

**The effectiveness of interactive conversations with ChatGPT in simulating real-life communication scenarios for teen 5 level English learners at Centro Cultural Colombo Americano- Cali**

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## **Dedicatoria**

*“Education is the most powerful weapon which you can use to change the world”. -Nelson*

*Mandela*

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## Resumen

Esta investigación aborda la necesidad de los estudiantes del Centro Cultural Colombo Americano en el Programa de Inglés para Adolescentes de practicar el idioma inglés en entornos o contextos reales. Aprovechando la inteligencia artificial, específicamente la plataforma Chat GPT y ciertos prompts específicos, nuestro objetivo fue evaluar las percepciones de los estudiantes y su efectividad en la práctica a través de conversaciones interactivas. Basada en el conectivismo, este estudio destaca la importancia de integrar tecnologías emergentes en la educación. Además, la investigación aplica los principios del Enfoque Comunicativo (CLT), el Constructivismo, el Aprendizaje Basado en Tareas (TBL) y el Aprendizaje Situado para facilitar la comunicación real, tanto verbal como escrita, en cualquier nivel de competencia en inglés. En el estudio se crearon tres guías completas para estructurar las sesiones de práctica, cada una incorporando aspectos del enfoque comunicativo y el aprendizaje basado en tareas para generar escenarios diversos y realistas para conversaciones interactivas. A través de un enfoque de métodos mixtos, que incluye encuestas pre y post intervención, análisis de videos, diario de campo y retroalimentación de los estudiantes, exploramos los desafíos y beneficios de usar Chat GPT para la práctica del idioma. De manera adicional, la investigación equipa a los participantes con las herramientas necesarias para empezar a utilizar de manera efectiva la plataforma Chat GPT, mejorando su competencia lingüística y promoviendo experiencias de aprendizaje personalizadas. Este estudio contribuye a comprender cómo las herramientas impulsadas por IA pueden apoyar la adquisición del idioma y ofrece recomendaciones prácticas para integrar dichas tecnologías en entornos educativos.

**Palabras clave:** IA, Chat GPT, comunicación.

### **Abstract**

This research addresses the need for teen students at the Centro Cultural Colombo Americano in the Teen English Program to practice the English language in real environments or contexts. Leveraging artificial intelligence, specifically the ChatGPT platform and targeted prompts, we aimed to assess students' perceptions and its effectiveness in practice through interactive conversations. Grounded in Connectivism, this study underscores the importance of integrating emerging technologies in education. Additionally, the research applies the principles of Communicative Language Teaching (CLT), Constructivism, Task-Based Learning (TBL), and Situated Learning to facilitate real communication. The study utilized three comprehensive guides to structure the practice sessions, each incorporating aspects of the communicative approach and task-based learning to generate diverse and realistic scenarios for interactive conversations. Through a mixed-methods approach, including pre- and post-intervention surveys, field diary, video analyses, and student feedback, we explored the challenges, benefits and students' perceptions of using ChatGPT for language practice. In conclusion, the research aimed to assess and equip participants with the necessary tools to begin using the ChatGPT platform effectively, enhancing their language proficiency and promoting personalized learning experiences. This study contributes to understanding how AI-driven tools can support language acquisition and offers practical recommendations for integrating such technologies in educational settings.

***Keywords:*** AI, ChatGPT, Communication

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## Introduction

The rapid advancement of technology has brought transformative changes to various fields, including education. Among these innovations, artificial intelligence (AI) stands out as a significant development with the potential to revolutionize language learning. This research explores the integration of ChatGPT, an AI-driven conversational agent, in the context of teaching English as a second language to teenage students at the Centro Cultural Colombo Americano.

Learning a foreign language such as English offers students numerous benefits, including social, cultural, and cognitive development. Mastering English can open doors to global communication, enhance academic and career prospects, and foster a deeper appreciation and respect for different cultures, particularly those of English-speaking countries. Despite these advantages, many students face challenges in practicing and improving their spoken English in traditional classroom settings. Common obstacles include insecurity, timidity, and a fear of making mistakes, which can lead to reluctance in participating in oral activities and a negative association with language production.

To address these challenges, this study leverages the principles of Communicative Language Teaching (CLT), constructivism, task-based learning (TBL), and situated learning. CLT emphasizes the importance of real-world communication and interaction, encouraging students to use the language authentically. Constructivism highlights the role of active learning and building on prior knowledge, while TBL focuses on completing meaningful tasks to facilitate language acquisition. Situated learning underscores the value of practicing language in realistic contexts.

By incorporating ChatGPT, an AI-powered tool, into the classes, we aimed to create a dynamic and interactive learning environment. ChatGPT provides a platform for students to engage in diverse conversational scenarios, from role-plays and simulations to word games,

offering immediate feedback and correction. This aligns with the principles of connectivism, which advocates for integrating emerging technologies into educational practices to enhance learning experiences.

The primary objective of this research is to evaluate the effectiveness of ChatGPT in improving the communicative skills of teenage English learners. Specifically, we seek to:

Assess students' perceptions of using ChatGPT for language practice.

Measure improvements in language proficiency, including fluency, listening, comprehension, and overall confidence.

This study employs a mixed-methods approach, combining quantitative and qualitative data collection techniques. Initially, students' demographic information and perceptions were gathered through Google Forms surveys. Informed consent was obtained from both students and their parents or legal guardians. Pre-practice and post-practice videos were recorded to observe changes in language proficiency and communication skills and notes were taken on a field diary. Practice sessions with ChatGPT were structured using detailed guides, incorporating pre-tasks, interactive activities, and post-tasks. Throughout these sessions, students' performance is monitored, and their progress is documented. A final survey collects feedback on their experiences with ChatGPT.

The study was structured as follows:

The problem

Literature Review – Discusses the theoretical frameworks and previous research related to AI in language learning, CLT, constructivism, TBL, and situated learning.

Methodology – Describes the research design, data collection instruments, and procedures.

Results and discussion – Presents the findings from the quantitative and qualitative analyses. Interprets the results in the context of existing literature and theoretical frameworks.

Conclusions and Recommendations – Summarizes the key findings, discusses their implications, and offers suggestions for future research and practice.

The integration of ChatGPT into English language teaching represents a promising approach to overcoming traditional barriers to language practice. By providing realistic, interactive, and engaging opportunities for language use, ChatGPT can help students develop their communicative competence and gain confidence in their language abilities. This study aimed to contribute to the growing body of research on AI in education and provide insights into effective language teaching strategies in the digital age.

## **Justification**

The proposed research is justified in a global context where English has acquired a fundamental role as a language of communication, both in professional and academic spheres, as well as in culture and entertainment. With approximately 1.5 billion people speaking English as a second language worldwide (Ethnologue, 2023), and with the growing demand for learning this language, it is evident that there is an urgent need to address the challenges that prevent many from achieving this goal.

In the Colombian context, after a pandemic that largely changed the educational landscape, there haven't been significant advancements in the number of young people mastering the English language today. In fact, according to the EF English Proficiency Index (EPI) study by the international language education company Education First (EF), Colombia ranked 77th out of 111 countries in the 2021 ranking of countries with English proficiency as a second language. This directly affects the job, academic, and personal opportunities a teenager may have.

In an increasingly globalized world, with new advancements and challenges, there is a growing need to help new generations like the mentioned Teen 5 level acquire the skills and tools necessary to tackle the challenges of today's society, including the need to learn a new language like English and to integrate new technologies like artificial intelligence.

The integration of artificial intelligence, particularly Chat GPT, offers new possibilities for language learning by providing practice spaces similar to real-life situations. This, especially in the case of teen students, can strengthen their communication skills and reduce dropout rates, thus contributing to the increase in the number of English speakers in Valle del Cauca and Colombia in general.

The main objective of this research was to address the comprehensive improvement of communication skills among students in the Teen 5 level of the kids and teens program at the

Centro Cultural Colombo Americano-Cali. This includes strengthening the communicative skills.

The importance and relevance of the topic lie in the need for a holistic approach that integrates technology, practice opportunities in authentic contexts through artificial intelligence like Chat GPT, and emerging educational theories. This approach is crucial for effectively addressing challenges in teaching English as a second language.

Along the same lines, it provides valuable information on the effective use of artificial intelligence, specifically ChatGPT, in the English classroom. Finally, it benefits students by providing them with an innovative tool to improve their English communication skills. It allows them to practice the language in more realistic contexts both inside and outside the classroom and receive instant feedback, which can increase their confidence and language proficiency.

Methodological benefits include the creation of a command guide for generating interactive conversations with Chat GPT, which will serve as an additional practice tool for Teen 5 level for both inside and outside the classroom.

## **Objectives**

### **General Objective**

To assess the impact of interactive Conversations with ChatGPT on the development of communicative skills by simulating real-life communication scenarios for Teen 5 Level English learners at Centro Cultural Colombo Americano- Cali

### **Specific Objectives**

To investigate how students perceive the usefulness of interactive conversations with ChatGPT compared to other English practice methods.

To Develop three comprehensive prompt guides tailored specifically for the utilization of ChatGPT at the Teen 5 level, encompassing clear instructions to facilitate effective interaction and language practice.

To Execute the developed prompt guides within the Teen 5 level environment, ensuring that students are provided with the necessary guidance to engage with ChatGPT effectively.

To assess students' progress in language proficiency, communication and comprehension skills, confidence, and their own perceptions resulting from the practice sessions.

## **The problem**

### **Topic**

The effectiveness of interactive Conversations with ChatGPT in Simulating Real-Life Communication Scenarios for Teen 5 Level English learners at Centro Cultural Colombo Americano- Cali

### **Background problem**

The teaching and learning of a second language, specifically English as a foreign language, faces various challenges in their effective implementation. These challenges arise from the constant global changes that demand adaptability in second language teaching. An example of this is implementing the TICs in the classroom, which has become an indispensable component when teaching, allowing many to learn, in this case, the English language (Lin, Y., 2023).

In Colombia, four years after the onset of a pandemic, many educational institutions started giving more importance to the use of technology in class and, at the same time, finding and using those tools to improve english communicative skills, especially as bilingualism has become a key competency for employment opportunities (Portafolio, 2020). However, over these years, using technology in the classroom has also faced criticism, suggesting that these methods often limit the interaction between students and teachers. Additionally, there is a growing demand to provide students with practical opportunities outside the classroom environment since learners often restrict themselves to memorizing vocabulary and grammar learned in class without effectively applying this knowledge in authentic communication scenarios. This gap between learned theory and its practical application in real-life contexts poses a significant challenge for the comprehensive development of language skills. Hence, there arises the need to apply theories and

methodologies that assist students in their learning process. An example of this is connectivism, which emphasizes the importance of networks and connections in learning. As Siemens mentions, 'The field of education has been slow to recognize the impact of new learning tools on the very conception of what it means to learn. Connectivism provides a look at learning skills and tasks necessary for learners to thrive in a digital age' (2004).

In the same line of thought, artificial intelligence (AI) in the second language learning process emerges as an essential component. In this case, the use of Chat GPT, an AI-based tool, offers the possibility to enhance the learning experience by providing simulated conversation interactions that mirror authentic situations. In the context of the Centro Cultural Colombo Americano, Teen 5 level students face the challenge of improving their English communication skills to reach desired standards in their linguistic and communicative development, as they do not have many opportunities to apply what they have learned in real communication scenarios beyond classroom communicative activities among them.

The students in the program only have two and a half hours of class once a week, which implies very limited practice time for all skills combined, especially communicative skills. This type of practice also provides students with opportunities to practice outside of class with their own cell phones, as if they were speaking with a native speaker.

### **Problem Statement**

The need to leverage emerging technologies, such as Chat GPT, to create knowledge networks and facilitate meaningful connections between students and content, becomes a crucial aspect to optimize the teaching-learning process and improve students' communicative skills. Hence, the question addressed in this research emerges:

### ***Research Question***

What is the effectiveness of interactive Conversations with ChatGPT when Simulating Real-Life Communication Scenarios for Teen 5 Level English learners at Centro Cultural Colombo Americano- Cali?

## Literature Review

### State of the art

Language learning, especially English, has been a constant challenge for many students worldwide. However, with advances in technology and the emergence of Artificial Intelligence (AI), new opportunities have been created to improve the language teaching and learning process. AI-based conversational chatbots, such as ChatGPT, have proven to be useful by offering students the possibility to practice English conversations in interactive and realistic environments, simulate dialogues with native speakers, provide instant feedback, and facilitate constant and accessible practice.

