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VOICE MODE OF CHATGPT: A NEW SUPPORT TOOL FOR TEACHING ENGLISH IN UNIVERSITY PROGRAMS

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ABSTRACT

The integration of artificial intelligence (AI) into education has brought significant changes to traditional teaching methods, particularly in the field of language education. This study explores the impact of the "Voice Mode" feature in ChatGPT on English teaching in university programs. The "Voice Mode" allows students to interact with AI through voice, creating more natural and realistic conversations. This study aimed to evaluate the effectiveness of this technology in improving students' English communication skills compared to traditional teaching methods. A survey was conducted with 156 students from Viet - Hung Industrial University to assess the effectiveness of "Voice Mode" in enhancing English communication skills and student satisfaction. Before using "Voice Mode", only 32.1% of students had used teaching assistant technologies, and 64.1% lacked confidence in English communication activities. After using "Voice Mode", 80.2% of students participated in at least 4 class sessions, and 66.7% felt satisfied or very satisfied with the experience. The results showed a clear improvement in students' English communication ability, with 78.8% of the students experiencing moderate to significant improvement. This study highlights the potential of AI in language education and encourages the application of advanced technology to improve the quality of English teaching and learning.

KEYWORDS: *Artificial intelligence, English teaching, Voice Mode, ChatGPT, University programs*

INTRODUCTION

The development of technology in education, especially artificial intelligence (AI), has brought about significant changes in traditional teaching methods. AI not only provides personalized learning experiences but also has the ability to increase student engagement, helping students grasp knowledge more effectively. In the field of language education, AI tools can create rich and interactive learning environments, supporting students in comprehensively improving their language skills.

English is a global language that plays an important role in higher education and the labor market. Proficiency in English not only helps students access many learning and research materials but also opens up many career opportunities. However, improving English skills, particularly communication skills, remains a major challenge for many students. Therefore, it is necessary to identify effective teaching methods to support students in improving their English proficiency.

This study focuses on exploring the impact of "Voice Mode" in ChatGPT on English teaching in university programs. "Voice Mode" is a new feature of ChatGPT, allowing students to interact with AI by voice, creating more natural and realistic conversations. The goal of this study is to evaluate the effectiveness of this technology in improving students' English communication skills, comparing it with traditional teaching methods.

The study will examine various aspects of using "Voice Mode", including student satisfaction, the extent to which English skills are improved, and the overall effectiveness of this technology in the learning environment. . By evaluating these factors, this study not only provides insight into the potential of AI in language education, but also offers practical suggestions for instructors and educational administrators.

With the continuous development of technology, integrating AI into English teaching can bring new advances, helping students learn more effectively and better prepare for the future. This study hopes to contribute to the understanding of the use of AI in education and encourage the application of advanced technologies to improve the quality of English teaching and learning.

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LITERATURE REVIEW

Recent studies have shown that integrating ChatGPT into education, especially in English teaching at the university level, offers great potential. Liu (2024) emphasizes the role of ChatGPT in supporting personalized teaching and education, thanks to its strong ability to understand semantics, although also drawing attention to the limitations of understanding emotions and ethical issues. Aguiar (2024) focused on ChatGPT's flexibility, which enhances teaching effectiveness through personalized feedback and content creation, encouraging widespread adoption despite the need for further optimization. Van Horn (2024) provides insight into the impact of ChatGPT on English learning, emphasizing increased student engagement and the potential for automated learning, although also noting technical challenges . Finally, Shi's (2024) study focuses on the application of ChatGPT in spoken English teaching, finds its potential in providing personalized practice and real-time feedback, and emphasizes solutions to challenges, such as real-time communication and integration with VR technology.

However, in all these studies, there is still a lack of a clear view on the capabilities and effectiveness of "Voice Mode" in ChatGPT when applied to English teaching at university programs. Specifically, research has not fully explored how this feature can optimize students' real-life communication skills, while meeting the specific requirements and challenges of the teaching environment. Further investigation into the ability of "Voice Mode" to improve students' speaking and participation, especially in real-life communication and multi-dimensional interaction situations, remains a gap. This study attempted to explore and fill this gap.

OBJECTIVES OF THE STUDY

The study aimed to evaluate the effectiveness of "Voice Mode" in ChatGPT on improving university students' English skills. By focusing on ChatGPT's voice interaction capabilities, this study measured students' progress in language skills, especially listening and speaking. The study will analyze students' development through real-life communication activities and their level of confidence when using AI technology.

