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ChatGPT as a Didactic Strategy for Developing Speaking Skill

Trabajo de Titulación para optar al título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros

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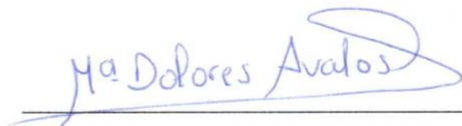
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DEDICATION

Mercy Ureña, my love, we did it, this moment I would dedicate it to you and my beautiful children Jhonaliz, Santiago, and Edison Lliguin Ureña, who are my strength and my inspiration to be better every day, I know that with your unconditional love and support I can achieve everything and today it is demonstrated.

God bless you always, thank you for your love, support, and understanding.

Thank you for being part of my life.

I love you!

Edison

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Edison

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RESUMEN

La investigación titulada "ChatGPT como estrategia didáctica para el desarrollo de la destreza oral" se desarrolló con el objetivo principal de analizar la efectividad de ChatGPT y sus actividades en el desarrollo de la expresión oral en inglés. Este estudio adoptó un enfoque de métodos mixtos, integrando métodos de recolección de datos cualitativos y cuantitativos para profundizar en la eficacia del uso de ChatGPT. Se inició con medidas cuantitativas, como el Key English Test (KET) de Cambridge English, y se utilizó una rúbrica validada para evaluar la destreza oral de los estudiantes. Los datos cualitativos se obtuvieron mediante una entrevista semiestructurada con preguntas abiertas para profundizar en las percepciones y actitudes de los alumnos hacia el uso de las actividades de ChatGPT para desarrollar la expresión oral. Además, esta investigación empleó un diseño cuasiexperimental, ya que el investigador administró dos pruebas: una pre-prueba y una post-prueba. Por otro lado, el nivel de este estudio fue descriptivo y aplicado, centrándose en abordar problemas específicos relacionados con la destreza oral. El desarrollo de este estudio tomó 4 semanas (1 mes). Asimismo, la población seleccionada estuvo compuesta por 35 estudiantes de segundo semestre con nivel A2 de la carrera de Idiomas de la Universidad Nacional de Chimborazo, en la ciudad de Riobamba, provincia de Chimborazo, durante el período académico 2025-2S. Finalmente, los resultados obtenidos indican que el uso de ChatGPT y sus actividades jugó un papel crucial en el desarrollo de las habilidades y subhabilidades del habla de los estudiantes, ya que demostraron una mejora significativa en su producción oral.

Palabras clave: ChatGPT, Inteligencia Artificial, destreza oral, actividades, educación, aprendizaje

ABSTRACT

The research work entitled "*ChatGPT as a didactic strategy to develop speaking skill*" was developed with the primary goal of analysing the effectiveness of ChatGPT and ChatGPT activities in the development of English speaking skills. This study adopted a mixed methods approach because it integrated qualitative and quantitative data collection methods to delve into the efficacy of using ChatGPT. It was initiated with quantitative measures, such as the Key English Test (KET) from Cambridge English, and a validated rubric was used to assess students' oral production. The qualitative data was obtained through a semi-structured interview with open-ended questions to further investigate learners' perceptions and attitudes towards the use of ChatGPT activities to develop speaking skills. Additionally, this research employed a Quasi-experimental design because the researcher administered two tests to the students, a pre-test and a post-test. On the other hand, the level of this study was descriptive and applied, focusing on addressing specific issues related to speaking skills. For developing this study, it took 4 weeks (1 month). Likewise, the population selected was 35 second-semester students with A2 level from the Languages Major at Universidad Nacional de Chimborazo, in the city of Riobamba, in Chimborazo province during the academic period 2025-2S. Finally, the results gathered indicate that the use of ChatGPT and ChatGPT activities played a crucial role when developing pupils' speaking skills and also sub-skills, since they demonstrated a significant improvement in their oral production.

Keywords: ChatGPT, Artificial Intelligence, speaking skill, activities, education, learning

CHAPTER I. INTRODUCTION

Introduction

Artificial Intelligence has become a masterful tool in various fields around the world due to its valuable contributions. Individuals rely on it for numerous purposes, including learning new things, solving complex problems, getting help anytime, and even seeking advice or suggestions. Consequently, the AI has increasingly become a part of human lives. One of the several areas that this tool has impacted positively is in education, particularly in language contexts, since learning a foreign language is a vital aspect in society because it allows expanding professional opportunities, communicating easily with people from different countries, personal growth, and getting access to information in diverse disciplines (De la Vall & Araya, 2023).

Acquiring a new language in private language instruction may be expensive and take a significant amount of time, depending on the setting. Thus, people prefer to use online applications or websites to learn and improve their linguistic skills. One of the most commonly used platforms by EFL learners is ChatGPT, since it plays the role of language partner, tutor, corrector, and so forth (). Since this AI tool provides individuals with various benefits, they seek help to improve their speaking skills, since it is one of the most challenging and most required skills in different fields (Rasul et al., 2023).

Speaking a foreign language fluently and concisely is one of the most demanding aspects in several areas, including tourism, business, health, and particularly in education. Students are required to develop their linguistic

components efficiently. However, their limited oral production affected them when conveying ideas. Therefore, educators should prioritize the students' needs in the language classrooms. For example, the implementation of Artificial Intelligence (AI), especially ChatGPT, should not be banned in educational contexts, as long as it is used appropriately for academic purposes (Ghafar, 2023).

The objective of this study was to analyze the effectiveness of ChatGPT as a didactic strategy to develop the speaking skills in 35 second-semester students with A2 level from the Languages Major at Universidad Nacional de Chimborazo, in the city of Riobamba, in Chimborazo province, during the academic period 2025-2S. The results revealed that after the implementation of this AI platform and its activities, students demonstrated a significant improvement in their speaking skills and sub-skills. Likewise, their confidence and self-esteem when producing a foreign language were also enhanced. These findings are corroborated through the post-test taken after the treatment. Both pre-test and post-test are from the Key English Test (KET) from Cambridge English.

The present research is divided into five chapters, detailed as follows:

Chapter I: Introduction: This chapter encompasses an introduction of the research, research problem, problem statement, problem formulation, justification, general objective, and specific objectives.

Chapter II: Theoretical Framework: This chapter presents a research background and theoretical background required to compile a comprehensive range of literature essential to support the research variable.

Chapter III: Methodology: This chapter outlines the design, approach, research modality, level or type of this research, study population, techniques and

instruments to collect data, data processing, statistical analysis, budget, and schedule.

Chapter IV: Results and Discussion: This chapter encompasses results, interpretation of the results, and discussion.

Chapter V: Conclusions and Recommendations: This chapter summarizes the conclusion and recommendations derived from the findings and offer valuable suggestions for educators.

Research Problem

The students of "Second Semester" in the "Universidad Nacional de Chimborazo", in the city of Riobamba, Chimborazo Province, during the academic period 2025 1S have a low level on their speaking skills.

Problem Statement

Speaking has become a fundamental skill over the years due to its valuable role when communicating. However, it is also known as one of the most challenging skills among speakers, particularly in the context of Ecuador. In many EFL contexts, specifically second-semester university students in Riobamba, many of whom are beginning their formalized English instruction, often struggle when communicating ideas, sharing information, and transmitting thoughts verbally, which affects them to convey meaning effectively. At the same time, the latest technological inventions, especially the appearance of artificial intelligence, such as ChatGPT, are transforming education, especially the way that a language is taught and learned (Kiruthiga & Christopher, 2022). Consequently, pupils rely on the use of this tool to improve their speaking skills.

Despite the expanding use of Artificial Intelligence in educational contexts, there is limited research on its impact when improving speaking skills among college-level learners, primarily in non-native settings, such as Ecuador. Although ChatGPT has been pivotal in the development of language skills, including listening, reading, and writing, its ability for oral production enhancement has not been fully explored (Huang & Zou, 2024). Second-semester students from Universidad Nacional de Chimborazo may not be fully exploiting the benefits of

this remarkable technology, due to it has not been adopted inside the classroom to avoid academic issues, including plagiarism and dependency. This gap in both teaching practice and research creates a limitation in English language teaching, affecting students in the development of their speaking skills, leaving them without the chance to interact, connect, and engage with an innovative and modern resource that might conceivably meet their needs in a more efficient manner.

Fathi et al. (2024) emphasized that if the power of this Artificial Intelligence as a speaking tool is not explored, language learners and teachers may overlook the opportunity to create a positive and dynamic learning environment with a variety of personalized learning experiences. Besides, the facility to engage with AI allows pupils at UNACH to make use of all the resources that ChatGPT provides, access to authentic content that perfectly tailors to their language intelligences, learning styles, levels, and interests, boosting their involvement in oral production. In light of this, this research aims to examine and investigate how ChatGPT can be utilized as a didactic strategy for developing the speaking skills among second-semester students at Universidad Nacional de Chimborazo, in the city of Riobamba, in Chimborazo province, during the academic period 2025-2S with the main goal of filling the gap between traditional education and modern education combined with technological innovations.

Problem Formulation

How effective is ChatGPT for developing speaking skills in second semester students in the Pedagogy of National and Foreign Languages program at the National

University of Chimborazo, located in Riobamba, Chimborazo Province, during the 2025-2S academic period?

Justification

The emergence of Artificial Intelligence (AI) has contributed positively to the education field, since it contributes favorably to educators and students. One of the most used AI platforms is ChatGPT. This tool is being incorporated into educational settings as a resource to enhance the teaching and learning process. Students rely on the utilization of it to acquire new information, reinforce topics they learned in class, expand their lexicon, and improve their linguistic skills, including listening, reading, writing, and speaking. However, since one of the most demanding and important skills is speaking, learners seek help to develop and foster it. Consequently, in recent years, teachers have incorporated this platform into the language classrooms to develop the students' language functions through engaging activities, meaningful resources, and interactive games.

Therefore, this research is positioned as **original** because at this educational institution, there are limited studies about ChatGPT as a didactic strategy to develop speaking skills. Moreover, its originality is vital in this study since it fosters cognitive development and enhances the growth of academic knowledge. Similarly, it is classified as original because it denotes the notion that data taken from different sources should be cited and referenced. Consequently, all the information presented in this research work is appropriately cited and referenced.

The **importance** of this study focuses on the positive outcomes of using ChatGPT as a didactic strategy to develop the speaking skills in 35 second-

semester students from the Languages Major at Universidad Nacional de Chimborazo. The implementation of this AI platform provides numerous benefits to EFL learners, including instant feedback, language partner, evaluator, monitor, and so forth. Therefore, integrating this tool into educational contexts is a good option for both educators and learners.

The **impact** of this research work is educational since it aims to address a problem of the limited level of English speaking skills. Similarly, its educational impact on students allows them to develop and improve their spoken language dynamically and interactively. Subsequently, the findings gathered in this study produced a positive effect at the educational level since learners were engaged and motivated when using technology to foster their language skills.

Finally, the **beneficiaries** of this research are 35 second-semester students with A2 level from the Languages Major at Universidad Nacional de Chimborazo, in the city of Riobamba, in Chimborazo province, who, with the correct utilization of ChatGPT as a didactic strategy, improved their speaking skills. Besides, through the administration of the pre-test to identify the students' speaking level, the treatment applied to improve their speaking skills was beneficial, since the post-test from the Key English Test (KET) reflected significant progress in their oral production.

Objectives

General Objective

To analyze the effectiveness of ChatGPT in developing speaking English skill on students among second-semester in the Pedagogy of National and Foreign Languages program at the National University of Chimborazo, located in Riobamba, Chimborazo Province, during the 2025-1S academic period.

Specific Objectives

- To evaluate the level of English-speaking skill of the students.

- To implement ChatGPT activities aimed at enhancing English speaking skill, based on the findings from the diagnostic phase.

- To evaluate the effectiveness of ChatGPT in improving the aforementioned competence within the target population.

CHAPTER II. THEORETICAL FRAMEWORK

Research Background

In a global context, there are some researches with similar variables, and those studies have been taken into account as a scientific foundation for this research:

Jeon & Chose (2023), in their research labeled "ChatGPT, a partnering tool to improve ESL learners' speaking skills: Case study in a Public University, Malaysia". This case study aimed to investigate the effectiveness of ChatGPT as a partnering tool in developing ESL learners' speaking skills in the flipped classroom setting in a Malaysian Public University. Besides, it examines closely the ESL learners' challenges in using ChatGPT to develop speaking skills. This research used a mixed-method design incorporating a five point Likert scale questionnaire and focus group interviews. The quantitative data was analyzed using descriptive statistics, while the qualitative data was analyzed through thematic analysis. The main finding was to offer significant implications for various stakeholders in the educational industry. Besides, policymakers, course designers, teachers, students, and the Ministry of Education obtained valuable insights in decision-making, students' speaking abilities in the ESL flipped classroom.

Liet et al. (2024), in their article named "Exploring the potential of artificial intelligence to enhance the writing of english academic papers by non-native english-speaking medical students – the educational application of ChatGPT". This articled aimed to investigate the effectiveness of employing large language models, particularly ChatGPT, in improving the English academic writing skills of these

students. The population was a cohort of 25 third-year medical students from China. Besides, a questionnaire to gather feedback on students' experience in using ChatGPT was used. The results obtained in the article reflected an improvement in the quality of the students' writing due to the contribution of ChatGPT in supporting academic research.

Liu & McMinn (2024), in their article entitled "Using generative artificial intelligence/ChatGPT for academic communication: Students' perspectives". It aimed to address the gap by investigating students' experiences and attitudes toward GenAI tools for English academic communication, focusing on their overall perceptions, perceived benefits, limitations, and challenging. The data was obtained through a questionnaire interview with a population of 475 students. Moreover, interviews at two universities in China were used. The results gathered in this article demonstrated that the learners perceived GenAI positively, considering it as a useful tool for learning academic communication skills.

Theoretical Background

The role of Technology in Language Learning

Technology has been playing a vital role in different fields, including business, politics, health, and undoubtedly, education. Likewise, it has revolutionized language learning, providing an extensive variety of resources that help students in the developing language skills. A notable innovation is the CALL approach, or also known as Computer-Assisted Language Learning, which is a framework that integrates technology in language development to enhance the four language skills, such as listening, speaking, reading, and writing. Its purpose is to

promote self-paced learning where pupils engage with resources and materials at their own speed. That is to say, they can work on tasks inside the class and outside the class. Additionally, when implementing CALL in language settings, students are exposed to dynamic and interactive exercises, including online games, quizzes, and worksheets that stimulate their creativity during their learning process (Shadiev & Yang, 2020).

A remarkable benefit when using technology in language learning is to tailor to students' needs, intelligences, and learning styles. For instance, some who have visual intelligence may benefit from pictures, flashcards, or infographics, while ones who have auditory intelligence benefit from songs, podcasts, or audiobooks, and so on, depending on the style. For these reasons, the CALL approach is characterized by integrating several activities according to the different learning preferences (Liang et al., 2023).

Furthermore, numerous studies have shown that Computer-Assisted Language Learning contributes to the development of language acquisition due to it offers suitable resources and a variety of opportunities to language learners to practice. Chen et al. (2021) mentioned that integrating technology in the teaching and learning process motivates and encourages students to learn the language dynamically, leaving behind the traditional methods, and giving pupils new alternatives to learn at their own pace and rhythm.