In spring 2023, educators explored the potential benefits of integrating ChatGPT into English language instruction, focusing on student familiarity and perspectives. Lessons in persuasive argumentation and formal presentation skills were implemented, resulting in increased engagement and peer interaction. Students also critically analyzed ChatGPT output and questioned its accuracy and usefulness, showing positive attitudes toward its use but also recognizing its limitations. Additionally, pedagogical flexibility and experimentation were encouraged to leverage ChatGPT as a tool for fostering critical thinking and reimagining learning, challenging traditional grading-centric systems. This approach aligns with scholars advocating for innovation in teaching practices. (Kostka, I., & Toncelli, R., 2023).

However, the use of AI in language learning also presents significant challenges. AI systems may be influenced by cultural and linguistic biases, resulting in unbalanced or stereotyped representations, affecting the quality and equity of learning. Furthermore, the lack of authentic human interaction may limit the development of language skills such as fluency and pronunciation (Park, 2019).

It is essential to address digital divides to ensure that all students have equal

opportunities to benefit from these technologies. Accessibility to language learning through AI may be affected by device availability, internet connectivity, and socioeconomic barriers. (Chicaiza, Castillo, Ghose, Magayanes, & Fonseca, 2023)

To effectively interact with ChatGPT and other AI systems, it is important to provide clear and precise context, establish clear goals, maintain concise messaging, and use natural and specific language. Well-defined and precise prompts are essential for obtaining relevant and coherent responses, and the choice of specific verbs can significantly influence the accuracy and relevance of the obtained responses (Guo, 2018).

In the Colombian context, there is a noticeable scarcity of research on the use of ChatGPT to enhance communicative skills in real-life scenarios. This lack of studies can be partly attributed to the unequal access to technological resources in schools. Colombia, like other developing countries, faces significant challenges in terms of technological infrastructure in the educational field. Many schools lack adequate access to computer devices, stable internet connection, and updated educational programs. This disparity in technology access can limit opportunities to conduct research and develop innovative educational practices that integrate tools like ChatGPT. Consequently, there is a gap in knowledge regarding how these technologies can positively impact the enhancement of students' communicative skills in Colombian educational settings. Therefore, it is crucial to address this research gap and explore the potential of AI tools, such as ChatGPT, to enrich the teaching and learning of English in Colombian contexts, especially those facing technological limitations.

The Centro Cultural Colombo Americano of Cali, a non-profit foundation and Binational Center officially recognized by the Embassy of the United States in Bogotá, has provided English language teaching and promoted culture since 1954. Currently, the institution has two branches in the north and south of Cali. The Colombo Americano is an

educational institution that promotes cultural exchange and English language learning. It usually offers a variety of programs including English courses, cultural activities, student exchanges, and language immersion programs, thus promoting understanding and cooperation between Colombia and the United States. It has an In-Person English program for Youth between 10 and 15 years old. In this English program, through communicative methodology, the student will be able to develop the four language skills: reading, writing, listening, and speaking, accompanying them during their academic school process, with classes once a week. Each level of the teens program consists of 17 classes, each lasting 2.5 hours, and an estimated 5.5 hours of autonomous student work on the various content platforms and course textbook. Upon completing each level in both face-to-face programs, students will achieve the following competencies in the English language. In the case of a student in Teen 5, they should understand and use frequently used expressions in simple exchanges that help them handle everyday situations and simple tasks. They should be able to introduce themselves and others, provide their address and the location of others, as well as describe their belongings and acquaintances. They can express themselves as long as their interlocutor speaks slowly and clearly. (Inglés Para Niños y Jóvenes - Presencial | Centro Cultural Colombo Americano Cali, 2024)

We focus on communicative competence in this study as a benchmark to establish what students know and should be able to do with the language. In this case, it has been determined that Teen 5 students belong to a Pre-Intermediate B1 level, where they can "participate spontaneously in conversations on topics of interest using clear and simple language. Additionally, they respond to questions considering their interlocutor and the context. They use their prior knowledge to engage in conversation and employ intelligible pronunciation to achieve effective communication." (Guía No. 22 Estándares Básicos de Competencias En Lenguas Extranjeras: Inglés, 2020)

## **Theoretical Framework**

In the current context, marked by rapid technological advances, the integration of artificial intelligence (AI) in education represents a significant evolution in teaching and learning processes. The ability of machines to learn from data, make decisions, and adapt to individual student needs redefines the educational landscape, offering innovative opportunities to enhance the quality and accessibility of education.

This theoretical framework aims to explore and analyze different aspects related to AI and its application in education, as well as examine learning theories that underpin the understanding of how new technologies influence the acquisition of knowledge and practice of English language skills. From the definition of artificial intelligence to the discussion of fundamental pedagogical theories, this document will address key concepts supporting research on the use of AI in the educational sphere.

The analysis of artificial intelligence, chatbots, and ChatGPT in the educational context and learning will enable understanding of how these technologies can enhance second language learning experience, promote content personalization, and facilitate interaction between students and teachers. Furthermore, the exploration of learning theories such as constructivism and situated learning will provide a conceptual framework for understanding how knowledge is constructed and meaningful learning is fostered in technology-mediated educational environments.

By examining the current state of knowledge and existing gaps in research on AI in education, this theoretical framework will lay the groundwork for the proposed research, which seeks to contribute to a deeper understanding of how AI can transform the teaching and learning of English, with the aim of enhancing the quality and accessibility of language education in the current and future contexts.

## **Artificial Intelligence (AI)**

The ability of machines and computer systems to perform tasks that require human intelligence is known as artificial intelligence (AI). Learning, reasoning, decision-making, natural language understanding, and visual perception are examples of these tasks (Aprende Virtual - Instituto Latinoamericano de Desarrollo Profesional Docente, 2024). Unlike humans, AI-based devices do not require rest and can process large volumes of information simultaneously, with fewer errors than humans. This capability of machine learning and decision-making is growing exponentially over time, allowing them to perform tasks previously reserved only for humans. AI technologies are advancing in capabilities such as computer vision, speech recognition, and natural language processing. (Rouhiainen, L., 2018)

## **Artificial Intelligence and Education**

Since the development of computer and information processing tools, artificial intelligence (AI) has been widely applied in education. In the era of artificial intelligence (AI), education must adapt to prepare individuals for a world where this technology will be ubiquitous. AI in education opens up new possibilities, difficulties, and opportunities for educational methods and for the creation of improved technology-enhanced learning environments and activities. AI technology is crucial to education in a number of ways, including teacher feedback, computerized grading, adaptive learning, distant learning, and more. (Limna, Jakwatanatham, Siripipattanakul, Kaewpuang, & Sriboonruang, 2022)

It is crucial to understand both its functioning and the risks and benefits associated with it. The benefits of AI in education include access to relevant information, generation of educational content, support in learning new concepts, enhancement of critical thinking and creativity, customization of learning, and improvement of teaching productivity. (Peñalvo, Largo, & García, 2024)

## **Chatbot**

Computer programs called chatbots are designed to carry out textual or audio chats. The voice recognition used by virtual assistants like Apple's Siri and Amazon's Alexa is an example of AI. Natural language processing algorithms and neural networks enable these assistants to understand natural language and respond to voice commands (Aprende Virtual - Instituto Latinoamericano de Desarrollo Profesional Docente, 2024). There is mounting evidence that these programs may alter how students learn and conduct information searches. They are programs combining artificial intelligence and natural language, and are gaining popularity in various fields, including education (Winkler & Söllner, 2018). Chatbots focus on conversation and seek to interact similarly to humans. Their objective in the educational environment is to take on repetitive and low-level cognitive tasks, acting as virtual assistants or tutors that accompany the learning process. These programs can provide support to students during their learning process, monitor their understanding, offer suggestions, and adapt content according to user preferences. Additionally, they facilitate the practice of specific skills, such as language learning dialogues.

## **Chat GPT**

ChatGPT is an artificial intelligence chatbot part of the Generative Pre-trained Transformer developed by OpenAI, an organization focused on investigating and building AI in a safe and responsible manner, founded in 2015 by technological experts and financially backed by companies like Microsoft, Amazon, and Alphabet. (Dempere, Modugu, Hesham, & Ramasamy, 2023)

Additionally, it uses something called NLP (Natural Language Processing) from artificial intelligence, which focuses on developing conversations with humans through natural language. (OpenAI, 2024) Regarding how it works, its fields of application, and its weaknesses and strengths, when I asked the application, this is the response I received:

**Table 1.** *ChatGPT Response to the Question, “How Does ChatGPT Work?” in May 2024.*

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### How Does ChatGPT Work?

- 1. Transformers Architecture:** ChatGPT is built on the Transformer architecture, which is particularly effective for tasks involving sequential data like text. Transformers use mechanisms called attention to weigh the importance of different words in a sentence, enabling better context understanding.
- 2. Input Processing:** When a user inputs text, the model processes this input, understanding the context and meaning through its layers and attention mechanisms.
- 3. Generating Responses:** Based on the processed input, the model generates a response. This generation process involves predicting the next word in a sequence until a complete response is formed. The model uses probabilities to decide which words to output, ensuring that the responses are coherent and contextually appropriate.
- 4. Feedback Loop:** During conversations, the model can adapt based on the ongoing dialogue, refining its responses to better fit the evolving context of the conversation.

### Applications of ChatGPT

- 1. Customer Support:** Automating responses to common customer inquiries, providing instant assistance, and improving customer experience.
- 2. Content Creation:** Assisting in writing articles, creating summaries, generating ideas for creative writing, and more.
- 3. Education:** Serving as a tutor or assistant, providing explanations, answering questions, and helping with study material.

4. **Personal Assistants:** Managing schedules, setting reminders, providing recommendations, and other tasks typically handled by digital assistants.
5. **Entertainment:** Engaging users in casual conversation, storytelling, and interactive games.

### Strengths and Limitations

- **Strengths:**
  - Can handle a wide variety of topics and queries.
  - Produces human-like text that can be engaging and informative.
  - Continuously learns and improves through updates and feedback.
- **Limitations:**
  - May generate incorrect or nonsensical answers.
  - Can be sensitive to the phrasing of inputs, leading to different responses for similar questions.
  - May produce biased or inappropriate content if not properly moderated.

ChatGPT represents a significant advancement in AI-driven communication, offering powerful tools for interaction while also requiring careful management to ensure its outputs are reliable and appropriate.

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As the Instituto Latinoamericano de Desarrollo Profesional Docente (2024) in Argentina mentions, Chat GPT ability to understand and generate human language in a coherent and relevant manner, based on the instructions or “prompts” it receives, is its strong

point. This makes it an ideal tool for educational applications due to its capacity to interpret and respond in natural language.

### **Chat GPT Voice technology**

Artificial intelligence has become deeply integrated into everyone's daily life, and this is not just about the mobile phones that almost everyone carries. Currently, voice assistants are mainly used to turn on music, turn off the lights, or forecast the weather. However, AI chatbots are becoming increasingly intelligent; they not only allow for chatting but also answering questions, writing scripts, scientific papers, or programming code (Shafeeg, A., Shazhaev, I., Mihaylov, D., Tularov, A., 2023). Today, one of the main differences from previous versions of GPT and other assistants is that the new version has memory and is trained to continue texts and answer questions, which allows it to continue conversations. Besides that, we are able to have voice conversations with it, not worrying about getting a robotic answer, you can “use voice to engage in a back-and-forth conversation with the assistant, it is powered by a new text-to-speech model, capable of generating human-like audio from just text and a few seconds of sample speech. They collaborated with professional voice actors to create each of the voices. They also use Whisper, an open-source speech recognition system, to transcribe spoken words into text.” (ChatGPT Can Now See, Hear, And Speak, 2023)

As Gally (2024) mentions in his annual contribution to the journal, never in the history of humanity has it been possible to communicate in natural language with anything other than humans, and this must have implications for both the conception of language and for language teaching and learning theories and methodologies.

