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EFL students' perceptions of ChatGPT for speaking skill development

Percepciones de estudiantes EFL sobre ChatGPT para el desarrollo de la destreza oral

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ABSTRACT

Introduction: The incorporation of ChatGPT into English as a Foreign Language learning has expanded opportunities for oral practice through autonomous interaction, immediate feedback, and conversational features. Objective: To determine the relationship between perceptions of the use of ChatGPT for oral practice and the perceived development of English oral skills among EFL students. Method: A quantitative, non-experimental, correlational, and cross-sectional study was conducted with 127 EFL students. A 40-item questionnaire was administered, divided into two 20-item scales. The instrument was validated by three experts and piloted with 25 participants. Reliability reached $\alpha = 0.984$ for perceptions of ChatGPT and $\alpha = 0.974$ for perceived oral skill development. Results: The moderate level predominated in the first variable with 38.6%, followed by the high level with 31.5%. In the second variable, the moderate level also predominated with 40.9%, while the high level reached 28.3%. A strong, positive, and statistically significant correlation was found between both variables ($r = 0.732$; $p < 0.001$). Conclusions: More favorable perceptions of ChatGPT are associated with greater perceived development of English oral skills, although the correlational design does not allow causal relationships to be established.

Keywords: ChatGPT; EFL students; oral skills; perception; English learning.

RESUMEN

Introducción: La incorporación de ChatGPT en el aprendizaje del inglés como lengua extranjera ha ampliado las posibilidades de práctica oral mediante interacciones autónomas, retroalimentación inmediata y funciones conversacionales. Objetivo: Determinar la relación entre la percepción sobre el uso de ChatGPT para la práctica oral y el desarrollo percibido de la destreza oral en inglés en estudiantes EFL. Método: Se realizó un estudio cuantitativo, no experimental, correlacional y transversal con 127 estudiantes EFL. Se aplicó un cuestionario de 40 ítems, distribuido en dos escalas de 20 preguntas. El instrumento fue validado por tres expertos y sometido a una prueba piloto con 25 participantes. La fiabilidad alcanzó $\alpha = 0{,}984$ para la percepción sobre ChatGPT y $\alpha = 0{,}974$ para el desarrollo oral percibido. Resultados: En la primera variable predominó el nivel medio con 38,6 %, seguido del alto con 31,5 %. En la segunda variable predominó igualmente el nivel medio con 40,9 %, mientras que el nivel alto alcanzó 28,3 %. Se encontró una correlación positiva alta y estadísticamente significativa entre ambas variables ($r = 0{,}732$; $p < 0{,}001$). Conclusiones: Una percepción más favorable de ChatGPT se asocia con un mayor desarrollo percibido de la destreza oral, aunque el diseño correlacional no permite establecer causalidad.

Palabras clave: ChatGPT; estudiantes EFL; destreza oral; percepción; aprendizaje del inglés.

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1. INTRODUCTION

Learning English as a foreign language requires frequent opportunities for interaction so that students can develop confidence and competence in communicative situations. In this context, generative artificial intelligence tools have expanded opportunities for autonomous practice through conversations, feedback, and the generation of activities adapted to different needs. ChatGPT has received particular attention because of its ability to sustain linguistic exchanges and provide immediate responses both inside and outside the classroom (Xiao & Zhi, 2023). The acceptance of this tool among EFL students is related to its perceived usefulness and ease of use (Vo & Nguyen, 2024), while other studies highlight its potential as an assistant for language learning (Slamet, 2024).

The incorporation of ChatGPT into English language teaching is especially relevant for oral practice because its conversational functions allow learners to engage in more continuous exchanges than activities limited to classroom hours. Several recent studies have examined its use as a digital interlocutor and as a resource for practicing speaking skills among EFL students (Maharani et al., 2025). Likewise, the use of voice functions has been associated with oral practice experiences in which students can rehearse responses and sustain conversations individually (Zamora & Coutinho, 2025). These possibilities have encouraged studies focused on students' perceptions of ChatGPT as a tool for strengthening oral communication (Mun, 2025).