Artificial Intelligence in Education

Artificial Intelligence or also known as AI, refers to the simulation of human intelligence in machines. It has gained fame in recent years due to it performs tasks

that involve critical thinking, problem solving, and decision-making. Likewise, many AI-powered tools have incorporated resources that understand and process human language, for example, chatbots from WhatsApp, Instagram, Facebook, Gemini, or ChatGPT (Smutny & Schreiberova, 2020). Additionally, in the educational field, the use of Artificial Intelligence has become a masterpiece, especially in language learning, since individuals rely on the use of virtual applications to learn a language. Among the applications, learners most use Duolingo, Babble, HelloTalk, or even virtual tutors because they offer personalized learning experiences and provide instant feedback.

Although Artificial Intelligence has been present for several decades through interactive language programs and digital learning, AI became more widely recognized around 2012 with more sophisticated systems capable of engaging in insightful conversations, acknowledging context, and offering tailored feedback (Su & Yang, 2022). One of the most used AI-powered tools by individuals around the world is ChatGPT. This platform is characterized because of its 24/7 availability, free version with some limitations, educational support, and personalized interaction. Likewise, it generates responses that look like human conversations, allowing users to interact with the system naturally and spontaneously (Morales, 2023).

The rise of AI, particularly in the education field, has been well seen, especially by learners, since they find it more accessible and effective for their learning process. Moreover, its personalized learning perfectly caters to their needs and intelligences. Similarly, language students tend to complement their progress using interactive and real-time resources to reinforce their language skills due to

some AI platforms have incorporated in their systems books, podcasts, articles, and videos in the target language, helping learners to improve their lexicon and exposure to different accents. In the same way, regarding speaking skills, learners can practice real-life dialogues while speaking and getting meaningful responses (Ahamed & Lakshmi, 2023).

Benefits on Using Artificial Intelligence in Education

Using Artificial Intelligence (AI) in educational settings provide numerous advantages for learners and educators, such as:

- ✓ Instant feedback
- ✓ Exposure to authentic materials
- ✓ 24/7 Availability
- ✓ Personalized learning experiences
- ✓ Virtual classrooms and simulations
- ✓ Platforms tailored to meet the students' needs, preferences, learning styles, and intelligences
- ✓ Education at any time with virtual mentors
- ✓ Smart content

Limitations of Using Artificial Intelligence in Education

Despite the use of Artificial Intelligence provides several benefits in different fields, including education, it is crucial to consider its key limitations, including:

- ✓ Opportunities for cheating and plagiarism

- ✓ Lack of creativity and innovation

- ✓ Dependence on technology

- ✓ AI-powered tools are not fully free

- ✓ Data privacy concerns

- ✓ Issues with security

- ✓ Risk of bias

Chat Generative Pre-trained Transformer (ChatGPT)

Technology and artificial intelligence (AI) have evolved over the years with the purpose of helping individuals reduce their effort while developing complex tasks. Similarly, it has contributed significantly to technological advancement to create better systems and high-quality services across industries. A notable example of an AI-powered tool that has been present in the latest years in numerous areas, including finance, transportation, customer service, education, and healthcare, is ChatGPT (Wolfram, 2023).

Chat Generative Pre-Trained Transformer or also known as ChatGPT, is a chatbot application that was developed by OpenAI since November 2022 as part of the GPT-3.5 model. It gained widespread recognition due to its employment of a human language model and its ability to produce responses emulating human behavior. Eventually, in March 2023, the American research and deployment company OpenAI released another version of GPT-3.5, improving it to GPT-4 with the intention of boosting its features, such as understanding, quality of answers, and reasoning, in order to ensure that artificial intelligence benefits the population.

Additionally, this language model is characterized by its promising potential of the Natural Language Processing (NLP) technology to generate coherent responses and appropriate answers (Rizzo et al., 2024).

Furthermore, ChatGPT has served as a remarkable tool for the population since its empathetic responses, ability to engage in conversations, accessible partner, and assistant with various complex language tasks, positioning it as a pivotal resource for many people, particularly with language learners. One of its main goals is to simulate conversations based on real-life situations, where individuals practice and refine their four linguistic skills through continuous and adaptive dialogues in an innovative learning environment, while receiving instant feedback in areas that need further improvement and promoting active participation (Mosaiyebzadeh et al., 2023).

ChatGPT in Education

In educational areas, the use of ChatGPT has become a masterpiece for teachers and students inside and outside the classroom due to its ability to tailor learners' needs, preferences, and learning styles. Likewise, this tool focuses on specific language learning goals, including lexical development, pronunciation, grammar points, and their corresponding corrections (Kartal, 2023). Consequently, it has been implemented in modern education, leaving behind the traditional teaching methods. For example, pupils can use this AI-powered system to practice speaking skills by interacting with the tool in real-time scenarios, engaging in dialogues, receiving feedback on their sub-skills, and producing real language use.

Due to its capacity to provide personalized experiences for language learners, many of them rely on its use to complement their learning process (Kohnke et al., 2023).

Despite its numerous contributions to the educational field, it is crucial to emphasize that ChatGPT is not a replacement for human teachers since it does not understand emotions and cannot provide emotional support as a human does. Moreover, educators have the ability to build personal relationships with students to create a positive environment of learning, something artificial intelligence cannot replace (Adeshola & Adepoju, 2024). Although this AI tool can respond empathetically, it may not handle classroom behavior or resolve conflict among students compared with instructors who are the ones in charge of maintaining a harmonious learning atmosphere. Nevertheless, if ChatGPT is implemented as a supporting resource in the language learning curriculum, it may considerably boost the teaching and learning process while enhancing the development of linguistic components, especially for productive skills, such as speaking and listening (Memarian & Doleck, 2023).

ChatGPT as a Language Learning Tool

Nowadays, learning a language is a necessity for individuals in this globalized world. Many jobs, particularly in education, tourism, international business, marketing, and customer service, require bilingual employees, English being one of the major languages. Likewise, knowing and mastering a foreign language opens numerous doors to study abroad, engage with global knowledge, and access significant academic resources. Therefore, the use of Artificial Intelligence has

been a valuable key over the years for language learners. There are several helpful platforms where AI is incorporated to learn a different language, including:

- ✓ Duolingo
- ✓ Babble
- ✓ HelloTalk
- ✓ Busuu
- ✓ Elsa Speak
- ✓ Memrise
- ✓ Rosetta Stone
- ✓ FluentU
- ✓ Clozemaster

Despite, the platforms mentioned above playing a crucial role when learning a foreign language due to their features and services, individuals have been relying on the use of one AI-powered tool that provides more engaging resources, personalized learning experiences, and the most importantly, it can meet their needs and preferences. One clear example is Generative Pre-Trained Transformer (ChatGPT) (Javaid et al., 2023).

This powerful platform has gained recognition in the language area since it provides numerous benefits to individuals, such as grammar explanations, pronunciation help, speaking prompts, quizzes, games, and so forth. Consequently, EFL learners choose this AI as the primary resource to improve their language skills

and sub-skills. Likewise, being a free platmform with some limitations, it serves as an accessible way to learn from early ages to old ages (Ali et al., 2023).

Another notable aspect that makes ChatGPT the most used among language learners is the autonomous learning process that it provides, giving them various opportunities to practice independently and at their self-directed pace. Due to its 24/7 availability, students can interact with language tutors whenever and wherever they are, getting instant feedback, error correction, personalized grammar explanations, and a study plan creation similar to the Input Hypothesis theory by Stephen Krashen (Cherednichenko et al., 2024). In addition, the implementation of this language model in educational settings promotes active learning and digital literacy, resulting in a pivotal complement in the teaching and learning process (Ivanovska, 2023).

ChatGPT to Develop Speaking Skills

Developing speaking skills through artificial intelligence is no longer a novelty for EFL learners due to AI has been used for research, recognition, and language learning for decades. For instance, the language learning application Rosetta Stone has integrated pronunciation feedback for many years (Kostka & Toncelli, 2023). Similarly, Google Assistant and Siri were used to help individuals learn a language as well in the past several years (Palanica & Fossat, 2021). Therefore, foreign language students rely on the use of AI-powered tools to reinforce their linguistic skills, including listening, speaking, reading, and writing. However, speaking is one of the most crucial and challenging components; pupils

have been learning to develop this skill with didactic strategies as ChatGPT (Fitria, 2023).

Despite ChatGPT is not a speech-recognition tool, it serves as a scaffolded resource to break down complex tasks into manageable steps to help students learn based on their needs and levels. Likewise, through its pre-written dialogues, EFL learners have the opportunity to acquire knowledge and practice structured exchanges with real-life contexts. Additionally, incorporating this AI model in the language learning process offers useful activities that benefit the development of oral production, such as descriptive storytelling, opinion sharing, question-and-answer sessions, and summarization. These types of tasks equip pupils with the ability to use the language fluently and authentically as native speakers do (Bin-Hady et al., 2023).

Additionally, another alternative of using ChatGPT to develop oral proficiency is as a tool to complement the speaking activities. That is to say, teachers play the role of supporters and guides while students use this language model for sentence correction or look for alternative ways to transmit ideas, feelings, emotions, and/or information while fostering their lexicon and fluency at the same time. Moreover, the combination of ChatGPT with other powered language applications can significantly influence the students' speaking skills and sub-skills, including pronunciation, intonation, fluency, accuracy, and grammar structures (Tolstykh & Oshchepkova, 2024).

Furthermore, asking proper prompts according to the learners' levels and needs, ChatGPT can be highly helpful to simulate everyday situations. For example:

✓ *"Could you please give a natural conversation prompt to practice speaking English when ordering food?"*

✓ *"Could you please give a natural conversation prompt to practice speaking English when asking for directions?"*

✓ *"Could you please give a natural conversation prompt to practice speaking English when shopping?"*

✓ *"Could you please give a natural conversation prompt to practice speaking English when talking with friends?"*

However, if the context and situation demands academic language use and lexicon, the prompt should be different so that ChatGPT can adjust the language, tone, and expressions. For example:

✓ *"Could you provide a formal and neutral conversation prompt to practice speaking English when debating?"*

✓ *"Could you provide a formal and academically conversation prompt to practice speaking English when presenting?"*

✓ *"Could you provide a formal conversation prompt to practice speaking English for my job interview?"*

✓ *"Could you provide a formal conversation prompt to practice speaking English for a meeting?"*

English Language Skills

Learning a language has become a necessity for many individuals around the world due to its valuable contributions in different fields, since it allows them to communicate across cultures, break down barriers, and have access to a wide range

of information. For this reason, learning a language encompasses four language skills such as listening, reading, writing, and speaking. These components play a pivotal role in language acquisition because each one of them has its unique role in how individuals receive and produce language.

✓ Listening is considered as a receptive skill and the basis of communication. It is crucial to understand spoken language during conversations, presentations, lectures, media, and so forth. Without this component, individuals may face challenges understanding and responding effectively.

✓ Reading is a fundamental receptive skill for expanding vocabulary, getting information, and understanding written texts. Its goal is to help individuals to access information on written resources.

✓ Speaking is one of the most essential productive skill due to it allows people to communicate ideas, share information, transmit thoughts and feeling. In short, convey meaning. Within this skill, individual engage in real-time conversations and interactions.

✓ Writing similar to speaking, is another productive skill where individual express ideas, share information in a permanent form. Its goal is to develop a deeper understanding of organization and sentence structure.

Speaking Skills in EFL Learning

Speaking skills play a significant role in language learning because it is a crucial component of language education, predominantly in English as a Foreign Language (EFL) contexts. It refers to the ability to communicate ideas, share information, and transmit knowledge, in plain terms, to convey meaning (Akhter,

2021). However, it has been neglected in several English classrooms due to the lack of qualified teachers, insufficient resources, curriculum prioritization, limited exposure, and so forth. Consequently, learners do not have enough opportunities to produce the language effectively.

Additionally, learning how to talk demands more than uttering words through the mouth; it involves a considerable amount of focus and effort. By implementing interactive and dynamic speaking activities in the classrooms, students can develop their oral production in a better manner due to they are exposed to a variety of tasks where they can interact with their peers, receive instant feedback, and boost their sub-skills. Likewise, listening, reading, writing, and grammar assignments can support their oral production development as well, allowing them to learn particular lexicon and grammar points so that they can speak coherently (Bilak & Henrietta, 2024).

Speaking has become one of the most fundamental English language skills due to it fosters communication among people. Because of its active and productive roles, students process information and respond quickly in real-time, they actively express their thoughts, opinions, emotions, and ideas while contributing to the conversation, they collaborate and interact with others, negotiate meaning, and resolve misunderstandings, and they receive immediate feedback and feedforward from their peers and teachers; nevertheless, acquiring oral production cannot be achieved in one day, it demands collaborative effort and cooperation from both the students and the teacher (Mendrofa & Wijaya, 2022).

Speaking skills is a crucial indicator for the mastery of speaking in a foreign language cohesively and coherently since it is involved not only in the educational field, but also in science, business, technology, politics, and so forth. However, it is essential to consider that this skill does not only require saying words, it also encompasses its crucial sub-skills, including intonation, pronunciation, word stress, fluency, vocabulary, and accuracy (Suban, 2021).

The process for teaching speaking in the English Language Classroom (ESL) varies according to the students' needs and the teaching practice. Moreover, to teach speaking comprehensibly, it is fundamental for teachers to know about the factors and aspects involved in speaking competence, such as knowledge of language and discourse, communication strategies, core speaking skills, and how those components relate to each other (Burns, 2019). Besides, it is crucial to create a supportive and encouraging classroom environment that fosters active participation and promotes effective communication. In the same way, Sinage & Oktaviani (2020) mentioned that there is a general process to teach speaking in the classroom:

- ✓ To establish clear and specific objectives

- ✓ To provide to the students clear and relevant models of spoken language

- ✓ To engage to the students in pre-speaking activities that help them activate their background knowledge

- ✓ To introduce useful vocabulary and phrases related to the speaking task

- ✓ To offer opportunities for structured practice to develop specific speaking skills and to boost students' confidence

- ✓ To provide constructive feedback and correction

- ✓ To encourage fluency and accuracy

- ✓ To create opportunities for the learners to engage in authentic communication

- ✓ To provide speaking opportunities

- ✓ To assess the students' speaking skills

Speaking Sub-Skills

Nowadays, speaking a foreign language plays a significant role in achieving success in numerous fields, and without this skill, communication will be poor and limited. In this sense, speaking has become one of the most essential components when learning a foreign language because of its valuable contributions when conveying meaning (Rao, 2019). Additionally, oral proficiency not only demands producing words by using the mouth, it also encompasses speaking sub-skill, including (1) accuracy, (2) pronunciation, (3) fluency, (4) vocabulary range, (5) grammar, (6) stress, (7) intonation, (8) coherence and cohesion, and (9) discourse management.

Accuracy

It refers to the correct use of grammar patterns, including proper verb tenses, syntax, and sentence formation. This component is crucial when developing speaking skills by allowing language learners to identify errors and avoid repeating

ingrained mistakes. Likewise, it permits them to produce language logical and interpretable, using correct words for the right context and situation. Without an appropriate enhancement of accuracy, oral communication will become unclear with notable breakdowns, affecting students ' progress and improving their performance while engaging in verbal exchanges (Kuiken & Vedder, 2022).