### **ChatGPT in Education**

For educators, ChatGPT can be a useful resource since it offers a foundation for developing lesson plans, instructional resources, and evaluation assignments. Additionally,

ChatGPT can improve active learning strategies. ChatGPT functions as a virtual tutor, offering real-time feedback and structuring discussion topics to improve group dynamics while also helping students with their studies. By being not only an assistant but also providing specific answers and having a wide range of different applications, many institutions have made the mistake of banning the use of ChatGPT to prevent plagiarism or students generating their assignments using the application. Considering the extensive use by students and the threat it poses to education, it is important for teachers to develop strategies to use the application as an ally for teaching, in this case, the English language. This can include preparing lessons, suggesting curriculum improvements, creating scenarios for assessment, providing feedback, among many other uses. (Lo, 2023)

### **ChatGPT in English Teaching and Learning**

Language learning, especially English, has been a constant challenge for many students worldwide. However, with advances in technology and the emergence of Artificial Intelligence (AI), new opportunities have been created to improve the language teaching and learning process.

Educators have explored the potential benefits of integrating ChatGPT into English language instruction, focusing on student familiarity and perspectives and positive results were observed during the investigation. First, there appeared to be a rise in students' interest in the course topic and peer interaction. Students in some of their classes seemed much more talkative and excited about the material when they used ChatGPT. Students were glad to confirm that ChatGPT's output was fascinating but not necessarily thorough (Kostka, & Toncelli, 2023).

AI-based conversational chatbots, such as ChatGPT, have proven to be useful by offering students the opportunity to practice English conversations in interactive and realistic environments, simulate dialogues with native speakers, provide instant feedback, and

facilitate constant and accessible practice. (Godwin-Jones, 2023) (Chicaiza, Castillo, Ghose, Magayanes, & Fonseca, 2023)

### **Prompts**

A prompt is a verbal or textual stimulus used to elicit a response from Chat GPT. It can be an instruction, a statement, a problem to solve, or a question that guides the AI model toward what needs to be addressed.

According to the Instituto Latinoamericano de Desarrollo Profesional Docente (2024), there are several types of prompts: informative, sequential, conditional, reflective, creative, and *simulation prompts*, which is the type used in this research. In simulation prompts, a hypothetical scenario is created, or Chat GPT assumes a role, thus promoting the practical application of what has been learned.

Example 1: Act as “Lionel Messi” and ask me 5 questions about my “childhood”. Provide feedback on my performance.

Example 2: Act as an interviewer and ask me interview questions for the job or position. Provide feedback.

Prompts are an essential tool in using Chat GPT in the classroom. To fully leverage the capabilities of the Chat GPT model, it is crucial to formulate them correctly, as this avoids ambiguities and ensures that Chat GPT understands what is being asked. Instructions should be clear and specific to generate useful, accurate, and tailored responses to educational needs. It is important to consider adapting to students' responses, such as their learning level, specific learning objectives, and capacity for anticipation. These tips encourage active and participatory learning, challenging students to apply what they have learned, explore new ideas, and think critically and creatively about what they have learned (Aprende Virtual - Instituto Latinoamericano de Desarrollo Profesional Docente, 2024).

Finally, in the book “*Aprendizaje ilimitado: Potenciando la Educación con Chat GPT y DALL-E. Una exploración pragmática de la IA en la educación*”, this group of teachers (Aprende Virtual - Instituto Latinoamericano de Desarrollo Profesional Docente, 2024), offer the following tips for designing prompts to be used in the classroom, for example, use open-ended questions, ask questions that require analysis and evaluation, and use prompts that foster creativity, collaboration, personal reflection, research and discovery, practical application, content creation, empathy and social awareness, and ethical problem-solving.

### **Real life communication scenarios**

According to Richards and Rodgers (2001), "Real-life communication scenarios are designed to replicate situations that learners are likely to encounter in their daily lives, thus providing a practical context for language use and helping them to develop their communicative competence" .

A real-life communication scenario refers to contexts in which individuals engage in situations they might encounter outside of a classroom. These scenarios require learners to use the target language in practical and meaningful ways, promoting the development of communicative competence. This goes beyond simple exercises or short answers in the classroom. Here, students must strive to find solutions to communicate effectively, providing an opportunity to practice and develop their communication skills. Examples of the types of scenarios that can be presented include ordering food, asking for directions, job interviews, etc. These are typically applied in scripted role-plays between the students themselves. However, by using artificial intelligence through ChatGPT, we allow students to first prepare for the type of conversation and second, develop dialogues that do not rely on a script. This interaction is with a simulator of a native speaker in most cases, which can lead to improvisation, pushing the student out of their comfort zone. These scenarios are crucial in

helping learners apply their language skills practically and build confidence in their ability to communicate effectively in real-world settings.

### **Effectivity of interactive conversations**

The effectiveness of interactive conversations in English has been widely acknowledged in language learning research. This is because interactive conversations provide learners with authentic contexts for language use, enhancing their communicative competence and fluency. According to the Communicative Language Teaching (CLT) approach, engaging in meaningful communication is essential for effective language acquisition. Richards and Rodgers (2001) emphasize that "learners learn a language through using it to communicate" (p. 161). This approach underscores the importance of interaction and authentic communication in language learning.

The results of the review article "Chatbots for language learning—Are they really useful? A systematic review of chatbot-supported language learning" (2022) indicates that one way chatbots have been used in language learning is as simulation, mostly used as interlocutors. In simulating an authentic language environment, several studies mentioned by the review article suggest an increase in self-confidence when speaking in English, also they felt more motivated to learn and felt physically being immersed in the language environment (Ayedoun et al., 2015).

ChatGPT can create diverse and realistic dialogues that help learners practice various communicative functions, thus improving their overall language proficiency. This aligns with the principles of task-based learning, where students engage in tasks that require genuine communication and problem-solving (Ellis, 2003). It also has the potential to foster an open and transparent learning environment for interpersonal contact, so mitigating students' fears about speaking in English, increasing their ability to communicate, and reinforcing their sense of social presence in virtual language environments. (Ayedoun et al., 2015)

## **Intercultural communication**

On the other hand, contrary to what might be expected, ChatGPT promotes intercultural communication, even when it comes to expressions or slang. This is an opportunity to revolutionize educational environments.

To support this, we asked ChatGPT if it is useful to use it, especially in integrating cultural context into such conversational practices. The response generated by the chatbot supports the idea that there are numerous opportunities for teachers to leverage in developing communicative competencies in learning the English language.

**Table 2.** *ChatGPT Response to the Question, “Is ChatGPT Useful for English Language Teaching when including the cultural context?” in April 2024.*

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**Prompt:** Is ChatGPT Useful for English Language Teaching when including the cultural context?

**Response:** Absolutely! ChatGPT can be a valuable tool for English language teaching, especially when incorporating cultural context. Here's how:

**Language Practice:** ChatGPT can provide students with opportunities to practice their English language skills in a conversational setting.

**Cultural Insights:** ChatGPT can offer insights into cultural nuances and context through conversation. Teachers can guide discussions around cultural topics, and students can interact with ChatGPT to learn about customs, traditions, and cultural references.

**Authentic Language Use:** By interacting with ChatGPT, students can encounter authentic language use in various contexts, including informal conversations, formal discussions, and even specific cultural situations. This exposure can enhance their language proficiency and understanding of cultural norms.

**Vocabulary Expansion:** ChatGPT can introduce students to new vocabulary words and expressions commonly used in English, including slang, idiomatic expressions, and cultural references. This exposure helps broaden their vocabulary and improves their ability to comprehend and use English in different contexts.

**Cultural Competence:** Engaging with ChatGPT can promote cultural competence by encouraging students to navigate cultural differences, appreciate diversity, and develop intercultural communication skills.

**Customized Learning:** Teachers can customize conversations with ChatGPT to align with specific cultural topics or themes relevant to their students' interests and learning objectives. This flexibility allows for tailored language learning experiences.

Overall, incorporating ChatGPT into English language teaching can enrich students' learning experiences by providing language practice, cultural insights, and opportunities for authentic communication in English.

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In line with the above, it is crucial for teachers to incorporate and promote cultural understanding so that conversations can be multidimensional and cross-cultural. (Baskara, F. R., 2023). This allows students to understand the cultural context of language and participate in more culturally diverse dialogues. That is why learning a foreign language like English is an opportunity for the social, cultural, and cognitive development of students. Students come to appreciate their own world more and develop respect for American culture.

Chat GPT's conversational capabilities make it an ideal tool for improving English listening skills. By engaging in real-time conversations with virtual chatbots, users can actively practice their listening comprehension. The GPT chat voices have been improving through updates, allowing the user to choose the voice they feel most comfortable with, on

the other hand, it has a neutral accent, which can be confusing for some users due to the preconception that some people have about the use of accents, since they consider the importance of valuing and respecting regional and cultural variations of the language. These variations enrich the language and reflect the diversity of its speakers. However, the standardization of English helps ensure that people can communicate effectively and understand each other, no matter where they come from.

Practicing English is beneficial regardless of the accent. And it is a fact that accents can enrich communication and provide diversity. But the most important thing is to be clear and understandable. GPT Chat voices generally maintain a neutral accent, but are designed to be flexible and can be adapted to some extent. The chatbot's responses expose users to different accents, speech patterns, and vocabulary, helping them become more familiar with natural English language usage (Tokac et al., 2019). The integration of Chat GPT and similar AI technologies in education indeed presents numerous opportunities to enhance learning and teaching experiences. These tools can facilitate the creation of personalized and interactive educational content, cater to diverse learning styles, and foster independent inquiry among students. However, the implementation of these technologies should be thoughtful and considerate of potential challenges (Luckin et al., 2016).

The following are theories that support this research regarding the use of the Artificial Intelligence and chatbots when teaching and learning english:

### **Communicative language teaching approach (CLT) by Jack Richards**

Many students struggle to express themselves in English in class or even to maintain a conversation. This can be due to many reasons, but one of the biggest is insecurity or shyness, possibly fear of making mistakes. This can cause the student to avoid expressing themselves in English in class and only do so when they must be evaluated, associating a negative feeling with oral production. It is for this reason that students should be given

different opportunities for oral practice and allowed to experience that degree of satisfaction of achieving a goal no matter how small, in order to change that negative perception when communicating in their second language. A chatbot opens the door to numerous opportunities for practicing speaking in class, from role plays, simulations, word games, to receiving feedback and correction. (Techniques in teaching communication skills in ESL classroom, 2009)

Communicative Language Teaching (CLT) underscores the importance of using language in real-life situations to promote genuine communication. It emphasizes active engagement and participation among learners. CLT recognizes learners as central to constructing knowledge through interactions with language and their surroundings. Chat GPT serves as a flexible tool for language learners, facilitating access to information, clarification, and exploration of language intricacies. This mutually beneficial relationship supports knowledge construction and enhances overall comprehension (Wolfram, 2023).

Communicative language teaching (CLT) has undergone several evolutionary phases. Methodologists explored various classroom activities conducive to implementing a communicative approach, such as group work, task-based activities, and information-gap exercises. Today, CLT encompasses a core set of principles regarding language learning and teaching, which can be applied in diverse ways to address different aspects of the teaching and learning processes. (Richards, 2006). The integration of technology, specifically Chat GPT dialogue, has gained prominence in the field of English language teaching and learning. Chat GPT, with its advanced natural language processing capabilities, offers opportunities to enrich language learning experiences by simulating human-like conversations. This approach aligns well with Communicative Language Teaching (CLT) principles, emphasizing authentic language use and preparing students for real-world communication. By immersing students in simulated scenarios where they interact with Chat GPT as they would with actual

interlocutors, this strategy embodies CLT's focus on language as a tool for functional communication. Additionally, it reflects the learner-centered approach advocated by Nunan (1991), tailoring instruction to individual student needs and interests. Overall, the personalized dialogues strategy, facilitated by Chat GPT, enhances language learning by providing authentic and personalized interactions for students (Hatmanto & Sari, 2023)

The combination of different techniques and the use of AI in class allows addressing various aspects of speaking, including real-life scenarios preparing students for the challenges that can be expected from a conversation in the real world, from asking the chatbot to confirm what is understood to developing their communication skills for effective communication. This regular practice helps students develop their fluency without the need to translate in their minds and improves their confidence in speaking English, which is important for effective communication, feeling more comfortable expressing their opinion and participating in conversations. (Teaching approaches of speaking in ESL classes, 2023)

### **Constructivism Theory by Jean Piaget and Vygotsky**

Under this approach, the process of knowledge construction is individual and "takes place in people's minds, where their representations of the world are stored" (Serrano and Pons, 2011: 6). In Piaget's approach, such a process involves a balance between assimilation and accommodation (Vielma and Salas, 2000). In this sense, under Piaget's constructivism, each individual undergoes cognitive development at their own pace, through their own internal cognitive processes. On the other side, Vygotsky's constructivist learning theory underscores the proactive involvement of learners in constructing knowledge via meaningful experiences. By utilizing a Chatbot conversation, students actively participate in language production and problem-solving, thereby nurturing their language acquisition process (Vygotsky, 1978). The use of ChatGPT could provide opportunities for active construction of linguistic knowledge through practice and interactive feedback. (Camarillo Hinojoza, 2020)

### **Connectivism Theory by George Siemens**

The influence of technology in our lives, and the way we learn has been changing. It is important to assess the relevance of knowledge before learning it, especially in a world with abundant information. Additionally, the need for a new approach to learning should be considered, where it is recognized that knowledge resides in connections and information nodes, and that learning involves maintaining and updating those connections. Connectivism, as an emerging approach, acknowledges the importance of connections and the constant updating of knowledge (Siemens, 2004).

