International Journal of English Language and Literature Studies
ISSN(e): 2306-0646
ISSN(p): 2306-9910
DOI: 10.55493/5019.v15i2.5914
Vol. 15, No. 2, 1-11.

URL: www.aessweb.com

Using ChatGPT voice to train English language speaking skills in university students in metropolitan Lima

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Article History
Received: 30 June 2025
Revised: 6 January 2026
Accepted: 26 January 2026
Published: 3 March 2026

Keywords
Artificial intelligence
Autonomous learning
ChatGPT voice
English oral skills
Peru
University.

ABSTRACT

For university students, learning English is an enduring challenge that remains clearly evident in several chronic constraints (e.g., lack of fluency or seeming awkwardness with pronunciation and communicative interaction), and those obstacles have negative repercussions on their academic output, thereby confining their professional chances within international contexts. In this regard, the study aimed to explore how using ChatGPT Voice supported oral English practice and what students felt about its incorporation within an educational setting. The design comprised a mixed explanatory methodological approach that combined quantitative and qualitative procedures involving 30 university EFL learners who had an intermediate proficiency level in the language. The six-week intervention involved autonomous use of ChatGPT Voice, organized by sessions with the course instructor. To assess progress, we used a rubric measuring dimension such as fluency, pronunciation, grammatical accuracy, lexical richness, and oral interaction (complemented by the experiences and opinions gathered through semi-structured interviews with participants). Average improvement in all dimensions evaluated was reported by subjects, with particularly striking increases found for both fluency and communicative interaction skills. The interviews showed that they gained confidence while speaking in English, decreased anxiety, and practiced more regularly. Finally, they concluded that ChatGPT Voice is an innovative pedagogical approach and can promote oral English skills more efficiently than traditional methods in the context of higher educational settings in Peru.

Contribution/ Originality: The study yielded unique and valuable insights into the impact of ChatGPT Voice in enhancing and demonstrating English oral skills, thereby reinforcing its efficacy along with ease of accessibility among higher education institutions in Peru.

1. INTRODUCTION

In this global era, which facilitates easier access to information, international movers will benefit from allowing simple entrance levels of water, especially in academic settings where water has become a dominant factor, particularly in highly competitive markets (Flores, Vásquez, & García, 2024). Within this framework, one of the major

issues university students face is communicating orally in English, which involves more than just knowing grammar and vocabulary; it also requires fluency, correct pronunciation, and spontaneity (Dörnyei, 2020; Oxford, 1990; Paniagua, 2017).

English has become fundamental in many academic, scientific, and professional fields worldwide, primarily because it provides access to information resources and facilitates international mobility. Additionally, it enables integration into more prestigious job markets (Flores et al., 2024). Wilks emphasizes that oral English proficiency is one of the main challenges at the university level, as it involves not only controlling grammar and vocabulary but also fluency, correct pronunciation, and natural interaction (Dörnyei, 2020; Oxford, 1990; Paniagua, 2017).

Fisher, Tran, and Verezub (2024), in a meta-analysis of studies investigating the relationship between oral teaching and English fluency, it was found that interventions including various levels of practice structure, immediate feedback, and simulated communicative situations tended to improve fluency (and coherence) more significantly compared with other pacing measures. In the Asian context, Guo and Asmawi (2024) analyzed the oral performance of Malaysian university students from recordings of interactions in English. The main weakness identified was related to a lack of fluency and discursive interruptions, which indicates the need for an autonomous practice strategy to address these weaknesses. Kohnke, Moorhouse, and Zou (2023) regarding the use of artificial intelligence, hypothesized ChatGPT as a digital tool that can be productively used to capture and analyze English language oral production through a voice recognition system. This understanding emphasizes the rhythm of pronunciation and response time calibrated to help improve performance in teaching/learning environments.

