



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“TEXT-TO-VOICE CHATBOTS TO ENHANCE SPEAKING SKILLS IN EFL
CLASSROOM”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

Authors: Espinales Macas Angie Nicole

Reyes Zambrano Nallely Celinda

Advisor: Parraga Solorzano Rudy Jonathan, MSc.

La Libertad – Ecuador

2026

Advisor's Approval

In my role as Advisor of the research paper under the title **“Text-To-Voice Chatbots to Enhance Speaking Skills in EFL Classroom”** prepared by **Espinales Macas Angie Nicole** and **Reyes Zambrano Nallely Celinda**, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, 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.

Sincerely,

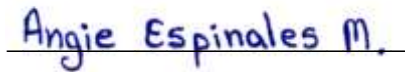
A handwritten signature in blue ink, consisting of several loops and flourishes, is positioned above a horizontal line.

Parraga Solorzano Rudy Jonathan, MSc.

ADVISOR

Statement of Authorship

We, Espinales Macas Angie Nicole, with ID number 2450254285, and Reyes Zambrano Nallely Celinda, with ID 2450016973, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "TEXT-TO-VOICE CHATBOTS TO ENHANCE SPEAKING SKILLS IN EFL CLASSROOM" certify that this study work is our authorship, except for the quotes, statements, and reflections used in this research paper.

A handwritten signature in blue ink that reads "Angie Espinales M." written over a horizontal line.

Espinales Macas Angie Nicole

AUTHOR

A handwritten signature in blue ink that reads "Nallely Reyes" written over a horizontal line.

Reyes Zambrano Nallely Celinda

AUTHOR

Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

Angie Espinales M.

Espinales Macas Angie Nicole

AUTHOR

Nallely Reyes

Reyes Zambrano Nallely Celinda

AUTHOR

Board of Examiners



León Abad Eliana Geomar, MSc.

**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES MAJOR'S
DIRECTOR**



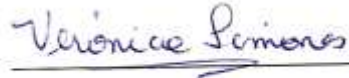
Vera Cruzatti Rossana Narcisa, MSc.

SPECIALIST PROFESSOR



Parraga Solorzano Rudy Jonathan, MSc.

ADVISOR



Limones Borbor Julieta Verónica, MSc.

PROFESSOR, UIC

Acknowledgment I

I thank God and the Virgin of El Cisne for giving me the intelligence and wisdom to complete another stage in my life. I also express my gratitude to my grandparents, my parents, my brother, and my cousin, who have been my greatest support. Thank you for your help, love, and patience; for your example of persevering and never giving up.

Likewise, I thank UPSE for providing me with the knowledge and tools necessary to become a professional. I thank my program director, Eliana León, for always being there, listening to me, and offering advice whenever I had any questions. Thanks also to my thesis advisor, Rudy Párraga, and my professor at UIC, Verónica Limones, who instilled in me their teachings so I could complete this project.

To all my professors, Elena Niola, Ketty Vergara, Leonardo Chávez, Diego Nieto, Rossana Vera, Gabriela Gándara, Jefferson Paguay, Tatiana García, Diana Terán, Xavier Almeida, and Zailin Acosta; my sincerest gratitude for sharing your knowledge and teachings with me throughout my university studies. Thank you for your patience and dedication in helping me develop professionally. Every word you spoke has left a mark on my life and has been the driving force behind my future challenges.

To my thesis partner, Nallely Reyes, who is also a great friend, thank you for your time and dedication in developing this project together. To all my friends, Stefanny Estrada, Christian Soto, William De La Cruz, and Jehily Murillo; who have proven to be excellent companions, thank you for your friendship and for all the time we have shared together.

-Espinales Macas Angie Nicole

Acknowledgment II

First of all, I would like to thank for giving me the health and wisdom to enable me to reach a stage I had longed for so much, and for giving me the strength to carry on despite the difficulties. I would also like to thank my family for the support they have given me throughout this journey. Thank you for believing in me and for your words of encouragement to keep me from giving up.

In addition, I would like to express my sincerest gratitude to each and every one of the teachers who were part of my learning process; thanks to their valuable knowledge and contribution, I too will now be able to pass on the message to future generations.

I would also like to thank my classmates Angie Espinales, Christian Soto, William De La Cruz, Stefanny Estrada and Miquenia Murillo for making this experience even more wonderful. Thank you for the good times and the laughter we shared; you hold a very special place in my heart.

-Reyes Zambrano Nallely Celinda

Dedication I

Reaching this goal would not have been possible without the help of God and the Virgin of El Cisne, who have given me the intelligence and wisdom to complete my university studies.

To mi grandfather, Ángel Macas, who has been watching over me from heaven, I dedicate this achievement. Although he is not present, he will always be in my heart.

To my grandmother, Gladys Torres, who has always been there guiding me with her advice, thank you for your love and for believing in me.

To my mother, María Macas, who has been a fundamental pillar of support in achieving this goal, thank you for your love and understanding.

To my father, Ramón Espinales, who has guided me with his advice and words, thank you for your constant effort and the necessary help you have given me.

To my brother, Anthony Espinales, who was there for me in good and bad times, supporting me so I could keep going.

To my cousin, Maricela Salán, who has been present throughout this process and for her unconditional support.

I dedicate this thesis to all of you, because without your help I would not have been able to complete this goal I have set for myself, and I want you to know that all your effort was worthwhile.

-With love, Espinales Macas Angie Nicole

Dedication II

I would like to dedicate this achievement to God, because without him none of this would have been possible. Throughout this whole process, I have been greatly blessed. I also dedicate this achievement to my mother for always believing in and trusting me. You are, and always will be, my greatest inspiration to keep moving forward.

-With love, Reyes Zambrano Nallely Celinda

Abstract

Developing oral communication skills is one of the greatest challenges faced by second-language learners. However, thanks to constant technological advances, teachers perceive that text-to-voice chatbots are emerging as an educational tool that may support the development of speaking skills and, consequently, the quality of the teaching-learning process. This study aimed to explore the perspectives of five university English teachers regarding the teaching of speaking in EFL classrooms using resources such as ChatGPT and Gemini in its voice function. The present study employed a qualitative method and was based on the principles of phenomenological research. Data were collected using a questionnaire consisting of open-ended questions. The interviews were conducted online via the Zoom platform. The findings reveal that text-to-voice chatbots offer opportunities for English language production, whilst also strengthening aspects such as pronunciation and fluency. However, challenges were also found when using this tool, such as lack of internet access and digital literacy. Although these challenges arose, teachers perceived that these tools create a positive environment which reduces student anxiety and enhances their motivation. The information obtained provides an understanding of technology and its role in education, specifically with text-to-voice chatbots in enhancing oral expression. These findings provide relevant information for future qualitative research.

Key words: Text-to-voice chatbots, speaking skills, artificial intelligence, EFL classrooms, university students.

Resumen

Desarrollar habilidades de comunicación oral es uno de los mayores desafíos que enfrentan los aprendices de una segunda lengua. Sin embargo, gracias a los constantes avances tecnológicos, los docentes perciben que los chatbots de conversión de texto a voz están surgiendo como una herramienta educativa que puede apoyar el desarrollo de las habilidades orales y, en consecuencia, la calidad del proceso de enseñanza-aprendizaje. Este estudio tuvo como objetivo explorar las perspectivas de cinco profesores universitarios de inglés sobre la enseñanza de la expresión oral en aulas de inglés como lengua extranjera utilizando recursos como ChatGPT y Gemini en su función de voz. El presente estudio empleó un método cualitativo y se basó en los principios de la investigación fenomenológica. Los datos se recopilaron mediante un cuestionario con preguntas abiertas. Las entrevistas se realizaron en línea a través de la plataforma Zoom. Los hallazgos revelan que los chatbots de conversión de texto a voz ofrecen oportunidades para la producción del idioma inglés, al tiempo que fortalecen aspectos como la pronunciación y la fluidez. Sin embargo, también se encontraron desafíos al usar esta herramienta, como la falta de acceso a internet y la alfabetización digital. A pesar de estos desafíos, los profesores percibieron que estas herramientas crean un entorno positivo que reduce la ansiedad de los estudiantes y aumenta su motivación. La información obtenida permite comprender la tecnología y su papel en la educación, en particular en lo que respecta a los chatbots de conversión de texto a voz para mejorar la expresión oral. Estos hallazgos aportan información relevante para futuras investigaciones cualitativas.

Palabras claves: Chatbots de conversión de texto a voz, habilidades de expresión oral, inteligencia artificial, aulas de inglés como lengua extranjera, estudiantes universitarios.

Index

Advisor's Approval.....	2
Statement of Authorship	3
Declaration.....	4
Board of Examiners	5
Acknowledgment I.....	6
Acknowledgment II	7
Dedication I.....	8
Dedication II	9
Abstract	10
Resumen.....	11
Introduction.....	16
Chapter I.....	17
The Problem.....	17
Research Topic.....	17
Title of the Research	17
Problem Statement	17
Justification	19
Problem Question.....	21

General Question	21
Specific Questions	21
Objectives	21
General Objective	21
Specific Objectives	21
Chapter II	23
Theoretical Framework	23
Background	23
Pedagogical Basis	25
Constructivism	25
Communicative Language Teaching	26
Role Play	26
Theoretical Basis.....	27
Speaking Aspects	27
Fluency.....	28
Pronunciation	28
Coherence	29
Text-to-voice chatbots	29
ChatGPT	29
Gemini.....	30

Speaking Problems.....	30
Legal Basis.....	31
Constitution of the Republic of Ecuador	31
Chapter III.....	33
Methodological Framework.....	33
Qualitative Method	33
Type of Research	33
Phenomenological Research	33
Data Collection Techniques	34
The Semi-Structured Interview.....	34
Instruments.....	34
Questionnaires.....	34
Open-ended Questions	35
Data Collection, Processing, and Resources	35
Population and Sample	36
Chapter IV	37
Analysis of Findings	37
Brief explanation of the findings	37
Interpretation of data collect from interviews.....	37
Chapter V	43

Conclusions and Recommendations	43
Conclusions.....	43
Recommendations.....	44
References.....	46
Annexes.....	53
Annex A: Certified Anti-Plagiarism	53
Annex B: Questionnaire.....	55
Annex C: Transcription.....	56

Introduction

Developing speaking skills is one of the most challenging aspects of learning English, as effective oral communication requires students to use various linguistic elements such as fluency, pronunciation, interaction style, and vocabulary. Because of this, EFL students often struggle to express themselves orally due to fear of making mistakes and a lack of confidence in using English in real-life situations. Faced with this challenge, teachers are seeking engaging and innovative technological strategies and resources to help students develop their oral skills.

With the advancement of technology, AI has emerged as a new opportunity to enhance English language learning, highlighting chatbots that transform written messages into spoken ones. This may allow students to practice fluency and pronunciation through instant interaction, creating an interactive and flexible learning environment that fosters practice and reduces nervousness and anxiety when speaking in front of others, such as classmates and teachers, thus making their learning more meaningful. Several studies have demonstrated the potential of text-to-voice chatbots to enhance language learning, as they create an engaging learning environment and boost students' confidence to participate orally in the classroom.

