many articles as they can. Example: 1. "I need a doctor." 2. "The manager is busy." - Students perform their role-play in front of the class. - The teacher gives feedback	Communicative practice, role-play, gamification, AI-assisted learning	Smartphones, ChatGPT	Teacher evaluates fluency, interaction, confidence, and correct use of articles

ANNEXES

Canva Presentation: https://canva.link/lxs9y525ef0isx9



Author: Ramos (2026)

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 6

CLASS: First Semester A **DATE:** April 14th, 2026 **TEACHER'S NAME:** Anahí Ramos	**TOPIC:** Recent achievements or accomplishments you are proud of. **TIME:** 60 minutes
GENERAL COMPETENCE: To develop English speaking skills by talking about recent achievements using the past simple tense in communicative contexts supported by ChatGPT.	**LESSON OBJECTIVES:** **GENERAL:** Students will be able to describe a recent achievement using past simple structures in oral communication. **SPECIFIC:** - To identify and use past simple verbs to talk about past achievements. - To describe personal accomplishments using clear and organized ideas. - To interact with ChatGPT to improve speaking fluency, accuracy, and confidence.
METHODOLOGY USED: ESA (Engage, Study, Activate) approach	**FOCUS ON VALUES:** Self-confidence, perseverance and respect.
CONTENT: Past simple tense (affirmative sentences) to describe recent achievements	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Engage (15 min)	- The teacher presents the agenda. - The teacher gives students a worksheet with prompts such as: 1. *Find someone who **passed an exam*** 2. *Find someone who **won a competition*** 3. *Find someone who **learned something new*** 4. *Find someone who **completed a project*** - Students walk around the classroom asking questions: "Did you pass an exam?" "Did you learn something new?" - Students write the names of classmates. - The teacher monitors and encourages speaking.	Interactive speaking, movement activity, activation of prior knowledge	Worksheet, pens	Teacher observes participation and use of simple questions
	- The teacher explains the structure of the past simple tense (affirmative).	Guided practice, drilling, AI	Board, markers, ChatGPT app.	Teacher observes accuracy and correct use of

Study (15 min)	- The teacher provides examples using regular and irregular verbs. - The teacher checks understanding through concept-checking questions. - Students take notes in their notebooks. - The teacher provides controlled practice (sentence completion). - Students produce simple sentences orally. - Students use ChatGPT with the prompt: "Check my sentences in past simple and correct my mistakes." - The teacher monitors the interaction between students and ChatGPT.	feedback.		past simple
Activate (30 min)	- The teacher explains the instructions for the oral presentation. - Students think about a recent achievement in their lives (e.g., passing an exam, completing a project, learning something new). - Students prepare a short presentation (2–3 minutes) including: 1. *What they achieved* 2. *How they achieved it* 3. *How they felt* 4. *Why it is important* - Students write their ideas using past simple structures. - Students use ChatGPT with the prompts: "Check my presentation and correct my grammar." "Improve my sentences in past simple." "Ask me questions about my achievement to practice speaking." - Students practice their presentation in pairs. - Students present their achievement in front of the class. - The teacher provides feedback focusing on fluency, pronunciation, and use of past simple.	Communicative language teaching, oral production, autonomous learning, AI-assisted speaking.	Students' smartphones, ChatGPT	Teacher evaluates fluency, confidence, organization of ideas, and correct use of past simple

ANNEXES

Worksheet:

Find someone who…	Name
finished something important	_____
started something new	_____
visited a new place	_____
learned something new	_____
helped someone	_____
practiced a hobby	_____

Author: Ramos (2026)

Canva Presentation https://canva.link/rvvvnj6hwo6fe4j



Author: Ramos (2026)

