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Enhancing A2 Learners' Speaking Skills Using *ChatGPT* Web Tool

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DEDICATION

This work is humbly dedicated to the Almighty, whose guidance lights every step of this journey. To my precious children, Mateo, Renata, and Valentina, who embody the purest form of motivation and joy, inspiring me to reach beyond the stars. To my love, Alvaro, whose unwavering support and belief in me make everything possible. To my dear parents, Vicente and Margarita, whose sacrifices and love have shaped me into who I am today, laying the foundation for every achievement. And to my students, who challenge me to be better, learn more, and teach with passion—this project reflects the collective wisdom and spirit you bring into my life. Together, we explore the vast expanse of knowledge, driven by faith, love, and an unending quest for understanding. May this effort contribute to our field and serve as an encouragement and a testament to the power of collective support and dedication.

Nora

To my family, my strongest pillar and my greatest motivation, I dedicate this achievement with all my love and gratitude. Your unwavering trust in me and your constant support have been my strength in difficult times and my joy in triumphs. To my parents, who have sacrificed so much to provide me with the best opportunities, I thank you for your infinite love and for being my example of perseverance and determination. To my sisters, whose encouragement and support never faltered, I thank you for being my unwavering companions on this journey. To my life partner, María Fernanda, and my children, for their understanding, patience, and for being my daily motivation to surpass myself. To all of you, my dear family, I dedicate this achievement with deep love and recognition for having been my support at every step of the way. Without your unconditional love and support, this dream would not have been possible. Thank you for always being by my side.

Roberto



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Roberto



RESUMEN

Este proyecto de investigación analizó el impacto de la herramienta web ChatGPT en la mejora de las destrezas orales de los estudiantes de nivel A2 del MCER en la Universidad de Guayaquil, Ecuador, abordando el reto de integrar las tecnologías emergentes en el aprendizaje de la lengua inglesa. El estudio tenía como objetivo analizar las actitudes y percepciones de los estudiantes hacia el uso de ChatGPT, proporcionar recomendaciones basadas en la evidencia para su implementación como herramienta de enseñanza, y evaluar su eficacia en la mejora de la competencia oral dentro de este contexto educativo. Empleando un enfoque de métodos mixtos, que combina análisis cuantitativos y cualitativos a través de pruebas previas y posteriores, encuestas y entrevistas, el estudio halló mejoras significativas en las destrezas orales, especialmente en la fluidez y la pronunciación. Asimismo, reveló actitudes positivas de los alumnos hacia las capacidades interactivas y atractivas de ChatGPT. Aunque en un principio se pensó en elaborar una guía para integrar ChatGPT, la atención se centró en destacar la importancia de este tipo de herramientas innovadoras en la enseñanza del inglés. Las conclusiones subrayan el potencial de ChatGPT como tecnología educativa transformadora y recomiendan su inclusión sistemática en las prácticas de enseñanza de idiomas.

Palabras clave: ChatGPT, Speaking Skills, MCER A2

ABSTRACT

This research project investigated the impact of the ChatGPT Web Tool on enhancing the speaking skills of CEFR A2 level learners at the University of Guayaquil, Ecuador, addressing the challenge of integrating emerging technologies into English language learning. The study aimed to analyze learners' attitudes and perceptions towards using ChatGPT, provide evidence-based recommendations for its implementation as a teaching tool, and assess its effectiveness in improving speaking proficiency within this educational context. Employing a mixed-methods approach, combining quantitative and qualitative analyses through pre-tests, post-tests, surveys, and interviews, the study found significant improvements in speaking skills, particularly fluency and pronunciation. It revealed positive learner attitudes towards ChatGPT's interactive and engaging capabilities. Although implementing a guide for integrating ChatGPT was initially considered, the focus shifted towards highlighting the importance of such innovative tools in teaching English. The conclusions emphasize ChatGPT's potential as a transformative educational technology, recommending its systematic inclusion in language teaching practices.

Keywords: ChatGPT, Speaking Skills, CEFR A2 learners.

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Introduction

This study investigates the potential of the *ChatGPT* Web Tool to significantly enhance the speaking skills of CEFR A2 learners at the University of Guayaquil. By refining the learning process, this paper aims to improve the learners' speaking abilities and provide essential feedback on English language use. The study recognizes the pivotal role of speaking in language learning, seeks to address the existing gap in speaking practice among CEFR A2 learners, and emphasizes the need for innovative approaches alongside traditional language teaching methods, highlighting the transformative potential of AI in language education.

Advancements in AI are opening new paths in language education, offering tools for better speaking practice and learner motivation. Studies indicate the effectiveness of AI in developing speaking skills with tools like *ChatGPT* and others (Del Alcazar, 2023). In Ecuador, AI's impact is increasingly significant, with rising interest in AI technologies, as reflected in the high search volumes for *ChatGPT* and potential effects on various jobs and activities, as reported by the 2023 Goldman Sachs Report. This trend underscores the growing importance of AI integration in the educational context. By May 2023, *ChatGPT* had emerged as a leading trend in AI in Ecuador, highlighting its increasing importance with an impressive 450,000 monthly searches. This interest surge demonstrates *ChatGPT*'s prominence and indicates its potential impact across various sectors.

The research identifies a notable shortfall in speaking practice within current language education frameworks, especially for CEFR A2 learners. This deficiency critically affects learners' fluency and conversational skills, demonstrating an urgent need for a solution incorporating advanced technologies like AI. The proposed user guide for *ChatGPT* aims to improve students' confidence, fluency, and overall communication skills in English. Through structured guidance, the guide is designed to maximize the efficiency of AI in enhancing language learning outcomes.

The product of this research, a comprehensive user guide for utilizing *ChatGPT* in language learning, promises to provide practical and innovative language learning solutions. More than just a manual, it serves as a conduit that merges the capabilities of AI with the practical necessities of language learners. This approach aligns with the strategic research interests of the Universidad Bolivariana del Ecuador (UBE) in educational technology and applied linguistics, offering a cutting-edge resource that bridges the gap between technological advancement and educational needs.

Research Context

The research context of this study centers around CEFR A2 level learners at the University of Guayaquil, Ecuador. These learners, hailing from various backgrounds, face challenges developing their speaking skills, especially in English. Despite the recognized importance of oral communication skills, language classrooms at the university tend to prioritize reading and writing activities over speaking practice, leaving students with insufficient opportunities to refine their speaking proficiency.

The situation at the Universidad de Guayaquil aligns with the broader context of language education, where a notable gap exists in providing adequate speaking practice to students. This discrepancy is particularly evident among CEFR A2 level learners, who require focused attention to enhance their conversational abilities and fluency. The lack of emphasis on speaking skills hinders these learners from expressing themselves fluently, participating in meaningful conversations, and overcoming the barriers to effective communication.

Justification of the Problem

Speaking in a second language acquisition is widely recognized as a fundamental aspect of language learning. Speaking skills allow individuals to actively communicate, express their thoughts and ideas, and interact with others in the target language. According to Brown and Yuke (1983), cited by Rao (2019), "Speaking is the skill that the students will be

judged upon most in real life situations” (p. 4). Speaking proficiency is essential for effective communication in various contexts, such as social interactions, professional settings, and academic environments. Through speaking, learners practice and integrate various linguistic components, such as vocabulary, grammar, pronunciation, and discourse strategies. It helps learners internalize the language structures and patterns, improving fluency and accuracy. As learners gain proficiency in speaking, they become more comfortable using the language, which boosts their confidence and motivation to continue learning. It allows learners to overcome the fear of making mistakes and encourages them to take risks in using the language (Vera, 2013).

To develop speaking skills, teachers are advised to adopt various techniques and strategies in the classroom. These may include engaging in speaking activities, such as discussions, debates, and role-plays, providing opportunities for authentic communication, and integrating speaking practice into lesson plans, but also can integrate developments and propagation of technology, particularly artificial intelligence, which has made it easier for teachers to distribute their task more effectively and efficiently. These technological innovations have also permeated other sectors of the academia, fostering effectiveness and efficiency as second language learners (Chen et al., 2020, p. 1). The integration of AI through *ChatGPT* in language learning environments offers numerous possibilities for fostering the four fundamental language skills: speaking, listening, reading, and writing; and provides features such as real-time feedback, adaptive assessments, personalized and adaptive learning experiences, and customized content, which have the potential to enhance learners' communication abilities and accelerate their language acquisition process (Huriati et al., 2023, p. 2 - 4).

This research stems from the necessity to initiate reflection and scientific debate on existing knowledge in the field of language teaching, specifically regarding the efficacy of AI-powered speaking tools in enhancing the speaking proficiency of CEFR A2 learners. By



investigating this topic, the research aims to provide evidence-based recommendations for implementing and integrating ChatGPT as a speaking tool in English language teaching. The study seeks to enhance speaking skills development among CEFR A2 learners at the University of Guayaquil by leveraging the potential of AI technology. Through a rigorous analysis of relevant theories and empirical research, this study aims to generate valuable insights that can inform pedagogical practices and foster the advancement of language teaching methodologies.

Precision of the Research Topic

The research project aligns with the broader research focus on "*Innovation and Applied Technologies*" and falls under the specific research line "*Implementation of tics to improve the learning process.*" This study explores the innovative use of the *ChatGPTWeb Tool* to address the particular challenge of enhancing the speaking skills of A2-level learners. By incorporating this advanced technology into language education, the research aims to explore how implementing artificial intelligence can effectively support and elevate the language learning experience. This investigation holds the potential to pave the way for the integration of cutting-edge technologies into language education, offering promising avenues for improving language learners' proficiency.

Title: Enhancing A2 Learners' Speaking Skills Using *ChatGPTWeb Tool*

General research line: Innovation and Applied Technologies

Specific research line: Implementation of tics to improve the learning process.

The Research Object

This research centers on the learning process of spoken language, with a specific focus on cultivating and improving the speaking skills of CEFR A2 learners; it refers to the interaction and activities that take place to facilitate the acquisition of knowledge, skills, and

understanding (Cambridge University Press, 2009). It encompasses the various stages and elements involved in teaching and learning. This research delimits speaking skills as the central domain of investigation, aiming to address the challenges and limitations associated with speaking practice in English language instruction.

Research Aims and Objectives

Research Aim:

To determine how the *ChatGPT* Web Tool can effectively enhance the speaking skills of CEFR A2 learners at the University of Guayaquil.

Specific Research Objectives:

- To analyze the attitudes and perceptions of CEFR A2 learners regarding incorporating *ChatGPT* technologies into their English language learning experience.
- To provide evidence-based recommendations for implementing and integrating *ChatGPT* as a speaking tool in English language teaching to optimize the speaking skills development of CEFR A2 learners.
- To implement a guide integrating *ChatGPT* as a speaking tool into the English language learning process for CEFR A2 learners.

Description of the Conceptual Categories

In conducting this research, it was crucial to have a clear comprehension of and identify relevant variables. This study focused on enhancing A2 learners' speaking skills in English, designated as the dependent variable. The approach to effecting this improvement entailed the incorporation of the *Talk-to-ChatGPT* Web Tool in routine language learning exercises, establishing it as the independent variable. Table 1 provides concise conceptual and operational definitions for each variable, ensuring clarity and exactitude within the research structure.

Table 1.

Variables conceptual and operational definition

Category	Conceptual Definition	Operational Definition
<p>Dependent Variable: A2 Learners' Speaking Skills</p>	<p>A2 Learners' Speaking Skills refer to the language proficiency level of learners at the A2 level of the Common European Framework of Reference for Languages (CEFR). At this level, learners can communicate in simple and routine tasks that require a direct exchange of information on familiar topics. They can describe their background, immediate environment, and matters in areas of immediate need (Council of Europe, 2020).</p>	<p>A2 Learners' Speaking Skills refers to the specific aspects of speaking proficiency that will be measured in the study. These may include fluency, accuracy, pronunciation, vocabulary, and complexity and can be operationalized using measures such as the number of words spoken per minute, the number of errors made per minute, self-reported improvement in pronunciation, the number of new words used in conversation, and self-reported improvement in the complexity of sentences used.</p>
<p>Independent Variable: Use of Talk-to-ChatGPTWeb Tool</p>	<p>ChatGPT is a generative AI tool that can be used for language learning purposes. It is designed to generate text output that is grammatically correct and natural sounding in various languages (Li et al., 2023).</p>	<p>ChatGPT is a generative AI tool that uses deep learning algorithms to generate text output. It works by analyzing large amounts of text data to learn patterns and structures of language. Once trained, it can generate text output that is grammatically correct and</p>

natural sounding in various languages. In language learning, ChatGPT can correct grammar mistakes, spelling errors, and typos, provide quizzes and language games, vocabulary learning, personalized learning, and writing prompts (Li et al., 2023).

Elaborated by González & Villao (2023)

Description of the Research Approach and Methodology

This research project adopted a mixed-method approach with an experimental design delineated by Kothari (2004) to measure and validate the new proposal's results effectively. This approach was instrumental in collecting numerical and non-numerical data, facilitating a comprehensive understanding of the research problem. The methodology combined the depth of qualitative research, focusing on context and human experiences, and the precision of quantitative research, renowned for its capability to measure and analyze numerical data. The process was crafted to be flexible and adaptive, making it particularly suited for exploring the intricate dynamics within higher education systems.

Moreover, the research utilized both exploratory and descriptive correlational designs. The descriptive correlational aspect played a crucial role in identifying relationships between variables without exerting control over them. This approach was fundamental in measuring the correlations' extent, nature, and statistical significance, providing valuable insights into the strength and direction of the observed relationships.

A mixed methods approach was employed to complement and enrich the research findings. This method synergized quantitative and qualitative data to offer a more thorough and all-encompassing perspective of the study issue. The utilization of mixed methodologies

equipped researchers with a robust and comprehensive understanding of how the *ChatGPT* Web Tool can effectively enhance the speaking skills of CEFR A2 learners. These methodologies provided a profound grasp of the efficacy and implications of integrating the *ChatGPT* tool in language learning.

Description of the Research Techniques

This study used some instruments to collect data from the different participants. Regarding students, an assessment using the free online version of the Key English Test (KET) was administered as a pre-test and post-test of the Cambridge Assessment English Key English Test (KET) to measure language proficiency before and after they use the *ChatGPT* Web Tool will be carried out. The diagnostic test was based on the A2 Key (KET) exam format of the Cambridge English Language Assessment (<https://www.cambridgeenglish.org/exams-and-tests/key/exam-format/>). The A2 Key exam format typically assesses language skills at the A2 level of the Common European Framework of Reference for Languages (CEFR). It addressed the dependent variable of this research, which is suitable for learners who can communicate in simple and routine tasks. The test comprised two parts:

- Part one, where students have responded to questions, giving factual or personal information, will take 3 or 4 minutes.
- Part two, where students have discussed likes and dislikes and give reasons, will take 5 or 6 minutes. During the test, students recorded their answers to the questions proposed.

