

## THE ROLE OF CHATGPT'S VOICE CONVERSATION FEATURE IN ENHANCING EFL STUDENTS' SPEAKING CONFIDENCE

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### ABSTRACT

This study explored the role of ChatGPT's voice conversation feature in enhancing EFL freshmen students' speaking confidence from an affective perspective. Employing a qualitative case study design, the research involved eight first-semester students from the English Education program at State Islamic University of North Sumatera. Participants were purposively selected because they had regularly used ChatGPT's voice feature to practice speaking English for at least five months. Data were gathered using semi-structured interviews along with field notes, and the data were analyzed using thematic analysis. The findings indicate that ChatGPT's voice conversation feature contributed to students' speaking confidence through three interconnected mechanisms. First, it provided a low-pressure speaking environment that reduced fear of negative evaluation and increased emotional comfort. Second, repeated voice interaction and immediate responses encouraged more frequent speaking practice and strengthened students' willingness to communicate. Third, the feature supported confidence development by enabling students to engage in self-correction and reduce fear of making mistakes. Overall, the study suggests that AI-based voice interaction can serve as a supportive supplementary speaking partner, particularly in contexts where opportunities for authentic speaking practice are limited.

*Keywords:* AI-assisted language learning, Speaking confidence, ChatGPT voice interaction, Affective factors, Qualitative case study

### A. INTRODUCTION

Speaking skill is a fundamental component of English language learning, particularly for students in EFL contexts (Leonita et al., 2023). Through speaking, learners are able to express ideas, negotiate meaning, and participate actively in academic and social communication. In higher education, especially in English Education programs, students are required to use spoken English during class discussions, when giving presentations, and when working together on group tasks (Andriani et al., 2024). However, many EFL students experience difficulties in speaking despite having adequate vocabulary and grammatical knowledge. They frequently hesitate, avoid active participation, or struggle to express their

ideas fluently in oral communication. These challenges indicate that successful speaking performance is not determined solely by linguistic competence, but is also significantly influenced by affective factors that shape learners' confidence and engagement in oral language production (Ly, 2021; Trinh, 2025).

One of the most influential affective factors in speaking performance is speaking confidence. Speaking confidence refers to learners' belief in their ability to communicate orally without excessive anxiety, self-doubt, or fear of negative evaluation (Asnaini et al., 2025). Previous studies have shown that when someone lacks confidence in speaking, they are less likely to take part in conversations, tend to pause a lot while talking, and often avoid speaking on their own (Hang et al., 2023; Kulsum et al., 2025). In EFL contexts, students often feel scared of making errors, worried about how they sound when they speak, and anxious about being judged negatively by others like classmates or teachers (Kurniasari et al., 2025; Leyaley, 2023; Xuan Mai et al., 2024). These conditions are particularly evident among university students who are transitioning from secondary education to more communicative and participatory academic environments (Quyen et al., 2018). In other words, speaking confidence is closely related to learners' willingness to communicate and their ability to engage in meaningful oral interaction.

EFL freshmen students are especially vulnerable to low speaking confidence. At the early stage of university learning, students are required to adapt to new academic expectations that demand active verbal participation in English (Besar et al., 2021). However, many freshmen enter higher education with limited experience using English for authentic spoken interaction. Their previous learning experiences often emphasize grammar and written tasks rather than meaningful oral communication (Willems et al., 2021). As a result, freshmen students frequently feel insecure about their speaking ability, which negatively affects their confidence and willingness to communicate in English (Ratnasari, 2020). Without appropriate support, these affective barriers may persist and hinder long-term speaking development. This issue is particularly significant in EFL contexts such as Indonesia, where English is not commonly used in everyday conversations and students have limited opportunities to practice speaking in real-life situations outside of class (Ork et al., 2024).

To address challenges related to speaking confidence, researchers have started to focus more on how using technology can help with learning a language. Digital tools let learners practice speaking in ways that are more flexible and less intimidating (Sosas, 2021). Technology-supported speaking practice allows students to rehearse oral production independently, repeat tasks without pressure, and engage in interaction beyond the constraints of classroom time. Such environments are considered beneficial for lowering anxiety and fostering confidence, as learners are able to focus on communication rather than fear of evaluation (Syaripuddin, 2024; Teng, 2023; Vireak et al., 2025). From an affective perspective, technology-based speaking practice may function as a supportive space where learners can take risks, make mistakes, and improve gradually without social pressure.

