



Universidad de Valladolid

Facultad de Filosofía y Letras
Grado en Estudios Ingleses

**The use of ChatGPT in EFL: perceptions,
challenges and exercises**

Ángela Baza Prieto

Tutora: Sonja Mujcinovic

Departamento de Filología Inglesa

Curso: 2024-2025

ACKNOWLEDGMENTS

First of all, I would like to dedicate this work to my grandparents: Josefa, Ángel, Ángelita and Eutiquiano. Sadly, they have not been able to experience all this with me, but I have no doubt they are watching and feeling proud from wherever they are.

To my parents, Pedro and Asun, for giving me everything unconditionally and never doubting me.

To my brother Gonzalo, for paving the way and making everything easier, and a lot less boring.

To my furry boy, Milka, for keeping me company through endless hours in front of a screen.

To the friends university has brought into my life, thank you for the mutual support and unconditional love. This is only the beginning.

To Ismael, for loving me, supporting me, and making sure I never doubt myself.

To the Angela of the past, for always knowing what you wanted, and for never giving up until you got there.

And to my supervisor, Sonja, thank you for your guidance, support, and for everything I have learned through your dedication.

Thank you all for giving me someone to make proud. I love you all.

ABSTRACT

This investigation analyzes the role of ChatGPT in English as a Foreign Language (EFL) learning, focusing on the perceptions of students and educators, their usage habits, and the educational benefits that the use of ChatGPT can bring. To obtain and analyze the data, a questionnaire was sent to 83 participants from different proficiency levels and backgrounds. According to the results obtained, participants with higher proficiency levels tend to rely more on ChatGPT and report having moderate improvements, especially in writing, vocabulary and grammar. Additionally, the results of the questionnaire show a low use of the oral features that ChatGPT offers. To promote this oral feature, a didactic activity was designed to help students improve their speaking fluency through interactive conversations with ChatGPT. This activity aims to promote learner autonomy, digital competence and critical understanding of how to use AI tools. Although some limitations in the use of ChatGPT were noted, the results suggest that this tool can help the language learning process when it is used with proper guidance. Rather than replacing traditional methods, AI should serve as a complementary tool to support more flexible and personalized learning.

Keywords: ChatGPT, EFL learning, Learner autonomy, AI in education, Digital competence, Perceptions of ChatGPT

RESUMEN

Esta investigación analiza el papel de ChatGPT en el aprendizaje del inglés como lengua extranjera (EFL), centrándose en las percepciones de los estudiantes y educadores, sus hábitos de uso y el beneficio educativo que genera el uso de ChatGPT. Para recoger y analizar los datos, se envió un cuestionario a 83 participantes de diferentes niveles de competencia y contextos. De acuerdo con los resultados obtenidos, los participantes con un nivel de competencia mas alto tienden a confiar mas en ChatGPT, y afirman tener mejoras moderadas, especialmente en el ámbito de la escritura, vocabulario y gramática. Además, los resultados obtenidos del cuestionario muestran un bajo uso de las funciones orales que ofrece ChatGPT. Para promover el uso de esta función, se ha diseñado una actividad didáctica para ayudar a los estudiantes a mejorar su fluidez oral mediante

conversaciones interactivas con ChatGPT. Esta actividad busca promover la autonomía del estudiante, su competencia digital y la comprensión crítica de como utilizar las herramientas IA. A pesar de que se observaron algunas limitaciones en el uso de ChatGPT, los resultados sugieren que esta herramienta puede ayudar en el proceso de aprendizaje de idiomas cuando se utiliza con la orientación adecuada. En lugar de remplazar los métodos tradicionales, la IA debe utilizarse como una herramienta complementaria para respaldar un aprendizaje mas flexible y personalizado.

Palabras clave: ChatGPT, Aprendizaje de inglés como lengua extranjera, Autonomía del alumno, IA en la educación, Competencia digital, Percepciones de ChatGPT

INDEX

1. Introduction	1
2. AI in education	2
3. ChatGPT vs Traditional teaching methods	4
3.1 Effective Prompts for ChatGPT in language learning.....	5
4. Advantages of using AI tools in English Language Learning	7
4.1 Real- time feedback and writing assistance	8
4.2 Pronunciation and speech recognition.....	9
4.3 Adaptive learning paths	10
4.4 Flexibility and cost-efficiency	11
4.5 Collaborative and Assessment Tools.....	11
5. Challenges of Education with AI.....	13
5.1 Teacher Training	13
5.2 Limitation of Resources	14
5.3 Sense of Isolation and Emotional Disconnection	14
5.4 Academic Integrity and Recognition Issues	15
5.5 Ethical awareness and critical thinking.....	16
6. Methodology.....	18
6.1 Research focus.....	18
6.2 Survey design	18
6.3 Data Collection Procedure	19
6.4 Participants	19
6.5 Data Classification and Preparation.....	19
6.6 Research Questions.....	20
7. Analysis and discussion of results.....	20
8. Summary of results.....	30
9. Didactic Activity.....	31
9.1 Activity: Let's Chat! Improving speaking fluency with ChatGPT	31
9.2 Development of the activity	32
9.3 Evaluation.....	33

9.4	Student reflection and critical analysis.....	36
9.5	Key aspects developed. Based on LOMLOE 2020.....	36
10.	<i>Conclusion</i>	38
11.	<i>References</i>	39
	<i>Appendix A</i>	44

1. Introduction

In recent years, the development of Artificial Intelligent (AI) tools has brought significant challenges in education, especially in the field of language learning. One of the tools that has gained a lot of attention through these years is ChatGPT; a language model developed by OpenAI that interacts with users through prompts and natural conversations. The increasing presence of ChatGPT in the educational field has raised enthusiasm among educators, but also concerns about its impact, since it challenges traditional educational practices and raises questions about autonomy, reliability and critical thinking. In the contexts of EFL, ChatGPT gives learners new possibilities to engage with language in a more flexible and personalized way. Despite its growing popularity, there is not a lot of information about how students and educators use and perceive the function of this tool while on their language learning journeys. Moreover, while writing support and grammar correction are frequently reported, speaking skill remains underrepresented in current usages of ChatGPT. This gap highlights the need of investigating about the interaction of the learner with ChatGPT and discover if its full pedagogical potential is being used. This study seeks to fill this gap by analyzing how learners with different proficiency levels and professional backgrounds use ChatGPT to improve their learning in EFL, paying special attention to the perceptions of its usefulness and the limitations this tool gave them. The study explores in which way ChatGPT is used as a complementary resource, how it adapts to the needs of the learner, and what concerns exist around its use. To complete this analysis, a quantitative and descriptive methodology was adopted. A questionnaire of 19 questions was distributed to diverse groups. In total, 83 participants took part in this analysis, including teachers and students, but only the responses of those who had used ChatGPT for learning English (n:29) were analyzed, since the purpose of the study is to assess real experiences.

2. AI in education

Education follows a dynamic process that adapts and evolves together with society and technology. This means that throughout history, teaching methods have undergone changes and adjustments with the main objective being to improve the quality of learning and adapting the lessons to the changing needs of the students. One example that shows these changes in education is the Adaptive Learning Method (ALM); an approach that adjusts the lesson based on the knowledge, needs, and skills that each student requires. Although this method has gained greater relevance in recent years, its roots trace back to the theory of Programmed Learning, developed by Skinner. Skinner (1954) introduced the concept of Programmed Learning as a solution to what he saw as inefficient in the traditional education. As González Jiménez (2023) points out, Skinner proposed a teaching model based on immediate feedback and personalized learning, ideas that later influenced the development of Computer-Assisted Instruction (CAI). CAI is a method that integrates computers in the educational field to create educational learning activities. Over generating instructional content, CAI systems also assess student responses and offer instant feedback of it, which help reinforced learning. This approach aligns with Skinner's vision on adaptive education, where he states that teaching should be adjusted to the pace and need of each learner. Skinner's contributions go beyond theoretical concepts; he developed the teaching machine, a device designed to give instructional material, which allowed students to progress on their own while receiving instant feedback (Skinner, 1958). This immediate response reinforced learning by letting students know whether their answers were correct before continuing doing exercises. Following the development of CAI and the teaching machine, the evolution of AI in education led to the creation of more sophisticated systems, such as Intelligent Tutoring Systems (ITS). These systems use AI to analyze student's responses and provide real-time feedback. As Nwana (1990) describes, ITS are computer programs that use natural language to imitate human tutors and adapt instructions to students without the need of human help. One of the first applications to use these technologies was AutoTutor; a ITS developed by Graesser et al., (2001) designed to improve learning by engaging students in interactive dialogues. All these technologies were crucial to the development of Artificial Intelligence (AI) educational tools in use today. In the 1970s, advancements in AI began to build on earlier educational methods, taking Skinner's programmed learning to another level through

adaptive learning tools. In educational settings, AI algorithms are able to analyze student performance and adjust the difficulty of tasks or the pace of lessons based on the needs of each learner, making the learning process more personalized and effective. However, in less structured learning environments the effectiveness of these adjustments varies. Today, Skinner's studies continue to influence modern adaptive learning platforms, which use AI to create a personalized and useful learning experience. Initially, AI was designed for specific tasks such as image recognition, language translation, medical diagnosis, and chess-playing algorithms (Russell et al., 2021). These early AI systems were built with narrow capabilities without the ability to generalize knowledge. However, over time and research, AI has evolved to perform more complex operations that simulate some aspects of human cognition, such as pattern recognition, optimization, and probabilistic decision-making (Goodfellow et al., 2016). Deep learning, a subset of machine learning that uses neural networks to simulate the complex decision-making function that human brains have, has accelerated AI's capabilities, allowing it to process big amounts of data and enhance natural understanding (Holdsworth, 2024). A result of these evolutions is the development of generative models like GPT-3, which became accessible in 2022. ChatGPT is an AI model created by OpenAI, an AI research company in San Francisco, USA. It is based on GPT (Generative Pre-trained Transformer) architecture, specifically the GPT- 4, the most recent version (Open AI, 2023).

