



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“CHATGPT VOICE AS A RESOURCE TO ENHANCE
SPEAKING SKILLS IN EFL LEARNERS”
RESEARCH PROJECT**

As a prerequisite to obtain a:
**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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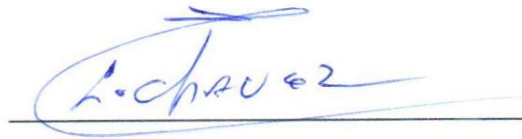
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “**CHATGPT VOICE AS A RESOURCE TO ENHANCE SPEAKING SKILLS IN EFL LEARNERS**” prepared by **Limón Méndez Daniel Alejandro** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

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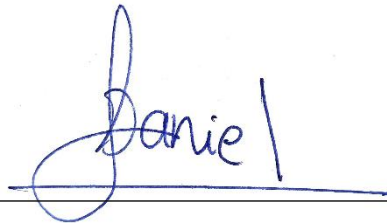
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STATEMENT OF AUTHORSHIP

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DECLARATION

The content of the following graduation work is my responsibility; the Intellectual property belongs to Universidad Estatal Península de Santa Elena.

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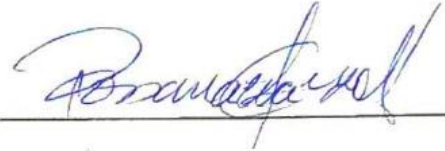
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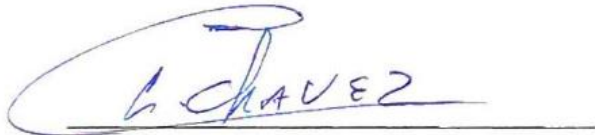
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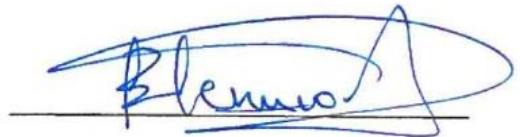
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Without any doubt, all of them have been my greatest strength—people who have contributed not only to my academic formation but also to my personal growth. I am truly and deeply grateful for their presence in my life, regardless of the circumstances.

Dedication

I dedicate this whole project and my journey to the people who always believed in me, to those who gave me their unconditional support. I dedicate it as well to the ones who passed through my life — to those who stayed and to those who didn't, but still brought happiness at some moment in my life.

I also dedicate this process to God; His love and comfort have always been, and will always be, the center of my life.

- With affection, Daniel Limon

Abstract

At first glance, this research explores how ChatGPT Voice can help improve English speaking skills among students of the Pedagogy of National and Foreign Languages (PINE) program at Peninsula of Santa Elena State University (UPSE). The study aims to understand how this artificial intelligence application supports learners in overcoming common speaking challenges such as anxiety, lack of confidence, limited vocabulary, and pronunciation errors.

Regarding methodology, the study employs a qualitative approach, focusing on the experiences of five students in the PINE program who used the ChatGPT Voice application and how it helped them improve their oral competence and confidence. In addition, previous studies and academic sources related to ChatGPT Voice were reviewed to expand the understanding of this tool.

The results showed that ChatGPT Voice creates a safe environment with ample space for oral practice; these aspects increase students' confidence and communicative ability in terms of fluency, pronunciation, vocabulary, and motivation. Immediate feedback and the opportunity to practice anytime, anywhere were key factors in students' use of the application.

In conclusion, the study demonstrates that ChatGPT Voice can be a valuable tool for independent English practice, contributing to student learning and the development of their oral communication skills.

Keywords: ChatGPT Voice, English learning, speaking skills, language anxiety, self-confidence, artificial intelligence in education, autonomous learning.

Resumen

A primera vista, esta investigación explora cómo ChatGPT Voice puede ayudar a mejorar las habilidades para hablar inglés en estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) de la Universidad Estatal Península de Santa Elena (UPSE). El estudio busca entender cómo esta aplicación de inteligencia artificial apoya a los estudiantes a superar desafíos comunes al hablar, como ansiedad, falta de confianza, vocabulario limitado y errores de pronunciación.

En cuanto a la metodología, el estudio tiene un enfoque cualitativo el cual se centra en las experiencias de cinco estudiantes de la carrera de PINE, que utilizaron la aplicación de ChatGPT Voice y como esta les ayudó a mejorar su competencia oral y su confianza. Aparte de esto, se revisaron estudios previos y fuentes académicas relacionadas con ChatGPT Voice para expandir el entendimiento de esta herramienta.

Los resultados mostraron que ChatGPT Voice crea un entorno seguro y con un amplio espacio para la práctica oral; estos aspectos aumentaron la confianza y la capacidad comunicativa de los estudiantes en términos de fluidez, pronunciación, vocabulario y motivación. La retroalimentación inmediata y la oportunidad de practicar en cualquier momento y lugar fueron determinantes en la práctica de los estudiantes con la aplicación.

En conclusión, el estudio demuestra que ChatGPT Voice puede ser una valiosa ayuda en la práctica autónoma del inglés, contribuyendo al aprendizaje de los estudiantes y al desarrollo de sus habilidades de comunicación oral.

Palabras clave: ChatGPT Voice, aprendizaje de inglés, habilidades orales, ansiedad al hablar, autoconfianza, inteligencia artificial en educación, aprendizaje autónomo.

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Introduction

Nowadays, Artificial Intelligence (AI) has gained great attention in education, offering new ways to help people learn languages. One important use of AI is to help students improve their English-speaking skills. For many English as a Foreign Language (EFL) students, speaking is the most challenging skill because it requires not only linguistic accuracy but also confidence and fluency.

This study explores how PINE students at Universidad Estatal Península de Santa Elena (UPSE) use ChatGPT Voice to practice and improve their speaking skills. It also examines the experiences and perceptions of using ChatGPT Voice as a tool to enhance English-speaking skills. A qualitative method was used to collect data from participants, and academic studies were reviewed to support the research.

The main purpose is to understand how ChatGPT Voice helps students speak better and overcome problems like shyness, fear of mistakes, and limited vocabulary. Since learners are central in the process, their opinions and experiences provide useful information about how AI can help them feel more motivated and communicate more effectively in English, through this application students receive immediate feedback, and a safe environment for learning. By engaging in natural conversations with an AI partner to practice real-life communication flexibly and effectively.

ChatGPT Voice in English learning is an innovative way to study. This great application helps students to speak better, learn independently, and use technology to improve their communication skills and break down the emotional barriers that exist when they speak English.

Chapter I

The problem

1.1 Research Topic.

Information Technology and Speaking Skills

1.2 Title of the project.

ChatGPT Voice as a Resource to Enhance Speaking Skills in EFL Learners

1.3 Problem Statement.

Improving speaking skills is considered a big problem for many students learning English as a foreign language. Even with the growing availability of modern digital tools, numerous EFL learners continue to face challenges in expressing themselves confidently in English. Feelings of anxiety, nervousness, and the scarcity of authentic conversation opportunities hinder their progress (Tantri et al., 2023). In addition, continuous difficulties in vocabulary, pronunciation, and grammatical accuracy make oral communication even more demanding for learners (Ahmedani et al., 2022). These language problems make speaking harder, and many learners prefer to stay quiet in class.