The development of oral skills is a frequent difficulty in learning English as a foreign language because it requires the integration of vocabulary, pronunciation, fluency, linguistic accuracy, and the ability to respond during interaction (Almansour, 2024). Anxiety associated with speaking another language can limit participation and reduce opportunities for practice, especially when students fear making mistakes in front of others (Cancino & Cabello, 2024). Self-efficacy also influences willingness to participate in communicative activities and the assessment of one's own oral ability (Widodo et al., 2024). These conditions show that improving oral production requires consideration of both linguistic performance and students' perceptions of their own communicative possibilities.

Although ChatGPT provides new conditions for practicing English, its incorporation does not automatically imply that students perceive an improvement in their oral skills.

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Experiences may vary according to the type of interaction, frequency of use, technological confidence, and the usefulness that each student attributes to the tool (Almansour, 2024). Differences have also been identified in the ways students value artificial intelligence as support for language learning and autonomy (Van Horn, 2024). In the oral domain, recent research has begun to examine the use of ChatGPT through voice conversation and its relationship with confidence, anxiety, and communicative practice (Ningrum et al., 2026; Saptiany et al., 2025), but there remains a need to examine these perceptions more specifically.

Studying EFL students' perceptions of ChatGPT for the development of oral skills makes it possible to understand how they evaluate a tool that can currently be used as an additional space for communicative practice. Examining these perceptions is relevant because the incorporation of technologies into learning depends, in part, on whether students consider them useful, accessible, and appropriate for their needs. In addition, identifying how students perceive their own oral development makes it possible to understand aspects that exclusively objective performance measures may not capture, such as confidence, comfort, and willingness to communicate. The research can therefore provide information to guide the pedagogical use of ChatGPT without assuming in advance that the tool produces the same improvements in all students.

The importance of this research lies in linking the experience of using a generative technology with students' assessment of their English oral learning. This relationship makes it possible to observe whether a favorable perception of ChatGPT coincides with a higher assessment of progress in oral skills and which aspects of practice appear to be most meaningful to participants. The analysis can contribute to supporting teaching decisions regarding the use of conversational activities mediated by artificial intelligence, particularly when the aim is to expand opportunities for interaction outside the classroom. Consequently, the objective is to determine the relationship between perceptions of the use of ChatGPT for oral practice and the perceived development of English oral skills among EFL students.

Perception of the use of ChatGPT for oral practice refers to the student's assessment of the usefulness, ease, relevance, and experience obtained when interacting with this tool in English. Studies on technology acceptance show that willingness to use ChatGPT for language learning is related to perceived usefulness and ease of use (Vo & Nguyen,

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2024). From the EFL student's perspective, these assessments may also include the possibility of receiving immediate responses, practicing autonomously, and repeating exchanges without constantly depending on another person (Xiao & Zhi, 2023). Therefore, perception constitutes a relevant variable for understanding the effective incorporation of ChatGPT into speaking activities (Brenes et al., 2025).

In the specific context of oral practice, ChatGPT can function as a digital interlocutor through written exchanges or voice features that make it possible to simulate conversations in English (Gallardo Rios et al., 2025). This modality has been studied as an alternative for expanding speaking opportunities among university students and other EFL learners (Maharani et al., 2025; Hernandez-Vasquez et al., 2026). Students' assessments may be associated with aspects such as comfort during practice, availability of the tool, the possibility of repeating a conversation, and perceived feedback during interaction. Studies directly focused on students' opinions have shown particular interest in the usefulness attributed to ChatGPT for strengthening communicative skills (Alsalem, 2024; Mun, 2025).

