UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA
CUR– MATAGALPA

DEPARTAMENTO DE CIENCIAS DE LA EDUCACIÓN Y HUMANIDADES

GRADUATE SEMINAR

Submitted to the National Autonomous University of Nicaragua in fulfillment of the requirements for the Bachelor of Arts degree in English Teaching

General topic:

Towards TEFL Excellence in Matagalpa: A Study of Effective Instructional

Practices for Elementary and Secondary Schools in the Second Semester of 2024

Specific topic:

Exploring eleventh grade students' experiences and perceptions of using Chat GPT in learning English at Enmanuel Mongalo y Rubio School during the second semester of the second semester of the year 2024.

Authors:

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Matagalpa Nicaragua, November 2024

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

CUR– MATAGALPA

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA

UNAN-MANAGUA

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Departamento Docente

"2024: UNIVERSIDAD GRATUITA Y DE CALIDAD PARA SEGUIR EN VÍCTORIAS"

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por los Bachilleres: **1.** Darling Azucena Chavarría López **Carnet:** 18608718, **Cedula:** 441-220301-1007B **2.** Heyling Irelia Vallejos Duarte carnet:20604186, **Cédula:** 452-020503-1000T **3.** Huber Francisco Torrez Gonzalez **Carnet:**18608388 **Cédula:** 441-280597-0007T, para optar al título de Licenciado en Ciencias de la Educación con Mención en inglés, con el tema: **Exploring eleventh grade students' experiences and perceptions of using Chat GPT in learning English at Enmanuel Mongalo y Rubio school During the second semester of the year 2024.** responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua –
UNAN Managua/CUR Matagalpa con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de los resultados se realizó tomando en cuenta las variables del estudio, los objetivos, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó así mismo la elaboración de análisis y discusión de resultados, y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

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ABSTRACT

This thesis investigates the experiences and perceptions of eleventh grade students who use ChatGPT as a tool for English language learning.By enabling new researchers to develop solutions and strategies tailored to specific needs, this study aims to create a deeper understanding of how AI tools can be effectively integrated into educational environments. The need for such research is underscored by the rapid technological advancements that characterize our modern world, making the integration of AI in the classroom an essential area of study. Using a comprehensive mixed-methods approach, including detailed interviews and focus groups, this research examines the ways in which students interact with ChatGPT and its impact on their language proficiency. The findings reveal a mixed perception among students: while some appreciate the interactive and engaging nature of ChatGPT, which helps enhance their vocabulary and conversational skills, others express significant concerns about the accuracy and reliability of its feedback. Trust issues were notably prevalent, students use at least sixty percent this tool as part of their learning routine. These results suggest that while ChatGPT holds potential as a supplementary educational resource, it faces substantial challenges in achieving full acceptance among learners. To maximize its effectiveness, it is crucial to integrate AI with traditional teaching methods, ensuring a more comprehensive and balanced approach to language acquisition. The study concludes with recommendations for future research and practical applications in educational settings, highlighting the importance of ongoing evaluation and adaptation of AI tools in the classroom.

Key words (Experiences, perceptions, Chat GPT Tool, AI, resources)

I. INTRODUCCION

Imagine this: a classroom where every student gets personalized attention, tailored learning experiences and immediate feedback, all thanks to an advanced AI tool

In the digital era, artificial intelligence (AI) has established itself as a tool in various fields, including education. in various fields, including education. This research explores the experiences and perspectives of eleventh grade students using Chat GPT in English language learning at Enmanuel Mongalo y Rubio School during the second semester of the second semester of the year 2024.

The purpose of the following research is to exploring chat GPT as an English language learning tool. as an English language learning tool. However, there is a disadvantage to using it inappropriately inappropriate as technological dependence in the cognitive process of the students cognitive process of students

The integration of technological tools in education has significantly transformed pedagogical practices. Historically, the process of learning a new language has been a challenging undertaking for many learners, and the English language in particular is at the top of the list. challenging undertaking for many learners, and the English language in particular ranks high among the most a prominent position among the most studied languages worldwide. With technological advances in technology and the rapid development of Artificial Intelligence (AI),

a wide range of opportunities to improve the a wide range of opportunities to improve the way a language is taught and learned. learning a language (Singueza, 2023)

The main objective of this research is to analyze the experiences and perceptions of students about Chat GPT as a tool for learning English, as well as to contrast, evaluate and suggest techniques for using Chat GPT in the completion of tasks.