Students also present fear of making mistakes, and many learners do not feel confident enough when they communicate orally in English. They resort to using their first language rather than English, especially when they feel nervous or unsure (Palomargareta & Astutik, 2024). Emotional barriers, such as shyness, apprehension about peer judgment, and a lack of self-confidence, are problems that tend to limit students' active participation in oral activities (Amani & Fedai, 2024). When these affective factors intersect with language-related difficulties, learners encounter even greater obstacles to achieving fluency and articulating their thoughts effectively.

In the face of these difficulties, ChatGPT Voice has emerged as a tool that stands out for its efficiency in oral practice. Some students are now using it. ChatGPT Voice enables learners to engage in interactive dialogues with an AI interlocutor, providing immediate responses and opportunities for spontaneous speech, together with the possibility of using it anytime and anywhere, which supports autonomous practice and helps to slowly reduce anxiety when they speak in English (Nugroho et al., 2024). Therefore, it is important to know how this application influences students' real-world environments and whether it truly helps them improve their oral proficiency.

Even so, there is still a lot of research to be performed in real classrooms. It is not clear how learners in particular settings, such as at UPSE, PINE's laboratories, actually use ChatGPT Voice, what oral activities they do with it, or what strategies PINE students develop over time. This gap aligns with the observations of Pratiwi et al. (2024), who highlighted that although ChatGPT Voice shows great potential for speaking practice, important concerns remain about its actual implementation in classroom contexts. Understanding these aspects is essential, since practice with AI tools can be a great way to encourage more verbal engagement, improve fluency, and motivate learners.

This study aims to explore how students of the Pedagogy in National and Foreign Languages (PINE) major at UPSE feel about the use of ChatGPT Voice in their learning. The researcher will review previous studies, listen to students' opinions and how this tool helps them express themselves better and feel more confident. Also, support new ways of learning and show that AI can help students in oral practice, motivation, and learn by themselves.

1.4 Research Questions

1.4.1 Main Question:

How does ChatGPT Voice enhance English speaking skills in EFL learners?

1.4.2 Specific Questions:

1. What do previous studies indicate about the oral difficulties of EFL learners, and how does ChatGPT Voice help address them?
2. How do UPSE students describe their experience through the use of ChatGPT Voice to practice speaking and acquire confidence?
3. What oral strategies do students develop when they use ChatGPT Voice?

1.5 Objectives

1.5.1 General Objective

To explore the potential of ChatGPT Voice to enhance English-speaking skills and support EFL learners in overcoming common speaking challenges in an academic environment.

1.5.2 Specific Objectives

1. To examine academic studies on ChatGPT Voice for developing speaking skills.
2. To describe PINE students at UPSE's perceptions of ChatGPT Voice.
3. To identify speaking strategies and skills PINE students developed through ChatGPT Voice.

1.6 Justification

Nowadays, learning English is very important, because it helps people in school, work, and social life as a whole. The English language is widely seen as a global means of communication that links people from different countries around the world and cultures. In this context, advances in technology, particularly those powered by AI, have become valuable tools

to support English learning. Among its potential advantages, ChatGPT Voice facilitates real-time exchanges, offers prompt feedback, and fosters oral interaction in a dynamic and engaging format, contributing to students' communicative development (Nugroho et al., 2024).

Despite the advantages of these tools, many learners face significant difficulties while they try to communicate in English. This research seeks to explore the perceptions of students from the Pedagogy in National and Foreign Languages (PINE) major at UPSE regarding the use of ChatGPT Voice as a tool for oral practice. This study aims to see if the tool really helps PINE students communicate more fluently, feel less anxious, and build self-confidence (Campoverde Balla & Valdiviezo Ramírez, 2025). Additionally, the investigation will examine the ways students use the application for autonomous learning and how it supports their readiness to engage in conversation.

English students will benefit from the information provided by this project. They can learn how to use the tool anytime and anywhere to express themselves verbally and build confidence. In this study, the researcher will also explore the challenges learners face in oral communication and collect students' opinions about how ChatGPT Voice helps them improve their oral communication.

This is why the project matters: it looks at how technology can support speaking practice in English and help learners in their own learning process, in a straightforward and practical manner.

Chapter II

Theoretical framework

2.1 Background

Speaking is often considered one of the most difficult English skills to learn and master by Foreign Language (EFL) learners. Many students report feeling nervous and lacking confidence when they speak and this lack of confidence directly affects their fluency and performance. Tridinanti (2018), for instance, showed that learners with high levels of anxiety usually perform poorly in speaking moments, while those with greater self-confidence tend to achieve better results. In other words, communication anxiety causes the feeling of fear or uneasiness in speaking. It limits performance and confidence in one of the strongest language skills. Research indicates that EFL learners worldwide frequently struggle to achieve the expected level of speaking proficiency, particularly in contexts where English is taught as a foreign language.

2.1.1 International Background

According to Wang (2025), ChatGPT had a positive effect on students' oral skills. The study highlighted that learners improved their fluency and vocabulary through regular interaction with the tool. However, it also emphasized that ChatGPT should complement the teacher's role rather than replace it.

Rahman et al. (2023) focused on AI applications in oral practice. Their findings showed that students felt more motivated and confident when they speak with ChatGPT Voice, a tool that simulates realistic scenarios. The authors concluded that this type of interaction promotes personalized learning and reduces speaking anxiety.

Similarly, Hartono et al. (2023), in the *Journal on Education*, noted that AI tools can provide interactive communication for language learning. At the same time, they cautioned that AI cannot replace human interaction, in this part, aspects such as guidance and genuine exchanges with teachers and peers are important. This research reinforced the need for a balance between AI-supported practice and classroom teaching.

In summary, international studies indicate that AI, especially ChatGPT with voice features, can improve speaking skills by providing immediate feedback, motivation, and opportunities for practice. However, these studies agree that AI should remain a supportive tool rather than a substitute for traditional instruction.

2.1.2 National Background

In Ecuador, González Tigero (2024) reported that AI helped students improve in areas such as writing, analysis, and research. Among the different tools, ChatGPT stood out as the most frequently used, since students viewed it as more reliable than the alternatives. At the same time, the researchers cautioned that over-reliance on AI might weaken students' independence and critical thinking.

Aparicio-Izurieta (2024) observed that the use of AI in classrooms in Ecuador deserves greater attention than it currently receives. This is especially important to address the challenges this technology entails. It is worth highlighting how AI can generate more creative and dynamic teaching methods; however, this potential is often overshadowed by the lack of digital tools and infrastructure in many schools across the country.