Perceptions of ChatGPT also include affective components linked to the confidence and anxiety experienced by students during oral practice. Conversational functions may provide an environment different from face-to-face interaction, in which students have greater control over the timing, duration, and repetition of their responses (Jahan & Akbar, 2026; Teng, 2024). Research on ChatGPT Voice has specifically examined its relationship with speaking confidence and reduced communication anxiety (Ningrum et al., 2026; Saptiany et al., 2025). Other studies on voice-based interaction indicate the relevance of analyzing how students value these experiences and their contribution to oral learning (Salsabil et al., 2025; Zamora & Coutinho, 2025).

The perceived development of English oral skills refers to the student's own assessment of the changes recognized in their ability to communicate orally. This perception may include components such as fluency, pronunciation, vocabulary, accuracy, confidence, and the ability to sustain an interaction (Lin et al., 2025). The literature on speaking self-efficacy shows that beliefs about one's own communicative ability constitute a relevant component among EFL students (Lin et al., 2025; Widodo et al., 2024). Complementarily, studies on self-perceived speaking proficiency make it possible to examine how students assess their progress based

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on learning experiences and frequency of practice (Du, 2026), without necessarily equating that perception with an objective assessment of performance.

The perception of oral improvement may be related to opportunities for frequent practice and to the possibility of experiencing communicative situations that encourage participation (Urena-Rodriguez et al., 2025). Virtual environments have been studied from students' perspectives as spaces capable of facilitating certain forms of communication in English (Alshumaimeri & Alhumud, 2021). Likewise, different educational strategies have examined dimensions such as fluency, vocabulary, confidence, and oral communication within EFL learning (Terán et al., 2024; Siavichay-Márquez & Guamán-Luna, 2022). In this sense, perceived development makes it possible to identify changes recognized by students in their communicative experience, although these assessments should be distinguished from results obtained through standardized tests or direct speaking evaluations (Cancino & Cabello, 2024).

When oral practice is carried out through ChatGPT, perceived development may reflect the way students interpret their progress after repeatedly interacting with the tool (Villalva Reinoso et al., 2024). Recent studies have analyzed ChatGPT as a resource for speaking practice and have included dimensions related to confidence, participation, fluency, and communicative experience (Mun, 2025; Ningrum et al., 2026). Other studies have combined voice conversation with assessments of oral skills or participants' perceptions (Hernandez-Vasquez et al., 2026; Zamora & Coutinho, 2025). Therefore, this variable makes it possible to study progress from the student's perspective and subsequently establish its relationship with their assessment of ChatGPT as a tool for oral practice.

Perceptions of the use of ChatGPT for oral practice may be related to the perceived development of oral skills because a positive evaluation of the tool can influence students' willingness to use it frequently and consistently. When students consider ChatGPT useful, accessible, and easy to use, they are more likely to incorporate it as a complementary resource for practicing English (Almansour, 2024; Vo & Nguyen, 2024). Greater exposure to conversational exchanges may help students recognize changes in their fluency, confidence, and communicative ability, particularly when they use voice functions and have repeated opportunities for interaction (Alsalem, 2024; Mun, 2025).

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The relationship between the two variables can also be explained through the communicative experience generated by interaction with ChatGPT. Students who perceive the tool as a safe and readily available interlocutor may experience less pressure during practice, which facilitates repetition, error correction, and the rehearsal of new expressions. Studies on ChatGPT Voice have identified favorable perceptions associated with greater confidence and lower anxiety when speaking English (Ningrum et al., 2026; Saptiany et al., 2025). In turn, stronger communicative confidence may influence how students assess their own oral progress and their willingness to participate in new English communication situations (Lin et al., 2025; Widodo et al., 2024).

However, a favorable perception of ChatGPT should not automatically be interpreted as evidence of an objective improvement in oral skills. Perceived development reflects the student's personal assessment and may be influenced by expectations, motivation, frequency of use, and previous language-learning experiences. For this reason, it is methodologically appropriate to analyze the relationship between both variables without assuming a direct causal effect. Recent studies indicate that ChatGPT may be positively valued as support for oral practice and learner autonomy (Van Horn, 2024; Salsabil et al., 2025), while other research reports perceived improvements in confidence, fluency, and communicative performance after the use of AI-based conversational tools (Hernandez-Vasquez et al., 2026; Zamora & Coutinho, 2025).