3. ChatGPT vs Traditional teaching methods

For decades, traditional methods have been the foundation of language teaching and learning. Nowadays, the use of lectures, collaborative projects, repetition of exercises, and physical resources continues to be essential in language instruction. Traditional methods are effective in many contexts, especially in encouraging memorization, imparting academic discipline, and encouraging student participation in the classroom through group projects or oral presentations. In these approaches, the teacher assumes a central and authoritative role, as well as the main source of knowledge and the unique evaluator of the student's performance (Richards and Rodgers, 2014).

Richards and Rodgers (2014) classify traditional methods in English language teaching into various approaches based on different linguistic theories. During decades, among the best known and most used in language learning are the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method, and the Communicative Approach. The Grammar Translation method is one of the oldest techniques, and is still used nowadays in many classrooms, especially to teach low proficiency levels. This method focuses on the development of reading and writing through the memorization of grammatical rules and the translation of texts. Its objective is to develop a solid understanding of the structure of the language, but this method does not help the development of oral fluency and communicative competencies. In contrast, the Direct Method promotes a total immersion in the target language, eliminating the use of the native language. This method improves spontaneous speech without the need for explicit grammar explanation and requires learners to use vocabulary and grammar in a fluent way. The Audio-Lingual Method is influenced by behaviorist theories and is based on the repetition of correct habits through the repetition of correct patterns. This approach has been proved to be effective in controlled environments, but it limited learners' creativity and ability to apply language in real-world contexts and conversations. Finally, the Communicative Approach, a method developed in the late 20th century which prioritizes the use of language in real-life situations. This method emphasizes communicative competencies rather than just grammatical accuracy, encouraging interactional skills, task-based activities and the communication of the student. More recent research on language learning has shown that grammatical accuracy is essential and should not be taken for granted (Sheehan et al., 2019, 2021, 2024).

The use of physical resources like textbooks, blackboards or worksheets has long been an essential support of traditional teaching methods. The exceptional use of these materials has reinforced the idea that teachers are the primary source of knowledge. While these approaches have played an important role in the way teaching is imparted, they have limitations in terms of personalized learning, flexibility, or giving immediate feedback. These are the areas in which AI tools like ChatGPT aim to innovate. Nonetheless, the educational system is under pressure to adapt to the needs and digital habits of today's learners, who expect personalized, flexible, and interactive learning experiences that extend beyond the boundaries of traditional instructions. Consequently, the integration of technologies, particularly those that use AI, has created new teaching and learning strategies that question the effectiveness of exclusively using only the traditional methods

3.1 Effective Prompts for ChatGPT in language learning

As Huseyn (2025) notes, the implementation of AI in educational contexts has revolutionized access to knowledge, facilitating automated and personalized assessment processes that are very hard to provide using only traditional methods. This is due to resource and time limitation that will be further discussed. In recent years, the use of ChatGPT has significantly grown, becoming one of the most AI-based tools used in academic contexts. Several academic studies (e.g., Jo, 2024; Shahzad et al., 2024) support this claim, highlighting the reliance on ChatGPT for tasks related to language learning, writing support and research assistance. Given its growing relevance in educational contexts, it is essential to understand how to use ChatGPT effectively in the learning process.

One of the key aspects of the successful use of ChatGPT in language learning lies in the ability to formulate correct and specific prompts, as Nazari and Saadi (2024) emphasize. As ChatGPT is a machine that relies on natural language processing, the quality of its responses depends on how the user provides the prompt. Both authors proposed a formula to design clear and effective prompts; this formula includes the component level and the element level. The component level includes the parts that shape the purpose and structure of the prompt. According to the theory of Nazari and Saadi (2024) and focusing on the element level, a good prompt should specify the task that the AI is expected to do, include background context that provides relevant information to

guide the machine, and provide specific instructions related to the structure of the output that the user wants to receive. For example, “Create a test (task) to practice the present continuous tense taught in class (context), including 21 questions with four multiple-choice answers each one (instruction).” On the other hand, the element level adds more details to adapt the output more precisely to the learning situation. This level includes the assignment of a role to the AI (e.g., teacher or language examiner), to specify the audience (e.g., B2-level students). It also involves the petition of the tone of the response (e.g., academic, formal, conversational), the ability to provide examples or templates to follow or imitate, and setting clear limits, such as vocabulary difficulty or question format. This way, a prompt following these instructions could be: “As a language teacher (role), write a grammar test for B2-level students (audience) using formal tone (tone) and vocabulary appropriate to that level (limits). Follow the model provided (example).”

By combining both levels, educators and learners can construct prompts that produce more accurate educational responses. For example, rather than simply asking ChatGPT to “make a grammar test” a more effective prompt might be “As if you were a teacher (Role), create a test with 21 questions (Task), each with four multiple-choice answers (Instructions), to practice the present continuous tense taught in today’s lesson (Context), for B2-level learners (Audience). Only include vocabulary appropriate for that level (Limits) using formal tone (Tone). You can follow the structure of the attached example (Example).” This approach based on Nazari and Saadi’s (2024) theory ensures that ChatGPT’s responses are adapted to the needs of the learners, enhancing the educational experience.

4. Advantages of using AI tools in English Language Learning

In recent years, AI has started playing a bigger role in education, especially in how new languages are acquired (Huseyn, 2025). Due to its growing use, it is essential to understand not only how these tools work but also to know what advantages they can offer in comparison with traditional methods. However, due to the wide variety of tools available, it can be difficult to determine which one is reliable or effective and which one actually fulfills the needs required. AI tools offer a series of benefits that traditional methods cannot offer to the learner. AI can encourage learners to have a more autonomous, flexible, and efficient language learning experience, especially when it is supported by proper guidance and good feedback (Ferguson et al., 2020). In support of these advantages, Huseyn (2025) notes that, in the context of English language learning, AI has been applied in every area of the language, including writing, pronunciation, and progress assessment demonstrating its pedagogical value.

There are many AI tools available that support English language learning, each one offering different types of features. Some tools like Grammarly and ChatGPT focus primarily on the generation of texts and the correction of grammar. Others like Elsa Speak are designed to help learners improve their pronunciation by using voice recognition and giving personalized feedback. Platforms like Duolingo take a more general approach, adapting lessons based on the level of each user. In addition, some systems offer interactive assessment that allow teachers and students to track the learning progress more precisely. However, it is important to critically assess the reliability of the response and corrections of these technologies, as not all tools provide content that aligns with language learning theories.

4.1 Real- time feedback and writing assistance

One of the most significant limitations of traditional language is the delay in receiving feedback, in particular in written tasks. This waiting time can interrupt the learning process and reduce the effectiveness of the feedback as students may have changed activity or forgotten the rationale of their choices in the task. Huseyn (2025) highlights that the immediate response given by AI tools allows learners to understand their mistakes in real-time, filling the time gap between instruction and the evaluation, making the learning process more continuous. ChatGPT responds to prompts by producing text that fits the topic or context the user asks for. As explained in section “Effective Prompts for ChatGPT in language learning” (2.2.1) and discussed by Nazari and Saadi (2024), the effectiveness of ChatGPT’s responses relies heavily on the clarity of prompts provided. Clear prompts help the AI to identify what the user is looking for, generate high-quality responses and make ChatGPT a useful tool also for reviewing, rephrasing, and expanding the texts provided by the user.

In a similar vein, Grammarly (2024) explains that its writing assistant uses AI to provide real-time feedback not only on punctuation and grammar, but also on tone and clarity. Unlike other traditional checkers, Grammarly uses the AI to analyze the context of the text and recommend improvements in tone, formality, and structure considering the type of text that the user is working on (e.g., academic essays, business emails, cover letters, and informal conversations). However, it is important to point out that Grammarly does not work with prompts and can only support and check English-language texts, something that limits its use for multilingual learners.

As stated by Huseyn (2025), these applications can be very useful, because they not only allow users to correct errors, but they also help them understand the grammatical rules and stylistic principles behind the corrections provided by the AI giving reasons and explanations.

4.2 Pronunciation and speech recognition

Some applications like Speechify and ELSA Speak use AI to assess the learner's pronunciation and intonation, providing examples and corrections. These AI-driven tools are designed to help learners improve their language speaking skills by identifying errors and providing corrections in an interactive, fast, and accessible way. ELSA Speak is an application that is focused specifically on the user's phonology and pronunciation in English. It provides detailed advice on articulation and intonation, helping users improve their spoken language skills. The application enables interactive conversations with an AI that detects errors in real time. The AI also offers detailed feedback for the learner through transcriptions and oral examples to show the correct way to pronounce words or sentences. This same function is also available in the 2024 version of ChatGPT, which allows users to have oral conversations in any language almost as fast as a human would do (BBC News Mundo, 2024). ChatGPT's function is able to support real-time conversations with an average time of response of 320 milliseconds, imitating successfully human conversations. It can understand context, manage interruptions, and maintain the continuity of the topic or context. Furthermore, the application has the option to remember previous conversations and it can offer support for over 50 languages, which makes it a useful tool for language learning (Fitzpatrick, 2024). Even ChatGPT has a great potential to improve speaking skills, not many users take advantage of this feature. With over 400 million of users each week, most people use it only for written tasks like drafting emails, translating texts, or generating content (Choque-Castañeda and Morales Romero, 2024). One reason for the limited use of the speaker option is that the voice feature is relatively new, and its availability is restricted for certain regions (OpenAI Help Center, 2024). Despite this function, what makes ELSA different from ChatGPT, and other AI applications is its AI assistant designed to help users be consistent in their learning using this app by providing a daily tracking of their pronunciation development (ELSA, 2025). On the other hand, Speechify is designed to enhance users' reading pronunciation. This application reads aloud with precise intonation and pronunciation any text provided by the user. Additionally, Speechify offers an AI voice generation mode which even allows user to change the reader's voice to sound like well-known public figures or celebrities. This option may be especially appealing to younger generations, as it can engage them and keep them active and more interested in their learning process (Speechify INC, 2024)

4.3 Adaptive learning paths

Pereira (2016) points out that one of the most notable and useful advantages of AI tools is their ability to offer personalized instructions, something that can be difficult in traditional classroom environments due to the number of learners per teacher. In traditional settings, teachers often use the same material and explanations for all the learners regardless of the individual progress of their learning style. One-on-one tutoring can provide more detailed explanations but it could be difficult to complete due to time and resource limitations. In contrast, as discussed by Herewati (2023), self-guided learning applications help learners to take control of their own personalized learning process while learning a language, offering more flexibility and independence than traditional lessons do. Platforms like Duolingo and Busuu use AI to adapt exercises of vocabulary, grammar, and speaking to the learner's level and progress. Moreover, in order to improve the retention and comprehension of the unit, these applications integrate spaced repetition, something that optimizes its learning efficiency (Duolingo, 2025; Busuu, 2025). However, if the student succeeds in these exercises, the systems increase the difficulty of the tasks to keep engagement and learning progress active. In addition, one of the most powerful and useful elements of AI-tools like Duolingo or Busuu is the use of gamification. This method keeps learners active and allows them to control their own progress, an essential feature for reaching a successful autonomous learning. The use of gamification in these tools promotes active and consistent engagement through elements such as streaks, reward systems, and instant feedback without the need for a human instructor to guide them. The use of this method helps students to build strong study habits and stay motivated, key aspects to reach a successful self-guided learning.

