





Embracing the Disrupted Language Teaching and Learning Field: Analyzing YouTube Content Creation Related to ChatGPT

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Research Team







Curtis J. Bonk is a professor in the School of Education at Indiana University teaching psychology and technology courses and adjunct in the School of Informatics.

Belle Li is a Dean's full scholarship doctoral student studying Learning Design & Technology at Purdue University.

Xiaojing Kou has served as Director for Center for Language Technology at Indiana University since 2012.


Charon Wang is a Multilingual Writing Specialist and an Assistant Professor of Writing at Colby College.



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Recent Publications


1. Li, B., Kou, X., & Bonk, C. J. (2023). Embracing the disrupted language teaching and learning field: Analyzing YouTube content creation related to ChatGPT. *Languages*, 8, 197. <https://doi.org/10.3390/languages8030197>
2. Li, B., Bonk, C. J., & Kou, X. (2023). Exploring the multilingual applications of ChatGPT: Uncovering language learning affordances in YouTube videos. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 13(1), 1-22. <http://doi.org/10.4018/IJCALLT.326135>



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Manuscripts Currently in Review


3. Li, B., Wang, C., Bonk, C. J., & Kou, X. (Proposal accepted). Exploring inventions in self-directed language learning with generative AI: implementations and perspectives of YouTube content creators. *TechTrends*.
4. Li, B., Bonk, C. J., Wang, C., & Kou, X. (Under review). Reconceptualizing the self-directed language learning in the era of generative AI: an exploratory analysis. *IEEE*.




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Research Focus

Embracing the disrupted language teaching and learning field: Analyzing YouTube content creation related to ChatGPT.	benefits, drawbacks, and concerns
Exploring the multilingual applications of ChatGPT: Uncovering language learning affordances in YouTube videos.	educational affordance best practice
Exploring inventions in self-directed language learning with generative AI: Implementations and perspectives of YouTube content creators.	SDL learning & instruction
Reconceptualizing the self-directed language learning in the era of generative AI: An exploratory analysis.	SDL design & model



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SECTION 1
ChatGPT
 ARTIFICIAL INTELLIGENCE
 ChatGPT

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what is ChatGPT?

ChatGPT is an advanced language model developed by OpenAI. It is part of the GPT (Generative Pre-trained Transformer) series, specifically based on GPT-3.5 architecture. GPT models are designed to generate human-like text based on the input they receive. ChatGPT is trained on a diverse range of internet text, allowing it to understand and respond to a wide array of topics and conversational prompts.

As a language model, ChatGPT can engage in text-based conversations, answer questions, provide explanations, offer suggestions, and assist with various tasks. It leverages its pre-training on a massive amount of data to generate contextually relevant and coherent responses.

It's important to note that while ChatGPT can provide helpful and informative responses, it should not be considered infallible or a definitive source of information. It may occasionally produce incorrect or nonsensical answers, so it's always a good idea to verify information from reliable sources.

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Huang, W., Hew, K. F., & Fryer, L. K. (2022). Chatbots for language learning—Are they really useful? A systematic review of chatbot-supported language learning. *Journal of Computer Assisted Learning*, 38(1), 237–257. <https://doi.org/10.1111/jcal.12610>

AI in Language Education

Huang, Hew, and Fryer (2022)

- A review of 25 articles on the topic of chatbot-supported language learning.
- Three technical affordances of chatbots: timeliness, ease of use, and personalization.
- Five pedagogical uses: interlocutors, simulations, transmission devices, helplines, and recommendation systems.
- Chatbot challenges: technological limitations, novelty effects, and dealing with cognitive load.