Therefore, this research seeks to explore how professors in the Pedagogy of National and Foreign Languages Program at UPSE perceive the integration of this technological tool in their students' speaking skills. This allows them to gather valuable information based on theoretical grounds, its benefits and drawbacks, and gain a better understanding of the use of text-to-voice chatbots in English language teaching. This, in turn, may contribute to understanding how these tools can support students' speaking development.

Chapter I

The Problem

Research Topic

Text-To-Voice Chatbots and Speaking Skills.

Title of the Research

Text-To-Voice Chatbots to Enhance Speaking Skills in EFL Classroom.

Problem Statement

Artificial intelligence (AI) has become an increasingly relevant tool in English language learning. Text-to-voice chatbots help students enhance their English in spoken conversation. These tools allow students to engage in more direct conversations, increasing fluency and boosting confidence compared to traditional methods (Du & Daniel, 2024). Shikun et al. (2024) mention that these tools help students improve their speaking skills and thus achieve greater fluency in the foreign language.

According to research conducted in Asian countries (South Korea, Japan, and China), text-to-voice chatbots help enhance speaking skills in students learning a foreign language. For instance, Kim et al. (2021) investigated the use of text-to-voice chatbots, such as Replika, Andy, and Google Assistant, with 49 university students in South Korea studying English. By incorporating these tools over the course of a semester, the learners enhanced their intonation, communication skills, pronunciation, and stress. Furthermore, students at B1 level also developed greater fluency in oral presentations. The authors also found that the use of artificial intelligence gave them more confidence and assurance in learning English. Therefore, Tai and Chen (2024) noted that elementary school students found themselves more capable of expressing

themselves in the foreign language. These results suggest that text-to-voice chatbots can contribute to the teacher's teaching process, specifically in classrooms with too many students.

In Latin America, the incorporation of these tools into English as a Foreign Language (EFL) learning is still in the experimental stage; however, Mora and Molina (2025) mention that text-to-voice chatbots like ChatGPT help improve oral performance, specifically in pronunciation, communicative confidence, and fluency. According to the studies, participants developed oral activities using ChatGPT as a technique for speaking practice and thus obtaining better linguistic support. The results also indicate a decrease in nervousness when speaking, especially among learners in large classrooms. Furthermore, in countries like Colombia, Chile, and Mexico, there is a need for native English speakers to practice speaking in various contexts. On the other hand, studies indicate that foreign language learning is often based solely on reading and grammar; for this reason, students perform poorly when speaking (OECD, 2023). Mali (2025) suggests that the main problems are teacher training in digital techniques, poor internet connectivity, and a lack of teaching resources. Because of these issues, the use of AI is necessary to help students achieve a better level of English.

In Ecuador, English language proficiency plays a critical role in the lives of the population due to the wide variety of opportunities it offers, such as employment opportunities and strengthening interculturalism, in which Ecuador ranks 90th out of 112 countries globally (Valdivieso & Argudo, 2022). On the other hand, in Latin America, it ranks 18th out of 20 nations. These results are the consequence of a wide variety of factors, including the low quality of education in public institutions.

The development of oral expression is a key factor in ensuring better communication and fluency, yet it is one of the greatest challenges facing Ecuadorian students. This not only affects

their ability to interact with others but also affects the communicative confidence of citizens, which can further hinder the teaching and learning process. According to Mendoza et al. (2024), the teaching process plays a relevant role in the learner's oral ability. Therefore, the factor that will determine the effectiveness of progress in speech is the implementation of an appropriate methodology.

One of the biggest problems preventing students from putting their oral skills into practice is the limitation or lack of opportunities to communicate in real-life situations (Kim et al., 2021). Today there is a wide variety of technological tools available to address this issue, among them text-to-voice chatbots. They are able to simulate a dialogue and provide immediate feedback. The goal of this tool is to provide students with a dialogue with artificial intelligence, which will give them a sense of confidence. Authors such as Valdivieso and Argudo (2022), clarify the importance of implementing communicative approaches and practical skills to enhance oral skills in the English language.

Justification

This research is justified by the high demand for technology in education and its influence on the current generation, as technological innovations are constantly boosting social practices. Among these tools, text-to-voice chatbots have attracted considerable attention due to their effectiveness in enhancing oral communication skills such as pronunciation, fluency, and listening comprehension, among others. It is very important to conduct in-depth research on this valuable tool in order to help both teachers and students understand its perceived contribution and possible implementation in educational contexts.

Currently, there are few studies that support the efficiency of text-to-voice chatbots compared to other tactics for developing speaking skills. The objective of this investigation is to contribute to the repository of research on this innovative tool. To realize this goal, five teachers will be interviewed to learn about their perspectives and experiences working with it and to understand the benefits, challenges, and the process of using text-to-voice chatbots in teaching English oral expression.

This study could help develop more interactive and effective techniques for students at Ecuadorian universities. Moreover, an analysis of this tool will provide in-depth insight into how it could be implemented in the classroom, which will encourage future teachers to incorporate text-to-voice chatbots as a technique for overcoming the challenges of speaking English. This approach may also help students address issues of self-confidence, and create opportunities to practice the language in real-world contexts.

This research belongs to the research line of Innovation in English Language Education because the goal of this study is to conduct an in-depth analysis and gather information on the advantages of this tool for improving the performance of Ecuadorian university students in oral communication. It also aims to understand how artificial intelligence could be integrated into EFL classrooms.

In light of the above, text-to-voice chatbots are an innovative tool that will benefit both teachers and students because they will offer support to teachers in combating traditional teaching methods and ensure interactive learning for English learners. In addition, they provide the possibility to have a dialogue in real time, which is valuable, especially in places where opportunities to interact with English speakers are limited or non-existent.

Problem Question

General Question

- How do text-to-voice chatbots contribute to the development of speaking skills in EFL classrooms?

Specific Questions

- What theoretical aspects support the use of text-to-voice chatbots in EFL speaking development?
- How do teachers of EFL perceive the role of text-to-voice chatbots on students' oral performance?
- What techniques do EFL teachers implement to integrate text-to-voice chatbots in order to enhance students' oral English performance?

Objectives

General Objective

- To explore EFL teachers' perceptions and experiences regarding the use of text-to-voice chatbots as pedagogical tools to support the development of speaking skills.

Specific Objectives

- To review the theoretical aspects that support the use of text-to-voice chatbots in the development of oral expression in EFL.
- To identify teachers' perceptions of students' challenges and benefits encounter in EFL when using text-to-voice chatbots to practice fluency, pronunciation, and oral interaction.

- To describe the teaching techniques that teachers use when integrating text-to-voice chatbots in the EFL classroom.

Chapter II

Theoretical Framework

Background

This qualitative research is based on the perspectives of several authors. Among them are Kim et al. (2021), whose contributions assert that the use of tools such as text-to-voice chatbots can support students in solving a major problem in English language learning: the lack of practice in oral communication due to the scarcity of opportunities for interaction in real-life situations. These authors also point out that this tool increases students' motivation to speak because it builds a stress-free and reliable environment where students do not feel judged. Their findings indicate that this tool helps enhance speaking skills such as intonation, pronunciation, and accent. Moreover, text-to-voice chatbots offer an entertaining way to learn and teach a new language, thus combating conventional teaching methods.

This study also draws on the insights of Richards (2006), who discussed the relevance of applying a communicative approach to language development. According to the author, students develop language proficiency through meaningful communicative processes, highlighting the importance of providing them with opportunities to practice, so that they can activate their prior knowledge, which makes learning more meaningful.

According to Fitria (2021), students learn better with tools like chatbots, as they have demonstrated progress in expressing themselves more effectively and gaining confidence when speaking. Studies have shown that students felt less nervous when participating in classes. Therefore, they were more self-assured when practicing the language; for this reason, this tool is

necessary to have greater access to learning and to be able to speak in public in order to achieve good fluency when speaking.

Similarly, Huang and Li (2023) mention that text-to-voice chatbots provide immediate and personalized feedback to enhance oral accuracy. Their findings suggest that chatbots allow students to correct their mistakes and improve progressively. Likewise, Zou et al. (2023) suggest that text-to-voice chatbots simulate authentic communication; for example, when students practice with AI, they maintain a low-pressure environment and feel more self-confident, which is beneficial for those who feel insecure when speaking or are afraid of making mistakes.

According to research, the main objective is to use text-to-voice chatbots to reinforce students' English language learning. Tai and Chen (2024) tested the CoolE Bot tool on 85 beginner-level students in Taiwan and obtained positive results in terms of confidence, communication skills, and reduced anxiety when speaking, in contrast to traditional classroom methods. Their research demonstrates the tool's effectiveness in enhancing students' fluency in foreign language. Correspondingly, Fathi et al. (2024) implemented the Andy tool with learners and observed improved fluency, pronunciation, and grammar. As a result, the students overcame their fear of speaking and thus performed better in the classroom. According to Klímová and Seraj (2023), research conducted in China, Taiwan, South Korea, Spain, Egypt, Poland, and Vietnam conducted that text-to-voice chatbots help students learn by developing oral fluency skills and encouraging motivation for learning both inside and outside the classroom.

In the same way, Rahman and Watanobe (2023) stated that the integration of chatbots motivates and engages students in their oral expression, demonstrating greater participation when this technology was incorporated, resulting in a significantly improved approach compared to the traditional method. According to research by Zou et al. (2023), text-to-voice chatbots have

shown that they improve students' natural speaking, allowing them to rehearse repeatedly and receive feedback. This constant repetition enables students to express their ideas clearly.

In summary, previous studies suggest that text-to-voice chatbots may be valuable resources for enhancing the oral skills of English language learners. ChatGPT and Gemini facilitate interactive learning experiences that reduce anxiety, promote student responsibility, and enhance fluency and confidence. Therefore, integrating chatbot technology is an effective aid in developing oral skills in foreign language learning to feel more confident or comfortable expressing yourself to others.

Pedagogical Basis

Constructivism

Efgivia et al. (2021) explain that constructivism is a learning theory that holds that knowledge is not transferred; it is constructed. This means that it is not only formed by what the teacher imparts in class but also acquired through the student's self-learning and experiences. On the other hand, the teacher acts as a facilitator. In this theory, the responsibility for learnings falls on the learner and not specifically on the teacher.

Interaction, engagement, and reflection are crucial elements in the construction of knowledge according to constructivist principles. Technology-based learning aligns with constructivism because it fosters the development of these aspects. This approach promotes student autonomy and, consequently, a commitment to learning and active participation (Abdelatia, 2026). Constructivism is relevant to this research because the development of oral skills depends largely on the student's commitment, since the teacher suggests and facilitates

resources for practice, but it is the learner who must take action in order to see significant progress.