One emerging technological tool in English language learning is ChatGPT, particularly its voice conversation feature. Unlike text-based interaction, this feature enables users to engage in voice-to-voice communication with an artificial intelligence system (Phuong, 2024; Pratiwi et al., 2024; Zakiyah, 2025). Through spoken interaction, learners can practice pronunciation, fluency, and spontaneous response in a conversational manner. The voice conversation feature allows learners to interact with ChatGPT as a virtual speaking partner,

providing opportunities for continuous oral practice without the presence of human judgment (Nuñez et al., 2025). This characteristic suggests that ChatGPT's voice-based interaction may contribute positively to learners' speaking confidence by creating a supportive and low-pressure speaking environment (Shazhaev et al., 2023). Additionally, the voice conversation feature provides learners with immediate interaction, which may help them develop confidence through repeated exposure to spoken English and sustained conversational practice.

Although previous studies have explored how ChatGPT and other AI tools can help improve speaking skills, most of the research so far has been about learning results, how effective these tools are, or what people generally think about using AI in their studies (Alsalem, 2024; Celik et al., 2025; Maharani et al., 2025; Salsabil et al., 2025). Limited attention has been given to the affective dimension, particularly speaking confidence, in voice-based AI interaction. Moreover, studies that specifically examine how ChatGPT's voice conversation feature influences EFL students' confidence in speaking remain scarce, especially in the context of higher education and among freshmen learners. Most existing research discusses ChatGPT mainly in text-based mode, while voice-based interaction, which more directly resembles real speaking practice, is still underexplored. Understanding how students experience confidence development through AI-mediated voice interaction is essential, as confidence strongly influences learners' willingness to communicate and engage in speaking practice (Arifatin & Setyaningrum, 2024; Dakhil et al., 2025).

Based on this research gap, the present study aims to explore the role of ChatGPT's voice conversation feature in enhancing EFL students' speaking confidence. Rather than measuring speaking improvement quantitatively, this study focuses on students' experiences and reflections related to confidence development when using ChatGPT for voice-based speaking practice. By examining how learners perceive changes in their confidence, comfort, and willingness to speak English, this study seeks to contribute to a deeper understanding of the affective benefits of AI-supported speaking practice. The findings are expected to provide pedagogical insights for English language educators regarding the use of AI voice technology as a supplementary tool to support students' speaking confidence in EFL contexts. Furthermore, the study is expected to provide practical implications for English Education programs in designing supportive speaking practice opportunities for freshmen learners who often face anxiety and low confidence at the early stage of university learning. To achieve the aim of the study, the following research questions were formulated:

1. How do EFL freshmen students perceive ChatGPT's voice conversation feature as a low-pressure speaking environment?
2. How does repeated practice using ChatGPT's voice conversation feature influence students' willingness to communicate in English?
3. How does ChatGPT's voice conversation feature support students' speaking confidence through self-correction and reduced fear of mistakes?

## **B. METHOD**

This study employed a qualitative approach using a case study design to explore EFL students' experiences and reflections regarding the role of ChatGPT's voice conversation feature in enhancing their speaking confidence (Yin, 2016). The case study design enabled an in-depth exploration of students' confidence development in a real-life learning context,

particularly in independent speaking practice using ChatGPT voice interaction outside formal classroom activities (Johnson & Christensen, 2020). The participants of this study were eight freshmen students enrolled in the English Education Study Program at State Islamic University of North Sumatra. The participants were chosen using purposive sampling according to certain criteria. These criteria included: (1) being a first-semester student studying English Education, (2) having used ChatGPT's voice conversation tool for practicing English speaking, and (3) using the tool at least five months regularly. This time was thought to be enough for participants to have a meaningful and lasting experience with the feature and to give thoughtful responses. To protect participants' confidentiality, pseudonyms in the form of participant codes (P1-P8) were used in reporting the findings.

The main instrument of this study was a semi-structured interview guide. The interview guide was designed to explore students' experiences in using ChatGPT's voice conversation feature and how it influenced their speaking confidence (Creswell & Creswell, 2018). The interview questions focused on students' feelings of confidence while speaking with ChatGPT, comfort level and anxiety reduction during interaction, willingness to speak and speak more frequently, and perceived changes in confidence after using the feature. To support the interview data, the researcher also used field notes to document participants' expressions, pauses, and emotional responses during the interviews.