Additionally, Campoverde Balla and Valdiviezo Ramírez (2025), in their article *Redefinición de la práctica de la expresión oral mediante la conversación por voz de ChatGPT*, analyzed the impact of ChatGPT Voice on higher education in Ecuador. They concluded that

ChatGPT Voice was considered a great opportunity for practicing English, as it reduced stress since students could rehearse short conversations fluently, as well as receive feedback to improve their skills. Many reported feeling more confident and comfortable using the tool.

In summary, studies conducted in Ecuador suggest that AI tools such as ChatGPT Voice have begun to find a place in classrooms. This is because students see in this tool an opportunity to improve their linguistic skills. However, certain challenges remain, such as the lack of knowledge about AI, making it necessary to implement training programs and solutions to integrate artificial intelligence more effectively.

2.2 Pedagogical Basis

The Communicative Language Teaching (CLT) approach emphasizes the use of language for real communication rather than the mere study of grammar rules (Brown, 2007). In CLT classrooms, learners' practice through role-plays, discussions, and problem-solving tasks that reflect real-life situations. Teachers guide the process, but learners take the lead in speaking, which helps them develop fluency, confidence, and communicative competence—the ability to exchange and understand messages in various contexts (Savignon, 1997).

How ChatGPT Voice supports CLT. ChatGPT Voice aligns with the principles of Communicative Language Teaching (CLT) because it allows real-time voice interaction and dynamic communication (OpenAI, 2023). Additionally, this application also provides explanations and has been used as a supplementary educational tool in EFL classrooms (Nugroho et al., 2024).

Another key aspect of CLT is feedback. In classrooms, teachers often model correct language rather than interrupting students' mid-speech. The approach ChatGPT Voice reflects is an environment where students can observe and imitate during practice. Therefore, this

application follows the ideology of creating a private supportive space for themselves, allowing them to experience less anxiety and feel freer to speak without the fear of making mistakes. Research also shows that students experience reduced anxiety and increased their confidence when they use ChatGPT Voice (Campoverde Balla & Valdiviezo Ramírez, 2025).

In practice, ChatGPT Voice can be integrated into communicative tasks. For example, learners may role-play by interacting with ChatGPT as if it were a travel agent, an interviewer, or a friend. Because the AI adapts to the student's level, it provides scaffolding and introduces vocabulary in context, which is consistent with CLT's focus on meaningful input.

Finally, CLT values fluency as much as accuracy. ChatGPT Voice supports fluency because learners can speak freely on any topic without the time pressure of class. This type of active, student-centered practice reflects CLT's main goal: communication as the heart of language learning (Savignon, 1997)

2.3 Theoretical Basis

This study draws on two learning theories to explain why ChatGPT Voice can help learners such as Constructivism (Piaget) and Sociocultural Theory (Vygotsky).

Constructivism Learning Theory (Piaget). Constructivism emphasizes that students actively build knowledge through experience and reflection rather than passively receiving information (Piaget, 1972). In learning, there is the process of assimilation, where a person integrates new experiences into existing knowledge. This goes hand in hand with accommodation, which involves adjusting previously acquired knowledge in relation to new information.

In language learning, constructivism can address aspects such as experimentation and reflection for the internalization of linguistic structures. With ChatGPT Voice, students can

actively participate because this application allows them to perform activities such as describing images, formulating questions, and recalling vocabulary. These are characteristics that AI can encompass thanks to its ability to address topics as stories, experiences, or tasks, with its evaluative aspect being key to learning. Furthermore, the AI's real-time responses complement students' language production, reflecting Piaget's assimilation-accommodation cycle.

Constructivism also highlights individual differences. Each learner interprets feedback based on prior knowledge and interests, allowing for personalized practice and stronger connections between new and existing knowledge (Sarbah, 2020). In this way, ChatGPT Voice promotes experiential, learner-centered practice.

Sociocultural Theory (Vygotsky). Vygotsky's sociocultural theory emphasizes the importance of social interaction in learning. The Zone of Proximal Development (ZPD) is considered a gap between a student's ability to learn independently and what they can achieve with more advanced guidance. This support comes from a “more knowledgeable other” (MKO) in this case, it is usually a teacher or peer, who provides scaffolding until learners can perform independently (Scott & Palincsar, 2013).

In the digital context, ChatGPT can be likened to a Model of Knowledge (MKO), as it provides instant feedback and models correct language according to the student's level. For example, if a student makes grammar or pronunciation mistakes, ChatGPT Voice can help them understand the correct way to say a phrase, acting as a guide within their Zone of Proximal Development (ZPD). Given this, it's easy to see that each conversation is an opportunity to progress slightly beyond their current level and foster interactive development for the student and their skills.

Studies show that ChatGPT can offer a teaching approach similar to human tutors, combining responsiveness with extensive language knowledge (Stojanov, 2023). Its supportive environment is essential to reduce anxiety and allow students to practice without fear of making mistakes (Campoverde Balla & Valdiviezo Ramírez, 2025).

In practice, ChatGPT Voice aligns with Vygotsky's theory by creating a social context for practice, even with an artificial partner. It adapts to the learner's ZPD by modifying input complexity, giving support until the learner can perform tasks independently. For instance, learners may role-play with ChatGPT as a travel agent or friend, receiving guidance as needed.

2.4 Legal Basis

Constitución de la República del Ecuador

Article 27 of the *Constitución de la República del Ecuador (2008/2021)* establishes that:

“La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar” (Constitución de la República del Ecuador, 2008/2021, art. 27).

This article emphasizes that education should focus on the holistic development of the human being, with key factors such as inclusion, participation, and quality rather than being fundamental. It is here that critical thinking and the development of competencies gain strength for overall growth. Taking this into account, technological resources such as ChatGPT Voice

become valuable tools for developing communicative skills in English, collectively serving as a strategic ally that brings innovation and quality to the academic sector.

Consejo de Educación Superior (CES)

According to *Article 130 of the Ley Orgánica de Educación Superior (LOES)*, issued by the Consejo de Educación Superior (CES) (2010):

“El sistema de educación superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo” (Consejo de Educación Superior, 2010, Art. 130).

This article explains that higher education must ensure academic and professional formation with innovation and scientific vision. The inclusion of artificial intelligence in education, such as ChatGPT Voice, supports this mission by offering learners innovative opportunities to improve their English-speaking skills. In this way, AI tools can be considered part of the technological resources that contribute to the development of higher education and the improvement of students' learning outcomes.

2.5 Definitions

Speaking Skills: Speaking Skill, which is the ability to communicate ideas orally. In language learning, speaking skills means pronunciation, appropriate vocabulary, grammatical accuracy, and fluency (speaking smoothly). It allows the interaction with others effectively and expressly thoughts. Speaking skills involve both producing language (talking) and interacting

(responding and asking questions). Strong speaking skills mean a learner can discuss topics, narrate experiences, or engage in conversation in English with relative ease.