Communicative Language Teaching

Ghafar et al. (2023) argue that Communicative Language Teaching is an approach to second-language instruction that aims to develop communicative skills by providing opportunities for students to practice the language. This helps learners prepare to participate in everyday situations. Another objective is for students to be able to express themselves freely without fear of being judged, which is directly related to the tool for enhancing oral skills being analyzed in this research.

CLT is an approach that requires a great deal of practice, both on the part of the teacher and the student. Ghafar et al. (2023) explain that the design of communicative activities is essential for encouraging students to use the target language. This argument highlights the importance of proper curriculum planning in order to achieve the desired results. Text-to-voice chatbots can be integrated into this approach because these tools enable virtual interlocutors to simulate real-world conversations, provide feedback tailored to the student's level, and identify areas of weakness so that they can be addressed and the student's progress tracked (Vaca, 2025).

Role Play

It is a didactic technique that involves taking on a role related to a specific topic, typically real-life situations. According to Vanisree et al. (2024), incorporating activities that encourage student participation by simulating everyday life significantly enhances fluency and communicative competence. Furthermore, an additional advantage of using this teaching techniques is that students demonstrate increased motivation and academic performance. They

also explain that learners can develop essential skills for language acquisition, such as self-control, metacognitive awareness, and adaptability.

Vanisree et al. (2024) argue that role-play fosters the development of critical soft skills such as problem-solving and critical thinking. This is because, when using this technique, students must analyze various perspectives, confront different scenarios, and consider possible reactions, among other things. As a result, they are exposed to a wide range of vocabulary and expressions that ensure an enriching learning experience.

Theoretical Basis

Speaking Aspects

Oral expression is one of the most important skills in foreign language development, as it allows students to communicate effectively with others. Bhar (2026) explains that speaking does require grammar because without a grammatical structure, good communication is not possible; but in communicative contexts, fluency, meaning, interaction, and intelligibility are also important.

According to Qiao and Zhao (2023), when speaking, students need to integrate sub-skills such as fluency, pronunciation, coherence, and interaction. These skills work together to enable students to express ideas accurately in real-life situations. However, Ur (2024) highlights that speaking this language is complex, as students require greater self-confidence to express their ideas. Therefore, it is necessary to make an effort in speaking to achieve good communication with others in English.

Fluency

This is what students need to be able to speak immediately, without stuttering or using filler words. Nation (2022) also states that fluency should be fast and confident in the subject matter. According to Aubrey (2022), fluency can be acquired through constant practice, giving talks, and participate in translation and interpretation programs; this is how English can be enhanced. Chatbots and AI have been a valuable tool for improving students' fluency, according to teachers' perception, as their consistent, repetitive practice has allowed them to gain confidence and security when expressing their ideas to others (Zou et al., 2023).

Pronunciation

It is one of the key aspects of speaking because it enables effective communication. According to Srakaew (2021), the most difficult part of pronouncing words correctly in English is that, in contrast to other languages, the spelling of a word has no relation to how it is pronounced. As a result, it causes a great deal of confusion for non-native speakers. Studies by Mirza (2025) indicate that clear and precise pronunciation enhances the credibility of the speaker, as it facilitates the listener comprehension. This means that, to avoid misunderstandings, students should focus on pronouncing words correctly.

This aspect is relevant to this research because artificial intelligence tools such as chatbots offer significant support for developing this skill, as they provide interactive and personalized training. According to Yoo and Ahn (2024), combining text-to-voice chatbots with human evaluation can significantly enhance pronunciation among English learners, as it provides more in-depth training rather than mere imitation.

Coherence

One of the biggest challenges faced by learners of a new language is the inability to connect ideas. Tsunemoto and Trofimovich (2024) argue that the components of coherent discourse are a clear structure and the use of discourse markers. Non-native English speakers can achieve coherence through logically structured and organized arguments. Empirical evidence, according to studies by Kang (2022) shows that students who engage in conversations with chatbots make better progress in areas such as accuracy, fluency, coherence, and interaction than those who practice with human interlocutors.

Text-to-voice chatbots

These platforms allow learners to interact in real time as we type. According to Fitria (2021), chatbots are tools that help students practice and develop effective communication skills without fear of speaking. These AI platforms help students improve their pronunciation and fluency. The repetitive nature of AI practice contributes to better English language learning (Alrajhi, 2024). However, Klímová and Seraj (2023) indicate that chatbots motivate students to practice anywhere. This flexible approach helps strengthen the development and learning of the foreign language. Furthermore, Fathi et al. (2024) state that studies indicate chatbots are compatible with all levels of learning that students need to achieve better results and motivate them to participate in class.

ChatGPT

In recent years, research has explored the great potential of artificial intelligence to provide opportunities for interaction and communication in the process of teaching and learning a second language. Huang and Li (2023) argue that traditional teaching limits student's opportunities to practice oral skills because it tends to be teacher-centered; that is, the teacher

speaks and the student listens. As a result, learners have fewer opportunities to apply their knowledge. In this context, ChatGPT is an innovative tool that provides a realistic and effective environment for language practice. Huang and Li (2023) also explain that ChatGPT provides feedback on aspects such as grammar, sentence structure, and the correct use of vocabulary, which allows students to progress in their acquisition of a new language.

Using ChatGPT as a language learning tutor is now a reality, which has also enhanced aspects such as learners' motivation and confidence. Celik et al. (2025) indicate that the use of this tool encourages participation and reduces anxiety. Through consistent practice of oral expression using this tool, students develop an emotional connection that creates a safe space where they feel less judged. It is a promising strategy for learners who suffer from stage fright or self-esteem issues.

Gemini

This tool is a way to communicate through both text and voice. According to the information, Gemini is a support tool for both practice and speaking. Imran and Almusharraf (2024) mention that chatbots allow students to converse anytime, anywhere, helping them develop fluency and self-confidence. Furthermore, students feel less nervous and more capable of learning, as it allows them to speak in any real-life context. For this reason, Gemini offers necessary support for speaking while simultaneously allowing us to identify our mistakes and thus reinforce our speaking skills in the foreign language.

Speaking Problems

Students face any challenges when speaking English, leading to difficulties communicating with others. Aubrey (2022) highlights issues such as fluency, poor pronunciation, and limited vocabulary. These challenges hinder students from clearly expressing

their ideas effectively. Illyin et al. (2021) also asserts that fear of public speaking limits students' participation in class activities. Some students experience anxiety and stage fright when speaking in public, affecting their confidence and ability to speak effectively. Fathi et al. (2024) argue that traditional teaching methods reduce learning because they focus more on grammar than oral communication, resulting in low class participation. However, integrating AI tools like ChatGPT and Gemini has proven beneficial in addressing these challenges in both practice and oral communication. These chatbots help students develop their speaking skills, increasing their motivation and confidence.

Legal Basis

Constitution of the Republic of Ecuador

This study is based on the Constitution of the Republic of Ecuador (2008). This law protects the rights, responsibilities, and penalties of all citizens. Several articles emphasize that education is both a right and a responsibility. Among them are Articles 26, 27, and 28, which explain how the government must guarantee the well-being of its citizens, especially in education.

Article 26 establishes that Education is a right of all citizens throughout their lives and an unavoidable duty of the state. It highlights Education as a priority area of public policy and state investment, ensuring equity and social inclusion, and an essential condition for well-being. It also emphasizes that all Ecuadorians have the right and responsibility to be part of the educational process.

Article 27 states that education emphasizes the human being, thus ensuring their holistic development, to build a standard of social participation and justice within the framework of

human rights, sustainable nature, and democracy; it will be diverse, high-quality, supportive, participatory, compulsory, inclusive, intercultural, and democratic; it will promote gender equality, solidarity, peace, and justice; it will foster art, physical culture, individual and community initiative, critical thinking, and the development of skills and abilities to create and work. Education must be freely accessible to all citizens and constitutes a key pillar for national development.

Article 28 states that education is a fundamental right for all members of society, without exception. It also affirms that individuals should engage with diverse cultures and learn their histories. The State will promote intercultural communication in all its dimensions. Furthermore, it guarantees inclusive public education from preschool through primary school, high school, and higher education.

Chapter III

Methodological Framework

Qualitative Method

This research employs an exploratory qualitative method, which seeks to analyze and understand the perceptions, real-life experiences, and complex phenomena involved in incorporating text-to-voice chatbots into teachers' instruction to boost students' oral expression skills in the English as a Foreign Language classroom. As mentioned by Muzari et al. (2022), qualitative research helps to obtain detailed information through techniques such as interviews and thus have a deeper understanding of reality in society and education.

Type of Research

Phenomenological Research

The present study is grounded in a phenomenological qualitative research design, which aims to explore participants' perspectives on a particular phenomenon. In this study, the focus is on text-to-voice chatbots as tools that support the development of speaking skills. According to Stolz (2023), phenomenological research is a systematic process that begins with "phenomenological reduction", that is, the researcher eliminates all forms of personal interpretation, prior knowledge, or inferences regarding the phenomenon. This allow the researcher to explore it with an objective attitude, ensuring that the information obtained is organized, encoded and interpreted, solely based on the data provided by the participants.

Furthermore, this type of research highlights the importance of describing rather than interpreting, focusing on how the phenomenon is perceived by the sample. In this study, the participants commented in detail on their experiences using text-to-voice chatbots to boost oral

communication skills. This will, in turn, allow for the identification of “essences or invariant structures”, which will help to understand the nature of this phenomenon, that is, the fundamental characteristics regarding the use of this technological tool in EFL classrooms (Stolz, 2023).

Data Collection Techniques

The Semi-Structured Interview

The interview plays a crucial role in collecting in-depth and contextualized information based on participants’ experiences and conversations. It consists of a semi-structured interview guide designed to manage the dialogue without hindering the interviewees’ natural expression. Osborne and Grant-Smith (2021) indicate that this type of interview fosters natural communication, facilitating the collection of highly contextualized data. In this research, semi-structured interviews will be conducted with English language teachers to analyze their perceptions of implementing text-to-voice chatbots in the classroom as a foreign language and on the development of speaking skills. Through open-ended questions, information will be gathered regarding the use of this tool in enhancing oral fluency, pronunciation, learner participation, and the advantages or challenges encountered in teaching speaking.

Instruments

Questionnaires

For this study, a questionnaire was used as the instrument and served as a guide for the interviews. As Hernández Sampieri et al. (2014) state, a questionnaire is a set of questions designed to obtain information in accordance with the objectives of a study. In qualitative research, these questionnaires are used as guides to organize and direct data collection. In this

study, the questionnaire was developed based on the research objectives and questions. This instrument also served as a guide for conducting the interviews, effectively covering the most important aspects of the research with all participants.

Open-ended Questions

In this qualitative study, data is collected through a questionnaire consisting of open-ended questions, which allow for an in-depth exploration of participants' experiences. With this type of questionnaire, teachers can freely express their perspectives on the use of text-to-voice chatbots to enhance oral communication skills. They are encouraged to reflect on their instruction practices in relation to the implementation of this tool. Open-ended questions are used to elicit comprehensive, thoughtful, and detailed responses that are essential to the research, rather than just brief and specific answers. In addition, they are important in qualitative research because they clearly explain to the participant what the study is about and what the researcher intends to explore (Lahmer, 2022).

