

English Speaking Practice with ChatGPT Voice among Peruvian University Students

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Abstract

Developing oral production in English continues to be one of the most significant challenges for university students, as it limits both their academic performance and their professional opportunities. The purpose of this research was to analyze the effect of using ChatGPT Voice in training oral skills in English, as well as to explore students' perceptions regarding the integration of this technology into their learning process. A mixed-method approach was used with a sample of 50 students from a private university in Lima. For the quantitative phase, a rubric was used to assess fluency, pronunciation, grammatical usage, vocabulary, and oral interaction, while semi-structured interviews were conducted for the qualitative phase. The results showed that, after the intervention, the greatest improvement was recorded in the dimension of fluency and coherence, with an average increase of +1.3 points, while the overall improvement reached +1.0 points. Participants also reported that using ChatGPT Voice increased their confidence in expressing themselves in English and reduced their anxiety associated with speaking. It was concluded that incorporating this tool is an innovative pedagogical alternative capable of enhancing oral skills in English and promoting more accessible, autonomous, and emotionally safe practice environments.

Keywords: artificial intelligence, ChatGPT Voice, university students, English language

1. Introduction

1.1 Background

Learning English has become strategic in higher education, as it is now a necessary requirement for accessing up-to-date scientific literature, participating in international academic networks, and competing in globalized labor markets (Roca-Castro & Vázquez-Robles, 2022; Flores Cuevas et al., 2024). However, students face challenges related to the development of oral communication, where the production of this content is one of the most complex components of the communication process (Dörnyei, 2020; Gómez Paniagua, 2017). These difficulties tend to increase due to various aspects related to the teaching and learning process, which are focused on repetition and a lack of practice and feedback (de la Riva & Companioni, 2018; De la Iglesia et al., 2025).

Various studies show that progress in oral competence when learning a language depends on a series of strategies such as immediate feedback and simulated communication scenarios (Humphries et al. 2025). Guo and Asmawi (2024), in a sample of Asian students, found that frequent interruptions in speech are the main difficulty in maintaining oral fluency, becoming the main characteristic that prevents autonomous learning. On the other hand, Rincón-Rincón (2024) found that role plays and the communicative approach are beneficial methodological strategies for improving oral production in English among Colombian students, demonstrating that this simulation technique, in which students play characters or assume a specific role, works for language learning. Álvarez Ramírez et al. (2025) found in a sample of Mexican students that language learning falls into five key areas: timely feedback, more oral practice, gamification, personalization of learning, and access to content outside of class. Thus, it is concluded that there is a need to incorporate

emerging technologies related to innovative pedagogies that promote transformative and socially responsible learning.

In Peru, universities have incorporated English courses as part of their university education. National reports indicate that students show recurring limitations in fluency, pronunciation, coherence, and interaction in complex communicative situations, which restricts their participation in international academic environments and reduces their professional competitiveness (Peruvian Ministry of Education, 2022; Irigoín et al., 2025; Caballero Sant n & Garc a Villase nor, 2025). Carre no Polo et al. (2025) conclude that students need to use metacognitive and cognitive strategies that help promote the development of language skills and abilities in English language proficiency. On the other hand, Cabrera Torres (2025) evaluated the anxiety that students may experience when learning a new language, finding that there is a significant correlation between anxiety about learning English as a foreign language and oral proficiency. These gaps not only reflect the predominance of traditional grammar-centered approaches, but also the lack of motivational and technological resources that would expand opportunities for oral practice and encourage students to learn new strategies to support their learning (Cando et al., 2025).

New AI-based technologies have positioned themselves as an alternative capable of breaking down accessibility barriers, where the use of conversational assistants has become a tool capable of generating real-time oral interaction and providing immediate feedback (Chicaiza et al., 2023; Xiao et al., 2024). ChatGPT Voice stands out for facilitating more natural, accessible, and adaptable practice experiences at the student's own pace (Ji et al., 2023; Wexell Machado et al., 2024; Jim enez-Garc a et al., 2025).

In Peru, research on the development of oral skills is still in its infancy. Therefore, it is necessary to gain an in-depth understanding of how technological tools such as ChatGPT Voice could contribute to strengthening oral expression in university students. In this way, not only will its pedagogical usefulness be assessed, but also the motivational and emotional factors associated with oral communication will be understood, allowing students to improve their fluency, pronunciation, and intelligibility in real conversations, reducing anxiety and fear of social judgment, and promoting constant practice without pressure, thus fostering autonomous learning that responds both to global demands and to the particular needs of the Peruvian context.