Pronunciation

The term pronunciation denotes the ability to articulate syllables in speech, making language learners sound when communicating verbally. Within a proper pronunciation, listeners will understand the message clearly (Pennington, 2021). One of its main characteristics is to support other speaking sub-skills, including fluency due to it reduces hesitation. However, as a consequence of many language learners are not exposed to the native speaker's pronunciation, it may cause misunderstandings when producing the language. For instance, English has many vowel sounds that are not present in other languages (Yudar et al., 2020).

Fluency

It refers to the ability to speak without repeated hesitations and unnatural pauses, making the verbal message clear to understand without being too fast or too slow (Tavakoli & Nakatsuhara, 2020). One key element involved in this sub-skill is intonation patterns, such as rising and falling pitch, which is characterized by allowing students to convey feelings and emotions and help learners identify the type of sentence structure while following the flow of speech. However, a poor and limited development of fluency in speaking may significantly affect to clarity in communication (Lopez et al., 2021).

Vocabulary Range

The term vocabulary refers to the words used to express ideas, feelings, and information in speech. Consequently, having a vast lexical range allows language learners to communicate precisely and cohesively. Likewise, selecting the right terms and utterances is pivotal for clarity in oral proficiency. Moreover, this sub-kill is not crucial only in speaking but also in other language skills, such as reading, writing, and listening, due to its crucial role in linguistic acquisition (Enayat & Derakshan, 2021). Therefore, it is fundamental for educators to choose the appropriate techniques and strategies to teach vocabulary inside the classroom, as well as motivate students to practice it outside the educational settings at their own pace and rhythm (Uchihara & Clenton, 2020).

Grammar

Grammar plays a relevant role when developing speaking skills, since it ensures that the speaker's message is clear and simple to follow for listeners. Employing adequate grammatical points helps prevent confusions and misunderstandings that might emerge from unclear verbal expression. Likewise, a correct teaching of grammar in educational contexts can highly benefit EFL learners when facing different spoken situations, including academic discussions, debates, and professional presentations (Normawati, 2023). Despite its numerous benefits on the speaking skills, developing grammar in this component can be controversial when boosting the students' oral proficiency due to some of them acquiring it better in inductive situations while others in deductive contexts (Rossiter, 2021).

Stress

This term signifies the ability that language learners put in certain syllables in words to elevate their significance. A proper use of it when speaking allows listeners to understand the meaning of a word clearly and concisely. In addition, this sub-skill holds a significant role in oral proficiency due to it guides students to key information by listening to the stressed units (Win, 2020). On the other hand, stress is divided into two types, including stressed syllables (S) and unstressed syllables (U). For example, the first one is pronounced with more emphasis while the second one is pronounced with less emphasis (Kholis, 2021).

Intonation

Similarly, to the pronunciation sub-skill, intonation or also known as the melody of language denotes the ability to rise and fall the pitch in speech. This component is characterized by the combination of pitch and stress variations during the spoken language (Alsmadi, 2020). For instance:

- ✓ *"Are you planning to visit the United States of America?* (Rising pitch indicates a question)

- ✓ *Mariela has a very important exam tomorrow morning.* (Falling pitch indicates it is a statement)

- ✓ *You get married with a guy 20 years older than you?* (Rising pitch expresses surprise)

- ✓ *You aced all your final exams?* (Rising pitch indicates excitement)

- ✓ *I do not have anything else to tell you.* (Falling pitch indicates a conclusion)

- ✓ *You did not cheat in the English assignment, right?* (Rising pitch at the end to indicate the speaker is seeking for confirmation)

- ✓ *Perhaps, you should choose Harvard University instead of UCLA (Rising pitch indicates a suggestion)*

- ✓ What does artificial intelligence mean? (Falling pitch indicated a direct question)

Coherence and Cohesion

Coherence refers to how utterances and information are well-connected in speech. Without adequate, consistent tenses, the message will be unclear to understand for listeners. Therefore, the use of transitional words serves a significant function in this sub-skill in order to connect ideas while conveying meaning. Some examples are: therefore, additionally, moreover, furthermore, and so forth (Marzuki et al., 2024). On the other hand, cohesion is how language learners employ and connect proper words and ideas when transmitting a message. Its main characteristic is to ensure clarity and flow during the communication. Even cohesion and coherence can be seen as similar components due to their parallel features; cohesion is distinguished by its role in the clarity of language connections (Andini, 2025).

Discourse Management

This term is the combination of coherence and cohesion with the addition of organization when speaking. That is to say, it refers to the ability to analyze and structure the individuals' thoughts and ideas logically in order to make the audience

understand the message. Besides, this subskill involves the use of techniques and strategies to maintain the flow of interaction, such as asking for information, asking for clarification, making suggestions, or making comments (Hardy et al., 2020). Its main role is to contribute to the development of oral proficiency by integrating coherent and concise ideas while maintaining the conversation (Bagheri & Mohamadi Zenouzagh, 2021).

Challenges in Developing Speaking Skills

Developing appropriate and effective speaking skills poses a wide range of limitations for English language learners. One of them is a lack of fluency, which does not allow them to speak clearly and fluently due to frequent pauses and hesitations, making it hard for listeners to understand the message. Moreover, when learners face issues with this sub-skill, they may simplify their ideas when communicating, limiting their capacity to express themselves fully (Riadil, 2020). On the other hand, a limitation that pupils from Ecuador face is poor pronunciation imitation, since some of them are accustomed to limited exposure. That is to say, if teachers do not pronounce correctly and/or their oral production is not well-developed, students will imitate and repeat what they hear, causing further issues when speaking and confusing listeners, especially If there is a wider audience (Ratnasari, 2020).

These challenges tend to aggravate, particularly in traditional classrooms, since there is limited speaking exposure and unsuitable activities where students do not develop their oral production adequately. Research by (Tiu et al., 2023), emphasizes that freer and controlled activities, such as role-plays, debates,

discussions, and presentations not only foster students' ability to speak but also help them interact with their classmates and the teacher while gaining confidence when speaking in a foreign language (Meena, 2020). Moreover, for English language learners, specifically in Ecuador, being a non-English-speaking country, these limitations can affect them partially and even fully due to the limited exposure and inadequate assignments inside and outside the classrooms.

The necessity for immediate and efficient solutions to these challenges has increased in recent years, and there is a high interest in implementing technology in English language classrooms to support the development of students' speaking skills. By incorporating suitable and interactive tasks, pupils can engage with authentic materials, such as podcasts, songs, and radio broadcasts, to foster their oral proficiency in real-life tasks. As a result, they have the opportunity to practice not only the speaking skill, but also its sub-skills, increase their lexicon, and boost their confidence (Tuyen, 2021).

CHAPTER III. METHODOLOGY

Design

Approach

  This research will apply a quali-quantitative approach because it developed a library research about the use of ChatGPT as a didactic strategy for developing speaking skills in order to understand the underlying reasons why the problem happens to provide insights about it to generate the hypothesis. Moreover, it adopted a quantitative approach because it proved a hypothesis. In this case, the researcher pretended to prove the effectiveness of ChatGPT as a didactic strategy to develop oral proficiency. Additionally, the gathered data was numerical due to the rubric used in the pre-test and post-test.

  This research adopted a mixed methods approach because it integrated qualitative and quantitative data collection methods to delve into the efficacy of using ChatGPT as a didactic strategy to develop speaking skills. Besides, it initiated with quantitative measures, such as Key English Test (KET) from Cambridge English and a validated rubric were used to assess students' oral production with the context of ChatGPT. Likewise, these quantitative assessments served as the preliminary stage of the study in order to provide statistical insights regarding to the impact of ChatGPT intervention on speaking skills. Subsequently, qualitative data was obtained through a semi-structured interview with open-ended questions to further investigate learners' perceptions and attitudes towards the use of ChatGPT activities to develop speaking skills. Finally, by focusing specifically on eight ChatGPT activities, this research aimed to offer a nuanced understanding of the effectiveness and valuable contributions of using ChatGPT as a strategy to develop the students' speaking skill in the English language classrooms.

According to Tenny et al. (2017), the quali-quantitative approach involves gathering, analyzing, and interpreting both qualitative and quantitative data deemed relevant to the study. In other words, this approach provides a more comprehensive and nuanced understanding of the phenomenon under investigation. It allows for the integration of objective, empirical data with an in-depth exploration of participants' experiences, perceptions, and subjective contexts. The literature review and observations will be part of the qualitative approach, while the quantitative aspect will focus on the pre- and post-assessment evaluations.

Research Modality

This study was framed in Quasi-experimental design because the researcher administrated two tests to the students, pre-test and post-test, where they did not have any preparation to take the test. Besides, the use of quasi experimental design is when the researchers have limited control over variables or when it is not possible to randomly assign participants.

The research intervention took 4 weeks (1 month). During this period, the researcher worked four hours each week, during ChatGPT was used as a didactic strategy to develop the students' speaking skills, considering the content, their needs, and objectives from A2 level.

Additionally, the implementation was done during the while teaching phase to allow pupils to develop their ability to interact and communicate effectively and practice what they have learned throughout the class.

Level or Type of Research

The level of this study was descriptive and applied, focusing on addressing specific issues related to speaking skills that affect English language learners. According to

Sandelowski (2000), this level involves characterizing a particular phenomenon or situation by highlighting its most distinctive features. This approach aligned closely with the study's objective of describing how ChatGPT will impact the various educational needs faced by learners in their efforts to improve their English language skills. A descriptive statistical approach was employed, involving the systematic collection of data through pre-assessment, intervention (application), and post-assessment stages, to outline the key characteristics of the dataset and provide a clear, concise understanding of the results. Ultimately, the study aimed to demonstrate how the application of Artificial Intelligence tools like ChatGPT can enhance the students' spoke language.

Study Population

This research was carried out at Universidad Nacional de Chimborazo. It is a public institution located in the city of Riobamba in Chimborazo province. The address of La Dolorosa campus is Av. Eloy Alfaro and 10 de Agosto.

Universidad Nacional de Chimborazo is a public institution from Riobamba city in the Republic of Ecuador. In 2019, the Universidad Nacional de Chimborazo offered 31 undergraduate programs in 4 faculties, with more than 9541 students and 679 professors (National University of Chimborazo, n.d.).

The population selected for this study consists of 35 second-semester students enrolled in the Pedagogy of National and Foreign Languages program at the Faculty of Educational, Human Sciences, and Technologies at Universidad Nacional de Chimborazo during the academic period 2025-2S This higher education institution was chosen because, during pre-professional internships, students consistently used ChatGPT as a strategy to complete some of their tasks.

Sample Size

Since the population is relatively small, there is no need to select a sample.

Data Collection Techniques and Instruments

For this study, two instruments were used to collect data about ChatGPT as didactic strategy for developing the speaking skills. The first instrument is the Key English Test (KET) from Cambridge English to analyze the effectiveness of ChatGPT in the speaking skills (Cambridge English, 2017). Moreover, a validated rubric was used to assess learners' speaking skill before and after the intervention. The second instrument is a semi structured interview for students to gather information about the effectiveness of using ChatGPT for developing the students' oral proficiency, a validated questionnaire based on a Likert scale was used to measure how practical the ChatGPT activities in the English language classroom are.

The first instrument that was used is the Key English Test (KET) with its corresponding rubric to assess the effectiveness of ChatGPT in the speaking skill. It is worth mentioning that the validity and reliability of PET are confirmed because it is a validated Cambridge test that is accepted worldwide to assess language competence. The Key English Test (KET) was conducted before and after the intervention to assess how didactic is ChatGPT to develop students' speaking skills. The evaluation was carried out through the Cambridge KET rubric.

Finally, the semi structured interview for the students. The validated questionnaire gathered information about the effectiveness of using ChatGPT as a didactic strategy to develop the speaking skills. To protect participants' identities, Belmont principles was applied during the development of this research. That is to safe students' names were not shown, and their faces were covered.

Budget and Schedule of the Research Work

Item	Quantity	Unit Cost (USD$)	Total Cost (USD$)
Computer	1	700$	700$
Speaker	2	7.50$	15$
Markers	5	1$	5$
Whiteboard	1	50$	50$
Whiteboard eraser	1	2$	2$
Poster board	10	0.20$	2$
Projector	1	400$	400$
Images	20	0.25$	5$
Transportation	1	50$	50$
Pen	4	0.50 $	2$
Pencil	2	0.50 $	1$
Sheets of Paper	10	0.30$	3$
		1.212,25$	**1.235$**

✓ Estimated Cost $1.235 USD

✓ The research was funded by the researcher himself.

CHAPTER IV. RESULTS AND DISCUSSION

RESULTS

The following section presents the results of the data gathered from 35 students from A2 level of Languages Major at Universidad Nacional de Chimborazo, focusing on ChatGPT as a didactic strategy to develop the speaking skills.

Regarding the first specific objective: *"To evaluate the level of English-speaking skill of the students"*, the results indicate the following:

Genre	N° Students	Pre-Test	Post-Test
F	S1	12	14
F	S2	7	8
M	S3	5	8
F	S4	7	8
F	S5	3	4
M	S6	4	6
F	S7	8	10
M	S8	6	8
M	S9	3	5
F	S10	9	11
F	S11	3	5
F	S12	5	6
M	S13	7	9
F	S14	7	8
M	S15	5	7
F	S16	8	9
F	S17	9	11
F	S18	3	4
F	S19	5	6

F	S20	7	8
M	S21	9	11
F	S22	10	12
F	S23	6	7
F	S24	11	13
F	S25	8	10
F	S26	8	9
F	S27	7	9
M	S28	8	10
F	S29	9	10
F	S30	5	7
F	S31	6	8
M	S32	5	6
F	S33	4	5
F	S34	7	9
F	S35	12	14
	TOTAL	**6,8**	**8,43**

Tabla 1Pre-test and Post-test results
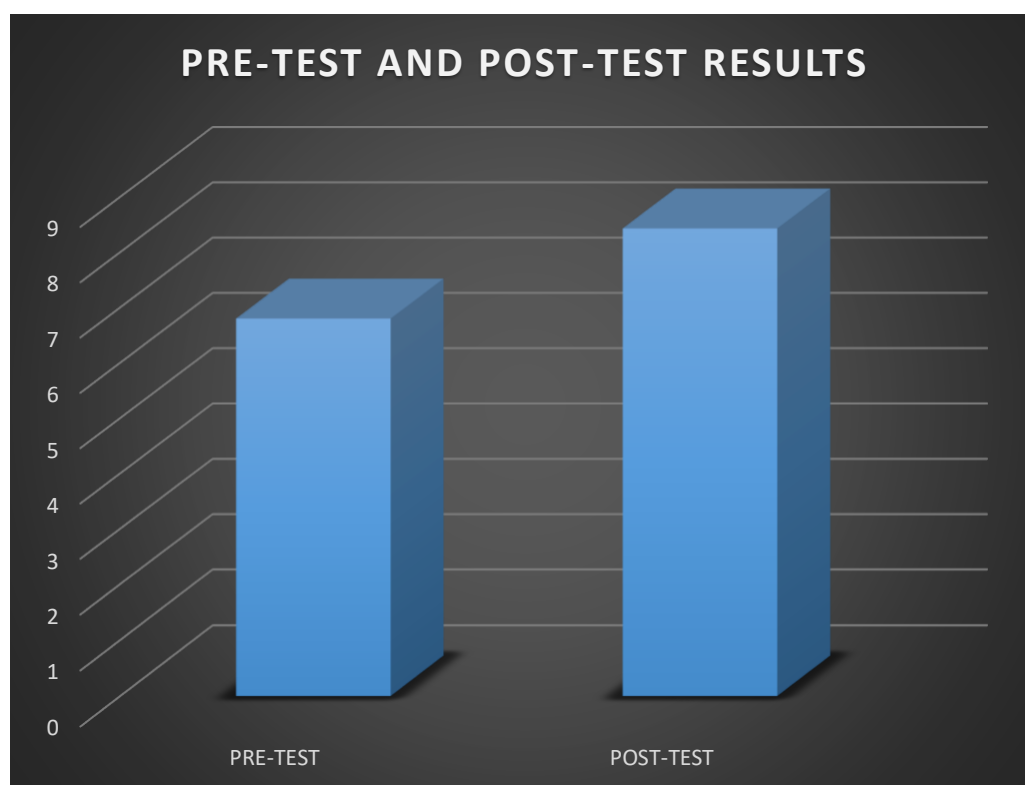
Figure 1 Pre-test and Post-Test Results

This section presents an overview of the comparative results obtained from the pre-test and post-test administered to second-semester students from Languages Major at Universidad Nacional de Chimborazo, in Riobamba city, in Chimborazo Province. The purpose of these two assessments was to measure the impact of ChatGPT to develop speaking skills.