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ChatGPT in Education

1. Most of the current discussions about ChatGPT's implications for education focus on the accuracy and the quality of the content it provides (Rudolph, et al., 2023).
2. Policies and frequently raise cautionary flags about the potential for misuse (e.g., Yurkevich, 2023)
3. Provide guidance (e.g., Cox Communications, 2023; McAfee, 2023) and education on ethical use (e.g., Baidoo-Anu & Owusu Ansah, 2023; Mhlanga, 2023)

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SECTION TITLE GOES HERE IF NECESSARY

ChatGPT in Language Education

1. Baskara and Mukarto (2023) explored the integration of ChatGPT into language courses, considering the associated benefits and challenges in higher education.
2. Kohnke et al. (2023) examined the affordances of the ChatGPT for language teaching and learning.
3. Koraishi (2023) examined material development and assessment in teaching English as a foreign language (EFL), highlighting ChatGPT as a valuable tool for EFL teachers.

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ChatGPT in Language Education

4. Hong (2023) investigated the implications of ChatGPT for foreign language teachers, shedding light on its mechanisms and misconceptions.
5. Ali et al. (2023) revealed the positive impact of ChatGPT on reading and writing skills, while, at the same time, attitudes toward listening and speaking skills were neutral

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SECTION 2

YouTube + YouTuber

You Tube
Career Option

ChatGPT

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Why YouTuber?

Content creators who facilitate learning on YouTube are often deemed digital pioneers (Chao, 2022; Zavyalova & Galvin, 2022).

- **YouTubers are:**
 1. Early adopters.
 2. Digital pioneers.
- **YouTube videos:**
 3. Play a key role in shaping the ways in which the newly emerging learning tools are perceived and used.



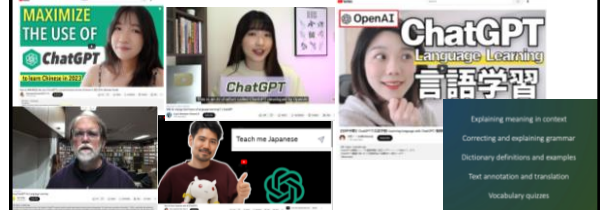
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June 17, 2023, YouTubers using ChatGPT Learning is Increasingly Informal

Will AI change the future of language learning?

ShuoshuoChinese 说说中文

<https://www.youtube.com/watch?v=TzFepHKfGo>



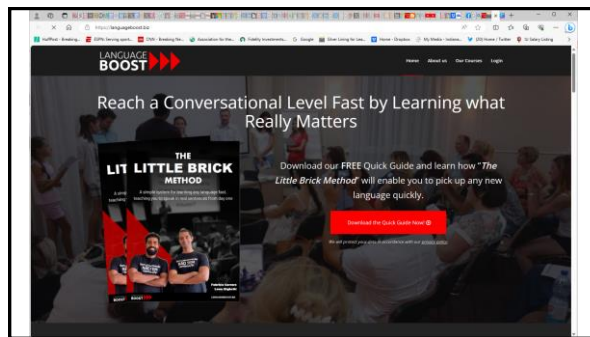
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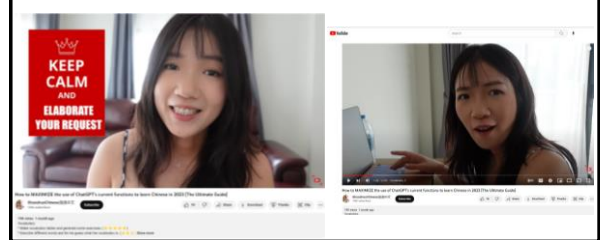
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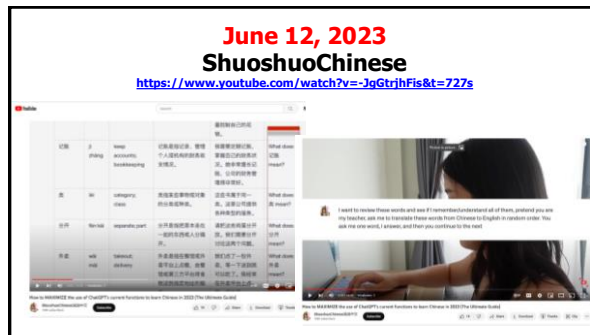
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June 12, 2023 ShuoshuoChinese

