

# Exploring University Students' Perceptions of ChatGPT as a Support Tool for English Classroom Discussions

Nur Farhinaa Othman<sup>1\*</sup>, Faten Khalida Khalid<sup>1</sup>, Nazifah Hamidun<sup>1</sup>,  
Muhammad Nazif Aimaan Othman<sup>1</sup>

<sup>1</sup> Faculty of Business & Communication, Universiti Malaysia Perlis (UniMAP) Perlis, Malaysia

\*Corresponding Author: [nurfarhinaa@unimap.edu.my](mailto:nurfarhinaa@unimap.edu.my)

Received: 30 May 2025 | Accepted: 15 August 2025 | Published: 1 September 2025

DOI: <https://doi.org/10.55057/ijares.2025.7.4.31>

---

**Abstract:** *This study explores the perceptions of first-year students from Universiti Malaysia Perlis (UniMAP) on the use of ChatGPT as a support tool for in-class English language discussions. Understanding how students interact with artificial intelligence technologies in language learning situations is crucial as these tools become more prevalent in educational settings. A total of 160 first-year university students responded to a structured questionnaire consisting of ten statements related to their use of ChatGPT in preparing for and participating in English classroom discussions. The results show that responses were overwhelmingly positive across all items. Most students agreed that ChatGPT is easy to use, helps them prepare ideas, boosts their confidence, improves vocabulary, and encourages critical thinking. Notably, many students reported that ChatGPT supports their ability to organize thoughts and explore alternative viewpoints, contributing to more meaningful classroom participation. The respondents felt that employing ChatGPT is suitable and morally acceptable when governed by explicit academic values, despite some acknowledging the possible risk of an over-reliance on AI. The findings suggest that with proper integration, ChatGPT can enhance English discussion-based learning by promoting meaningful and confident communication.*

**Keywords:** ChatGPT, AI in education, English language learning, teaching and learning, university students, classroom discussions, student perceptions

---

## 1. Introduction

In recent years, the integration of artificial intelligence (AI) into educational settings has transformed the way students learn and interact with content, particularly in the field of language education. Among the most prominent AI tools is ChatGPT, a language model developed by OpenAI, which has gained attention for its ability to generate human-like responses and facilitate real-time communication. ChatGPT is drawing growing interest within English language education, especially in supporting learners of English as a second language (ESL) and English as a foreign language (EFL) (Lo et al., 2024). In ESL learning environments, ChatGPT presents a unique opportunity to support students in developing their language skills through interactive, personalized, and low-pressure conversations. By simulating natural dialogue and providing instant feedback, ChatGPT can help learners practice vocabulary, grammar, and conversational fluency outside traditional classroom constraints.

At the university level, where academic discussions and critical thinking are key components of language learning, students may find ChatGPT particularly useful as a support tool. It can serve as a preparatory aid for classroom discussions, helping students organize their thoughts, rehearse ideas, and gain confidence in expressing themselves in English. Research has shown that ChatGPT can promote learner engagement across various dimensions of language acquisition, including meaningful input and output, focused language practice, and fluency development (Meniado, 2023). However, the effectiveness of such tools depends largely on how students perceive their usefulness, reliability, and relevance to their learning needs. This study explores university students' perceptions of ChatGPT as a support tool for English classroom discussions, aiming to understand its perceived benefits, limitations, and potential role in enhancing ESL learning experiences.

## **2. Background of the Study**

The integration of artificial intelligence (AI) in education is reshaping traditional approaches to teaching and learning, particularly in the field of language education. One notable development is the emergence of ChatGPT, a generative AI tool developed by OpenAI, which can simulate human-like conversations and provide immediate linguistic support. In English as a Second Language (ESL) settings, such tools offer students new opportunities to practice, reflect, and refine their language skills in ways that complement classroom instruction.

The integration of artificial intelligence (AI), particularly tools like ChatGPT, into educational contexts is still a relatively new and evolving area of study (Imran & Lashari, 2023). As these technologies become more widespread in academic settings, it is essential to investigate their potential role and implications in language learning environments. In the context of English language learning, there remains a significant gap in understanding how ChatGPT can be effectively utilized to support classroom instruction, foster student engagement, and enhance language acquisition. Given the increasing reliance on digital tools in education, there is an urgent need for empirical research that explores how ChatGPT can be meaningfully incorporated into English language learning classrooms to complement traditional pedagogical approaches and address the diverse needs of learners.