Although ChatGPT is an artificial intelligence tool and not a human collaborator, it acts as a node in the connections, providing immediate access to a wealth of information. Additionally, it can simulate a form of collaboration by offering feedback and participating in dialogues that can lead to new ideas and understandings. Connectivism, which emphasizes the relevance of individual contexts in the learning process, allows users to direct the conversation with Chat GPT according to their interests and needs, obtaining information and responses tailored to their context and level of understanding. Additionally, in this context, it can also help develop essential digital skills, such as the ability to formulate effective questions to the chat bot and evaluate the information received.

### **Situated Learning Theory by Jean Lave and Etienne Wenger**

With the evolution of technological media and its impact on society, especially in the educational realm, efforts are made to enhance the quality of education and the classroom environment by incorporating new technologies into the learning process.

The concept of "situated learning" proposed by Jean Lave and Etienne Wenger (1991) holds that learning is a process that develops through active participation in social practices. By interacting with Chat GPT, users can situate learning in scenarios and situations relevant to them, facilitating better understanding and application of knowledge. This theory emphasizes

the relational and negotiated nature of learning, promoting cooperation, problem-solving, and the construction of social relationships (Lave and Wenger, 1991). The theory of situated learning integrates ideas from various learning theories, such as behaviorism, cognitivism, constructivism, among others. To set an example, interactive conversations with Chat GPT allow users to actively participate in their learning process, formulating questions, solving problems, and constructing knowledge dynamically (Marquez Castrillon, 2021). ChatGPT could provide authentic and contextual learning situations where students can practice the language in real communication scenarios, facilitating a deeper and more meaningful understanding of the language. Thus, learners can take an active role in constructing their own knowledge within meaningful contexts.

#### **Task-Based Learning approach by Nunan (2004)**

The Task-Based Learning (TBLT) approach emerged in the late 1980s as a response to the growing interest in language functionality and its teaching from a communicative perspective. It is based on the idea that students complete tasks in the classroom, which is assumed to engage natural language acquisition mechanisms and promote language development. This approach, stemming from the communicative approach, focuses on meaningful communication and interaction with a purpose rather than simply achieving an outcome. Activities and tasks can be real-life situations or have a specific pedagogical purpose for the classroom (Nunan, 2004). Willis (1996) lists four purposes of task-based teaching, including providing confidence to students to try out the language, giving them experience in spontaneous interaction, and developing their confidence in achieving communicative goals. The methodology of the task-based approach follows certain stages, such as pre-task, during-task, and post-task, according to the framework presented by Ellis (2003). The pre-task phase includes awareness-raising activities, the during-task phase focuses on carrying out the task itself, and the post-task phase involves procedures for

monitoring task performance. This approach aims to encourage active student participation and the development of authentic communication skills in the classroom (Quintana, 2020). The ChatGPT can be used as a tool to design and carry out authentic language tasks that reflect real-world communicative situations, thus promoting a more practical and applied learning of the English language.

The use of technology in education has been one of the greatest advances and challenges, especially since the COVID-19 pandemic. Silvia Quiroz (2011) mentions the broad possibilities that these technologies offer us in order to enhance students' skills. The use of a chatbot like ChatGPT allows students to develop their skills in a combined manner, not only speaking but also listening, reading, and writing by reinforcing the conversation with the chat.

### **Teachers challenges**

In this context and use of Chat GPT, two types of challenges can be identified: the first is technological limitations, and the second is the so-called Novelty Effect.

Within technological limitations, we can mention that not all students have the same level of access to devices and high-speed internet connections, which can create disparities and widen existing educational gaps in the use of tools like Chat GPT, especially if it is to be used in class. It is important for the teacher to address digital gaps and ensure that all students have equal opportunities to benefit from these technologies. Another option, especially for public institutions, is to implement school policies that provide devices and internet access to students who need them. This way, organizing classroom sessions where all students can interact with Chat GPT ensures an equitable learning experience (Chicaiza, et al, 2023). Additionally, some studies mention that there is still some kind of unnaturalness of the voices compared to human voices, a lack of emotion, or output failures. Therefore, some

recommendations are to use it with students at higher levels rather than beginners and help students recognize the chat's capabilities and limitations (Huang, et al, 2022).

Some studies also showed that some students went through the Novelty Effect and their use decreased after the first session. Additionally, although Chat GPT can offer simulated interactions, it cannot completely replace human interaction in language learning. Practice with native speakers and participation in real communication situations remain essential for the development of authentic communicative skills (Sánchez, 2023).

The proposed research will contribute to filling gaps in knowledge regarding how AI and ChatGPT can enhance English teaching and learning. It is expected that this study will lead to a deeper understanding of the pedagogical and practical implications of integrating these technologies into the classroom, with potential for success in improving the quality and accessibility of language education.

## Methodology

### Research design

The research approach regarding the use of ChatGPT in English learning is multidimensional, addressing various aspects related to its effectiveness in terms of communicative productivity. It investigates how effective is the use of ChatGPT as a tool for practicing English. Additionally, it explores the user experience when interacting with ChatGPT. This would include aspects such as perception of the usefulness and relevance of this tool.

An *experimental* study was conducted to evaluate the effectiveness of the use of the chat GPT in the Teen 5 level of the Kids and Teens program at the Centro Cultural Colombo Americano and to explore their perceptions compared to other practice methods in English learning.

For this research, a mixed methodology has been adopted, combining quantitative and qualitative elements. The quantitative approach is employed to analyze numerical data related to the number of participating students, their perceptions and their level of English proficiency, among other information. This provided information about the composition of the study group and allowed for the identification of possible patterns or trends regarding the level of language proficiency.

On the other hand, the qualitative approach focuses on the quality of student interventions before and after practice sessions with ChatGPT. This involves detailed observation and analysis of students' responses and contributions during interactions with the tool. Attention was paid to aspects such as fluency, accuracy, relevance of content, and the ability to maintain a coherent conversation in English.

Additionally, As a researcher, I was immersed in the culture and context of the Centro Cultural Colombo Americano, allowing myself to more fully capture students' experiences and perspectives regarding the use of ChatGPT to improve their English language skills through conversations generated by ChatGPT. This entails direct immersion in the educational environment and direct interaction with the participants.

Informed consent of the participants was ensured, and their privacy and confidentiality will be respected. Additionally, it will be ensured that the collected data is used solely for research purposes and not shared with third parties without authorization.

The sample is limited to Teen 5 level students at the Centro Cultural Colombo Americano, which may affect the generalization of findings to other educational contexts. This methodology will provide a systematic and rigorous framework for conducting the experimental study on the use of Chat GPT in English learning among teenagers, allowing for a detailed assessment of students' perceptions and their improvements in language skills.

### **Data collection instruments**

Initially, informed consent was obtained from the participants and from their parents or legal guardians to ensure their voluntary participation in the study and their understanding of the procedures and objectives of the research.

To gather information in this research, various instruments and techniques were employed. Firstly, Google Forms was used to characterize the participating student population. This tool enabled the collection of demographic data such as age, gender, and English proficiency level, providing an overview of the participants. Additionally, it collected information on previous experiences with the use of chatbots and ChatGPT for practicing English compared to other methods, as well as preferences for practicing English in their free time. This instrument consists of 5 sections, starting with the demographic data survey (age,

gender, grade, previous experience with the English language, main practice method), the second section on the experience and use of chatbots to practice English, the third section on the experience with using Chat GPT (have you used it? What is your opinion? how willing would you be to use it? what features would you like it to have for practicing English?), the fourth section with additional questions (important aspects when choosing a practice method, difficulties, and suggestions), and the fifth section voluntarily accepting their participation in the study.

Before and during the practice sessions with ChatGPT, class videos were utilized to capture the interactions between the students and the tool. These videos were valuable for conducting a detailed analysis of the students' interventions and observing their progress throughout the study. A pre-practice and post-practice Google Form was used as a field diary to make notes about students' performance on language proficiency (clarity of speech, use of vocabulary and grammar accuracy), communication skills (ability to maintain conversations, fluency in dialogue, engagement in interactive conversations), listening and comprehension skills (comprehension of spoken language, responsiveness to prompts and questions, follow instructions effectively), and confidence (comfort level during speaking, body language and non-verbal communication cues, assertiveness in expressing ideas and opinions). This allowed the recording of relevant aspects such as students' prior preparation, participation during practice activities, and any noteworthy observations regarding the use of ChatGPT.

Finally, upon concluding the study, a final survey was administered to gather recommendations and feedback from the students regarding their practice experience with ChatGPT. This included aspects such as ease of use, effectiveness, engagement, satisfaction and suggestions of improvement. This survey provided valuable insights to enhance future interventions and adjust English language teaching approaches.

Both the initial and final surveys, as well as the pre- and post-session practice evaluation instruments, were subjected to peer review using the following rubric to ensure the clarity and relevance of the questions.

**Table 3.** *Evaluation Rubric for Instruments*

<b>RÚBRICA DE EVALUACIÓN PARA INSTRUMENTOS</b>				
<b>NOMBRES DE LOS EVALUADORES</b>		DIANA CONSTANZA LOAIZA LONDOÑO JAVIER TABARES GUTIERREZ EDITH GRANDE TRIVIÑO		
<b>CARGOS</b>	-Psicóloga -Coordination support -Asesora	<b>INSTITUCIONES</b>	-Alcaldía de Restrepo -Centro Cultural Colombo Americano -Unad	
<b>CRITERIOS DE EVALUACIÓN</b>				
<b>INSTRUMENTO</b>	La formulación de preguntas es clara, concisa y sus opciones de respuesta se ajustan según el propósito de cada pregunta.	La estructura y organización del instrumento favorecen su navegabilidad y desarrollo.	El instrumento presenta coherencias entre las preguntas planteadas y el objetivo.	Otras observaciones

