ARTÍCULO RESULTADO DE INVESTIGACIÓN

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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

La efectividad de las conversaciones interactivas con Chat GPT en la simulación de escenarios de comunicación de la vida real para estudiantes adolescentes de inglés de nivel 5 en el Centro Cultural Colombo Americano-Cali

A eficácia de conversas interativas com o GPT Chat na simulação de cenários de comunicação da vida real para adolescentes estudantes de inglês no Nível 5 no Centro Cultural Colombo-Americano em Cali

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Camila Andrea Loaiza Londoño. Docente Universidad Nacional Abierta y a Distancia UNAD. E-mail: camila.loaiza@cun.edu.co. ORCID: https://orcid.org/0000-0002-6783-2376

RESUMEN

Esta investigación aborda la necesidad de los estudiantes adolescentes del Centro Cultural Colombo Americano, dentro del Programa de Inglés para Adolescentes, de practicar el inglés en entornos o contextos reales. Utilizando inteligencia artificial, específicamente la plataforma ChatGPT y pautas específicas, buscamos evaluar las percepciones de los estudiantes y su efectividad en la práctica mediante conversaciones interactivas. Basado en el conectivismo, este estudio subraya la importancia de integrar las tecnologías emergentes en la educación. Además, la investigación aplica los principios de la Enseñanza Comunicativa de Lenguas (ECL), el Constructivismo, el Aprendizaje Basado en Tareas (ABT) y el Aprendizaje Situado para facilitar la comunicación real. El estudio utilizó 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 previas y posteriores a la intervención, diario de campo, análisis de videos y retroalimentación de los estudiantes, exploramos los desafíos, los beneficios y las percepciones de los estudiantes sobre el uso de ChatGPT para la práctica del idioma. En conclusión, la investigación tuvo como objetivo evaluar y dotar a los participantes de las herramientas necesarias para comenzar a utilizar la plataforma ChatGPT eficazmente, mejorando su dominio del idioma y promoviendo experiencias de aprendizaje personalizadas. Este estudio contribuye a comprender cómo las herramientas basadas en IA pueden favorecer la adquisición del lenguaje y ofrece recomendaciones prácticas para integrar dichas tecnologías en entornos educativos.

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.

RESUMO

Esta pesquisa aborda a necessidade de alunos adolescentes do Centro Cultural Colombo Americano, no Programa de Inglês para Adolescentes, praticarem a língua inglesa em ambientes ou contextos reais. Utilizando inteligência artificial, especificamente a plataforma ChatGPT e prompts direcionados, buscamos avaliar as percepções dos alunos e sua eficácia na prática por meio de conversas interativas. Fundamentado no Conectivismo, este estudo ressalta a importância da integração de tecnologias emergentes na educação. Além disso, a pesquisa aplica os princípios do Ensino Comunicativo de Línguas (ECL), Construtivismo, Aprendizagem Baseada em Tarefas (ABT) e Aprendizagem Situada para facilitar a comunicação real. O estudo utilizou três guias abrangentes para estruturar as sessões práticas, cada um incorporando aspectos da abordagem comunicativa e da aprendizagem baseada em tarefas para gerar cenários diversos e realistas para conversas interativas. Por meio de uma abordagem de métodos mistos, incluindo pesquisas pré e pós-intervenção, diário de campo, análises de vídeo e feedback dos alunos, exploramos os desafios, os benefícios e as percepções dos alunos sobre o uso do ChatGPT para a prática linguística. Em conclusão, a pesquisa teve como objetivo avaliar e equipar os participantes com as ferramentas necessárias para começar a usar a plataforma ChatGPT de forma eficaz, aprimorando sua proficiência no idioma e promovendo experiências de aprendizagem personalizadas. Este estudo contribui para a compreensão de como ferramentas baseadas em IA podem auxiliar na aquisição de idiomas e oferece recomendações práticas para a integração dessas tecnologias em ambientes educacionais.