In the context of Latin America, and especially in Peru, this issue is clearly observable at universities, where, despite English courses appearing on curricula, students' oral proficiency remains inadequate for academic or professional uses (Irigoin, Geronimo, Angulo, Sánchez, & Bedriñana, 2025). Different reports issued by governmental institutions in Peru show the incidence of underdeveloped oral English production, particularly a lack of fluency, pronunciation, coherence in discourse, and interactivity within intricate situational communication among Peruvian university students (Ministry of Education of Peru, 2022). Most of these limitations are related to a behaviorist methodological pattern largely linked to the traditional model of teaching, which prioritizes the grammar component associated with writing in English, under-locating oral production as well as authentic interaction in the said language (Marin, Gualdron, & Avila, 2021). Similarly, limitations persist regarding access to innovative educational technologies for autonomous and flexible learning that aim to reinforce linguistic competencies among students (Cando, González, Ramirez, & Quiroga, 2025).

Emerging technologies based on artificial intelligence (AI), such as chatbots, have become established as innovative approaches to enhancing foreign language learning (Navarro, Enriquez, Justina, & Novo, 2022) by offering virtual practice environments that facilitate conversation simulation, immediate feedback, and the development of communication skills (Xiao, Zhao, Sha, Yang, & Warschauer, 2024). In this regard, ChatGPT Voice, an extension with conversational capabilities of the ChatGPT platform (Jiménez-García, Ruiz-Lázaro, Martínez-Requejo, & Redondo-Duarte, 2025), has sparked growing interest in the field of education thanks to its ability to interact orally and generate responses in real time, which expands opportunities to practice English. Although there is research examining the potential of AI in teaching this language (Chicaíza, Castillo, Ghose, Magayanes, & Fonseca, 2023; Ji, Han, & Ko, 2023; Wexell-Machado & Canese, 2024) in the case of the Peruvian context, empirical approaches to the use of these tools are scarce and lack a solid systematization.

Therefore, there is a concrete need to generate empirical evidence to understand the effect of ChatGPT Voice in strengthening English speaking skills in university students in Metropolitan Lima, considering both linguistic performance and emotional factors that affect oral production. These results will contribute to guiding decision-making in university educational programs, promoting the incorporation of technologies in autonomous learning and the development of communicative skills in English, in tune with global demands and the specific needs of the Peruvian context.

2. LITERATURE REVIEW

2.1. English Language Teaching and Oral Skills Development

The English language has been consolidated as the global lingua franca in academic, scientific, and professional fields (Castro, Grimaldo, Campos, Godoy, & Soto, 2024), which has generated a growing demand on the part of university students to develop communicative competencies that allow them to interact effectively in international contexts (Crystal, 2019). Within these competencies, oral production is considered one of the most complex skills and one of the most necessary to achieve functional language proficiency (Abreu, Barrera, Worosz, & Vichot, 2018).

Oral competence involves the ability to express words clearly and construct coherent statements, integrating fluency, grammatical accuracy, proper pronunciation, and context-appropriate vocabulary use (Council of Europe, 2020). However, recent research warns that oral expression remains one of the weakest skills among students of English as a foreign language, due to factors such as communicative anxiety, limited exposure to authentic interaction situations, and methodologies focused on grammatical or written content (Dikmen, 2022).

2.2. Applications of AI and Chatbots in Language Training

In recent years, the development of AI has brought about significant changes in many areas of education, paving the way for new forms of autonomous, personalized, and interactive learning (Ali & Muhammed, 2024). In the context of language teaching, conversational assistants, also known as chatbots or virtual dialogue agents, have established themselves as innovative tools that provide students with opportunities to practice their oral skills in simulated and easily accessible environments (Baharloo & Miyan, 2024). AI-based conversational assistants process natural language, generate coherent responses in real time, and allow users to engage in conversations that simulate human interactions, contributing to the development of fluency, pronunciation, and communicative confidence (Belda-Medina & Calvo-Ferrer, 2022). These systems, available on mobile devices and digital platforms, expand opportunities for language exposure. While there is evidence supporting the effectiveness of conversational assistants in language learning, several authors highlight the need to further explore their impact in different sociocultural contexts, as well as learners' perceptions and possible technical limitations that may arise (Barrot, 2024).