1.2 Theoretical Basis

1.2.1 Teaching English and Developing Oral Skills

The growing demand to learn this language has created a need among university students to understand the communication skills that facilitate their participation in global contexts (Crystal, 2019), with oral production being one of the core skills essential for achieving a functional level of English proficiency and comprehension (Abreu Alvarado et al., 2018; Coello et al., 2025).

Oral competence is the ability to express ideas clearly, coherently, and fluently, involving complex processes that integrate linguistic, cognitive, and sociopragmatic aspects (Council of Europe, 2020). Its development requires understanding precise statements, using contextualized vocabulary, and employing appropriate prosodic patterns. However, recent studies reveal that oral expression continues to be one of the most deficient skills among students, with difficulties stemming from limited exposure to authentic communicative situations and the emphasis of traditional pedagogical models that continue to reinforce only grammatical and written teaching (Gonz lez Barona & Agramonte Rosell, 2025). These limitations have shown that new technologies could diversify opportunities for oral practice in language learning (Fisher et al., 2024; Abud, 2024).

1.2.2 Artificial Intelligence and Conversational Assistants

Advances in AI have reshaped educational settings by introducing tools that complement and diversify teaching and learning processes (Vargas-Parga & Cediel-Acosta, 2025). These technologies have strengthened autonomous, adaptive, and interactive learning modalities, significantly changing the way students access knowledge and develop communication skills (Ali et al., 2024). Conversational assistants, also known as educational chatbots, simulate human conversations through natural language processing and automated response generation. Recent studies indicate that interaction with these agents promotes the development of core oral communication skills. The use of mobile devices expands opportunities for exposure to the language, facilitating ubiquitous, flexible, and student-centered learning processes (V azquez-Cano & Sevillano, 2015; lvarez & Gonz lez, 2025).

ChatGPT Voice, developed by OpenAI, represents a notable advance by integrating state-of-the-art language models with real-time oral interaction capabilities. Unlike other conversational assistants, this tool offers more natural conversation, the possibility of turn-taking, and a level of implicit feedback that can progressively guide the student (Briones Zambrano et al. 2025; Cornejo lvarez et al., 2025).

1.2.3 Psychoeducational Theory of Language Teaching

The teaching and learning of English as a foreign language cannot be understood solely from a linguistic perspective; it requires a psychoeducational approach that considers the affective, motivational, and cognitive factors that influence student performance (D az et al. 2010), because these variables not only affect observable performance but also the internal processes that regulate the student's willingness to interact in the teaching and learning process.

Within the psychoeducational framework, AI-based conversational assistants, such as ChatGPT Voice, offer a promising alternative for mitigating affective barriers. Evidence shows that practicing with conversational agents significantly reduces communicative anxiety (Saavedra L opez et al., 2024) because the student interacts in a private and controlled environment, devoid of immediate social judgment (Hawanti & Zubaydullovna, 2023). In this way, the absence of interpersonal pressure allows the student to try out new linguistic structures that strengthen their self-efficacy and confidence in expressing themselves orally (Tomal et al., 2024).

2. Method

2.1 Research Design

This study uses a mixed methodological approach, combining quantitative and qualitative strategies with the aim of obtaining a comprehensive understanding of the phenomenon under investigation (Creswell and Plano Clark, 2018). In the quantitative dimension, a quasi- The research adopts a mixed explanatory design, combining a quasi-experimental quantitative approach with a single-group pretest and posttest and a qualitative approach, allowing for an in-depth exploration of university students' experience with language practice (Hernández Sampieri & Mendoza, 2018; Creswell & Plano Clark, 2023).

2.2 Sample

The population consisted of university students from a private university in Metropolitan Lima, who are taking basic or intermediate English courses according to the standards of the Common European Framework of Reference for Languages (CEFR) at levels A2 to B1.

The sample consisted of 50 university students, who were selected through non-probability convenience sampling, using the following inclusion criteria: a) being enrolled in a basic or intermediate English course (A2 or B1); b) having basic knowledge of the use of technological tools; c) showing availability to participate in the scheduled sessions; d) signing the informed consent form.

From the total sample, twelve students were selected to participate in semi-structured interviews, which provided a more diverse and in-depth view of their experiences with the ChatGPT Voice tool.