<p><a href="#"><u>FORMULARIO</u></a></p> <p><a href="#"><u>INITIAL</u></a></p> <p><a href="#"><u>SURVEY</u></a></p> <p><a href="#"><u>Objetivo:</u></a></p> <p><a href="#"><u>Recopilar</u></a></p> <p><a href="#"><u>información</u></a></p> <p><a href="#"><u>demográfica y</u></a></p> <p><a href="#"><u>percepciones</u></a></p> <p><a href="#"><u>iniciales sobre el</u></a></p> <p><a href="#"><u>aprendizaje del</u></a></p> <p><a href="#"><u>inglés de los</u></a></p> <p><a href="#"><u>participantes.</u></a></p>	<p>Las preguntas son en efecto claras y concisas, sin embargo hay un par de términos técnicos que yo reemplazaría por palabras más acordes al tipo de vocabulario que un adolescente emplea.</p>	<p>Totalmente, no creo que los estudiantes vayan a encontrar ningún problema con la estructura de la encuesta.</p>	<p>Sí lo hace.</p>	<p>La única observación que haría es incorporar vocabulario que los estudiantes encuentren amigable, y que reduzca la impresión de ser un estudio técnico del cual harán parte, tal y como se evidencia en la última pregunta de la página 4.</p>
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<p><a href="#">FORMULARIO</a></p> <p><a href="#">PRE-PRACTIC</a></p> <p><a href="#">E VIDEO Field</a></p> <p><a href="#">Diary Objetivo:</a></p> <p><a href="#">Evaluar el</a></p> <p><a href="#">desempeño de los</a></p> <p><a href="#">estudiantes</a></p> <p><a href="#">durante las</a></p> <p><a href="#">interacciones</a></p> <p><a href="#">iniciales en clase</a></p> <p><a href="#">antes de</a></p> <p><a href="#">comenzar a</a></p> <p><a href="#">practicar con</a></p> <p><a href="#">Chat GPT. Y</a></p> <p><a href="#">establecer una</a></p> <p><a href="#">línea de base para</a></p> <p><a href="#">comparar el</a></p> <p><a href="#">progreso de los</a></p> <p><a href="#">estudiantes</a></p> <p><a href="#">después de la</a></p> <p><a href="#">intervención con</a></p> <p><a href="#">Chat GPT</a></p>	<p>Cada ítem incluido en las preguntas del "Pre-Practice Video Field Diary" está claramente formulado, al igual que el criterio de evaluación en el mismo.</p>	<p>La estructura del formato es clara al igual que su secuencia.</p>	<p>Los conceptos de evaluación en el formato están detalladamente descritos, las preguntas cumplen con la función esperada.</p>	<p>De este formulario cambiaría únicamente los estándares de evaluación establecidos (Poor, Average, Excellent). Teniendo en cuenta que solo será diligenciado por el docente estos conceptos cumplen con la función esperada; sin embargo, dado el caso los estudiantes tuviesen acceso al mismo sería recomendable incluir</p>
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				<p>estándares que cumplan con la misma descripción de manera que denote que se encuentran en el proceso de adquirir las habilidades que no evidencian dominar en el momento.</p> <p>Como recomendación "Developing, Satisfactory, and Outstanding" podrían cumplir esta función.</p>
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<p><a href="#">FORMULARIO</a></p> <p><a href="#">POST-PRACTICE VIDEO</a></p> <p><a href="#">Field diary</a></p> <p><a href="#">Objetivo: Evaluar el progreso y el desempeño de los estudiantes durante las interacciones en clase después de haber practicado con ChatGPT. Comparar el desempeño de los estudiantes después de la intervención con ChatGPT con sus habilidades previas.</a></p>	<p>Las preguntas son concisas y están formuladas claramente; sin embargo, no creo que cumplan con la función esperada en este caso ya que para poder evaluar el progreso de los estudiantes deberían estar pensadas de manera tal que evidencien el cumplimiento de un logro, de esta manera se obtendría una descripción más cuantificable sobre el avance que los estudiantes tengan.</p>	<p>No observo ningún inconveniente con la estructura del formato; sin embargo, creo que se podría simplificar un poco enfocando los descriptores a la consecución de un logro, tal y como lo mencionó en el ítem anterior.</p>	<p>Pienso que las preguntas planteadas cumplirían a totalidad con la evaluación del progreso del estudiante si la implementación de la actividad se llevara a cabo durante un tiempo prolongado y con varias sesiones incorporadas. Sin embargo, creo que sería idóneo enfocar las preguntas en la consecución de logros específicos que le permitan al profesor evaluar con claridad si estos fueron</p>	
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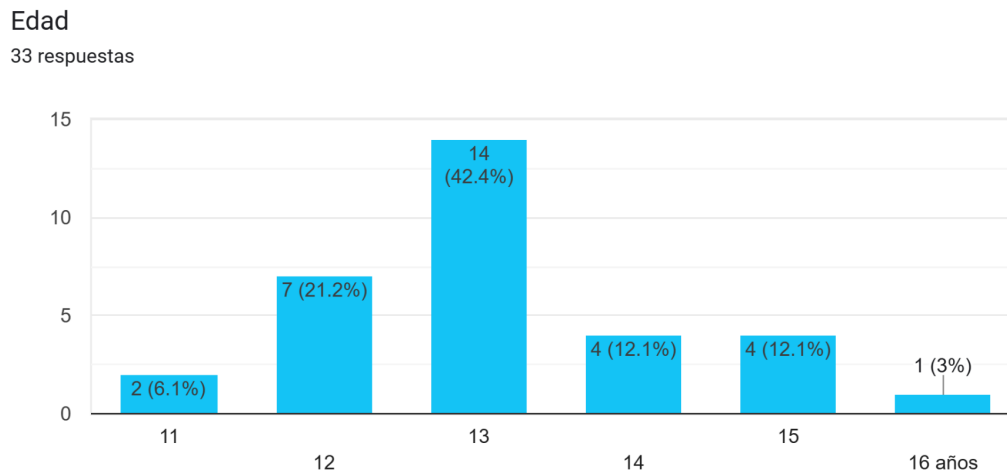
			alcanzados, y al estudiante percatarse de lo mismo igualmente.	
<p><b><u>FORMULARIO FINAL.</u></b></p> <p><u>Recopilar las percepciones de los estudiantes sobre su experiencia con las sesiones de práctica utilizando ChatGPT. Esto incluye evaluar la utilidad de las sesiones para mejorar las habilidades lingüísticas, determinar si los estudiantes</u></p>	Si lo hace.	Si lo hace.	Si lo hace.	

<p><a href="#">perciben una mejora en su competencia en inglés, conocer su opinión sobre la experiencia general con ChatGPT, y explorar su disposición a seguir utilizando la herramienta para practicar.</a></p>				
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## Sample Population

**Figure 1**

*Participants age*



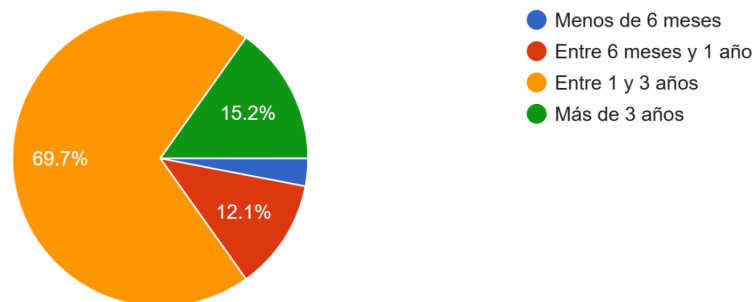
*Note:* Number of participants and answers vary between 11 and 16 years old.

The target population consists of 33 students aged between 11 and 16 years old in the Teen 5 level at the Centro Cultural Colombo Americano who attend Saturday in-person classes. Two different groups from the same level were selected to participate in the study, with prior authorization from the Colombo Americano. The respective parents or guardians were contacted to work hand in hand in obtaining consent and data collection.

**Figure 2***Participants' previous experience learning english*

¿Cuánto tiempo has tenido experiencia previa con el idioma inglés?

33 respuestas



*Note:* Answers vary between 3 years and less than 6 months learning english.

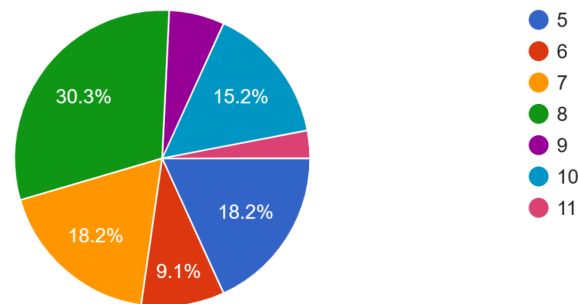
Teen 5 level was selected for this research for several reasons. Firstly, the majority of the students in this group have been studying English for approximately 2 years.

They have recently begun a new cycle of learning and have accumulated diverse experiences, providing them with a solid foundation to effectively communicate their ideas.

**Figure 3***Participants' school grade*

¿En que grado estás?

33 respuestas



*Note:* Answers vary between 5 and 11 grade.

They also are in high school and most of them only have the opportunity to practice English in their English classes. Furthermore, the decision to choose the Teen 5 level was influenced by the fact that both groups have an approximate equal number of students for a total of 33 students. Additionally, these students belong to a non-vulnerable social class, which ensures a relatively consistent socio-economic background within the group. They possess the necessary tools, such as smartphones and internet connection, to engage in the ChatGPT research activities effectively.

Moreover, the students in the Teen 5 level exhibit a genuine enthusiasm for learning English and are highly motivated to actively participate in the research.

Regarding their English proficiency, the students in the Teen 5 level currently demonstrate competencies aligned with the A2 level of the Common European Framework of Reference (CEFR). At this level, they are capable of understanding and utilizing phrases and expressions commonly used in simple tasks and everyday conversations. For example, they can effectively communicate personal information, discuss places and interests, and engage

in basic exchanges with others. Additionally, they are able to comprehend the main points of short, clear messages and announcements related to topics of immediate personal relevance, such as shopping, employment, and local areas (Common European Framework of Reference self-assessment grids, 2024).

In summary, the selection of the Teen 5 level for this research was based on factors such as the students' English learning trajectory, their socio-economic background, motivation, and proficiency level, all of which contribute to their suitability for participation in the study.

## **Procedure**

**Parental Consent and First Survey:** In the first classes, I obtained parental consent for the study and administered the first survey. It was conducted with the two selected groups to gather demographic information and determine their initial perception of using ChatGPT and other practice methods in English learning. This survey also helped determine whether students had previously used ChatGPT for practicing English.

Before students interacted with ChatGPT, videos were recorded to observe their language proficiency, communication skills, listening and comprehension skills, and confidence. These videos served as the pre-practice video session for evaluation.

**First Session Interaction:** Recognizing the importance of introducing students to ChatGPT, especially given their limited prior usage, I dedicated the first session to downloading the app on their phones and allowing students to interact with the tool and explore its features. I designed a presentation where students could see the steps and instructions and some recommendations.

In the same first session, I provided students with an example Practice Session. This included a specific prompt to demonstrate how to practice, allowing students to engage with the tool firsthand and understand its functionalities.

Practice sessions: Detailed Guides were designed for each practice session including a pre-task, during and post-task which involved ChatGPT interaction time. These guides detailed the commands that students needed to use when interacting with ChatGPT. Practice sessions applying the communicative approach and well designed lesson plans were implemented during three class sessions, one for each unit, resulting in a total of three practice sessions for the groups.

During-Practice and Post-Practice Video Sessions: Videos were recorded during and after the practice sessions to compare if there was any improvement of their language proficiency, communication skills, listening and comprehension skills and confidence. Again making notes about these changes or any kind of observations.

Final Survey: Finally, I applied a final survey to collect data, recommendations and feedback from the students regarding their experience with the sessions with ChatGPT, including ease of use, effectiveness, engagement, and satisfaction.

A descriptive analysis of the data collected from the surveys was conducted to identify trends and patterns in students' perceptions. Then, appropriate statistical tests were used to compare students' perceptions before and after the practice sessions with the Chat GPT.

A Qualitative Analysis was conducted to compare their performance and identify any improvements from the pre-practice session videos and the post-practice session videos.

The responses from the final surveys were analyzed to evaluate overall feedback and suggestions for improvement, as well as to determine improvements in students' language skills.

## Results

### Students' perceptions of the usefulness of interactive conversations with ChatGPT before their practice sessions.

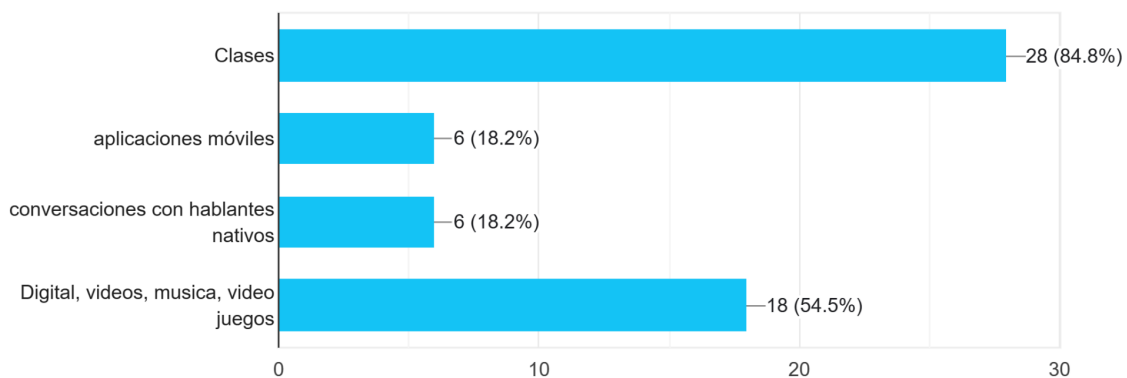
The survey aimed to assess students' perceptions regarding the usefulness of interactive conversations with ChatGPT. The results provide valuable insights into students' attitudes and preferences towards utilizing chat bots for language learning.