This research is framed on interpretative philosophy to obtain and interpret data about the subject of study. It adopts a qualitative approach to understand participants' experiences, perceptions, and behaviors, enabling in-depth exploration of complex topics. Methods like interviews and focus groups offer a richer, more contextualized understanding. The investigation is also descriptive, aiming to detail and characterize phenomena accurately, documenting population or phenomenon traits without manipulating variables. By systematically collecting and analyzing data, it identifies patterns and trends, providing a solid foundation for future research and informed decisions. The study will involve Eleventh-grade students at Enmanuel Mongalo y Rubio high school, observing and analyzing their interaction with ChatGPT.

The sample of the research is Eleventh-grade at Enmanuel Mongalo y Rubio school in which it would see interaction of chat GPT with students through instruments Observed and analyzed. in this research it is work with The empirical method since the teaching-learning process will be observed.

II.   JUSTIFICATION

In society there are several predominant labour and educational factors, being technological tools the main method to carry out many tasks in different fields. From using gpt chat in the classroom to using it freely to solve different problems or doubts.

The purpose of this research is to show chat GPT as a didactic resource, the possible achievements and obstacles that it could present, such as the codependence that the student has when using or not using it, at the moment that this tool is executed.

For this reason, delving into the experiences and perceptions that students and teachers have will be of great relevance as it will help not only to identify the possible benefits but also the behaviour of students in their educational environment, integrating values such as ethics, respect for other opinions and originality in carrying out their daily tasks.

Thus allowing new researchers to create solutions and strategies according to the need, based on the results that are sought in this research, which is why research on the integration of AI in the classroom is such an essential factor as an object of study, because today our world is advancing technologically.

III.   AIM

1.1.General Objective

➢ To analyze 11th grade students' experiences and perceptions of chat GPT as a tool for learning English at the Enmanuel Mongalo y Rubio secondary school during the second semester of 2024.

1.2. Specific Objectives

➢ To evidence the quality of English language learning through the use of AI.

➢ To evaluate the value of ethics in the students' use of Chat GPT

➢ To suggest techniques for using gpt chat to perform tasks.

IV.   THEORICAL FRAMEWORK

4.1. AI

4.1.2. Definition

Intelligence (AI) is a field of computer science that focuses on creating systems that can perform tasks that normally require human intelligence, such as learning, reasoning and perception. (Plan de recuperacion, transformacion y resilencia, 2023)

Refers to (Plan de recuperacion, transformacion y resilencia, 2023) Artificial intelligence (AI) is a branch of computer science that develops systems capable of performing human cognitive tasks such as learning and reasoning. Currently, although AI facilitates many tasks through the use of cognitive skills, it still faces significant limitations, such as the inability to understand complex and emotional contexts. It is essential to use AI as a complementary tool and not rely exclusively on it to maintain our critical skills.

Nowadays, intelligence has become a system that provides multiple facilities to perform various tasks using logical reasoning, skills such as learning and perceiving

4.2. Chat GPT

4.2.2. Definition

It is a chat system based on the Artificial Intelligence Language Model GPT-3.5, developed by the company OpenAI. It is a model with more than 175 million parameters, and trained with large amounts of text to perform language-related tasks, from translation to text generation. (Yubal.fernandez, 2023)

In according to (Yubal.fernandez, 2023) It is a chat system using the GPT-3.5 language model, developed by OpenAI. This model has over 175 million parameters and has been trained

with vast amounts of text, allowing it to perform a variety of language tasks, such as translating and generating text.

The GPT chat is an artificial conversation tool developed by the company openAI, a model with large amounts of text that has made linguistic tasks easier for the people who use it. Students mention that they are aware of Chap GPT and use it as a practical resource.