4.4 Flexibility and cost-efficiency

Based on Hrastinski's (2019) study, traditional learning classes are usually taught in rigid schedules, fixed curricula and standard materials. This traditional approach can limit learners to learn according to their daily availability. In classroom contexts, learners must adapt to the timetable fixed by the school, which can be challenging for those who balance work, studies and personal responsibilities. In contrast, AI tools are available for the learner at any time and place since they only need a device with internet connection. This allows students to access educational content and resources at their own pace and convenience, facilitating autonomous and continuous learning. In addition, traditional language teaching models involve costs related to physical infrastructure like classrooms, printed textbooks, audiovisual materials, and other teaching resources, as well as logistical costs such as transportation, and administrative support. These costs can represent a significant challenge for educational entities and students, especially in situations with limited resources. As aforementioned, learners can access these tools regardless of their place and time. This accessibility provides users a more flexible learning schedule and eliminates the expenses associated with transportation.

While flexibility and adaptability are important advantages that these tools provide, they are not designed to replace structured classroom learning, but they can complement it. Integrating AI tools with traditional methods can help learners to reinforce their learning when they are not able to attend real classes.

4.5 Collaborative and Assessment Tools

The integration of AI in language learning has not only enhanced autonomous study, but it has also transformed collaborative learning environments and assessment practices. Nearpod is a platform primarily designed for teachers, which offers a variety of interactive activities and assessments, which are created by AI. The platform enables educators to create and share quizzes, polls, and exercises with more educators. Additionally, AI analytics provide teachers with real-time data based on the student performance over these exercises, facilitating more efficient and personalized assessment strategies (Nearpod, 2025). Moreover, Canva, which was originally a design tool, has recently incorporated features that support collaborative writing in English. With the new version, there is the possibility of using "the Magic Write function", which allows users

to co-create texts in English, improve grammar and style and receive real-time suggestions by AI during the writing process (Canva, 2025). Canva is not specifically an educational tool, but its new features can support collaborative writing tasks, particularly in group projects, where learners co-author visual or written presentations.

Even though AI tools can give very useful advantages, it is essential to recognize that they cannot replace traditional classroom methods. Face-to-face teaching continues to be the foundation of language education, and the only one that can give interpersonal communication skills, promote collaborative work, and provide emotional and academic support that technology cannot give.

5. Challenges of Education with AI

Despite the advantages that AI provides, its use while learning also presents challenges that must be addressed to ensure ethical and effective educational practices. Institutions such as UNEMI (2024) have already pointed out several of these challenges in their investigations, highlighting that these challenges do not only affect the technological part, but they also involve pedagogical adaptation, emotional well-being, ethical considerations and socio-economic conditions. These challenges must be addressed to ensure an effective and responsible integration of AI-powered tools into the teaching-learning process. Since these tools are quite recent in the educational field, it is important to analyze them critically, including not only the potential benefits but also the possible risk and limitations.

5.1 Teacher Training

The integration of AI tools in the educational system requires teachers to have specific skills that allow them to use these technologies in an effective and ethical way. Without proper training, educators may experience misunderstandings or even a rejection of these technologies. According to the *Guide on the use of artificial intelligence in the educational field* (*Guía sobre el uso de la inteligencia artificial en el ámbito educativo*) (INTEF, 2023), teachers must develop three fundamental competencies: understanding the underlying mechanisms of AI, the pedagogical application of AI tools, and the ethical considerations that the use of AI-tools cause. According to INTEF (2023), it is essential that educators have basic knowledge of concepts such as machine learning, algorithms, and language models. A better understanding of these elements helps educators make more informed decisions about which AI tool to use and how use them in the way that actually support their teaching objectives. In Spain, several institutions have developed initiatives to provide teachers with the necessary skills to incorporate AI into their pedagogical practices. One example is the National Institute of Educational Technologies and Teacher Training (INTEF), part of the Spanish Ministry of Education, which offers several training programs focused on the educational use of AI tools. An example is *Approach to AI* (*Aproximación a la IA*), an online course that introduces teachers to the basic principles of AI and its educational implications. In addition to national initiatives, universities of Spain have also created programs to develop teacher's skills. Focusing on

how AI tools can support teaching practices, including lesson planning, content creation and assessment design. All these training programs are designed to ensure that teachers acquire not only technological knowledge but also the pedagogical and ethical principles necessary to use AI tools responsibly.

5.2 Limitation of Resources

The integration of AI in education does not depend only on the integration of new tools, but it also requires an equitable access to the necessary technological infrastructures. The report *Digital Divides in Education (Brechas Digitales en Educacion)* published by Cotec (2023), highlights how the digital divide limits the effective use of AI tools. Despite the fact that 95% of students in Spain have access to a computer at home, they still have challenges in terms of internet quality, availability of devices, and digital literacy. These problems are more noticeable in rural areas or in houses with lower incomes, where access to personal devices sometimes is more difficult. The *Digital Divide Observatory (Observatorio de Brechas digitales)* (2023) also warns that digital exclusion tends to coincide with other forms of social disadvantages, complicating students to benefit from educational technologies. When learners do not have completely free access to digital tools or internet connection, the benefit of personalized AI learning remains more of a theoretical concept than a practical reality. Although the Spanish government announced in 2023 that 100% of the population now has access to high-speed broadband through fiber and satellites (*Ministerio para la Transformación Digital y de la Función Pública*, 2023), the reality is that many regions reflect a gap between infrastructures availability and digital inclusion.

5.3 Sense of Isolation and Emotional Disconnection

An exclusive and excessive use of AI tools in educational settings creates an important challenge related to the reduction of human interaction, which may lead to a sense of isolation and emotional disengagement among students. Traditional classroom settings not only provide knowledge, but they also allow students to socialize with classmates and teachers in real time, by developing collaborative projects and having spontaneous conversations. These social interactions play a fundamental role in language learning, where communicative exchange helps to develop fluency, build confidence and increase motivation to use the language (Richards and Rodgers, 2014). Ferguson et al.

(2020) pointed out that human communications support cognitive and emotional aspects of learning, especially in younger learners who depend more on feedback, structures and encouragement. Furthermore, Hrastinski (2019) suggests that routines and human-led interaction improve the retention of information, reduce stress, and support better time management in educational environments. Maintaining a learning routine contributes to the mental health of both students and educators, reducing cognitive overload (Ferguson et. al, 2020). However, while AI tools can simulate conversations, they lack emotional intelligence and the capacity to establish empathetic relationships, qualities that are essential to create a supportive and safe environment for the motivation of the student while learning. The British Council (2024) also warns about the emotional risks that AI tools can provide, emphasizing especially when students work on their own, without guidance from human feedback. This is particularly concerning for younger learners, who may need more social support and encouragement than AI tools can offer.

5.4 Academic Integrity and Recognition Issues

Academic integrity is a key aspect in education, as it ensures that teaching and evaluation practices are developed in a fair and transparent way (BOE, 02/2022). In this context, academic fraud can be understood as any form of dishonest conduct that puts in risk the legitimacy of academic results. This includes actions such as plagiarism, copying in exams, data falsification and identity impersonation (e.g., Vargas-Franco, 2019). One of the current debates surrounding academic writing is the inappropriate use of AI applications such as ChatGPT. While these tools are designed to assist writing and provide corrections in real time, they can also be used to generate entire texts or assignments without the learner contributing in these tasks with their own knowledge. The growing ability of AI to generate fluent and well-structured academic content challenges the traditional notions of authorship, making it difficult for educators to evaluate and support the learning progress of their students. In response to this concern, many academic institutions have introduced multiple strategies such as clear guidelines, awareness campaigns and the use of technological tools designed to detect plagiarism. This way, tools like Turnitin, Copyleaks and GPTZero now include features that identify similarities between the texts provided by the student and possible cases of AI-generated content. Furthermore, as established in Ley Orgánica (02/2023), students found to engage in dishonest practices may face serious academic consequences such as the annulment of

their exams, a failing mark in the subject, or even temporary suspension from their study program. These legal and institutional regulations not only protect academic standards, but also reinforce the importance of honesty, responsibility and critical engagement.

5.5 Ethical awareness and critical thinking

Including AI in education not only involves technical or pedagogical issues, but also significant ethical questions that must be examined. As Goodfellow et al. (2016) explained, AI systems are based on probabilistic models and, therefore, these tools are not able to generate meaning beyond their patterns found in data training. This means that, instead of having a semantic understanding of the world as humans have, AI models learn to identify complex statistical patterns within enormous amounts of data (Goodfellow et al., 2016). Deep neural networks learn to produce outputs by recognizing correlations within inputs. In the case of natural language processing, a model like ChatGPT-4 analyzes the probability that one word follows another based on the patterns observed in massive corpus. The responses that user receives are not based on the understanding of the meaning, but rather on probabilistic predictions of linguistic sequences (Goodfellow et al., 2016). This limitation reinforces the necessity of finding a balance and implementing a method that ensures that the use of these new technologies becomes a secondary support tool instead of being an obstacle to students' learning process. ChatGPT is not infallible; this type of technology requires users to evaluate critically the provided information to ensure reliability. Moreover, as analyzed by Terán (2023), educational institutions have expressed certain concerns about an excessive reliance on AI, as it could result in dependency and in internalization of incorrect information, which can limit the development of critical thinking and problem-solving skills that are developed in the classrooms. Over-reliance on the content that AI provides might lead students to assume passively the information without questioning it.