A total of 35 students participated in this research. The pre-test was conducted prior to the intervention while the post-test was administered after 4-week period using ChatGPT activities to develop learners' oral production.

Pre-Test Results

The mean score on the pre-test was **6.8** out 15, with scores ranging from **3 to 12.** The results indicated that the greater proportion of students demonstrated limited speaking

skills, specifically in fluency and accuracy. Only **11.43% (n=4)** of the learners scored

above 9, the criterion established for satisfactory performance.

Post-Test Results

Subsequent to the instructional period, the post-test revealed a significant

improvement in learner performance. The mean score increased to **8,43,** with a score range

of **4 to 14.** Approximately **31,43% (n=11)** of the students scored above the criterion

established for satisfactory performance, indicating a considerable improvement in the

speaking skills.

These findings indicate that the use of ChatGPT and ChatGPT activities contributed

to the development of students' speaking skills.

To address the second specific objective: *"To implement ChatGPT activities aimed*

at enhancing English speaking skills based on the findings from the diagnostic phase",

eight ChatGPT activities were implemented in the classroom. These tasks were designed to

allow students to develop their speaking skills, as each activity was tailored differently.

That is to say, some of them were developed individually, in pairs, and groups. Likewise,

the type of interaction varied according to the task's objective. Additionally, to create the

tasks, an outline was followed:

- ✓ Lesson's topic

- ✓ Students' level

- ✓ Activity's topic

- ✓ Activity's objective

- ✓ Language Points

- ✓ Language Focus (functional language, grammar, vocabulary, and

  pronunciation)

- ✓ Time frame

- ✓ Type of interaction (Student-ChatGPT, Student-Student, and Student-Class)

- ✓ ChatGPT' prompts

- ✓ Assessment and Reflection

- ✓ Development of the activity (including warm up and annexes)

In addition, the use of ChatGPT to complete the assignments alternated based on the instructions. For instance:

- For Activity N°1, a Role-Play was developed to allow students practice their speaking skills by asking politely. They used ChatGPT as a conversation partner, guide, and role-play character to ask about examples of scripts, tips to improve their oral production, suggestions about natural expressions to use during the role play, and evaluator of their performance.

- For Activity N°2, a Story Time – Presentations was designed to permit students practice their speaking skills by presenting and explaining their experiences. They used ChatGPT as a conversation partner, guide, and facilitator to ask it for expressions to make the story time engaging and entertaining, tips to improve the speaking sub-skills, suggestions for making pauses when explaining, and tips to make the story sound natural.

- For Activity N°3, a TikTok video was created to allow students practice their speaking skills while talking about resolutions and goals. They used ChatGPT as a conversation partner, facilitator, and language assistant to ask it for vocabulary to describe goals, suggestions to sound confident while

speaking, tips to improve their fluency and accuracy, and suggestions to improve their oral production.

- For Activity N°4, a Debate was developed so that students practice their speaking skills while debating. They used ChatGPT as language assistant, conversation partner, and facilitator to ask for strong arguments for and against to the general topic, evaluation about their spoken language, and suggestions to improve their speaking skills and sub-skills.

- For Activity N°5, a Glow Up Challenge was designed to enhance the students speaking skills by allowing them to use the language verbally when talking about physical changes. They used ChatGPT as language assistant, conversation partner, and facilitator to ask for ideas to describe glow up changes, evaluation of their performance, tips for improving their accuracy and fluency, and suggestions to correct their mistakes while speaking.

- For Activity N°6, an Interview was used to develop speaking skills while students interview their classmates. They used ChatGPT as facilitator, language assistant, and conversation partner to ask for suggestion to correct their oral production, expressions and questions to use for an interview, and an evaluation of their spoken language.

- For Activity N°7, a Carousel was designed to allow students practice their speaking skills by presenting information in a carousel. They used ChatGPT as a conversation partner, facilitator, and language assistant to ask for tips to

create conversation questions, help to correct answers, and for playing the role of speaking partner so they can interact with it.

- For Activity N°8, Show and Tell activity was designed to enhance the students' oral production while they speak about the person they admire. They used ChatGPT as facilitator, language assistant, and conversation partner to ask for sentences to start describing someone, to play the role of speaking partner, tips to improve fluency and accuracy, and an evaluation of your spoken description.

To respond to the third specific objective: *"To evaluate the effectiveness of ChatGPT in improving the aforementioned competence within the target population",* a post-test from Key English Test (KET) from Cambridge English was applied with the purpose of measuring the effectiveness of ChatGPT to develop the students' oral production. Likewise, it served a fundamental key to compare pre-and post- intervention performance. Subsequently, with the results collected, descriptive and inferential statistics were administered through the Paired Sample T-Test, which is detailed below:

DESCRIPTIVE ANALYSIS

	Pre-Test	Post-Test
N	35	35
Mean	6.80	8.43
Std. error mean	0.414	0.442
Median	7	8
Mode	7.00	8.00
Standard deviation	2.45	2.62
Variance	5.99	6.84

Minimum	3	4
Maximum	12	14
Kurtosis	-0.345	-0.270
Std. error kurtosis	0.778	0.778

Tabla 2 Descriptive Analysis

According to the data presented in Table 1, the descriptive statistics conducted in the pre-test and post-test assessments reveal a noticeable improvement in participants' performance following the intervention. The mean score increased from 6.80 in the pre-test to 8.43 in the post-test, indicating a meaningful achievement of 1.63 points. Similarly, the median and mode increased from 7.00 to 8.00, suggesting that the central tendency of the data shifted toward higher scores after the intervention. Although the standard deviation slightly increased from 2.45 to 2.62, demonstrating marginally greater variability in post-test scores, the consistency of the results remains relatively stable.

The range also expanded to some extent, with minimum and maximum scores moving from 3–12 in the pre-test to 4–14 in the post-test. Additionally, both distributions displayed slightly negative kurtosis values (-0.345 for the pre-test and -0.270 for the post-test), indicating that the score distributions were somewhat flatter than a normal curve but without the presence of extreme outliers.

Overall, these descriptive results suggest a general ascendant tendency in student performance following the intervention as depicted in Figure 1 and 2. In other words, the main outcomes after taking the post-test pointed out weaknesses, such as the overuse of academic words, long pauses, fillers, and a lack of automaticity when expressing ideas. However, the post-test results reveal that learners demonstrated strengths, such as greater

grammatical control, enhanced coherence and cohesion, increased interactional

competence, and boosted confidence.
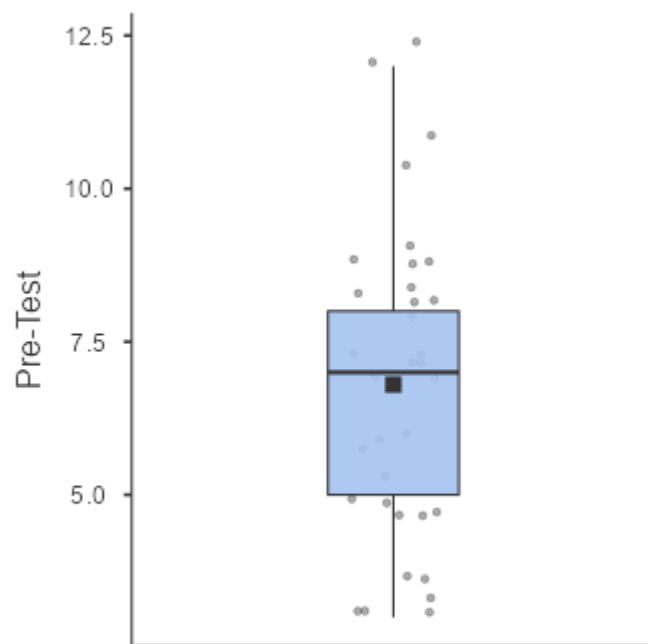
Figure 2 Pre-test results without any intervention
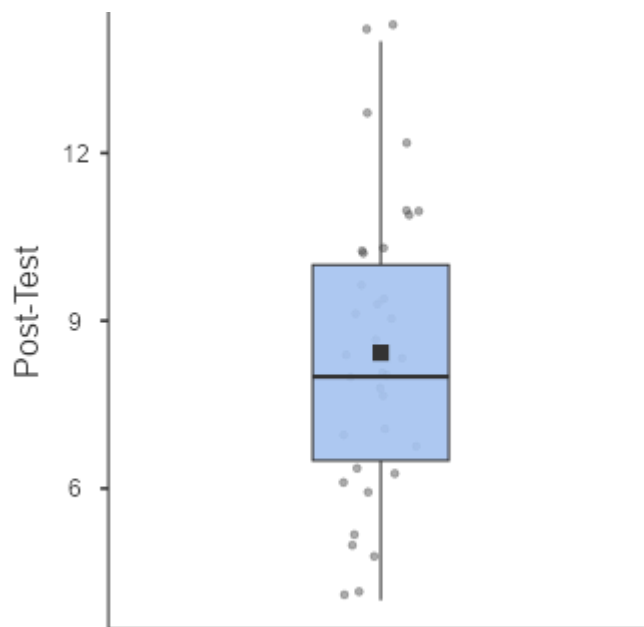
Figure 3 Posttest results after applying the
intervention sessions

Paired Sample T-test

Following the intervention sessions aimed at improving speaking skills, students'
pre-test and post-test scores were compared using a paired samples t-test. The results show
a statistically significant improvement in speaking abilities as reflected in Table 2. The
mean difference of 1.63 indicates that, on average, students scored 1.63 points higher on the
post-test in comparison to the pre-test. The very low p-value (< .001) provides strong
evidence that the improvement is not associated with random variation. Overall, Figure 3
shows how these results of the intervention were effective in enhancing students' speaking
skills.

			statistic	df	p	Mean difference	SE difference
Post-Test	**Pre-Test**	**Student's t**	17.6	34.0	<.001	1.63	0.0925

Note. H_a $\mu_{\text{Measure 1 - Measure 2}} \neq 0$

Tabla 3 Paired samples T-test analysis
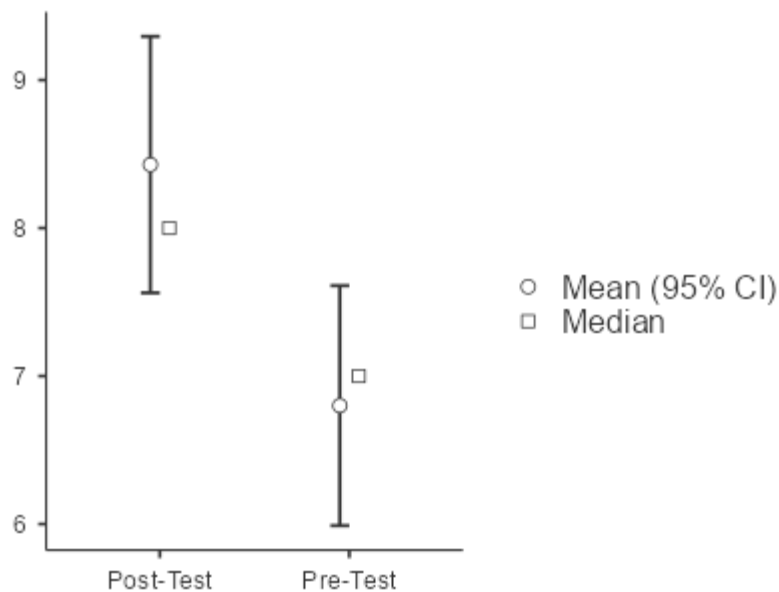
Figure 4 Comparison of results using paired samples T-test

To recapitulate, the results indicate a consistent pattern across the data, with the majority of students demonstrating significant enhancements in their speaking performance subsequent to the intervention. Moreover, significant statistical variations were identified between the pre-test and post-test scores, notably in the speaking sub-skills, including pronunciation, coherence, cohesion, and vocabulary. Therefore, these findings suggest that the implementation of ChatGPT activities during the research had a positive and meaningful impact on students' oral production. The implication of these results will be addressed more comprehensively in the subsequent Discussion section.

In alignment with the second specific objective: *"To implement ChatGPT activities aimed at enhancing English speaking skill, based on the findings from the diagnostic phase."* It aimed to gain insight into students' perceptions and attitudes toward the use of ChatGPT and its activities in developing their speaking skills. Qualitative data were gathered through a semi-structured interview with ten open-ended questions conducted after the implementation phase.

Regarding question number one, which asked if students liked or disliked the activities from ChatGPT, the majority of them answered that they liked them a lot and found them fun and engaging, while a few mentioned that they were difficult.

According to question two that focused on explaining about which was the students' favorite ChatGPT activity, some of them mentioned that they liked to develop the interview because they were using the language in real-life context, other said that the role-play was their favorite activity because it boosted their creativity and imagination, finally others emphasized that they preferred the presentations because they used formal language while explaining orally.

About question three, which focused on talking about the most challenging ChatGPT activity for them, some of them answered that the most challenging was the presentation because all the students and the teacher were paying attention to them, which made them feel anxious and nervous. Others said that the interview was the most challenging task because they are shy, and when speaking in English, they felt nervous and forgot what they wanted to express. Finally, a few of the students reported that the Glow-Up Challenge was difficult because they had to speak in English in front of the class.

Concerning question four related to whether students consider that the use of ChatGPT activities helps them to improve their speaking skills, all of them indicated that the

implementation of ChatGPT and its activities helped them a lot to develop their oral production. Likewise, it allowed them to expand their lexicon, improve their fluency and accuracy, and foster their three linguistic skills as well.