2.3 Data Collection Instruments

2.3.1 English Oral Skills Test

A rubric based on the assessment criteria of the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2020) will be applied, which assessed:

Dimension	Indicators
Fluency and coherence	Fluency in oral expression, organization of ideas, coherence of discourse.
Pronunciation and intelligibility	Clarity of pronunciation, appropriate intonation, overall intelligibility.
Grammar and vocabulary	Correct use of grammatical structures, lexical variety, and precision.
Interaction and oral expression	Ability to respond spontaneously, turn-taking, confidence when speaking.

Content validity was assessed by three specialists in English language teaching, who rated the relevance and clarity of the indicators, resulting in an Aiken V Index of 0.92. Internal consistency was assessed, achieving a Cronbach's alpha coefficient of $\alpha = 0.91$.

2.3.2 Qualitative Instrument: Semi-Structured Interview

A subgroup of twelve students was interviewed, addressing: 1) Positive perception, autonomy, and confidence, and 2) Technological limitations. This type of interview combines pre-designed questions with the flexibility to ask additional questions, which allowed us to capture nuances, emotions, and perceptions that would be difficult to elicit in strictly structured instruments, enabling a more comprehensive understanding of the students' experience based on their own discourse (Fontana & Frey, 2015).

2.3.3 Intervention: Use of ChatGPT Voice to Train English Speech

The intervention program was validated through an expert review process involving three specialists in English language teaching, instructional design, and learning technologies. Each expert evaluated the relevance of the content, the coherence of the pedagogical sequence, the appropriateness of the activities to the students' language level, and the correspondence between objectives, strategies, and expected outcomes. Aiken's V coefficient was used to validate the program, obtaining an overall value of $V = 0.87$, which indicates a high level of agreement among the experts regarding the relevance, clarity, and pedagogical coherence of the proposed sessions.

A program of seven sessions, each lasting 45 minutes, was developed, which includes:

Session	Content	Main activity
1	Familiarization with ChatGPT Voice and basic commands	Simple conversations, personal introduction
2-3	English pronunciation and intonation	Repetition exercises, interactive simulations.
4-5	Improving fluency and coherence in English	Role-playing in everyday situations with feedback
6	Vocabulary and grammatical structures	Guided debates, academic simulations
7	Final assessment and comprehensive feedback	Interview and presentation simulations

2.4 Procedure

In phase 1, students were asked to sign an informed consent form, ensuring that their participation was voluntary and confidential, and then took a pre-test to assess their oral English skills.

In phase 2, the program intervention was carried out, which included activities with ChatGPT Voice, designed to train oral expression skills in English. The intervention consisted of seven sessions, which included activities focused on interactive practice through conversations, pronunciation exercises, and presentations.

In phase 3, the post-test was administered to measure the students' progress in oral skills.

In phase 4, a subgroup of twelve students was selected to participate in interviews to learn about their experience and perception of using

ChatGPT Voice.

2.5 Data Analysis

To obtain quantitative results, a descriptive analysis was used to calculate the mean, standard deviation, and dispersion of the measurements found in the pre-test and post-test, thus allowing us to determine the increase or decrease in test performance. These analyses were performed using SPSS V.26 software.

For the qualitative analysis, the interviews were transcribed and coded to determine the categories and subcategories. Finally, both analyses allowed for data triangulation, reinforcing the validity of the conclusions and the holistic understanding of the phenomenon studied (Creswell & Plano Clark, 2023).

2.6 Ethical Aspects

The research followed ethical principles based on the Belmont Report and the Declaration of Helsinki, respecting the confidentiality, voluntariness, and autonomy of each participant. An informed consent form was used to explain the purpose of the study and the possible benefits and risks of applying the instruments, indicating that each student could withdraw from the study at any stage of the research without academic or personal prejudice. The study was evaluated by the Ethics Committee of the Universidad Señor de Sipán, ensuring compliance and methodological rigor in the different phases of the process.