4.3. Application of AI in education

4.3.1. Definition

AI is often seen as a tool for creating personalized learning experiences. We are confident in this potential, but we also believe that education is a collective and social endeavor, and schools are the place where children socialize and learn to live together. (Unesco, 2024)

(Unesco, 2024) refers to artificial intelligence is often seen as a resource that facilitates the creation of learning experiences tailored to each student. We recognize that potential, but we also maintain that education is a collective and social endeavor, and that schools are the space where children interact and learn to live in community.

Artificial intelligence can personalize learning, but education is also a social endeavor. Schools are fundamental to interaction and community life. A balance between technology and community is essential for holistic development. The teacher interviewed does not implement Chat GPT in his classes because he considers that AI is not a good resource to develop critical thinking and slows down creativity.

In addition to supporting teaching and learning, AI is being used to automate various administrative tasks, such as grading and monitoring attendance and performance. This development could ease the administrative burden on teachers and, if carefully managed by well-trained and qualified operators, can be a positive development. At the same time, the IMF has sounded the alarm about the risk that 60% of new jobs will be replaced and/or may be affected by AI in the near future. Therefore, our motto is "to lead technology so that it does not lead us". In any field, we have to remain open to innovation and we must prepare ourselves well rather than remain stuck in a defensive position against the future. (Unesco, 2024)

(Unesco, 2024) In addition to supporting teaching and learning, artificial intelligence is also being used to automate administrative tasks such as assessment, attendance management and performance monitoring. This advance could reduce the administrative burden on teachers, and if implemented correctly by trained professionals, could represent positive progress. However, the IMF has warned about the risk of 60% of new jobs being replaced or affected by AI in the near future. That is why our motto is "control technology so that it does not control us". In any field, they must be open to innovation and prepare adequately, rather than adopting a defensive posture towards the future.

Artificial intelligence not only supports teaching and learning, but also automates administrative tasks such as assessment and attendance management, reducing the burden on teachers. While it can be a positive development if implemented correctly, the IMF warns that 60% of new jobs could be replaced by AI. Therefore, we must "control technology so that it does not control us" by being open to innovation and preparing adequately rather than adopting a defensive posture towards the future. The interviewee sees Chat GPT as a useful complement to teachers'

4.4. AI in language learning

4.4.1. Definition

Artificial intelligence (AI) is transforming language learning, offering innovative tools that promise a more inclusive and personalized future for learners of all abilities, including those with special needs. A British Council study highlights how AI can facilitate more adaptive and less invasive learning. This personalized approach is crucial to overcoming barriers to language learning, allowing learners to progress at their own pace. (Hidalgo, 2024)

(Hidalgo, 2024) Mention that Artificial intelligence is revolutionizing language learning by providing innovative tools that support a more inclusive and personalized future for all learners, including people with special needs. A British Council study highlights how AI facilitates more adaptive and less invasive learning. This personalized approach is vital for overcoming obstacles in language learning, allowing learners to progress at their own pace.

Artificial intelligence is changing the way languages are learned, offering innovative tools that make learning more inclusive and personalized for all learners, including people with special needs. A British Council study shows how AI can make learning more adaptive and less invasive, allowing learners to move at their own pace and overcome barriers to language learning. Student share the same opinión that teacher respect to Chat GPT as a specific artificial intelligence

4.5.   Advantages and challenges.

4.5.1.   Advantages of using AI in English language learning.

Language learning has traditionally been a challenge for many learners, and English language in particular ranks high on the list of most studied languages worldwide. With advances in technology and the rapid development of Artificial Intelligence (AI), a new realm of possibilities has opened up to improve the process of language teaching and learning. (Rosa María Chicaíza, 2023)

In the list of the most studied languages worldwide, English ranks high. Language learning has been a challenge for many learners. In terms of language teaching and learning, a new realm of possibilities has opened up with technological advances and the rapid development of Artificial Intelligence (AI). (Rosa María Chicaíza, 2023)

English is one of the most studied languages worldwide, and advances in technology and AI allow for new possibilities to improve teaching and learning processes. the teacher mentioned that he has doubts about ChatGPT's ability to foster critical thinking and creativity in students. He believes that students may tend to accept the first answer they get without questioning it, which can lead to passive learning.