The examiner specified a time limit for each answer to simulate a real-time conversation. A rubric scored each learner's answers against pre-determined criteria. This provided quantitative data on their initial speaking proficiency. This test established a baseline

to measure any improvements in speaking skills after using the *ChatGPTWeb* Tool. It allowed the research to compare learners' performance before and after the intervention.

Furthermore, a survey questionnaire was administered before implementing the *ChatGPT* web tool, including sections on demographic information (including age, gender, and educational background), frequency of tool usage (using a 0-5 scale), and types of activities using the tool. This survey demonstrated how frequently and in what activities learners use the *ChatGPT tool*. It consisted of two sections.

— Section 1: Frequency of *ChatGPT tool* usage

Indicate the frequency of student usage of the *ChatGPT tool* throughout the study period by selecting an option on a scale of 0 to 5.

— Section 2: Types of activities using the Tool

Students check the activities undertaken by using the *ChatGPT tool*. (Chat, Role-play, Pronunciation practice, Vocabulary building, listening comprehension, writing practice, Grammar exercises, Speaking assessments).

Population, sample, and sampling

According to Kothari (2004), population “refers to the total of items about which information is desired” (p.70). In other words, it refers to the total number of items or units in any field of inquiry about which information is desired. The aggregate of all the units possessing the characteristics is the object of study. In the context of this research, the population consisted of 300 units of CEFR A2 level English learners of the English Modular Program of the current academic period at the University of Guayaquil, Ecuador.

For Evans et al. (2014), a sample refers to a group of individuals or objects selected from a larger population to represent that population in a study. The sample consisted of 140

students of the Modular English Program of the current academic period at the University of Guayaquil, Ecuador.

Sampling is a strategic technique to select specific individuals or a subset from a larger population (Jaffer et al., 2023). Non-probability convenience sampling was used because it is not random; convenience sampling is a type of non-probability sampling that thrives on accessibility to subjects (Jaffer et al., 2023); in the context of this research project, the choice of convenience sampling was driven by accessibility to participants. The research aimed to efficiently gather data from participants with regular access to the *ChatGPT tool*.

Problem Statement

Teaching English to CEFR A2 learners at the University of Guayaquil is currently challenging due to the insufficient emphasis on speaking practice. Classrooms predominantly focus on reading and writing, which restricts the development of oral communication skills, an essential aspect of language proficiency. Foley and Van Valin (1984), cited by Aronoff (2020, p. 340), highlight the social nature of language, considering it a crucial component of human interaction encompassing various forms of social behaviors like claiming, asking, and promising. This perspective underscores speaking as a fundamental part of language learning.

The lack of adequate speaking practice hampers fluency and affects learners' ability to understand colloquialisms and cultural nuances, limiting their competence in real-world social and professional settings. Gilquin (2015, p. 2) observes that most adult EFL learners do not achieve native-like oral proficiency. This research addresses this gap by implementing *ChatGPT* to enhance speaking skills in English language teaching. *ChatGPT*, as discussed by Chen et al. (2020, p. 11-13), serves as a versatile pedagogical tool, facilitating personalized learning experiences and real-time feedback. By incorporating AI, the study seeks to expand opportunities for learners to practice and improve their speaking abilities and assess AI's impact on their fluency, accuracy, and overall oral communication skills.

Contributions of the Proposal

This project aims to investigate the feasibility of enhancing English instruction for CEFR A2 learners through the utilization of *ChatGPT* as a speaking aid. By integrating *ChatGPT* into the language learning process, the project seeks to elevate learners' speaking skills by providing AI-based speaking practice platforms, assessment tools, and instructional approaches that offer personalized feedback, creating an immersive speaking experience. Additionally, the proposal addresses the challenge of insufficient speaking practice in English classes and advocates for *ChatGPT* to bridge the gap between traditional teaching methods and the need for extensive speaking practice. This research holds practical significance for students, educators, and administrators, shedding light on the importance of extracurricular language activities and enriching our understanding of effective language learning strategies. The findings are expected to contribute to the existing body of knowledge in language education, ultimately improving language learning outcomes for students.

Convenience

To assess the feasibility of enhancing English instruction for CEFR A2 learners, the project aims to investigate the utilization of the *ChatGPT* tool as a speaking aid. Incorporating *ChatGPT* into the language learning process is designed to elevate learners' speaking skills. The concept enhances speaking competency by integrating AI-based speaking practice platforms, assessment tools, and instructional approaches. It offers personalized feedback, creating an immersive and lifelike speaking experience.

Additionally, this proposal seeks to address the challenge of insufficient speaking practice in English classes by leveraging *ChatGPT*. The goal is to bridge the divide between traditional teaching methods and the necessity for extensive speaking practice. This proposal advocates utilizing *ChatGPT* as a language tool to amplify opportunities for learners to engage

in meaningful conversations, articulate their opinions fluently, and overcome barriers to effective communication.

Social Relevance

The broader educational community, specifically English language instructors and students will observe the social impact of the proposal. The concept aims to enhance the development of speaking skills for CEFR A2 learners by integrating *ChatGPT* as a speaking tool in English language training. This aligns with the growing role of technology in education, preparing students for success in a technologically advanced world. By incorporating AI technology into language learning, the approach imparts digital literacy skills to learners, enhancing their ability to navigate and communicate in a globalized society. Furthermore, promoting multilingualism, cultural sensitivity, and cross-border dialogue benefits individual students and contributes to societal advancement.

Practical Implications

This research is grounded in the identified gap in speaking practice for CEFR A2 learners. Despite the recognized importance of oral communication skills, these learners often lack sufficient opportunities to practice speaking in language classrooms. By utilizing *ChatGPT*-powered speaking tools, this study aims to address this practical issue and provide a viable solution to enhance speaking proficiency. This proposal aims to optimize the teaching process and improve the effectiveness of language instruction. It aligns with the student's interest in exploring the intersection of *ChatGPT* and education and the program's focus on innovation and applied technologies. The findings of this research can potentially inform educators and policymakers in adopting effective strategies to integrate *ChatGPT* into language teaching practices.

Theoretical Value

The theoretical value of the topic "Enhancing A2 Learners' Speaking Skills Using *ChatGPT* Web Tool" lies in its potential to revolutionize language learning methodologies, particularly for A2 level learners. Given the scarcity of extensive global research on this specific application of *ChatGPT* tools in language learning, this area presents a unique opportunity for exploration and discovery. It's important to note that there is currently a lack of sufficient information and studies. This gap in research highlights the novelty of this area, indicating a significant opportunity for groundbreaking work in the intersection of language learning and advanced AI tools like Chat GPT. The scarcity of detailed studies specifically focused on the use of such tools for improving A2-level speaking skills in English suggests that any new research in this area would be contributing to a largely unexplored field.

Chapter I

1.1. Theoretical Framework

This section provides the theoretical underpinnings for the proposed methodology, which is organized into various sections. Initially, key theories and concepts pertinent to the topic are examined. Subsequently, reference is made to relevant studies that have been conducted, providing context for the current proposal. The results obtained from these studies are described, and an interpretation of these results is provided. Ultimately, it is suggested how the proposed methodology could serve as a potential solution to the identified problem.

1.2. A2 Learners' Speaking Skills (Dependent Variable)

Dependent Variable: A2 Learners' Speaking Skills

A2 level, as defined by the CEFR, covers basic language proficiency, making it a suitable benchmark for observing tangible improvements in language learning, especially in the context of new teaching methodologies. At this level, learners can communicate in simple and routine tasks that require a direct exchange of information on familiar topics. They can describe their background, immediate environment, and matters in areas of immediate need (Council of Europe, 2020). They symbolize the specific outcomes or abilities being assessed due to educational interventions.

Critical elements such as fluency, accuracy, pronunciation, vocabulary, and complexity are all quantifiable and provide a comprehensive view of language proficiency. However, it's essential to recognize the potential variability in individual learning trajectories and external influences that might affect these measurements. For example, relying on self-assessment for pronunciation improvement might introduce subjectivity, possibly skewing the results. Thus, while these measures are practical, incorporating a range of assessment tools could offer a more nuanced understanding of learners' speaking skills.

1.3. *Use of ChatGPT Web Tool (Independent variable)*

In this study, the independent variable was the use of the *ChatGPT* web tool as a speaking aid in English language learning for CEFR A2 level learners. *ChatGPT* is a generative AI tool that can be used for language learning purposes. It is designed to generate text output that is grammatically correct and natural sounding in various languages that is grammatically correct and natural sounding in various languages (Li et al., 2023). *ChatGPT*, an artificial intelligence-powered chatbot developed by OpenAI and co-founded by Elon Musk, engages users in natural languages, such as English. Users can pose questions, and the chatbot responds with detailed answers. It has the potential to offer personalized learning experiences and continuous interaction, which are crucial for language acquisition.

Li et al., (2023) affirms that *ChatGPT*, a generative AI model, employs deep learning algorithms to create textual content. This tool analyzes extensive text data to identify language patterns and structures. After its training process, *ChatGPT* is adept at producing grammatically sound and naturally fluent text in various languages. *ChatGPT* is useful for correcting grammatical errors, misspellings, and typos in language education. It also offers educational activities such as quizzes, language games, vocabulary enhancement, tailored learning experiences, and prompts for writing.

1.4. **Relevant studies**

The "Relevant Studies" section of this thesis is a critical exploration of existing research in language learning, with a particular focus on integrating AI tools like *ChatGPT*. This section revised various studies, ranging from the use of *ChatGPT* web tool in enhancing language skills to methodologies like task-based and output-based language teaching. The aim was to understand how these innovative approaches could improve speaking proficiency among CEFR A2 learners at the University of Guayaquil. By analyzing these studies, could draw

valuable insights and strategies directly relevant to this research problem, providing a theoretical and empirical foundation for the proposed solution.

— Yangyu Xiao and Yuying Zhi, in 2023, conducted an exploratory investigation titled “An Exploratory Study of EFL Learners’ Use of *ChatGPT* for Language Learning Tasks: Experience and Perceptions” into how EFL learners at a prominent English-medium university in China perceive and utilize *ChatGPT* for language learning. This small-scale research, primarily focusing on the initial stages of *ChatGPT*’s implementation, aimed to collect early insights into student experiences. The study employed a mixed-methods approach, integrating a survey and semi-structured interviews to gather quantitative and qualitative data about students’ interactions with *ChatGPT*. Participants selected for their prior experience with *ChatGPT* provided diverse insights into their usage patterns, perceived benefits, challenges of using the tool, and overall attitudes towards it.

The research utilized a meticulously designed survey questionnaire alongside interview protocols to explore students’ experiences with *ChatGPT*. This combination of tools was instrumental in capturing a wide range of data, with the survey exploring general trends and interviews offering deeper individual perspectives. The analysis involved statistical examination of the survey for quantitative understanding and thematic analysis of interview responses for qualitative insights. This dual approach facilitated a comprehensive understanding of students’ interactions and perceptions of *ChatGPT*.

The study revealed that using *ChatGPT* in language learning significantly improved linguistic accuracy, fluency, and student motivation while offering personalized learning support. These findings demonstrate the effectiveness of *ChatGPT* in educational contexts and emphasize the need for students to use this AI tool responsibly and effectively. The research thus underscores the potential of *ChatGPT* as a valuable asset in language education, enhancing both the quality and the learning experience.

— Lucas Kohnke, Benjamin Luke Moorhouse, and Di Zou; in 2023, in their study "*ChatGPT* for Language Teaching and Learning," explored the capabilities of *ChatGPT* in language education, considering both its potential and challenges, including ethical aspects. Their study aimed to understand the affordances of *ChatGPT* as a generative AI chatbot for language instruction and provide guidance for teachers and learners on its effective use. The methodology was a technology review, drawing from existing literature and practical experiences. The study emphasized the importance of advanced digital competence for language teachers and learners to harness AI tools like *ChatGPT* effectively. The authors argue for developing digital skills to utilize *ChatGPT* in education responsibly and effectively, navigating its potential risks and drawbacks. They encourage language teachers to explore *ChatGPT*'s pedagogical possibilities and integrate them into teaching in a theoretically sound manner. The study also stresses the necessity for educational institutions to establish guidelines for AI tool usage, adapt teaching and assessment practices, and prepare students for an AI-integrated future.

Key findings from the study suggest several uses of *ChatGPT* in language learning: conducting formative assessments, providing immediate feedback, engaging learners and enhancing language skills, reducing shyness among learners, and supporting teachers in creating comprehension tasks. These findings highlight *ChatGPT*'s role in transforming language education by expanding capabilities and sustaining learner motivation while pointing out the need for comprehensive digital competence and institutional guidelines for optimizing such AI-driven tools in educational settings.

— The paper "*ChatGPT* for Good? On Opportunities and Challenges of Large Language Models for Education" by Kasneci *et al.* (2023) presented a comprehensive overview of the potential benefits and challenges of integrating large language models, like *ChatGPT*, into educational settings. It highlighted the advancements in natural language processing due to transformer architectures and the significant impact of models like GPT-3 in

generating human-like text, assisting in tasks such as translation, summarization, and creating educational content. The paper discussed the various applications of these models in education, emphasizing their role in facilitating group discussions, collaborative writing, research, and remote tutoring. They were seen as tools that could enhance student engagement, provide personalized learning experiences, and assist in developing critical thinking and problem-solving skills. For teachers, these models offered assistance in lesson planning, language learning, research and writing tasks, and professional development. They also serve as a resource for creating inclusive lesson plans and activities, generating questions and prompts to elicit critical thinking, and automating certain aspects of assessment and evaluation.

Collectively, these studies offered critical insights into the effective use of AI tools like *ChatGPT* in language education. They underscore the potential benefits of *ChatGPT* in enhancing language proficiency, the importance of digital skills, and the need to tailor educational approaches to diverse student populations. This provided a strong theoretical and empirical foundation for this project at the University of Guayaquil, guiding the integration of *ChatGPT* and other AI tools into language education for A2 learners.

Table 2.

Literature Review of ChatGPT as a speaking tool (Independent variable)

Investigation	Objective	Theory	Methodology	Conclusions	Results
<p>Yangyu Xiao, Yuying Zhi (2023) "An Exploratory Study of EFL Learners' Use of ChatGPT for Language Learning Tasks: Experience and Perceptions"</p>	<p>To explore EFL Learners' use of ChatGPT for language tasks</p>	<p>Integration of technology in language learning, particularly the use of AI-powered chatbots like ChatGPT</p>	<p>Qualitative and quantitative methods, including surveys and interviews</p>	<p>The study identified three key benefits associated with ChatGPT usage: (1) improving language accuracy and fluency, (2) enhancing language learning motivation, and (3) providing personalized language learning support. The study also found that students had a positive attitude towards ChatGPT and believed that universities should embrace, rather than ban, the use of ChatGPT.</p>	<p>ChatGPT was found to be a beneficial tool in language learning, enhancing both engagement and proficiency.</p>

Investigation	Objective	Theory	Methodology	Conclusions	Results
Lucas Kohnke, Benjamin Luke Moorhouse, Di Zou (2023) "ChatGPT for Language Teaching and Learning"	To investigate ChatGPT's role in language teaching and learning.	The potential of ChatGPT for language teaching and learning.	Mixed methods, including experimental design and case studies.	The importance of advanced digital competence for language teachers and students to effectively capitalize on AI-driven digital tools such as ChatGPT and successfully navigate their risks and drawbacks.	ChatGPT contributed positively to language teaching, providing diverse learning experiences and improving language skills.
Enkelejda <i>et al.</i> , (2023) "ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education"	To explore the potential benefits and challenges of integrating large language models, like ChatGPT, into educational settings, focusing on their impact on teaching and learning processes.	Theory of transformative technology in education.	Quantitative research with a focus on ESL students' performance metrics.	Large language models can significantly enhance education but must be cautiously integrated. There's a need for ongoing human monitoring, guidance, and an emphasis on critical thinking. The integration must also meet privacy, security, and ethical standards.	ChatGPT significantly transforms the potential of large language models in education, enhancing student engagement, personalization, and teacher support. However, it also identifies challenges like bias, reliance on models, data privacy concerns, and the need for sustainable and ethical use.