#### Figure 4

##### *Participants' principal method of practice*

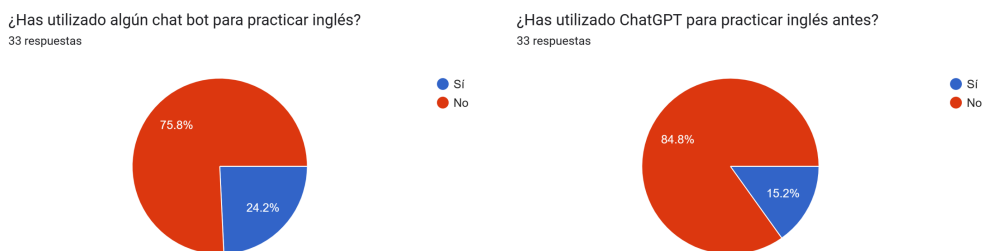
##### Método principal de práctica del inglés

33 respuestas



*Note:* Options of answers were classes, apps, conversations with native people or digital methods such as videos, music or video games.

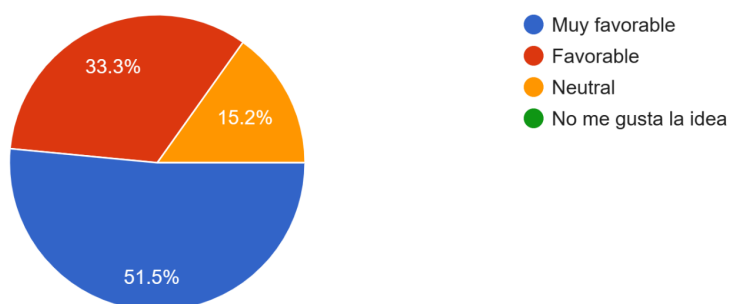
Findings include that the majority of students (84.8%) reported using traditional classes as their main method of practicing English but a significant proportion (54.5%) also utilize digital resources such as videos, music, and video games for English practice.

**Figure 5***Participants' previous experiences with chatbots and chatGPT*

A considerable percentage (75.8%) of students have not used any chat bot for practicing English. Similarly, a large majority (84.8%) have not utilized ChatGPT for English practice previously.

**Figure 6***Participants' opinions regarding the use of ChatGPT to practice English*

¿Qué opinas sobre la idea de utilizar un chat bot como ChatGPT para practicar inglés?  
33 respuestas



*Note:* Options of answers vary from “Very Favorable, Favorable, Neutral or I do not like the idea”.

Despite limited previous experience, a notable percentage of students expressed favorable opinions towards using chatbots like ChatGPT for English practice. Approximately

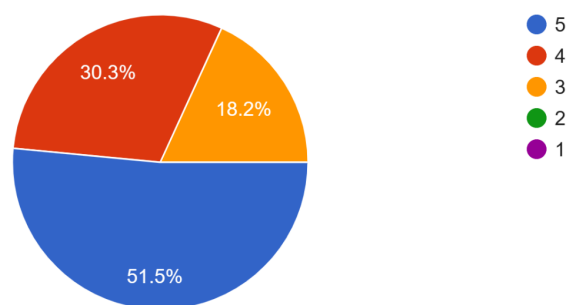
half of the respondents (51.5%) expressed a very favorable opinion, while an additional 33.3% expressed a favorable opinion.

### Figure 7

#### *Participants' willingness to practice English with chat GPT*

En una escala del 1 al 5, ¿qué tan dispuesto estarías a usar ChatGPT para practicar inglés? (1 = Nada dispuesto, 5 = Muy dispuesto)

33 respuestas



*Note:* Responses on a scale of 1 to 5.

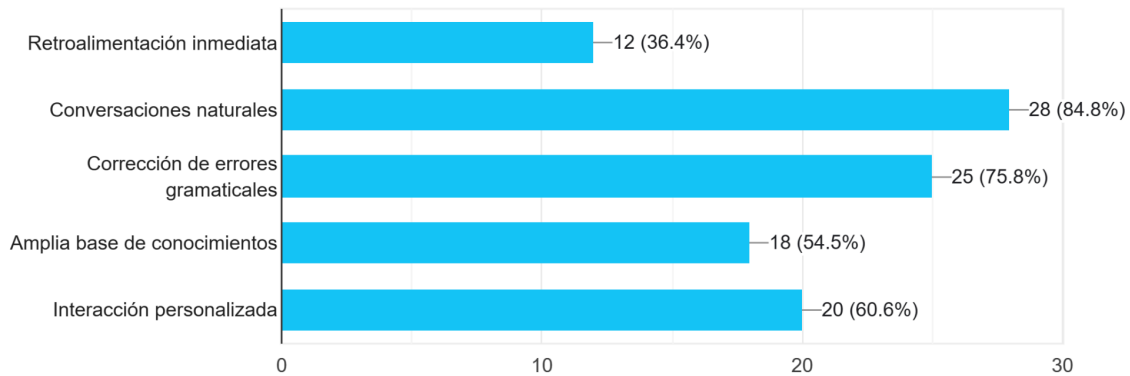
A significant portion of students indicated a high willingness to use ChatGPT for English practice, with 51.5% expressing a willingness rating of 5 (very willing) on a scale of 1 to 5.

## Figure 8

*Participants' responses to the characteristics that they would like a chat bot to have to practice English*

¿Qué características te gustaría que tuviera un chat bot para practicar inglés?

33 respuestas



*Note:* Responses vary from “Immediate feedback, natural conversations, grammatical error corrections, extensive knowledge base, personalized interaction”.

Students expressed preferences for chat bots with features such as natural conversations (84.8%), grammatical error correction (75.8%), and personalized interaction (60.6%).

## Figure 9

*Participants' responses to aspects they consider important to choose a method to practice english*



*Note:* Multiple responses vary from “effectiveness to improve skills, ease of use, availability of resources, interactivity, adaptability to different levels, feedback and correction, and opportunity to practice”.

When choosing English practice methods, students prioritize factors such as effectiveness in improving language skills (75.8%), interactivity and active student participation (69.7%), and opportunities for conversation practice (57.6%).

Overall, while traditional classes remain the primary method of English practice for most students, there is a growing interest and willingness to explore new technologies such as chat bots like ChatGPT. Students value features that facilitate natural and personalized interactions in language learning, indicating a potential for integrating chat bots into their language learning routines.

## Pre and post Chat GPT Practice

### *Pre Video Field Diary Results*

The objective of this initial data collection instrument was to assess the initial language proficiency, communication skills, listening and comprehension skills, and confidence of participants using a pre practice video. Data was collected and analyzed using a Google form to take notes and mark important aspects.

**Table 4.** *Pre-practice video field diary results*

<b>Evaluation Criteria and Findings</b>		
	<b>Rating</b>	<b>Observation</b>
<b>Language Proficiency</b>		
Clarity of Speech	Average	Participants' speech was generally clear. However, there were occasional issues with clarity that affected overall understanding.
Use of Vocabulary	Poor	Participants demonstrated a limited range of vocabulary and struggled to find appropriate words during conversation, impacting their ability to express themselves effectively.
Grammar Accuracy	Poor	Numerous grammatical errors were observed. Participants had difficulty

		constructing grammatically correct sentences, which hindered clear communication.
<b>Communication Skills</b>		
Ability to Maintain Conversations	Poor	Participants showed difficulty in maintaining conversations. There were frequent pauses and interruptions, indicating a struggle to keep the conversation flowing smoothly.
Fluency in Dialogue	Poor	Frequent hesitations and pauses were noted. Participants had difficulty maintaining a smooth and continuous flow in dialogue.
Engagement in Interactive Communication	Average	Participants engaged adequately but lacked depth or enthusiasm in their interactions.
<b>Listening and Comprehension Skills</b>		
Demonstrated Comprehension of Spoken Language	Average	Participants comprehended spoken language adequately but experienced occasional difficulties that affected their understanding.

Responsiveness to Prompts and Questions	Poor	Participants often responded inadequately or inaccurately to prompts and questions, indicating difficulties in processing and responding appropriately.
Ability to Follow Instructions Effectively	Average	Participants generally followed instructions adequately but sometimes required repetition to fully understand and execute the tasks.
<b>Confidence</b>		
Comfort Level During Speaking	Poor	Participants appeared uncomfortable and lacked confidence while speaking, which affected their ability to communicate effectively.
Body Language and Non-verbal Communication Cues	Average	Participants' body language was neutral, with occasional non-verbal cues that were appropriate but not strongly expressive.
Assertiveness in Expressing Ideas and Opinions	Poor	Participants demonstrated hesitancy in expressing their ideas and opinions, often showing a lack of assertiveness and clarity.

<b>Additional Observations</b>
<ul style="list-style-type: none"> <li>● Some students struggled to communicate their thoughts clearly, often giving short or incomplete answers and making grammatical mistakes.</li> <li>● A couple of students displayed a higher level of English proficiency compared to the rest of the group.</li> <li>● Many students did not feel confident when speaking; they took a long time to understand or organize their ideas.</li> <li>● The teacher provided assistance by walking around, helping students, and occasionally correcting their mistakes.</li> <li>● Some students resorted to using their first language due to a lack of vocabulary, translating their ideas into English.</li> </ul>

### ***During and post video Results***

The objective of this third data collection instrument was to assess the improvements in language proficiency, communication skills, listening and comprehension skills, and confidence of participants over multiple practice sessions. Data was collected and analyzed from post practice videos observed on March 16, April 13, and May 4 using a Google form to take notes and mark important aspects.

**Table 5.** *During and post-practice video field diary results*

<b>Improvements</b>		
	<b>Overall Rating</b>	<b>Observation</b>
<b>Improvement in Language Proficiency</b>		

Clarity of Speech	Average	Speech clarity showed noticeable enhancements across all practice sessions, with occasional clarity issues remaining.
Use of Vocabulary	Average	There was some expansion in vocabulary, but participants still relied on basic words.
Grammar Accuracy	Average	Grammar showed minimal improvement in the first session, but there was a reduction in grammatical errors in the second and third sessions, though occasional mistakes persisted.
<b>Enhanced Communication Skills</b>		
Ability to Maintain Conversations	Average	Initially, participants had difficulty maintaining conversations with frequent pauses and interruptions. However, by the second and third sessions, they were able to sustain conversations with occasional breaks in flow.
Fluency in Dialogue	Average	Participants exhibited frequent hesitations and pauses in the first two

		sessions, but by the third session, there were fewer hesitations and they expressed ideas more clearly.
Engagement in Interactive Communication	Average	Engagement levels improved slightly in the first and third sessions, while the second session saw a noticeable increase in active participation and discussion.
<b>Listening and Comprehension Skills</b>		
Demonstrated Comprehension of Spoken Language	Average	Comprehension remained unchanged or decreased in the first two sessions but showed slight improvement by the third session.
Better Responsiveness to Prompts and Questions	Average	Responsiveness improved slightly in the second and third sessions, though some clarification was still needed.
Ability to Follow Instructions Effectively	Average	Participants' ability to follow instructions improved slightly by the second and third sessions but sometimes required repetition.
<b>Confidence</b>		

Comfort Level During Speaking	Excellent	Participants' comfort level improved noticeably in the second and third sessions, with increased fluency and confidence.
Body Language and Non-verbal Communication Cues.	Average	Body language showed slight improvement across all sessions but still lacked strong expression.
Assertiveness in Expressing Ideas and Opinions	Average	Assertiveness improved slightly but was not consistently demonstrated across all sessions.

### **Observations and Peculiarities**

*Session 1:*

- Some students continued to translate from Spanish and found it difficult to follow instructions.
- Despite having a tutorial, students still required teacher assistance.
- Students discovered app features and started feeling more comfortable after a few minutes.
- There was an incorporation of reading comprehension as students read the conversation to affirm their understanding.
- Grammar and vocabulary improvements were noted as students prepared their ideas based on classroom lessons.
- A higher level of engagement was observed in the second group, although some students preferred writing over speaking.

*Session 2:*

- Students were more comfortable and improved their questioning skills, maintaining longer conversations.
- Engagement increased as students participated in a guessing game, requiring attentiveness to the chatbot's questions.