Data were collected through individual semi-structured interviews. Prior to the interviews, participants were informed about the research objectives, confidentiality, and voluntary participation, and all participants provided consent (Ruslin et al., 2022). The interviews were conducted either face-to-face on campus or online via video conferencing platforms, depending on participants' availability. Each interview lasted approximately 25-40 minutes. With the participants' permission, all interview sessions were recorded using audio to ensure transcription accuracy. During the interviews, the researcher took brief field notes to record important non-verbal reactions. Upon completion of the interviews, the recordings transcribed verbatim. To build trust, the researcher shared summaries of the interviews with the participants to verify the accuracy of the interpretations.

The data were analyzed using thematic analysis following Braun and Clarke's (2006) procedures. The researcher read through the transcripts many times to get a good understanding of the data. The first codes were created by finding important parts of the text that talk about how confident someone feels when speaking, how comfortable they are, how anxious they might feel, and how willing they are to speak. The codes were put into larger groups and turned into main ideas. The themes were checked and improved to make sure they showed the participants' experiences clearly and consistently. Finally, the main ideas were explained and shown through stories, using actual quotes from the participants.

### **C. FINDINGS AND DISCUSSION**

This section presents the findings from semi-structured interviews with eight EFL freshmen students regarding their experiences using ChatGPT's voice conversation feature for independent speaking practice. The findings are organized into three major themes that illustrate how the feature contributed to students' speaking confidence. Each theme is supported by participants' statements and followed by an interpretation to connect the findings with relevant literature and EFL speaking contexts.

### **ChatGPT's Voice Conversation Feature as a Low-Pressure Speaking Environment**

The first theme reveals that ChatGPT's voice conversation feature provided a low-pressure environment that helped students feel more comfortable speaking English. Most participants described that speaking with ChatGPT was less intimidating than speaking with classmates or lecturers. They felt less worried about being judged, laughed at, or corrected in front of others. This condition allowed them to speak more freely, take risks, and express their ideas without excessive fear.

Participant P2 stated, *“When I speak with ChatGPT, I feel calmer because nobody judges me. In the classroom, I always think about what my friends will say if I make mistakes. Sometimes I want to speak, but I stop because I feel nervous. But with ChatGPT, if I make mistakes, it is okay. I can repeat again and again, and I don't feel ashamed.”* (P2)

Similarly, P6 explained, *“I can speak without feeling shy. I don't feel embarrassed because it is only me and ChatGPT. When I speak with my classmates, I feel worried because they are listening carefully and sometimes they laugh if someone speaks wrong. But when I speak with ChatGPT voice, I feel safe. I can speak slowly and I can take my time.”* (P6)

Another participant, P4, shared, *“In class, I am afraid to speak because my friends are listening. Sometimes I know the answer, but I still don't speak because I am afraid of my pronunciation. But with ChatGPT voice, I can practice anytime. I can try speaking in my room, and if I feel wrong, I can try again. It makes me feel more confident because I practice without pressure.”* (P4)

These interview results highlight that emotional safety and reduced social pressure were central to students' confidence development when using ChatGPT's voice conversation feature. The findings suggest that ChatGPT's voice conversation feature can function as an affective support tool for EFL learners, particularly those who struggle with speaking anxiety. The participants' statements illustrate that the voice conversation feature offers a psychologically safe environment where students can practice speaking without fear of negative evaluation. This finding aligns with Özdemir and Seçkin (2025), who argue that anxiety in foreign language learning is strongly influenced by learners' fear of being evaluated and their concern about making mistakes in front of others. When learners feel that they are being watched or judged, they often experience communication apprehension, which reduces their willingness to speak and participate in oral activities (Tra et al., 2025). In the present study, students' confidence increased because the interaction was private and non-evaluative, reducing the classroom-related fear of negative judgment. The results also support Cao and Wei (2019) concept of willingness to communicate (WTC), which emphasizes that learners' readiness to speak is shaped not only by linguistic competence but also by situational and affective factors. In this study, participants' willingness to speak increased when they perceived the speaking situation as non-threatening. ChatGPT's voice conversation feature created a speaking context that minimized anxiety triggers, such as peer judgment and embarrassment (Pratiwi et al., 2024). As a result, learners were more willing to take risks and attempt speaking even when they were not fully confident in their language accuracy.