The promotion of ethical awareness and critical thinking is a shared responsibility between educators and institutions. According to Terán (2023), it is essential to promote a critical approach to use AI in education to avoid problems related with dependency and ensure that learners maintain their learning process. This also includes teaching students to send proper prompts, verify sources, and evaluate the information given by the tool. It is crucial for students to be aware of the potential errors that AI can produce, so that they

continue using their knowledge and critical thinking to evaluate the information they receive (Terán, 2023).

6. Methodology

6.1 Research focus

To analyze the use of ChatGPT, a quantitative and descriptive approach has been adopted. This study aims to investigate how the use of ChatGPT relates to variables such as English proficiency level and professional background, while also analyzing the perceptions of its usefulness, effectiveness and limitations in the learning process. However, the purpose of this study is to develop learning activities that are based on the specific needs that the ChatGPT user lack.

6.2 Survey design

A questionnaire was designed with Microsoft Forms collecting the results of 19 questions, including single-choice, multiple-choice and rating scale items (from 1 to 10). The survey was organized into three main blocks:

- i. Sociodemographic data: English level and profession,
- ii. Use of AIs and ChatGPT: use of ChatGPT to learn English. Only participants who had used ChatGPT for this purpose completed the full questionnaire as the objective is to analyze its use and perception. Those who had not used it were only required to answer four questions. And those who had never used AI tools did not complete the questionnaire.
- iii. Perception of ChatGPT in English language learning: difficulties or limitations, including awareness of reliance on this tool.

The questionnaire was sent in Spanish in order to ensure participants with lower levels of English had no doubts about the meaning of the questions and could answer with precision and total understanding. Moreover, it was structured in three blocks with the objective of organizing the data collected in a coherent manner. The first block collects sociodemographic data such as the level of English and the occupation of the participants, since these variables are key to make comparisons. This is the reason why the analysis of the results is based on the answers of the participants who claimed to have used ChatGPT to learn English, their profile and context allow an in-depth study of their use and perceptions of this tool. Moreover, the questionnaire has been divided in two more specific blocks of analysis, one focus on the use of ChatGPT and the other on the

perceptions that users have about ChatGPT's utility, limitations and potential in learning English.

6.3 Data Collection Procedure

The questionnaire was available for a period of four weeks and was distributed online. The participation was completely voluntary and anonymous without incentives. Respondents were previously informed about the objective of the study and agreed to take part in it by accessing the questionnaire link.

6.4 Participants

A total of 83 participants completed this questionnaire, including 45 university students (54%), 11 secondary education students (13%), 8 teachers of non-language subject (10%), 7 English teachers (8%) and 12 participants with other professional or educational situations (14%). For analytical purposes, participants were also grouped in terms of English proficiency, 39 participants (47%) reported having an advance level of English, 26 (31%) an intermediate, 16 (19%) a basic level and 2 (2%) native level.

Moreover, ChatGPT and Duolingo were the AI tools most commonly used by learners, each tool used by 36 participants. Grammarly came next with 15 users, but tools like Busuu and Speechify were not used. Moreover, out from 83 participants, 29 said that they had used ChatGPT specifically to learn English, while 54 had not used it.

6.5 Data Classification and Preparation

The responses were processed and analyzed in Microsoft Excel 365, version 16. Descriptive analyses were carried out, including percentages, means, and standard deviations. In addition, comparative analysis was performed to examine the differences in ChatGPT usage and perceptions based on English level (basic, intermediate, advanced or native) and professional role (English teachers, other teachers, and students).

6.6 Research Questions

Based on the objectives of the study, the following research questions have been elaborated.

- i.** Do advanced learners use ChatGPT more often than beginners? Are there differences in the use of ChatGPT according to the proficiency levels of English?
- ii.** Do learners perceive real improvements in their learning thanks to ChatGPT?
- iii.** Do learners think ChatGPT adapts to their level and needs?
- iv.** Is ChatGPT perceived as a complementary or central resource in the learning process?
- v.** To what extent do learners consider ChatGPT enough to learning English?
- vi.** What concerns are there around reliance on ChatGPT?
- vii.** Is there a relationship between the frequency of ChatGPT use and the level of concern about its excessive use?

7. Analysis and discussion of results

This section presents the analysis of the data obtained from the responses of the questionnaire, organized around the research questions established in the methodology (an Excel file containing the raw data is included in an independent document). While 83 participants completed the initial section of the survey, only 29 reported having used ChatGPT to learn English. Therefore, the analysis related with the use and perception of ChatGPT is based exclusively on the response of these 29 individuals. Making the focus on this subgroup allow to reach a more accurate interpretation of ChatGPT's actual situation in language learning, avoiding generalizations or non-real experiences.

- i. **Do advanced learners use ChatGPT more often than beginners? Are there differences in the use of ChatGPT according to the level of English?**

	Never	Occasionally	Several times/week	Once/week	Every day	TOTAL
Advanced	5.8% [1]	58.83% [10]	35.39% [6]	0% [0]	0% [0]	100% [17]
Intermediate	0% [0]	50.00% [4]	37.5% [3]	0% [0]	12.50% [1]	100% [8]
Basic	0% [0]	100% [3]	0% [0]	0% [0]	0% [0]	100% [3]
Native	0% [0]	0% [0]	0% [0]	100% [1]	0% [0]	100% [1]

Table 1: *Level of English language and frequency of ChatGPT use.*

Table 1 shows that participants with an advanced level of English use more frequently ChatGPT compared to those with a lower proficiency level. Of 17 participants with advanced level, 35.39% (n:6) said that they used the tool several times a week and 58.83% (n:10) affirmed that they use it occasionally, which represents 94.22% of this group. At the basic level, no one indicated a frequent use of the tool, only occasional use was observed. Moreover, the only native participant used the tool once a week. Considering the difference of participants in each level, these results indicate that with an advanced level of English, it is more usual to integrate the use of AI in their daily life to learn English. This aligns with Pereira (2016) and Herewati (2023), who pointed out that AI tools like ChatGPT allow adaptive learning paths that specially benefit the most autonomous learners who are able to understand better the content provided by the tool and to interact with it in a correct way.

ii. Do learners perceive real improvements in their learning thanks to ChatGPT?

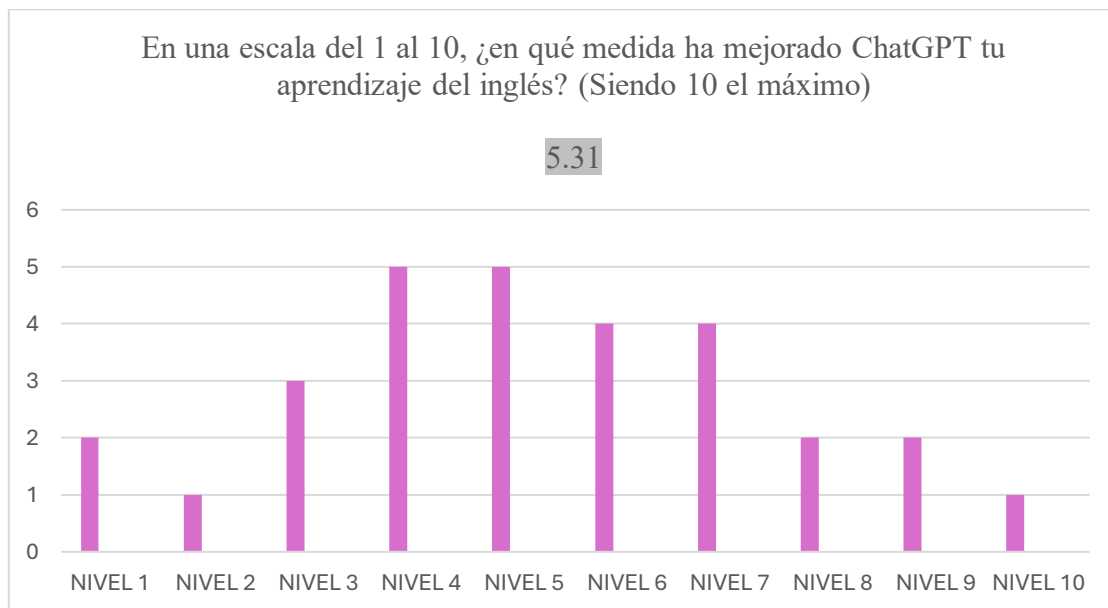


Figure 1: *Perception of improvements in English language using ChatGPT.*

In order to evaluate if users perceive a real improvement using ChatGPT in their English learning, the survey included in question 7 a numerical scale from 1 to 10 (where 1 indicated no perceived improvement in English learning and 10 represented a significant improvement), allowing participants to rate the extent to which they felt their skills in English had improved. The results show an average score of 5.31 points out of 10, which points to a generally neutral or slightly positive view of the impact of ChatGPT on English learning. Only 17% (n:5) selected high scores (between 8 and 10 points), while 45% (n:13), the majority, select medium values (between 5 and 7). In contrast, 38% (n:11) rated the effect of ChatGPT with 4 or below, suggesting that there is a large number of learners who consider that ChatGPT does not give real benefits in their learning. These results suggest that while a significative number of English learners admit improvements derived from the use of ChatGPT, most users see its effectiveness as limited, neither clearly beneficial nor harmful. This aligns with Terán (2023), who warns that the benefits of ChatGPT depend heavily on the learner's ability to use it critically and in combination with other methods.

iii. Do learners think ChatGPT adapts to their level and needs?

To explore if learners believe that ChatGPT adapts to their English level and individual learning needs, participants were asked a rating question and a multiple response question focused on how ChatGPT personalizes their learning process, providing also different areas where it can improve their learning.