Data Collection, Processing, and Resources

Table 1

Data collection, processing, and resources

Questions	Explanations
What?	Semi-structured interviews
Where?	At Universidad Estatal Península de Santa Elena, La Libertad, Ecuador
When?	2026
How?	Eight open-ended questions via Zoom

What for?	To explore EFL teachers' perceptions and experiences regarding the use of text-to-voice chatbots as pedagogical tools to support the development of speaking skills
------------------	---

Note. The table summarizes the data collection process and the purpose of the study.

Population and Sample

The population selected for this study consists of educators from the Faculty of Education and Languages at the Universidad Estatal Península de Santa Elena. These teachers belong to the Pedagogy of National and Foreign Languages Program. Experience in teaching English, specifically in oral skills, is the main aspect to be examined in this research; therefore, this population is relevant because its members meet the requirements to participate in the interview, as they have direct experience in university classrooms.

The sample consists of five teachers, strategically selected through purposive sampling. Among the criteria for taking part in the study were having experience teaching English and extensive experience using educational technology tools, specifically text-to-voice chatbots such as ChatGPT and Gemini, in university classrooms for English as a Second Language. In qualitative research, a small sample allows the researcher to collect data efficiently. According to Ahmad et al. (2023), the participants must accurately reflect the diversity and characteristic of the population in order for the study to be reliable. Furthermore, selecting an appropriate sample ensures the gathering of perspectives that are meaningful to the educational field.

Chapter IV

Analysis of Findings

Brief explanation of the findings

This chapter analyzes the perceptions and experiences of five teachers from the Pedagogy of National and Foreign Languages Program who have experience using text-to-voice chatbots. The main objective of this section is to examine how this teaching technique enhances speaking skills in students of English as a foreign language. It also highlights that using this tool as a practice method fosters independent learning and increases student motivation. Furthermore, they mention that this tool does not replace human interaction, but rather serves as a reinforcement process in English language teaching. In summary, this section presents the interpretation of the data obtained from the interviews and compares the responses based on a literature review.

Interpretation of data collect from interviews

Table 2

Teachers' perceptions of integration of text-to-voice chatbots to enhance speaking skills

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
What are your perceptions of integrating text-to-voice chatbots to enhance students' speaking skills?	- Complement to traditional speaking instruction. - Low-pressure environment. - Increase opportunities for oral practice.	- Personal tutor. - Provide feedback. - Opportunities to practice.	- Opportunities to practice English. - Secure environment. - Free interaction. - Feedback.	- Complement to traditional classes. - Feedback. - Foreign language exposure.	- Teacher support. - Effective time management.

Note. The following table demonstrates the responses of educators about the integration of text-to-voice chatbots to enhance speaking skills.

This question focused on understanding teachers' general perspectives on teaching oral skills using text-to-voice chatbots. They argued that these tools provide opportunities for oral English practice and help students feel confident participating in class by creating welcoming, pressure-free environments. Teachers also agreed that these tools are effective at providing individualized practice, which is beneficial in large classrooms where it is impossible to assess everyone at the same time. This ensures that students practice at their own pace with personalized feedback, allowing teachers to better manage the classroom. Furthermore, the teachers' responses largely supported the idea that these tools cannot replace human instruction but are an excellent complement to traditional speaking instruction. This idea is supported by Fitria (2021), who argues that these artificial intelligence tools should function as support resources and not replace the teacher's role in the classroom, with the aim of improving the teaching process.

Table 3

Teachers' perceptions of the contribution of text-to-voice chatbots to pronunciation, fluency and confidence in English

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
Based on your professional perspective, how can text-to-voice chatbots contribute to the development of pronunciation, fluency, and confidence in oral production in English?	- Accurate language models. - Restatement of answers. - Reduced anxiety. - Private practice.	- Feedback. - Ease the barrier of the dialect. - Student's dedication.	- Pronunciation models. - Repetition. - Real-time interactions.	- Imitation. - Different accents. - Continuous practice. - Repetition. - Positive feedback.	- Students do not feel judged.

Note. This table summarizes the responses of teachers regarding the contribution of text-to-voice chatbots to the development of key aspects of speech, such as pronunciation, fluency, and confidence.

The aim of this question was to conduct a more in-depth analysis of the influence of these tools on various aspects of oral communication. With regard to pronunciation, the teachers agreed that text-to-voice chatbots provide accurate pronunciation models in different accents, which allows students to imitate them and correct phonetic errors. In addition, they also emphasized that constant feedback and repetition help enhance pronunciation. These perspectives are supported by Huang (2024), who explains that ChatGPT's guidance and immediate responsiveness help students identify errors and make necessary adjustments in language production, which contributes to improved learning outcomes. In terms of fluency, educators argued that these tools offer extensive access to real-time conversation simulations, which, with persistent practice, help students reduce hesitation in speech. Furthermore, they noted that this also depends on the student's commitment to language learning, as fluency is primarily developed through language production. This is in line with Panchi et al. (2025), who, similarly to the participants, argues that repeated practice with text-to-voice chatbots can help develop fluency and motivation. Finally, the sample indicated that interaction with these artificial intelligence tools reduces anxiety because learners feel they are in a safe environment where they can express themselves freely, make mistakes without feeling judged, and receive positive feedback. As a result, EFL students may become more willing to participate in real communication situations, which is consistent with the findings reported by Celik et al. (2025).

Table 4*Oral production activities integrated into text-to-voice chatbots*

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
How could text-to-voice chatbots be integrated into oral production activities within your EFL classrooms?	- Dialogues. - Role-playing games. - Debate on specific topics.	- Flipped classroom method. - Role-playing games.	- Role-playing games. - Conversations. - Pronunciation exercises. - Interviews.	- Teamwork to create a positive learning environment.	- Dynamic digital space.

Note. The following table shows the participants' responses regarding the activities integrated with this tool.

This question focused on how text-to-voice chatbots could be integrated into oral activities, emphasizing the use of conversations, role-playing, interviews, and pronunciation practice; allowing students to interact autonomously with immediate feedback. Participants detailed that text-to-voice chatbots allow for different speech activities both inside and outside classroom, such as dialogues, role-playing, pronunciation exercises, and interviews. These are valuable for students to develop self-regulation and autonomous learning. Furthermore, this interactive experience helps them better develop their communicative competence, as explained by Grab (2025), who states that these role-playing activities help students have real conversations with a supportive environment and instant feedback, in addition to enhancing their pronunciation, fluency, vocabulary, and confidence.

Table 5

Perceptions of the use of text-to-voice chatbots to promote motivation and engagement

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
What are your perceptions of the use of text-to-voice chatbots to promote motivation and engagement among EFL students?	- It helps make learning English more interactive and personalized.	- It helps students gain autonomy.	- It helps students who are interested in learning a new language.	- The use of technology promotes student interest and motivation.	- It facilitates self-directed learning.

Note. This table shows teachers' perceptions of promoting motivation and commitment in learners.

This question was aimed to analyze teachers' perceptions that emphasized autonomy and interest. Participants explained that text-to-voice chatbots help enhance learners' motivation and engagement in English language learning, providing an opportunity for personalized and interactive learning. They highlighted that this tool is innovative because students practice at their own pace. This is in accordance with Ahmed et al. (2025) noting that students' motivation increased because the tool provided immediate feedback, personalized learning, and reduced anxiety while practicing their speaking skills, making the method more productive and engaging. Furthermore, Abdelatia (2026) points out that learners showed positive attitudes when using these tools since they could easily access them and have autonomous learning without fear of being judged.

Table 6

Challenges or limitations of using text-to-voice chatbots to teach oral communication skills

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
What challenges or limitations have you faced or could you anticipate, when using text-to-voice chatbots to teach oral communication skills in university EFL classrooms?	- Limited internet access. - Lack of suitable devices. - Interaction among peers.	- Technical problems. - Lack of internet access. - Lack of consistency in practice by students. - Insecurity.	- Limited internet access. - Lack of consistency in practice by students and training.	- Heavy reliance. - Lack of internet connection.	- Lack of digital literacy and internet access.

Note. This table summarizes the challenges of using this tool to enhance speaking skills.

This question sought to capture the challenges that arise when using this tool. The teachers identified some limitations when using text-to-voice chatbots, such as a lack of technological resources and connectivity issues. They also emphasized the need for teacher training on chatbots to enhance their digital skills and those of their students. Similarly, they highlighted the potential for excessive reliance on technology, which can lead to reduced human interaction. In short, text-to-voice chatbots can be valuable for English language practice, but they must be used appropriately and in a balanced way. Huang and Li (2023) concur with this information, stating that these artificial intelligence tools offer various benefits for language learning, but also have limitations, such as generating too much dependence on AI, sometimes failing to provide adequate feedback, not properly developing digital skills, and, above all, the need to preserve human interaction.

Chapter V

Conclusions and Recommendations

Conclusions

This study has analyzed the views of several English teachers, focusing on the teaching of speaking skills to university students. The findings of this qualitative study indicate that learners face difficulties when speaking English, such as anxiety and a lack of confidence in public speaking. However, the teachers noted that text-to-voice chatbots are innovative teaching tools that play a significant role in education, as they provide support in the development of speaking skills.

Regarding the main objective of the study, teachers believe that educational tools such as text-to-voice chatbots including ChatGPT and Gemini have the potential to reinforce various aspects of oral expression. These include fluency and pronunciation, as they offer opportunities for language production by simulating real-life contexts and providing immediate feedback. Furthermore, according to the teachers' perceptions, these tools play an essential role in learners' emotional wellbeing, as they create welcoming, anxiety-free spaces, show greater confidence and are more willing to participate in class. Previous researchers have reported similar findings and suggest that these artificial intelligence tools could contribute to the teaching of oral expression.

Additionally, the results suggest that educators perceive text-to-voice chatbots as tools that can be combined with other techniques to complement teaching and ensure meaningful learning. These include dialogues, interviews, role-plays and storytelling, which can be used both inside and outside the classroom. Overall, the findings of this study reveal a positive attitude towards the integration of this technology into English as a foreign language classroom.

However, one of the main findings of this research is that, although teachers perceived text-to-voice chatbots as valuable tools for promote communication skills, they are mostly used as a complement to designing asynchronous activities; that is, teachers create prompts according to students' needs and the topics to be studied in order to plan specific tasks and exercises for oral expression. These pedagogical tasks are subsequently consolidated in face-to-face lessons under the teacher's guidance through feedback, oral interaction and the clarification of queries.

This preference for asynchronous use may be influenced by the limitations that can arise when integrating these tools into the classroom. One of the barriers identified by the participating teachers was digital illiteracy, as both teachers and students lack the full capacity to use artificial intelligence tools correctly or to design instructions that enhance speaking skills in line with students' learning needs. Another challenge mentioned was the occurrence of technical issues, such as a poor internet connection or power cuts. In addition, not all institutions have technological devices available to support lessons, and not all students have access to them.