ChatGPT Voice, developed by OpenAI, represents a significant advance by combining large-scale language models with spoken interaction functions. This tool is based on natural language processing (NLP) and deep learning systems, designed to simulate human conversations with a high degree of coherence and adaptability (Fitria, 2023). It has been identified that this tool favors constant exposure to the language, which, according to the theory of communicative competence, is a determining factor in the acquisition of a second language (Beltrán, 2017).

2.3. Psychoeducational Approach: Communicative Confidence and Anxiety in Oral Production

In the study of Blanco and García (2021), learning oral expression in English is associated with various psychoeducational variables, such as assertive communication, perception of self-efficacy, and anxiety. In light of what Adrianzén (2021) has argued, students who perceive they have control over their communicative competence in contexts with low emotional risk tend to take higher initiative and are far more effective in oral interactions. In the same vein, engaging students via conversational assistants (e.g., ChatGPT Voice) supposedly contributes to reducing communication apprehension by teaching them about new pragmatic features confidently and free of judgment or critique (Hawanti & Zubaydulloevna, 2023). It is registered on the assumption that a systematic use of ChatGPT Voice not only improves performance in oral production in English classes but also can enhance communicative confidence, reduce anxiety, and encourage positive attitudes toward language use. However, this work is considered an original theoretical contribution by integrating principles from learning theories and current AI mediation approaches, suggesting that conversational agents can serve as linguistic scaffolds to support knowledge internalization through repeated, contextualized, and autonomous practice. Therefore, the study proposes a

theoretical model in which conversational AI functions not only as a technological artifact but also, and primarily, as a pedagogical mediator that fosters meaningful learning.

3. METHODOLOGY

3.1. Design and Type of Study

The research adopts a sequential explanatory mixed design (Creswell & Clark, 2023), combining a quantitative quasi-experimental approach with a single-group pretest and posttest, and a qualitative approach that measures changes in oral English language skills and explores students' perceptions regarding the use of ChatGPT Voice as a practice tool.

The study has an applicative and explanatory scope, as it seeks to analyze the effect of the use of ChatGPT Voice on the development of oral skills in English, with a correlational-explanatory level, by exploring the relationship between the use of technology and communicative competencies (Hernández & Mendoza, 2018).

3.2. Population and Sample

The population of this study was comprised of undergraduate university students enrolled in higher education institutions in Metropolitan Lima who are taking English subjects as part of their academic training. Students enrolled in basic or intermediate level English courses will be considered, according to the standards of the Common European Framework of Reference for Languages (CEFR), that is, levels A2 to B1.

The sample consisted of 30 university students enrolled in the professional school of Education, specializing in English, at a public university in Metropolitan Lima. Participants were selected based on the following criteria: 1) being enrolled in an English course at CEFR levels A2 or B1; 2) having basic knowledge of the use of technological tools; 3) expressing willingness to participate in the intervention sessions and required evaluations; and 4) voluntarily signing the informed consent form.

This study valued the participation of students from public universities with different academic and sociocultural profiles, allowing for greater diversity in the expected results in terms of language proficiency levels and the approach to digital technologies.

Students with an advanced level of English (B2 or higher) will be excluded, as well as those who, for personal or academic reasons, cannot complete the entire intervention. In addition, from the total sample, a subgroup of 10 students will be purposively selected to participate in semi-structured interviews, which will provide a more diverse and in-depth view of their experiences with the ChatGPT Voice tool.

3.3. Data Collection Instruments

3.3.1. English Oral Skills Test

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

Table 1 presents the dimensions and indicators of the assessment criteria that will be used to measure oral expression in English.

Table 1. Assessment criteria of the Common European Framework of Reference for Languages (CEFR).

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

3.3.2. Qualitative Instrument: Semi-Structured Interview

A subgroup of 10 participants will be interviewed, addressing: 1) Perception of the usefulness of ChatGPT Voice for improving English speaking; 2) Ease of use and adaptation to the technology; 3) Perceived impact on confidence and oral fluency; and 4) Suggestions for optimizing the resource.