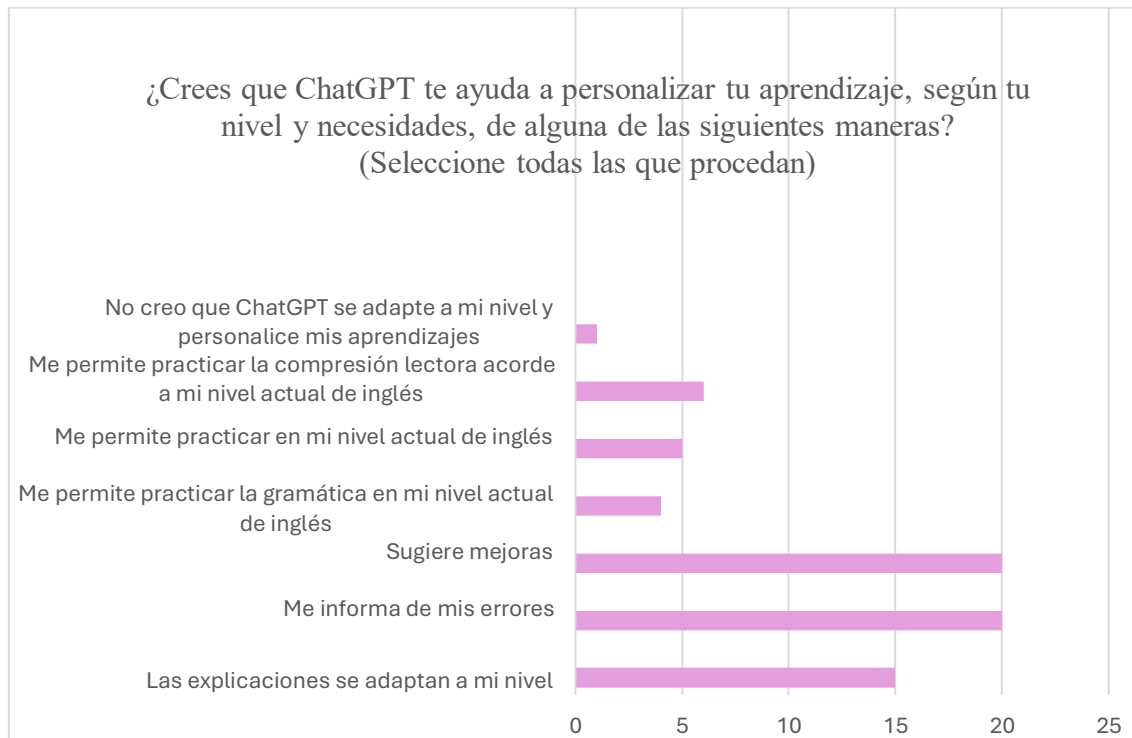


Figure 2: *ChatGPT functions perceived as helpful while learning English (multi-answer question)*

The results of question 8 represented in figure 2 indicate that 98.59% of the participants perceive at least one way in which ChatGPT responds to their needs. The most recognized features are error correction, suggested improvements, and explanations that adjust the learner's level. In contrast, options related to grammar practice and reading comprehension were selected less frequently. Moreover, in question 10, participants were asked to indicate in which specific areas they felt their English had improved thanks to the use of ChatGPT. Most of them reported progress in vocabulary, writing skills and grammar. The comparison of the results of these two questions reveals that the features most voted by users, (particularly error detection and feedback) correspond to the language areas in which they perceive the most improvement. These results support the

idea that ChatGPT is perceived as a useful tool for adapting the needs of individual learning, particularly providing personalized corrections, and suggesting improvements and explanations adapted to each learner's level. These perceptions are in line with González Jiménez (2023) and Herewati (2023), who highlight that these tools can adapt their responses based on the user's input. Similarly, Terán (2023) emphasizes that learners benefit more from AI tools when they receive continuous feedback that encourages active reflection and revision

iv. Is ChatGPT perceived as a complementary or central resource in the learning process?

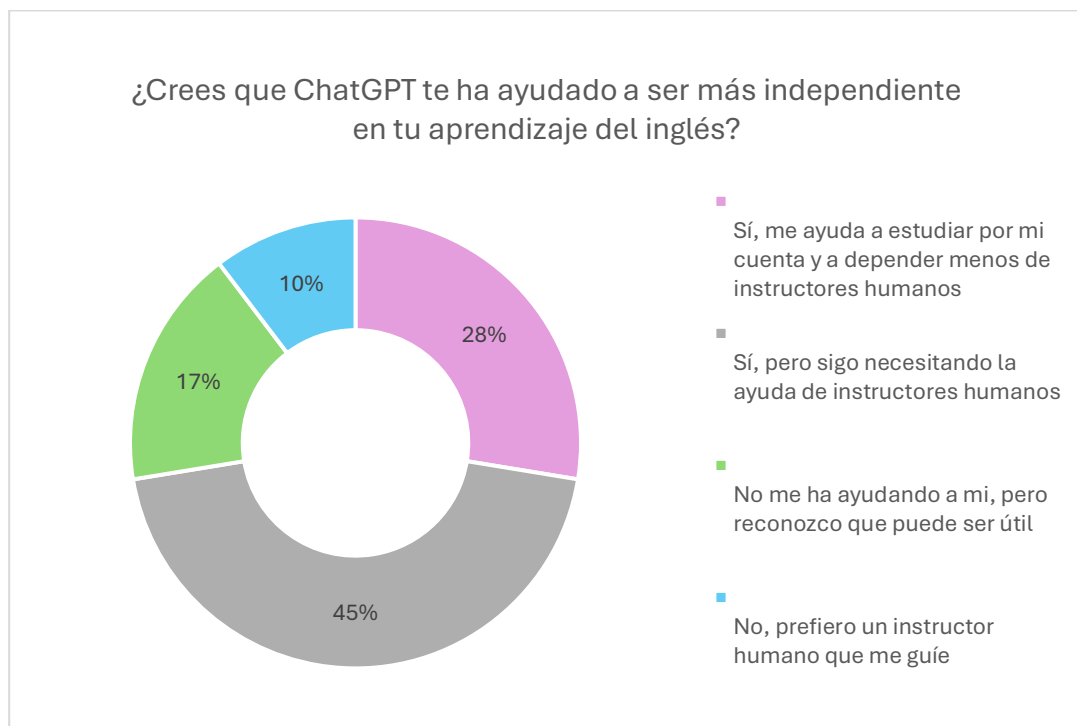


Figure 3: *Perception of ChatGPT as an independent learning tool*

The answers to question 1, as represented in figure 3, indicate that ChatGPT is primarily perceived as a complementary resource to learn English. A total 28% (n:8) indicate that ChatGPT helps them study more independently and depend less on human instructions. However, 45% (n:13) reported that, despite using ChatGPT, they still need the guidance of a teacher to progress in their English learning. Another 17% (n:5) indicate that ChatGPT has never helped them, but they recognized that it could be a useful tool. However, 10% (n:3) participants expressed a clear preference for human guidance over

AI tools. These results suggest that most of the participants who use ChatGPT do not see it as a central method to learn English, but it could assist the learning. This perception reinforces the ideas pointed out by Ferguson et al. (2020) and the British Council (2024), who affirm that AI tools like ChatGPT work better when they are used as tools that complement traditional methods.

v. To what extent do learners consider ChatGPT enough to learning English?

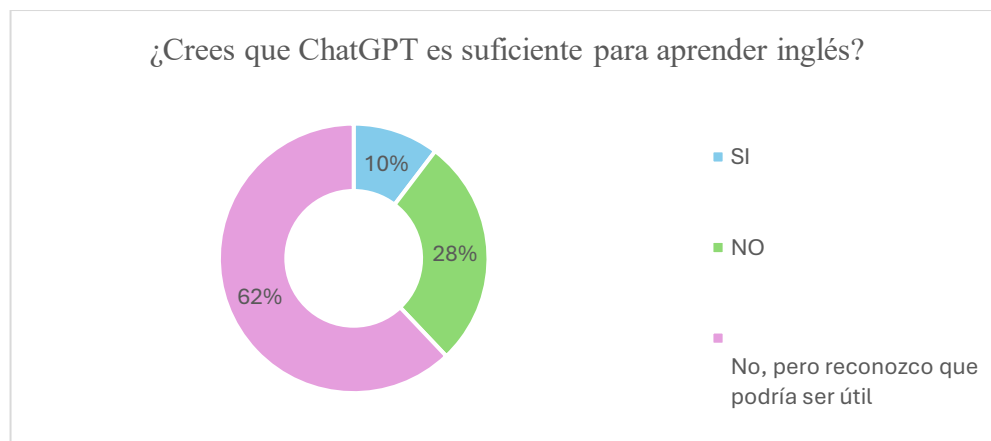


Figure 4: Participant's perceptions on whether ChatGPT is enough to learn English.

The results of question 14 and represented in figure 4 show that most participants do not believe that ChatGPT can replace an English teacher. Only 10% (n:3) consider that ChatGPT can substitute a human instructor to learn English. In contrast, 62% (n:18) believe that it can be a useful tool to support the learning of the language, and 28% (n:8) support that AI cannot replace a teacher at all. These responses are consistent with the previous answers regarding learners' reliance on human guidance and reinforce the idea that AI is mainly perceived as a complementary tool in language learning. This perception was further explored in question 13, where participants were asked if they believe that ChatGPT and other AI could substitute completely an English teacher. The results show that a small minority, 10% (n:3), believe that ChatGPT could fully replace an English teacher, while 52% (n:15) recognize that these tools cannot replace a human instructor, but they could be useful in English language learning. Meanwhile, 28% (n:11) reject with all the previous ideas voting "no", indicating that they do not believe that ChatGPT is enough for them to learn English, whether as a substitute or as an useful resource. These

results reinforce the perceptions of Ferguson et al. (2020), the British Council (2024), and the analysis of the previous questions who claimed that ChatGPT and other AI tools are used as a complementary resource rather than a central exclusive tool. This can also suggest that learners still value the human element in the teaching of the English language.

vi. What concerns are there around reliance on ChatGPT?