Recommendations

Based on the findings of this study, teachers are advised to incorporate text-to-voice chatbots as a complement to their curriculum planning for teaching speaking skills, with the aim of providing students with opportunities to practice English in real time and in a stress-free environment. Furthermore, they are also encouraged to combine these tools with communicative approaches such as dialogues, role-plays and interviews to make learning more effective and interactive. In addition to this, teachers are encouraged to gradually learn how to use educational technology tools, with a particular focus on text-to-voice chatbots. For example, teachers stated that before integrating these tools into the classroom, it is recommended to familiarize themselves with these resources in advance to understand their functions and how they might be

used in EFL classrooms. However, teachers are advised to go a step further and undertake training in the Design of Educational Prompts, Methodological Integration and AI Literacy, among other areas. Such practices may enhance the development of the teacher's professional profile and address the need for educators to keep pace with technological advancements.

Based on the teachers' perceptions, it is recommended that educators and institutions consider various factors before implementing these tools in the classroom. For example, the availability of electronic devices and an understanding of students' circumstances regarding whether they have access to at least a mobile phone. Furthermore, a good-quality internet connection is essential for carrying out activities; otherwise, it could disrupt lessons. Additionally, it is recommended that teachers assess students' existing knowledge regarding the use of artificial intelligence tools such as text-to-voice chatbots, including ChatGPT or Gemini. On the other hand, students are encouraged to commit to learning the target language. This approach is beneficial for the effective development of English as a second language. Students should consider using text-to-voice chatbots for personal practice outside the classroom in order to enhance their communication skills and gain an in-depth understanding of these tools.

Finally, future researchers should explore students' perceptions, as it is important to understand the experiences of both parties in order to gain a better understanding of the implementation of these tools within EFL classrooms and to enhance language production. Furthermore, future studies could adopt mixed methods to compare observable results with participants' perceptions and explore a wider range of contexts, not just university settings. This approach can strengthen the reliability of the research by providing empirical evidence regarding the use of AI speaking tools.

References

- Abdelatia, F. (2026). Students' Attitudes Towards Chatbots in Enhancing English Speaking Skills. *Faculty of Education Journal*, (Vol (5) No (1)), 302.
<https://journal.su.edu.ly/index.php/edujournal/ar/article/view/3825>
- Ahmad, N., Alias, F. A., & Razak, A. A. (2023). Understanding population and sample in research: Key concepts for valid conclusions. *Sigcs: E-Learning*.
https://appspenang.uitm.edu.my/sigcs/2023-2/Articles/20234_UnderstandingPopulationAndSampleInResearch.pdf
- Ahmed, I., Ghafoor, A., Liliuara, D., & Akyuningrum, V. Q. (2025). The impact of ai learning tools on ESL learners' motivation and success: A systematic literature review. *English Learning Innovation*, 6(1), 134–142. <https://doi.org/10.22219/englie.v6i1.38961>
- Alrajhi, A. (2024). *Full article: Artificial intelligence pedagogical chatbots as L2 conversational agents*. <https://www.tandfonline.com/doi/full/10.1080/2331186X.2024.2327789>
- Aubrey, S. (2022). The relationship between anxiety, enjoyment, and breakdown fluency during second language speaking tasks: An idiodynamic investigation. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.968946>
- Bhar, S. K. (2026). Artificial Intelligence in EFL Speaking Instruction: A Systematic Review of Pedagogical Design, Affective Conditions and Instructional Input. *Encyclopedia*, 6(4), 74. <https://doi.org/10.3390/encyclopedia6040074>
- Celik, B., Yildiz, Y., & Kara, S. (2025). Using ChatGPT as a virtual speaking tutor to boost EFL learners' speaking self-efficacy. *Australian Journal of Applied Linguistics*, 8(1), 102418. <https://doi.org/10.29140/ajal.v8n1.102418>

- Du, J., & Daniel, B. K. (2024). Transforming language education: A systematic review of AI-powered chatbots for English as a foreign language speaking practice. *Computers and Education: Artificial Intelligence*, 6, 100230. <https://doi.org/10.1016/j.caeai.2024.100230>
- Efgivia, M., Rinanda, R. Y., Suriyani, Hidayat, A., Maulana, I., & Budiarjo, A. (2021). *Analysis of Constructivism Learning Theory*. <https://doi.org/10.2991/assehr.k.211020.032>
- Fathi, J., Rahimi, M., & Derakhshan, A. (2024). Improving EFL learners' speaking skills and willingness to communicate via artificial intelligence-mediated interactions. *System*, 121, 103254. <https://doi.org/10.1016/j.system.2024.103254>
- Fitria, T. N. (2021). The Use Technology Based on Artificial Intelligence in English Teaching and Learning. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 6(2), 213–223. <https://doi.org/10.24235/eltecho.v6i2.9299>
- Ghafar, Z., Sawalmeh, M., & Mohamedamin, A. (2023). Impact of Communicative Language Teaching Method on Students' Speaking and Listening Skills: A Review Article. *International Journal of Linguistics, Literature and Translation*, 6. <https://doi.org/10.32996/ijllt.2023.6.1.8>
- Grab, M. Ö. (2025). Integrated AI chatbot practice: A pathway to improved ESL speaking skills. *Social Sciences & Humanities Open*, 12, 101933. <https://doi.org/10.1016/j.ssaho.2025.101933>
- Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2014). *Metodología de la investigación*. McGraw Hill España. <https://dialnet.unirioja.es/servlet/libro?codigo=775008>

- Huang, J. (2024). Enhancing EFL Speaking Feedback with ChatGPT's Voice Prompts. *International Journal of TESOL Studies*, 6(3), 4–23.
<https://doi.org/10.58304/ijts.20240302>
- Huang, J. & Shumin Li. (2023). Opportunities And Challenges in The Application of ChatGPT in Foreign Language Teaching. *International Journal of Education and Social Science Research*, 06(04), 75–89. <https://doi.org/10.37500/IJESSR.2023.6406>
- Illyin, I., Hanifah, G. N., & Yuniarti, S. (2021). The affective factors influencing students' speaking ability. *UAD TEFL International Conference*, 2(0), 146–151.
<https://doi.org/10.12928/utic.v2.5749.2019>
- Imran, M., & Almusharraf, N. (2024). Google Gemini as a next generation AI educational tool: A review of emerging educational technology. *Smart Learning Environments*, 11(1), 22.
<https://doi.org/10.1186/s40561-024-00310-z>
- Kang, H. (2022). Effects of Artificial Intelligence (AI) and Native Speaker Interlocutors on ESL Learners' Speaking Ability and Affective Aspects. *KOAJ*, 25(2), 9–43.
<https://doi.org/10.15702/mall.2022.25.2.9>
- Kim, H.-S., Cha Y.-J., & Kim N.-Y. (2021). Effects of AI Chatbots on EFL Students' Communication Skills. *KOAJ*, 21, 712–734.
https://www.kci.go.kr/kciportal/landing/article.kci?arti_id=ART002746876
- Klímová, B., & Ibna Seraj, P. M. (2023). The use of chatbots in university EFL settings: Research trends and pedagogical implications. *Frontiers in Psychology*, 14.
<https://doi.org/10.3389/fpsyg.2023.1131506>

- Lahmer, M. (2022). Analyzing Open-ended Questions for Qualitative Research. *ResearchGate*.
https://www.researchgate.net/publication/365775711_Analyzing_Open-ended_Questions_for_Qualitative_Research
- Mali, Y. C. G. (2025). Factors Hindering the Integration and Potential of Technology in EFL Classrooms. *IJIET (International Journal of Indonesian Education and Teaching)*, 9(1), 171–185.
https://www.researchgate.net/publication/406823421_Factors_Hindering_the_Integration_and_Potential_of_Technology_in_EFL_Classrooms
- Mendoza Rodríguez, M. S., Molina Vera, D. M., & Alcívar Calderón, V. E. (2024). Methodological Strategy for the Development of Speaking Skills in the English Language. *Ciencia Latina Revista Científica Multidisciplinar*, 8(4), 8505–8524.
https://doi.org/10.37811/cl_rcm.v8i4.13013
- Mirza, H. (2025). Enhancing English Pronunciation with ChatGPT: An Effective AI Tutor for Transforming Language Instruction and Learning. *Planetary Journal of Social Sciences & Humanities Research*, 01–10. <https://doi.org/10.63620/MKPJSSHR.2025.1043>
- Montecristi, A. C. de. (2008). *Constitución de la República del Ecuador*.
<http://biblioteca.defensoria.gob.ec/handle/37000/4083>
- Mora Preciado, F. A., & Molina Pinargote, F. M. (2025). Impact of ChatGPT's Conversational Features on EFL Learners' English-Speaking Proficiency in Latin America: A Literature Review. *Arandu UTIC*, 12(3), 900–913. <https://doi.org/10.69639/arandu.v12i3.1353>
- Muzari, T., Shava, G. N., & Shonhiwa, S. (2022). Qualitative Research Paradigm, a Key Research Design for Educational Researchers, Processes and Procedures: A Theoretical Overview. *Indiana Journal of Humanities and Social Sciences*, 3(14–20).

- [https://indianapublications.com/articles/IJHSS_3\(1\)_14-20_61f38990115064.95135470.pdf](https://indianapublications.com/articles/IJHSS_3(1)_14-20_61f38990115064.95135470.pdf)
- Nation, I. S. P. (2022). *Learning Vocabulary in Another Language* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781009093873>
- OECD. (2023). OECD Digital Education Outlook 2023: Towards an Effective Digital Education Ecosystem. *OECD Digital Education Outlook, 2023*. <https://doi.org/10.1787/c74f03de-en>
- Osborne, N., & Grant-Smith, D. (2021). In-Depth Interviewing. In *Methods in Urban Analysis* (pp. 105–125). https://doi.org/10.1007/978-981-16-1677-8_7
- Panchi, F. S. P., Panchi, M. N. P., & Panchi, P. D. P. (2025). Uso de los chatbots y asistentes virtuales en la mejora de la fluidez oral en inglés. *MENTOR revista de investigación educativa y deportiva*, 4(11), 679–699. <https://doi.org/10.56200/mried.v4i11.10079>
- Qiao, H., & Zhao, A. (2023). Artificial intelligence-based language learning: Illuminating the impact on speaking skills and self-regulation in Chinese EFL context. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1255594>
- Rahman, M. M., & Watanobe, Y. (2023). ChatGPT for Education and Research: Opportunities, Threats, and Strategies. *Applied Sciences*, 13(9), 5783. <https://doi.org/10.3390/app13095783>
- Richards, J. (2006). *Communicative Language Teaching Today*. Cambridge University Press. https://www.researchgate.net/publication/242720833_Communicative_Language_Teaching_Today
- Shikun, S., Grigoryan, G., Huichun, N., & Harutyunyan, H. (2024). *AI Chatbots: Developing English Language Proficiency in EFL Classroom* (SSRN Scholarly Paper No. 4814753). Social Science Research Network. <https://papers.ssrn.com/abstract=4814753>