ChatGPT Voice: ChatGPT Voice is an AI platform feature that allows users to interact with the application via voice, providing spoken responses instead of just text. ChatGPT Voice utilizes voice recognition technology, a significant and important feature for oral practice. This application allows students to converse with the AI using voice commands, while also having the freedom to ask questions and receive answers tailored to their needs. This creates an intuitive interface similar to talking with a person. In our context, “ChatGPT Voice” refers to using ChatGPT’s voice features as a tool for English speaking.

Artificial Intelligence (AI): The way it has evolved is a Computer technology based where machines can perform tasks by mimicking human behavior. An AI is capable of making decisions and solving problems thanks to its understanding of various subjects. In the context of language learning, AI is considered software capable of processing language and providing human-like responses; therefore, AI offers a way to engage in conversation. According to Xu and Xue (2024), artificial intelligence is applied in many fields, demonstrating its broad capacity to perform complex tasks, leveraging features such as perception, reasoning, and learning. These characteristics enable AI to assist people in solving problems and completing tasks effectively.

EFL (English as a Foreign Language): The term EFL refers to students learning English in a country where it is not the primary language. For example, in Ecuador, a Spanish-speaking country, English is a foreign language and is often taught in many schools. EFL focuses on learning English for international communication, whether for academic purposes or everyday use within the community. These learners typically attend English classes in their home country and use the language for travel or to further their knowledge.

Language Anxiety: Feelings of nervousness or fear specifically related to the use of a foreign language. Often it is called “speaking anxiety” in oral context, this situation can cause hesitation in students. They could also forget words or feel panic when they try to speak English. As Tridinanti (2018) notes, learners with high levels of anxiety may have difficulties in developing their speaking ability. Language anxiety may come from psychological factors such as fear of making mistakes, being judged, or not understanding others.

Self-Confidence (in speaking): Basically, it is a learner’s belief in their own ability to communicate in English. A high self-confidence in speaking skills is willing to take risks in conversation. According to Tridinanti (2018), self-confidence is positively correlated with speaking achievement: students who are confident tend to perform better in speaking tasks. Self-confidence helps reduce anxiety and encourages more practice. Building confidence is therefore an important goal of language teaching, as confident students participate more and improve more quickly.

Chapter III

Methodological framework

3.1 Method

3.1.1 Qualitative Research

This project consisted of qualitative research that focused on the experiences of students from the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) program at the Universidad Estatal Península de Santa Elena (UPSE). The purpose is to explore how these students, from different levels of the major, perceive and use ChatGPT Voice to practice English speaking. Qualitative research is the most common method in education because it collects and interprets words, rather than numbers, and focuses on the meanings participants attribute to their experiences (Sundler et al., 2019)

Qualitative research is guided by some important criteria that guarantee validity. These include:

Justification and Clarification: making clear why the method is chosen.

Representativeness: ensuring that the participants reflect the phenomenon.

Reflexivity and Evaluative Rigor: the researcher reflects on his role and maintains quality.

Transferability: the results may be applied in similar contexts.

According to Tenny et al. (2022), qualitative research collects data about individuals' perceptions and experiences. It answers how and why questions rather than how many or how much. In simple terms, it helps to understand people's feelings in detail. For this reason, it is appropriate for this project, because the aim is to know how students at UPSE describe their

confidence, fluency, vocabulary, and anxiety when practicing with ChatGPT Voice through interviews.

3.2 Type of Research

3.2.1 Phenomenological Studies

“Phenomenology is commonly described as the study of phenomena as they manifest in our experience, of the way we perceive and understand them, and of the meaning they have in our subjective world” (Neubauer et al., 2019). In simple terms, phenomenology is the study of lived experience. By studying a personal experience, new insights can appear and help us understand it better.

In this study, phenomenology is used to understand how students experience speaking practice with ChatGPT Voice. The focus is not on numbers or scores, but on their feelings and personal views. This method is chosen because it can capture the main meaning of their experiences (Moon et al., 2025).

The purpose is to recognize the difficulties and advantages that students find when they use ChatGPT Voice, for example, less anxiety, learning new words, or practicing pronunciation. By looking at these experiences, the research shows what this tool means for them. In this way, phenomenology makes it possible to explore the personal meanings that students connect with the practice. With detailed interviews, the study will give space to their voices and create a deeper understanding of how ChatGPT Voice is part of their language learning.

3.3 Data Collection Techniques

3.3.1 One-on-one Interview

The interviews are fundamental tools in this project because they allow students to share their perceptions, ideas, and reflections in their own words. They provide flexibility to obtain

detailed information that might not appear in other methods, and they adapt to the context of each participant.

According to Stofer (2019), one-on-one interviews are a common technique in social research and allow for depth in understanding people's experiences. In this project, interviews will be conducted virtually through Zoom, which is now a widely accepted and effective tool for qualitative studies. Studies have found that online interviews allow good interaction, cost-effectiveness, and convenience for participants (Gray et al., 2020).

Each interview will last between 10 and 15 minutes. The sessions will be semi-structured, meaning there will be a guide with prepared questions, but follow-up questions will also be used depending on what the student says. This gives participants freedom to speak and ensures that rich data can be collected. With interviews, students can explain in detail what it is like to practice with ChatGPT Voice, what difficulties they face, and how they feel during the process.

3.4 Instrument

3.4.1 Questionnaire

The instrument used is a semi-structured questionnaire designed as an interview guide. A questionnaire in qualitative research is not a survey with closed answers but a list of guiding questions to keep the interview focused. According to Taherdoost (2022), questionnaires help researchers collect information in an organized way and ensure the study stays relevant.

The questionnaire for this study consists of eight open-ended questions. The interview begins in a relaxed atmosphere, with the researcher asking introductory questions about the student and their learning process to build trust. Following this, the purpose of the questions is explained, and the interview proceeds to explore how students in the PINE program at Universidad Estatal de la Península de Santa Elena (UPSE) use ChatGPT Voice. Furthermore,

the interview explores the emotions students experience, improvements in fluency and vocabulary, and strategies they can share for better use of the application, allowing for a deeper understanding of its impact on language learning.

The answers will be recorded, transcribed, and analyzed later. The questionnaire was reviewed to ensure clarity and that the questions are related to the study's goals.

3.5 Type of Question

3.5.1 Open-Ended Questions

Open-ended questions are essential in phenomenological research because they allow participants to express themselves without limitations. Instead of simply answering “yes” or “no,” students can explain their personal experiences. According to Weller et al. (2018), open-ended questions allow researchers to collect more in-depth and realistic information.

In this study, the questionnaire is designed to allow students to share their experiences with ChatGPT Voice in detail. The focus is on capturing not only their progress in English learning but also other aspects like their emotions, challenges, and personal perspectives.

3.6 Data Collection, Processing, and Resources

The process of data collection will follow ethical and systematic procedures.