2. METHODOLOGY

Research approach and design

The study was conducted using a quantitative approach, with a non-experimental, correlational, and cross-sectional design. The variables were measured without deliberate manipulation, and the information was collected at a single point in time. The purpose was to determine the relationship between students' perceptions of the use of ChatGPT for oral practice and the perceived development of English oral skills among EFL students.

Sample

The sample consisted of 127 EFL students. Each participant completed a questionnaire designed to measure the two study variables. All 127 valid records were included in the analysis, with no missing data in the overall scores. The information obtained made it

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possible to conduct descriptive analyses of the variables and their dimensions, as well as to determine the relationship between them.

Data collection instrument

A structured, closed-ended, self-report questionnaire consisting of 40 items was used, divided into two scales of 20 questions each. The first assessed perceptions of the use of ChatGPT for oral practice through four dimensions: perceived usefulness, ease of use, communicative experience, and perceived confidence and comfort. The second measured the perceived development of English oral skills through oral fluency, pronunciation, linguistic resources for oral expression, and perceived communicative competence. Each dimension consisted of five items.

Responses were recorded using a five-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree. Each variable could obtain a total score ranging from 20 to 100 points, while each dimension could range from 5 to 25 points.

Validity and reliability

The content validity of the instrument was evaluated through the judgment of three experts, who reviewed the relevance and clarity of the items in relation to the established variables, dimensions, and indicators. Subsequently, a pilot test was conducted with 25 participants, representing approximately 20% of the sample. The scale measuring perceptions of the use of ChatGPT obtained a Cronbach's alpha of 0.984, while the scale measuring perceived development of English oral skills reached 0.974, indicating high internal consistency.

Score categorization

The overall scores for each variable were classified into three levels: low, from 20 to 46 points; moderate, from 47 to 73 points; and high, from 74 to 100 points. For the dimensions, low scores ranged from 5 to 11 points, moderate scores from 12 to 18 points, and high scores from 19 to 25 points. This classification made it possible to organize the frequencies and percentages corresponding to each variable and dimension.

Data processing and analysis

The data were coded according to the values assigned to the Likert scale, and scores were calculated for each variable and dimension. The descriptive analysis included frequencies, percentages, mean, standard deviation, minimum values, and maximum values.

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Pearson's correlation coefficient was used to determine the relationship between the variables, with a significance level of 0.05. Correlations between the dimensions of both variables were also analyzed to identify the magnitude and direction of their associations.

3. RESULTS

The results present the main findings obtained from the responses of 127 EFL students regarding their perceptions of ChatGPT for oral practice and their perceived development of English speaking skills. The analysis includes the distribution of participants across low, moderate, and high levels for both variables and their dimensions. Descriptive statistics are also reported to summarize overall scores. Finally, Pearson's correlation analysis is used to examine the relationship between the two variables and between their respective dimensions.

Tabla 1

Levels of the Study Variables

Level	Perception of ChatGPT for Oral Practice, f (%)	Perceived Development of English Oral Skills, f (%)
Low	38 (29.9%)	39 (30.7%)
Moderate	49 (38.6%)	52 (40.9%)
High	40 (31.5%)	36 (28.3%)
Total	127 (100.0%)	127 (100.0%)

Note. f = frequency. Percentages were calculated based on 127 students and correspond to the low, moderate, and high levels of the two main study variables.

Perception of ChatGPT for oral practice was primarily concentrated at the moderate level, with 49 students (38.6%). The high level included 40 participants (31.5%), while 38 students (29.9%) were classified at the low level. Although the proportions across the three levels were relatively similar, 70.1% of the participants were concentrated in the moderate and high levels. These results indicate a predominantly moderate or favorable perception of ChatGPT as a resource for oral practice, although a considerable proportion of students reported a low level of perception, revealing differences in participants' experiences and perceptions.