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 7

CLASS: First Semester A **DATE:** April 15th, 2026 **TEACHER'S NAME:** Anahí Ramos	**TOPIC:** Likes and dislikes. **TIME:** 60 minutes
GENERAL COMPETENCE: To develop English speaking skills by expressing likes and dislikes about movies and books using simple structures in communicative contexts supported by ChatGPT.	**LESSON OBJECTIVES:** **GENERAL:** Students will be able to express their opinions about movies and books using simple sentences. **SPECIFIC:** - To identify vocabulary related to movie and book genres. - To use structures for expressing likes and dislikes. - To interact with ChatGPT to improve speaking fluency and accuracy.
METHODOLOGY USED: ESA (Engage, Study, Activate) approach	**FOCUS ON VALUES:** Respect for different opinions, participation, and confidence.
CONTENT: Likes and dislikes (I like / I don't like / I love / I hate) + vocabulary (genres: action, comedy, horror, romance, etc.)	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Activate (15 min)	- The teacher starts the class by presenting the agenda. - The teacher shows emoji combinations representing movies (e.g., □✿, ☁❄❤, □♂⚡). - Students guess the movie titles. - Students say if they like or don't like the movie. - The teacher elicits vocabulary and writes key words on the board.	Gamification, activation of prior knowledge, interactive speaking	Slides with emojis, projector	Teacher observes participation and engagement
	- The teacher introduces vocabulary related to genres (action, comedy, horror, romance, fantasy, adventure). - The teacher models pronunciation and students repeat.	Guided practice, drilling, AI feedback.	Board, slides, markers, ChatGPT app.	Teacher observes correct use of structures and vocabulary

Study (15 min)	- The teacher explains structures: ❖ *I like + noun / verb-ing* ❖ *I don't like + noun / verb-ing* ❖ *I love / I hate + noun / verb-ing* - The teacher provides examples orally and on the board. - Students produce simple sentences using the target structures. - Students use ChatGPT with the prompt: "Check my sentences about likes and dislikes and correct my mistakes."			
Engage (30 min)	- The teacher explains the instructions for the mini-presentation. - Students work in pairs. - Students choose: 1. One movie or book they like 2. One movie or book they don't like - Students prepare a short presentation including: 1. The name of the movie or book 2. The genre 3. Why they like it 4. Why they don't like the other one - Students use ChatGPT with the prompts: "Check our mini-presentation and correct our grammar." "Improve our sentences about likes and dislikes." "Ask us questions about movies and books to practice speaking." - Students practice their presentation in pairs. - Students present in front of the class. - The teacher provides feedback on fluency, pronunciation, and use of target language.	Communicative practice, pair work, oral production, AI-assisted learning	Students' smartphones, ChatGPT app.	Teacher evaluates fluency, vocabulary, use of structures, and confidence

ANNEXES:

Canva Presentation: https://canva.link/7zkx4bg4p3zwi7g



Author: Ramos (2026)

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 8

CLASS: First semester "A" **DATE:** April 15th, 2026 **TEACHER'S NAME:** Anahi Ramos	**TOPIC**: Food or cuisine that you dislike. **TIME:** 60 minutes
GENERAL COMPETENCE: To develop English speaking skills by expressing dislikes about food and describing simple preparation processes using basic structures supported by ChatGPT.	**LESSON OBJECTIVES:** **GENERAL:** Students will be able to describe a food they don't like and explain its preparation using simple sentences. **SPECIFIC:** - To use vocabulary related to food and cooking actions. - To express dislikes about food using simple structures (I don't like / I hate / because). - To describe the preparation of a dish using sequence connectors (first, then, next, finally).
METHODOLOGY USED: ESA (Engage, Study, Activate)	**FOCUS ON VALUES:** Respect for different tastes, participation, and confidence.
CONTENT: Dislikes, food vocabulary, cooking verbs and sequence connectors.	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Engage (10 min)	- The teacher presents the agenda. - The teacher explains the activity "Two Truths and One Lie." - The teacher models the activity using food preferences: 1. I like pizza. 2. I don't like soup. 3. I love vegetables. - Students guess which sentence is false. - Students create their own 3 sentences (2 true, 1 false) about food. - Students share their sentences with a partner. - Students share with the whole class and the rest try to guess. - The teacher monitors and supports students.	Activation of prior knowledge, visual support, interactive speaking	Sticky notes, pen.	Teacher's observation
	- The teacher introduces vocabulary related to food (rice, vegetables, meat, soup, etc.). - The teacher presents cooking verbs: cut, mix, cook, fry, boil. - The teacher models pronunciation and students repeat. - The teacher explains structures:	Vocabulary presentation, guided practice, drilling, AI feedback.	Board, slides, smartphones, ChatGPT	Teacher's observation