Elaborated by González & Villao (2023)

Table 3.

Literature Review of A2 Learners' Speaking Skills (Dependent Variable)

Investigation	Objective	Theory	Methodology	Conclusions	Results
<p>Nation & Yamamoto (2014)</p> <p>Applying the four strands to Language Learning</p>	<p>To demonstrate how the four strands principle can be applied to answer questions related to language teaching, such as teaching vocabulary, designing listening courses, incorporating extensive reading, evaluating the value of grammar translation, and creating balanced conversation courses.</p>	<p>Emphasizes the importance of a balanced language course that integrates meaning-focused input, meaning-focused output, language-focused learning, and fluency development to provide diverse learning opportunities.</p>	<p>The authors provide examples and insights based on their own experiences and observations. They illustrate how activities such as exchanging emails, keeping a diary, free writing, watching movies, browsing websites, and engaging in online video sharing can be organized under the four strands principle for autonomous learning.</p>	<p>Applying the four strands principle, language educators can create a balanced language course that offers diverse learning opportunities, addresses different language features and skills, and promotes autonomous learning without needing a teacher.</p>	<p>The four strands principle results demonstrate its effectiveness in providing a balanced approach to language learning, encompassing various learning activities and resources to support the development of language skills and knowledge.</p>

Investigation	Objective	Theory	Methodology	Conclusions	Results
<p>Nation Paul (2007). The Four Strands</p>	<p>To provide a framework for language courses that balances the four strands of language learning.</p>	<p>The time-on-task principle suggests that the more time spent doing something, the better one is likely to be at doing it. The four strands of language learning are meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Each strand provides learning opportunities and should be balanced in a language course.</p>	<p>Research studies and literature reviews support the four strands framework and its principles. The studies include Waring and Takaki's (2003) study of vocabulary learning from a graded reader, Elley and Mangubhai's (1981) study of the book flood, and Nation and Wang's (1999) study on the amount of input needed for substantial vocabulary growth.</p>	<p>A well-designed language course should provide an even balance of the four strands of language learning. While deliberate language-focused learning activities result in more learning than incidental learning from meaning-focused activities, meaning-focused activities have a range of benefits for language learning, such as gaining content matter knowledge, skill improvement, and enjoyment. The time given to each strand could change as learners' proficiency develops, but it is important to develop fluency with useful multiword phrases right from the beginning of language learning.</p>	<p>The four strands framework and its principles provide a basis for managing innovation in language courses. The principles include using high-frequency items, providing plenty of input at the same level, and using analysis, monitoring, and assessment to address learners' language and communication needs.</p>



Elaborated by González & Villao (2023)

Chapter II

Methodology for Research and Initial Diagnosis

To achieve the overall goal of this research, this chapter carefully examines the steps important to the investigative process. As the study is reviewed in greater detail, a thorough approach is outlined methodically. Every procedural element of this technique has been carefully thought out to work in harmony with the specific goals of the study, guaranteeing that it contributes substantially to the quest for knowledge and understanding. The next sections explain the subtleties of the investigative technique and show how it is consistent with the project's main goals, which aim to enhance the speaking skills of CEFR A2 learners by leveraging *ChatGPT* as a web tool.

2.1 Conceptualization and operationalization of the main categories (Independent and dependent variables)

2.1.1 Use of *ChatGPT* Web Tool (Independent variable)

ChatGPT is fundamentally a language generation model built on the transformer architecture. Its primary purpose is to generate human-like responses based on given prompts or inputs, making it suitable for various natural language processing tasks, including dialogue generation, language translation, and text completion. At its core, *ChatGPT* relies on a large pre-trained language model that has learned to predict the likelihood of a word within the context of a sentence. This foundational understanding enables *ChatGPT* to produce coherent and contextually relevant responses to user inputs. Moreover, the model's architecture allows it to capture long-range dependencies and contextual information effectively, contributing to its proficiency in comprehending and generating human-like text (Kohnke et al., 2023).

In addition to its architectural aspects, *ChatGPT* includes recognizing its potential applications in language learning and teaching. It can serve as a tool to simulate authentic interactions, offer immediate feedback, generate comprehension questions, and assist in various language production tasks. Its adaptability in adjusting the complexity of dialogue and generating text across different genres further enhances its versatility in language education.

To operationalize *ChatGPT* as a web tool, specific usage and evaluation parameters were established, including:

- **Frequency of Student Usage:** This involves measuring the frequency of student usage of the *ChatGPT* tool throughout the study period. This can be assessed through participant self-reporting, data logs of *ChatGPT* interactions, or a combination of both.
- **Types of Activities Using the Tool:** This involves identifying the types of language learning activities students engage in using the *ChatGPT* tool. This can be assessed through participant self-reporting or expert evaluation of Chat GPT-generated speech samples.
- **Students' Satisfaction with the *ChatGPT* Tool:** This involves measuring students' satisfaction with the *ChatGPT* tool. This can be assessed through survey questionnaires or semi-structured interviews, where participants rate their satisfaction with Chat GPT's ability to support their language learning.
- **Learners' Perception of the Impact of the *ChatGPT* Tool on Their Speaking Skills:** This operationalization involves measuring learners' perception of the impact of the *ChatGPT* tool on their speaking skills. This can be assessed through survey questionnaires or semi-structured interviews, where participants rate their perceived improvement in speaking skills after using Chat GPT.

— **Learners' Perception of How User-Friendly the ChatGPT Tool Is:** This operationalization involves measuring learners' perception of how user-friendly the ChatGPT tool is. This can be assessed through survey questionnaires or semi-structured interviews, where participants rate their perceived ease of use of Chat GPT.

2.1.2. A2 Learners' Speaking Skills (Dependent variable)

Speaking skills involve effectively communicating information, thoughts, and ideas through oral expression. In language acquisition, speaking skills encompass the ability to proficiently engage in conversations, articulate opinions, partake in discussions, and deliver presentations using the target language. A2 Learners' Speaking Skills pertain to the language proficiency of individuals at the A2 level of the Common European Framework of Reference for Languages (CEFR), enabling them to engage in basic communication, describe personal information and immediate surroundings, and address immediate needs on familiar topics (Council of Europe, 2020).

Alotaibi (2015) emphasizes the importance of developing speaking skills in the second language through activities that encourage students to practice using the language in different ways. It also mentions the significance of cultivating oral proficiency and communication skills in the interpersonal, interpretive, and presentational modes (pp. 22, 127).

Some authors mention relevant excerpts related to five aspects of A2 Learners' Speaking Skills:

— **Fluency and Conversational Proficiency:**

Fluency and conversational proficiency refer to the ability to speak a language smoothly and continuously, without hesitations or long pauses, engage in meaningful dialogues, understand and respond to others, and navigate various communication contexts effectively.

These aspects of speaking proficiency are crucial for effective oral communication in a second language (Cambridge University Press, 2009,p.170). Nation (2007) emphasizes the importance of educators offering a variety of activities to enhance fluency across all four language skills: listening, speaking, reading, and writing. These activities may entail implementing a speed-reading course, integrating repeated reading exercises, establishing an extensive reading program, and incorporating listening exercises that involve storytelling.

In utilizing *ChatGPT* as a web tool to facilitate language learning, educators can leverage its capabilities to enhance fluency and conversational skills further. *ChatGPT* can be a valuable platform for learners to engage in spontaneous conversations, practice fluency, and receive immediate feedback. Interactive language games and role-playing activities using *ChatGPT* can make language learning enjoyable and engaging for students, offering them a technologically driven means to enhance their conversational proficiency.

— **Grammatical Accuracy:**

Grammatical accuracy is a fundamental aspect of effective spoken language, encompassing the precise application of grammar rules and structures. It entails correctly using verb tenses, sentence construction, word order, and agreement to convey meaning with precision. Attaining grammatical accuracy in spoken communication enhances clarity and ensures that the intended message is conveyed without ambiguity or misinterpretation (Cambridge University Press, 2009, p.105).

To support learners in achieving grammatical accuracy, educators can employ various strategies, including the deliberate learning of language elements and patterns, encompassing sounds, spelling, vocabulary, multiword units, grammar, and discourse. These strategies may involve conducting teacher-led intensive reading sessions, providing constructive feedback on writing assignments, intentionally teaching specific language

components, and facilitating individualized study of language elements (Nation, 2007p.10). Additionally, the integration of *ChatGPT* as a web tool can further aid learners in practicing and refining their grammatical accuracy through interactive exercises, instant feedback, and tailored language support.

— **Pronunciation and Clarity:**

To assist learners in enhancing their pronunciation and clarity, educators can implement various strategies, including the intentional acquisition of language elements and patterns, encompassing sounds, spelling, vocabulary, multiword units, grammar, and discourse. These strategies may entail conducting teacher-led intensive reading sessions, offering constructive feedback on writing assignments, intentionally instructing specific language components, and facilitating individualized study of language elements (Cambridge University Press, 2009, p.64). Additionally, the integration of *ChatGPT* as a web tool can provide learners with valuable opportunities to practice pronunciation, receive instant feedback, and access personalized language support, further advancing their pronunciation and clarity skills in spoken language.

— **Vocabulary Proficiency:**

Proficiency in vocabulary pertains to effectively employing an extensive array of words and phrases with precision and appropriateness in spoken language. It encompasses a profound understanding of word meanings, spellings, pronunciations, and the comprehension of their connotations and contextual usage. Vocabulary proficiency is a cornerstone of effective communication, facilitating speech clarity, precision, and comprehension. It empowers speakers to articulate their thoughts clearly and to discern the intended meaning in others' expressions (Cambridge University Press, 2009, p.81).

Nation (2007,p.10) recommends to aid learners in elevating their vocabulary proficiency; educators can employ diverse strategies, including the purposeful acquisition of language components and patterns, which encompass sounds, spelling, vocabulary, multiword units, grammar, and discourse. These strategies may entail conducting teacher-led intensive reading sessions, providing constructive feedback on written assignments, explicitly instructing specific language elements, and facilitating individualized study of language components. Furthermore, the integration of *ChatGPT* as a web tool can offer learners opportunities to expand their vocabulary, receive tailored feedback, and engage in interactive language exercises, thereby enhancing their vocabulary proficiency in spoken language.

— **Discourse Complexity:**

Discourse complexity reflects the level of intricacy and refinement in extended spoken communication. It encompasses the capacity to systematically structure ideas, employ a diverse range of sentence patterns, and establish logical connections between thoughts and arguments. Proficiency in discourse complexity also entails the effective use of cohesive elements, such as conjunctions and transitional phrases, to ensure a seamless flow of ideas. Mastery of discourse complexity empowers speakers to articulate sophisticated concepts and engage in in-depth discussions, enriching the quality of spoken discourse (Cambridge University Press, 2009p. 88).

In the pursuit of enhancing learners' proficiency in discourse complexity, educators can employ a multifaceted approach that encompasses the deliberate acquisition of language components and patterns, encompassing sounds, spelling, vocabulary, multiword units, grammar, and discourse. This approach may involve conducting teacher-led intensive reading sessions, offering constructive feedback on written assignments, explicitly instructing specific language elements, and facilitating personalized study of language components

(Nation, 2007, p.10). Additionally, the integration of *ChatGPT* as a web tool can complement these efforts by providing learners with opportunities to engage in complex spoken interactions, receive targeted feedback and participate in discourse-enhancing activities, ultimately elevating the complexity of their discourse in spoken language.

Table 4.

Operationalization of the Independent Variable - Use of Talk-to-ChatGPTWeb Tool

INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Use of Talk-to-ChatGPTWeb Tool	ChatGPT is a generative AI tool that can be used for language learning purposes. It is designed to generate text output that is grammatically correct and natural sounding in various languages (Li <i>et al.</i> , 2023).	Effectiveness of ChatGPTWeb Tool in Language Learning	The frequency of student usage of the <i>ChatGPT tool</i> throughout the study period.	Never Occasionally Frequently Extensively
			Types of Activities Using the Tool	Chat Role-play Pronunciation practice Vocabulary building Listening comprehension Writing practice Grammar exercises Speaking assessments
			Students' satisfaction with the <i>ChatGPT tool</i>	Dissatisfied Neutral Satisfied
			Learners' perception of the impact of the <i>ChatGPT tool</i> on their speaking skills.	No Improvement Moderate Improvement Significant Improvement

			Learners' perception of how user-friendly the <i>ChatGPT tool</i> is.	Very Difficult Difficult Neutral Easy Very Easy
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Elaborated by González & Villao (2023)

Table 5.

Operationalization of the Dependent Variable - A2 Learners' Speaking Skills

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
A2 Learners' Speaking Skills	A2 Learners' Speaking Skills refer to the language proficiency level of learners at the A2 level of the Common European Framework of Reference for Languages (CEFR). At this level, learners can communicate in simple and routine tasks that require a direct exchange of information on familiar topics. They can describe their background, immediate environment, and matters in areas of immediate need (Language Policy Programme et al., 2001).	Fluency and Conversational Proficiency	Level of fluency in constructing phrases and contributing to conversations on familiar topics	Low Moderate High
		Grammatical Accuracy	Use of grammar and language structures correctly	Low accuracy Moderate accuracy High accuracy

	Pronunciation and Clarity	Clarity of Speaking	Low pronunciation clarity Moderate pronunciation clarity High pronunciation clarity
	Vocabulary Proficiency	Vocabulary Proficiency for Everyday Communication	Low vocabulary proficiency Moderate vocabulary proficiency High vocabulary proficiency
	Discourse Complexity	Level of Discourse Complexity	Low complexity of discourse Moderate complexity of discourse High complexity of discourse

Elaborated by González & Villao (2023)



The methodology of the research project was structured as a mixed-method approach with an experimental design, meticulously integrating both quantitative and qualitative research methods. As Kothari (2004) elucidates, "This approach involves collecting and analyzing both numerical and non-numerical data and integrating the findings to provide a more comprehensive understanding of the research problem" (p. 19). This methodological framework was chosen for its flexibility and adaptability, essential for exploring the dynamic and intricate nature of higher education systems.