Basic Questions	Explanation
What?	To collect participants' descriptions and reflections on their experience with ChatGPT Voice.
Where?	At UPSE, with students enrolled in PINE from different courses.
When?	Academic year 2025–2026.
How?	One-on-one interviews conducted virtually through Zoom. Each session will be recorded (with prior consent), then transcribed for analysis.

Why?	To understand what ChatGPT Voice means to students and how it supports or challenges their speaking practice.
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3.7 Population and Sample

In this study, the population consists of five students from the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) program at UPSE. All of them are English learners who have experimented with ChatGPT Voice for academic purposes.

The sample will include five students who were selected using purposive sampling. This method allows for the selection of participants based on characteristics related to the project. These students belong to different courses of the PINE program and share the common characteristic of having used ChatGPT Voice. Purposive sampling is frequently used in qualitative research to ensure that participants provide relevant and thorough information (Bouncken et al., 2025).

By selecting five students from different semesters, the study aims to capture diverse perspectives. The sample size is sufficient for an in-depth study, especially to uncover common patterns and themes.

Chapter IV

Analysis of Findings

4.1 Brief Explanation of the Findings

The interviews with five English as a foreign language (EFL) students revealed both benefits and challenges of using ChatGPT Voice for speaking practice. Participants said the tool created a safe, friendly environment where they could speak without fear of judgment. One student noted that the AI “never seemed impatient,” so they could make mistakes and try again, which made learning relaxed and less stressful. Students reported that immediate feedback, like repeating words and offering corrections, helped them notice grammar errors and improve pronunciation. This reduced anxiety and increased their confidence (Shao, 2025). After regular practice they observed gains in fluency, pronunciation, and vocabulary. They also practiced daily with short exercises at home. Spontaneous conversations, requests for clarification, and asking for synonyms helped them learn words in context. Repeating intonation and stress made their speech clearer and more natural. Several participants said they now build sentences better and sustain dialogues about everyday topics, boosting communicative competence. However, limitations appeared: technical issues such as voice recognition errors sometimes interrupted sessions and caused frustration. They also feel nervous or anxious, especially before native speakers or more fluent classmates. Using ChatGPT Voice diminished these feelings and fostered motivation to speak more. Overall, their reflections show that AI tools can be a support in language learning, specially to develop critical thinking and hard situations like authentic and real interaction.

4.2 Interpretation of Data from the Interview

1. Question number one was: What are the main difficulties you face when you speak English? Students said they have both emotional and language difficulties. Anxiety, shyness, and limited vocabulary make it hard for them to speak fluently and join class activities. They also mentioned problems with pronunciation and grammar insecurity, especially under pressure, which lowered their confidence and reduced motivation and participation in class.

These results match previous research. Kulsum et al. (2025) explain that limited vocabulary, pronunciation mistakes, and grammar errors, together with anxiety, are still big challenges for EFL learners, reducing class participation and overall communication, especially in school settings.

2. Question number two was: In what ways has ChatGPT Voice helped you overcome those difficulties? Students agreed that ChatGPT Voice gives a safe and supportive environment to practice English without fear of criticism. This space reduces anxiety and encourages trying out grammar, vocabulary, and pronunciation. Role-playing, dialogues, and immediate corrections improve fluency, accuracy, and confidence in both academic and personal situations.

Research supports this. Carrera Núñez et al. (2025) note that personalized feedback and pressure-free practice help improve various speech skills such as pronunciation, grammatical accuracy, and willingness to communicate, which boosts confidence and reduces fear of judgment in different learning environments.

3. Question number three was: How is practicing with ChatGPT Voice different from other methods you have tried? Students highlighted factors such as the flexibility, dynamism, and personalization of ChatGPT Voice. Unlike strict schedules or general-feedback

apps, ChatGPT adapts to each learner's needs, allowing practice anytime and giving specific corrections. They also mentioned emotional comfort because social pressure is removed, promoting natural and spontaneous interactions.

These points are supported by Salsabil et al. (2025), who say AI practice tools simulate real-time conversations and offer individualized learning that goes beyond traditional classes and general apps, supporting autonomous learning.

4. Question number four was: What emotions do you feel when you speak

English? Most students said they feel negative emotions like anxiety, nervousness, and fear of mistakes, especially in front of peers or native speakers. Frustration and embarrassment appear when the ideas are not clear. However, successful communication brings pride. Practice with ChatGPT Voice reduces negative feelings and replaces them with confidence and motivation.

Research shows that anxiety and fear of negative evaluation are common in language learners, but supportive learning environments reduce these effects, helping long-term participation (Suparlan, 2021).

5. Question number five was: What impact has ChatGPT Voice had on your confidence when you speak English? Students reported big improvements in confidence. Regular practice in a safe space allowed them to use new vocabulary and improve pronunciation without fear. Now they speak more spontaneously in class and feel comfortable using English in professional situations. Personalized feedback improved fluency and encouraged active participation.

Carrera Núñez et al. (2025) support this, saying that individualized, low-pressure practice promotes more confidence, fluency, and willingness to join communication activities, giving measurable progress.

6. Question number six was: Ever since you have been using ChatGPT Voice, have you experienced that your confidence in English Speaking has improved? Students said their confidence grew through regular practice. At first, they were a little shy, but over time they acquired a more fluent and natural language. ChatGPT Voice helped them prepare better for presentations and speak more accurately about a variety of topics, turning initial insecurity into confidence.

Celik et al. (2025) emphasize that continuous practice in combination with AI tools changes the level of confidence in a positive way. This strengthens oral skills and supports students' ability to communicate more effectively over time.

7. Question number seven was: What activities and strategies do you use with ChatGPT Voice to improve your English Speaking? Students practiced conversations about daily routines, hobbies, or news, simulated real-life situations like interviews or ordering food, and focused on pronunciation by repeating words slowly. They also asked for corrections and feedback after speaking, combining informal practice with structured exercises, making ChatGPT a flexible and personalized tutor.

Edmett et al. (2024) say AI tools provide immediate feedback on vocabulary, grammar, and pronunciation, adapt to learners' needs, and act as effective virtual tutors for improving speaking, while encouraging deliberate practice.

8. Question number eight was: What speaking skills have you improved with ChatGPT Voice? Students reported improvements in fluency, vocabulary, grammar, and

pronunciation. They speak more naturally, pause less, and copy intonation better. Overall, both individual skills and communicative competence were strengthened; in terms of vocabulary and grammar, these aspects were enhanced thanks to the feedback provided by ChatGPT Voice.

Salsabil et al. (2025) support these results, they note that learners who use AI tools make significant progress in fluency, vocabulary, and pronunciation, showing better oral performance at different levels of the language.