Regarding question five, which was associated with which speaking sub-skills, ChatGPT activities allowed students to improve; they mentioned that they fostered their fluency and accuracy since they were constantly developing activities that demanded speaking in English all the time. Likewise, they emphasized that after the implementation of the activities, they highly expanded their vocabulary due to each one of the activities being different, the vocabulary was different too, thus, they needed to search and learn new words and expressions.

To question six related to if students consider that the activities from ChatGPT in the classroom are helpful, all of them agreed and emphasized that they use of ChatGPT in the classroom played a pivotal role, particularly the activities because they improved their speaking skills, and also the three other linguistic skills, including listening, reading, and writing. Likewise, they noticed an improvement in their self-esteem while speaking in English.

According to question seven related to challenges that students faced while developing the activities from ChatGPT, the majority of them mentioned that the poor internet connection was the biggest constraint because sometimes the internet did not work, consequently, they could not develop the task fully, or they could not employ other resources to present the task. Likewise, they pointed out that the free version of ChatGPT did not allow them to use pictures or documents to develop the task; therefore, they had some limitations when developing the assignments.

Regarding to question eight related to recommendations or suggestions students had about ChatGPT activities to develop their speaking skills, all of them affirmed that the asks were engaging and creativity, therefore, they did not have suggestions about them, just improve the quality of internet connection so that they can develop the task without any constraint.

Concerning question nine, related to whether students consider that the activities from ChatGPT can be adapted for different levels, the majority of them reported that without a doubt, ChatGPT activities can be utilized for different levels and ages since the activities can be adapted according to their needs, level, age, and preferences. However, some of them stated that for adult students with a basic English level, activities from ChatGPT can be difficult for them since some of them do not master technology or electronic devices; consequently, it will be challenging to utilize them in the classroom.

Finally, for question ten related to students' opinions about the difference between traditional speaking activities and ChatGPT activities, the majority of them emphasized that the activities from ChatGPT are better than the traditional ones because they develop their oral production interactively and dynamically. Likewise, they increase their vocabulary while developing and presenting the task since ChatGPT plays the role of language tutor and provides instant feedback. In comparison to traditional activities, learners pointed out that the time was limited, the process was more complicated and tedious, and they could not boost their self-esteem when speaking since the tasks were inadequate and meager.

DISCUSSION

This research sought to explore the effect of ChatGPT as a didactic strategy to develop the speaking skills of second-semester students with an A2 level from the Languages Major at Universidad Nacional de Chimborazo, in the city of Riobamba, in Chimborazo Province, during the academic period 2025-2S. The findings revealed a significant improvement after the treatment. Likewise, they developed their speaking skills and sub-skills, allowing them to speak the language coherently and concisely, which aligns with the preliminary assumption and provides evidence supporting the effectiveness of the ChatGPT system and its activities. Moreover, these results provide valuable insights into ChatGPT, particularly within the context of students from the second semester of the Languages Major, and enrich the growing body of knowledge in the field of Languages Education.

The outcomes revealed that ChatGPT and ChatGPT activities fostered students' speaking skills, since it provides them a variety of tools, including pronunciation tips, idiomatic expressions practice, interactive speaking exercises, and so forth. Moreover, within the implementation of this artificial intelligence platform, learners were exposed to the English language inside and outside the classroom. As Fitria (2023) emphasized, the use of artificial intelligence, particularly ChatGPT, has increasingly supported the language learning process, especially in linguistic skills. This aligns with the results of this research, which found a notable progression in learners' speaking skills following the intervention. Therefore, these findings further support the idea that implementing ChatGPT activities supports the linguistic components, as suggested by Fitria.

As demonstrated by the findings, the implementation of activities from ChatGPT makes a crucial contribution when developing speaking skills and sub-skills. However, it is essential to highlight that before designing and implementing them, educators must first identify students' needs, levels, learning styles, and intelligences in order to meet their profiles. As Javaid et al. (2023) highlighted, ChatGPT plays a remarkable role in language learning, which is supported by the data in this research, confirming that it serves as a conversation partner and language tutor to help students improve their linguistic skills, including speaking, reading, writing, and listening. Likewise, due to the wide range of tasks that this AI platform can store and provide, it is paramount to select them according to the language component that learners will develop and boost.

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- Based on the first specific objective: *"To evaluate the level of English-speaking skill of the students".* This research has demonstrated that applying both pre-test and post-test from Cambridge English has increasingly contributed to determining the students' speaking level before and after the application, serving as the first phase of this study. In as similar manner, both tests helped to identify the speaking areas that need further improvement.

- Based on the second specific objective: *"To implement ChatGPT activities aimed at enhancing English speaking skills, based on the findings from the diagnostic phase".* In light of the evidence, it is reasonable to conclude that ChatGPT played a crucial role in developing the students' oral production, due to their interactive and dynamic activities, which permitted learners to develop their spoken language during meaningful tasks, such as role-play, interviews, oral presentations, and so forth. Besides, each one of these activities not only fosters their speaking skills but also their sub-skills, including intonation, pronunciation, stress, grammar, vocabulary, etc. Additionally, the activities from ChatGPT were selected according to the students' levels, preferences, and learning styles, allowing them to work individually, in pairs, and small groups. Consequently, they can use the language in different contexts.

- Based on the third specific objective: *"To evaluate the effectiveness of ChatGPT in improving the aforementioned competence within the target population".* Based on the results, it is clear that incorporating ChatGPT was a key

factor in fostering the students' speaking skills because its implementation boosted

their motivation and interaction while speaking in a foreign language. Likewise, the

variety of activities combined with this AI tool enhanced their performance since

ChatGPT plays the role of conversation partner, fluency facilitator, grammar

assistant, feedback provider, error corrector, and so forth. In addition, providing

appropriate prompts to develop the tasks, students could improve their drafts and

writing/speaking starters. Finally, one of ChatGPT's roles was to select appropriate

activities that perfectly align with the learners' needs and levels, allowing them to

work collaboratively and individually.

RECOMMENDATIONS

- Based on the conclusions, it would be beneficial to implement ongoing formative assessments to focus on specific limitations revealed in the pre-test and post-tests in order to monitor the gradual process of each one of the students, and not only on pre-/post-tests. Besides, it is suggested to offer personalized feedback and feedforward to learners so that they can identify and boost areas that need further improvement. Furthermore, the implementation of interdisciplinary spoken tasks will also be recommended, since it allows pupils to develop their oral proficiency while talking about topics from different subjects, permitting them to increase their lexicon and foster their critical thinking skills.

- This research recommends still incorporating ChatGPT activities in English language classrooms, since it significantly contributes to the development of students' speaking skills. Designing and selecting appropriate activities based on their needs, levels, and preferences, and most importantly, combined with this AI tool, will increasingly benefit them in their language learning process. In the same vein, it is suggested to implement tasks accompanied by the three other language skills, including listening, reading, and writing. Consequently, learners will receive the language in order to subsequently produce it. For example, to begin with, reading texts or listening will be developed, followed by speaking, with the latter being the final product.

- For future improvement, it is suggested to continue incorporating Chat Generative Pre-trained Transformer (ChatGPT) in language classrooms. As mathematicians use calculators, teachers should implement Artificial Intelligence

(AI) in educational settings to support EFL learners. Even though ChatGPT is a highly recommended system, it is advised that teachers also incorporate other platforms to reinforce students' progress. For example, language learning applications, such as Duolingo, HelloTalk, Busuu, and Elsa Speak, will be valuable to support their students' process outside the classroom, meanwhile, Mondly, Speak AI, and/or TalkPal could be helpful platforms to implement inside the classroom.

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ANNEXES

ANNEX. 1 ACTIVITIES

ACTIVITY N°1 (ROLE PLAY)

Lesson's Topic: Food and Drink

Students' Level: A2 Level

Activity's Topic: Out for dinner (Role Play)

Activity's objective: Students will practice their speaking skills by asking politely for something and using communicative and functional expressions when interacting with ChatGPT as an AI-tool.

Language Points: Pronunciation, vocabulary, and grammar

Skills: Speaking (in a restaurant, asking politely for something)

Language Focus:

- **Functional Language:** asking politely for something

- **Grammar:** quantifiers

- **Vocabulary:** food and drink vocabulary, expressions and questions when asking politely for something

- **Pronunciation:** stress and intonation

Time frame: 120 minutes (2 hours)

Type of interaction:

- **Student – ChatGPT:** (as a conversation partner, guide, role-play character, and so forth)

- **Student – Student:** (Use ChatGPT as a tool to practice oral production when asking politely for something, then speak to each other to prepare the role-play)

- **Student – Class:** (Present your role-play to the class considering what you have improved when using ChatGPT)

ChatGPT' Prompts: You are visiting a new country and your first stop is in a 5-stars restaurant. Ask ChatGPT for an example of a role play script about asking politely when ordering food in a restaurant, suggestions about natural expressions to use during the role play, tips to correct you speaking in order to sound smoothly and polite, ask for help to act ChatGPT as your partner role for the role play, tips to improve your speaking and its sub-skills, as an evaluator of your performance, and so forth.

Assessment and Reflections:

- Speaking rubric from Cambridge English

- Peer feedback

- Reflection questions (Which speaking sub-skills did you boost when using ChatGPT? How did you improve your pronunciation when using ChatGPT for your role play? etc.)

Development of the Activity

1. **Warm-Up (20 minutes)**

- Teacher will introduce and explain the rules of the game "Polite Charades"

- One student will mime a situation, and classmates will guess the polite request

- At least 10 students participate miming and rest of them guessing

2. **Introduction of the Role-Play (10 minutes)**

- Teacher will explain the topic lesson

- Teacher will explain about what is a role play and how to develop it in the classroom

- Teacher will introduce expressions to ask politely through images and flashcards, as well as the importance of using polite form when asking for something

- Teacher will present examples of how quantifiers can be part of asking politely in a specific context (restaurant)

3. **Individual activity and GroupWork (30 min)**

- Students will work individually looking for additional expressions and lexicon to ask polite requests

- Students will be divided into small groups to create the role play

- Students will choose the role plays' topic, situations, characters, place, and so forth

- Students will integrate ChatGPT to search for simulate realistic restaurant dialogues, vocabulary, polite expressions, practice and intonation and pronunciation while reflecting on ChatGPT's responses.

4. **Role Play Result (45 minutes)**

- Students will present their role play in the assigned groups

- Teacher will take notes about the areas that need further improvement, particularly in the speaking skills

5. **Assessment and Feedback (15 minutes)**

- Teacher will grade the role plays based on a rubric

- Teacher will provide feedback and feed-forward to students

- Teacher will ask questions in case students have doubts or questions.

ANNEXES

1. **Flashcards**

Some Useful Expressions

Ask for Repetition

- Sorry, I didn't catch (your name / your number / your company, etc.)
- Sorry, could you repeat that?
- Could you spell (that / your name), please?
- I'm sorry, please speak more slowly.
- Sorry, I didn't understand.
- Sorry, I didn't hear you.
- What did you say?

WOULD (polite)	• Would you please turn on the light? • Would you help me carry these bags?
COULD (polite)	• Could you please bring me more coffee? • Could you lend me your car for the day?
WILL (less polite)	• Will you get the door for me, please? • Will you make a copy of this essay for me?
CAN (less polite)	• Can you lend me your book? • Can you give me a hand?

ORDERING FOOD AND DRINK
Can I take your order?

MENU

→ STARTERS ←	→ DESSERTS ←
SPRING ROLLS	CHEESECAKE
SALAD	CHOCOLATE CAKE
GARLIC BREAD	ICE CREAM
TOMATO SOUP	APPLE PIE

→ MAIN DISHES ←	→ DRINKS ←
STEAK	RED WINE
ROAST CHICKEN	BEER
FRIED FISH	COLA
SPAGHETTI	WATER

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2. Rubric

SPEAKING RUBRIC

Name: _____ Date: _____ Assignment: _____

	1-2 *Does Not Approach Expectations*	3 *Approaching Expectations*	4 *Meets Expectations*	5 *Exceeds Expectations*
TASK COMPLETION	Task minimally complete. Provides little or no information.	Partially completes task; lacks important information or response is too basic.	Completes task appropriately.	Completes task by elaborating on theme, with high level of detail and/or creativity
COMPREHENSIBILITY	Most parts of the response not comprehensible to the listener.	Some parts of the response are comprehensible; others require interpretation on the part of the listener.	Response comprehensible; requires minimal interpretation on the part of the listener.	Response readily comprehensible; requires no interpretation on the part of the listener.
FLUENCY	Speech halting and uneven with long pauses or incomplete thoughts.	Speech choppy and/or slow with frequent pauses, most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.	Thoughts expressed completely with few pauses or hesitation.
PRONUNCIATION	Multiple problems with pronunciation/intonation that may interfere with communication.	Some problems with pronunciation/intonation that may interfere with communication.	Sounds somewhat natural.	Sounds natural
VOCABULARY	Vocabulary does not convey meaning most of the time; too basic for level.	Vocabulary does not convey meaning some of the time; too basic for level.	Vocabulary conveys appropriate meaning most of the time; appropriate for the level.	Rich and varied use of vocabulary.
GRAMMAR	Grammar is rarely accurate or appropriate for the level.	Grammar is sometimes accurate and/or not appropriate for the level.	Grammar is mostly accurate and appropriate for the level.	Grammar is consistently accurate and appropriate for the level.

Overall Grade: _____

ACTIVITY N°2 (Story time - PRESENTATION)

Lesson's Topic: Education, education!

Students' Level: A2 Level

Activity's Topic: School Days (Story time - Presentation)

Activity's objective: Students will practice their speaking skills by presenting and explaining their experiences and anecdotes during their school days while using ChatGPT as a tool for their presentation

Language Points: Pronunciation, vocabulary, and grammar

Language Focus:

- **Functional Language:** story time, experiences, anecdotes

- **Grammar:** past of be and simple past questions, school subjects, and education

- **Vocabulary:** lexicon to describe experiences, anecdotes, objects that are in schools

- **Pronunciation:** stress and intonation

Time frame: 60 minutes (1 hour)

Type of interaction:

- **Student – ChatGPT:** (as a conversation partner, guide, facilitator of lexicon and expressions, language assistant to correct mistakes and improve them)

- **Student – Class:** (Talk about your story time to the class considering what you have improved when using ChatGPT)

ChatGPT' Prompts: You are telling a story time to the class about experiences and anecdotes during the school days. Ask ChatGPT storytelling expression to make your story time engaging and entertained, tips to correct and improve your fluency, accuracy, and

pronunciation while speaking, tips for making pauses and stress for a better effect, suggestion for making your story sound natural and fluent, and so forth.

Assessment and Reflections:

- Peer feedback

- Reflection questions (Which speaking sub-skills did you boost when using ChatGPT? How did you improve your pronunciation when using ChatGPT for your story time? etc.)

Development of the Activity

1. **Warm Up (10 minutes)**

- Teacher will explain the game "Memory Chain"

- Each one of the student will say a sentence or something they did one day ago while using the past of be

- The next student will repeat what the first student said, and then add a new one sentence, and so on.