Unlike singular qualitative or quantitative approaches, mixed methods research synergizes the strengths of both. Qualitative research, as emphasized by Creswell (2015), delves into understanding the context and meaning behind human experiences, offering depth and narrative richness. On the other hand, quantitative research, grounded in numerical analysis, provides measurable and statistically valid data that can be generalized to broader populations (Creswell, 2015). By amalgamating these methodologies, the study aimed to garner a holistic insight into how the *ChatGPT* Web Tool could enhance the speaking skills of CEFR A2 learners, balancing the depth of qualitative insights with the breadth of quantitative evidence.

2.3. Specific Research Methods

In this study, a blend of quantitative and qualitative research methods has been applied. Quantitative research involved using surveys, questionnaires, and the Key English Test (KET), coupled with statistical analysis to ensure data reliability and validity. Qualitative research included interviews, focus groups, and classroom observations, analyzed through thematic coding and interpretive techniques to ensure credibility and dependability.

Quantitative data collection was done through pre- and post-test designs with KET and surveys to evaluate *ChatGPT* usage and its impact on learners.



Results were interpreted by examining quantitative data for trends and statistical significance and qualitative data for contextual understanding and learner experiences. The integration of both types of data, through triangulation, provided a comprehensive understanding of *ChatGPT*'s effectiveness in language learning, balancing measurable outcomes with rich contextual insights.

2.4. Instruments

Various instruments were meticulously employed and subsequently revised by an expert, typically a language education tutor, to ensure their effectiveness. These included surveys and questionnaires to gather data on *ChatGPT* usage and learner satisfaction, the Key English Test (KET) for assessing language proficiency pre- and post-intervention, interview guides for conducting focus groups to capture qualitative data, and classroom observation checklists to record interaction patterns and tool usage. All these instruments were included in the appendices of the research report for reference and validated by an expert to confirm their suitability and relevance to the research objectives.

2.5. Participants

The participants were selected from the English Modular Program at the University of Guayaquil, Ecuador. The research focused on a population of B2 level English learners currently enrolled in the program. From this population, a sample of 140 students was chosen to represent the larger group. This sample served as a smaller subset intended to make inferences about the overall population's experiences and perspectives. The method of sampling used was non-probability convenience sampling, which was based on the accessibility of participants, specifically targeting those with regular access to the *ChatGPT* tool for effective data collection in line with the research aims.



2.6. Participants' needs

To determine the necessity for this proposal, an extensive needs assessment was carried out, focusing specifically on CEFR A2 learners at the University of Guayaquil. This assessment was designed to identify their unique challenges in improving English speaking skills and uncovered a widespread demand for enhanced A2 level language learning. The initial step of the diagnostic process involved crafting a detailed survey, which was meticulously reviewed and piloted by experts in language teaching to ensure its relevance and efficacy. The analysis of the data gathered from this survey provided insight into the learners' needs, particularly highlighting their struggles with speaking skills and their perspectives on utilizing AI tools like *ChatGPT* in language education. This thorough diagnostic process effectively clarified the learners' needs, forming a solid groundwork for the proposed educational strategy.

Delving into the specific needs identified by the assessment, several critical areas for student improvement emerged. These areas included the need to boost fluency and conversational skills, enhance grammatical accuracy, improve pronunciation and clarity, broaden vocabulary proficiency, and develop greater discourse complexity. Highlighted by the survey results and corroborated by expert feedback, these identified challenges shed light on the students' various struggles with spoken English. The results underscored a clear necessity for a focused intervention, particularly through the incorporation of the *ChatGPT* Web Tool. This proposed solution is aimed not just at improving language proficiency but also at enhancing students' confidence and their ability to effectively engage in English across a range of communicative contexts.

2.7. The Methodological Proposal

An innovative approach is introduced by this proposal, aiming to enhance the speaking skills of CEFR A2 learners at the University of Guayaquil using the *ChatGPT* Web Tool. Grounded in the principles of task-based and output-based language teaching and leveraging the capabilities of AI in language education, the intervention is



Designed to provide personalized, interactive, and adaptive learning experiences. The integration of *ChatGPT* into regular language practice sessions is included in the proposal, wherein various activities such as role-playing, conversation practice, and pronunciation exercises will be engaged in by the students. The approach is aimed not only at improving fluency, grammatical accuracy, vocabulary, and discourse complexity but also at boosting learners' confidence and engagement in English communication. Aligned with the communicative approach and recent advancements in AI, as highlighted in the theoretical framework, the proposed method ensures a relevant and effective enhancement of language learning processes.

2.8. The Validation Process

In the validation process of the *ChatGPT* intervention study, a range of data was meticulously collected and analyzed to ensure the validity of the findings. The selection of data included both qualitative inputs from structured interviews and classroom observations and quantitative measurements through pre- and post-intervention Key English Test (KET) scores and learner surveys. These were collected to capture a comprehensive view of the intervention's impact, encompassing both subjective experiences and objective proficiency improvements. For data analysis, qualitative responses were thematically coded to identify key patterns in learners' experiences, while quantitative data was tabulated and subjected to statistical analysis, using tools like SPSS, to discern significant changes in language skills. This process provided a robust foundation for making valid statements about the study's outcomes, as it combined the depth of qualitative insights with the precision of quantitative results, ensuring a well-rounded and substantiated understanding of the intervention's effectiveness.

Chapter III

ANALYSIS OF THE RESULTS

Results of Pre-Test and Post-Test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

3.1 Pre-test

3.1.1 Speaking Skill: Fluency

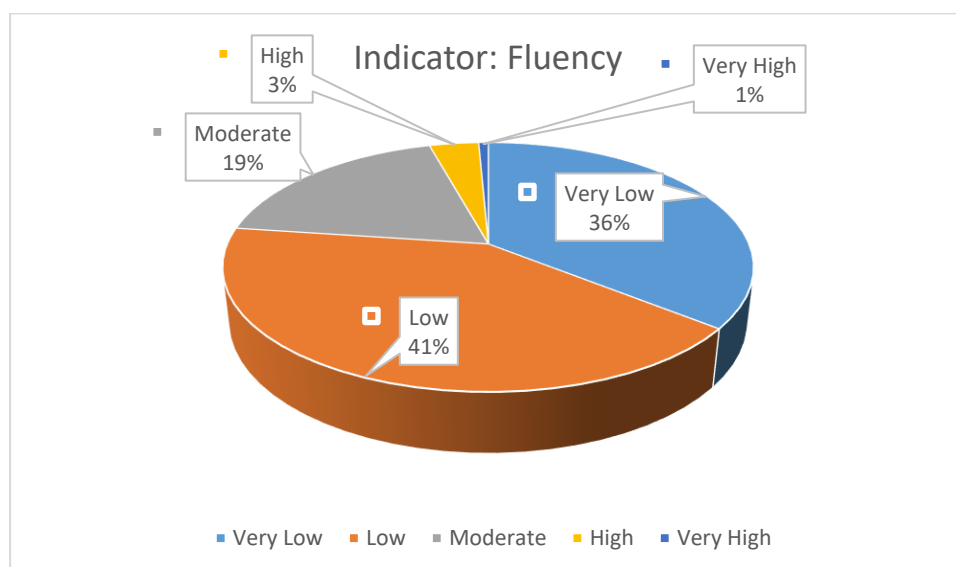
Table 6. Speaking Skills: Fluency Indicator

Scale	Frequency	Percentage
Very Low	50	36%
Low	58	41%
Moderate	26	19%
High	5	4%
Very High	1	1%
Total	140	100%

Pre-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 1. Speaking Skills: Fluency Indicator



Pre-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.



Chart 6 provides a significant number of respondents reporting lower levels of fluency in speaking skills, with 77% falling within the "Very Low" to "Low" categories. This suggests a predominant perception of limited proficiency among the surveyed population. While a minority of respondents show higher fluency levels, totaling 5%, the data emphasizes the need to improve speaking skills among most participants. The statistics detail the distribution incline towards lower proficiency levels and emphasize the importance of addressing this gap in language proficiency.

3.1.2 Speaking Skill: Accuracy

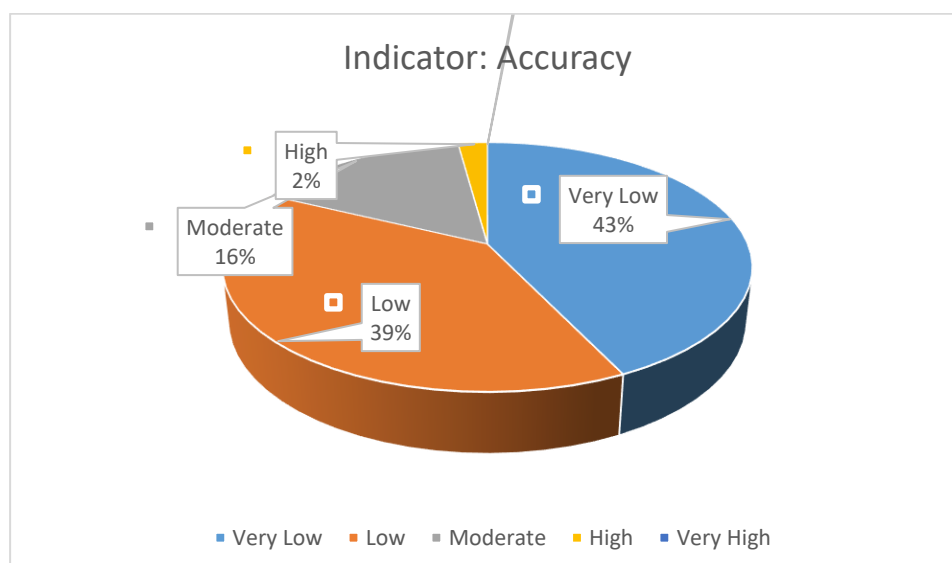
Table 7. **Speaking Skills: Accuracy Indicator**

Scale	Frequency	Percentage
Very Low	60	43%
Low	55	39%
Moderate	22	16%
High	3	2%
Very High	0	0%
Total	140	100%

Pre-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 2. **Speaking Skills: Accuracy Indicator**





Pre-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Chart 7 regarding the accuracy indicator of speaking skills reveals a predominant perception of lower accuracy levels among respondents, with 82% falling within the "Very Low" to "Low" categories. The absence of respondents in the "Very High" category suggests a significant dearth of individuals perceived to possess exceptionally high accuracy in speaking skills. This underscores the overarching need for targeted interventions to improve spoken language accuracy among the surveyed population, indicating potential areas for focused language training and development initiatives.

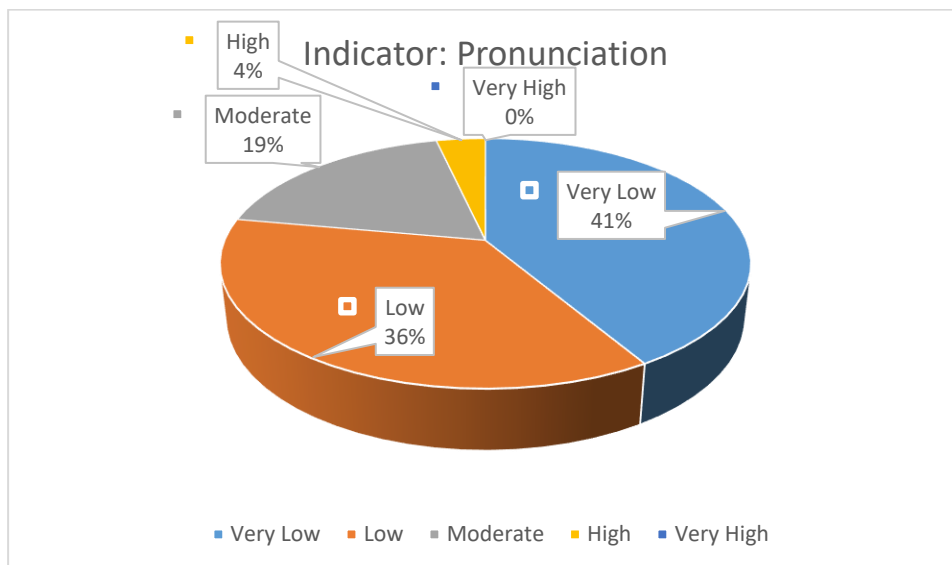
3.1.3 Speaking Skill: Pronunciation

Table 8. **Speaking Skills: Pronunciation Indicator**

Scale	Frequency	Percentage
Very Low	58	41%
Low	51	36%
Moderate	26	19%
High	5	4%
Very High	0	0%
Total	140	100%

Pre-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)



Source: Pre-test applied to University of Guayaquil’s students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

The data on chart 8 referring to the pronunciation indicator of speaking skills illustrates a predominant perception of lower proficiency levels, with 77% of respondents falling within the "Very Low" to "Low" categories. The absence of respondents in the "Very High" category suggests a notable insufficiency of individuals perceived to possess exceptional pronunciation skills. This underscores the prevailing need for targeted interventions and focused language training initiatives to enhance pronunciation proficiency among the surveyed population, highlighting areas for improved spoken language accuracy.

3.1.4 Speaking Skill: Vocabulary

Table 9. Speaking Skills: Vocabulary Indicator

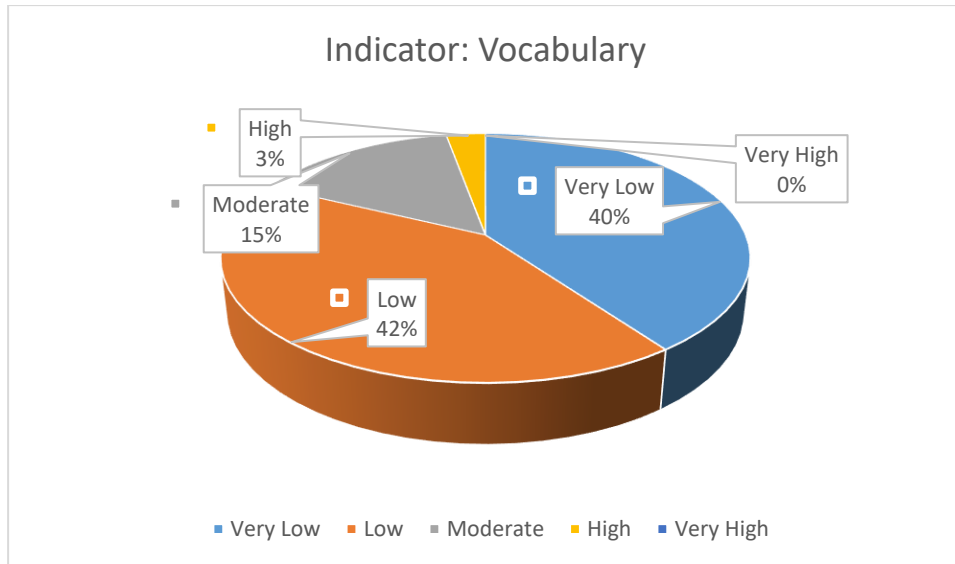
Scale	Frequency	Percentage
Very Low	56	40%
Low	59	42%
Moderate	21	15%
High	4	3%
Very High	0	0%
Total	140	100%



Pre-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 4. Speaking Skills: Vocabulary Indicator



Source: Pre-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

In chart 9, the data regarding the vocabulary indicator of speaking skills shows a dominant perception of lower proficiency levels, with 82% of answers falling within the "Very Low" to "Low" categories. The absence of respondents in the "High" and "Very High" categories points to a significant insufficiency in vocabulary proficiency among the surveyed population. This underlines the need for marked interventions and language development to increase vocabulary acquisition and utilization in spoken language contexts, highlighting areas for improvement to facilitate more effective communication.