This approach allows for a deeper dive into students' experiences (Taylor, Bogdan, & DeVault, 2015).

3.3.3. Intervention: Using ChatGPT Voice to Train English Speech

A program of 8 sessions will be developed, each with a duration of 45 minutes. Table 2 presents the main content and activities that will be developed during the intervention using ChatGPT Voice.

Table 2. Characteristics of the intervention program.

Session	Content	Main activity
1-2	Familiarization with ChatGPT Voice and basic commands	Simple conversations, personal introduction
3-4	Improving fluency and coherence in English	Role-play everyday situations with feedback
5-6	English pronunciation and intonation	Repetition exercises, interactive simulations
7	Vocabulary and grammatical structures	Directed discussions, academic simulations
8	Final assessment and comprehensive feedback	Simulation of interviews and presentations

3.4. Procedure

The study was developed in three phases. In phase 1, an informative meeting was held with the selected students to explain the objectives, scope, and conditions of the research. Subsequently, the participants were asked to sign the informed consent, guaranteeing that their participation was voluntary and confidential. Then, the pretest of oral skills in English was applied, which evaluated aspects such as fluency, pronunciation, vocabulary use, coherence, and communicative performance in simulated situations.

In phase 2, the intervention was carried out with the ChatGPT Voice tool, designed for the training of English-speaking skills. The intervention comprised eight sessions distributed over a period of four weeks, with a duration of 45 minutes per session. Each session included activities focused on interactive practice through conversations, role-playing, pronunciation exercises, interview simulations, and presentations, all mediated by real-time feedback provided by ChatGPT Voice.

In phase 3, the application of the post-test was carried out, allowing measurement of the possible advances in the participants' oral skills. Additionally, a subgroup of ten students will be selected to participate in semi-structured interviews, the purpose of which is to explore their perceptions, experiences, and level of satisfaction regarding the use of ChatGPT Voice.

3.5. Data Analysis

For the quantitative data, descriptive statistics were used to calculate measures of central tendency and dispersion, such as the mean and standard deviation, allowing an understanding of the general level of performance before and after the intervention. Subsequently, the related samples t-test was applied to determine whether there were statistically significant differences in the development of oral skills.

To analyze the qualitative data, we conducted a thematic analysis using Braun & Clarke, (2006) theoretical framework, which involves complete transcription of interviews, reading through testimonies to recognize themes or codes, defining categories and sub-categories, as well as types.

Finally, a triangulation approach was applied in integrating the quantitative and qualitative data results to enhance the validity of findings and present a richer, more thorough understanding of the phenomenon under study (Creswell & Clark, 2023).

3.6. Ethical Aspects

They signed an informed consent form registering their full commitment and agreement to participate in the research, with the guarantee of freedom and the right to withdraw at any time without facing intellectual or personal impositions. This was done after they were informed about the object of study, procedures to be carried out, possible benefits, and risks involved in their participation.

In addition, the well-being of the participants was prioritized, avoiding any situation that could generate discomfort, stress, or discrimination. Participation in the sessions was flexible, promoting an environment of respect and safe learning. The research had the prior approval of the Ethics Committee of the Universidad Nacional Federico Villarreal, guaranteeing compliance with ethical and methodological standards in all phases of the study.

4. RESULTS

Table 3 shows the descriptive statistics of the scores obtained in the English oral skills test, before (pretest) and after (posttest) the ChatGPT Voice intervention, showing that the greatest increase was recorded in the Interaction and Oral Performance dimension, with an average difference of +1.1 points, while the overall improvement was +0.9 points.

Table 3. Descriptive statistics of oral skills in English (N = 30).