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Perceived development of English oral skills was also primarily concentrated at the moderate level, with 52 students (40.9%). The low level included 39 participants (30.7%), while 36 students (28.3%) were classified at the high level. Overall, 69.2% of the sample was concentrated in the moderate and high levels. These findings indicate a predominantly moderate perception of oral skill development, although differences across categories show that perceptions of progress were not homogeneous. In particular, nearly one-third of the students were classified at the low level, whereas a smaller proportion reported a high level of perceived development.

Tabla 2

Levels of the Dimensions of Perception of ChatGPT for Oral Practice

Dimension	Low f (%)	Moderate f (%)	High f (%)
Perceived usefulness	40 (31.5%)	48 (37.8%)	39 (30.7%)
Ease of use	37 (29.1%)	55 (43.3%)	35 (27.6%)
Communicative experience	39 (30.7%)	48 (37.8%)	40 (31.5%)
Perceived confidence and comfort	39 (30.7%)	53 (41.7%)	35 (27.6%)

Note. f = frequency. Percentages were calculated based on 127 students. Each dimension was classified into low, moderate, and high levels.

The moderate level predominated across all dimensions of perception of ChatGPT. Ease of use showed the highest concentration in this category, with 55 students (43.3%), followed by perceived confidence and comfort, with 53 students (41.7%). Perceived usefulness and communicative experience each included 48 students (37.8%) at the moderate level. At the high level, communicative experience showed the highest frequency, with 40 participants (31.5%). Overall, the findings indicate that students mainly held moderate perceptions regarding the usefulness, ease of use, communicative possibilities, and comfort provided by ChatGPT during English oral practice.

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Tabla 3

Levels of the Dimensions of Perceived Development of English Oral Skills

Dimension	Low f (%)	Moderate f (%)	High f (%)
Oral fluency	41 (32.3%)	44 (34.6%)	42 (33.1%)
Pronunciation	38 (29.9%)	52 (40.9%)	37 (29.1%)
Linguistic resources for oral expression	46 (36.2%)	47 (37.0%)	34 (26.8%)
Perceived communicative competence	37 (29.1%)	56 (44.1%)	34 (26.8%)

Note. f = frequency. Percentages correspond to the 127 participants and represent the levels obtained for each dimension of perceived oral skill development.

The moderate level predominated across all four dimensions. Perceived communicative competence showed the highest frequency at this level, with 56 students (44.1%), followed by pronunciation, with 52 students (40.9%). Linguistic resources for oral expression reached 47 participants (37.0%) at the moderate level, while also showing the highest frequency at the low level, with 46 students (36.2%). Oral fluency showed the most balanced distribution, with 41 students (32.3%) at the low level, 44 (34.6%) at the moderate level, and 42 (33.1%) at the high level. These findings indicate specific differences in students' perceptions of their progress depending on the oral skill component considered.

Tabla 4

Descriptive Statistics of the Study Variables

Variable	Mean	Standard Deviation	Minimum	Maximum
Perception of ChatGPT for oral practice	59.75	21.53	20	100
Perceived development of English oral skills	59.50	21.37	20	100

Note. Each variable comprises 20 items rated on a five-point Likert scale, with possible scores ranging from 20 to 100.

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The mean scores were similar across the study variables. Perception of ChatGPT for oral practice had a mean score of 59.75 and a standard deviation of 21.53, whereas perceived development of English oral skills had a mean of 59.50 and a standard deviation of 21.37. Both variables had minimum values of 20 and maximum values of 100, covering the entire possible range of the instrument. The magnitude of the standard deviations indicates considerable variability in the responses, which is consistent with the distribution observed across the low, moderate, and high levels of the variables and their respective dimensions.