3.1.5 Speaking Skill: Complexity

Table 10. **Speaking Skills: Complexity Indicator**

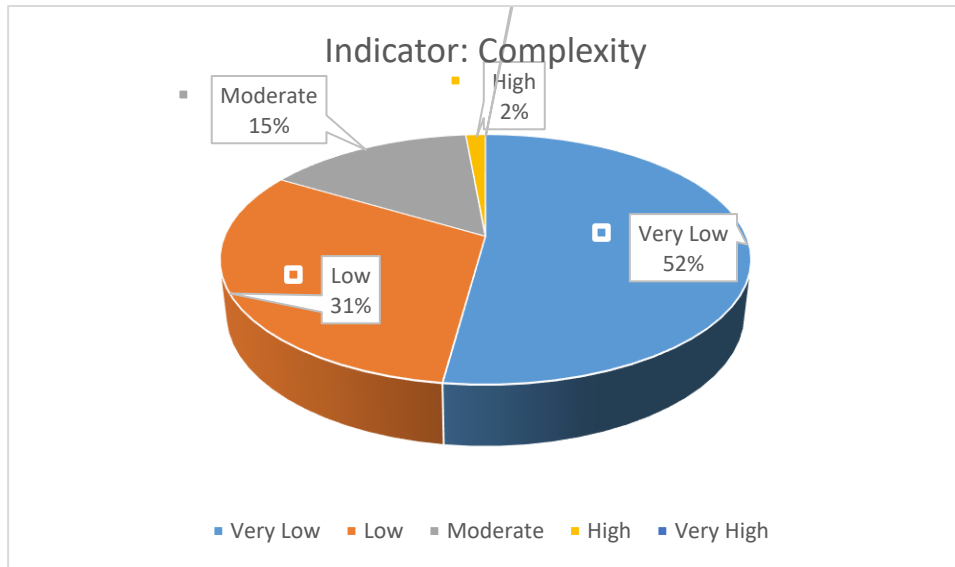
Scale	Frequency	Percentage
Very Low	73	52%
Low	44	31%
Moderate	21	15%

High	2	1%
Very High	0	0%
Total	140	100%

Pre-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 5. Speaking Skills: Complexity Indicator



Source: Pre-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Chart 10 regarding the complexity indicator of speaking skills reveals a predominant perception of lower complexity levels, with 83% of respondents falling within the "Very Low" to "Low" categories. The absence of respondents in the "High" and "Very High" categories suggests a notable deficiency in perceived complexity of speech among the surveyed population. This underscores the necessity for targeted interventions and language development initiatives to enhance spoken language's complexity, emphasizing areas for improvement to enable more sophisticated communication.

3.2.1 Speaking Skill: Fluency

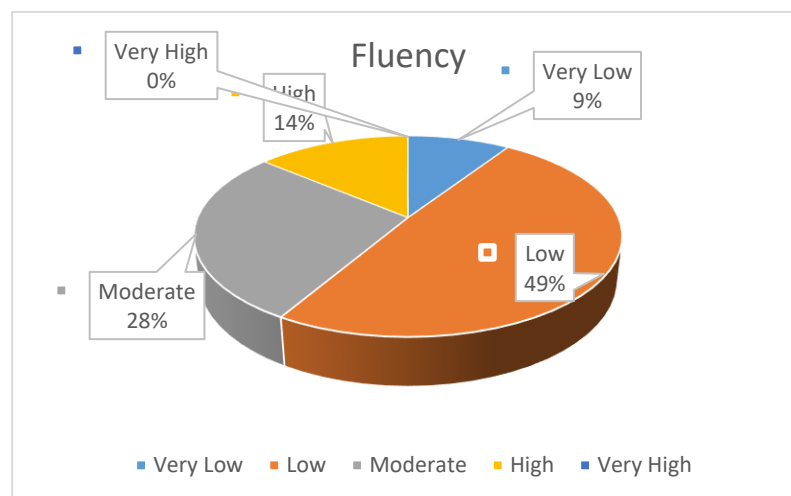
Table 11. **Speaking Skills: Fluency Indicator**

Scale	Frequency	Percentage
Very Low	12	9%
Low	64	49%
Moderate	36	28%
High	18	14%
Very High	0	0%
Total	130	100%

Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 6. **Speaking Skills: Fluency Indicator**



Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

In table 11, the data on the fluency indicator of speaking skills post-test reveals a significant majority of respondents, comprising 83%, falling within the "Very Low" to "Low" categories. The absence of respondents in the "High" and "Very High" categories suggests a notable scarcity of individuals perceived to possess exceptional fluency in speaking skills post-test. This highlights the pressing need for targeted interventions and language development initiatives to enhance fluency levels among the surveyed



population, emphasizing areas for improvement to facilitate more fluid and articulate communication.

3.2.2 Speaking Skill: Accuracy

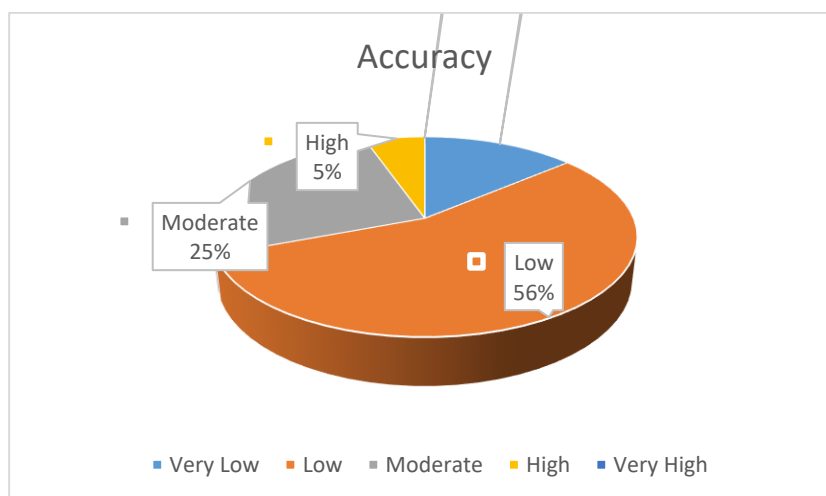
Table 12. Speaking Skills: Accuracy Indicator

Scale	Frequency	Percentage
Very Low	18	14%
Low	72	55%
Moderate	33	25%
High	7	5%
Very High	0	0%
Total	130	100%

Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 7. Speaking Skills: Accuracy Indicator



Source: Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

In table 12, the speaking skills post-test accuracy indicator data reveals a predominant perception of lower proficiency levels, with 69% of respondents falling within the "Very Low" to "Low" categories. While a smaller proportion of respondents, totaling 30%, exhibit moderate to high levels of accuracy, the absence of respondents in the "Very High" category suggests a significant deficiency in perceived accuracy in speaking skills post-test. This underscores the need for targeted interventions and focused



Language training initiatives to improve accuracy proficiency among the surveyed population, indicating areas for improvement to facilitate more precise and articulate communication.

3.2.3 Speaking Skill: Pronunciation

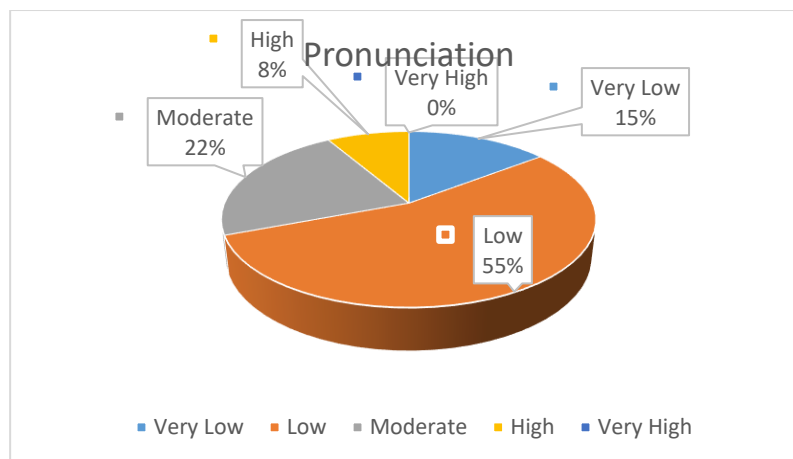
Table 13. **Speaking Skills: Pronunciation Indicator**

Scale	Frequency	Percentage
Very Low	19	15%
Low	71	55%
Moderate	29	22%
High	11	8%
Very High	0	0%
Total	130	100%

Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 8. **Speaking Skills: Pronunciation Indicator**



Source: **Post-test** applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

The data regarding the pronunciation indicator of speaking skills post-test, in table 13, illustrates a prevalent perception of lower proficiency levels, with 70% of respondents falling within the "Very Low" to "Low" categories. Although a smaller subset of respondents, totaling 30%, demonstrate moderate to high levels of



pronunciation proficiency, the absence of respondents in the "Very High" category suggests a notable deficiency in perceived pronunciation skills post-test. This underscores the necessity for targeted interventions and language development initiatives aimed at improving pronunciation proficiency among the surveyed population, emphasizing areas for enhancement to facilitate clearer and more accurate verbal communication.

3.2.4 Speaking Skill: Vocabulary

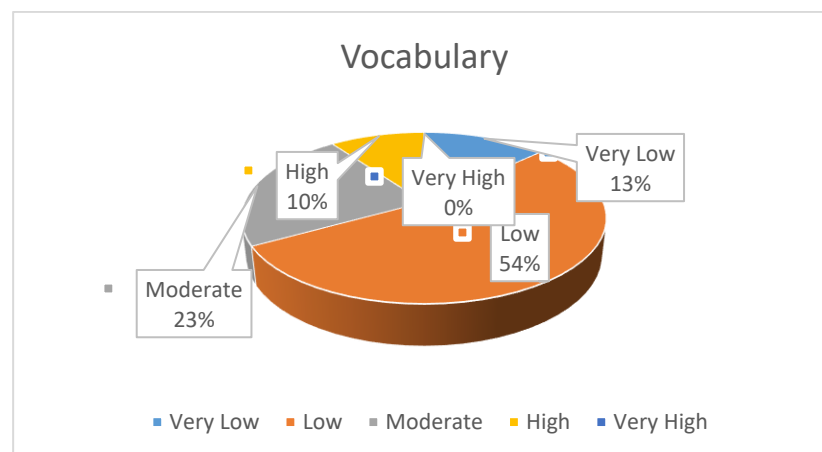
Table 14. Speaking Skills: Vocabulary Indicator

Scale	Frequency	Percentage
Very Low	17	13%
Low	70	54%
Moderate	30	23%
High	13	10%
Very High	0	0%
Total	130	100%

Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 9. Speaking Skills: Vocabulary Indicator



Source: **Post-test** applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)



Table 14 shows that the vocabulary indicator of speaking skills post-test highlights a predominant perception of lower proficiency levels, with 67% of respondents falling within the "Very Low" to "Low" categories. While a smaller proportion of respondents, totaling 33%, exhibit moderate to high levels of vocabulary proficiency, the absence of respondents in the "Very High" category suggests a notable deficiency in perceived vocabulary skills post-test. This emphasizes the importance of targeted interventions and language development initiatives to enhance vocabulary acquisition and utilization among the surveyed population, indicating areas for improvement to facilitate more comprehensive and articulate verbal expression.

3.2.5 Speaking Skill: Complexity

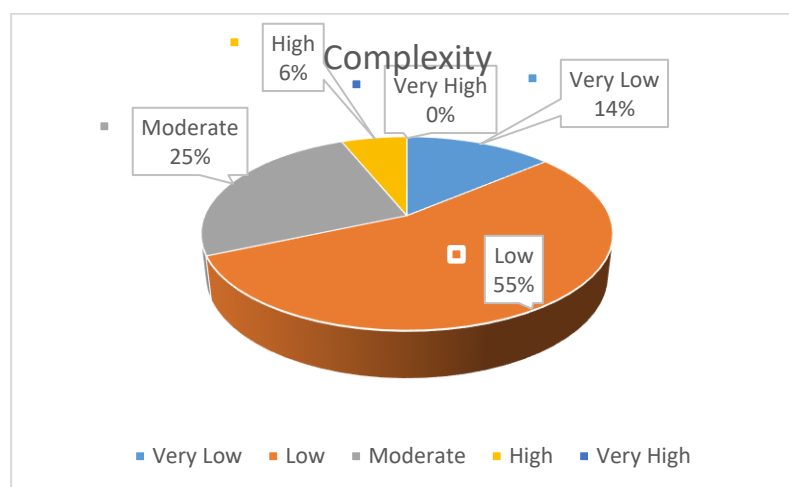
Table 15. Speaking Skills: Complexity Indicator

Scale	Frequency	Percentage
Very Low	18	14%
Low	71	55%
Moderate	33	25%
High	8	6%
Very High	0	0%
Total	130	100%

Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 10. Speaking Skills: Complexity Indicator





Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

The data concerning the complexity indicator of speaking skills post-test, in table 15, demonstrates a prevailing perception of lower proficiency levels, with 69% of respondents falling within the "Very Low" to "Low" categories. Although a smaller subset of respondents, comprising 31%, exhibit moderate to high levels of complexity, the absence of respondents in the "Very High" category suggests a notable deficiency in the perceived complexity of speech post-test. This underscores the need for targeted interventions and language development initiatives to enhance the complexity of spoken language among the surveyed population, indicating areas for improvement to facilitate more sophisticated and nuanced communication.