- Srakaew, P. N. (2021). The Importance of Pronunciation in English Communication. *Journal of Asian Language Teaching and Learning*, 2(2), 11–18. <https://so10.tci-thaijo.org/index.php/jote/article/view/491>
- Stolz, S. A. (2023). The practice of phenomenology in educational research. *Educational Philosophy and Theory*, 55(7), 822–834. <https://doi.org/10.1080/00131857.2022.2138745>
- Tai, T.-Y., & Chen, H. H.-J. (2024). Improving elementary EFL speaking skills with generative AI chatbots: Exploring individual and paired interactions. *Computers & Education*, 220, 105112. <https://doi.org/10.1016/j.compedu.2024.105112>
- Tsunemoto, A., & Trofimovich, P. (2024). Coherence and comprehensibility in second language speakers' academic speaking performance. *Studies in Second Language Acquisition*, 46(3), 795–817. <https://doi.org/10.1017/S0272263124000305>
- Ur, P. (2024). *A Course in English Language Teaching* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781009417594>
- Vaca, J. A. V. (2025). Integrating Artificial Intelligence into Communicative Language Teaching: An Experimental Case Study on Personalized Chatbots in a Multilingual Undergraduate Classroom. *Sinergia Académica*, 8(9), 222–242. <https://sinergiaacademica.com/index.php/sa/article/view/843>
- Valdivieso-Arcos, G. S., & Argudo-Serrano, J. C. (2022). Improving EFL students' speaking skill through academic oral expression tasks at the high school level. *EPISTEME KOINONIA*, 5(9), 56–77. <https://doi.org/10.35381/e.k.v5i9.1663>
- Vanisree, M., Bhargav, K. S., & Ontipuli, D. (2024). Roleplay: A Tool for Engaging English Language Learners. *Integrated Journal for Research in Arts and Humanities*, 4(3), 14–17. <https://doi.org/10.55544/ijrah.4.3.3>

Yoo, S., & Ahn, H. (2024). *The Effects of Prosody Training with AI Chatbot on the English Pronunciation Improvement of Korean EFL Learners.*

<https://www.kci.go.kr/kciportal/ci/sereArticleSearch/ciSereArtiView.kci?sereArticleSearchBean.artiId=ART003149100>

Zou, B., Du, Y., Wang, Z., Chen, J., & Zhang, W. (2023). An Investigation into Artificial Intelligence Speech Evaluation Programs with Automatic Feedback for Developing EFL Learners' Speaking Skills. *Sage Open*, 13(3), 21582440231193818.

<https://doi.org/10.1177/21582440231193818>

Zou, B., Reinders, H., Thomas, M., & Barr, D. (2023). Editorial: Using artificial intelligence technology for language learning. *Frontiers in Psychology*, 14.

<https://doi.org/10.3389/fpsyg.2023.1287667>

Annexes

Annex A: Certified Anti-Plagiarism

La Libertad, 06 de Julio de 2026

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado **“TEXT-TO-VOICE CHATBOTS TO ENHANCE SPEAKING SKILLS IN EFL CLASSROOM”** elaborado por los estudiantes **ESPINALES MACAS ANGIE NICOLE** y **REYES ZAMBRANO NALLELY CELINDA** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 6% de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

Atentamente,



Parraga Solorzano Rudy Jonathan, MSc.

TUTOR



Certificado de análisis
Compilatio Magister+ | UPSE-ECU

TEXT-TO-VOICE CHATBOTS TO ENHANCE SPEAKING SKILLS IN EFL CLASSROOM -

ID : 681d28787af64cc9aee6ee6eae6adcb1ff34600e



6%
Textos sospechosos

Nombre del fichero : TEXT-TO-VOICE CHATBOTS TO ENHANCE SPEAKING SKILLS IN EFL CLASSROOM -.txt
Tamaño del archivo original : 111,66 kB
Número de palabras : 7586

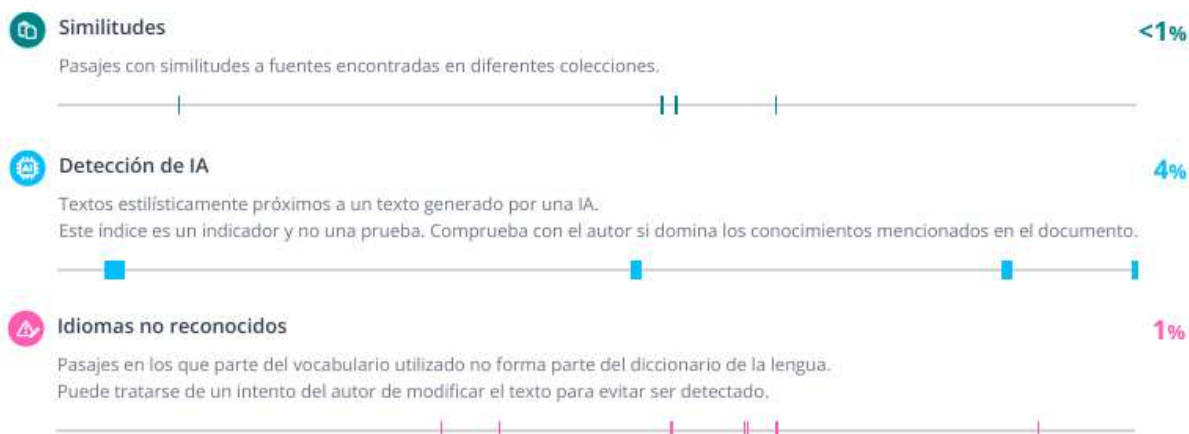
Depositante : RUDY JONATHAN PARRAGA SOLORZANO
Fecha de depósito : 6 de julio de 2026
Tipo de carga : interface
fecha de fin de análisis : 6 de julio de 2026

Resumen (sección 1/2)

Localización de los textos sospechosos en el documento :



Incluido en el porcentaje de textos sospechosos :



No incluido en el porcentaje de textos sospechosos :



Fuentes de similitudes (sección 2/2)



Fuente principal detectada

Nº	Descripciones	Similitudes	Ubicaciones
1	Law and constitutional guarantees in the Ecuadorian educational... sloap.org/journals/index.php/irjmis/article/download/2379/2081	<1%	

Annex B: Questionnaire

Topic: Text-to-voice chatbots to enhance speaking skills in EFL classroom.

Open-ended questions:

1. How would you describe your experience teaching oral communication skills in EFL classrooms at university?
2. What prior knowledge or experience do you have with educational technologies, particularly text-to-voice chatbots, in language teaching?
3. What are your perceptions of integrating text-to-voice chatbots to enhance students' speaking skills?
4. Based on your professional perspective, how can text-to-voice chatbots contribute to the development of pronunciation, fluency, and confidence in oral production in English?
5. How could text-to-voice chatbots be integrated into oral production activities within your EFL classrooms?
6. What are your perceptions of the use of text-to-voice chatbots to promote motivation and engagement among EFL students?
7. What challenges or limitations have you faced or could you anticipate, when using text-to-voice chatbots to teach oral communication skills in university EFL classrooms?
8. Based on your professional experience, would you recommend using of text-to-voice chatbots for teaching speaking in EFL contexts? Why or why not?

Annex C: Transcription

1. How would you describe your experience teaching oral communication skills in EFL classrooms at university?

1. Well, I have several years of experience teaching English as a foreign language at the university level. I think that I have got 11 years and working with students from different proficiency levels and throughout my teaching practice I focus on developing students' oral communication skills through communicative and task-based approaches. We can also say that I have applied project-based learning. I regularly implement activities such as discussions, presentations, role plays and debates, problem-solving tasks, as well as I foster collaboration and this encourages meaningful interaction in English. One of the main challenges I have observed that many students experience anxiety, lack confidence when speaking and this situation can limit their participation as well as oral performance.

2. Regarding your topic, I think it is like the experience of teaching oral skills. It can have two sides. It can be challenging, but it can also be fulfilling. So, why can it be challenging? Because there is usually this fear of talking, this anxiety when we want the students to produce. So, it can be like some of the challenges and I think like it can go with some characteristics that we can try in the classroom, but it can be a challenge that at the end after practice and practice, as a teacher, I can notice the students' progress and the students advance when they are practicing speaking skills.

3. I think it is general. I have checked that students may sometimes feel anxious or insecure when they are speaking, sometimes in front of a class when they have to make presentations and peer work. Sometimes, it is difficult this part, maybe because they do not like students, in general. They do not like to speak a lot in front of a group of people. So, maybe they

are not used to speaking in front of students or classmates. In this case as a teacher, I have to identify the best way, so I can work and I can encourage them to complete the oral activities that they have to do in the different levels using books or any other material that they have to complete any speaking activities.

4. I could describe my experience, not only for university, but in all of the places that I have been working and teaching English for several years since I started learning even before I graduate. I have been working with different strategies like using role plays, problem solving tasks, and collaborative activities. And I always focus on creating a supportive environment where students always feel comfortable in order to participate and develop their fluency, their accuracy and their confidence, just to make them not feel any kind of anxiety at all.

5. I think it is a challenging task because students feel pressure to speak when they are learning a second language. But I have seen these two sides. I have seen kids that have been very enthusiastic and they tried with all their effort and tried to achieve certain goals that would allow them to speak more fluently, like acquire more vocabulary, like accept corrections from teachers, which is emotionally challenging for everybody. And I think this is some of the aspects that are important in oral communication, our needs, and also some emotional aspects in our students that will stop or encourage them to speak more fluently.

2. What prior knowledge or experience do you have with educational technologies, particularly text-to-voice chatbots, in language teaching?

1. I have incorporated various educational technologies into my teaching practice. So, those that includes learning management systems, language and learning applications. Now, we can come with our artificial intelligence tools as well as digital communication, different

platforms and regarding text-to-voice chatbots I have explored its potential as conversational tools. So, these allow students to interact with AI-generated responses through text as well as audio. However, I can say that my experience with these tools is still developing but I can recognize its capacity to provide students with additional opportunities for language practice beyond the classroom environment. So, it provides personalized learning as well as the improvement of oral skills.

2. Before AI there were nor many tools to replace or to have this chat, this conversation, but I would say one of the initial activities was asking students to record their speech and also students had to compare how to write a text in Google Translate. For example, listen to the pronunciation. That was like the initial approach I had with these technological tools and now talking directly about text-to-voice chatbots, I have been using them lately with some students, especially for listening and speaking and with this, I started using these tools in favor for teaching and also for getting the students to practice speaking and short conversations. So, I started using tools like Google Translate or any other translator. So, that they can listen instead of translate, they only had to put or paste the text and ask, or get it to speak, to read the text and then they could also practice recording and after that with the evolution and with a new technology with AI, it has been easier to get of these chatbots to practice, for students to practice. For chatbots, my students are using both. They have been using ChatGPT. I think this is more common for students. I gave students the option to choose any artificial intelligence that they are familiar with. Most of them used ChatGPT, and they were able to record. The thing is that they cannot always record what they are doing, but they will have the transcription of that conversation. So, the transcription of the conversation, and the feedback, that is what ChatGPT

and Gemini provide. I think they are very useful, and it can be a very good tool for enhancing speaking skills.