*Session 3:*

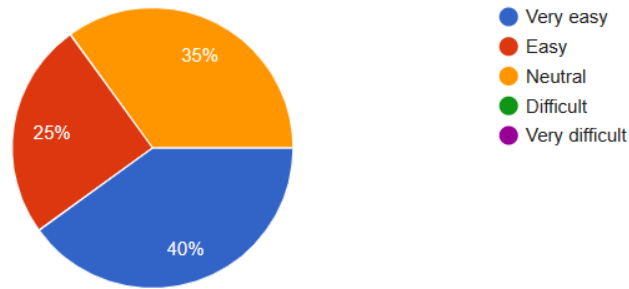
- Students were prepared to ask questions to the chatbot simulating a famous person, showing greater comfort and fluency.
- Those who previously spoke Spanish and translated were now speaking English more fluently.
- A notable comment from a student: "I feel like an American!"
- Importance of prompts was highlighted, with failed conversations attributed to not following instructions.
- Increased overall comfort and decreased need for corrections or guidance from the teacher.

## Perceptions Final survey

**Figure 10**

*Participants' responses to the ease of use of Chat GPT after the practice sessions*

How would you rate the ease of using ChatGPT?



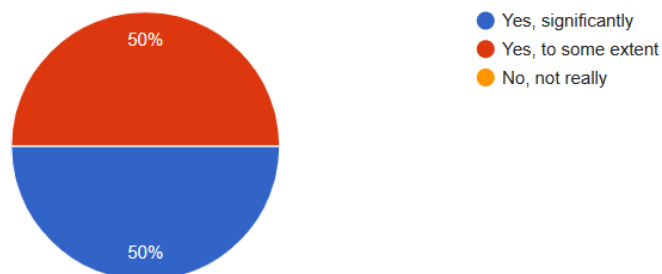
The majority of students found ChatGPT easy to use. These results indicate that 65% of the students found using ChatGPT to be straightforward, suggesting that the platform is generally user-friendly for language practice.

**Figure 11**

*Participants' responses to the feeling of improvement regarding their english skills*

### Effectiveness:

Do you feel that you have improved your English language skills after participating in the ChatGPT practice sessions?



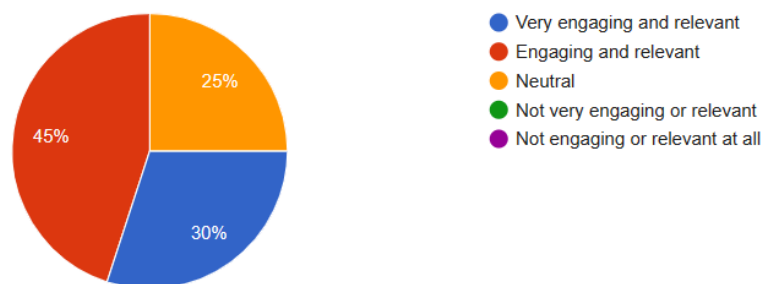
All participants reported they felt some level of improvement in their English language skills after participating in the ChatGPT practice sessions. This shows that the ChatGPT sessions were effective in enhancing students' language abilities, with half of the students experiencing significant improvement.

### Figure 12

*Participants' responses to their feeling of engagement with the conversations generated by the chat.*

#### Engagement:

Did you find the conversation topics generated by ChatGPT engaging and relevant to your learning?



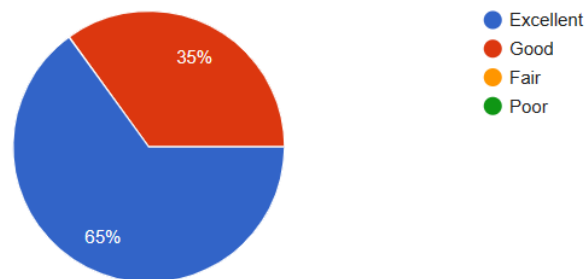
The conversation topics generated by ChatGPT were found to be engaging and relevant to the students' learning needs. This feedback indicates that 75% of the students found the topics to be beneficial and interesting, enhancing their overall learning experience.

**Figure 13**

*Participants' responses to their level of satisfaction when using the chatGPT to practice english*

**Satisfaction:**

How would you rate your overall experience with using ChatGPT for language practice?

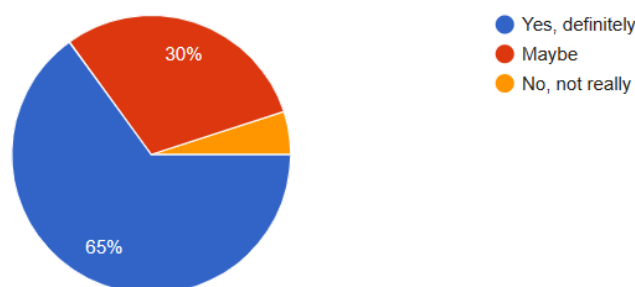


Overall, students were highly satisfied with their experience using ChatGPT for language practice. This positive response reflects a high level of satisfaction among students regarding the use of ChatGPT for enhancing their English skills.

**Figure 14**

*Participants' responses whether they consider continuing practicing with chatgpt in their free time*

Would you consider continuing to use ChatGPT to practice English in your free time?



A majority of students (65%) expressed interest in continuing to use ChatGPT for English practice in their free time. This suggests that most students are likely to continue leveraging ChatGPT as a tool for ongoing language improvement.

Students also provided several comments and suggestions for improving the ChatGPT experience.

- No problems: Some students had no issues with the platform.
- Sometimes doesn't understand me: Some students experienced issues with the chatbot understanding their input.
- It is so easy, It is easy: Students found the platform user-friendly.
- The app suddenly closes: There were a couple of technical issues with app stability.
- It's great, Cool: Positive feedback on the overall experience.
- It should speak slower: There was a suggestion to slow down the speech for better comprehension.
- The voice is a bit robotic: A comment on the quality of the chatbot's voice.

## **Data Analysis**

In this section, we will analyze the findings of our research question by comparing them with the existing literature. By examining similarities and differences between our results and previous studies, we aim to highlight the significance of our findings within the broader context of educational technology and language learning. This analysis will provide insights into the potential of ChatGPT and similar AI tools to enhance language education, as well as identify areas where further research is needed. Here are some of the key findings from the data collected:

## **Interpretation of Findings**

*How do students perceive the usefulness of interactive conversations with ChatGPT compared to other English practice methods?*

The selection of the Teen 5 level for this research was based on factors such as the students' English learning trajectory, their socio-economic background, motivation, and proficiency level, all of which contribute to their suitability for participation in the study. The survey reveals a positive inclination towards the use of ChatGPT and similar chat bots for English practice, driven by students' appreciation for interactive, effective, and personalized learning experiences. This trend suggests a promising future for the integration of artificial intelligence in educational contexts, particularly in language learning.

The majority of students (84.8%) reported using traditional classes as their main method of practicing English. This indicates that conventional classroom settings remain the cornerstone of language learning for most students. However, a significant proportion (54.5%) also utilize digital resources such as videos, music, and video games for English practice. This reflects a blend of traditional and modern approaches in students' language learning habits.

Additionally, a considerable percentage (75.8%) of students have not used any chat bot for practicing English, and a large majority (84.8%) had not utilized ChatGPT for English practice previously. This highlights a gap in the adoption of chatbot technology for language learning among students. Despite this limited previous experience, a notable percentage of students expressed favorable opinions towards using chatbots like ChatGPT for English practice. Approximately half of the respondents (51.5%) expressed a very favorable opinion, while an additional 33.3% expressed a favorable opinion. This indicates a positive attitude towards the potential use of chat bots in enhancing language skills.

Finally, a significant portion of students indicated a high willingness to use ChatGPT for English practice, with 51.5% expressing a willingness rating of 5 (very willing) on a scale of 1 to 5. This enthusiasm suggests a readiness among students to integrate new technological tools into their language learning routines.

Overall, while traditional classes remained the primary method of English practice for most students, there was a growing interest and willingness to explore new technologies such as chat bots like ChatGPT. Students value features that facilitate natural and personalized interactions in language learning, indicating a potential for integrating chat bots into their language learning routines.

### **Comparison with existing literature**

There was a positive inclination towards ChatGPT and chatbots. For most students there was a primary reliance on traditional classes but a significant usage of digital resources. Nevertheless a limited prior experience with chatbots but high willingness to use them.

The selection of Teen 5 level students, considering their socio-economic background and learning trajectory, aligns with situated learning's focus on the importance of context in the learning process.

Moreover, although a significant portion of students had not used chatbots for English practice before, the positive attitude towards their potential use indicates a strong interest in interactive and adaptive learning tools. That is why they expressed willingness to do so, improving and changing their perspective after each session of practice. This aligns with the adoption of new technologies. For example, Jones (2020) discussed the initial novelty effect and subsequent adoption phases in educational technology, noting similar patterns of initial resistance followed by gradual acceptance. At the end, students definitely show a positive inclination towards using ChatGPT for English practice. For instance, studies by Huang et al. (2022) and Sánchez (2023) highlight a similar trend where students exhibit positive attitudes

towards AI-driven tools for language learning, appreciating the interactive and personalized experiences they offer. This also aligns with the findings of Huang et al. (2022), who noted that students appreciate the interactive and personalized learning experiences provided by AI tools.

The noticeable difference in the students' confidence improvement in this research aligns with Kostka, I., & Toncelli, R. (2023) investigation "Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations" where they found that "students seemed more talkative and enthusiastic about the content. They also seemed to enjoy critically analyzing output from ChatGPT. For instance, students were eager to compare their ideas against ChatGPT output and seemed happy to affirm that the output was interesting but not necessarily comprehensive. They also noticed that many of them questioned the accuracy of the output and its overall usefulness as a tool. They were also eager to point out the technical limitations of ChatGPT based on their class experience."

These results are also aligned with how the sessions were conducted, following Task-Based Learning Theory by Nunan (2004), which involves basically three stages (pre-task, during task, and post-task) where activities are carried out to achieve a goal. This aims to create an ideal learning environment. First, by recalling past information and exposing the student to new expressions or grammar. Second, by exposing the student to practice, giving them time, space for questions, and monitoring their progress. Third, the students proceed to the final section where they practice individually with ChatGPT following a prompt and mostly the questions they designed themselves, giving them additional practice time and exposure (Willis, 1996). This is related to their confidence as during each task they gradually understand and practice what they have learned, feeling increasingly more comfortable and confident each time they interact with the chat.

This definitely confirms that although many students had not practiced with a chatbot before or had other methods of practice, they felt curious and willing to try it. Moreover, by the end of the sessions, their perception did not change; in fact, many felt motivated to continue using the application for their practice.

**Research Question:** *What is the effectiveness of interactive Conversations with ChatGPT when Simulating Real-Life Communication Scenarios for Teen 5 Level English learners at Centro Cultural Colombo Americano- Cali?*

### **Interpretation of results**

Before engaging in practice sessions with ChatGPT, Teen 5 level students at the Centro Cultural Colombo Americano exhibited several challenges in their language proficiency and communication skills. Their clarity of speech was generally clear but marred by occasional issues that affected overall understanding. The students demonstrated a limited range of vocabulary, struggling to find appropriate words and frequently making grammatical errors, which hindered effective communication. They had difficulty maintaining conversations, with frequent pauses and interruptions, and their dialogue lacked fluency due to frequent hesitations. Engagement in interactive communication was adequate but lacked enthusiasm and depth. In terms of listening and comprehension skills, students adequately understood spoken language but faced occasional difficulties. Their responsiveness to prompts and questions was poor, often inadequate or inaccurate, and they generally followed instructions but sometimes required repetition. Confidence levels were low, with students appearing uncomfortable and hesitant, displaying neutral body language and lacking assertiveness in expressing their ideas.

In contrast, post-practice sessions revealed noticeable improvements. Clarity of speech improved across sessions, with fewer issues in understanding. Vocabulary use expanded slightly, and grammatical accuracy showed significant improvement, particularly in

the second and third sessions, though occasional mistakes persisted. Students became better at maintaining conversations, with fewer pauses and interruptions by the third session, and their fluency in dialogue improved as hesitations decreased. Engagement in interactive communication increased, especially in the second and third sessions, reflecting a more active participation. Listening and comprehension skills saw slight improvements by the third session, with better responsiveness to prompts and questions, though some clarification was still needed. Students' ability to follow instructions improved marginally, and their confidence grew significantly. By the second and third sessions, they were more comfortable speaking, exhibiting improved body language and non-verbal cues, and showing more assertiveness in expressing their ideas.