Study (15 min)	• I don't like + food • I hate + food • I don't like it because + reason - The teacher introduces sequence connectors: First, then, next, finally - Students produce simple sentences orally. - Students use ChatGPT with the prompt: - "Check my sentences about food and correct my mistakes."			
Activate (35 min)	- The teacher explains the instructions for the group presentation. - Students are organized into small groups. - Students choose a food or recipe they do not like. - Students discuss the reasons why they do not like the selected food and identify its main ingredients. - Students prepare a short presentation (2–3 minutes) including: 1. The name of the food 2. Reasons for disliking it 3. A simple explanation of its preparation using sequence connectors (first, then, next, finally) - Students use ChatGPT with the following prompts: 1. "Check our presentation and correct our grammar." 2. "Improve our sentences about food and preparation." 3. "Ask us questions about our recipe to practice speaking." - Students practice their presentation within their groups. - Students present their work in front of the class. - The teacher provides feedback focusing on fluency, pronunciation, and use of target language.	Communicative practice, collaborative learning, oral production, AI-assisted learning	Students' smartphones, ChatGPT	Teacher evaluates fluency, organization of ideas, use of vocabulary, and confidence in speaking

ANNEXES:

Canva Presentation: https://canva.link/nkajhnudt3dwa7y



Author: Ramos (2026)

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 9

CLASS: First semester "A" **DATE:** April 21st, 2026 **TEACHER'S NAME:** Anahí Ramos	**TOPIC**: Adjectives to describe a person. **TIME:** 60 minutes
GENERAL COMPETENCE: To develop English speaking skills by describing people using physical and personality adjectives in communicative contexts supported by ChatGPT.	**LESSON OBJECTIVES:** **GENERAL:** Students will be able to describe a person using adjectives in oral communication. **SPECIFIC:** - To identify and use adjectives related to physical appearance and personality. - To use correct structures (is / has) to describe people. - To interact with ChatGPT to improve speaking accuracy and fluency.
METHODOLOGY USED: ESA (Engage, Study, Activate)	**FOCUS ON VALUES:** Respect, empathy, and appreciation of others.
CONTENT: Physical adjectives (tall, short, slim, strong, etc.), personality adjectives (friendly, kind, shy, confident, etc) and grammar: verb **to be (is)** and **have/has**	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Engage (10 min)	- The teacher presents the agenda. - The teacher reads or shows sentences describing a celebrity using adjectives. - Students listen and guess the celebrity. - Students identify adjectives used in the sentences. - The teacher writes key adjectives on the board.	Activation of prior knowledge, guessing activity, interactive speaking	Slides or board with descriptions	Teacher's observation
Study (15 min)	- The teacher introduces vocabulary related to physical appearance and personality. - The teacher models pronunciation and students repeat. - The teacher explains grammar structures: 1. He/She **is** + adjective 2. He/She **has** + physical features - The teacher highlights common mistakes and correct usage. - Students produce simple sentences orally.	Vocabulary presentation, guided practice, drilling, AI feedback	Board, slides, smartphones, ChatGPT	Teacher observes correct use of grammar and vocabulary

	- Students use ChatGPT with the prompt: "Check my sentences describing a person and correct my mistakes."			
Activate (35 min)	- The teacher explains the instructions for the speaking activity. - Students think about a person they admire (celebrity, friend, or family member). - Students prepare a short description including: 1. Physical appearance 2. Personality - Students write their ideas using: 1. He/She is + adjectives 2. He/She has + physical features - Students use ChatGPT with the prompts: 1. "Check my description and correct my grammar." 2. "Improve my adjectives to describe a person." 3. "Ask me questions about this person to practice speaking." - Students practice their description in pairs. - Students present their description in front of the class. - The teacher provides feedback focusing on fluency, pronunciation, and use of adjectives.	Communicative practice, oral production, pair work, AI-assisted learning	Students' smartphones, ChatGPT	Teacher evaluates fluency, vocabulary, grammar accuracy, and confidence

ANNEXES:

Canva Presentation: https://canva.link/8izmhcyvzhuv65g



Author: Ramos (2026)

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N° 10

CLASS: First semester "A" **DATE:** April 21st, 2026 **TEACHER'S NAME:** Anahi Ramos	**TOPIC**: Postest **TIME:** 60 minutes
GENERAL COMPETENCE: To evaluate students' improvement in English speaking skills after instruction.	**LESSON OBJECTIVES:** **GENERAL:** Students will demonstrate their progress in speaking skills after the intervention.. **SPECIFIC:** - To evaluate improvement in grammar and vocabulary use. - To assess fluency, pronunciation, and confidence. - To compare results with the pre-test.
METHODOLOGY USED: Assessment-based approach (Summative Evaluation)	**FOCUS ON VALUES:** Respect, confidence, and responsibility.
CONTENT: General speaking skills (based on B1 Preliminary speaking format)	