Dimension assessed	Pretest mean (SD)	Posttest mean (SD)	Difference
Fluency and coherence	2.8 (0.54)	3.6 (0.48)	+0.8
Pronunciation and intelligibility	2.5 (0.62)	3.4 (0.50)	+0.9
Grammatical usage and vocabulary	2.7 (0.58)	3.5 (0.53)	+0.8
Interaction and oral performance	2.6 (0.65)	3.7 (0.49)	+1.1
Global score	2.65 (0.52)	3.55 (0.44)	+0.9

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

Table 4 presents the results of the t-test, indicating that the differences between pretest and posttest were statistically significant in all dimensions at a 99.9% confidence level. This provides evidence that the use of ChatGPT Voice contributed significantly to the improvement of students' English-speaking skills.

Table 4. t-test for related samples: Pretest and posttest comparisons.

Dimension	t	gl	Sig. (Bilateral)
Fluency and coherence	-8.21	30	0.000***
Pronunciation and intelligibility	-9.13	30	0.000***
Grammatical usage and vocabulary	-7.85	30	0.000***
Interaction and oral performance	-10.42	30	0.000***
Overall score	-9.87	30	0.000*

Note: Values marked with *** indicate high statistical significance. *p < 0.001, statistically significant difference.

Thematic analysis of the semi-structured interviews identified three emerging categories describing students' perceptions and experiences.

Category 1: Positive Perception of the ChatGPT Voice Tool.

Students had a favorable view of ChatGPT Voice; their attraction stemmed from its responsiveness and instant accessibility. Also, practicing in English reinforces free interaction without the typical classroom background noise where social factors may arise. Having the chance to screw up without being judged allowed students to be more willing to participate.

Student A: "I had never practiced English so much without having to rely on a teacher. ChatGPT Voice was available at any time." This statement reflects the autonomy of learning.

As Student B stated, “I liked the part where you could have conversations a couple of times and still nobody was watching.” What started as an app blossomed into a metaphorical safe haven and a practical place for language learning. One testimonial states how the experience of conversing with AI in English could be applied to actual situations as well.

Category 2: Improved Confidence and Oral Fluency.

ChatGPT Voice had a positive impact on students' confidence and self-assurance. Student C said, “At first, I found it very difficult to speak English, but now I don't feel so embarrassed anymore.” This reflects the process of overcoming the anxiety that students may experience.

Student D: “Because we had the experience of connecting this tool to our classes... And then I can feel more confident when I talk. My thoughts could be in English, and my lips would move faster than before, so...”

Category 3: Technical Limitations and Suggestions for Improvement.

A few students called out certain restrictions and suggested better utilization of ChatGPT Voice. It is this perspective that makes it critical, with an acknowledgment of the benefits the tool provides and those areas where further development could be beneficial.

One participant mentioned: "Sometimes I did not understand well what I was saying if I mispronounced, but that also helped me to correct myself." This statement shows that although there were difficulties in voice recognition, the students interpreted these situations as learning opportunities.

5. DISCUSSION

The results of the present study evidence that the use of the ChatGPT Voice tool had a positive and significant impact on the development of English oral skills of university students in Metropolitan Lima. This finding is aligned with the current trend in foreign language teaching, where the emerging role of AI as a complementary resource in learning processes is highlighted.

A statistically significant improvement was observed in all the evaluated dimensions - fluency, pronunciation, grammatical usage, vocabulary, and oral interaction results are consistent with those reported by Pizarro and Cordero (2013) who found that AI-based conversational assistants contribute significantly to the improvement of oral skills by providing interactive, accessible, and personalized practice environments, likewise Wang, Zou, Du, and Wang (2024) showed significant improvements in students' willingness to communicate and self-perceived communicative competence, as well as a notable reduction in anxiety levels when speaking in a foreign language, compared to other students who did not participate in the intervention.

The specific improvement in the Interaction and Oral Performance dimension suggests that students not only acquired greater fluency but also strengthened their ability to actively participate in simulated communicative situations. This finding coincides with Godwin-Jones (2023), who points out that chatbots and conversational assistants can reduce communicative anxiety and foster spontaneity in speaking, which are critical aspects in second language learning.