As universities increasingly adopt digital tools to support learning, understanding how students perceive and interact with AI technologies becomes critical. First-year students, who are often transitioning from structured secondary education to more discussion-oriented university environments, may especially benefit from tools like ChatGPT that aid in the development of academic language skills. ChatGPT has the potential to help students organize their ideas, expand their vocabulary, and boost their confidence when participating in English classroom discussions.

This study focuses on first-year students at Universiti Malaysia Perlis (UniMAP) and investigates their perceptions of ChatGPT as a support tool for English language discussions. As these discussions are essential for developing critical thinking and communication skills in English, it is important to explore how students use AI assistance to prepare and participate more effectively. Previous findings, such as those by Meniado (2023), support the idea that ChatGPT can enhance learner engagement through meaning-focused input and output, fluency practice, and language-focused learning.

In this study, 120 UniMAP students responded to a structured questionnaire addressing their experiences with ChatGPT in the context of English classroom discussions. Preliminary results

indicate a strong positive response, with students reporting that ChatGPT is easy to use, helpful in organizing thoughts, supportive of vocabulary development, and useful for exploring different perspectives. While some students expressed concerns about over-reliance on AI, most agreed that its use is appropriate when guided by clear academic values.

Given the rising role of AI in education, this study offers timely insights into how university students perceive the usefulness and ethical considerations of tools like ChatGPT in language learning. The findings aim to inform educators and institutions on how best to integrate AI meaningfully and responsibly into English language instruction.

### **3. Problem Statement**

As artificial intelligence (AI) tools like ChatGPT become more accessible, their integration into higher education is rapidly expanding, particularly in the teaching and learning of English as a Second Language (ESL). While ChatGPT offers features that can support language development, such as real-time idea generation, vocabulary enhancement, and confidence-building, there is limited empirical data on how students perceive these tools in actual classroom settings. This is especially true in Malaysian higher education institutions, where English classroom discussions are a key component of communicative competence development.

At Universiti Malaysia Perlis (UniMAP), students are expected to participate in discussions during ESL class, yet many face challenges due to limited language proficiency or anxiety. With growing interest in using ChatGPT as a supportive tool, it is crucial to understand how these students perceive its effectiveness, ease of use, and ethical implications. Without this understanding, educators may struggle to implement AI tools in ways that genuinely enhance learning outcomes and promote responsible use.

### **4. Research Objectives**

This study aims to explore how first-year university students perceive the use of ChatGPT as a support tool for oral discussions in English as a Second Language (ESL) classrooms. The specific objectives are:

- 1) To understand how students feel about using ChatGPT to help them prepare for and participate in spoken English class discussions.
- 2) To explore how students perceive the role of ChatGPT in boosting their confidence when speaking during oral English class discussions.

### **5. Literature Review**

#### **Introduction: Educational Transformation in the Digital Age**

According to Ahdyarti (2025), education has undergone a profound transformation in response to the rapid advancements brought about by the Fourth Industrial Revolution and the rise of digital technologies. Among the most notable shifts is the integration of Artificial Intelligence (AI) into teaching and learning, particularly in the field of language acquisition. AI technologies, such as natural language processing and machine learning, have enabled tools like ChatGPT to understand, interpret, and respond to human language with increasing accuracy. This development has opened up new possibilities for more personalized, adaptive, and engaging learning experiences. In particular, AI offers ESL learners dynamic support in

developing speaking skills by providing instant feedback, conversation practice, and tailored prompts that align with individual proficiency levels and learning needs. These intelligent systems can simulate real-life conversational scenarios, allowing students to practice speaking in a safe, low-stress environment. As a result, learners gain more opportunities to build fluency, enhance their pronunciation, and increase their confidence in using English during classroom discussions and beyond.

### **Leveraging ChatGPT for Vocabulary Expansion and Speaking Practice**

According to Tipayavaravan, Sirichokcharoenkun, and Cao (2023), the role of ChatGPT in teaching English, highlighting its potential as a supportive tool for Vietnamese high school teachers. ChatGPT can aid lesson planning, provide interactive practice, and deliver personalized feedback to students. A key benefit lies in vocabulary expansion, as the tool supplies definitions, synonyms, and contextual examples. By learning and practicing new vocabulary through ChatGPT, students are better equipped to use appropriate words and expressions in speaking activities. This not only strengthens their vocabulary bank but also boosts their confidence and fluency in real-life communication. At the university level, ChatGPT can further support classroom speaking activities such as discussions, debates, and presentations by suggesting relevant vocabulary, sentence structures, and topic ideas. It can simulate conversational partners, allowing students to practice dialogue in a safe environment before speaking in front of peers. Such integration not only improves academic speaking performance but also prepares students for professional and real-world communication.