3. Well, I have applied or I have used these kinds of tools. The first one I practiced at the beginning with this kind of platform. In this case, check how I can use them with my students. So, I consider that they can allow students to interact with technology. So, we can use any of these text-to-voice chatbots. So, I consider that they can give us, in this case, as a teacher or students a lot of benefits because they can receive immediate responses in these kinds of activities. They can interact and can identify aspects that they are making mistakes. So, I have used and I consider that they are important to us as a teacher. Nowadays, we can use technology aspects. We have identified many of these important AI tools that we can use in our classes. I use Gemini because somebody told me once and I did not know about it. So, I used it at the beginning and I practiced. First, I was checking something in Spanish, and then I tried to use it in English, so I could identify how a student can practice and do different activities. So, I realized that it was an excellent idea to use with the students and they can practice at home and then show the results or show the practice in the classroom. So, they felt confident with themselves first at home, practicing first, and after that, they increased this confidence. They could apply that in the classroom and maybe the results were good. I think Gemini is more common for me. ChatGPT too, but Gemini, I think would be the first one and the second one, the other.

4. We already know that AI has been a recent technology that just appeared in 2023. But throughout the years, I have been working with it, I have been testing different exercises, strategies, and I consider that text-to-voice chatbots are such a good proposal in order to be practicing the speaking skills. I have explored the potential of it, I have tested it with me, and I consider that it is pretty good. I do not feel alone at the moment of practicing. It is like if I was

on a phone call and you can develop your pronunciation. You can also develop active communication because it provides you with instant feedback. I have used both. In this case, ChatGPT was the first one that I used for the reason that was the first AI that I got to know. I consider that the feedback that they give is so good, so positive, but I consider that Gemini gives you more possibilities. Even though you are using it for free, Gemini will always be for you for the reason that ChatGPT only allows you a few questions, a few answers for an amount of time. But sometimes you might feel that Gemini can be available for you for an uncertain amount of time.

5. I think that topic is very interesting and AI is definitely a game-changer in education. I think I have, in my particular case, I have had the experience to be part of this transition. One clear example of that I could highlight would be the pandemic. In that scenario, every teacher in the world needed to embody the technologies and needed to incorporate it in the class, because that was the only way you could teach. So, I think some of us are more willing to use these tools and keep using these tools nowadays, and I think this definitely changed and AI also evolves in terms of teaching, in terms of education and resources. For example, it definitely makes our lives easier as teachers in order to create personalized resources, and this is something that is changing all the time. Digital literacy was updated two years ago, now it changes very often, and what you mentioned, chatbots, I think is one of the things that we are seeing now in language learning that are being very helpful. I think that it is a very useful tool, especially for students, for many things because of what I mentioned before, there is no judgment there. Students do not feel judged and I think that will make you are more open to correct, to listen and make the changes that you need to do specifically in order to improve your English, the language you are learning or your fluency in this particular case.

3. What are your perceptions of integrating text-to-voice chatbots to enhance students' speaking skills?

1. Well, I believe that integrating text-to-voice chatbots can be a valuable complement to traditional speaking instruction because these tools offer a low-pressure environment where students can practice speaking without fear or to be judged by classmates or by their peers. Furthermore, they provide immediate interaction. So, it allowed learners to engage in conversation at their own pace. In my opinion, chatbots should not replace teachers or authentic human communication. Rather, they should serve as a supplementary resource that can increase opportunities for oral practice as well as language exposure.

2. I think this is very beneficial because, first of all, in big classes, it is difficult to get all students to talk or to participate, it is difficult to get all students to speak. So, AI helps us. So that students can have their own kind of personal tutor because in the chatbot they can not only speak but they also get some feedback, get some recommendations, expressions that they can use, so it can be one of the benefits. Also, the number of students, like each student, can have their own chat, so they can talk in a short time. They will be interacting with their chatbots. And also, it gives them the opportunity to practice and actually speak to someone in English. Not all students have the opportunity to speak in English with other people. So, in this case, students can have the opportunity not to talk to other people but to interact with chatbots. So, this interaction is really helpful.

3. We have to identify and analyze our group of students, identify the level, quantity of vocabulary that they have, and different aspects. I can say that it can be very beneficial for enhancing the student's speaking skills because they can receive many opportunities to practice English, maybe at home, in a secure environment when they feel more confident instead of being

in the classroom. So, they can interact freely, repeat activities, and receive feedback. They can avoid the fear of making mistakes in front of others. Maybe motivation and confidence can be aspects that I can highlight in this kind of tool that we can use with the students and also in this case improving these speaking skills that I consider the most important object here using this kind of tools with our students.

4. I consider that they can be a complement at the moment of applying it in classes. They can be a complement to traditional classes because nowadays we still traditional instruction. I consider it pretty useful. It is not something that we must change. Sometimes, traditional classes are very important, but we can complement them with something new. Additionally, text-to-voice chatbots can offer immediate responses, they can offer immediate feedback. You are also allowed to repeat, and also exposed to a foreign language because as Spanish speakers, we are not exposed to the English language. So, we have to look for a different proposal, a different or activity to do to be exposed, and we have text-to-voice as a solution.

5. In my perception, it is wonderful not only what I mentioned before, the emotional side, but also as a teacher usually when these tools are oriented to education, to teachers and to make teachers' lives easier. It is a win-win because they also help teachers to grade and make and manage our time more efficiently.

4. Based on your professional perspective, how can text-to-voice chatbots contribute to the development of pronunciation, fluency, and confidence in oral production in English?

1. Well, on my point of view based on my experience, text-to-voice chatbots can support pronunciation development by exposing learners to accurate language models and allowing

repeated listening practice. Regarding fluency, students can engage in frequent conversations with the chatbot. So, as teachers we can provide different topics that we can apply at the beginning of the class. We can assign different topics such as talking about holidays or talking about daily routines. So, these increases speaking opportunities and helps students reformulate responses spontaneously. In terms of confidence these tools can reduce speaking anxiety because students can practice privately and make mistakes without feeling embarrassed. So, as a result learners may become more willing to participate in real communication situations. So, they gain the confidence that they need and every day in a classroom.

2. Well, it contributes; for example, in pronunciation, chatbots provide feedback. If there is a word that is mispronounced, the feedback that they get is regarding the pronunciation. So, that is very useful because as I said in the previous question, it is difficult to do that with every student in a classroom with one teacher and maybe thirty-five or forty students. So, for pronunciation, it helps like a personal tutor. It can also help, talking about pronunciation, to ease the barrier of the dialect. There are in our classes, some phonetic issues where students tend to skip the sounds or change the sounds from B or P to sound T or to a sound K. So, there is this interference from the dialect. The dialect that we have in Spanish interferes with learning English. So, the chatbot can also correct or provide feedback about pronunciation mistakes. I consider that it is possible to become fluent using the chatbot. However, it will depend on the time that the students spend using the chatbots. If they are constant, they are using day to day, they can become not only more fluent, but also more confident. And when they get confident, they will keep talking, they will realize that they are holding a conversation and they are capable of keeping a conversation about a topic. Even if this a short conversation, it can help. Fluency and confidence might go together, as long as they practice. This tool, I think is very beneficial, it

is very useful, but we need to have some time like a habit, practicing it every day for at least five minutes. So, we can see the results.

3. By using them correctly they can contribute significantly to pronunciation, fluency, and confidence because students can listen to accurate pronunciation models or practice speaking very often. These tools encourage repetition and real-time interactions and they can, in this case, help the students to improve their fluency and reduce hesitation when speaking. That is very common with our students. In addition, constant practice can increase learner self-confidence and oral communication. They can use all of this information, details, and they can take advantage of this and practice on another level using the technology that we have to adopt this kind of technology in our classes because of this advance of the technologies in our classrooms.

4. For example, for pronunciation you have different models with different accents that you can copy and, in that moment, you can apply the shadowing. You can copy the pronunciation of the model that is being applied at that moment and that is the single way that I can see that you can enhance your pronunciation. And for fluency, you have the immediate feedback, you have the repetition, you have the continuous practice and spontaneous language production. For confidence, you are so confident at the moment speaking to an AI for the reason that you are speaking to someone that is going to answer to you immediately, and you know that it is not going to give any kind of bad feedback because they are programmed to always give positive feedback. So, because of that, you are going to be receiving a kind of confident environment.

5. Actually, I would love to see the result of that, since I am not sure if the students that are graduating now had a lot of support or have a lot of experience with these chatbots in their education, but definitely future generations and I think I will be able to see the results of this

tool, their benefit and contribution to English fluency in our students. As a teacher, I have had to create the prompts for my students to do that.

5. How could text-to-voice chatbots be integrated into oral production activities within your EFL classrooms?

1. Text-to-voice chatbots could be integrated into various speaking activities. For example, students could use them to practice dialogues, participate in role-playing scenarios, or discuss specific topics related to the lesson in the first ten minutes as a warm up. They could also be used for pronunciation practice, oral summaries, storytelling activities, and speaking preparation before classroom presentations. Additionally, teachers could assign chatbot-based speaking tasks as homework to extend language practice beyond classroom hours.

2. Well, it can be integrated in different times in the classroom or also out of the classroom. In my experience, I have integrated it out of the classroom, like initially to get the students familiar with the process, I integrated it as part of the instructions in the classroom, but it can be like we can do the flipped classroom so that students at their homes, they create the chatbot, they start the conversation and then they bring the conversation to the class. I will check the topics or the conversation they had and that will be like integrating a chatbot conversation before the class. There are also in other situations that I will ask them to do during the class, when we are talking about a specific topic. So even for role plays, there was ones that I had students get questions from artificial intelligence. They got some questions and they created a role play with the chatbot. So that was one of the things that are like one of the ideas how we can integrate. We can also integrate like an after-class activity like a task about a topic that was reviewed in class and they can also have like a conversation or a reflection about the activity that we were studying.

3. According to the situation, we can identify these activities such as role plays, conversations, pronunciation exercises, and interviews. This kind of speaking simulation could be another alternative that we can use. These students, in the scale of students could interact with these chatbots to practice maybe different situations every day. They can answer questions or complete communicative tasks. That is one of the objectives, I think to increase this communicative but be closer to this communicative approach maybe. They can do it individually like first group. We can complement these activities in the classroom and provide additional speaking practice outside the classroom that is going to be like a complement in the classroom and outside the classroom so they can increase the benefits that they can get doing and applying this kind and using these kinds of tools in the classroom.