On the qualitative level, student testimonials complement the objective results by revealing that constant practice with ChatGPT Voice generated an increase in confidence and willingness to express oneself in English, even in real academic contexts. This emotional and motivational dimension of learning is fundamental, as argued by Dörnyei (2020), who highlights that perceived self-efficacy and anxiety reduction are determining factors in the effective acquisition of communicative competencies. Rashid (2025) found that students construct knowledge through active participation and social interaction, demonstrating that AI contributes to learner autonomy, improves linguistic fluency, and fosters communicative confidence.

It is worth noting that the positive perception towards the technological tool was based on the flexibility and accessibility offered by AI to practice speaking without time or space limitations. This aspect has been corroborated in recent research, where it is recognized that the possibility of accessing virtual environments for autonomous

practice contributes to reinforcing learning outside traditional classrooms (Bautista, Borges, & Forés, 2016). Furthermore, these results suggest that AI-mediated instruction has a positive impact on performance in English learning, recognizing that virtual pedagogical strategies respond to a current need in the teaching and learning process.

However, technical limitations in the use of ChatGPT Voice were also identified, mainly related to speech recognition accuracy and the need to expand the variety of conversation topics. This finding is consistent with Delgado, Carrasco, De la Maza, and Etxabe-Urbieta (2024), who point out that although AI represents an innovative resource, its effectiveness depends on the quality of the language processing algorithms and their ability to adapt to different levels. Additionally, students expressed the need to receive more specific feedback on the errors made, a point that coincides with the observations of Coello, Castañeda, Tapia Lemos, Monroy, and Gortaire (2024), who argue that AIs still present limitations in the personalization of corrective feedback, an essential aspect in the foreign language learning process.

On the other hand, although students rated the experience of using ChatGPT Voice positively, it is necessary to consider contextual factors, such as technological infrastructure, level of digital literacy, and teacher training, to maximize the benefits of these tools, as stated by Wei (2023).

6. CONCLUSION

It is concluded that the implementation of the ChatGPT Voice tool had a positive and significant impact on strengthening the English oral skills of university students in Metropolitan Lima. The results, from both quantitative and qualitative approaches, showed substantial improvements in dimensions such as fluency, pronunciation, grammatical usage, vocabulary, and communicative interaction, as well as an increase in confidence and a decrease in anxiety when expressing oneself in English.

AI-based conversational assistants represent an effective complementary strategy in the language teaching and learning process; students perceive the tool not only as a technological resource but also as a safe space to practice, make mistakes, and make progress, which reinforces its potential to improve communicative confidence, a key aspect in second language learning.

6.1. Practical Implications

The results of the present research have relevant implications for university educational practice, specifically in the design and implementation of innovative strategies for teaching English. The use of ChatGPT Voice proved to be a viable alternative to promote autonomous speaking practice outside the classroom. In addition, the tool contributed to reducing emotional barriers associated with communication anxiety, enabling students to express themselves in English with greater confidence and spontaneity.

6.2. Recommendations

First, it is recommended to continue with the technical improvement of the conversational assistants, incorporating more detailed and specific feedback mechanisms that allow students to identify and correct errors related to grammar, pronunciation, and discourse coherence.

Second, future research with longitudinal designs is recommended to evaluate the sustained effects of AI practice on the development of speaking skills, as well as to explore the impact on psychoeducational variables such as motivation, self-efficacy, and reduction of communication anxiety.

Finally, the use of ChatGPT Voice proves to be an innovative and effective pedagogical alternative for strengthening oral skills in English. Its implementation should be accompanied by a process of continuous improvement, curricular integration, and ongoing evaluation in educational programs.

Funding: This study received no specific financial support.
Institutional Review Board Statement: This study was approved by the Institutional Review Board of Universidad Nacional Federico Villarreal, Peru, under protocol number (IRB No. 095), dated (March 12, 2025). Informed verbal consent was obtained from all participants, and all data were anonymized to protect participant confidentiality.
Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.
Competing Interests: The authors declare that they have no competing interests.
Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

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