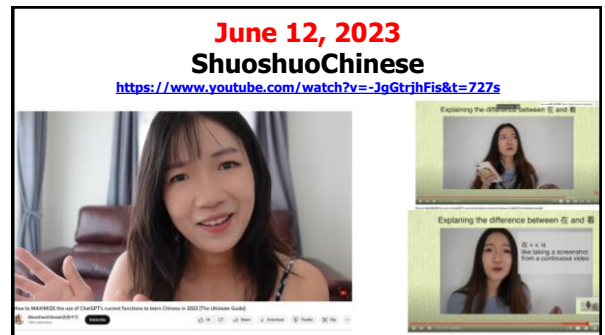
<https://www.youtube.com/watch?v=-JqGtrjhFis&t=727s>



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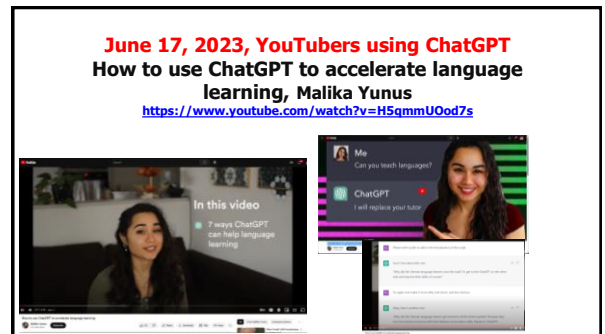
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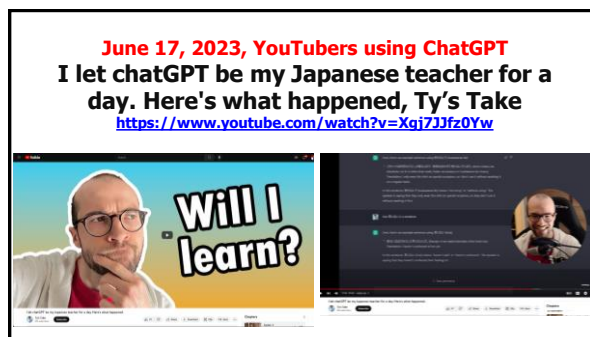
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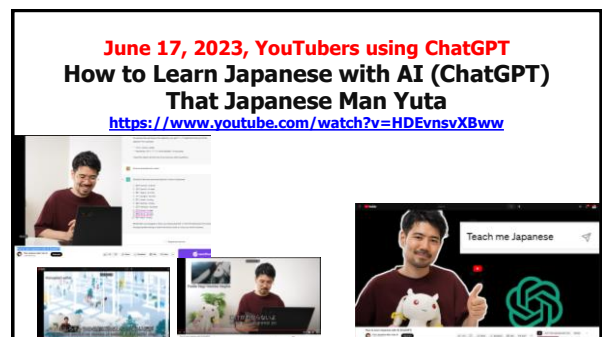
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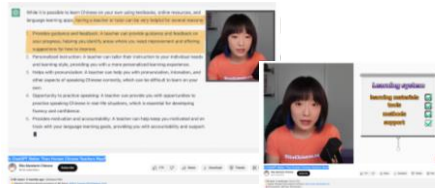


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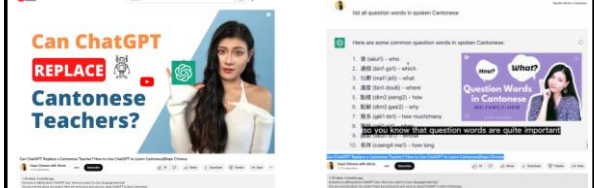
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June 17, 2023, YouTubers using ChatGPT
Is ChatGPT Better Than Human Chinese Teachers
 Now? Rita Mandarin Chinese
<https://www.youtube.com/watch?v=TzFepHKifGo>