3.3 Comparing and Contrasting

3.3.1 Speaking Skill: Pre-Test / Post-Test Fluency indicator

Table 16. **Speaking Skill: Pre-Test / Post-Test Fluency indicator**

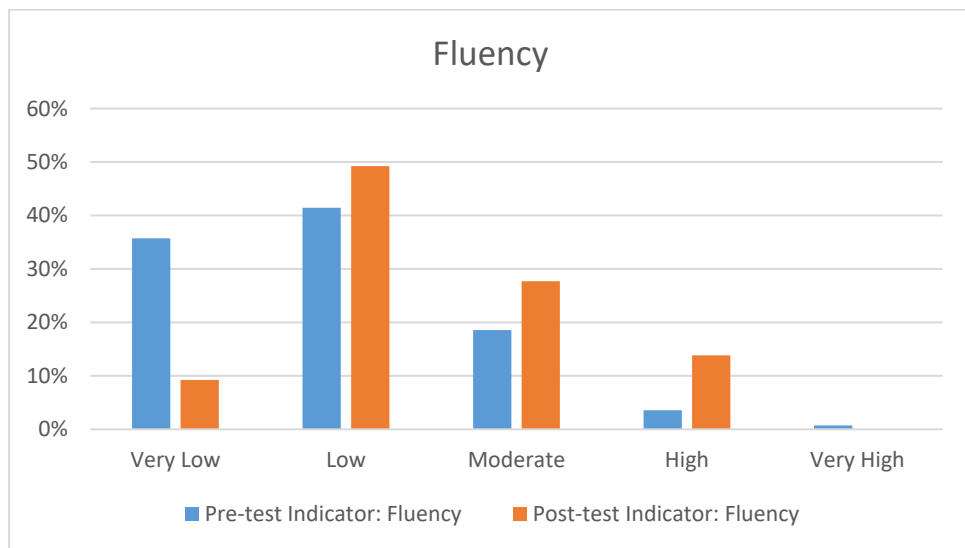
Scale	Pre-test Indicator: Fluency	Pre-test Indicator: Fluency	Post-test Indicator: Fluency	Post-test Indicator: Fluency
Very Low	50	36%	12	9%
Low	58	41%	64	49%
Moderat e	26	19%	36	28%
High	5	4%	18	14%
Very High	1	1%	0	0%
TOTAL	140	100%	130	100%

Source: Pre-test and Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)



Figure 11. Speaking Skill: Pre-Test / Post-Test Fluency indicator



Source: Pre-test and Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

In table 16, the comparison between the pre-test and post-test results for the fluency indicator of speaking skills reveals notable shifts in proficiency levels. In the post-test, there is a decrease in the percentage of respondents categorized as "Very Low" and "Low," accompanied by an increase in those classified as "Moderate," "High," and "Very High." This suggests an overall improvement in the fluency of speech among the surveyed population post-intervention, indicating the effectiveness of targeted interventions and language development initiatives in enhancing spoken language proficiency.

3.3.2 Speaking Skill: Pre-Test / Post-Test Accuracy indicator

Table 17. **Speaking Skill: Pre-Test / Post-Test Accuracy indicator**

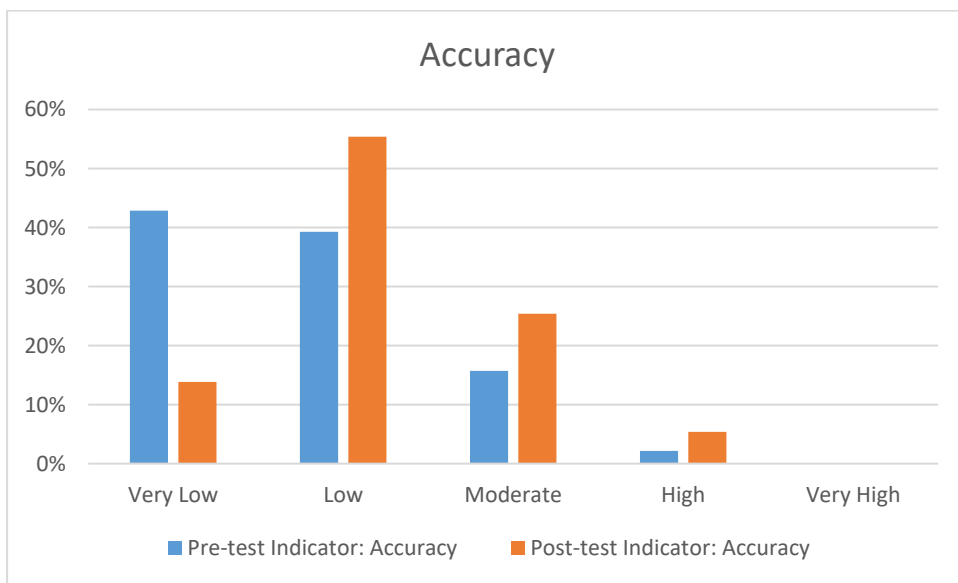
Scale	Pre-test Indicator: Fluency	Pre-test Indicator: Fluency	Post-test Indicator: Fluency	Post-test Indicator: Fluency
Very Low	60	43%	18	14%
Low	55	39%	72	55%
Moderate	22	16%	33	25%
High	3	2%	7	5%

Very High	0	0%	0	0%
TOTAL	140	100%	130	100%

Source: Pre-test and Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 12. Speaking Skill: Pre-Test / Post-Test Accuracy indicator



Source: Pre-test and Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

In table 17, comparing the pre-test and post-test results for the accuracy indicator of speaking skills reveals a significant improvement in proficiency levels post-intervention. The post-test data indicates a marked decrease in the percentage of respondents classified as "Very Low" accuracy, from 60% in the pre-test to 14% in the post-test. Additionally, there is an increase in the percentage of respondents classified as "Moderate" and "High" accuracy post-intervention. This suggests the efficacy of targeted interventions and language development initiatives in enhancing accuracy in spoken language among the surveyed population.



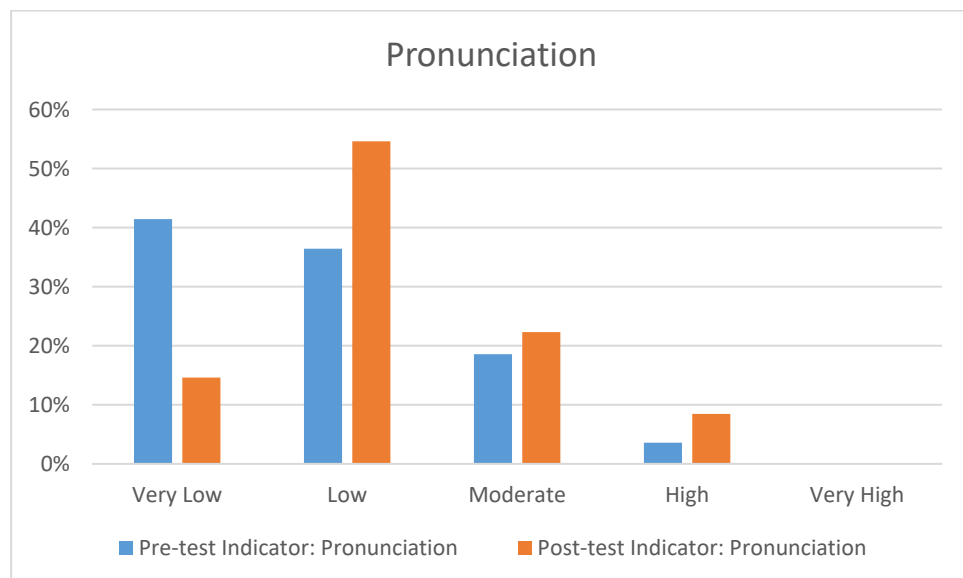
Table 18. Speaking Skill: Pre-Test / Post-Test Pronunciation indicator

Scale	Pre-test Indicator: Fluency	Pre-test Indicator: Fluency	Post-test Indicator: Fluency	Post-test Indicator: Fluency
Very Low	58	41%	19	15%
Low	51	36%	71	55%
Moderate	26	19%	29	22%
High	5	4%	11	8%
Very High	0	0%	0	0%
TOTAL	140	100%	130	100%

Source: Pre-test and Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 13. Speaking Skill: Pre-Test / Post-Test Pronunciation indicator



Source: Pre-test and Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Comparing the pre-test and post-test results for the pronunciation indicator of speaking skills in table 18 highlights a notable shift in proficiency levels following the intervention. The post-test data reveals a substantial decrease in the percentage of respondents categorized as "Very Low" pronunciation, indicating a significant improvement from pre-test levels. Additionally, there is a corresponding increase in the percentage of respondents classified as having "Moderate" and "High" pronunciation proficiency post-intervention. This suggests the effectiveness of targeted interventions and language development initiatives in enhancing pronunciation skills among the surveyed population.

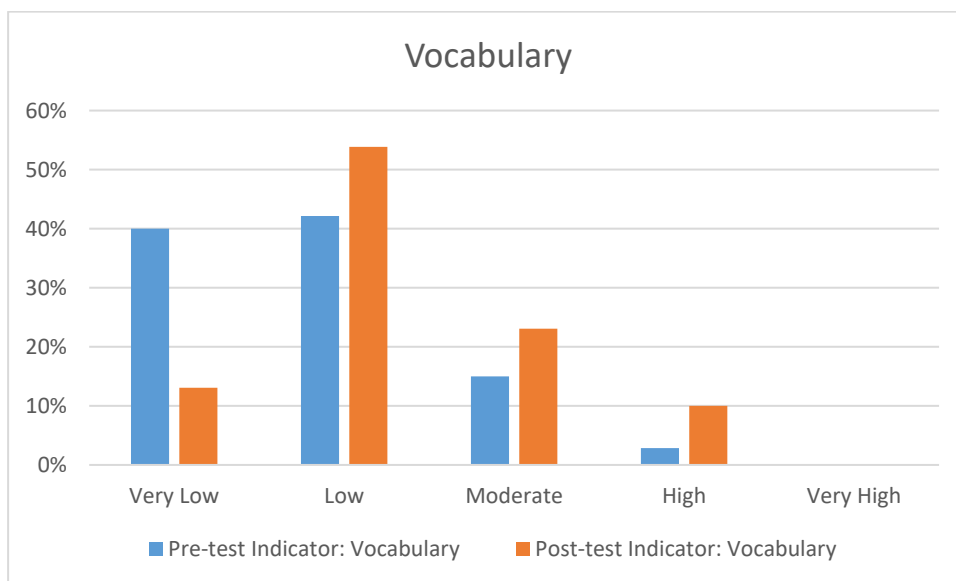
3.3.4 Speaking Skill: Pre-Test / Post-Test Vocabulary indicator

Table 19. **Speaking Skill: Pre-Test / Post-Test Vocabulary indicator**

Scale	Pre-test Indicator: Fluency	Pre-test Indicator: Fluency	Post-test Indicator: Fluency	Post-test Indicator: Fluency
Very Low	58	41%	19	15%
Low	51	36%	71	55%
Moderate	26	19%	29	22%
High	5	4%	11	8%
Very High	0	0%	0	0%
TOTAL	140	100%	130	100%

Source: Pre-test and Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)



Source: Pre-test applied to University of Guayaquil’s students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

In table 19, comparing the pre-test and post-test results for the vocabulary indicator of speaking skills demonstrates a notable improvement in proficiency levels post-intervention. The post-test data reflects a significant decrease in the percentage of respondents classified as "Very Low" in vocabulary proficiency, indicating enhancement from pre-test levels. Additionally, there is an increase in the percentage of respondents categorized as having "Low" and "Moderate" vocabulary proficiency post-intervention, with a notable proportion now exhibiting "High" vocabulary proficiency. This suggests the efficacy of targeted interventions and language development initiatives in enriching vocabulary skills among the surveyed population, highlighting areas of improvement in verbal expression.

3.3.5 Speaking Skill: Pre-Test / Post-Test Complexity indicator

Table 20. Speaking Skill: Pre-Test / Post-Test Complexity indicator

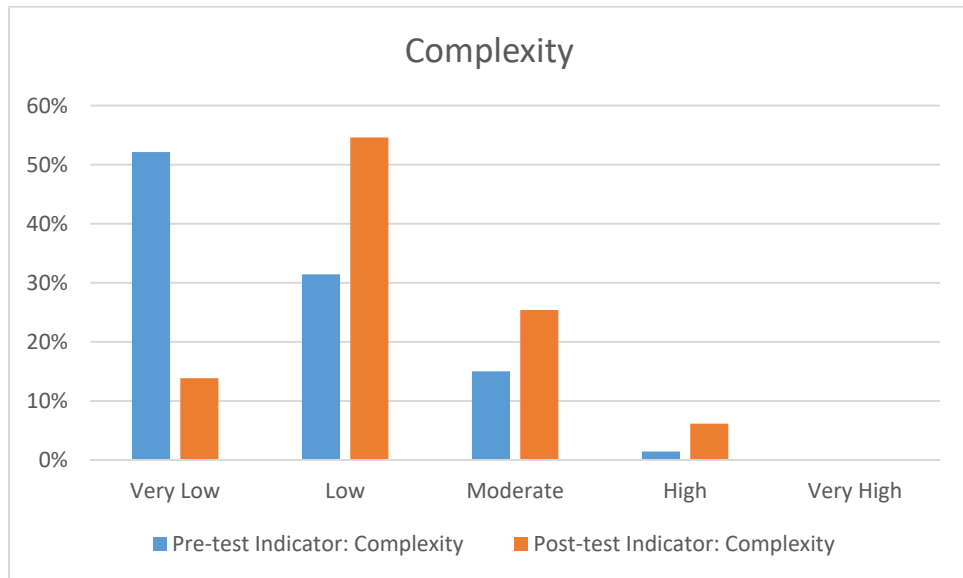
Scale	Pre-test Indicator: Fluency	Pre-test Indicator: Fluency	Post-test Indicator: Fluency	Post-test Indicator: Fluency
Very Low	73	52%	18	14%
Low	44	31%	71	55%

Moderate	21	15%	33	25%
High	2	1%	8	6%
Very High	0	0%	0	0%
TOTAL	140	100%	130	100%

Source: Pre-test and Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 15. Speaking Skills: Complexity Indicator



Source: Pre-test and Post-test applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

The pre-test and post-test results in Table 20 for the complexity indicator of speaking skills reveal a substantial improvement in proficiency levels post-intervention. The post-test data presents a notable decrease in the percentage of respondents classified as "Very Low" in complexity, indicating a significant enhancement from pre-test levels. Additionally, there is an increase in the rate of respondents categorized as having "Moderate" and "High" complexity post-intervention. This suggests the efficacy of targeted interventions and language development initiatives in raising the surveyed population's more sophisticated and nuanced communication skills.

3.4.1 Participants Age

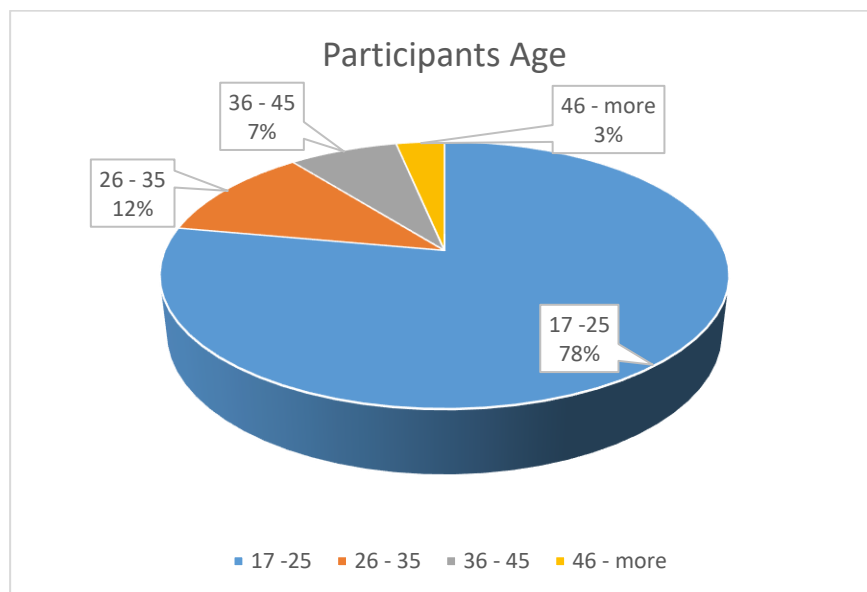
Table 21. **Participants Age**

Age Range	Frequency	Percentage
17 -25	95	78%
26 - 35	14	11%
36 - 45	9	7%
46 - more	4	3%
TOTAL	122	100%

Source: Survey applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 16. **Participants Age**



Source: Survey applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

In table 21, the data respecting the age distribution of surveyed participants regarding the use of Chat GPT to enhance speaking skills reveals a significant majority, comprising 78%, falling within the 17-25 age bracket. This suggests a predominant interest or engagement with language learning tools among younger demographics. Conversely, the representation of older age groups, particularly those aged 36 and



above, is notably lower, indicating potential variations in preferences or access to such technology across different age cohorts.