To explore the concerns that users may have about becoming dependent on AI tools like ChatGPT, several questions were included in the survey.

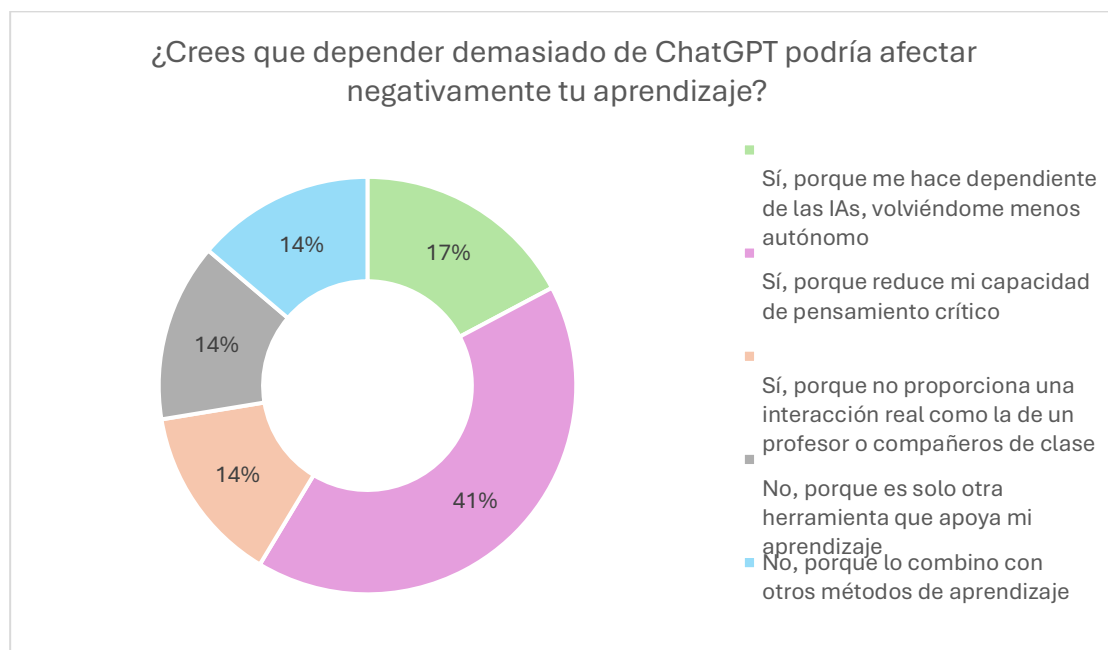


Figure 5: Concerns about negative effects of using ChatGPT

Participants in question 15, represented in figure 5, were asked if an excessive use of ChatGPT could negatively affect their learning process. As illustrated, 72% (n:21) answered “yes”, with 17% (n:5) indicating reasons such as reduced autonomy, 41% (n:12) noting a negative impact on critical thinking, and 14% (n:4) highlight the lack of real interaction compared to human teachers and classmates. In contrast, 28% (n:8) believed that the excessive use of ChatGPT cannot affect negatively their learning. Half of these respondents (14%) considered the tool merely an additional support of their learning, while the other half indicated that any potential risk that ChatGPT can give is minimized because they combine the tool with other learning methods, which helps them maintain a more balanced learning experience.

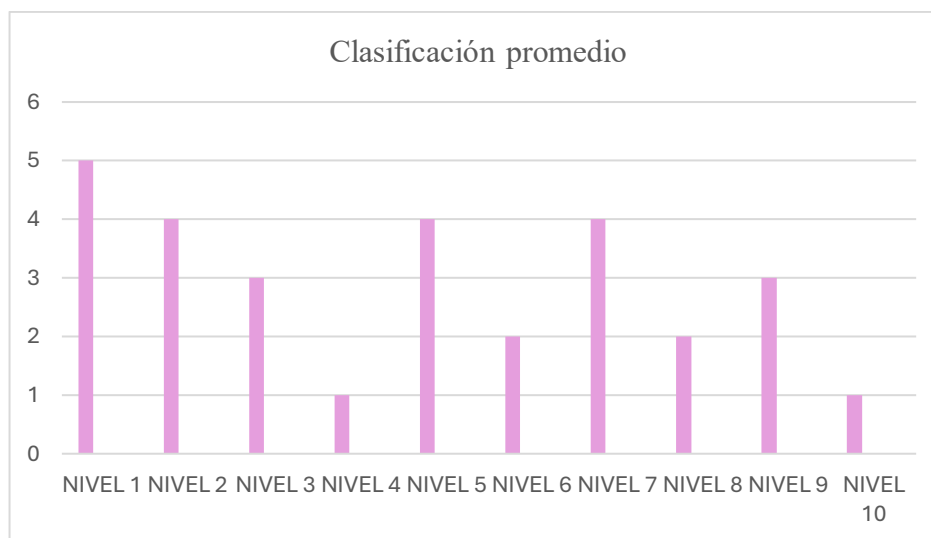


Figure 6: *Level of concern about dependency on ChatGPT*

In addition, participants were asked in question 19 to rate on a scale from 1 to 10 their level of concern about having dependency on AI tools for language learning. As shown in figure 6, the results show an average score of 4.79, which suggests a moderate level of concern. The responses suggest a moderate attitude, while there is some awareness of the risks of the overuse of ChatGPT, few participants view it as a serious problem. The answers varied across the full scale, with 5 participants choosing level 1, indicating that they were not concerned at all, and 1 participant selecting level 10, representing maximum concern over the use of ChatGPT. The middle levels, such as 5 and 7, received the highest number of responses, suggesting that many learners are aware about the possibility of overreliance on these tools, despite not being highly alarmed by it.

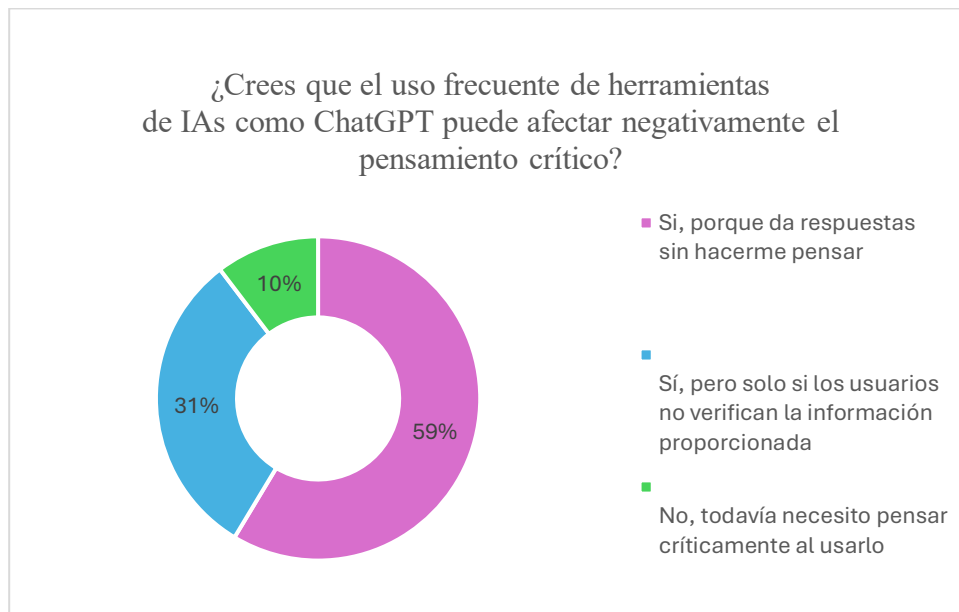


Figure 7: *Perceived effects of ChatGPT use on critical thinking*

As part of the analysis concerning potential dependency on AI tools, participants were asked if they believe that the frequent use of AI tools such as ChatGPT could negatively affect critical thinking. The results showed that 59% (n:17) consider that ChatGPT can reduce their critical thinking by providing answers without requiring reflection. Moreover, 31% (n:9) believe that this risk exists only when users do not verify the information provided by the tool. In contrast, only 10% (n:3) believe that the use of ChatGPT does not affect critical thinking, considering that it is still essential to reason critically even when using this type of tools. These results suggest that while some users see ChatGPT as a beneficial and neutral tool, others are more aware about the potential problems that its excessive use can create, such as the reduction of autonomy or critical thinking. Several participants pointed out that the impact of ChatGPT depends on how it is used rather than on the tool itself. This concern has been explored by Terán (2023), who warns that AI tools may encourage passive learning if the tools are not used with clear pedagogical guidance. Similarly, Ferguson et al. (2020) pointed in their work the importance of maintaining active learning strategies when incorporating AI in educational settings.

vii. Is there a relationship between the frequency of ChatGPT use and the level of concern about its excessive use?

	Everyday	Several times/week	Once a week	Occasionally
Level 1	0	0	1	4
Level 2	0	1	0	3
Level 3	0	1	0	2
Level 4	0	0	0	1
Level 5	0	3	0	1
Level 6	0	0	0	2
Level 7	0	2	0	2
Level 8	0	0	0	1
Level 9	1	1	0	1
Level 10	0	1	0	0

Table 2: *Relationship between the frequency of use of ChatGPT and the level of concern about its excessive use*

The distribution of answers based on how frequently participants use ChatGPT (question 5) and the level of concern they express about the excessive use (question 18), rated on a scale from 1 (no concern) to 10 (high concern) is presented in table 2. The answers collected suggest that a frequent use of ChatGPT is not necessarily related to a high level of concern. For example, the only participant who uses ChatGPT every day had the highest level of concern (level 9) while participants who use ChatGPT several times a week show more varied responses, with an average score of 5.14. Those participants who used this tool occasionally have a mean score of 3.54, which suggest a low level of concern about the excessive use of ChatGPT. This pattern could indicate that participants who make minimum use of ChatGPT feel more in control of how they engage with it. However, this results do not indicate that there exists a relationship between the frequency of use of ChatGPT and level of concern.