- All the students will participate repeating and adding new sentences

- This game will foster their speaking and listening skills

2. **Introduction of the activity (Story time – Presentation) (10 minutes)**

- Teacher will explain the instruction for the activity (Story time – Presentation)

- Teacher will show pictures of different school systems in different countries so that students can think and analyze them for their presentation

- Teach will explain each picture so students can understand perfectly

- Students can talk about different experiences and anecdotes during their story time

3. **Development of the activity (25 minutes)**

- Students will work individually

- Students will start their assignment with a written draft about the main things that they will talk in their story time

- After the written draft, students will use ChatGPT as a didactic strategy to develop their speaking skills

- Students will practice their oral story time with the use of ChatGPT

- Students will write at least five prompts to ChatGPT so they can boost their oral production

4. **Assessment and Reflections (15 minutes)**

- Students will share their story time about their experiences and anecdotes during school days using the past of be

- Teacher will provide personalized feedback to each one of the students

- Teacher will ask questions to the students in case they have doubts or questions

ANNEXES

- **PICTURES OF SCHOOL SYSTEMS IN DIFFERENT COUNTRIES**

ACTIVITY N°3 (TikTok Video)

Lesson's Topic: Education, education!

Students' Level: A2 Level

Activity's Topic: Change your life (TikTok Video)

Activity's objective: Students will practice their speaking skills by creating a TikTok video about resolutions and goals for 2025 while using ChatGPT as a tool for their speaking development.

Language Points: Pronunciation, vocabulary, and grammar

Language Focus:

- **Functional Language:** resolutions and goals

- **Grammar:** verb patterns: verb + infinitive

- **Vocabulary:** resolutions vocabulary, such as join a gym, run a marathon, lose weight, learn another language, and so forth.

- **Pronunciation:** stress and intonation

Time frame: 60 minutes (1 hour)

Type of interaction:

- **Student – ChatGPT:** (as a conversation partner, guide, facilitator of lexicon and expressions, language assistant to correct mistakes and improve them)

- **Student – Student:** (Short conversations about the resolutions they have planned for 2025 and the resolutions they have done so far)

ChatGPT' Prompts: You are telling your resolutions for 2025. Ask ChatGPT vocabulary to describe goals, including personal and intrapersonal, ask for help to you script in order to sound fluent, suggestions to sound confident while speaking a foreign language, especially

when talking in front of a camera, tips for practicing and improving your speaking sub-skills, and so forth.

Assessment and Reflections:

- Instant feedback provided by teacher and peers

- Reflection questions (Which speaking sub-skills did you boost when using ChatGPT? How did you improve your pronunciation when using ChatGPT when talking about your resolutions? etc.)

Development of the Activity

1. **Warm UP (10 minutes)**

- Teacher will start the class by introducing "Pass the paper" game as a warm up to active the students' knowledge

- Teacher will explain the rules about how to play the game

- Students will create a ball using paper

- Teacher will play some music for the game

- Students will start passing the ball with their classmates while the music is playing

- When the music stops, the student that has the ball will say a funny resolution he or she planned for 2025

- All the students will participate by telling their funny resolutions for 2025

2. **Introduction of the Activity (10 minutes)**

- Teacher will start asking questions to the students about if they have heard about TikTok app

- Students will download TikTok on their phones

- Teacher will explain the rules and instructions for the activity

- Students will think about the resolutions they have planned for 20245, and also the one who have not done yet

- Students will think the resolutions they still want to do in 2025

- Teacher will project some pictures and videos, and finally explain some creative and helpful applications for resolutions

3. **Development of the Activity (30 minutes)**

- Students will work individually

- Students will start writing their all resolutions they have planned for 2025

- Students will categorize their resolutions into two columns: one for the ones already done, and another for the ones which are not done yet

- After writing the resolutions, students will choose an application to organize resolutions (It could be one from the teacher's explanation or a different one)

- After choosing the application, students will use ChatGPT as a tool to develop their speaking skills, particularly for recording the video

- Students will record their first draft video

- Then, students will ask at least 5 prompts to ChatGPT for help. For example: Could you please give me feedback about my pronunciation? Or Could you please help me with the proper intonation and stress of the following words?

- After making corrections and suggestions provided by ChatGPT, students will start recording their final TikTok video

4. **Feedback and Reflections (10 minutes)**

- Teacher will discuss with the students about their process creating the TikTok video

- Teacher and students will discuss about how helpful was ChatGPT for developing their oral production

- Teacher will ask students if they have doubts or questions

ANNEXES

1. **Applications for Resolutions**

   - **Way of life**

   - **Strava**
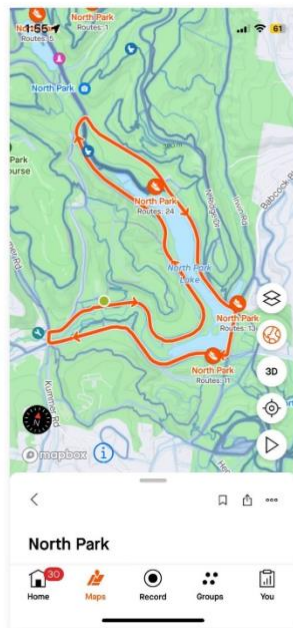
- **Headspace**

- **Calm**

- **Five-minute Journal**
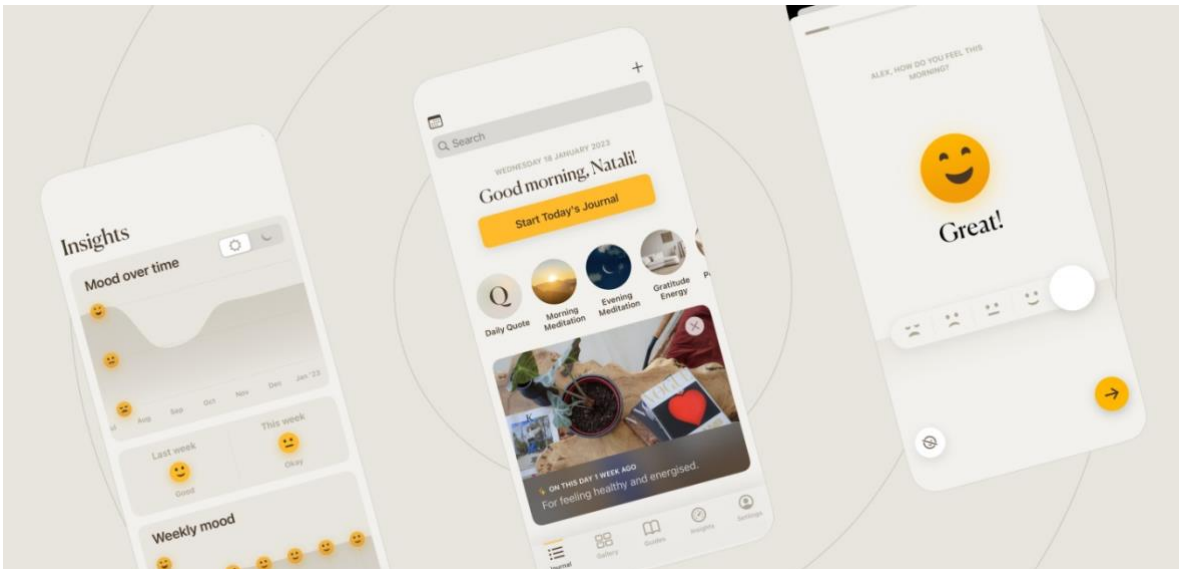
2. **YouTube's video about apps for resolutions**

Android Apps for New Years Resolutions

ACTIVITY N°4 (Debate)

Lesson's Topic: People!

Students' Level: A2 Level

Activity's Topic: First Dates (Debate)

Activity's objective: Students will practice their speaking skills by debating about the importance of the first dates while using ChatGPT as a tool for their speaking development.

Language Points: Pronunciation, vocabulary, and grammar

Language Focus:

- **Functional Language:** ideas and expressions about first dates, rebuttals, supporting opinions, suggestions, and so forth

- **Grammar:** comparative adjectives

- **Vocabulary:** adjectives to describes places

- **Pronunciation:** stress and intonation

Time frame: 90 minutes (1 hour 30 minutes)

Type of interaction:

- **Student – Student:** (Short conversations about their opinions and ideas related to the importance of first dates)

- **Student – ChatGPT:** (as a conversation partner, guide, facilitator of lexicon and expressions, language assistant to correct mistakes and improve them)

- **Student – Class:** (Present their ideas and point of views to the another group)

ChatGPT' Prompts: You are debating about the importance of first dates. Ask ChatGPT for strong arguments for and against the importance of first dates, for concise rebuttals to counter arguments, suggestion phrases to move between different points, tips for projecting

confidence while speaking, and finally an evaluation about your spoken delivery while asking for improvement and further suggestions.

Assessment and Reflections:

- Instant feedback provided by teacher

- Reflection questions (Which speaking sub-skills did you boost when using ChatGPT? How did you improve your pronunciation when using ChatGPT for debating? etc.)

<div align="center">

Development of the Activity

</div>

1. **Warm up (15 minutes)**

- Teacher will start the class by introducing a short and funny game called "Would you rather….?"

- Teacher will explain the instructions to students about how to play the game

- Students will be divided in groups of 5 to play the game

- Each student in the group will start saying "Would you rather…? (and describe situations related to first dates)

- Each member of the group will participate

- This quick game is funny and interactive for students due it actives their critical thinking and knowledge before starting with the lesson.

2. **Introduction of the activity (20 minutes)**

- Teacher will start the activity by explaining the instructions for the debate

- Teacher will quickly ask to students if they do know what a role play, its characteristics, and its process

- Teacher will present the general statement or question to the students for the debate

- Teacher will project the topic for the debate

- The topic for the debate will be "First dates should be short and casual"

- Teacher will project some pictures about first dates in different locations and contexts

3. Development of the activity – First Round (20 minutes)

- Students will choose a side. That is to say, if they are in favor that first dates should be short and casual or if they are against the motion.

- After the two groups are divided: one group in favor and one group against. Students will start discussing for about 8 minutes about their points of view to support their side.

- Student will only say 4 points of view in the first round

- Then, students will use the AI-powered tool (ChatGPT) to ask for suggestions and recommendation while communicating verbally. For instance, how to pronounce the words correctly, or which tone of voice is appropriate for debates.

- Students will quickly record some of their points of view and then send them to ChatGPT to get instant feedback in the areas that need further improvement.

- When everything is ready, students will start debating and defending their points of view, as well as providing rebuttal to the another group

4. Development of the activity – Second Round (20 minutes)

- When the first round ends, students will think again other four points of view about the debate's topic. (They must be different from the first round)

- Students will repeat the process with ChatGPT. That is to say, they will seek for help on their oral production

- After 20 minutes of debating, the second rounds will end

5. Reflections and Feedback (15 minutes)

- Once the debate is finished, teacher and students will firstly reflect on the debate and its opinions, and then about their speaking development during the debate

- Teacher will provide extra feedback to the students' oral proficiency

- Teacher will ask questions to students in case they have questions or doubts

ANNEXES

1. **FIRST DATES PICTURES**

(First date at a bar)

(First date at a gym)

(First date at a guy's house)

(First date at a park)

ACTIVITY N°5 (Glow Up Challenge)

Lesson's Topic: People!

Students' Level: A2 Level

Activity's Topic: You look so different! (Glow Up Challenge)

Activity's objective: Students will practice their speaking skills by explaining glow up changes while using ChatGPT as a tool for their speaking development.

Language Points: Pronunciation, vocabulary, and grammar

Language Focus:

- **Functional Language:** ideas and expressions to describe appearance and glow up changes

- **Grammar:** weak forms

- **Vocabulary:** adjectives to describes appearance

- **Pronunciation:** stress and intonation

Time frame: 120 minutes (2 hours)

Type of interaction:

- **Student – Student:** (Short conversations about their opinions and ideas related to appearance and glow up)

- **Student – ChatGPT:** (as a conversation partner, guide, facilitator of lexicon and expressions, language assistant to correct mistakes and improve them)

- **Student – Class:** (Present their glow up challenge while describing the new changes related to physical appearance)

ChatGPT' Prompts: You are developing a glow up challenge. Ask ChatGPT speaking prompts to describe the glow up changes, organized ideas to talk about physical

transformations, help when correcting descriptions to sound more fluent and natural, sample sentences to talk about before and after the glow up, ChatGPT playing the role of a speaking partner so you can practice for your final presentation, and so forth.

Assessment and Reflections:

- Feedback provided by teacher

- Reflection questions (Which speaking sub-skills did you boost when using ChatGPT? How did you improve your pronunciation when using ChatGPT for presenting? etc.)

<div align="center">Development of the Activity</div>

1. **Warm up (15 minutes)**

- Teacher will start the class by implementing a short and funny game called "Charades: Guess the famous!"

- Teacher will project pictures of famous people

- One student will sit on a chair in front of the class, and teacher will project a picture of a famous, then the rest of students will start describing how the famous looks (physical appearance) until the student in front guess who is the famous. For instance, a picture of Barack Obama. Students will say:

    ✓ He has short hair

    ✓ His hair is black and curly

    ✓ His skin is dark

    ✓ He has a beautiful smile

    ✓ He has a straight nose

- At least 10 students will participate guessing the famous, while the rest help him or her with descriptions about appearance

2. **Introduction of the activity (15minutes)**

- Teacher will start giving instructions about how to develop the activity

- The activity will be developed in small groups of 5 students

- Each group will choose one student who will have the "glow up". For instance, dye his or her hair, apply him or her makeup, change his or her clothes, and so forth

3. **Development of the activity (45 minutes)**

- Students will start in their small groups with the "Glow Up Challenge"

- Students will develop their speaking skills while doing the glow up

- Students will employ vocabulary related to appearance and glow up

- All the students must participate in the challenge, as well as when speaking and interacting with their classmates

- Students will use ChatGPT as a didactic tool to develop their speaking skills for their presentation

- Students will ask at least 5 prompts to develop their oral production. For instance, could you help me correcting my oral proficiency while speaking about hair glow up?

- One group will be the winner

- The winner group will be chosen by the students

- The winner group will get an extra point

4. **Presentation – Glow Up Challenge (30 minutes)**

- Each group will present their Glow Up Challenge to the rest of the class

- Students will develop their presentation verbally, using proper vocabulary related to appearance and glow up

- After all the groups finished their presentations, students will choose which is the winner group

5. **Reflections and Feedback (15 minutes)**

- After finishing the activity, teacher and students will reflect on the development of the learners' speaking skills

- Students will reflect on their speaking skills and sub-skills

- Teacher will provide feedback in the areas that need further improvement

- Teacher will ask question in case students have doubts or questions

ANNEXES

1. **Famous People (Pictures)**

Barack Obama

Lady Gaga

Mariand Castrejón (Yuya)

Julio Jaramillo

ACTIVITY N°6 (Interview)

Lesson's Topic: People!

Students' Level: A2 Level

Activity's Topic: The yearbook (Interview)

Activity's objective: Students will practice their speaking skills by interviewing their classmates. Likewise, they will use ChatGPT as a tool for their speaking development.