Furthermore, the findings are consistent with technology-mediated language learning research, which highlights that digital tools can provide safer spaces for speaking rehearsal (Febriawati & Hadi, 2025). Digital environments allow learners to practice privately, repeat speaking attempts, and control the pace of interaction. These conditions are beneficial for students who experience anxiety in face-to-face speaking situations (Shaik, 2025). In the present study, the ability to speak privately with ChatGPT's voice conversation feature helped participants reduce psychological pressure and focus more on communication. This supports the argument that technology can serve as an alternative learning space where affective barriers are lowered and learners can develop confidence gradually (Bali et al., 2024).

In addition, the findings are particularly relevant to EFL contexts such as Indonesia, where English is rarely used in daily communication and students have limited exposure to authentic spoken English outside the classroom (Nazri, 2025). In such contexts, speaking opportunities are often restricted to classroom settings, which may involve evaluation and social pressure. For freshmen students, these conditions can be even more challenging because they are still adjusting to the expectations of higher education, which often demands active participation and oral communication (Wafi et al., 2025). As noted by Uuyen and Dieu (2023), freshmen learners frequently experience anxiety during the transition to university due to increased academic demands and unfamiliar learning environments. Therefore, ChatGPT's voice conversation feature can serve as a supportive tool that helps freshmen learners build confidence in a low-pressure environment before engaging in more demanding classroom speaking tasks.

Taken together, this theme demonstrates that ChatGPT's voice conversation feature does not merely provide a speaking practice tool, but also creates an affective learning environment that supports students' confidence development. By reducing fear of negative evaluation, minimizing embarrassment, and offering a private space for speaking practice, the feature contributes to students' comfort and readiness to speak English. This suggests that AI-based voice interaction can play a meaningful role in addressing affective barriers in EFL speaking learning, especially among freshmen students who are still developing their speaking confidence.

### **Increased Willingness to Speak through Repeated Practice and Immediate Interaction**

While the first theme highlights emotional comfort, the second theme shows that confidence was further strengthened through repeated speaking practice and immediate conversational interaction. The second theme reveals that repeated practice with ChatGPT's voice conversation feature contributed to students' willingness to speak English more frequently. Participants reported that the feature enabled them to practice speaking repeatedly, respond more spontaneously, and continue the conversation without feeling pressured by time limitations. Several participants emphasized that repeated exposure to English speaking practice helped them feel more confident over time and increased their willingness to communicate in English.

Participant P1 explained, *“At first, I only spoke a little because I was nervous and I didn’t know what to say. I usually stopped quickly because I felt my English was not good enough. But after using ChatGPT voice many times, I can speak longer. Now I can explain my ideas more. I feel more confident because I am more used to speaking English, and I don’t feel as nervous as before.”* (P1)

Similarly, P5 stated, *“ChatGPT responds quickly, so I must answer quickly too. It trains me to speak without thinking too much. In the beginning, I always thought about grammar, and it made me slow. But with ChatGPT, I try to speak directly. The more I practice, the easier it becomes. Now I feel more confident because I can respond faster.”* (P5)

Another participant, P7, shared, *“Sometimes I practice at night when I have free time. I speak with ChatGPT for about ten to fifteen minutes. I like it because I can practice anytime, not only in the classroom. I feel the more I practice, the more brave I become. When I speak in class now, I feel more ready and I can speak more than before.”* (P7)

These statements demonstrate that repeated practice increased students’ speaking stamina and reduced hesitation, while the immediate interaction provided by ChatGPT’s voice conversation feature encouraged more spontaneous responses, both of which contributed to the development of speaking confidence. Unlike traditional speaking practice that may occur only during classroom sessions, ChatGPT’s voice conversation feature provides flexible access to spoken interaction at any time (Chand, 2021). This flexibility is particularly important for EFL learners who have limited exposure to English outside the classroom. As noted in EFL speaking research, frequent exposure and sustained practice play a central role in developing speaking competence and confidence because learners need repeated opportunities to produce spoken language in meaningful contexts (Andriani et al., 2024; Triyoga et al., 2022).

The results can also be explained through Bandura’s (1997) self-efficacy theory, which suggests that learners develop stronger confidence when they experience mastery through repeated practice and successful performance. In this study, students reported that the more they practiced speaking with ChatGPT’s voice conversation feature, the more confident they became. This indicates that repeated interaction helped learners build a sense of achievement and competence. When learners notice that they can speak longer, respond more quickly, and maintain a conversation, they develop stronger beliefs in their speaking ability.