4.5.2.   Grammatical correction and instant feedback.

Another key aspect of AI's impact on English language learning is its ability to provide instant grammar correction and feedback. AI-powered applications can identify common errors in grammar and sentence structure, offering specific suggestions for improving the accuracy and fluency of English speech and writing. (Stateps, 2024).

The potential of AI to provide instant grammar correction and feedback is a crucial aspect of its influence on English language acquisition. AI-based tools are able to identify typical grammatical and sentence construction errors and provide detailed recommendations for improving speaking and writing in English (Stateps, 2024)

AI significantly influences English language learning by providing grammatical correction, instant feedback, identifying common errors, and offering suggestions for improving pronunciation and fluency.

4.5.3. Language production.

Also, AI has facilitated the distance teaching of English through tutorials and conversational assistants. AI-powered chatbots simulate English conversations in real time, giving students the opportunity to practice their language skills in an interactive environment. (Stateps, 2024)

In according to (Stateps, 2024)Teaching English at a distance through tutorials and conversational assistants has been made possible due to the impact of AI. Chatbots that are fed with current artificial information then simulate dialogues in English, providing learners with the possibility to exercise their language skills in an interactive environment.

AI has enhanced English language instruction at a distance through tutorials and conversation assistants, which allow students to practice their language skills in an interactive environment.

Language learning applications can analyze users' pronunciation and provide real-time feedback on how to improve it. Therefore, it can be said that AI has made it easier to learn English pronunciation a (Stateps, 2024)nd speech recognition.. (Stateps, 2024)

Language learning applications offer the ability to assess users' pronunciation and provide them with real-time feedback on how to improve it. As a result, AI has arguably made it easier to learn the correct pronunciation of words and recognize English voices.

AI dramatically improves English pronunciation through language learning applications that analyze the user's pronunciation and provide real-time feedback to improve it.

4.6.   Disadvantages of using AI in English language learning.

Despite the many benefits that AI offers in language learning, there are also challenges and ethical considerations. Despite advances in the use of Artificial Intelligence (AI) in English language learning, there are several challenges and issues that require careful attention. These challenges can affect the effectiveness of AI implementation in educational settings and have implications for both students and teachers. (Rosa María Chicaíza, 2023)

(Rosa María Chicaíza, 2023) Mentions that despite the advantages offered by artificial intelligence (AI) in language learning, there are still ethical considerations that need to be taken into account. Despite the progress made in the use of artificial intelligence (AI) in English language learning, there are several challenges and issues that require specific attention. Obstacles may complicate the application of artificial intelligence in educational contexts and will affect both teachers and learners.

The potential of AI in language learning is promising, but ethical issues persist that complicate its application in educational settings and affect teachers and learners support. In addition the interviewee said that They believe that students may tend to accept the first answer they receive without questioning it, which can lead to passive learning.

4.6.1. Accessibility

Some students may feel isolated in the virtual environment, which can affect their engagement and progress in learning. Not all students have access to high-speed devices or connections, which may exclude them from the benefits of artificial intelligence. (Salamanca, 2023)

In according to (Salamanca, 2023) Some students may feel alone in the virtual environment, which could hinder their engagement in learning and progress. Not all learners have access to high-speed devices or connections, which could prevent them from taking advantage of artificial intelligence.

Students who experience isolation in the virtual environment may have difficulty making learning progress due to lack of access to high-speed devices or connections, the teacher mentioned that accessibility exists for students regarding chap gpt and that it is difficult to rarely stop them from having a smart device in their hands. that the problem of accessibility is seen in the rural area but not in the majority.