### **Ethical and Instructional Use of ChatGPT**

When integrated thoughtfully into the classroom with clear ethical guidelines and purposeful instructional planning, the effectiveness of tools like ChatGPT is significantly strengthened. In the ESL context, this means using ChatGPT not as a replacement for authentic communication, but as a supportive aid that complements teacher-led instruction. By setting boundaries for appropriate use such as using it for idea generation, vocabulary building, or practicing responses, students can benefit from its strengths without becoming overly reliant. This balanced approach encourages responsible use while maximizing ChatGPT's potential to enhance oral participation and engagement in English class discussions.

### **Challenges in Developing ESL Speaking Skills**

Developing speaking skills in a foreign language is often one of the most demanding aspects of language learning, particularly for EFL and ESL students (Celik, Yildiz, & Kara, 2025). Many learners struggle to initiate or sustain one-on-one conversations due to a lack of fluency, limited vocabulary, or fear of making mistakes. This often leads to speaking anxiety, a common barrier that can significantly hinder students' ability to participate effectively in classroom discussions. In the context of ESL education, where oral communication plays a vital role in building confidence and language proficiency, such anxiety can reduce classroom engagement and limit opportunities for meaningful interaction. Addressing these challenges is essential to creating a supportive learning environment that encourages students to express their ideas more freely and develop their spoken English skills.

### **ChatGPT as a Virtual Speaking Companion**

Celik et al. (2025) further mentioned that Generative AI (Gen-AI) tools, particularly ChatGPT, are rapidly gaining traction in educational settings due to their versatile applications in language learning. In the context of oral discussions in ESL classrooms, ChatGPT can serve as a valuable virtual speaking companion that allows students to practice their speaking skills in a low-pressure, anxiety-free environment. It can provide constructive feedback or model

examples related to key elements of effective spoken communication, such as pronunciation, coherence, the use of transition words, and the logical sequencing of ideas. These features are especially beneficial for ESL learners who may struggle with organizing their thoughts or expressing themselves fluently during real-time classroom discussions. By offering a space to rehearse and refine their responses, ChatGPT can help students build the foundational skills and confidence needed to participate more meaningfully in oral English discussions.

### **Enhancing Student Motivation and Engagement**

According to Lashari et al. (2023), ChatGPT has the potential to significantly enhance learner motivation and engagement; two critical components in the process of acquiring a new language. These results are not only compelling but also offer fresh and innovative insights into how artificial intelligence can support and transform language learning experiences. The study's findings indicate that ChatGPT-assisted learning not only enhances overall English language acquisition but also has a positive impact on oral discussions in the classroom. By providing learners with instant language support, vocabulary suggestions, and grammar corrections, ChatGPT helps students prepare more effectively for spoken interactions. This increased preparedness boosts their confidence and encourages more active participation in classroom discussions. As a result, students engage in oral communication with greater fluency and clarity, leading to richer, more meaningful dialogue. Furthermore, the AI's ability to simulate conversational practice outside of class reinforces speaking skills, which in turn improves students' performance during in-class oral activities and discussions.

A study by Syarippudin (2024) found that the integration of the debate clinic method with ChatGPT assistance has been shown to significantly enhance students' English-speaking skills, particularly in ESL classroom settings. This approach provides students with opportunities to engage in structured oral discussions, where ChatGPT serves as a supportive tool by offering real-time language suggestions, correcting grammatical errors, and helping students formulate coherent arguments. As a result, learners become more confident and fluent in expressing their ideas during classroom debates.

### **The Synergy of AI and Interactive Teaching Strategies**

This finding is consistent with earlier research by Lumbangaol and Mazali (2020), which highlighted the effectiveness of debate strategies in improving students' oral communication abilities. The addition of ChatGPT further amplifies these benefits by allowing students to practice and refine their speaking skills in a low-pressure, AI-supported environment before participating in live discussions. Together, these insights underscore the value of combining interactive teaching methods with AI tools to foster more effective oral language development in ESL learners.