Furthermore, the findings strongly relate to MacIntyre et al.’s (2011) willingness to communicate framework. According to this perspective, learners are more likely to speak when they feel more prepared and experience reduced anxiety. In the present study, repeated speaking practice with ChatGPT’s voice conversation feature increased students’ readiness to speak and reduced hesitation. As participants became more familiar with speaking English in an interactive format, they reported feeling more willing to speak not only with ChatGPT but also in classroom situations. This suggests that ChatGPT’s voice conversation feature may help learners develop speaking confidence that transfers to real classroom communication.

Another important point is the role of immediacy in conversation. Several participants emphasized that ChatGPT's voice conversation feature responded quickly, which pushed them to answer spontaneously. This type of immediate response resembles authentic spoken interaction, where speakers must respond in real time. In EFL learning, one major difficulty is that students often have limited experience responding spontaneously, as many classroom activities focus on prepared speaking tasks. ChatGPT's voice conversation feature, therefore, provides a form of spontaneous speaking rehearsal that may contribute to confidence development in real conversational contexts. This finding supports the argument that technology-mediated speaking tools can enhance speaking confidence by offering interactive practice opportunities that resemble authentic communication (Sosa, 2021).

Overall, this theme illustrates that ChatGPT's voice conversation feature encouraged students to speak more frequently by providing flexible access, repeated practice opportunities, and immediate conversational interaction. These factors contributed to gradual confidence development, improved willingness to communicate, and greater readiness to participate in English speaking activities. For EFL freshmen learners, who often experience anxiety and limited speaking exposure at the early stage of university learning, ChatGPT's voice conversation feature may serve as a practical supplementary speaking partner that supports consistent speaking practice and confidence-building outside formal classroom activities (Akiba, 2025).

### **Perceived Confidence Growth through Self-Correction and Reduced Fear of Mistakes**

After students developed comfort and increased practice frequency, the third theme shows that confidence growth was also shaped by how learners managed mistakes and improved through self-correction. The third theme reveals that students perceived an improvement in their speaking confidence because ChatGPT's voice conversation feature allowed them to make mistakes without fear and practice self-correction. Participants stated that when they made pronunciation errors, paused frequently, or used incorrect expressions, they could continue speaking without feeling embarrassed.

Participant P3 explained, *"If I pronounce something wrong, ChatGPT still tries to understand me. I feel not too scared because I can repeat again. Sometimes I realize my pronunciation is unclear, so I try to say it again in a better way. When I practice like this many times, I feel more confident because I know I can improve, not just stay silent."* (P3)

Similarly, P8 stated, *"Sometimes I ask ChatGPT to correct my sentence or give me a better expression. When ChatGPT gives the correction, I feel like I learn something. After that, I try to use the corrected sentence again in speaking. It makes me more confident because I know the correct way, and I feel my speaking becomes better."* (P8)

Another participant, P4, also mentioned, *"Before using ChatGPT voice, I was very afraid of making mistakes because I thought mistakes mean I am not good at English. But after practicing with ChatGPT, I feel mistakes are normal. If I make mistakes, I can try again. I can repeat my speaking until it sounds better. Now I feel more confident because I don't stop speaking even when I make mistakes."* (P4)

These findings highlight that ChatGPT's voice conversation feature supported confidence not only by providing interaction, but also by encouraging learners to view errors as manageable and improvable. These findings demonstrate that ChatGPT's voice conversation feature supports speaking confidence by reducing learners' fear of making mistakes and providing opportunities for self-improvement. In EFL learning, fear of mistakes is one of the main causes of low speaking confidence and speaking anxiety (Budiarti & Silalahi, 2025; Novianti et al., 2025). When learners perceive mistakes as acceptable and manageable, they become more willing to speak and less likely to avoid speaking tasks. This aligns with the idea that affective barriers such as anxiety and fear of negative evaluation strongly influence learners' oral participation and speaking performance (Nugroho et al., 2023).

The participants' statements show that ChatGPT's voice conversation feature created a non-judgmental speaking environment where mistakes were not followed by embarrassment or negative reactions (Pratiwi et al., 2024). Instead, mistakes became part of the learning process. This supports Brown's (2004) argument that language learning, especially speaking, requires learners to take risks and accept errors as a natural component of communication. Similarly, Burns (2019) emphasizes that speaking development involves repeated attempts, negotiation of meaning, and gradual improvement through practice. In this study, learners' confidence grew because they were able to keep speaking despite errors and treat mistakes as opportunities for improvement rather than failure.