4.6.2. Technological dependence

The possible deterioration of human interaction in the classroom: as technology becomes more pervasive, it is necessary to maintain an appropriate balance between the use of AI and the participation of teachers and students, encouraging communication, collaboration and the development of social skills. (Rosa María Chicaíza, 2023)

The potential decline in human interaction in classrooms due to increasing technology use highlights the need to balance AI integration with active teacher and student participation. Promoting communication, collaboration, and social skill development remains essential. (Rosa María Chicaíza, 2023)

As technology becomes more pervasive, it is crucial to balance the use of AI with the active participation of teachers and students to avoid the decline of human interaction in classrooms. This balance is essential to foster communication, collaboration and the development of social skills. as long as there is no training on the use of this tool, dependence on this resource will predominate. mentioned the profesor

Although AI can provide instant and personalized feedback, the absence of authentic human interaction can be a significant limitation. Communication and interaction with native speakers of the language are critical aspects of developing language skills, such as fluency and pronunciation. (Rosa María Chicaíza, 2023)

Artificial intelligence (AI) has the potential to provide individualized feedback in real time, but one of its main drawbacks could be the absence of a genuine human connection. Pronunciation and fluency are three language skills that are developed through contact and work with native speakers of the language. (Rosa María Chicaíza, 2023)

AI offers personalized and instantaneous feedback, but the lack of authentic human interaction may limit its effectiveness in developing language skills such as fluency and pronunciation.

4.6.3. Data privacy

If an AI model is trained with personal data, there is a risk that it may learn and replicate private or confidential information, which could expose users to privacy violation risks. (Unesco, 2024)

(Unesco, 2024) Refers to If user data is provided, there is a risk that an AI model will duplicate private information, which could expose users to privacy breaches.

Providing user data to an AI model carries the risk of duplicating private information, which may expose users to threats against their integrity. When mentioning data and privacy, students mentioned that the transparency of references and authors in the information provided should be improved and that security improvements should be worked on to ensure that the information is accurate and reliable.

Personal data used in training AI models can become an attractive target for cybercriminals. If attackers gain access to this data, they can use it for malicious purposes, such as identity theft or extortion. (Unesco, 2024)

In according to (Unesco, 2024) Personal data used in AI models can be of interest to fraudsters. If attackers access this data, they can use it for malicious purposes, such as identity theft or extortion.

Personal data used in AI models can be exploited by attackers for malicious purposes, such as identity theft or extortion point students shared

4.6.4. Ethics

In the ethical field, the principles that should guide the development and implementation of artificial intelligence have been extensively researched, principles that include transparency, accountability, fairness and respect for the fundamental rights of individuals. (Plan de recuperacion, transformacion y resilencia, 2023)

The principles that should govern the use of artificial intelligence have been analyzed in the field of ethics. These principles include transparency, accountability, fairness and respect for the fundamental rights of individuals. (Unesco, 2024)

The article discusses the principles that should govern the use of artificial intelligence, such as transparency, accountability, fairness and respect for fundamental human values. students mentioned that they receive information and analyze it and encourage others to be more self-educated and critical of the information they find

The massive collection of data and its automated analysis raise questions regarding informed consent, data anonymization and the possibility of algorithmic discrimination. Likewise, the need to establish an ethical and legal framework to regulate the use of artificial intelligence has been discussed. (Unesco, 2024)

In according to (Unesco, 2024) the collection and handling of data raises questions about informed approval and the possible distinction of algorithms. Also, the importance of creating an ethical framework to guide the use of artificial intelligence has been discussed.

 Data collection and management highlight the need for informed consent and differentiation of algorithms, emphasizing the importance of establishing an ethical framework for the use of artificial intelligence. On the other hand, to avoid dependence on tools such as ChatGPT, the interviewee promotes the use of various resources and active learning strategies. They teach students to question information and verify sources, encouraging independent thinking.

4.7. Man-machine interaction

4.7.1. Definition

The relationship between humans and machines is primarily influenced by the ever-increasing capabilities of artificial intelligence. AI gives systems the ability to analyze their environment and make decisions with some degree of autonomy to achieve goals. Although the limits of AI are uncertain and have changed over time, automating or replicating intelligent

behavior is one of the key goals of AI research and its applications. (Clinical Research Insider, 2021)

(Clinical Research Insider, 2021) refers to the interaction between humans and machines is largely shaped by the continually advancing capabilities of artificial intelligence. AI enables systems to evaluate their surroundings and make autonomous decisions to achieve specific objectives. While the boundaries of AI remain uncertain and have evolved over time, one of the primary aims of AI research and its applications is to automate or mimic intelligent behavior. AI enhances human-machine interactions but still needs human oversight to handle complex and ethical decisions.