### **AI Integration in Oral Presentation Skill Development**

Students often encounter multiple challenges when preparing for oral presentations, which can hinder the effectiveness of their delivery (Cha, Han, Yoo, & Oh, 2024). One frequent problem is the excessive use of filler words such as "however," "that," or "like," which disrupt the flow of speech and may indicate a lack of fluency or confidence. This tendency is commonly linked to a limited vocabulary, which restricts the speaker's ability to express ideas precisely and naturally. Additionally, many students experience nervousness or performance anxiety, which can lead to unintentional mistakes such as speaking too quickly, stumbling over words, or mispronouncing terms. Another key difficulty lies in constructing extended and well-organized sentences during spontaneous speech, which requires both linguistic competence and real-time

cognitive processing. These obstacles collectively reduce the clarity, coherence, and overall impact of student presentations.

To address these issues, tools like ChatGPT can play a supportive role in improving students' preparation and performance in oral presentations. ChatGPT can serve as a practice partner, allowing students to rehearse their presentations in a low-pressure environment. Through simulated conversations or presentation prompts, it provides opportunities for learners to practice forming complete, coherent sentences without the fear of judgment. This repeated practice can help reduce the reliance on filler words by encouraging more thoughtful and structured language use.

Moreover, ChatGPT can assist in vocabulary development by offering synonyms, rephrased sentences, and contextual examples that enrich students' language choices. For students struggling with nervousness or delivery, the tool can give real-time feedback on pace, pronunciation, and fluency, helping them to self-monitor and make adjustments. It also enables learners to break down complex ideas into manageable parts, making it easier to organize content logically.

By providing immediate, individualized feedback and allowing for repeated practice, ChatGPT helps students build the confidence and linguistic competence needed to deliver clearer, more polished oral presentations. As a result, learners are better equipped to communicate their ideas effectively and with greater self-assurance in academic or professional settings.

## **6. Methodology**

### **Research Design**

This study employed a quantitative survey design to explore university students' perceptions of ChatGPT as a support tool for English classroom discussions. The aim was to understand students' attitudes, experiences, and concerns related to the use of ChatGPT in preparing for and participating in English discussions.

### **Participants**

A total of 160 undergraduate students from Universiti Malaysia Perlis (UniMAP) participated in this study. All participants were enrolled in a single course, English for General Communication, a second-level English proficiency course. The students' English proficiency levels ranged between MUET Band 2.5 to 3.5. They were selected through convenience sampling, representing learners with intermediate proficiency who are developing their skills in general English communication.

### **Instrument**

Data were collected using a structured questionnaire titled "Exploring Student Perceptions of ChatGPT as a Support Tool for English Classroom Discussions". The questionnaire consisted of 10 Likert-scale items, where respondents indicated their level of agreement on a 5-point scale (1 = Strongly Disagree to 5 = Strongly Agree). The items addressed key aspects of ChatGPT usage, including:

- Ease of use ("I find ChatGPT easy to use for preparing ideas before English class discussions.")
- Confidence and participation ("Using ChatGPT helps me feel more confident when speaking during in-class discussions.")

- Language support (“ChatGPT helps me generate relevant vocabulary and phrases to use in English conversations.”)
- Critical thinking and creativity (“Using ChatGPT encourages me to ask more questions and explore topics critically.”)
- Ethical considerations and recommendations (“I believe using ChatGPT in classroom discussions is appropriate and ethically acceptable.”)

The questionnaire was designed to capture both the benefits and limitations perceived by students in using ChatGPT for English discussion purposes.

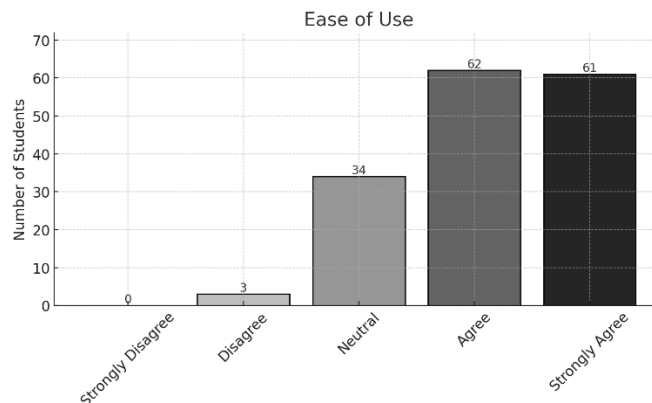
### Data Analysis

The collected data were analysed using descriptive statistics such as means, standard deviations, and frequency distributions to identify trends in students’ perceptions. Items were also grouped thematically to explore dimensions such as ease of use, confidence and participation, language support, critical thinking and creativity, and ethical considerations and recommendations.