Moreover, students expressed high satisfaction with their experience using ChatGPT for language practice, reflecting a positive reception of the tool. The final survey on students' perceptions of using ChatGPT for language practice reveals several key insights. A significant majority of students (65%) found ChatGPT easy to use, indicating that the platform is generally user-friendly and accessible for language learning. All participants reported some level of improvement in their English language skills following the ChatGPT practice sessions. This finding underscores the effectiveness of ChatGPT in enhancing language abilities, with half of the students experiencing significant improvement. The conversation topics generated by ChatGPT were deemed engaging and relevant by 75% of the students, suggesting that these topics were well-aligned with the students' learning needs and contributed positively to their learning experience. And a majority of students (65%) expressed interest in continuing to use ChatGPT for English practice in their free time, indicating a strong likelihood that they will leverage the platform for ongoing language improvement.

Students also provided several comments and suggestions for improving the ChatGPT experience. Some students reported no problems with the platform, affirming its user-friendliness. However, there were a few issues noted, such as the chatbot sometimes not understanding the input and occasional app stability problems, including sudden closures. Despite these issues, the overall feedback was positive, with comments like "It's great" and "Cool." Some students suggested that the chatbot should speak slower for better comprehension and noted that the voice sounded somewhat robotic.

### **Comparison with existing literature**

This comparative analysis will help us understand how well ChatGPT facilitates language learning, especially in terms of improving students' communication skills, engagement, and confidence. Here are some of the key findings from the data collected: there was some improvement in the communication skills, such as a slight expansion in vocabulary use and significant improvement in grammatical accuracy, particularly evident in the later sessions. This interactive nature of ChatGPT sessions allows students to construct knowledge through dialogue, supporting the constructivist emphasis on learning as an active process (Vygotsky, 1978).

The engagement in interactive communication also increased, reflecting more active participation and interest in the practice sessions. The high engagement levels and relevance of topics generated by ChatGPT reflect the CLT principle of using authentic materials and real-life scenarios to promote language use. This notable increase in student confidence and participation highlights the efficacy of CLT's interactive approach in fostering a more comfortable and effective learning environment (Richards, 2006). Additionally, the use of ChatGPT for practicing real-life conversations supports situated learning by providing students with authentic contexts for language use. The improvement in students' interactive

communication skills highlights the importance of social interaction in situated learning environments (Lave and Wenger, 1991).

Students also displayed significant growth in confidence, becoming more comfortable and assertive in expressing their ideas as sessions progressed and an example of this is, the positive changes in body language and other non-verbal cues, indicating higher confidence levels. This improved engagement and active participation observed in students align with the principle of fostering interactive and engaging learning experiences through AI-driven conversations. Moreover, students became more responsive to prompts and questions, this improvement in students' responsiveness to ChatGPT's prompts suggests that well-structured prompts can effectively enhance engagement and learning outcomes as suggested by the Instituto Latinoamericano de Desarrollo Profesional Docente (2024). Although they require some occasional clarification, this feedback from students about the chatbot's comprehension and speech speed can inform the refinement of prompts to better meet learners' needs, ensuring more effective practice sessions.

In summary, the survey results highlight the overall positive impact of ChatGPT on students' English language skills, communication abilities, and confidence, the platform's ease of use, and the engaging nature of the conversation topics. While there are areas for improvement, such as enhancing speech clarity and app stability, the high satisfaction levels and willingness to continue using ChatGPT for language practice underscore its potential as an effective language learning tool.

## Conclusions

This study aimed to assess the effectiveness of ChatGPT in enhancing English language skills among teenage students at the Centro Cultural Colombo Americano. Using a mixed-methods approach, we explored students' perceptions, performance improvements, and overall experiences.

To begin with, the first survey revealed a positive inclination towards the use of ChatGPT and similar chat bots for English practice, driven by students' appreciation for interactive, effective, and personalized learning experiences. This trend suggests a promising future for the integration of artificial intelligence in educational contexts, particularly in language learning.

We could confirm the hypothesis after checking the pre, during and post practice sessions. The pre-practice evaluation revealed several areas where participants needed improvement, particularly in vocabulary usage, grammar accuracy, conversation maintenance, fluency, and confidence. The findings highlighted the importance of targeted interventions to address these deficiencies and enhance overall language proficiency and communication skills. The evaluation also underscored the need for additional support to help students overcome their lack of confidence and hesitancy in expressing themselves.

On the other hand, the post practice evaluation showed significant improvements in various aspects of language proficiency, communication skills, and confidence.

Firstly, vocabulary usage, grammar accuracy, conversation maintenance, and fluency saw noticeable enhancements over the sessions.

Second, engagement and interactive communication also improved, particularly in the second session.

And, confidence levels increased markedly, as evidenced by more fluent and assertive speaking.

In summary, the initial and final surveys indicated a significant improvement in students' English proficiency, particularly in fluency and interactive communication skills. Besides that, analysis of video sessions showed increased confidence and comfort in speaking English among participants after practicing with ChatGPT.

The increased fluency and interactive skills observed align with the CLT (Communicative language Teaching) emphasis on real-world communication practice. This is also consistent with constructivist principles, where students built on prior knowledge and actively engaged in constructing new language skills through meaningful interactions. Besides that, the structured practice sessions with specific prompts exemplify TBL (Task based learning), enabling students to accomplish communicative tasks effectively. Using ChatGPT provided situational contexts that helped students prepare for real-life conversations by using grammar and vocabulary seen in class.

This study demonstrates the potential of ChatGPT as a valuable tool in language education, contributing to the development of effective communication skills. By embracing AI-driven technologies, educators can enhance language learning experiences, making them more interactive, engaging, and effective.

### **Limitations**

The research aimed to understand how interactive conversations with an AI tool can enhance language learning within this unique educational context. However, several factors potentially limit the generalizability of the findings. Beforehand, the study was conducted with a specific group of teenage students at the Centro Cultural Colombo Americano. Here are some of the limitations we found, first, the specific context of the Centro Cultural Colombo Americano may limit the applicability of findings to other settings. This is because different cultural attitudes towards technology and language learning can impact the

generalizability of the results to other settings. Second, students come with different levels of prior knowledge and skills in English. This variability can affect how they respond to the practice sessions and their subsequent progress, making it challenging to measure the true impact of ChatGPT uniformly across all participants. And third, the relatively small sample size, may affect the generalizability of the findings, since it might not represent the broader population of English language learners.

Additionally, the study duration was limited, the practice sessions with ChatGPT were conducted over a limited period. This short duration may not be sufficient to observe long-term improvements in language proficiency or to fully capture the impact of consistent practice with AI tools.

Finally, this study relied heavily on the availability and functionality of technology. Technical issues such as internet connectivity problems, students without a smartphone or software glitches disrupted the practice sessions and may affect the overall outcomes.

The findings of this study suggest that while ChatGPT can be a valuable tool for enhancing English language skills among teenage students, several limitations must be considered. But despite these challenges, the study underscores the potential of AI tools like ChatGPT to support language learning and calls for further exploration in varied educational settings.

## **Recommendations**

Based on the findings, several recommendations are proposed to enhance the effectiveness of using ChatGPT in language learning. To begin with, we know for a fact that something that will definitely keep improving is the chatbot's comprehension, app stability, speech speed, and voice quality to enhance the user experience.

Therefore, future studies should include a larger and more diverse sample to improve the generalizability of the results and understand how different demographics respond to ChatGPT. Second, conducting long-term studies would allow researchers to observe the sustained impact of ChatGPT on language proficiency and retention, providing insights into how continuous practice influences language skills over time. There is also a need to ensure a robust technological setup with reliable internet connectivity and compatible devices, and future research should have backup plans to mitigate any technical disruptions. Also, to get more information, including a control group in future studies will help isolate the effects of ChatGPT on language learning, offering a clearer understanding of its specific benefits compared to traditional methods.

Additionally, replicating the study in various cultural and educational contexts will help validate the findings and make them applicable to a wider audience, providing insights into how different cultural factors influence the use of AI in language learning.

Regarding the students' performance, continued practice sessions should be maintained to reinforce improvements in vocabulary, grammar, and conversation skills. Incorporating more interactive and engaging activities, such as games and role-plays, can sustain high engagement levels among students. Focusing on activities that build confidence, such as public speaking exercises and positive reinforcement, will further enhance students' communication skills. And last but not least, regular follow-up assessments should be conducted to monitor progress and adjust teaching strategies as needed.

Despite these recommendations, many questions remain, such as the long-term impact of this type of practice on communicative skills, its effects on beginners or different proficiency levels, and comparisons with practice through human interactions.

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## Annexures

Santiago de Cali, 17 de febrero de 2024

Estimado Padre/Madre/Tutor:

Espero que esta carta le encuentre bien. Le escribo para informarle sobre una oportunidad para que su hijo/a participe en un proyecto de investigación llevado a cabo por la docente Especialista Camila A. Loaiza en el Centro Cultural Colombo Americano.

**Título del Proyecto:** *The effectiveness of interactive Conversations with ChatGPT in Simulating Real-Life Communication Scenarios for Teen 5 Level English learners at Centro Cultural Colombo Americano- Cali*

Mi proyecto de investigación tiene como objetivo determinar las percepciones de los estudiantes al integrar el Chat GPT, una herramienta de inteligencia artificial, en entornos educativos para el aprendizaje de idiomas. Específicamente, busco explorar cómo el Chat GPT puede mejorar la práctica del idioma y las habilidades de comunicación entre los estudiantes.

Su hijo/a, quien está matriculado/a en el nivel Teen 5, ha sido seleccionado/a para participar en este estudio. El estudio implica que en el total de las clases habrá cuatro sesiones donde participará en conversaciones interactivas con Chat GPT bajo mi supervisión.

La participación en este estudio es voluntaria, y la participación de su hijo/a no afectará sus calificaciones de ninguna manera. Sin embargo, se requiere su consentimiento para que participe.

Por favor, revise detenidamente la hoja de información adjunta, que proporciona información detallada sobre los objetivos del estudio, los procedimientos, y los beneficios. Si acepta permitir que su hijo/a participe, por favor firme y devuelva el formulario de consentimiento adjunto el próximo **24 de febrero del 2024**.

Si tiene alguna pregunta o inquietud sobre el estudio, no dude en ponerse en contacto conmigo al **3104412210**. Estaré más que dispuesta a abordar cualquier pregunta que pueda tener. Gracias por considerar esta oportunidad para que su hijo/a contribuya a nuestros esfuerzos de investigación. Aprecio enormemente su apoyo.

Atentamente,



Esp. Camila Andrea Loaiza Londoño 1115082894 Buga

### **Formulario de Consentimiento para Participación en Estudio de Investigación**

**Título del Estudio:** *The effectiveness of interactive Conversations with ChatGPT in Simulating Real-Life Communication Scenarios for Teen 5 Level English learners at Centro Cultural Colombo Americano- Cali*

Yo, \_\_\_\_\_, doy mi consentimiento para que mi hijo/a, \_\_\_\_\_, participe en el estudio de investigación mencionado anteriormente, llevado a cabo por la docente Camila A. Loaiza en el Colombo Americano Cali.

Entiendo que mi hijo/a será parte de un estudio destinado a explorar cómo el uso de Chat GPT puede mejorar la práctica del idioma y las habilidades de comunicación en un entorno escolar.

Acepto que mi hijo/a, podrá ser del grupo control o grupo experimental y participará en 4 sesiones en conversaciones interactivas con Chat GPT bajo la supervisión de la docente.

Entiendo que la participación de mi hijo/a en este estudio es voluntaria y que él/ella puede retirarse en cualquier momento sin penalización alguna.

Entiendo que los datos recopilados durante el estudio serán utilizados únicamente con fines de investigación y que se mantendrá la confidencialidad de la información proporcionada.

Acepto que los resultados del estudio puedan ser publicados, pero que la identidad de mi hijo/a será mantenida en estricta confidencialidad.

Entiendo que mi hijo/a no será compensado/a por su participación en el estudio.

Estoy de acuerdo con los términos y condiciones mencionados anteriormente y doy mi consentimiento para que mi hijo/a participe en el estudio de investigación.

Fecha: 27 de febrero de 2024

Firma del Padre/Madre/Tutor: \_\_\_\_\_