PALABRAS CLAVES:
IA, Chat GPT, comunicación

KEYWORDS:
AI, Chat GPT, communication

PALAVRAS CHAVE:
IA, GPT Chat, comunicação

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.

LITERATURE REVIEW

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 Chat GPT 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.

1. 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)

2. 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)

3. 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.

4. 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.

"How Does ChatGPT Work?"
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. **Input Processing:** When a user inputs text, the model processes this input, understanding the context and meaning through its layers and attention mechanisms. **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. **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 **Customer Support:** Automating responses to common customer inquiries, providing instant assistance, and improving customer experience. Content Creation: Assisting in writing articles, creating summaries, generating ideas for creative writing, and more. **Education:** Serving as a tutor or assistant, providing explanations, answering questions, and helping with study material. **Personal Assistants:** Managing schedules, setting reminders, providing recommendations, and other tasks typically handled by digital assistants. **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

Note. Author's own work

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.

5. 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.

6. 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, (Chicaiza, Castillo, Ghose, Magayanes, & Fonseca, 2023)

7. 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.

8. 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.

9. 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” (Huang, Hew & Fryer, 2021) 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)

10. 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, (Hj-Mahmud & Wan-Mohamed, 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, (Xakimjon-Kizi & Uktam-Qizi, 2023)

11. 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, p.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)

12. 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.

13. 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 Lave and 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.

14. 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. Quiroz-Zambrano & Macías-Valencia (2017) mentions the broad possibilities that these technologies offer us in order to enhance students' skills. The use of a chatbot like Chat GPT 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.

METHOD

The research approach regarding the use of Chat GPT 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 Chat GPT as a tool for practicing English. Additionally, it explores the user experience when interacting with Chat GPT. 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 Chat GPT. 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.

RESULTS

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 2
Pre-practice video field diary results

Evaluation Criteria and Findings		
	Rating	**Observation**
Language Proficiency		
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.
Communication Skills		
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.
Listening and Comprehension Skills		
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.
Confidence		
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.
Additional Observations		
• Some students struggled to communicate their thoughts clearly, often giving short or incomplete answers and making grammatical mistakes. • A couple of students displayed a higher level of English proficiency compared to the rest of the group. • Many students did not feel confident when speaking; they took a long time to understand or organize their ideas.		

- The teacher provided assistance by walking around, helping students, and occasionally correcting their mistakes.
- Some students resorted to using their first language due to a lack of vocabulary, translating their ideas into English.

Note. Author's own work

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 3

During and post-practice video field diary results

Improvements		
	Overall Rating	**Observation**
Improvement in Language Proficiency		
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.
Enhanced Communication Skills		
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.
Listening and Comprehension Skills		
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.
Confidence		
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.**

Note. Author's own work

Perceptions Final survey

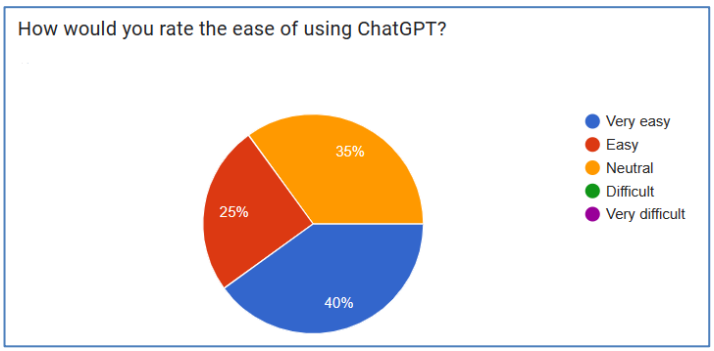

Figura 1 Participants' responses to the ease of use of Chat GPT after the practice sessions