4.3 Table 1

Students' perceptions regarding the use of ChatGPT Voice in English teaching, particularly in the development of speaking skills

Questions	Answers	Authors
What are the main difficulties you face when you speak English?	Limited vocabulary and grammar gaps, poor pronunciation, shyness and fear of making mistakes. Students reported feeling nervous and anxious about speaking and tended to hesitate or remain silent.	These difficulties are well-known in EFL contexts. For example, Kulsum et al. (2025) list limited vocabulary, grammar, and pronunciation issues, plus low confidence and anxiety, as key speaking barriers
In what ways has ChatGPT Voice helped you overcome those difficulties?	ChatGPT Voice offers a patient, non-judgmental practice partner. Students could practice repeatedly without fear, receive on-the-spot feedback on errors and pronunciation, and thus gradually build skills.	Carrera Nuñez et al. (2025) highlighted that ChatGPT Voice reduces anxiety because learners feel confident and not judged.
How is practicing with ChatGPT Voice different from other methods you have tried?	ChatGPT Voice is available anytime, offering interactive, personalized conversation. Unlike fixed drills or peer practice, it adapts to the learner's level and provides instant feedback, creating a more dynamic experience.	Salsabil et al. (2025) showed that ChatGPT simulates real-time conversations, something that creates a more interactive environment than conventional methods.
What emotions do you experience when you speak English?	Anxiety, nervousness, fear of errors and judgment were the most common emotions. Some students feel self-conscious or frustrated when they cannot express something themselves.	Suparlan (2021) identified speaking as the most anxiety-provoking skill for EFL learners, often linked to fear of mistakes.

4.4 Table 2

Students' perceptions regarding the use of ChatGPT Voice in English teaching, particularly in the development of speaking skills

Questions	Answers	Authors
What impact has ChatGPT Voice had on your confidence when you speak English?	Increased confidence: most students felt noticeably more self-assured and willing to speak. Many said they now volunteer more often and are less afraid of errors	Carrera Núñez et al. (2025) found that ChatGPT Voice practice increased learners' confidence by reducing the fear of making mistakes.
Ever since you have been using ChatGPT Voice, have you experienced that your confidence in English Speaking has improved?	Yes, all five students confirmed growing confidence over time. They reported going from hesitant to more fluent and relaxed; one student noted she now chats freely on topics she used to avoid.	Celik et al. (2025) reported that ChatGPT's feedback motivated learners to repeat exercises, increasing their confidence over time.
What activities and strategies do you use with ChatGPT Voice to improve your English Speaking?	Students engaged in self-directed practice: they held free conversations on chosen topics, used role-play scenarios (e.g. ordering food), and asked ChatGPT to correct or repeat phrases for pronunciation practice.	Edmett et al. (2024) emphasized that AI provides real-time feedback on pronunciation, grammar, and vocabulary tailored to individual learners.
Question number eight was: What speaking skills have you improved with ChatGPT Voice?	Fluency and pronunciation were most improved. Students reported smoother speech with fewer pauses, and clearer pronunciation/intonation after practice. Vocabulary expansion and better grammar were also noted.	Salsabil et al. (2025) documented that learners using ChatGPT Voice significantly improved their fluency and vocabulary in speaking English.

Chapter V

Conclusions and recommendations

The main goal of this research was to explore the potential of ChatGPT Voice to improve English-speaking skills in EFL learners (PINE's major) and how it helps them overcome the most common challenges when they speak English. Drawing on the results obtained from the interviews and the literature review, it is possible to present conclusions and recommendations that contribute to the understanding of this application in the language learning process, and how helpful this tool can be for practice and overcoming barriers. Also, the study shows that ChatGPT Voice helps learners practice by themselves, fostering their confidence in academic and authentic situations.

5.1 Conclusions

To begin with, it is important to highlight that previous studies have shown that EFL learners often face difficulties with oral expression due to various communication challenges (Nugroho et al., 2024). These issues prevent them from participating frequently because of fear of making mistakes and a lack of confidence when they speak English. These findings confirm that ChatGPT Voice can help address these problems, where aspects such as instant feedback, real conversational practice, and a supportive environment reduce students' anxiety and improve their overall speaking performance.

Furthermore, it should be noted that one of the most important findings is that the tool creates a safe and friendly environment where students can practice with confidence, reducing their anxiety and fear of making mistakes. This emotional comfort increases their motivation to speak and develop active participation.

The students also said that using ChatGPT Voice is very useful because it helps them know if their speech is clear for the listener and if their pronunciation and word choice are correct. This part of self-checking helps them notice their own mistakes and think about how they speak. In this way, they can learn more independently and improve step by step in their speaking skills.

In addition, I observed that the PINE students also reported an increase in their self-confidence after practicing regularly. They felt more capable of starting conversations, using new vocabulary, and responding to different situations more frequently. According to them, the immediate feedback offered by ChatGPT was one of the most valuable features, as it helped the students correct their pronunciation and detect grammatical errors. Something interesting was that one student used ChatGPT Voice in specific situations, like preparing for job interviews, academic presentations, or professional conversations. Learning specialized vocabulary for real-life situations improved fluency and communication skills.

Moreover, it is essential to mention the flexibility offered by ChatGPT Voice. The PINE students mentioned that it can be used to practice anytime and anywhere, which promoted their independence and continuous progress. They also mentioned that activities such as free conversations, role plays, and vocabulary exercises made learning more authentic and closer to real communication.

5.2 Recommendations

To begin with, it is highly recommended that students are encouraged to use ChatGPT Voice regularly as part of their independent learning routine. Creating a regular practice schedule and focusing on specific skills such as pronunciation, vocabulary, or fluency can help them progress more quickly.

Additionally, it is recommended to use ChatGPT Voice with a variety of communicative activities. These activities include telling stories, debating topics, or describing everyday situations, with the aim of improving clarity and expression in a broader way. This is especially practical when the topics are related to their personal interests or future goals. For example, they can practice conversations about travel, daily routines, or professional situations. This kind of practice with ChatGPT Voice is considered relevant and helps connect the language to real contexts, something that makes their speaking practice more natural and advantageous.

It is important to emphasize that requesting feedback during conversations is another useful strategy, as it allows students to identify their mistakes and have a clear idea about their progress over time. This feedback helps them reflect on their performance and development in speaking skills.

It is also advisable for students to combine ChatGPT practice with opportunities to speak with classmates, teachers, in-class oral activities, or native speakers if possible. This combination of autonomous practice and real communication will make their progress faster and more effective.

In conclusion, ChatGPT Voice is a powerful tool for students learning English as a foreign language. With regular use and clear goals, it enhances fluency, builds confidence, and promotes independent and effective language learning.

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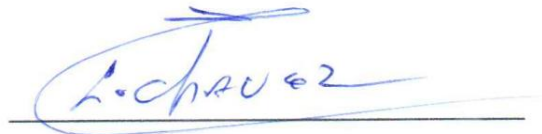
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Annexes**Annex A: Certified Anti-plagiarism System****Certificado Sistema Anti Plagio****001-TUTOR LACHG-2025**

En calidad de tutor del trabajo de titulación denominado “**CHATGPT VOICE AS A RESOURCE TO ENHANCE SPEAKING SKILLS IN EFL LEARNERS**” elaborado por el estudiante Limón Méndez Daniel Alejandro, de la Carrera de Licenciatura en inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena previo a la obtención del título de Licenciado en inglés, me permito declarar que una vez analizado en el sistema anti plagio **COMPILATIO**, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **10%** de la valoración permitida, por consiguiente, se procede a emitir el presente informe.