8. Summary of results

The analysis of the questionnaire shows how learners use ChatGPT and their view on its role while learning English. The answers of the participants who reported using ChatGPT to learn English (n:29) revealed that learners with a high proficiency level of English tend to use the tool more frequently. This supports the theory that learners who are more independent while learning English make better use of AI applications like ChatGPT. Although having different opinions, many users noted only a minimal improvement in their language skills with the use of ChatGPT. Most users rated their progress in mid-range of the scale, suggesting that the tool does not change their learning experience. Regarding its ability to adapt its content, most participants recognize that ChatGPT offers them personalized support, especially with feedback and explanations suitable to their level. Overall, these results reinforce the idea that ChatGPT is viewed as a tool that complements traditional learning methods rather than replacement of them. This idea is also reflected in the responses about independence and teacher support. Most participants prefer human instructions and reject the idea that AI could substitute a teacher. These results reinforce the ideas discussed in the literature review, showing that teachers are important in educational settings as they foster interaction, motivation and emotional support in the learning process.

9. Didactic Activity

The following activity emerges as a direct response to the results and analyses derived from the questionnaire. It is observed that, out of 29 ChatGPT users, only 3 participants claim to use ChatGPT to improve their oral fluency in English. This situation reveals a clear gap between the pedagogical potential of ChatGPT and its real use in learning foreign languages, especially in the area of speaking skills. Considering the difficulties that students face when trying to practice their speaking skills outside the classroom, this activity is designed to be repeated independently at home. It addresses the current challenges of digital education by promoting innovative methodologies, fostering student autonomy, and encouraging a reflective and responsible use of technologies in the learning process.

9.1 Activity: Let's Chat! Improving speaking fluency with ChatGPT

This activity follows an active, task-based methodology that places the student at the center of learning. To carry out this task, it is necessary to have an electronic device connected to the internet. In this activity students have to use the voice feature of ChatGPT to practice in their speaking skills. This exercise helps them to simulate real-life conversations in different context. Moreover, the activity can be adjusted to any level by providing an initial prompt that indicates the level of the learner and limits in vocabulary. The activity follows a role-play format to foster the participation of the student and to encourage more dynamic interactions. The activity is first introduced and explained by the teacher in class, so that students learn how to design correct prompts and use ChatGPT responsibly. Once students are familiar with the tool, they are encouraged to repeat the activity on their own if they wish. In the classroom the teacher facilitates a critical reflection of the usefulness and limitations of ChatGPT. During this process, the teacher includes a critical analysis of its usefulness, reliability and notifies student about possible errors.

9.2 Development of the activity

In order to develop the task adequately, the following steps ought to be followed:

- i. Formulation of effective prompts: Students are guided in the creation of their own oral prompt, using the two-level framework analyzed in section 2.2.1 “Effective Prompts for ChatGPT in language learning”. They are encouraged to be specific, set a clear context, define roles and establish vocabulary limits according to their level and needs.

E.g., "Let's pretend that you are a waiter in a restaurant in London (role) and I am a customer who has just been seated at a table (context). Please, start the conversation and ask me questions and respond naturally (task) to practice my speaking fluency. Do not use vocabulary that is not appropriate for a B1 English learner (limit + audience). Use a polite and realistic tone (tone)."

- ii. Oral practice: Each student has a conversation for 5 minutes with ChatGPT depending on the proposed context. To promote the use of diverse vocabulary and speaking styles, it is suggested that students practice on different roles and situations in more sessions. This allows learners to practice different registers and communicative strategies.

Here are four sample prompts, adapted to common communicative situations:

1. Job Interview

E.g., “You are the manager of Apple (role). I am a candidate applying for the position of marketing assistant (context). Please, conduct a job interview with me, asking standard questions related to experience, skills, and motivation (task+ instructions). Use clear and formal language for B2 level (limit + audience). Keep the conversation professional (tone).”

2. Doctor's Appointment

E.g., “Imagine you are a doctor at a health clinic (role), and I am your patient with flu symptoms (context). Ask me questions to understand my condition and offer basic advice. Keep in mind I want to practice my speaking fluency (task). Use very simple vocabulary appropriated for a B1-level learner (limit + audience). Be friendly and empathetic (tone).”

3. Tourist asking for Recommendations

E.g., “You are a tourist information assistant in Dublin (role), I am a visitor looking for recommendation on places to visit and eat (context). Ask me what I like and give me suggestions to practice my speaking fluency (task). Use vocabulary appropriate for a B2 level (audience + limit). Keep the tone friendly and informal (tone). Make sure to ask follow-up questions to keep the conversation going (instruction).”

4. Speaking with a University professor

E.g., “I want to practice my speaking fluency. Let’s pretend you are my English teacher at a university (role), and I need to discuss my assignment with you (context). Ask me about my ideas, structure, and if I face any challenges (task). Keep vocabulary appropriated for B2 level (limit). Use professional tone (tone), and try to make the conversation dynamic with comments and clarifications (instructions).”

By creating these prompts, learners develop not only their speaking skills but also their autonomy using AI tools critically and effectively.

9.3 Evaluation

According to the analysis of the questionnaire responses, secondary school students and university students represent the group with the lowest reported use of ChatGPT for improving English oral fluency. This activity is designed for students in the final years of secondary education (ESO or Bachillerato). The evaluation system follows a formative and continuous approach, adapted to the settings of a classroom.

The teacher assesses the performance of the student using a rubric (table 3) focused on fluency, vocabulary, pronunciation, interaction, and the ability of the student to reflect on the use of ChatGPT. Each criterion is described in four levels: Excellent, Good, Satisfactory and Needs improvements. For example, when evaluating the fluency of the student, an “Excellent” rating corresponds to speaking natural with minimal pauses, while a student evaluated with “Needs improvements” has struggles to maintain a conversation.

Criteria	Excellent	Good	Satisfactory	Needs Improvements
Fluency	Speaks naturally with minimal pauses	Some pauses but communication is maintained	Frequent pauses that affect the flow of the conversation	Hesitations make communication very difficult
Vocabulary	Uses a wide and appropriate vocabulary for B1-B2 level	Uses mostly appropriated vocabulary, but slightly repetitive	Limited vocabulary, there are errors that affect meaning	Very limited or inappropriate vocabulary
Pronunciation	Clear pronunciation with appropriate intonation	Mostly clear pronunciation. Minor errors that do not affect understanding	Pronunciation understandable with effort. Flat intonation	Poor pronunciation. Difficult to understand
Interaction and Coherence	Stays on topic throughout the conversation, gives appropriate answers and asks follow-up questions that show understanding	Participates actively with minor issues in coherence	Has trouble maintaining the topic. Give very short or incomplete sentences	Minimal contribution. Responses are very short
Critical use of ChatGPT	Identifies the challenges and limitations that ChatGPT has during the conversation	Recognizes pros and cons with basic analysis	Recognizes some aspects but lack of justification	Shows little or non-reflection on the activity with ChatGPT

Note. This rubric is created for instructors to assess oral activities using AI tools such as ChatGPT

Table 3: *Rubric for Oral Evaluation, B1-B2 English level adapted from Linguaskill Speaking Assessment Oral Criteria from Cambridge (2024).*

This activity can be carried out over several days, asking ChatGPT to recreate different contexts. To monitor their progress, the teacher can keep a learning diary after each session for each student, taking notes about fluency, vocabulary use and their interaction quality. This allows the teacher to track the development of each student and adapt support according to their necessities.

9.4 Student reflection and critical analysis

After the oral conversation, students answer some short questions to promote metacognitive awareness and critical use of technology:

- i. What went wrong during the conversation with ChatGPT?
- ii. Did ChatGPT understand your questions and words? If not, why do you think it did not?
- iii. Did ChatGPT give some responses that were unnatural or difficult for you to understand? If so, which ones?
- iv. Do you think that this interaction helps you to improve your communicative skills? Why or why not?

This didactic activity not only promotes the development of English language skills but it also provides students a meaningful experience of the critical use of ChatGPT in their learning, raising awareness of possible errors that ChatGPT can make. After each interaction with ChatGPT, students are asked to analyze the accuracy of its responses in order to identify any linguistic mistake or unnatural phrases, and to evaluate if the tool supported their learning goals. Through supervised communicative tasks, students are encouraged to develop their autonomy, reflection and digital responsibility in line with current methodological principles and the objectives of education in the 21st century.

9.5 Key aspects developed. Based on LOMLOE 2020.

The didactic unit develops the acquisition of several key competencies established by Ley Orgánica 3/2020 (LOMLOE, 2020), which regulates the Spanish educational system. The integration of ChatGPT as an AI tool to practice speaking competencies not only contributes to linguistic improvement but it can also develop digital competence, learner autonomy and critical thinking.

The Linguistic Communication Competence (CCL) is the central competence work in this didactic exercise, where students are expected to participate in oral communication of real-life contexts using only the English language (LOMLOE, 2020). The interaction with ChatGPT allows students to improve fluency, accuracy and the use of functional language developing this competence. According to Real Decreto 217/2022, CCL involves the ability to express ideas and messages clearly and appropriately in

different communicative contexts adapting the language to the audience and purpose (Vuorikari et al., 2022).

Additionally, the activity supports the development of Digital Competence (CDL), as learners are required to use responsibly and effectively ChatGPT. Learners must understand how to use this tool, give accurate prompts, identify possible errors, and understand the limitations that AI has. As the European Commission (2022) emphasizes, in the 21st century it is essential to know how to interact with emerging technologies and AI systems, developing the digital competence of the student.

Furthermore, the activity encourages Personal, Social and Learning to Learn Competence (CPSAA). While learning how to create effective prompts students develop self-regulation strategies. As stated by the LOMLOE (2020), CPSAA includes the organization of individual and group learning, and the effective management of time and information given by AI tools.

10. Conclusion

AI has become an influential tool in many aspects of daily life, including in the acquisition of English language. Among the recent developments, studies had proved that ChatGPT have brought new possibilities to language learning. This tool, based on language models, allows students to have more dynamic and personalized experiences while learning. This study aimed to explore how learners use ChatGPT in the context of EFL.