- **3.4.2 Frequency of Chat GPT Tool Usage. Please indicate the frequency of your usage of the Chat GPT tool during the study period.**

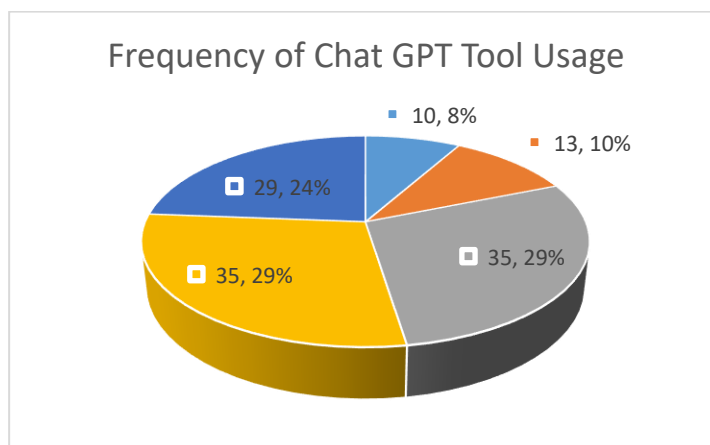
Table 22. **Frequency of Chat GPT Tool Usage**

Scale	Frequency	Percentage
The Chat GPT tool was not used during the study period.	10	8%
The Chat GPT tool was used frequently, playing a significant role in various aspects of instruction	13	11%
The Chat GPT tool was used moderately, and integration was evident in some instructional activities.	35	29%
The Chat GPT tool was used occasionally, but not as a central component of instruction.	35	29%
The Chat GPT tool was used rarely, with minimal integration into the curriculum.	29	24%
TOTAL	122	100%

Source: Survey applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 17. **Frequency of Chat GPT Tool Usage**





Source: Survey applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

In table 22, the data on the frequency of Chat GPT tool usage among surveyed participants demonstrates varying degrees of integration into instructional activities. A substantial proportion, comprising 29%, reported moderate usage with evident integration into some instructional activities, while an equal percentage reported occasional usage without it being a central component of instruction. Additionally, a significant portion, totaling 24%, indicated rare usage, highlighting potential challenges or limitations in the adoption of the tool across educational settings. Despite the effort made to explain and encourage the use of the tool. Unfortunately, not many participants responded the way expected.

3.4.3 Pronunciation Learner's satisfaction with the tool. Rate your satisfaction with the Chat GPT tool.

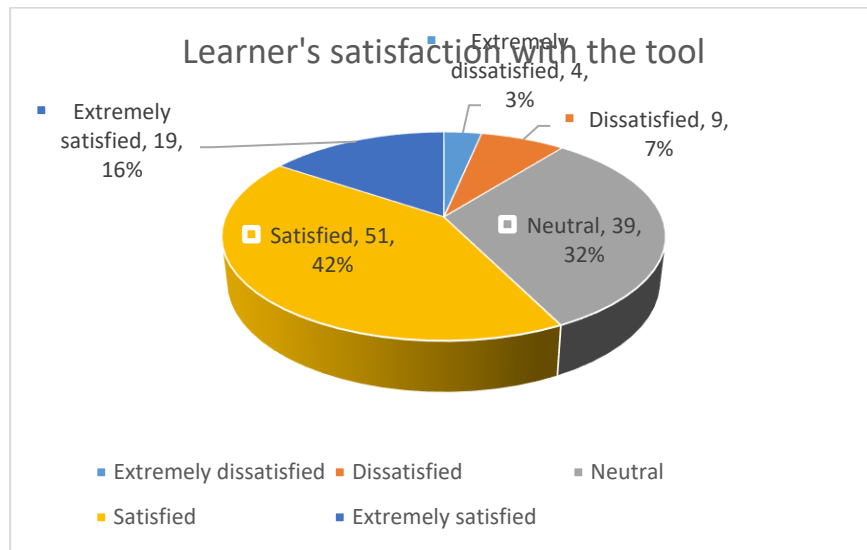
Table 23. **Learner's satisfaction with the tool**

Scale	Frequency	Percentage
Extremely dissatisfied	4	3%
Dissatisfied	9	7%
Neutral	39	32%
Satisfied	51	42%
Extremely satisfied	19	16%
TOTAL	122	100%

Source: Survey applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Learner's satisfaction with the tool



Source: Survey applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Table 23, indicates the data regarding learner satisfaction with the Chat GPT tool among surveyed participants indicates a generally positive sentiment, with a majority of 58% reporting satisfaction levels ranging from "Satisfied" to "Extremely satisfied." However, it is noteworthy that 10% expressed dissatisfaction, comprising those who were either "Dissatisfied" or "Extremely dissatisfied." The relatively high percentage of respondents reporting a neutral stance (32%) suggests a degree of ambivalence or mixed opinions regarding the tool's effectiveness or utility.

3.4.4 Perceived improvement in speaking. Did you perceive a noticeable improvement in your speaking skills as a result of using the Chat GPT tool?

Table 24. Perceived improvement in speaking

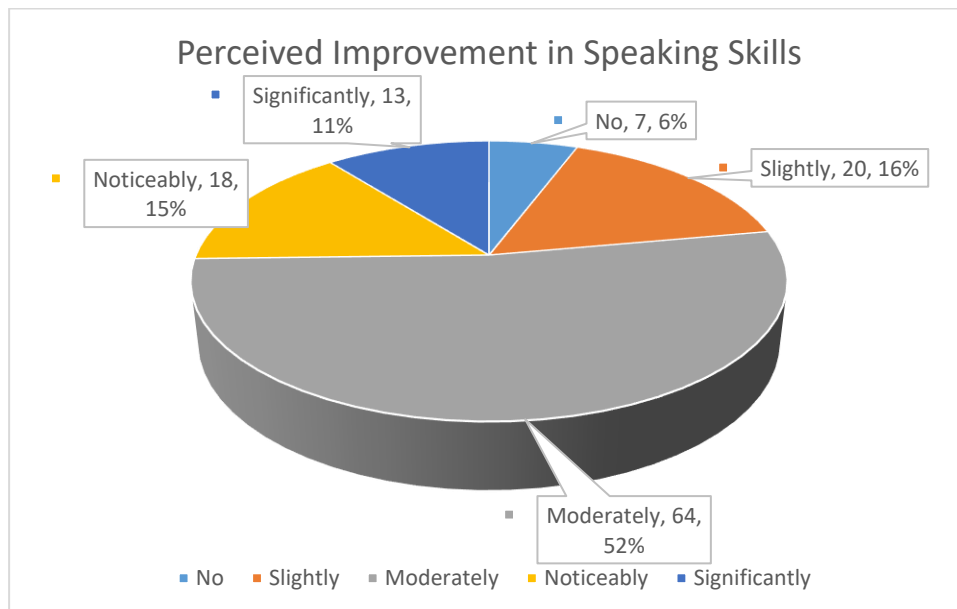
Scale	Frequency	Percentage
No	7	6%
Slightly	20	16%
Moderately	64	52%
Noticeably	18	15%
Significantly	13	11%
TOTAL	122	100%



Source: Survey applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 19. Perceived improvement in speaking



Source: Survey applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Table 24 shows an improvement in speaking skills after using Chat GPT among surveyed participants reflects a positive impact, with a majority of 78% reporting moderate to significant improvements. Notably, 15% of respondents perceived noticeable improvements, while 11% reported significant enhancements in their speaking abilities. However, it is important to note that a small percentage (6%) indicated no perceived improvement, suggesting variability in the effectiveness of the tool for different individuals.

3.4.5 Ease of use. Rate the ease of use of the Chat GPT tool.

Table 25. Easy of use

Scale	Frequency	Percentage
Very difficult	3	2%
Difficult	6	5%
Neutral	55	45%

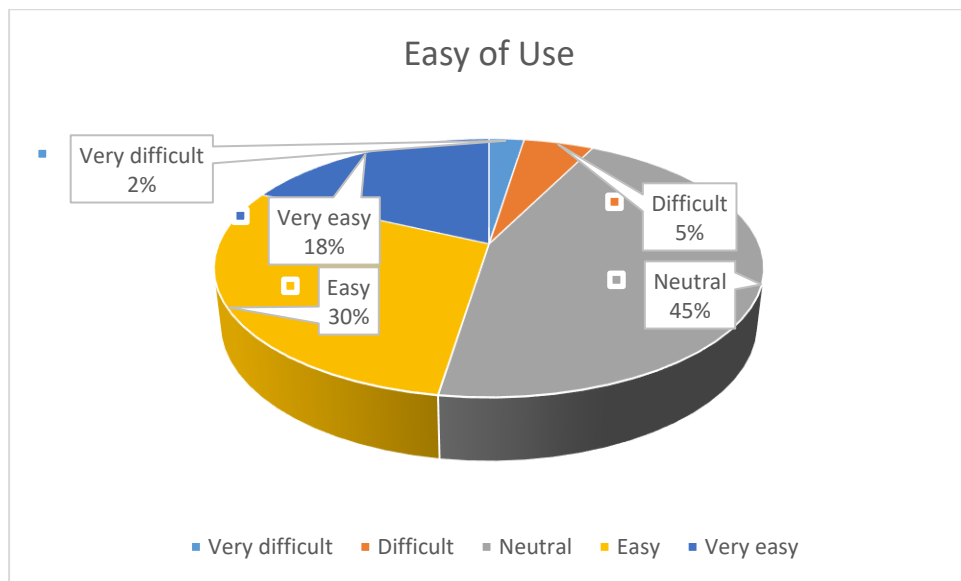


Easy	36	30%
Very easy	22	18%
TOTAL	122	100%

Source: Survey applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 20. Ease of use



Source: Survey applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Table 25 regarding the ease of use of Chat GPT among surveyed participants suggests a generally positive experience, with 48% of respondents reporting the tool as either "Easy" or "Very easy" to use. However, it's worth noting that a combined total of 7% found it either "Difficult" or "Very difficult," indicating a small subset of users encountering usability challenges. The large percentage of respondents (45%) expressing a neutral stance suggests a range of experiences and perceptions regarding the tool's user-friendliness.



3.4.6 Types of Activities Using the Tool Please check the activities you've

practiced with the ChatGPT tool. (You can choose more than one option)

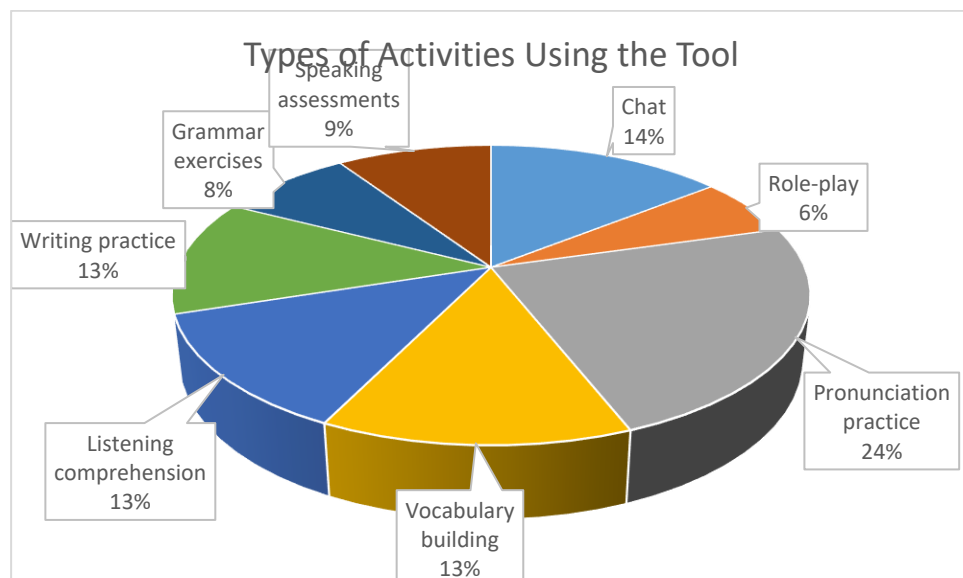
Table 26. Types of Activities Using the Tool

Scale	Frequency	Percentage
Chat	55	45%
Role-play	24	20%
Pronunciation practice	90	74%
Vocabulary building	51	2%
Listening comprehension	49	40%
Writing practice	48	39%
Grammar exercises	31	25%
Speaking assessments	36	30%
TOTAL	122	100%

Source: Survey applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Figure 21. Types of Activities Using the Tool



Source: Survey applied to University of Guayaquil's students of Module 4 of the Modular English Program.

Elaborated by Gonzalez & Villao (2024)

Table 26 illustrates varying levels of engagement among surveyed participants across different types of activities using the Chat GPT tool. Pronunciation practice garnered the highest participation rate at 74%, indicating a strong interest or perceived benefit in refining pronunciation skills. Conversely, activities such as grammar exercises and speaking assessments received relatively lower participation rates, suggesting potentially less emphasis on these aspects or perceived limitations of the tool in addressing them.

Conclusions

1. The study purposed to explore the effectiveness of the ChatGPT Web Tool in enhancing the speaking skills of CEFR A2 learners at the University of Guayaquil. It was structured around specific objectives, including analyzing learners' attitudes and perceptions towards ChatGPT technologies, providing evidence-based recommendations for ChatGPT's integration as a speaking tool in English language teaching, and implementing a guide for its use in the English language learning process for A2 learners.
2. The analysis of attitudes and perceptions of CEFR A2 learners towards incorporating ChatGPT technologies into their English language learning experience revealed a generally positive outlook. Learners appreciated the interactive and engaging nature of ChatGPT, highlighting its role in facilitating a more immersive and responsive language learning environment. This positive perception is crucial for the adoption and effective utilization of new technologies in educational settings.
3. The study provided concrete evidence-based recommendations for the implementation and integration of ChatGPT as a speaking tool to optimize the speaking skills development of CEFR A2 learners. These recommendations are grounded in the findings from both quantitative and qualitative data analyses, which showed significant improvements in learners' speaking skills after engaging with ChatGPT. The recommendations emphasize the need for regular, structured engagement with the tool, guided by clear learning objectives and supported by teacher facilitation to ensure its effectiveness.
4. Furthermore, the implementation of a guide integrating ChatGPT as a speaking tool into the English language learning process was successfully carried out. This guide, informed by the research findings, serves as a practical framework for educators to incorporate ChatGPT in their teaching practices. It outlines strategies for using ChatGPT to enhance speaking proficiency, including exercises for fluency, accuracy, pronunciation, vocabulary, and complexity. The guide represents a step forward in operationalizing the integration of AI tools in language learning, offering a structured approach to harnessing the benefits of ChatGPT for speaking skill development.