## 7. Findings

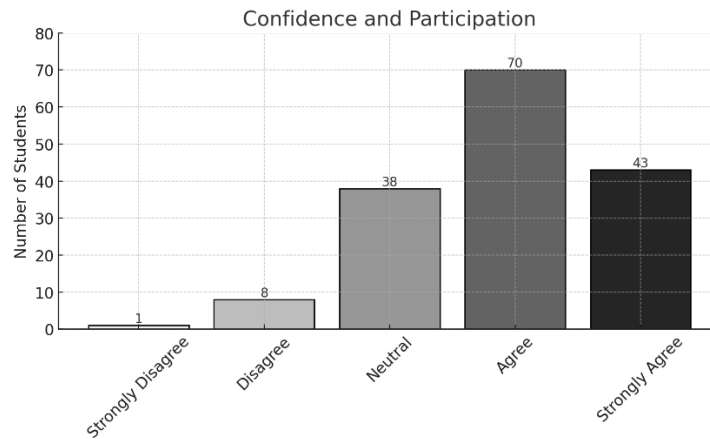
This section presents the analysis of students’ responses to a questionnaire designed to explore their perceptions of ChatGPT as a support tool for English classroom discussions. A total of 160 students from Universiti Malaysia Perlis, enrolled in the *English for General Communication* course, participated in the study. The findings are organized under key themes based on the questionnaire items: ease of use, confidence and participation, language support, critical thinking and creativity, and ethical considerations and recommendations.

### Ease of Use



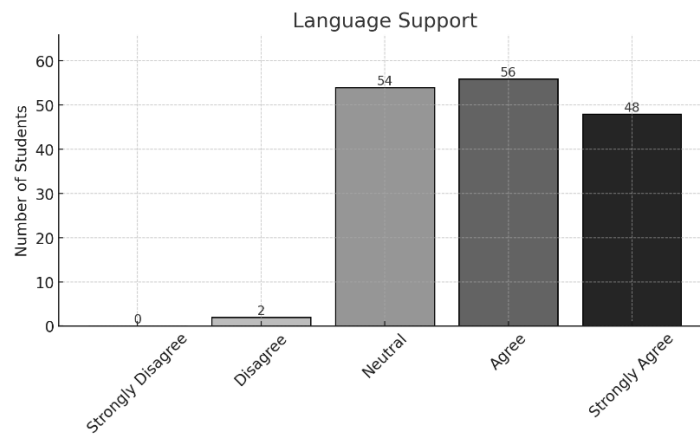
The findings indicate that the majority of students found ChatGPT easy to use. Approximately 77% of participants agreed or strongly agreed that the tool was helpful for preparing ideas before English class discussions. Only a small number (less than 2%) expressed disagreement. This suggests that ChatGPT’s user-friendly interface and straightforward functionality made it accessible even for students with moderate digital skills. The high level of agreement underscores the tool’s practicality and ease of integration into students’ academic routines.