He notes that artificial intelligence improves human-machine interactions by enabling systems to make autonomous decisions. However, human supervision is still necessary to manage complex and ethical decisions. The same point was shared by the professor when he expressed that human affection and presence in learning is an irreplaceable value.

True intelligence is also capable of moral thinking.   This means confining the otherwise unlimited creativity of our minds to a set of ethical principles that determine what should and should not be (and, of course, subjecting those same principles to creative criticism). (Martínez, 23)

In according to (Martínez, 23) Genuine intelligence encompasses moral reasoning, which involves limiting the boundless creativity of our minds to a framework of ethical principles that dictate what is permissible and what is not, and subjecting those principles to continuous critical evaluation.

True intelligence implies moral reasoning, which means channeling the unlimited creativity of our minds through ethical principles and subjecting those principles to critical evaluation. however, the interviewee expressed that in the application of GPT chat students limit their creativity and critical thinking.

V. ANALYSIS OF RESULTS

VI.

After analyzing the results, it was concluded that:

Regarding to the specific objective number 1, which is to contrast the quality of English learning through the use of AI. In question 5, it probes whether ChatGPT is considered as a quality and effective learning tool for students, and why. From the teacher interview, the data obtained revealed that students may become overly dependent on ChatGPT, which limits their ability to think and solve problems independently, as well as affecting their human interaction and adaptation to the level of proficiency that students have. This result could suggest that the teacher's findings indicate that students may become overly dependent on ChatGPT, restricting their ability to think and solve problems independently.

This dependence also affects their interpersonal interactions and their ability to adapt to their own proficiency levels. Although AI offers numerous advantages in language learning, it also presents challenges and ethical considerations. According to Rosa Maria Chicaíza (2023). Advances in the use of Artificial Intelligence in English language learning face several challenges that require careful attention, affecting the effectiveness of its implementation in educational settings and having implications for both students and teachers.It is true that AI is a great resource for both the student and the teacher in their roles. However, for student learning, the codependence of these tools plays against and accustoms the student to not perform their tasks in a reasoned manner.

In reference to the second objective (2) To evaluate the value of ethics in the use of technological tools by students. Question 6. How do you handle the impulse to cheat or copy information directly from technological tools in your school work? From focus group Question 4- How do you handle possible student dependence on tools such as ChatGPT? From the teacher interview. The information collected by the teacher shows doubts about ChatGPT's ability to foster students' critical thinking and creativity. He believes that students may tend to accept the first answer they get without questioning it, which may result in passive learning. In addition, learners mention that, to avoid simply copying and pasting when using ChatGPT, they use the answers as a guide. They first read and understand the information. Then, they try to rewrite it in their own words or use the concepts in their homework. According to the Recovery, Transformation and Resilience Plan (2023), extensive research has been conducted on the ethical principles that should guide the development and application of artificial intelligence, highlighting the importance of transparency, accountability, fairness and respect for people's fundamental rights. Certainly, technology streamlines students' research processes and by using these tools they are aware of the responsibility of having different types of information, where ethics plays an important role, but if well used, it can create personalized learning and serve as an effective complement in the English language and its acquisition process.

Considering again objective 3. To suggest techniques for using gpt chat to perform tasks.

Question 6- What recommendations would you give to other teachers who are considering using ChatGPT in their classrooms?. In the information obtained from the teacher, it is suggested that it would be useful to teach students to question and verify the information provided by ChatGPT. In addition, he recommends setting clear limits on how and when students can use the tool. Finally, he proposes using ChatGPT to complement key skills such as problem solving, critical analysis, and creativity. The data could suggest that the teacher stresses the importance of a balanced and well-regulated use of ChatGPT in the classroom, focusing on developing critical competencies in students while maximizing the educational potential of the tool. In accordance with Unesco (2024), while artificial intelligence is seen as an effective tool for creating personalized learning experiences, education is primarily seen as a collective and social endeavor, with schools being the places where children socialize and learn to live together. As it is well known, technology in education is an irreversible fact and that is why integrating it in education is fundamental, that is why we opt for a balanced and regulated approach to the use of ChatGPT, with the objective of maximizing its educational value while developing fundamental skills in students.

a. Conclusions

This investigation analyzed eleventh grade student's experiences and perceptions of using Chat GPT as a tool for English learning at the Enmanuel Mongalo y Rubio during the second semester of 2024.