In addition, the study also aimed to survey the level of student satisfaction with using "Voice Mode". This will provide detailed insight into user perceptions and reviews of this feature, thereby providing suggestions for future improvements and developments.

RESEARCH METHODS

The study was conducted on a sample of students from Viet - Hung Industrial University, including a total of 156 students participating in a survey about the use of "Voice Mode" in English teaching. This study used a survey method to evaluate the effectiveness of this technology in improving students' English communication skills and evaluating student satisfaction and acceptance of this interactive voice feature. . Data were collected and analyzed to provide specific comments and suggestions regarding the application of the "Voice Mode" in English teaching at Viet - Hung Industrial University.

RESEARCH RESULTS

Evaluation before using "Voice Mode"

Before implementing "Voice Mode" in English teaching, the survey showed that a large number of students had never used teaching assistant technologies in the learning process. Specifically, only 32.1% (50 students) had ever used teaching assistant technology, while up to 67.9% (106 students) had never used it. This shows that most students are still quite new to applying technology in learning English. The level of confidence of students in English communication activities was also quite diverse: only 29.5% (46 students) felt confident or very confident, while the majority of students (64.1%) only felt confident or very confident. at a normal level, or not confident. Comfort in using new technology was also highly rated, with 46.2% (72 students) feeling comfortable or very comfortable, indicating a certain level of acceptance towards innovation.

Evaluation after using "Voice Mode"

After using "Voice Mode" for a period of time, results showed that the majority of students participated in at least 4 class sessions with this technology. Specifically, 80.2% of the students participated in four or more sessions, with 19.2% (30 students) participating in more than 10 sessions. This shows the students' commitment and interest in the new technology. Regarding satisfaction level, 66.7% (104 students) felt satisfied or very satisfied with the experience of using "Voice Mode", while only 10.3% (16 students) felt dissatisfied. This shows that "Voice Mode" has achieved positive acceptance from students.

Level of improvement in English communication ability

Survey results also showed a clear improvement in students' English communication ability after using "Voice Mode". Up to 65.4% (102 students) felt that their communication ability had improved significantly, while only 7.7% (12 students) thought that there was

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little or no improvement. This confirms that "Voice Mode" has had a positive impact on students' communication skills, helping them become more confident in using English.

Compare effectiveness with traditional teaching methods
When comparing the effectiveness of "Voice Mode" with traditional teaching methods, the results show a clear superiority of new technology. Up to 65.4% (102 students) thought that the Voice Mode was more effective or much more effective than the traditional method, while only 6.4% (10 students) thought that it was less effective. This shows that "Voice Mode" is not only accepted but also highly appreciated for its effectiveness in improving students' skills and learning experiences.

DISCUSSION

The survey results show that implementing ChatGPT's "Voice Mode" in English teaching at Viet – Hung Industrial University has brought many significant benefits. First, although the majority of students had not initially used teaching assistive technologies, they demonstrated quick adaptation and acceptance of this new technology. This proves that students are receptive and willing to experience modern teaching methods, as long as these methods are truly useful and improve their learning experience.

A notable point is the obvious improvement in students' English communication skills. With more than 65% of students feeling their communication ability improved a lot or a lot, "Voice Mode" has proven its superior effectiveness compared to traditional teaching methods. This not only helps students be more confident in using English but also motivates them to participate more actively in communication activities in the classroom.

Besides, using "Voice Mode" also brings a high level of satisfaction to students. With 66.7% of students feeling satisfied or very satisfied, it can be seen that their learning experience has improved significantly. This may stem from the flexible and personalized interaction capabilities of AI technology, which helps students feel more comfortable and interested in the learning process.

However, it should be noted that a small number of students still felt uncomfortable or dissatisfied with this new technology. This may be because they are not familiar with applying technology to learning or have difficulty using "Voice Mode". Therefore, additional support measures and specific guidance are needed to ensure that all students can take full advantage of the benefits of technology.

In summary, ChatGPT's "Voice Mode" has demonstrated great potential in improving English communication skills and enhancing students' learning experience. The results of this survey encourage the continued development and application of AI technologies in education, to bring about more effective and suitable teaching methods to the needs of modern students.

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