## Confidence and Participation



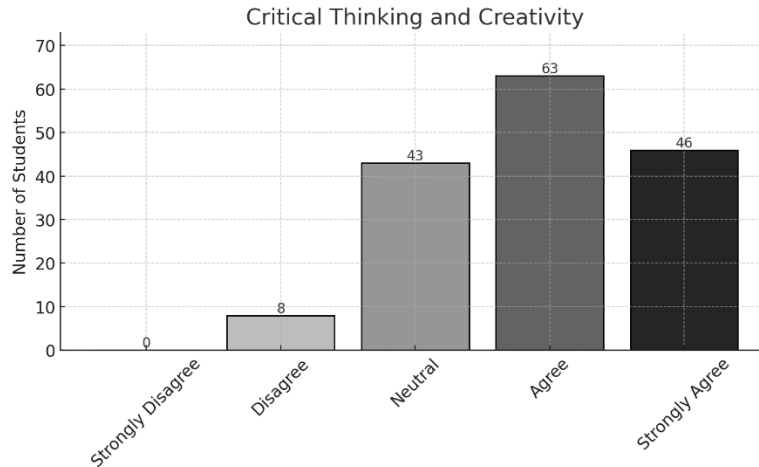
Students reported a noticeable increase in their confidence when using ChatGPT as a preparatory tool for classroom discussions. About 71% of respondents agreed or strongly agreed that the tool helped them feel more confident during in-class discussions. A similar proportion (70%) indicated that ChatGPT supported them in organizing their thoughts more clearly. These responses reflect the supportive role of ChatGPT in reducing anxiety and enhancing students' readiness to participate in oral communication tasks. By offering structured input and language prompts, ChatGPT appears to empower students to engage more actively and fluently in discussions.

## Language Support



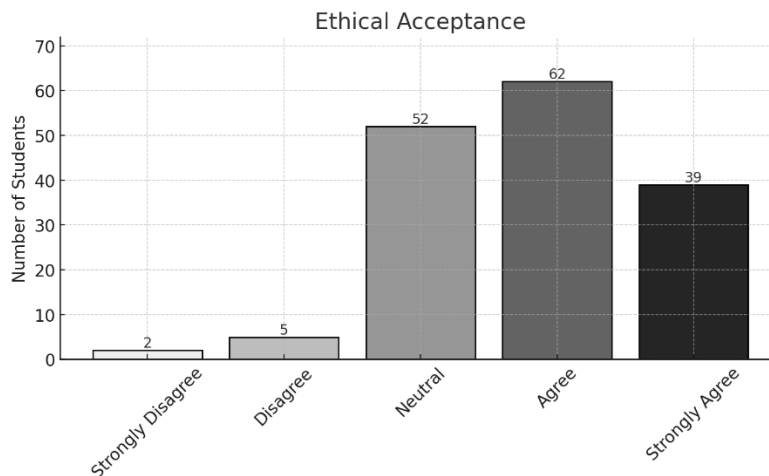
In terms of language development, 65% of students agreed or strongly agreed that ChatGPT helped them generate relevant vocabulary and phrases for English conversations. However, around 34% chose a neutral response, suggesting that while the tool was generally perceived as helpful, some students may have had reservations about relying on it for accurate language use. This mixed result indicates that ChatGPT can serve as a useful linguistic resource, but it may be more effective when supplemented by instructor feedback or peer discussion to validate the language generated.

## Critical Thinking and Creativity



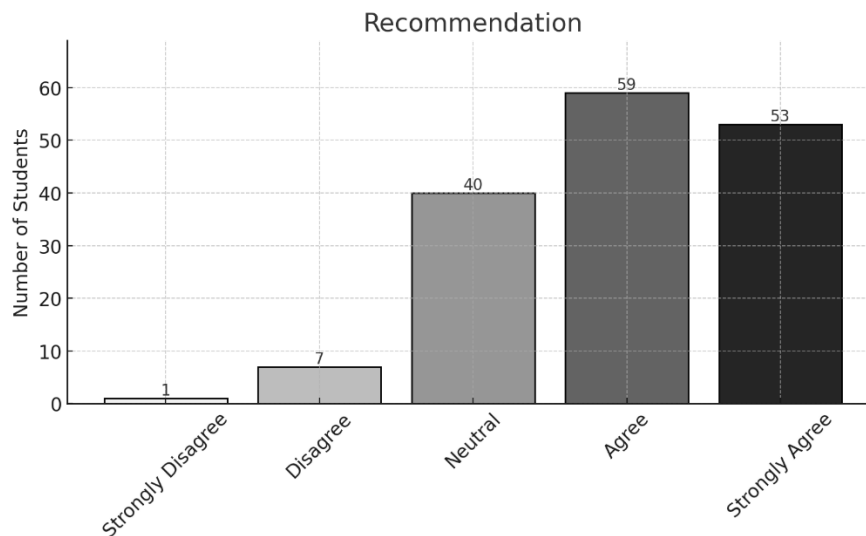
ChatGPT was perceived as a valuable tool for stimulating critical thinking and encouraging deeper engagement with discussion topics. Approximately 84% of students agreed or strongly agreed that they used ChatGPT to explore different viewpoints before class. Additionally, 75% reported that the tool helped them think more deeply about discussion topics, while 68% felt it encouraged them to ask more questions and explore ideas more critically. However, a noteworthy concern emerged: 70% of students agreed that excessive reliance on ChatGPT might limit their own critical thinking and creativity. These findings reveal a dual perception—while ChatGPT fosters intellectual engagement, it also presents a risk of dependency that could hinder independent thought if not used thoughtfully.