4. In my case, my advantage is that as I am a teacher who teaches English in virtual classes for a reason that I do not have face-to-face classes, so it is easier for me to be applying it in different speaking exercises. I always try to find different moments where I can apply it, but I prefer the most to be collaborating with partners because in that way, all of the partners can construct a positive environment. I consider that using text-to-voice chatbots could be implemented for self-regulation because every time that you are on your own, you can practice by yourself. Every time that you are free, you can practice on your own, and you can be speaking to someone who is going to answer to you immediately. You will no longer be speaking alone as I used to do when I learned English. I looked like a crazy man. That is the great advantage that you have nowadays. And, as I told you before, I try to find moments in my classes, and I consider that it is up to self-regulation as well.

5. In order to do that, you definitely need a digital space to meet with your students, some tools, and even though today that still is a challenge in our reality, in our country, and in our

specific community, but it is true that it is more, this gap becomes smaller every time. I have seen, I have experienced seeing students that have nothing but a phone, and they do their best to achieve all the challenges they have and complete all the assignments and are very responsible students, but definitely it will be a limitation if not everybody in the classroom has that will be the only main aspect I can mention. I could see it as something that will not help. Then, if we analyze the other side, I think that will be very useful. Of course, it does not make all the work. You need to work on other aspects and skills. Students who have different ways of learning, maybe it works for lots of students and helps a lot, but probably there are more students who will be more benefit from face-to-face contact.

6. What are your perceptions of the use of text-to-voice chatbots to promote motivation and engagement among EFL students?

1. Well, I believe that these text-to-voice chatbots have significant potential to increase student motivation and engagement. University students are generally interested in innovative technologies and artificial intelligence-based tools can make language learning more interactive and personalized. So, the possibility of receiving immediate responses in practicing at anytime, anywhere may encourage students to take a more active role in their learning process. However, motivation depends on effectively the technology is integrated into meaningful pedagogical activities. Rather than use only for novelty.

2. Well, I think the one of the important aspects is that students are considered like digital natives. So, students have the technology in their favor to their side. I think one of the ideas that motivates them is that they are able to interact in a conversation. It gives them the idea of maybe using technology like to give them more motivation. Also, it can be considered a kind of a game like the novelty of using or being able to talk to a chatbot. It can also help students with their

motivation by gaining autonomy because students can do this at anytime and they can start gaining more motivation to talk to the chatbot, not only as a task or homework, but also like on their own ideas. I want to talk about this today. Let's ask the chat. So, one of the things that I applied with my students was I helped them with some prompts. You are going to tell this prompt to AI and you are going to choose which skill you want to improve. There were students who wanted to improve speaking, for example, you are going to tell AI what is your level, what is your purpose, and how you want to work. So, I am an English student, I have A2 level, for example, I am a non-native, like Spanish native speaker, and I want to improve my conversation skills with A2 level. They also could be able to set a schedule. So, they said I want to practice every day for five minutes or I want to practice three days a week for 15 minutes or make a program because I want to improve vocabulary from A2 to B1. And we are going to use these or talk from like three days a week. So, they were able to do that helps the students to develop autonomy. They get involved because they realize after that they reflect the teacher, I think I am doing this or the feedback is this or that. So, they are engaged I would say, they are motivating on that.

3. Well, I consider that most of the students love this kind of technological aspects and it could be like an extra motivation for them to be able to interact with these kinds of tools, with these technological aspects, using this famous, any of this AI or any other aspects so they can feel more maybe interested when using these kinds of digital tools. They would be like to participate more actively, it could create maybe dynamic learning experiences and make these kinds of activities for example speaking activities, enjoyable for them and they can provide like the traditional way using like in the past or be updated with these kinds of activities using technology and practicing English.

4. Well, I do not find it so hard this time, even though it depends on the student, if they are interested or not, because many students are really interested in technology and they might find this motivation. But it is up to us as facilitators of the subject to motivate them when they face any use of digital tools in order to provide immediate responses. So, it is up to us but it is also up to students, for the reason that if you do not find the motivation, there is not anything we can do. That could be my answer, the motivation is in technology because you know that you are going to be using technology. You use a lot of technology nowadays and that could be all for me.

5. To promote motivation, I think there are some aspects we need to consider in order to answer that question. First of all, probably this tool will be more used by younger learners and probably these younger learners will be more not willing to they will be more connected and therefore more motivated with this, since they have a lot of digital contact. They are the ones who are spending the biggest number of hours with the screen, but if you talk about other kind of learners like young adults or teenagers with parents whose schools' policies still protect them from being exposed for a long number of hours to screens, then motivation will be definitely an aspect that needs to fulfill that classroom from a different source.

7. What challenges or limitations have you faced or could you anticipate, when using text-to-voice chatbots to teach oral communication skills in university EFL classrooms?

1. I consider that we can face several challenges because implementing these text-to-voice chatbots fears of course that we are going to deal with technological barriers such as limited internet access or lack of suitable devices that happen nowadays. Secondly, chatbot responses may occasionally be inaccurate. It sounds unnatural or culturally inappropriate, so it requires teacher supervision. And third, excessive violence on AI tools could reduce

opportunities for authentic human interaction. It cannot be replaced, all right but we can keep a balance in a proper way. Finally, some students may require training and guidance. So as teachers, we can help them to provide the appropriate prompts. We can teach them how to use the ChatGPT or Gemini. That are the most appropriate prompts to use these tools effectively and always with language learning purpose.

2. I think there will be technical limitations; for example, internet connection, or having a device. Although we know, like almost 100% of students have a cell phone. They use the cell phone, but not always, they will have access to internet. So, that can be one of the limitations. However, still, there are other resources, like students can go to the library at the university, students can go to like, be a different campus at the university, and they can have access to internet connection. There are these limitations regarding technology, let's see about other limitations about communication, it can be that not all students can be, will be constant on their practice. And it can, it requires some commitment, it is different to practice five minutes per day, that you will see results is different from a student who maybe practices five minutes for one day, or 10, or 30 minutes in one day, and then the rest of the days, that will be like a challenge, not a limitation, but a challenge of commitment. And maybe there will be also, as we know, artificial intelligence makes some mistakes, and it is usually driven to give the reason to the user. So, if it can just give like a positive feedback and keep yourself engaged. But in some cases, it can miss important parts in the feedback, that can be like providing incorrect grammatical feedback, or accepting incorrect pronunciation, or not detecting some dialect mistakes when pronunciation. So that can be some of the challenges, maybe another challenge is also that human contact, because students can become confident on talking to their cell phones to an artificial intelligence. But when they are exposed to talk to a person, or in front of a group of

people, students can still be like anxious, or they can still develop nervousness because it is not the same.

3. Well, could be the most common limited access to technological resources or internet connectivity. Sometimes, depending on the place that we are teaching, the internet is not good. So, we need to think about that when we are using the activity in the classroom or depending on the student that they do not have access sometimes; but I think that could be something very common, could sometimes be a disadvantage depending on the student how they depend a lot on the technology. They do not use it for practicing, they use it to complete an activity and they do not do it with the purpose of practice, only the purpose of finishing the activity. So, could be another challenge that we as a teacher must face with these kinds of aspects like that. And maybe at the end, some teachers maybe need training on how to use. Sometimes we can identify the tool, but we do not know how to use them or how to apply them. And well, could be training too that teacher must be updated in this kind of tools and how they are going to use it in this kind of teaching methodologies in the classrooms.

4. Do you remember when I told you that you might feel so interested in technology? The disadvantage or challenge that I can find is that you might feel that you are getting dependent at the moment of using the text-to-voice chatbots. Well, you are going to be getting so dependent on this, and you are not going to be feeling comfortable at the moment of speaking to someone else, because someone else is not going to give you feedback unless they are the teacher. But someone else is not, they are going to be making fun of you, and that is going to be so gross. That is something you have to get accustomed to. Another challenge or disadvantage that I can find is maybe the internet connection. Sometimes you may not have internet connections. That is an easy part and another challenge could be that sometimes these text-to-voice chatbots are not

for free, and sometimes they might be charging a lot of money for it. Sometimes these ones are not really cheap.

5. One challenge is definitely digital literacy and the digital gap. Some students are not still having access to some things or there are limitations, like I do not have enough space, but if in one, to answer your question, one thing as an English teacher, in my experience, is the digital literacy, because you need to take time from your lesson plan to teach your students how to use that tool, and some tools are more user-friendly than others, but in this case, we need them to be more efficient in order to answer all of our English teaching requests, so that will be a challenge.

8. Based on your professional experience, would you recommend using of text-to-voice chatbots for teaching speaking in EFL contexts? Why or why not?

1. Absolutely, I will recommend the use of text-to-voice chatbots as a complementary resource for teaching speaking in EFL context, but only as a complementary resource. So, their ability to provide accessible, flexible, and individualized speaking practice make them valuable tools for language development. They can contribute positively to pronunciation, fluency, confidence, and learner autonomy. Nevertheless, their implementation should be guided by clear pedagogical objectives and combined with communicative activities that involve interaction with teachers and peers. So, in this way, students can benefit from both technological innovation and authentic language use.

2. Yes, I would definitely recommend using text-to-voice chatbots, especially for speaking skills, because we can use it for different skills and for many purposes. But especially for speaking, because it helps. First, it helps to manage the time better in the student, in the class. Yeah, it is different having or listening to 30 - 40 students in the class, like one by one. Of

course, it is going to take me up to two hours, but if I record a task, and then I will be able to also to check that, to grade, and to advance. But this is also valuable because it gives the students, personalized feedback. It gives the students the opportunity also to maximize their production, and they will have different opportunities to talk, not only in the class. I think that is one of the main benefits, that it helps students to interact at different times to become productive. They can use it anytime not only in the class. However, it can be used as a tool to improve our speaking level, or speaking confidence, or speaking fluency. But this is not the goal because still it cannot be replaced, absolutely, with speaking activities in class. We still need some role plays between students, some group presentations, debates, or discussions in the classroom. So, it can be used as a tool, we need to also to give emphasis to this, to these speaking activities in the class.

3. Well, I consider that this tool is really important. As I mentioned in some previous answers, we have to be updated with this kind of technological aspect. So, I consider that it would be a good opportunity to use more frequently this kind of text-to-voice chatbots and adapt to our different classes that we have. We can think in the benefit that we can get with our students in this kind of pronunciation, fluency, confidence, and motivation. I mentioned in the last question. So, I believe that we should use like complementary tools, think more creatively how to use and apply them. Teachers must be updated, check videos, YouTube, I do not know, different videos, Tik Toks with artificial intelligence things and analyze, ask how can we adapt this kind of a tool in our classroom. And we can give and get much better results and more benefits for our students in this important aspect of speaking.

4. Yes, definitely. I would recommend it, but always balance. Remember what I told you. Try not to be dependent on that, try to be speaking with your partners and someone else because that is the only way in which we can lose fear.

5. Yes, I will recommend it. First of all, because teachers need to be open to more resources in order to keep our classrooms alive, curious, and surprised. This is not possible to do every single day, we do have to incorporate a new thing every once in a while, and chatbots could do that at least. If not, they are incorporated into their official learning resources. It depends on the institution, on the teachers, and on the students' needs, but definitely in the mind related to that, in the same proportion of those needs, I would recommend using these tools.