3. Results

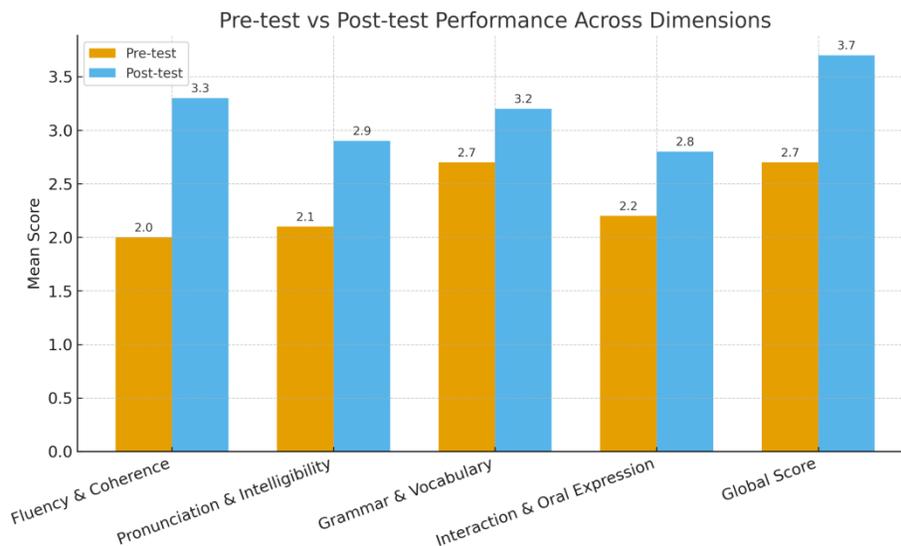


Figure 1. Academic Chart: Updated Pre-test and Post-test Comparison

Note: The rating scale is based on the CEFR, where 1 = Very poor, 5 = Excellent.

Figure 1 shows the descriptive information in the English oral skills test in the pre-test and post-test. The largest increase was recorded in the Fluency and Coherence dimension, with an average difference of +1.3 points, while the overall improvement was +1.0 points.

The t-test indicates that the differences between the pre-test and post-test were statistically significant in all dimensions, demonstrating that the use of ChatGPT Voice contributed to the improvement of oral skills in English language teaching (see Table 1).

Table 1. t-test for related samples: comparisons between the pre-test and post-test

Dimension	t	gl	Sig. (two-tailed)
Fluency and coherence	-7.31	50	0.000
Pronunciation and intelligibility	-8.12	50	0.000*
Grammatical usage and vocabulary	-6.95	50	0.000
Interaction and oral expression	-9.56	50	0.000*
Overall score	-8.85	50	0.000*

*p < 0.001, statistically significant difference.

Thematic analysis of the interviews identified two categories describing student experiences

Category 1: Positive perception, autonomy, and confidence

One participant said: "This is the first time I've practiced my English so much without a teacher. I can use ChatGPT Voice anytime, it's

always available to me" This statement demonstrates a positive attitude toward the tool.

A second student noted: *"I loved being able to repeat the conversations over and over again. It was a relief to be able to practice like that, with complete peace of mind and confidence"* ChatGPT Voice was perceived as a convenient, easy, and relevant tool for practicing English.

A third student mentioned: *"I used to worry about making mistakes when talking to my classmates, but now with this tool I feel like I'm in a safe space where my voice really matters"* ChatGPT Voice reinforces security and confidence when communicating through this virtual context.

Category 2: Technological limitations

One student mentioned: *"I would like ChatGPT to give me more details about the mistakes I make"* More specific feedback allows students to clearly identify areas for improvement.

A second student said: *"Sometimes it didn't recognize what I was saying when my pronunciation wasn't correct"* When the system fails to adequately recognize mispronounced words, it can interrupt the flow of the interaction.

A third student shared: *"ChatGPT Voice doesn't understand some of my words, especially when I speak quickly or with an accent, which can be frustrating"* Although the tool is designed to process natural language, it still lacks the accuracy of a human interlocutor.

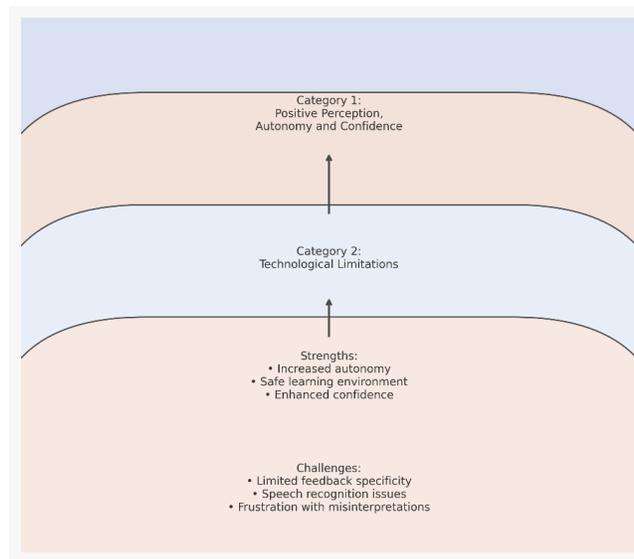


Figure 2. Flowchart

The following flowchart represents the structure of the qualitative analysis, showing the two main categories and their respective associated content (see Figure 2).