PROCEDURE

STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Engage (10 min)	- The teacher greets students and explains the purpose of the post- test. - The teacher gives general instructions about the speaking test. - Students are organized into pairs.	Orientation and preparation	Slides or board with descriptions	Teacher's observation
Study (5 min)	- The teacher explains the structure of the speaking test (4 parts). - The teacher gives simple examples of questions.	Clarification of instructions	Guidelines	Understanding of instructions
Activate (45 min)	- Students perform the speaking test in pairs. The test includes: 1. Personal questions 2. Description of a situation or image 3. Interaction with a partner 4. Expression of opinions - The teacher acts as interlocutor. - Students respond to questions and interact with their partner. - The teacher evaluates students using a rubric.	Oral assessment, pair interaction	Speaking prompts, rubric	Speaking performance based on rubric

ANNEXES:

UNIVERSIDAD TÉCNICA DE AMBATO

CAMBRIDGE ENGLISH PRELIMINARY (PET)

SPEAKING POSTEST

Candidate name: ***Date:***

Difficulty: B1 Preliminary Level ***Time: 12 minutes***

Objective: To identify the students speaking level before and after the treatment.

Postest

The B1 PET Speaking test has four parts. These parts have different tasks that show the speaking skills of the candidates. Here's some general information about the B1 PET Speaking test:

- It lasts for **10-12 minutes**.
- It has **4 parts**.
- Candidates take it **in pairs**.
- Two examiners check how you do.
- In the test, you talk to the other candidate and one of the examiners, called the **Interlocutor**.
- The other examiner, the **Assessor**, only watches and does not talk



Phase 2

Interlocutor

Select one or more questions from the list to ask each candidate.
Ask Candidate A first.

	Back-up prompts
How often do you visit your friends' homes?	Do you visit your friends' homes every weekend? (Why/Why not?)
Tell us about a sport or game you really like.	Do you like football? (Why/Why not?)
Which TV programmes do you enjoy watching? (Why?)	Do you enjoy watching the news on TV?
What are you going to do tomorrow?	Are you going to school tomorrow?
What is your favourite type of film? (Why?)	Do you like action films? (Why/Why not?)
Where do you like to go at weekends? (Why?)	Do you like going to the shops at the weekend? (Why/Why not?)
Tell us about your favourite lesson at school.	Is maths your favourite lesson at school?
Do you spend much time painting or drawing? (Why/Why not?)	Do you like painting or drawing? (Why/Why not?)
Thank you.	

Part 2 (2 – 3 minutes)

1A Listening to something

Interlocutor

Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows people **listening to something**.

*Place **Part 2** booklet, open at **Task 1A**, in front of candidate.*

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A

approx. 1 minute

.....

Back-up prompts

- Talk about the person/people.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you (Can I have the booklet please?) *Retrieve **Part 2** booklet.*

1B Walking home from school

Interlocutor

B, here is your photograph. It shows people **walking home from school.**

*Place **Part 2** booklet, open at **Task 1B**, in front of candidate.*

A, you just listen.

B, please tell us what you can see in the photograph.

Candidate B

approx. 1 minute

.....

Back-up prompts

- Talk about the person/people.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you (Can I have the booklet please?) *Retrieve **Part 2** booklet.*

1A



1B



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Part 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

*Place **Part 3** booklet open at **Task 1**, in front of candidates.*

A family is going on a camping holiday and would like to take something with them that they can do in the evenings at the campsite.

Here are some things they could take with them.

Talk together about the different things the family could take with them and decide which would be the most fun for the whole family.

All right? Now, talk together.

Candidates *approx. 2-3 minutes* .....