Another important aspect of this theme is learner autonomy. ChatGPT's voice conversation feature allowed students to take control of their speaking practice by deciding when to practice, what topics to discuss, and when to request corrections or feedback (Abineno et al., 2025; Bruhn & Marquart, 2025). Autonomy is considered an important factor in language learning motivation because learners feel more responsible and engaged in their learning process. The participants' experiences indicate that the ability to request corrections from ChatGPT increased their sense of control and helped them feel more prepared, which contributed to confidence development (Johnson & Christensen, 2020). This suggests that ChatGPT voice interaction can support confidence by promoting learner autonomy and providing feedback that feels supportive rather than evaluative.

This theme demonstrates that ChatGPT's voice conversation feature contributed to students' speaking confidence by helping them manage mistakes, practice self-correction, and develop a more positive attitude toward speaking. By reducing fear of errors and supporting gradual improvement, the feature encouraged students to continue speaking rather than avoiding speaking activities. For freshmen EFL learners, who often experience anxiety and low confidence at the early stage of university learning, ChatGPT's voice conversation feature can serve as a practical supplementary speaking tool that supports both linguistic development and affective growth.

Overall, the findings of this study indicate that ChatGPT's voice conversation feature plays a meaningful role in enhancing EFL freshmen students' speaking confidence through three interconnected mechanisms. First, the feature creates a low-pressure and psychologically safe speaking environment that reduces fear of negative evaluation. Second, it provides repeated opportunities for practice and immediate interaction, which strengthen students' willingness to speak and help them respond more spontaneously. Third, it supports confidence growth by encouraging learners to manage mistakes through self-correction and supportive feedback without embarrassment. Taken together, these findings suggest that AI-based voice interaction can serve as a practical supplementary speaking partner, particularly

in EFL contexts where students have limited access to authentic spoken English and may experience anxiety during the early transition to university-level speaking demands. This overall interpretation provides a foundation for the conclusions and pedagogical implications presented in the following section.

#### **D. CONCLUSION**

This study set out to explore the role of ChatGPT's voice conversation feature in enhancing EFL freshmen students' speaking confidence, particularly from an affective perspective. Rather than focusing on measurable linguistic improvement, the study aimed to understand how students experienced confidence development through voice-based AI interaction. The study reveals that ChatGPT's voice conversation feature functions not merely as a speaking practice tool, but as an affective support mechanism that reshapes learners' emotional engagement with speaking tasks. The feature creates a psychologically safe environment where students feel free from negative peer evaluation, allowing them to take risks and express ideas more openly. Through repeated interaction and immediate conversational response, students gradually develop readiness to communicate and reduced hesitation. Furthermore, the ability to make mistakes without embarrassment, request feedback, and perform self-correction contributes to a shift in students' perceptions of errors. Errors are no longer viewed as signs of failure, but rather as opportunities for improvement. This shift is central to the development of speaking confidence among freshmen learners who are still adapting to university-level communication demands.

These findings indicate that AI-based voice interaction holds meaningful pedagogical value in EFL contexts. Particularly in environments where authentic spoken English exposure is limited, ChatGPT's voice conversation feature may serve as a supplementary speaking partner that supports both linguistic practice and affective growth. The study therefore suggests that the integration of AI voice tools in English Education programs may help reduce anxiety barriers and strengthen students' willingness to communicate, especially during the early stages of higher education. In conclusion, this study substantiates the role of ChatGPT's voice conversation feature as a supportive and confidence-enhancing tool in EFL speaking development. Beyond technological novelty, its significance lies in its ability to lower affective barriers, encourage sustained speaking practice, and reshape learners' attitudes toward mistakes. These findings contribute to the growing discourse on AI in language education by emphasizing not only cognitive outcomes but also the affective dimensions of speaking development. However, this study is limited to a small number of freshmen participants within a single institutional context, and the findings are based on self-reported experiences rather than objective measures of speaking performance. Future research may expand the participant pool across different universities or educational levels to enhance transferability. In addition, combining qualitative insights with quantitative measures of speaking confidence or performance could provide deeper triangulation. Comparative studies examining ChatGPT voice interaction alongside other speaking support tools may also enrich understanding of the specific contributions of AI-mediated voice practice.

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