Tabla 5

Relationship Between Perception of ChatGPT and Perceived Development of English Oral Skills

Related Variables	Pearson's r	p	N
Perception of ChatGPT for oral practice – Perceived development of English oral skills	0.732	< 0.001	127

Note. Pearson's correlation is significant at the 0.01 level (two-tailed).

A strong, positive, and statistically significant correlation was found between perception of ChatGPT for oral practice and perceived development of English oral skills ($r = 0.732$, $p < 0.001$). This indicates that more favorable perceptions of ChatGPT tended to occur alongside higher levels of perceived oral skill development. The statistical significance allows the null hypothesis of no relationship between the variables to be rejected. Therefore, the findings support the existence of an association between the two variables among the students evaluated. However, given the correlational design, a direct causal relationship between the variables cannot be established.

Tabla 6

Correlation Between the Dimensions of Perception of ChatGPT and the Dimensions of Perceived Development of English Oral Skills

Dimension of Perceived Oral Skill Development	Perceived Usefulness	Ease of Use	Communicative Experience	Perceived Confidence and Comfort

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Oral fluency	0.684**	0.657**	0.605**	0.600**
Pronunciation	0.658**	0.639**	0.581**	0.608**
Linguistic resources for oral expression	0.682**	0.662**	0.623**	0.646**
Perceived communicative competence	0.672**	0.635**	0.556**	0.586**

Note. N = 127. All Pearson correlations are statistically significant at the 0.01 level (two-tailed), $p < 0.001$.

The correlations between the dimensions were positive and statistically significant, with coefficients ranging from r = 0.556 to r = 0.684. The strongest association was found between perceived usefulness and oral fluency (r = 0.684), followed by the relationship between perceived usefulness and linguistic resources for oral expression (r = 0.682). A notable association was also observed between perceived usefulness and perceived communicative competence (r = 0.672). The weakest correlation was found between communicative experience and perceived communicative competence (r = 0.556). Overall, all dimensions of ChatGPT perception showed positive associations with the different components of perceived oral skill development.

4. DISCUSSION

The findings showed that EFL students held a predominantly moderate perception of ChatGPT for oral practice, with 38.6% at the moderate level, 31.5% at the high level, and 29.9% at the low level. This pattern is somewhat more cautious than that reported by Alsalem (2024), whose 74 participants generally expressed a high perception and positive attitude after six weeks of ChatGPT-assisted speaking practice. Specific ratings in that study were particularly favorable for a non-judgmental practice environment (M = 4.43) and interactive speaking practice (M = 4.34). Therefore, both studies support favorable acceptance, although the present sample shows greater heterogeneity and less concentration at the highest level.

The dimensional results provide a similar but more differentiated picture. Ease of use obtained the highest concentration at the moderate level (43.3%), followed by perceived

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confidence and comfort (41.7%), whereas communicative experience presented the largest proportion at the high level (31.5%). These findings are consistent with Vo and Nguyen (2024), who reported means of 3.54 for ease of use and 3.30 for perceived usefulness among 369 English-major students. Their participants also showed stronger positive attitudes (M = 3.76) than perceived usefulness. Consequently, students may recognize ChatGPT as accessible and favorable without necessarily judging all of its language-learning benefits at the highest level, which helps explain the predominance of moderate scores in the present study.

Regarding the second variable, 40.9% of participants reported a moderate level of perceived oral development, compared with 28.3% at the high level and 30.7% at the low level. Although these data represent self-perceived progress rather than direct performance, they converge with objective evidence from Zamora and Coutinho (2025). After four weeks of ChatGPT voice practice, their Ecuadorian university students showed increases in median grammar and vocabulary scores from approximately 3.28 to 4.16 and in discourse management from 3.40 to 4.20. Maharani et al. (2025) similarly found that the experimental group increased from a pre-test mean of 55.19 to 58.29, while the control group changed only from 54.24 to 54.33.