Interlocutor Thank you. [Can I have the booklet, please?] *Retrieve **Part 3** booklet.*

Part 4

Interlocutor *Use the following questions, as appropriate:*

- **What kinds of places do you like to visit during your holiday? (Why?)**
- **Do you prefer relaxing on holiday or doing lots of different things? (Why?)**
- **Do you like staying in a city when you're on holiday? (Why/Why not?)**
- **What do you like to eat when you're on holiday? (Why?)**
- **If you could go anywhere in the world on holiday, where would you go? (Why?)**

Select any of the following prompts, as appropriate:

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

Things to take on a camping holiday



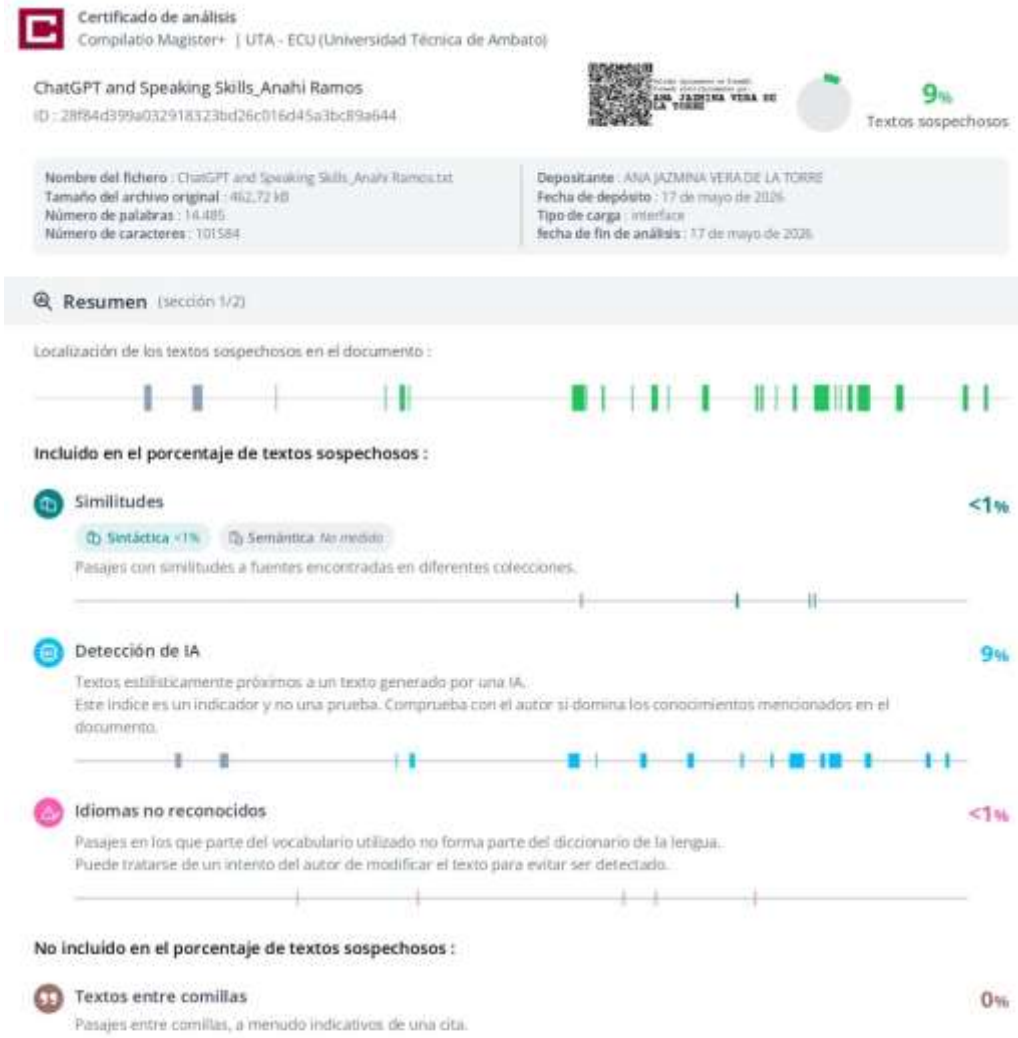
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POSTEST RUBRIC

Student name: _____

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

Annex 3: Compilatio Report



Certificado de análisis
Compilatio Magister+ | UTA - ECU (Universidad Técnica de Ambato)

ChatGPT and Speaking Skills_Anahi Ramos
ID : 28f84d399a032918323bd26c016d45a3bc89a644

9%
Textos sospechosos

Nombre del fichero : ChatGPT and Speaking Skills_Anahi Ramos.txt
Tamaño del archivo original : 462,72 kB
Número de palabras : 14.485
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Depositante : ANA JAZMINA VERA DE LA TORRE
Fecha de depósito : 17 de mayo de 2026
Tipo de carga : interface
fecha de fin de análisis : 17 de mayo de 2026

Resumen (sección 1/2)

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