Particular que comunico para los fines pertinentes.

A handwritten signature in blue ink, appearing to read "L. Chavez", is written over a horizontal line.

Chávez Gonzabay Leonardo Augusto, MSc

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Pasajes en los que parte del vocabulario utilizado no forma parte del diccionario de la lengua. Puede tratarse de un intento del autor de modificar el texto para evitar ser detectado. *Incluido en el porcentaje*

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Annex B: Questionnaire

ChatGPT Voice as a Resource to Enhance Speaking Skills in EFL Learners.

Objective: To describe PINE students at UPSE's perceptions of ChatGPT Voice and identify the speaking strategies and skills they developed through its use.

Questionnaire

1. What are the main difficulties you face when you speak English?
2. In what ways has ChatGPT Voice helped you overcome those difficulties?
3. How is practicing with ChatGPT Voice different from other methods you have tried?
4. What emotions do you feel when you speak English?
5. What impact has ChatGPT Voice had on your confidence when you speak English?
6. Ever since you have been using ChatGPT Voice, have you experienced that your confidence in English Speaking has improved?
7. What activities and strategies do you use with ChatGPT Voice to improve your English Speaking?
8. What speaking skills have you improved with ChatGPT Voice?

Annex C: Questionnaire Results

Interviewee 1

Questions	Answers
1. What are the main difficulties you face when you speak English?	The main difficulties I face when I speak English, apart from nervousness—which is a key factor that I perhaps still need to control well—are lack of vocabulary and some pronunciation errors, because I can handle various grammatical structures when I speak in that language.
2. In what ways has ChatGPT Voice helped you overcome those difficulties?	ChatGPT Voice has helped me in many ways. It lets me practice speaking in a natural way and in different situations. So, I can learn more words and improve with pronunciation because I can listen and repeat the words correctly. This makes me feel a little more confident. I think it is a very good tool to practice freely without fear, and it helps me improve in the parts that are difficult for me.
3. How is practicing with ChatGPT Voice different from other methods you have tried?	Practicing with ChatGPT Voice is different from other methods, such as regular classes or apps, because it gives you personalized feedback on areas for improvement. So, you can receive opinions clearly. Unlike regular classes or apps, the feedback tends to be more general, and I can practice whenever I want.
4. What emotions do you experience when you speak English?	When I speak English, I often feel nervous and anxious, but I try to control it so I can express myself. However, practicing with ChatGPT Voice Chat has helped me gain a little more confidence.
5. What impact has ChatGPT Voice had on your confidence when you speak English?	I consider it has had a positive impact on my confidence when speaking English because, thanks to the constant feedback from each practice session, I have improved my vocabulary and pronunciation, which has made me a little more confident when expressing myself in English during classes. Now I tend to participate a little more and speak more naturally and fluently.
6. Ever since you have been using ChatGPT Voice, have you experienced that your confidence in English Speaking has improved?	Yes, I have noticed more confidence when I speak English. For example, I now tend to participate more in class and answer questions with a little more fluency. I think that regular practice and the feedback provided by this application have strengthened my vocabulary, pronunciation, and confidence.

7. What activities and strategies do you use with ChatGPT Voice to improve your English Speaking?	The activities I practice most often are: role-plays, picture descriptions, question-and-answer exercises, and pronunciation exercises where I repeat words or phrases many times. On the other hand, I use strategies like repetition, imitation, and self-correction. With ChatGPT I improve my fluency, pronunciation, and vocabulary.
8. What speaking skills have you improved with ChatGPT Voice?	I have improved skills such as fluency, as I can express myself more naturally and organize my ideas better, and pronunciation, by listening and repeating words correctly. On the other hand, I have also strengthened my vocabulary through constant practice in different contexts, and my grammar by applying the structures I already know with greater confidence. All of this has helped me gain more confidence when I express myself.

Interviewee 2

Questions	Answers
1. What are the main difficulties you face when you speak English?	From my perspective, I believe that the difficulties I encounter are due to a lack of vocabulary. When you have no idea how to say a word in another language, you simply get nervous, and at the same time, it limits your fluency.
2. In what ways has ChatGPT Voice helped you overcome those difficulties?	ChatGPT has helped me by providing corrections and the correct vocabulary when I use it, which means I have expanded my vocabulary and gained confidence as I can speak more fluently.
3. How is practicing with ChatGPT Voice different from other methods you have tried?	I can mention that it has a different method, since when you speak, you can realize whether what you are saying is understandable, as well as the correct sound for the word, and whether the word you are using is accurate in terms of what you want to say.
4. What emotions do you experience when you speak English?	In this case, if I use my English with people I know, the environment gives me the confidence I need to come up with ideas immediately. On the other hand, if I am with native speakers or people who are fluent in the language, I get nervous and embarrassed because my brain goes into shock trying to process what to say and whether my response is correct.

5. What impact has ChatGPT Voice had on your confidence when you speak English?	It has had a significant impact, because the corrections you give me are necessary for me to speak fluently. In fact, I feel more confident when I speak with other people.
6. Ever since you have been using ChatGPT Voice, have you experienced that your confidence in English Speaking has improved?	I absolutely agree. My confidence has improved since I started using ChatGPT Voice. In fact, by learning the necessary vocabulary, it is easier for me to understand different contexts in different situations.
7. What activities and strategies do you use with ChatGPT Voice to improve your English Speaking?	I have used activities such as role-plays of interviews or everyday conversations, and as strategies, I have focused more on repetition and imitation to gain fluency and vocabulary recall in using new words in sentences.
8. What speaking skills have you improved with ChatGPT Voice?	The skills I have improved are speaking to communicate effectively and concisely, as well as understanding the context of the message in a real-life situation

Interviewee 3

Questions	Answers
1. What are the main difficulties you face when you speak English?	The main difficulty I face when I speak English is a lack of fluency and a limited vocabulary. I sometimes struggle to express my ideas clearly, or I can't find the right words. I used to have some grammatical difficulties, which made me feel less confident in real conversations.
2. In what ways has ChatGPT Voice helped you overcome those difficulties?	ChatGPT Voice has been incredibly helpful in my process to overcome these difficulties. It has allowed me to practice very well, because it provided a way to learn new vocabulary and synonyms for different contexts. For instance, I can adapt this vocabulary learned for a job interview, which helps me learn specialized terms.