The main finding of this study was the strong positive correlation between the perception of ChatGPT for oral practice and the perceived development of English oral skills ($r = 0.732$, $p < 0.001$). Although previous studies did not examine the same relationship using an equivalent correlational model, their findings support the direction of the association observed in this study. Maharani et al. (2025) reported a statistically significant pre-post improvement in the experimental group ($p < 0.001$), as well as a significant difference compared with the control group ($p = 0.004$). Likewise, Salsabil et al. (2025) reported improvements in fluency, vocabulary, grammar, pronunciation, and confidence among students using ChatGPT Voice. Taken together, these findings suggest convergence between favorable experiences with conversational AI and stronger perceived oral English outcomes.

The correlations between dimensions further clarify this relationship. All associations were positive and significant, ranging from $r = 0.556$ to $r = 0.684$. Perceived usefulness showed the strongest relationships with oral fluency ($r = 0.684$), linguistic resources for oral expression ($r = 0.682$), and perceived communicative competence ($r = 0.672$). This

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pattern agrees with Alsalem (2024), whose participants rated pronunciation improvement at M = 3.76, fluency at M = 3.26, vocabulary development at M = 3.11, confidence at M = 3.57, and usefulness of speaking feedback at M = 3.46. Zamora and Coutinho (2025) also documented significant progress in grammatical accuracy, vocabulary use, and discourse management, supporting the connection between perceived usefulness and specific oral components.

Despite this convergence, the results should not be interpreted as proof that favorable perceptions of ChatGPT directly cause speaking improvement. The present study measured perceived development through self-report and used a cross-sectional correlational design, whereas Maharani et al. (2025) employed pre-test and post-test comparisons and Salsabil et al. (2025) combined quantitative performance measures with qualitative evidence. Their findings therefore provide complementary, but methodologically different, evidence. The moderate levels observed in the present study also indicate that ChatGPT is not perceived uniformly by all learners. This caution is consistent with Alsalem (2024), whose participants strongly preferred a human partner (M = 4.70) despite positively evaluating ChatGPT, suggesting that conversational AI functions more appropriately as a complementary rather than substitutive speaking resource.

5. CONCLUSION

The study showed that EFL students generally maintain a moderate perception of ChatGPT as a resource for oral practice. The results suggest that students recognize its usefulness, accessibility, communicative possibilities, and potential to create a more comfortable environment for practicing English. However, these perceptions were not uniformly favorable across all participants, indicating that individual experiences with the tool may differ according to familiarity, expectations, frequency of use, and the type of interaction developed during oral practice.

The perceived development of English oral skills also reflected a mainly moderate tendency. Students reported progress in areas related to fluency, pronunciation, linguistic resources, and communicative competence, although the perceived advancement was not homogeneous across all components. This suggests that oral development should be understood as a multidimensional process in which confidence, vocabulary, grammatical resources,

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pronunciation, and the ability to sustain interaction may evolve differently depending on the learning experience and the opportunities available for repeated practice.

A consistent relationship was identified between a favorable perception of ChatGPT and greater perceived development of oral skills. Students who valued the tool more positively also tended to report stronger progress in their speaking abilities. The relationships observed among the dimensions reinforce the idea that perceived usefulness, ease of use, communicative experience, and confidence are connected with different aspects of oral development. This finding supports the relevance of considering both technological acceptance and students' perceptions of their own learning when evaluating the role of ChatGPT in EFL speaking practice.

ChatGPT can therefore be considered a complementary resource for expanding opportunities for oral interaction, autonomous practice, repetition, and feedback. Nevertheless, the findings should be interpreted according to the correlational and self-report nature of the study. The results demonstrate association rather than direct causation and do not replace objective assessment of speaking performance. Further research could combine students' perceptions with oral proficiency tests and longitudinal or experimental designs to determine whether perceived progress corresponds with measurable changes in English speaking skills.

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CONFLICTO DE INTERESES

No existe.

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No aplica.

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