Note Author's own work

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

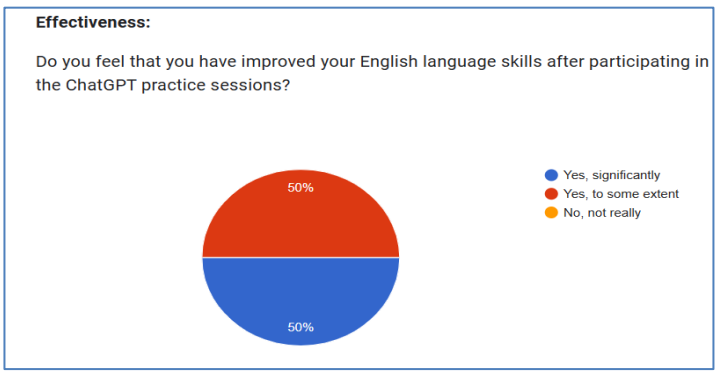

Figura 2 Participants´responses to the feeling of improvement regarding their english skills

Note Author's own work

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

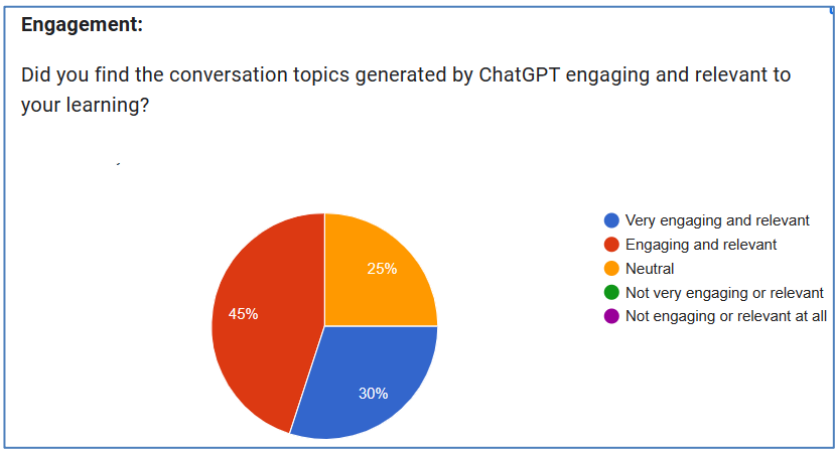

Figura 3. Participants' responses to their feeling of engagement with the conversations generated by the chat
Note Author's own work

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.

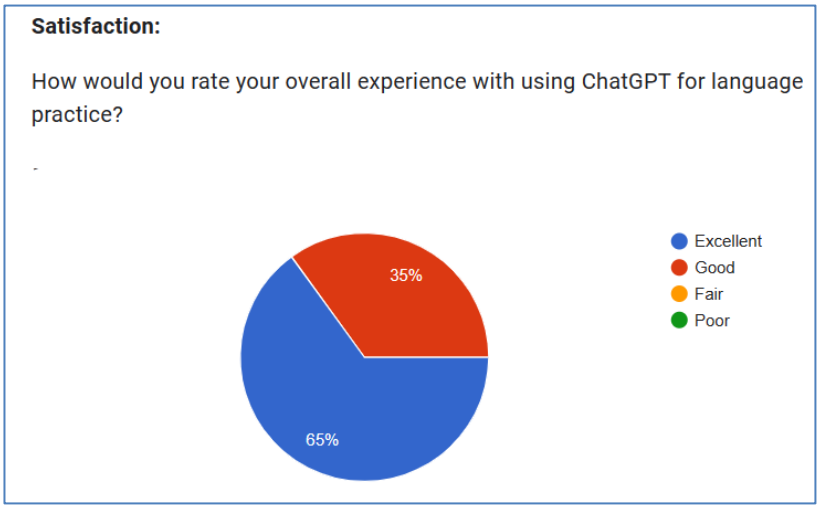

Figura 4. Participants' responses to their level of satisfaction when using the chatGPT to practice english
Note Author's own work

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.

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.

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.

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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