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June 17, 2023, YouTubers using ChatGPT
Can ChatGPT Replace a Cantonese Teacher? How to Use
ChatGPT to Learn Cantonese | Dope Chinese
 Dope Chinese with Gloria
<https://www.youtube.com/watch?v=x5yAG3qksI4>



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June 17, 2023, YouTubers using ChatGPT
Will AI change the future of language learning? |
ChatGPT
 Grace Mandarin Chinese
<https://www.youtube.com/watch?v=WNfmU6lbYbE>



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Data Sources for Studies (#1-#4)

- | | |
|---|--|
| 1. Embracing the disrupted language teaching and learning field: Analyzing YouTube content creation related to ChatGPT. | 140 YouTube Videos |
| 2. Exploring the multilingual applications of ChatGPT: Uncovering language learning affordances in YouTube videos. | YouTube videos & comments across 18 languages |
| 3. Exploring inventions in self-directed language learning with generative AI: Implementations and perspectives of YouTube content creators. | 14 YouTubers (teacher/professor) |
| 4. Reconceptualizing the self-directed language learning in the era of generative AI: An exploratory analysis. | 19 YouTubers & 30 Videos |



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SECTION 3
Methods



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Research Methods for Studies (#1-#4)

- Mixed-methods: netnographic approach** (Hine, 1994; Kozinets, 2002) **#1-140 YouTube Videos**
 - online observations
 - content publishing tracking
 - systematic content analysis of online videos.
- Qualitative: Inductive content analysis** (Elo & Kyngäs, 2008; Stemler, 2000) **#2-YouTube videos & comments**
- Qualitative: Iterative thematic analysis** (Braun & Clarke, 2006; Braun et al., 2014) **#3-14 YouTubers (teacher/professor)**
- Qualitative: Iterative thematic analysis** (Braun & Clarke, 2006) **#4-19 YouTubers**



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Data Collection Procedures (#1 & #2)



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Video Sampling (#1 & #2)

"ChatGPT AND language learning," "ChatGPT AND language education," and "ChatGPT AND (Chinese OR Japanese OR Spanish OR French OR English OR German OR additional languages here)."

- Include videos directly discussing or representing ChatGPT in language education.
- Exclude videos not primarily focused on language education (e.g., academic writing).
- Exclude videos shorter than a certain duration (e.g., less than 2 minutes).

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Video Sampling (#1 & #2)

Utilize video crawler to collect YouTube videos tagged with ChatGPT and relevant keywords.

Cross-check with existing Google spreadsheet to ensure no eligible videos are missed.

Total of 140 videos were identified by April 10, 2023



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Video Sampling (#1 & #2)

The screenshot shows a web interface for video sampling. On the left, there are search filters for 'Coding Script', 'Youtuber Code', 'Youtube Videos_4/10', and 'channel code.xlsx'. On the right, a table lists 'Channel/Edutuber Code' with columns for 'University Professor 2', 'Language School Director 1', and 'Project Manager 1'. The table contains names like Tom Gally, Charlie's Lessons, and Dustin Schermaul. Below the table, there is a list of video titles and a table with columns for video details.

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Data Analysis (#1- systematic content analysis of online videos)

Need help

Content

Introduce ChatGPT

Hands-on Demonstration (Foc...

Tips for teachers

Affordance of ChatGPT in ter...

Affordance of ChatGPT in ter...

Integrated with other tools

- Nationalreaders.com
 - It provides users with a personal tutor-like experience where they can practice their English language skills through chat conversations with J. GPT. Users can copy paste dialogues from J. GPT into Nationalreaders.com, and practice their listening and comprehension skills by having the text read back to them in different voices.
- Additional tools for language learning, such as text-to-speech conversion - didn't specify (119)
- LingQ (105)
 - LingQ is an online language learning platform that provides a variety of language courses and resources to help learners improve their language skills. It was founded by Steve Kaufmann in 2002 and offers courses in over 20 languages.
 - Steve Kaufmann mentioned that he uses LingQ to learn new languages and to practice writing and get feedback on his writing.
- plugins and add-ons that can be added to ChatGPT to give it the ability to speak and listen
 - Voice control (79)
 - Talk to ChatGPT (79)
- Fluency (48)
 - a language practice communities to practice speaking with real people