Language Points: Pronunciation, vocabulary, and grammar

Language Focus:

- **Functional Language:** questions using superlatives adjectives to interview people

- **Grammar:** superlative adjectives

- **Vocabulary:** superlative adjectives, personality adjectives

- **Pronunciation:** stress and intonation

Time frame: 60 minutes (1 hour)

Type of interaction:

- **Student – ChatGPT:** (as a conversation partner, guide, facilitator of lexicon and expressions, language assistant to correct mistakes and improve them)

- **Student – Student:** (questions to interview classmates)

ChatGPT' Prompts: You are interviewing different students with A2 level. Ask ChatGPT how to create questions with superlative adjectives to interview people, tips for making the tone of the interview friendly, tips for improving pronunciation, suggestions to practice speaking and answering questions naturally, suggestions about how to correct my spoken language to sound more fluently, and so forth.

Assessment and Reflections:

- Feedback provided by teacher

- Reflection questions (Which speaking sub-skills did you boost when using ChatGPT? How did you improve your pronunciation when using ChatGPT for interviewing? etc.)

Development of the Activity

1. **Warm Up (10 minutes)**

- Teacher will start the class by implementing a warm up. The activity to active students' knowledge will be "Word Association"

- Teacher will explain the rules of Word Association game.

- The rules are: one student will say a word and the next student will say a word similar to the first word that the first students mentioned. For instance:

  Student A: color

  Student B: blue

  Student C: sky

- The purpose of this activity is to use words as adjectives to practice before the main activity is developed

- All students must participate in this activity in order all of them can practice their vocabulary and use of adjectives

2. **Introduction of the Activity (10 minutes)**

- Teacher will explain the instruction of how to develop an interview

- Teacher will explain things that students need to DO and DO NOT while making an interview

- Teacher will project some pictures and videos about short interviews so students can get more ideas to develop their interview

- Teacher will emphasize that students must use personality adjectives and superlative adjectives while interviewing. For instance,

  Student A: Who is the smartest student in this classroom?

  Student B: The smartest student in this classroom is Luis.

  Student A: Who is the laziest person you know?

  Student B: The laziest person I know is my cousin because…

3. **Development of the Activity (30 minutes)**

- First, students will practice their interview individually

- Students will use ChatGPT as a didactic tool to develop their speaking skills while interviewing

- Students will use the prompts provide by the teacher

- After practicing, students will start interviewing their classmates using the functions mentioned by the teacher

- Students will ask at least 2 questions to each one of the students

- Teacher will play the monitor role in order to be sure that students are developing their speaking skills while interviewing

- Teacher will be walking around the classroom, in case a student needs some help

4. **Feedback and Reflections (10 minutes)**

- Teacher will provide feedback and feedforward based on students' oral production

- Teacher will reinforce the areas that need further improvement

- Teacher and students will discuss how ChatGPT helped them to develop and improve their speaking skills and sub-skills during the interview

- Techer will ask questions to students in case they have doubts or questions

ANNEXES

1. Interview Images

2. **YouTube Video (Interview)**

ACTIVITY N°7 (Carousel)

Lesson's Topic: People!

Students' Level: A2 Level

Activity's Topic: Lifelong Learning

Activity's objective: Students will practice their speaking skills by presenting information in a carousel. Likewise, they will use ChatGPT as a tool for their speaking development.

Language Points: Pronunciation, vocabulary, and grammar

Language Focus:

- **Functional Language:** expressions to give information, usage of because and so, vocabulary about education

- **Grammar:** usage of because and so

- **Vocabulary:** vocabulary related to education

- **Pronunciation:** stress and intonation

Time frame: 90 minutes (1 hour 30 minutes)

Type of interaction:

- **Student – Student:** (ideas and suggestion for the carousel presentation)

- **Student – ChatGPT:** (as a conversation partner, guide, facilitator of lexicon and expressions, language assistant to correct mistakes and improve them)

- **Student – Class:** carousel presentation about lifelong learning

ChatGPT' Prompts: You are going to present information about lifelong learning in a carousel format with students with A2 level. Ask ChatGPT for speaking prompts for each station on the topic "Lifelong learning", tips to create conversation questions in order to

encourage long answers, help to correct answers for speaking sub-skills, ask ChatGPT for playing the role of speaking partner so you can interact fluently and smoothly in each station, suggestions and tips to sound more confident while speaking, and so forth.

Assessment and Reflections:

- Feedback provided by teacher

- Reflection questions (Which speaking sub-skills did you boost when using ChatGPT? How did you improve your pronunciation when using ChatGPT for presenting? etc.)

Development of the Activity

1. **Warm Up (15 minutes)**

- Teacher will start the class by implement a short game to activate students' speaking skills, knowledge, and vocabulary

- Teacher will implement the game "Word String Memory Game"

- Teacher will explain the rules for playing the game

- The words that will be used in this game should be related to education, learning, or lifelong learning

- The rules are:

    ✓ One student will say a word

    ✓ The next students will repeat the word that the first person mentioned and add another one, and so on

    Example:

    ✓ **Student A:** Learning

    ✓ **Student B:** Learning is

    ✓ **Student C:** Learning is crucial

- ✓ **Student D:** Learning is crucial in

- ✓ **Student E:** Learning is crucial in education

2. **Introduction of the Activity (20 minutes)**

- Teacher will explain the instruction to develop a carousel activity

- Teacher will project some images and videos as examples of carousel activity

- Teacher will divide students into 5 groups

- Each group will have a different topic about the main theme. For example: Group 1 (Adult Learning), Group 2 (Homeschooling), Group 3 (Self-Study), and so on

- Teacher will provide extra information about what students need to develop while presenting

3. **Development of the Activity (45 minutes)**

- Students will start joining their groups

- Students will start looking for information about their topic station

- All members of the group will collaborate and cooperate in the development of the presentation

- Student will use ChatGPT as a didactic tool to develop their speaking skills

- Students will use the prompts provided by the teacher or they can use different ones, as long as, those are related to the topic

- Students will start creating their stations with pictures, objects, or extra materials needed for the presentation

- Students will start presenting their information in each one of the stations.

- Three students will be the presenters in the first round, while the other are visiting other stations

- After the first round, the three presents will be the visitors, and visitors will play the role of presenters, so that, all students practice their language skills, particularly speaking and listening skills

- Teacher will be visiting each one the stations to be sure that all students are interacting and developing their oral production. Likewise, if students need help

4. **Assessment and Feedback (10 minutes)**

- Teacher will assess each group based on the students' participation

- Teacher will provide feedback and feedforward based on students' language development

- Students and teacher will discuss about their development during the presentation

- Teacher will ask question to verify if students have doubts or questions

ANNEXES

1. **Carousel – Examples (Pictures)**
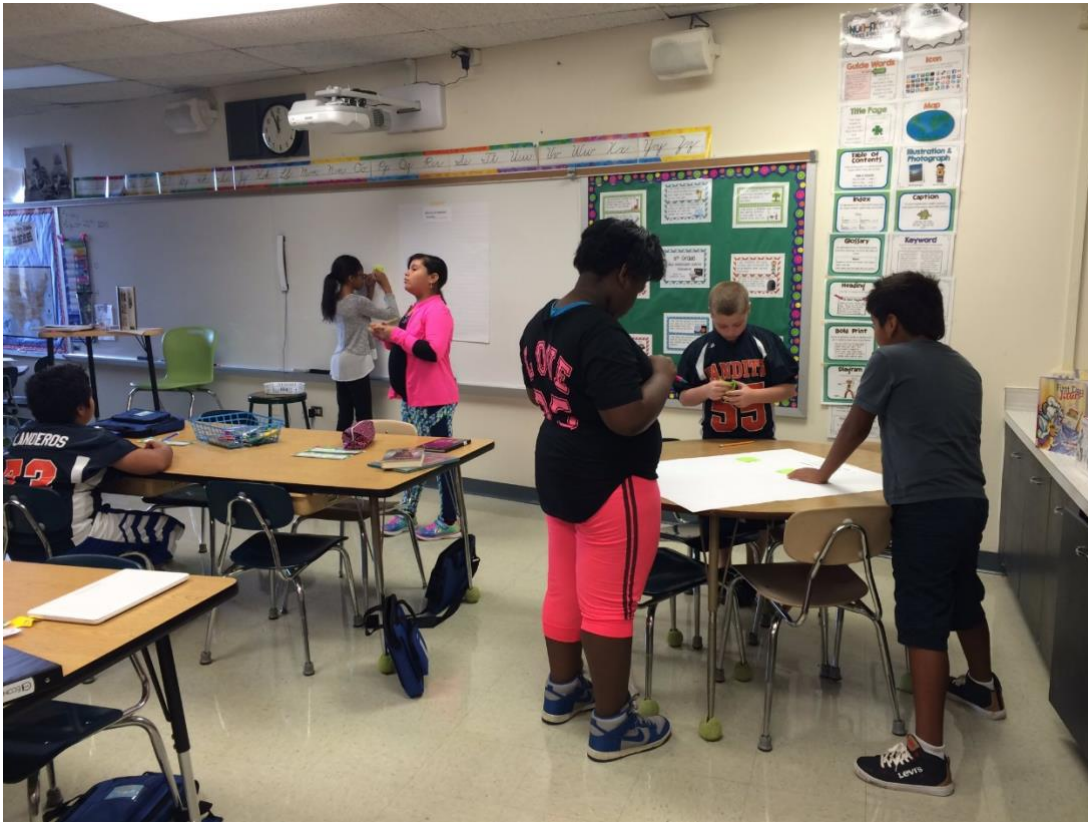
2. Carousel – Example (Video)

ACTIVITY N°8 (Show and Tell)

Lesson's Topic: People!

Students' Level: A2 Level

Activity's Topic: Someone that I admire

Activity's objective: Students will practice their speaking skills by describing the person that they admire through the use of "Show and Tell" activity. Likewise, they will use ChatGPT as a tool for their speaking development.

Language Points: Pronunciation, vocabulary, and grammar

Language Focus:

- **Functional Language:** description of a person

- **Grammar:** clauses with when

- **Vocabulary:** vocabulary to describe people

- **Pronunciation:** stress and intonation

Time frame: 120 minutes (2 hours)

Type of interaction:

- **Student – ChatGPT:** (as a conversation partner, guide, facilitator of lexicon and expressions, language assistant to correct mistakes and improve them)

- **Student – Class:** Show and Tell (Person that students admire)

ChatGPT' Prompts: You are going describe the person that you admire, it could be a friend, a family member, or someone famous. Ask ChatGPT for sentences to start describing the person you admire, help to correct your description to make it more natural, vocabulary to describe people in detail, help to organize your speaking skills, tips to improve your

pronunciations, ask ChatGPT to play the role of speaking partner, evaluate your spoken description, suggestions and tips to develop and improve your speaking skills and sub-skills.

Assessment and Reflections:

- Feedback provided by teacher

- Reflection questions (Which speaking sub-skills did you boost when using ChatGPT? How did you improve your pronunciation when using ChatGPT for presenting? etc.)

Development of the Activity

1. Warm Up (15 minutes)

- Teacher will start the class by introducing a short activity as a warm up

- Teacher and students will play an alternate version of "Akinator"

- Teacher will explain the instructions and rules of how to play Akinator

Example:

- ✓ Teacher will think of a person (particularly a famous person). In this case, the famous person will be Jennifer Lopez

- ✓ Students will start asking questions to guess who is the person that teacher is thinking. For instance:

    - Is your character a man or woman?

    - Is your character blonde?

    - Is your character a singer?

    - Is your character an actor/actress?

- ✓ All the students must participate in this game by asking questions

- ✓ This activity will help them to develop the following activity

2. Introduction of the Activity (20 minutes)

- Teacher will explain the definition and instructions about "Show and Tell" activity

- Teacher will ask questions to the students to verify if they understood what they have to do

- Teacher will provide an example of "Show and Tell" activity so all the students can catch the idea of the task better

- Teacher will emphasize that students must incorporate clauses with when in their presentation

- Teacher will project a picture of the person that admires followed by its description

3. **Development of the Activity (70 minutes)**

- The activity will be done individually so that all students can describe the person that they admire, it could be a friend, a family member, or someone famous

- Students will start working in a description draft

- Students will use ChatGPT as didactic tool to develop their speaking skills

- Students will use the prompts provided by the teacher. If not, they can use different ones, as long as, they are related to the topic and activity

- After their draft, students will start their presentation by describing the person they admire (individually)

- For showing the picture, students can use their phones to project the picture on the board

- Each student has to speak at least 5 minutes

Example:

✓ The person I admire is Pope Francis because he was a good human being. When he was 76 years old he became the most loving Pope around the world, and so forth.

4. **Assessment, Feedback, and Reflections (15 minutes)**

- Teacher will score each one of the students after their presentations

- A rubric will be used to grade their presentation

- Teacher will provide feedback and feedforward based on their presentations

- Students and teacher will discuss about their performance during their presentations

- Teacher will provide extra information and suggestions for further presentations

- Teacher will discuss with students about the impact of ChatGPT to develop their speaking skills

- Teacher will ask questions to student to verify if students have questions or doubts

ANNEXES

1. **Rubric for the presentation**

Show and Tell Presentation Rubric

Student Name:_____   Date:_____

	Preparedness	Organization	Vocabulary	Grammar	Pronunciation	Spoken Fluency	Comprehension
4	Student is completely prepared and has obviously rehearsed.	Excellent organization; Logical and clear introduction, transitions and conclusion.	Varied, engaging vocabulary; no English used during the presentation.	Always (99-100% of time) speaks in complete sentences. Correctly uses of grammar when speaking.	Applies pronunciation rules consistently.	Speaks clearly with appropriate pauses and inflection; little to no reliance on note cards; excellent eye contact with the audience	Student is able to accurately answer almost all questions posed by classmates about the topic.
3	Student seems pretty prepared but might have needed a couple more rehearsals.	Very good.	Appropriate but predictable; no English used during the presentation.	Mostly (80-98%) speaks in complete sentences. Mostly speaks correctly grammar.	Applies pronunciation rules often.	Speaks with minor hesitation; may have read from notes from time to time but maintained good eye contact with the audience.	Student is able to accurately answer most questions posed by classmates about the topic.
2	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Adequate, good.	Basic vocabulary – little variety for level; some misuse of words; a single word or phrase of English used once.	Sometimes (70-80%) speaks in complete sentences. Uses some grammar.	Applies most pronunciation rules.	Speaks with little hesitation; frequently read from notes with little eye contact.	Student is able to accurately answer a few questions posed by classmates about the topic.
1	Student does not seem at all prepared to present.	Weak.	Weak; repetitive; misuse of dictionary; poor word choices; English used more than once.	Rarely speaks in complete sentences. Does not use grammar.	Applies some basic pronunciation rules.	Speaks with some hesitation; difficult to understand and/or mainly read from paper.	Student is unable to accurately answer questions posed by classmates about the topic.

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

2. "Show and Tell" – Picture Example

3. Akinator

ANNEX. 2 VALIDATED RUBRIC FROM CAMBRIDGE ENGLISH

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	*Performance shares features of Bands 3 and 5.*		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	*Performance below Band 1.*		

ANNEX. 3 KEY ENGLISH TEST (KET) FROM CAMBRIDGE ENGLISH

Test 1

Part 1 (2-3 minutes)

Phase 1
Interlocutor

Good morning / afternoon / evening.
Can I have your mark sheet, please?

Hand over the mark sheet to the Assessor.