## Ethical Considerations



When asked about the ethical appropriateness of using ChatGPT in classroom settings, 63% of students agreed or strongly agreed that its use was appropriate and ethically acceptable. However, 33% of respondents selected a neutral response, suggesting uncertainty or a lack of clear understanding regarding the ethical boundaries of using AI in academic work. This reflects a possible gap in awareness or guidance on how AI tools like ChatGPT should be used responsibly within educational contexts.

## Recommendations



Despite mixed responses on ethical clarity, a majority of students, 71%, indicated that they would recommend ChatGPT to other learners for supporting English classroom discussions. This highlights an overall positive perception of its potential usefulness. However, the findings also point to a clear need for institutional support, such as explicit guidelines and classroom discussions on the ethical use of AI tools. Addressing academic integrity, responsible usage, and transparency can help students feel more confident and informed when integrating ChatGPT into their learning.

## 8. Discussion

The findings of this study offer valuable insights into how undergraduate students perceive the use of ChatGPT as a support tool in English classroom discussions. Overall, the results demonstrate a generally positive outlook, particularly in terms of usability, confidence enhancement, and language support. However, concerns related to ethical awareness and potential overreliance also emerged, indicating areas for pedagogical attention and institutional guidance.

### Ease of Use

The majority of students indicated that ChatGPT was easy to use, with approximately 77% agreeing that the tool assisted them in preparing ideas before class discussions. This suggests that the user-friendly design and accessible features of ChatGPT enabled students to navigate the tool effectively, even with only moderate digital proficiency. The minimal number of students who expressed disagreement reinforces the practicality of ChatGPT for integration into students' academic routines, particularly in language learning contexts that require efficient idea generation.

### Confidence and Participation

A large proportion of respondents reported increased confidence when using ChatGPT as a preparatory aid. About 71% agreed that the tool helped them feel more confident during classroom discussions, while a similar number (70%) indicated it supported them in organizing their thoughts. These findings align with prior studies that emphasize the role of digital tools in reducing speaking anxiety and enhancing learner participation. By providing structured

prompts and facilitating pre-discussion preparation, ChatGPT appears to serve as a valuable support mechanism for students engaging in oral communication tasks.

### **Language Support**

With 65% of students agreeing that ChatGPT helped them generate relevant vocabulary and expressions, the tool was generally viewed as a beneficial resource for language development. However, the presence of 34% neutral responses suggests some uncertainty regarding the reliability or appropriateness of the language generated. This highlights the importance of supplementing ChatGPT use with teacher feedback and classroom discussion to ensure the linguistic accuracy and contextual suitability of AI-generated content.

### **Critical Thinking and Creativity**

Student responses also pointed to the dual role of ChatGPT in promoting and potentially limiting critical thinking. On one hand, high levels of agreement were observed for items related to deeper engagement and exploration of multiple viewpoints. This indicates that students perceived ChatGPT as a tool that could stimulate inquiry and broaden perspectives. On the other hand, 70% of students expressed concern that excessive reliance on the tool might hinder their own creativity and independent thinking. This reflects a broader pedagogical concern: while ChatGPT can serve as a scaffold for idea development, educators must encourage students to use it as a starting point rather than a substitute for original thought.

### **Ethical Considerations and Recommendations**

Findings related to ethics revealed a need for greater clarity and guidance. Although 63% of students viewed the use of ChatGPT in classroom settings as ethically acceptable, a substantial proportion (33%) remained neutral, suggesting a lack of familiarity with the ethical implications of AI use in academic contexts. This uncertainty underscores the necessity for institutional policies and classroom-based instruction on responsible AI use. Despite these concerns, 71% of students indicated they would recommend ChatGPT to others, reflecting a general sense of its perceived value and potential in supporting learning.