Recommendations

1. Educational institutions should consider integrating AI tools like ChatGPT more comprehensively into language learning curricula, ensuring that these tools are utilized regularly and systematically across different aspects of language learning.
2. Teachers and learners alike should receive adequate training and support to maximize the potential of AI tools. This includes familiarization with the tool's functionalities, best practices in its educational use, and strategies to integrate it effectively into learning activities.
3. To address the varying needs and preferences of learners, a diverse range of activities should be designed using ChatGPT. This includes role-play, pronunciation practice, vocabulary building, and more, catering to different aspects of language learning.
4. Implement an ongoing process of evaluation and feedback to continually assess the effectiveness of AI tools in language learning. This should involve both quantitative and qualitative methods to gather comprehensive insights into learners' progress and experiences.
5. Leverage the capabilities of AI to offer more personalized learning experiences. ChatGPT can be tailored to address the specific needs, interests, and proficiency levels of individual learners, thereby enhancing the learning outcomes.
6. Encourage further research into the use of AI in language learning. Future studies could explore different contexts, proficiency levels, and languages to expand our understanding of the potential and limitations of AI tools in education.

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APPENDIX 2

RESEARCH PLAN FOR THE PROPOSAL

STUDENTS:

GONZALEZ CORDOVA NORA RAQUEL
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TUTOR:

MSc. GRAHAM STAGG STAGG

Research Topic: Enhancing A2 Learners' Speaking Skills Using Chat GPT Web Tool



Author 2: Villao Maridueña Roberto Carlos

Research context:

This study focuses on students from rural areas facing economic difficulties, hindering their access to quality education and English language proficiency. Limited resources, inadequate infrastructure, and financial constraints contribute to their struggles in acquiring English language knowledge. The research will be conducted in a rural area with low-income families and limited access to learning materials. The study aims to identify the benefits of creating a Language Club to improve students' English proficiency levels (A1). Bridging the educational gap between rural and urban areas is crucial for the student's personal and professional growth.

1. Brief analysis and description of the situation that justifies the presentation of this proposal

The situation under consideration pertains to the research context of English language learning among students, particularly those at the A2 level of the Common European Framework of Reference for Languages (CEFR). Within this context, students face challenges in developing their speaking skills, which are vital for effective language communication. The research paper highlights the significance of enhancing speaking skills among A2 learners, as these skills are crucial for enabling students to engage in meaningful dialogues, understand and respond to others, and navigate various communication contexts effectively.

2. Statement of the problem to be investigated

The problem to be investigated in this study is the effectiveness of the ChatGPT Web

Tool in enhancing the speaking skills of CEFR A2 learners at the University of Guayaquil.

3. Justification of the research

Speaking in a second language acquisition is widely recognized as a fundamental aspect of language learning. Speaking skills allow individuals to actively communicate,



Express their thoughts and ideas, and interact with others in the target language.

According to Brown and Yule (1983), cited by Rao (2019), "Speaking is the skill that the students will be judged upon most in real life situations" (p. 4). Speaking proficiency is essential for effective communication in various contexts, such as social interactions, professional settings, and academic environments. Through speaking, learners practice and integrate various linguistic components, such as vocabulary, grammar, pronunciation, and discourse strategies. It helps learners internalize the language structures and patterns, improving fluency and accuracy. As learners gain proficiency in speaking, they become more comfortable using the language, which boosts their confidence and motivation to continue learning. It allows learners to overcome the fear of making mistakes and encourages them to take risks in using the language (Verar, 2013).

To develop speaking skills, teachers are advised to adopt various techniques and strategies in the classroom. These may include engaging in speaking activities, such as discussions, debates, and role-plays, providing opportunities for authentic communication, and integrating speaking practice into lesson plans, but also can integrate "advancements, and proliferation of technology, more particularly, artificial intelligence, has made it easier for instructors to dispense their duties more effectively and efficiently. These technological innovations have also permeated other sectors of the academia, fostering effectiveness and efficiency" (Chen et al., 2020, p. 1) as second language learners. The integration of AI through ChatGPT in language learning environments offers numerous possibilities for fostering the four fundamental language skills: speaking, listening, reading, and writing; and provides features such as real-time feedback, adaptive assessments, personalized and adaptive learning experiences, and personalized content, which have the potential to enhance learners' communication abilities and accelerate their language acquisition process. (Huriati et al., 2023, p. 2 - 4). As AI continues to evolve, it is expected to play a larger role in education, providing even



more benefits and opportunities for educators and learners alike (Chen et al., 2020, p. 14).

This research stems from the necessity to initiate reflection and scientific debate on existing knowledge in the field of language teaching, specifically regarding the efficacy of AI-powered speaking tools in enhancing the speaking proficiency of CEFR A2 learners. The research aims to provide evidence-based recommendations for implementing and integrating ChatGPT as a speaking tool in English language teaching by investigating this topic. The study seeks to enhance speaking skills development among CEFR A2 learners at the University of Guayaquil by leveraging the potential of AI technology. Through a rigorous analysis of relevant theories and empirical research, this study aims to generate valuable insights that can inform pedagogical practices and foster the advancement of language teaching methodologies.

4. Description of the relationship between the proposal and the research lines of the university.

The research paper *titled "Enhancing A2 Learners' Speaking Skills Using Chat GPT Web Tool"* aligns with the broader research focus on *"Innovation and Applied Technologies"* and falls under the specific research line of *"Implementation of TICs to improve the learning process."* This study delves into the innovative use of the ChatGPT Web Tool to address the specific challenge of enhancing the speaking skills of A2-level learners. By incorporating this advanced technology into language education, the research aims to explore how implementing artificial intelligence can effectively support and elevate the language learning experience. This investigation holds the potential to pave the way for the integration of cutting-edge technologies into language education, offering promising avenues for improving language learners' proficiency.

5. Object of the research

This research centers on the teaching-learning process of spoken language, with a specific focus on cultivating and improving the speaking skills of CEFR A2 learners; it refers to the interaction and activities that take place between a teacher and a learner to



Facilitate the acquisition of knowledge, skills, and understanding (Cambridge University Press, 2009). It encompasses the various stages and elements involved in teaching and learning. This research delimits speaking skills as the central domain of investigation, aiming to address the challenges and limitations associated with speaking practice in English language instruction.

6. General objective

– To determine how the ChatGPT Web Tool can effectively enhance the speaking skills of

CEFR A2 learners at the University of Guayaquil.

7. Specific objectives

- To analyze the attitudes and perceptions of CEFR A2 learners regarding incorporating ChatGPT technologies into their English language learning experience.
- To provide evidence-based recommendations for implementing and integrating ChatGPT as a speaking tool in English language teaching to optimize the speaking skills development of CEFR A2 learners.
- To design a methodological guide integrating ChatGPT as a speaking tool into the English language learning process for CEFR A2 learners.

8. Description of the variables of the study

A thorough understanding and identifying pertinent variables was paramount in implementing this study. The investigation aimed to introduce modifications to the proficiency level in spoken English among A2 learners, thus classified as the dependent variable. The methodology for instigating change involved integrating the Chat GPT Web Tool into regular language practice sessions, qualifying this as the independent variable. Table 1 presents a succinct conceptual and operational definition of each category, offering clarity and precision to the research framework.

– Dependent variable: A2 Learners' Speaking Skills



9. Description of the research approaches, methods, and data collection

This research adopted a mixed-method approach with an experimental design described by Kothari (2004) to measure and validate the new proposal's results effectively. This method involved collecting both numerical and non-numerical data to gain a comprehensive understanding of the research problem. It combined the depth of qualitative research, which focuses on the context and meaning of human experiences, with the precision of quantitative research, known for measuring and analyzing numerical data. The process was designed to be flexible and adaptive, suitable for exploring the complex dynamics within higher education systems.

Additionally, the research employed both exploratory and descriptive correlational designs. As Kothari points out, the exploratory aspect was crucial for preliminary understanding and idea generation in areas with limited existing knowledge. The descriptive correlational design was pivotal in identifying relationships between variables without exerting control over them. This approach was essential in measuring the extent and nature of the correlations, providing insights into the statistical significance and the strength and direction of the relationships observed.

Description of the Research Approaches

A mixed methods approach was employed to complement and enrich the research findings. This method combined quantitative and qualitative data to offer a more thorough and all-encompassing view of the study issue. The use of mixed methodologies provided researchers with a more thorough and solid understanding of how the ChatGPT Web Tool can effectively enhance the speaking skills of CEFR A2 learners. These study methodologies offered a thorough grasp of the efficacy and implications of ChatGPT tool integration in language learning.

Description of the Research Techniques

This study used some instruments to collect data from the different participants. Regarding students, an assessment using the free online version of the Key English Test



(KET) was administered as a pre-test and post-test of the Cambridge Assessment English Key English Test (KET) to measure language proficiency before and after they use the Chat GPT Web Tool will be carried out. The diagnostic test was based on the A2 Key (KET) exam format of the Cambridge English Language Assessment (<https://www.cambridgeenglish.org/exams-and-tests/key/exam-format/>). The A2 Key exam format typically assesses language skills at the A2 level of the Common European Framework of Reference for Languages (CEFR). It addressed the dependent variable of this research, which is suitable for learners who can communicate in simple and routine tasks. Contributions of the Proposal. The test comprised two parts:

- Part one, where students have responded to questions, giving factual or personal information, will take 3 or 4 minutes.
- Part two, where students have discussed likes and dislikes and give reasons, will take 5 or 6 minutes. During the test, students recorded their answers to the questions proposed.

The examiner specified a time limit for each answer to simulate a real-time conversation. A rubric scored each learner's answers against pre-determined criteria. This provided quantitative data on their initial speaking proficiency. This test established a baseline to measure any improvements in speaking skills after using the Chat GPT Web Tool. It allowed the research to compare learners' performance before and after the intervention.

Furthermore, a survey questionnaire was administered before implementing the ChatGPT web tool, including sections on demographic information (including age, gender, and educational background), frequency of tool usage (using a 0-5 scale), and types of activities using the tool.

This survey demonstrated how frequently and in what activities learners use the Chat GPT tool.

It consisted of two sections.



Indicate the frequency of student usage of the Chat GPT tool throughout the study period by selecting an option on a scale of 0 to 5.

Section 2: Types of activities using the Tool

Students check the activities undertaken by using the Chat GPT tool. (Chat, Role-play, Pronunciation practice, Vocabulary building, listening comprehension, Writing practice,

Grammar exercises, Speaking assessments).

10. Description of the beneficiaries and their main characteristics

The participants were selected from the English Modular Program at the University of Guayaquil, Ecuador. The research focused on 300 CEFR A2 level English learners enrolled in the program. From this population, a sample of 30 students was chosen to represent the larger group. This sample was a smaller subset intended to make inferences about the population's experiences and perspectives. The method of sampling used was non probability convenience sampling, which was based on the accessibility of participants, specifically targeting those with regular access to the ChatGPT tool for effective data collection in line with the research aims.

11. Description of the research context

The research context of this study centers around CEFR A2 level learners at the University of Guayaquil, Ecuador. These learners, hailing from various backgrounds, face challenges in developing their speaking skills, especially in English. Despite the recognized importance of oral communication skills, language classrooms at the university tend to prioritize reading and writing activities over speaking practice, leaving students with insufficient opportunities to refine their speaking proficiency.

The situation at the Universidad de Guayaquil aligns with the broader context of language education, where a notable gap exists in providing adequate speaking practice to students. This discrepancy is particularly evident among CEFR A2 level learners, who require focused attention to enhance their conversational abilities and fluency. The lack



of emphasis on speaking skills hinders these learners from expressing themselves fluently, participating in meaningful conversations, and overcoming the barriers to effective communication. To address this pressing issue, this research aims to leverage the ChatGPT Web Tool to enhance the speaking skills of CEFR A2 learners at the University of Guayaquil. Doing so seeks to refine the learning process, empower students to communicate effectively in English, and provide essential feedback and support. This initiative aligns with the university's commitment to fostering language proficiency among its diverse student population and bridging the gap in speaking practice to better prepare students for real-world language use.

12. Description of the practical contributions of the proposal.

This project investigates the feasibility of enhancing English instruction for CEFR A2 learners using ChatGPT as a speaking aid. By integrating ChatGPT into the language learning process, the project seeks to elevate learners' speaking skills by providing AI-based speaking practice platforms, assessment tools, and instructional approaches that offer personalized feedback, creating an immersive speaking experience. Additionally, the proposal addresses the challenge of insufficient speaking practice in English classes and advocates for ChatGPT to bridge the gap between traditional teaching methods and the need for extensive speaking practice. This research holds practical significance for students, educators, and administrators, shedding light on the importance of extracurricular language activities and enriching our understanding of effective language learning strategies. The findings are expected to contribute to the existing body of knowledge in language education, ultimately improving language learning outcomes for students.

13. Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need.

This research proposal carries significant social relevance, particularly for the broader educational community, including English language instructors and students. It aims to enhance the speaking skills of CEFR A2 learners by integrating ChatGPT as a



Speaking tool in English language training. This aligns with the increasing role of technology in education, preparing students for success in a technologically advanced world. By incorporating AI technology into language learning, the approach imparts digital literacy skills to learners, enhancing their ability to navigate and communicate in a globalized society. Moreover, it promotes multilingualism, cultural sensitivity, and cross-border dialogue, benefiting individual students and contributing to societal advancement.

From a practical standpoint, this research addresses the identified gap in speaking practice for CEFR A2 learners. Despite the acknowledged importance of oral communication skills, these learners often lack sufficient opportunities to practice speaking in language classrooms. By utilizing ChatGPT-powered speaking tools, this study aims to provide a viable solution to enhance speaking proficiency and optimize the teaching process. It aligns with the program's focus on innovation and applied technologies and has the potential to inform educators and policymakers on effective strategies for integrating ChatGPT into language teaching practices.

The theoretical value is also a significant aspect of this research, conducted within the English language teaching context at the University of Guayaquil. CEFR A2 learners face a gap in speaking practice, with the current approach prioritizing reading and writing skills. To address this gap, the research explores integrating AI-powered speaking tools as a solution within the university's language education framework. By leveraging technological advancements, the study aims to enhance the learning experience and provide innovative opportunities for learners to improve their speaking skills actively. AI technologies offer personalized and adaptive learning experiences, enabling learners to improve their language skills, including speaking, listening, reading, and writing abilities.