What are the experiences and perceptions of eleventh grade students using ChatGPT as a tool for English learning at Enmanuel Mongalo y Rubio during the second semester of 2024?

The findings of this research indicate that while current technological tools provide significant benefits in terms of ease of communication and access to information, there are still important limitations that need to be addressed to maximize their effectiveness. These tools have revolutionized the way we interact, learn, and obtain information, making processes faster and more efficient. However, to fully harness their potential, several areas require continuous improvement and focus.

Firstly, teacher training is crucial. Educators must be well-equipped with the necessary skills and knowledge to effectively integrate these tools into their teaching practices. Secondly, fostering self-learning among students is essential. Technological tools offer vast resources for self-directed learning, but students need guidance on how to use these resources effectively.

Improving the authenticity of content is also important. With the vast amount of information available online, ensuring that students have access to accurate and reliable sources is critical. Additionally, the security and reliability of information are critical aspects that require ongoing attention.

b. recommendations

This research addresses the following suggestions and recommendations.

1) For the teacher

  ➢ Teach students to question and verify the information provided by ChatGPT.

  ➢ Establish clear limits on how and when students can use the tool.

  ➢ Use ChatGPT to complement key skills such as problem-solving, critical analysis, and creativity.

  ➢ Structure assignments that require personal input and real-world application to avoid plagiarism and copy-pasting.

2) For the students

  ➢ Use ChatGPT as a supplement: Don't replace your traditional study methods, but use it as an additional tool to supplement your learning.

  ➢ Verify information: Always compare ChatGPT answers with other reliable sources to make sure you get accurate and complete information.

  ➢ Develop critical thinking: Don't accept the first answer you receive without questioning it. Analyze the information and reflect on it to develop critical thinking skills.

3) For the next researchers

  ➢ Evaluate integration: Investigate how to integrate ChatGPT in different educational contexts and proficiency levels, ensuring that it complements rather than replaces traditional methods.

➢ Develop supplementary material: Create additional resources that work in conjunction with ChatGPT, such as study guides and interactive exercises.

c. Limitations

The limitations encountered in this research were significant and directly affected the development of the study. One critical factor was time, which proved to be insufficient to carry out all planned activities effectively. In addition, the lack of a letter of request from the university prevented access to the schools, which negatively impacted the process. This access restriction limited the possibility of obtaining representative data. However, despite these difficulties, we were able to obtain results that provide valuable information, underscoring the importance of adequate planning and institutional support to conduct thorough and accurate research.

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APPENDIX

METHODOLOGICAL DESIGN

Setting: In research, the population refers to the entire group of individuals, objects, or events that share acommon characteristic and are the focus of the study (Alias, 2023)

it will work with the Fifth grade at Enmanuel Mongalo y Rubio high school in which it will see interaction of chat GPT with students through instruments Observed and analyzed.

Philosophy: The interpretative paradigm is committed to methodological plurality and relies on the application of diverse research strategies with qualitative characteristics: for example, it uses interviews, surveys, life histories, participatory observation, field notebooks, diaries, etc. to collect data (Ayala, 2023). (Ayala, 2023) This research has an interpretative philosophy since data will be obtained on what is being investigated and the results obtained from the instruments that will be applied will be interpreted.

Approach: Qualitative research involves collecting and analysing non-numerical data to understand concepts, opinions or experiences, as well as data on lived experiences, emotions or behaviours, with the meanings people attach to them. For this reason, results are expressed in words (santander universidades, 2021)

 This research will be qualitative because it will focus on understanding the experiences, perceptions and behaviors of the participants. This approach allows for in-depth exploration of the complexities of the topic of study, capturing nuances and details that quantitative methods might miss. Through techniques such as interviews, focus groups and observation, qualitative research provides a richer and more contextualized understanding, essential for addressing open-ended questions and exploring phenomena in their entirety.