I'm ...., and this is ....
He / She will just listen to us.

What's your name?

		Back-up prompts
	How old are you?	
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in … (name of district / town etc.)?
	Thank you.	

Phase 2

Now, let's talk about **school**.

	Back-up prompts
What time do you finish school?	Do you finish school at 4 o'clock?
What do you eat after school?	Do you eat snacks after school?

Now, let's talk about **home**.

	Back-up prompts
Who do you live with?	Do you live with your family?
How many bedrooms are there in your house?	Are there three bedrooms in your house?

Extended Response
Now, please tell me what you like doing at home.

Back-up questions
Do you like cooking?
Do you play computer games?
Did you stay at home last weekend?

Part 2 (3-4 minutes)

Phase 1
Interlocutor
⏱ *2-3 minutes*

Now, in this part of the test we're going to talk together.

*Place **Candidate** booklet, open at **Task 1**, in front of candidate. Allow candidate adequate time to read the task.*

Here are some pictures that show **different hobbies**.

Do you like these different hobbies? Say why or why not. I'll say that again.

Do you like these different hobbies? Say why or why not.

All right? Now, we will talk together. Can you start?

Candidate ....
⏱ Allow a minimum of 1 minute before moving on to the following questions.

Interlocutor
Use as appropriate.
Ask the candidate at least one question.

Do you think …
… playing computer games is boring?
… playing an instrument is difficult?
… playing football is fun?
… reading is interesting?
… painting/drawing is easy?

Optional prompts
Why?/Why not?

What do **you** think?

Which of these hobbies do you like best?

Thank you. (Can I have the booklet, please?) *Retrieve* **Candidate** *booklet.*

Phase 2

Interlocutor
⏱ Allow up to a minute.

Now, do you prefer to spend your free time alone or with other people? (Why?)

Which is more fun, playing sports or watching sports? (Why?)

Thank you. That is the end of the test.

Do you like these different hobbies?

| 1 |

ANNEX. 4 SEMI STRUCTURED INTERVIEW

UNIVERSIDAD NACIONAL DE CHIMBORAZO
LANGUAGES MAJOR

Interview addressed to students from Second Semester (A2 Level) of Languages Major at Universidad Nacional de Chimborazo, from Riobamba city, in Chimborazo Province, during the academic period 2025-2S.

Topic: CHATGPT AS A DIDACTIC STRATEGY FOR DEVELOPING SPEAKING SKILL

Objective: The purpose of this interview is to explore the attitudes and perceptions of the students toward the use of ChatGPT activities at enhancing English speaking skills.

Date:

QUESTIONS

1. **What do you think about the use of ChatGPT? Did you like it? Why? Why not?**

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2. **What was your favorite ChatGPT activity?**

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3. **What was the most challenging ChatGPT activity for you? Why?**

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4. **Do you consider that the use of ChatGPT activities help you to improve your speaking skills? Why? Why not?**

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5. **In which speaking sub-skills, do the use of ChatGPT activities allow you to improve?**

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6. **Do you consider that the use of ChatGPT activities in language classrooms are helpful?**

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7. **Which constraints did you face when developing ChatGPT activities in the classroom?**

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8. **What recommendations or suggestions do you have regarding the use of ChatGPT activities to develop the students' speaking skills?**

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9. **Do you consider ChatGPT activities can be adapted for different proficient levels?**

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10. **In your opinion, how do ChatGPT activities compare to more traditional speaking activities?**

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ANNEX. 5 VALIDATED INTERVIEW

UNIVERSIDAD NACIONAL DE CHIMBORAZO

LANGUAGES MAJOR

Riobamba, Ecuador

June, 16 2025

Dear Ms.

Msc. Daysi Fierro

Present

To whom it may concern,

In recognition of your professionalism and academic expertise, I am writing to respectfully request your support in validating the student interview that will be used for data collection in the research project entitled *"ChatGPT as a Didactic Strategy to Develop Speaking Skill."*

Your insights and suggestions for improving the instrument would be highly appreciated, should you consider any adjustments necessary.

Thank you in advance for your valuable collaboration.

Sincerely,

Edison Medardo Lligüin Infante

C.I 0603561648

UNIVERSIDAD NACIONAL DE CHIMBORAZO

LANGUAGES MAJOR

Riobamba, Ecuador

June, 16 2025

Dear Mr.

Msc. Mónica Cadena

Present

To whom it may concern,

In recognition of your professionalism and academic expertise, I am writing to respectfully request your support in validating the student interview that will be used for data collection in the research project entitled *"ChatGPT as a Didactic Strategy to Develop Speaking Skill."*

Your insights and suggestions for improving the instrument would be highly appreciated, should you consider any adjustments necessary.

Thank you in advance for your valuable collaboration.

Sincerely,

Edison Medardo Lligüin Infante

C.I 0603561648

ANNEX. 6 EXTERNAL VALIDATION

UNIVERSIDAD NACIONAL DE CHIMBORAZO

LANGUAGES MAJOR

Sheet to validate the interview instrument aimed to measure *"ChatGPT as a Didactic Strategy to Develop Speaking Skill."*

Validator Name: Daysi Valeria Fierro López

Date: 20/06/2025

Objective: Validate the instrument intended to measure the independent variable: ChatGPT as a didactic strategy, and the dependent variable: speaking skill

Instructions: After carefully reviewing the interview instrument for students, complete the following matrix by marking it with an (X) according to your expert criteria. Your input is invaluable in the research process.

Item	Criteria to be evaluated the interview										Observations (Please indicate if an item should be deleted or modified)
	Clarity in Writing		Internal Consistency		Response Induction (Bias)		Appropriate language with the level of the informant		Measure what the intends		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	X		X		X		X		X		
2	X		X		X		X		X		

3	X		X		X		X		X	
4	X		X		X		X		X	
5	X		X		X		X		X	
6	X		X		X		X		X	
7	X		X		X		X		X	
8	X		X		X		X		X	
9	X		X		X		X		X	
10	X		X		X		X		X	

General Features	Yes	No	Observations
The instrument contains clear and precise instructions to answer the activities.	X		
Items allow the achievement of the research objective.	X		
Items are arranged logically and sequentially.	X		
The number of items is sufficient to collect the information. If your answer is negative, suggest the items added.	X		
VALIDITY			

APPLICABLE	X	NOT APPLICABLE		APPLICABLE DUE TO OBSERVATIONS	
Validated by: Daysi Fierro			**ID: 0604026542**		**Date:20/06/2025**
Signature:			**Phone: 0986967920**		**Email: dfierro@unach.edu.ec**
Degree: Magíster en Lingüística Aplicada al Aprendizaje del Inglés			**Workplace: Universidad Nacional de Chimborazo**		

Firmado electrónicamente por:
DAYSI VALERIA
FIERRO LOPEZ
Validar únicamente con FirmaEC

UNIVERSIDAD NACIONAL DE CHIMBORAZO

LANGUAGES MAJOR

Sheet to validate the interview instrument aimed to measure *"ChatGPT as a Didactic Strategy to Develop Speaking Skill."*

Validator Name: Mgs. Mónica Cadena Figueroa

Date: 24 de junio de 2025

Objective: Validate the instrument intended to measure the independent variable: ChatGPT as a didactic strategy, and the dependent variable: speaking skill

Instructions: After carefully reviewing the interview instrument for students, complete the following matrix by marking it with an (X) according to your expert criteria. Your input is invaluable in the research process.

Item	Criteria to be evaluated the interview										Observations (Please indicate if an item should be deleted or modified)
	Clarity in Writing		Internal Consistency		Response Induction (Bias)		Appropriate language with the level of the informant		Measure what the intends		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	x		x		x		x		x		
2	x		x		x		x		x		

3	X		X		X		X		X		
4	X		X		X		X		X		
5	X		X		X		X		X		
6	X		X		X		X		X		
7	X		X		X		X		X		
8	X		X		X		X		X		
9	X		X		X		X		X		
10	x		X		x		X		X		

General Features	Yes	No	Observations
The instrument contains clear and precise instructions to answer the activities.	X		
Items allow the achievement of the research objective.	X		
Items are arranged logically and sequentially.	X		
The number of items is sufficient to collect the information. If your answer is negative, suggest the items added.	X		
VALIDITY			

APPLICABLE	x	NOT APPLICABLE		APPLICABLE DUE TO OBSERVATIONS	

Validated by: Mgs. Mónica Cadena	ID: 0602935926	Date:24-06-2025
Signature: Firmado electrónicamente por: MONICA NOEMI CADENA FIGUEROA Validar únicamente con FirmaEC	Phone:0995057535	E-mail: monicacadena@unach.edu.ec
Degree: Magister		Workplace: Universidad Nacional de Chimborazo

ANNEX 7. PICTURES TAKEN DURING THE INTERVENTION

Student working individually for the task. A cellphone is being used to utilize ChatGPT.

Photo taken during week 1 of the intervention (May 2025).
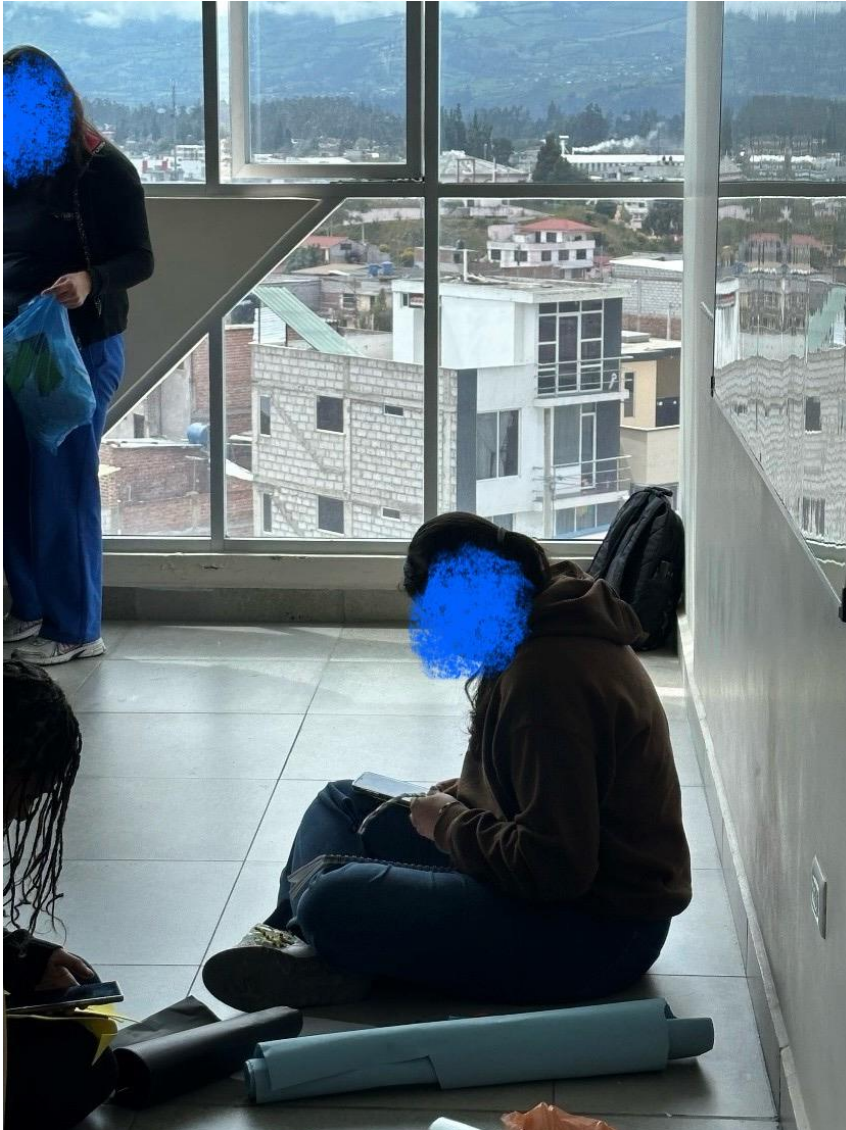
Students working in pairs to develop the task. Photo taken during week 1 of the intervention
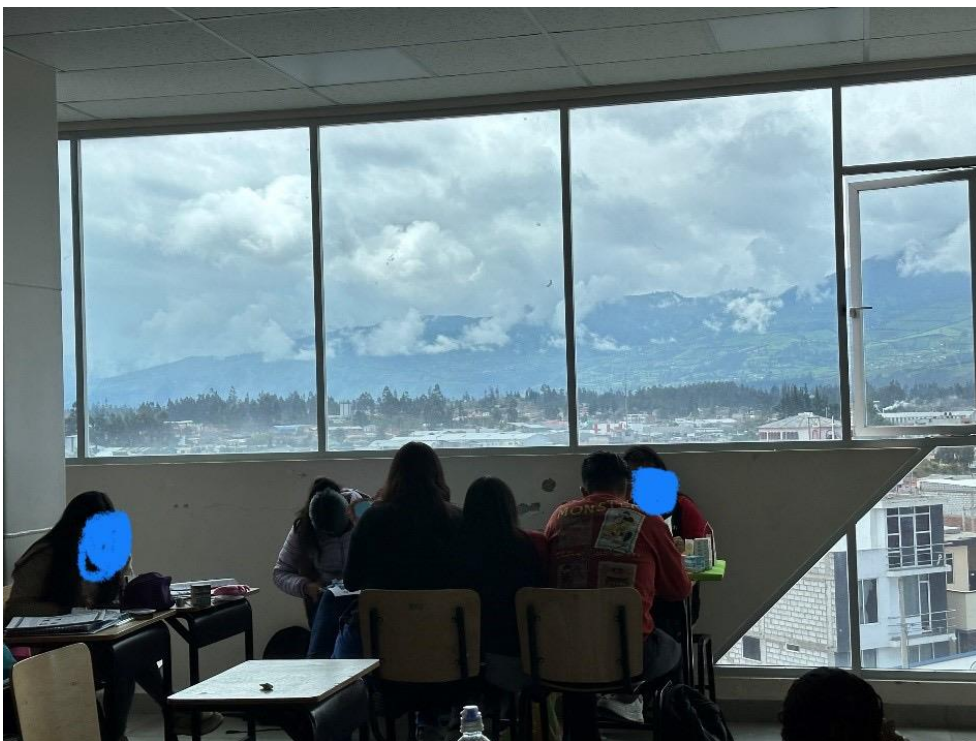
Student using the cellphone as a device to utilize ChatGPT to develop the task. Photo taken during week 1 of the intervention

Students working in pairs to develop the task. Some of them are using their cellphones as a resource to utilize ChatGPT. Photo taken during week 1 of the intervention

Students working in small groups the task. Photo taken during week 2 of the intervention

Student working individually to develop the task. Photo taken during week 2 of the intervention

Students working in small groups while developing the task. (Interaction: Student-Student). Photo taken during week 3 of the intervention

Student working individually to develop the task. Photo taken during week 3 of the intervention

Student working in pairs while developing the task. (Type of Interaction: Student-Student). Photo taken during week 3 of the intervention

Student using ChatGPT to develop the task. Photo taken during week 4 of the intervention

Students presenting their presentations in front of the class. Photo taken during week 4 of the intervention

Students interviewing themselves while developing the task. Photo taken during week 4 of the intervention