As shown throughout this study, the integration of ChatGPT into language learning is a reality that is shaping how learners acquire the language. This research has explored, through a quantitative and descriptive methodology, how users with experience using ChatGPT to learn English perceive its benefits and limitations. The results obtained show that most users think that ChatGPT is a helpful complementary tool rather than a replacement for traditional methods. Participants appreciated the flexibility and the immediacy of response that this tool provides. However, some participants expressed some concerns about overreliance, reduced critical thinking and dependency. Additionally, the limited use of the voice function that ChatGPT has, reveals a disconnection between the capabilities of ChatGPT and the actual use that users give to it. This points to the necessity of having better training and guidance on how to use AI correctly. The didactic activity responds to this issue by integrating ChatGPT into speaking practice in classrooms, helping in the fluency and digital responsibility of the learners.

Bearing this in mind, this research contributes to show a deeper understanding of how generative AI tools can support EFL learning with a responsible use. The benefits of the tool will depend largely on how critically and pedagogically it is integrated. Future studies may explore how these tools evolve and adapt in the future to more different profiles and contexts. The integration of AI in education should not be a challenge to be resisted, but a new era and opportunity to accept with awareness, creativity and responsibility.

11. References

- BBC News Mundo. (2024). *Ultima versión de ChatGPT que es capaz de coquetear y detectar emociones (y las fallas que cometió)*. <https://www.bbc.com/mundo/articles/c51nnddz72go>
- Boletín Oficial del Estado. (2022). *Ley Orgánica 2/2023, de 25 de febrero, del Sistema Universitario*. <https://www.boe.es/buscar/doc.php?id=BOE-A-2022-2978>
- British Council. (2024). *AI in education: How to navigate the opportunities and challenges*. British Council. <https://internationalschools.britishcouncil.org/blog/ai-in-education-how-to-navigate-the-opportunities-and-challenges>
- Busuu. (2025). *Learn languages online*. <https://www.busuu.com>
- Cambridge Assessment English. (2024). *Linguaskills: Speaking Assessment Criteria*. Cambridge University. <https://assets.cambridgeenglish.org/linguaskill/New-Linguaskill-Speaking-Assessment-Criteria.pdf>
- Canva. (2025). *Magic Write: AI text generator*. <https://www.canva.com/magic-write/>
- Choque-Castañeda, M. G., & Morales Romero, G. P. (2024). *Impact of using ChatGPT in higher education: A systematic review*. Universidad de San Martín de Porres. https://www.researchgate.net/publication/378067510_Impact_of_using_ChatGPT_in_higher_education_A_Systematic_Review
- Duolingo. (2025). *Duolingo features*. <https://www.duolingo.com>
- ELSA. (2025). *Product overview*. <https://elsaspeak.com/en/product>
- Ferguson, R., Craig, D., Egelandstal, K., Gaved, M., Herodotou, C., Mittelmeier, J., Rienties, B., Scanlon, E., Sharples, M., & Weller, M. (2020). *Innovating pedagogy 2020: Open University Innovation Report 8*. The Open University. <https://www.researchgate.net/publication/338991922>

- Fitzpatrick, D. (2024) *How ChatGPT Voice has made the world more accessible*. Forbes
<https://www.forbes.com/sites/danfitzpatrick/2024/10/05/how-chatgpt-voice-has-made-the-world-more-accessible/>
- González Jiménez, D. A. (2023). *Aprendizaje adaptativo: Algunos aspectos fundamentales para su desarrollo*. ResearchGate.
https://www.researchgate.net/profile/Dulfay_Gonzalez.pdf
- Goodfellow, I., Bengio, Y., & Courville, A. (2016). *Deep Learning*. MIT Press.
[http://alvarestech.com/temp/deep/Deep%20Learning%20by%20Ian%20Goodfellow,%20Yoshua%20Bengio,%20Aaron%20Courville%20\(z-lib.org\).pdf](http://alvarestech.com/temp/deep/Deep%20Learning%20by%20Ian%20Goodfellow,%20Yoshua%20Bengio,%20Aaron%20Courville%20(z-lib.org).pdf)
- Graesser, Arthur & Vanlehn, Kurt & Rosé, Carolyn & Jordan, Pamela & Harter, Derek. (2001). Intelligent tutoring systems with conversational dialogue. Artificial Intelligence Magazine.
https://www.researchgate.net/publication/220017573_Intelligent_Tutoring_Systems_with_Conversational_Dialogue/citation/download
- Grammarly. (2024). *How uses AI to enhance your writing*.
<https://www.grammarly.com/blog/product/how-grammarly-uses-ai/>
- H. Terán, (2023). *La implementación de la Inteligencia Artificial en la enseñanza de la programación. Un estudio sobre el uso ético de ChatGPT en el aula*, EIEI ACOFI.
<https://acofipapers.org/index.php/eiei/article/view/2768>
- Herewati, A. (2023). *Personalized learning in teaching English as foreign language: Limiting the Challenges, Increasing Its Effectiveness*. Bina Nusantara University
https://www.researchgate.net/publication/370878382_Personalized_Learning_in_Teaching_English_as_Foreign_Language_Limiting_the_Challenges_Increasing_Its_Effectiveness
- Holdsworth, J. (2024). What is deep learning?
 IBM. <https://www.ibm.com/think/topics/deep-learning>

- Hrastinski, S. (2019). "What do we mean by blended learning?" *TechTrends*.
<https://doi.org/10.1007/s11528-019-00375-5>
- Huseyn, V. (2025). AI in educational assessments: Balancing innovation with responsibility. E-Assessment Association. e-assessment.com.
- INTEF. (2025) https://enlinea.intef.es/courses/course_v1:INTEF+AproximacionIA+2025_T2/about
- INTEF. (2025) <https://formacion.intef.es/aulavirtual/course/index.php?categoryid=56>
- Jo, H. (2024) From concerns to benefits: a comprehensive study of ChatGPT usage in education. *International Journal of Educational Technology in Higher Education*.
<https://doi.org/10.1186/s41239-024-00471-4>
- LOMLOE. (2020). *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de Educación*. Boletín Oficial del Estado, 340. <https://www.boe.es/eli/es/lo/2020/12/29/3>
- Ministerio de Educación y Formación Profesional. (2022). *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria*. <https://www.boe.es/eli/es/rd/2022/03/29/217>
- Nazari, M., Saadi, G. (2024) Developing effective prompts to improve communication with ChatGPT: a formula for higher education stakeholders. *Discover Education*.
<https://link.springer.com/article/10.1007/s44217-024-00122-w>
- Nearpod. (2025). *Interactive lessons and assessments*. <https://nearpod.com/>
- Nwana, H.S. (1990). Intelligent tutoring systems: an overview. *Artificial Intelligence Review* <https://doi.org/10.1007/BF00168958>
- OpenAI. (2023). *GPT-4 Technical Report*. OpenAI. <https://openai.com/research/gpt-4>
- Pereira, J. (2016) *Leveraging chatbots to improve self-guided learning through conversational quizzes*. Association for Computing Machinery
<https://dl.acm.org/doi/pdf/10.1145/3012430.3012625>
- Quah, B., Zheng, L., Sng, T. J. H., Yong, C. W., & Islam, I. (2024). Reliability of ChatGPT in automated essay scoring for dental undergraduate examinations.

BMC Medical Education. <https://link.springer.com/article/10.1186/s12909-024-05881-6>

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.) Pearson.

http://lib.ysu.am/disciplines_bk/efdd4d1d4c2087fe1cbe03d9ced67f34.pdf

Shahzad, M. F., Xu, S., & Javed, I. (2024). ChatGPT awareness, acceptance, and adoption in higher education: The role of trust as a cornerstone. *International Journal of Educational Technology in Higher Education*, 21. <https://doi.org/10.1186/s41239-024-00478-x>

Sheenan, M., Corr, A & Kasstan, J. (2019). A place for linguistics in Key stage 5 Modern Foreign Languages. *Language, Society & Policy*

Sheenan, M., Corr, A & Kasstan, J., Havinga, A., Schifano, A., Stollhans, S., & Gillman, P. (2024). Teacher perspectives on the introduction of linguistics in the languages classroom: Evidence from a co-creation project on French, German and Spanish. *Berj*, 50(4) <https://doi.org/10.1002/berj.4009>

Sheenan, M., Corr, A., Kasstan, J., Havinga, A., & Schifano, A. (2021) Rethinking the UK Languages Curriculum: Arguments for the Inclusion of Linguistics. *Modern Languages Open*. DOI: 10.3828/mlo.v0i0.368

Skinner, B. F. (1954). The science of learning and the art of teaching. *Harvard Educational Review*.

Skinner, B.F (1958). *Teaching machines*. *Science: New Series*, 128. <https://app.nova.edu/toolbox/instructionalproducts/edd8124/fall11/1958-Skinner-TeachingMachines.pdf>

Speechify Inc. (2024). *AI Text to Speech App*. <https://speechify.com>

Universidad Estatal de Milagro. (2024). *Educación en línea o a distancia: ¿Cómo funciona?* UNEMI. <https://www.unemi.edu.ec/index.php/2024/06/17/educacion-en-linea-o-a-distancia-como-funciona-ventajas-y-desventajas/>

Universitat Oberta de Catalunya. (2024) *Curso Online de Inteligencia Artificial Generativa y su Aplicación en la Educación*.
<https://www.uoc.edu/es/estudios/formacion-continua/curso-posgrado-inteligencia-artificial-educacion>

Vergas-Franco, A. (2019) Apropiación y plagio académico: un estudio de caso sobre una alumna debutante en la escritura en la educación superior. *Ikala, Revista de Lenguaje y Cultura*, 24. <http://www.scielo.org.co/pdf/ikala/v24n1/0123-3432-ikala-24-01-00155.pdf>

Vuorikari, R., Kluzer, S., & Punie, Y. (2022). *DigComp 2.2, The Digital Competence framework for citizens: with new examples of knowledge, skills and attitudes*, Publications Office of the European Union. <https://data.europa.eu/doi/10.2760/115376>

Appendix A.

The Excel file used to reach this analysis is available in the following link:

[EXCEL. SurveyResponses](#)