3. How is practicing with ChatGPT Voice different from other methods you have tried?	Practicing with ChatGPT Voice is very different from other ways I have tried because it gives quick and easy help. Unlike normal classes or other apps, it can change the topic and words fast to help me with what I need. It also gives me personal feedback and can talk like a real partner in different situations, like small role-plays. This is better than only studying grammar books or talking with the same person all the time.
4. What emotions do you experience when you speak English?	Initially, when I began speaking English, I would feel a bit of nervousness and uncertainty. However, as I've gained more experience and practiced with the application, those feelings have been replaced with a growing sense of confidence and motivation. Now, I feel more tranquil and eager to speak.
5. What impact has ChatGPT Voice had on your confidence when you speak English?	Since I started using ChatGPT Voice, my confidence when I speak English has improved a lot. I feel much more secure and less afraid of making mistakes. This has encouraged me to participate more in classes and in my professional life as a teacher, as I feel I can express myself more naturally and with greater fluency.
6. Ever since you have been using ChatGPT Voice, have you experienced that your confidence in English Speaking has improved?	Yes, I have definitely experienced a significant improvement in my English-speaking confidence. For example, as a teacher, I now feel much more comfortable using English in my professional life. Before, I was hesitant to lead conversations in English, but now I can do so with greater ease and a richer vocabulary. This new confidence has also helped me in interactions with native speakers.
7. What activities and strategies do you use with ChatGPT Voice to improve your English Speaking?	I use several activities and strategies with ChatGPT Voice to improve my English speaking. I often engage in role-plays for specific situations, like job interviews or professional meetings, to practice relevant vocabulary. I also practice storytelling to improve my narrative skills and picture description to enhance my ability to describe scenes and events in detail. These activities, combined with the continuous feedback, have been highly effective.
8. What speaking skills have you improved with ChatGPT Voice?	Since I started using ChatGPT Voice, I have improved my speaking skills a lot. The biggest change is my fluency because now I can speak more easily and make fewer pauses. I also learned many new words and their meanings in different situations, which helps me understand better. In general, this practice also helped me use grammar better and pronounce words more naturally.

Interviewee 4

Questions	Answers
1. What are the main difficulties you face when you speak English?	As a university student, one of my main difficulties when I speak English is the lack of vocabulary. Sometimes I know what I want to say in Spanish, but not in English. Another challenge is pronunciation, especially with words that sound very different from how they are written. I also feel nervous and lose fluency when I have to speak in front of my classmates.
2. In what ways has ChatGPT Voice helped you overcome those difficulties?	ChatGPT Voice has helped me a lot to overcome these problems. I practice speaking more often, and this constant repetition helps me expand my vocabulary. I can listen to the correct pronunciation and repeat those words. I feel less nervous because I can practice privately, fostering my confidence to speak later in class.
3. How is practicing with ChatGPT Voice different from other methods you have tried?	Compared to normal classes or other apps, practicing with ChatGPT Voice feels more natural. In class, I sometimes feel shy, and with apps, the practice is only short or limited. With ChatGPT Voice, I can talk, ask different questions, and practice real-life situations like interviews or simple conversations. It is easier and more fun to use than other ways.
4. What emotions do you experience when you speak English?	At the beginning, I usually feel nervous and sometimes anxious because I don't want to make mistakes. However, when I practice more, I start to feel more confident and even motivated. Speaking English makes me feel proud of myself because I can communicate in another language, even if it is not perfect.
5. What impact has ChatGPT Voice had on your confidence when you speak English?	It has had a positive impact. Since I started using it, I feel more secure when I speak in class and I am not as afraid of making mistakes. Now I participate more actively, and I try to speak with more naturalness instead of just memorizing phrases.
6. Ever since you have been using ChatGPT Voice, have you experienced that your confidence in English Speaking has improved?	Yes, I have. For example, last semester I had to give a short presentation in English. Before, I would have been very nervous, but this time I felt calmer because I had practiced my pronunciation and sentences with ChatGPT Voice. My classmates and professor noticed that I was speaking more fluently and with more confidence.

7. What activities and strategies do you use with ChatGPT Voice to improve your English Speaking?	To improve my English speaking, I use different activities. I practice role-plays, like job interviews or travel talks. I describe pictures to learn more words. I also tell short stories about my life and answer questions to speak faster. My strategies are to repeat and copy until I feel more fluent. I try to use new words in sentences and ask ChatGPT to correct my mistakes.
8. What speaking skills have you improved with ChatGPT Voice?	I have improved my fluency because I speak more without pausing so much. My pronunciation is clearer now, and I have learned new vocabulary to use in future conversations. I also improved my grammar by practicing and getting corrections. Finally, I am better at understanding the context of conversations and responding more naturally.

Interviewee 5

Questions	Answers
1. What are the main difficulties you face when you speak English?	The main problems I have when I speak English are feeling nervous, not knowing many words, and making pronunciation mistakes. I can use grammar well, but sometimes I don't find the right words, and that makes me speak slowly. I also feel shy when I talk in front of other people.
2. In what ways has ChatGPT Voice helped you overcome those difficulties?	ChatGPT Voice has helped me a lot. It lets me practice speaking freely and naturally. I can use new words in different situations. Listening to the correct pronunciation and repeating helps me speak better. It is a safe place to practice without feeling afraid, and it makes me feel more confident and less nervous.
3. How is practicing with ChatGPT Voice different from other methods you have tried?	Practicing with ChatGPT Voice is different from normal classes or apps. It gives me quick feedback and helps me with what I need. I can practice anytime, and it corrects me and gives me ideas to improve. It also lets me practice real situations, like short conversations or questions and answers, which makes learning more fun and useful.
4. What emotions do you experience when you speak English?	When I speak English, I sometimes feel nervous or afraid, especially when I talk to native speakers or classmates who speak better than me. But after practicing many times with ChatGPT Voice, I feel less nervous. Now I am very happy and proud of myself because I can say my ideas more clearly and naturally in English.
5. What impact has ChatGPT Voice had	I think ChatGPT Voice has helped me feel more confident. Practicing often, learning new words, and improving my pronunciation make me

on your confidence when you speak English?	feel comfortable speaking in class and in real life. Now I talk more in class, answer questions better, and speak without thinking too much, which makes me feel confident in speaking.
6. Ever since you have been using ChatGPT Voice, have you experienced that your confidence in English Speaking has improved?	Yes, my confidence has improved a lot. For example, now I speak more freely in class and when I talk with classmates. Practicing a lot and getting feedback has helped me learn new words and grammar. This helps me answer more naturally. I also pause less and feel I can do difficult speaking tasks better.
7. What activities and strategies do you use with ChatGPT Voice to improve your English Speaking?	I practice different activities like role-plays, describing pictures, telling stories, and question-and-answer exercises. My strategies are repeating and copying until I feel fluent, using new words in sentences, and asking ChatGPT to correct me.
8. What speaking skills have you improved with ChatGPT Voice?	I have improved my fluency because now I can say my ideas more easily without long pauses. My pronunciation is a little clearer, and I know more words. I have also improved in grammar and understand better what people mean in conversations.