Type: Descriptive research is a type of research that aims primarily to describe the characteristics or properties of a phenomenon, situation or area of study without manipulating variables or establishing causal relationships. Its main focus is to provide a detailed and accurate representation of what is being studied. (Emil, 2023)

This research will be descriptive because it focuses on detailing and characterizing phenomena, events or situations in a precise manner. This approach seeks to provide a clear and complete representation of the study variables, documenting the characteristics of a population or phenomenon without intervening or manipulating variables. Through the systematic collection and analysis of data, descriptive research makes it possible to observe and describe patterns and trends, providing a solid foundation for future research and informed decisions.

Research Deep level: Cross-sectional studies are observational studies that analyze data from a population at a single point in time. They are often used to measure the prevalence of health outcomes, understand determinants of health, and describe features of a population. (michael, 2023)

The following research will be cross-sectional because it will be conducted at a single point in time, collecting data from participants simultaneously. This approach is ideal for obtaining a snapshot of the situation or phenomenon of interest, allowing you to compare different variables and subgroups at a specific point in time. Cross-sectional research is efficient in terms of time and resources, and is useful for describing the prevalence of characteristics or behaviors in a population at a given point in time.

Population and sample: During the research process, it will work with the Fifth grade at Enmanuel Mongalo y Rubio high school in which it will see interaction of chat GPT with students through instruments Observed and analyzed.

Method: In this research it will work with The empirical method since the teaching-learning process will be observed, analyzed and experienced with the integration of Chat GPT as a didactic tool in high school

APPENDIX INTERVIEW / FOCUS GROUP TO THE TEACHER AND STUDENTS

**UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA**

CUR- MATAGALPA

**Research Topic*:* Exploring eleventh grade students' experiences and perceptions of
using Chat GPT in learning English at Enmanuel Mongalo y Rubio School during the
second semester of the second semester of the year 2024.**

Interview/Survey Guide for _____ (Questionnaire)

General data

School: Enmanuel Mongalo y Rubio   Level: eleventh grade

Teacher´s name: Daniel Ubeda   Subject: English Class

Date:

Introduction

I am student of the English Degree offered at UNAN-CUR Matagalpa. I am conducting
research with the   aim   of   collecting   information   related   to   my

research work entitled:

_____

__ _____ for which I will conduct this interview.

Objectives

General Objective

➢ To analyse 11th grade students' experiences and perceptions of GPT chat as a tool for learning English at the Enmanuel Mongalo y Rubio secondary school during the second semester of 2024.

Specific Objectives

➢ To evidence the quality of English language learning through the use of AI.

➢ To evaluate the value of ethics in the students' use of Chat GPT

➢ To suggest techniques for using gpt chat to perform tasks

Procedure

INTERVIEW

1-What do you think are the benefits of using ChatGPT as an educational tool in the classroom?

2- How have you integrated ChatGPT into your classes and can you give specific examples?

3- Do you find that using ChatGPT encourages critical thinking and creativity in students? Why?

4- How do you manage students' possible dependence on tools such as ChatGPT?

5- Do you consider chat gpt as a quality and effective learning tool for students? why?

6- How do you think this tool can complement the work of teachers without replacing them?

7- What recommendations would you give to other teachers who are considering using ChatGPT in their classrooms?

FOCUS GRUOUP

What do you know about Chat GPT chat?

What expectations did you have before using Chat GPT?

Do you find that ChatGPT helps you to better understand the topics you are studying, and can you give some concrete examples?

How would you compare ChatGPT with other learning technology tools, such as Google, YouTube or educational applications?

Are there times when you feel that ChatGPT is not reliable or suitable for learning certain topics?

How do you handle the impulse to cheat or copy information directly from technology tools in your schoolwork?

What improvements or innovations would you like to see in future versions of this technology to make it more useful for learning?

Could chat GPT replace the functions of the teacher's role? Why?

Do you see ChatGPT as a tool that you will use in the long term for learning? Why or why not?

Thank you very much for your collaboration!

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PICTURES