### **Summary**

Taken together, the findings suggest that while students generally view ChatGPT as a useful and accessible tool for English class discussions, its effective implementation depends on proper guidance and pedagogical integration. Educators should not only introduce students to the technical use of ChatGPT but also promote critical digital literacy and ethical awareness to ensure that the tool enhances, rather than undermines, language learning outcomes.

### **Findings and Responses to the Research Questions**

*1: To understand how students feel about using ChatGPT to help them prepare for and participate in spoken English class discussions.*

The findings indicate that students generally have a positive perception of using ChatGPT to support their preparation and participation in English class discussions. Most students found ChatGPT easy to use, with 77% agreeing that it effectively helped them generate ideas before discussions. The tool was also valued for its language support, as 65% of students reported that it helped them find relevant vocabulary and expressions. Moreover, many students appreciated the way ChatGPT facilitated thought organization and deeper engagement with discussion topics. However, a portion of the respondents expressed concerns about overreliance on the tool and its potential to limit their creativity and independent thinking. Despite these concerns,

the overall student sentiment was favorable, and 71% stated they would recommend ChatGPT to peers, suggesting a strong sense of perceived usefulness and acceptance.

2: To explore how students perceive the role of ChatGPT in boosting their confidence when speaking during oral English class discussions.

Students largely perceived ChatGPT as a confidence-boosting tool in the context of oral English discussions. Approximately 71% of respondents agreed that using ChatGPT made them feel more confident during classroom speaking activities. This confidence boost was linked to the tool's support in organizing thoughts and reducing speaking anxiety, which are critical factors in oral communication. By enabling students to prepare responses and access structured language before class, ChatGPT helped create a more secure and supportive environment for participation. However, while it was seen as a valuable aid in building confidence, students also highlighted the need for responsible use to avoid dependency, reinforcing the importance of teacher guidance and balanced integration into language instruction.

## 9. Conclusion

In conclusion, this study explored university students' perceptions of ChatGPT as a support tool for English classroom discussions and found that the majority of students held positive views toward its use. Most respondents found ChatGPT easy to use and helpful in building confidence, organizing thoughts, and generating relevant language for discussions. These findings highlight the tool's potential to support language learning and enhance student participation, especially among learners with moderate English proficiency. While some concerns about ethical use and overreliance were noted, the overall response indicates that students see ChatGPT as a valuable and practical resource. With appropriate guidance and support, ChatGPT can be effectively integrated into English language classrooms to promote meaningful and confident communication.

## Acknowledgement

The authors would like to express sincere gratitude to everyone who contributed, both directly and indirectly, to the completion of this study.

## Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this study.

## References

- Ahdyarti, U. (2025). AI-powered speaking practice: A new innovation in modern language teaching. In *Revolutionizing academic writing and language learning with AI: An educational perspective* (Unit 5, pp. 89–102).
- Cha, J., Han, J., Yoo, H., & Oh, A. (2024). CHOP: Integrating ChatGPT into EFL Oral Presentation Practice. *arXiv preprint arXiv:2407.07393*.
- Celik, B., Yildiz, Y., & Kara, S. (2025). Using ChatGPT as a virtual speaking tutor to boost EFL learners' speaking self-efficacy. *Australian Journal of Applied Linguistics*, 8(1), 102418-102418.
- Imran, A. A., & Lashari, A. A. (2023). Exploring the world of Artificial Intelligence: The perception of the university students about ChatGPT for academic purpose. *Global Social Sciences Review*, VIII, 375-384.

- Lashari, A. A., Munawar, I., Mastoi, M., Niaz, P., Buriro, S. A., & Golo, M. A. (2023). Unlocking the potentials of ChatGPT: The efficacy of ChatGPT in ESL learning outcomes. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 20(1), 1135-1143.
- Lumbangaol, R. R., & Mazali, M. R. (2020). Improving Students' Speaking Ability through Debate Technique. *The Journal of English Literacy Education*, 7(2), 92–100.
- Meniado, J. C. (2023). The impact of ChatGPT on English language teaching, learning, and assessment: A rapid review of literature. *Arab World English Journal*, 14(4), 3–18.
- Syaripuddin, R. (2024). Enhancing EFL students' oral proficiency: The ChatGPT-assisted debate clinic method. *JELITA*, 5(2), 627-639.
- Tipayavaravan, N., Sirichokcharoenkun, Y., & Cao, L. (2023). ChatGPT: A new tool for English language teaching and learning at Vietnamese high schools.