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Video Selection Criteria (#2)

1. Quality and Engagement
2. Uniqueness and Relevance
3. Diversification
4. Validity and Credibility

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Criteria	Description
Quality and Engagement	Content creators with a substantial number of subscribers and high levels of engagement were prioritized. This criterion ensured that the selected videos would likely have a high volume of comments, providing sufficient data for content analysis of YouTube videos and comments.
Uniqueness and Relevance	Content creators offering unique insights, perspectives, or approaches to integrating ChatGPT across different languages were preferred. The inclusion of videos that focused on or discussed less widely used languages was prioritized.
Diversification	Content creators were selected from various backgrounds and perspectives, including educators, AI experts, language learning enthusiasts, and individuals with expertise in multilingual integration. This criterion aimed to include a wide range of viewpoints and experiences.
Validity and Credibility	Content creators known for providing accurate information, supported by reliable sources and evidence, were given preference. Channels that demonstrated a commitment to fact-checking and rigorous research were considered trustworthy for inclusion.

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Video Selection Criteria (#2)

#	Public Date	Video Title	No.	Date	Title	Comment counts	Video view
University Professor							
1	10-6	ChaoGPT and Language Learning	1	4-29-2023	How to MAXIMIZE the use of ChatGPT's custom functions by Ben Chao in 2023 (7/16 Million Views)	92	10,360 views
	10-7	Using ChatGPT for Language Learning	2	3-10-2023	Ashley ChatGPT Today (Consent Letters Submitted & Reviewed)	36	3,164 views
	10-14	ChatGPT and the Future of Language Learning	3	3-10-2023	Gen ChatGPT: Section 4 Carbonscape Section 5 How to Use ChatGPT Like a Gen Carbonscapes/Essay Discipline	37	1,666 views
2	10-14	ChatGPT Teacher Tutorial As the new ESL class	4	10-29-2022	VIRAL! AI change the future of language learning? ChatGPT	84	12,576 views
Language School Director							
3	10-16	Can ChatGPT Teach The Chinese Language?	5	3-20-2023	日本語を教える ChatGPTが日本語を教える学習の未来を予測する ChatGPT C-日本語	9	812 views

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[illegible]

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Research Questions

SECTION 4



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Study #1

1. **What is the focus of the discussion and demonstrations by the YouTube content creators of ChatGPT in language education?**
2. **How do content creators describe their current practices of using ChatGPT in language education?**

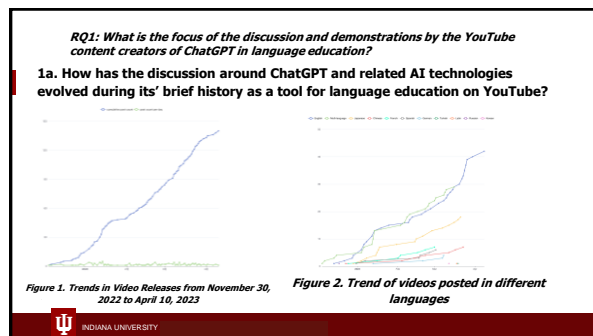
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RQ1: What is the focus of the discussion and demonstrations by the YouTube content creators of ChatGPT in language education?