4. Discussion

ChatGPT Voice had a significant impact on the development of English-speaking skills. López et al. (2025) demonstrated that an AI conversation assistant strengthens speaking skills by offering immediate feedback, which allows students to understand the status of their English expression and progress. Huang and Liu (2024) reported significant progress in English communication using AI tools, along with a decrease in anxiety and stress when speaking.

The improvement in fluency and coherence shows that the students participating in the intervention developed a greater ability to sustain communicative exchanges. Xiao et al. (2024) found that AI assistants facilitate participation in controlled speaking situations, becoming key elements in acquiring a new language. On the other hand, Guo and Asmawi (2024) found that the main problem centers on speech fluency, based on recordings of English interaction, demonstrating that it is necessary to maintain autonomous language conversation practices linked to assisted dialogue.

From a qualitative perspective, ChatGPT Voice increased confidence and motivation to express oneself in a language other than one's mother tongue. Moreno Rodríguez (2024) argues that perceived self-efficacy and reduced anxiety are significant factors in building communication skills, while Moreira Pérez et al. (2025) found that AI-mediated interactions promote student autonomy and strengthen fluency by improving linguistic confidence. Regarding flexibility and accessibility, the use of ChatGPT Voice improved practices without time and space restrictions. Results such as those found by Mamani Hilaraca (2024) affirm that virtual environments for autonomous practice enhance learning outside the classroom.

In the face of technical limitations related to voice recognition and the need to expand conversation topics, Cruz (2021) points out that the

effectiveness of conversational systems depends on the quality of their linguistic algorithms and their ability to adapt to different levels of competence. On the other hand, Salas Flores et al. (2025) indicate that AI still has limitations in providing corrections tailored to different student needs. Finally, Tan et al. (2025) point out that there are contextual factors that must be considered to maximize the benefits of ChatGPT Voice, such as digital literacy and technological infrastructure.

4.1 Limitations

Some limitations that can be noted are: a) the sample consisted of 50 students from a specific geographical area, which limits the generalizability of the results; b) the intervention program was of limited duration, making it impossible to evaluate the long-term effects on the improvement of oral English skills; c) the performance recorded by the students may have been biased by external factors such as personal motivation, prior familiarity with the tool, or teacher support.

4.2 Practical Implications

The results offer important implications for educational practice, having designed pedagogical experiences aimed at strengthening oral skills in the English language. ChatGPT Voice became a tool that promotes continuous and autonomous practice, strengthening its capacity to expand in second language learning.

Furthermore, the findings show that universities can integrate new AI-based technologies to complement student learning, thereby strengthening the practice of feedback and promoting a positive attitude toward the development of learning sessions. In this way, a virtual assistant helped to reduce emotional barriers associated with stress and anxiety, promoting motivation to learn and providing experiential learning.

4.3 Conclusion

The results of the study show that the use of ChatGPT Voice is an effective pedagogical tool for strengthening oral expression skills in English, mainly in areas such as fluency, pronunciation, and communicative interaction. The significant improvement observed, together with the increase in confidence reported by the participants, demonstrates the potential of this technology to complement teaching strategies and promote accessible and adaptive learning.

4.4 Recommendations

It is recommended that more accurate feedback mechanisms be included in the development of the program, thus allowing students to identify their own mistakes. In this way, it will be possible to verify that the interaction between the use of ChatGPT Voice and the interlocutor would improve the educational value and optimize the learning context.

Longitudinal research is necessary to evaluate the sustained effects on the development of oral skills mediated by the use of AI. Finally, consideration should be given to extending the study to other educational contexts, including students of different ages, sociocultural backgrounds, and levels of linguistic competence, so that the use of ChatGPT Voice can be generalized to different educational settings.

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Authors' contributions

RMH conceived and designed the research, supervised the methodological process, directed the analyses, and drafted the initial version of the manuscript. PRCP and TGQR supported the methodological design, coordinated data collection, and participated in writing up the results. JEGB contributed to the qualitative analysis and theoretical discussion. JLMV participated in the validation of instruments and statistical processing. JRGP and JCCC contributed to the literature review and strengthening of the theoretical framework. JACS, FGCS, and EABC collaborated on the descriptive analysis, table preparation, and methodological review. GCELG and JPPG contributed to the qualitative design, coding, and analysis of testimonials. MJAH and VCA participated in the discussion of results and methodological review. All authors reviewed and approved the final version of the manuscript.

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Data sharing statement

No additional data are available.

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