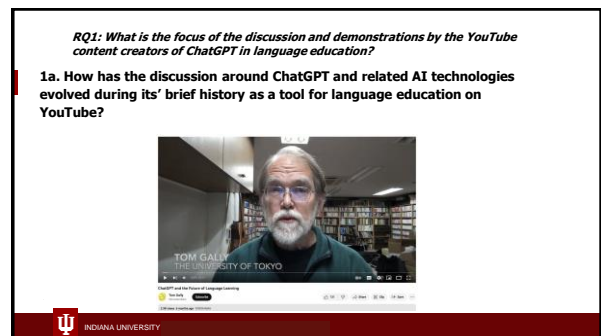
- a. How has the discussion around ChatGPT and related AI technologies evolved during its' brief history as a tool for language education on YouTube?**
- b. Who is producing videos about ChatGPT in language education on YouTube?**
- c. What are the common topics and themes present in these discussions and demonstrations?**

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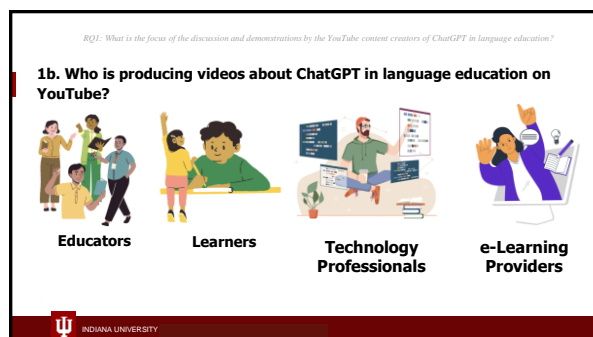
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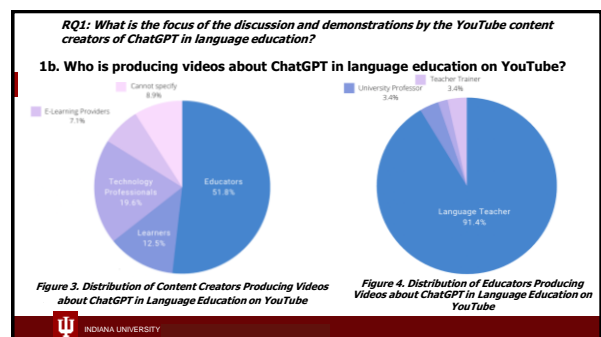
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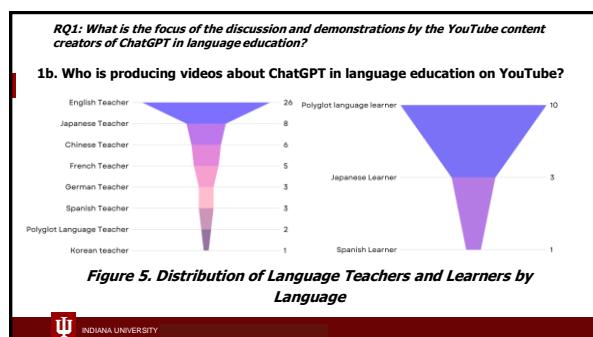
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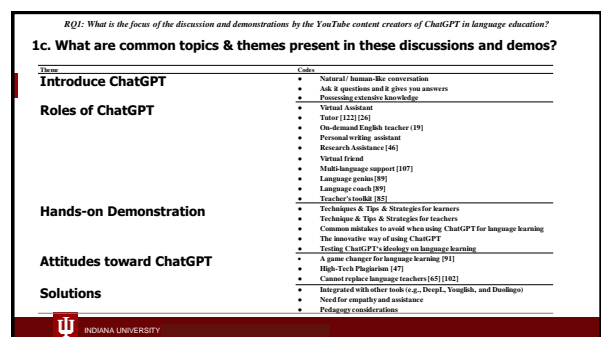
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RQ1: What is the focus of the discussion and demonstrations by the YouTube content creators of ChatGPT in language education?

1c. What are the common topics and themes present in these discussions and demonstrations?

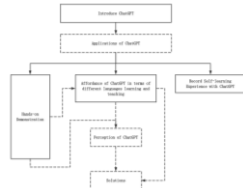


Figure 6. The structure pattern of videos about ChatGPT in language education on YouTube

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RQ2: How do content creators describe their current practices of using ChatGPT in language education?

- How do they perceive the potential benefits and drawbacks of incorporating ChatGPT in language learning?
- What strategies do they use to mitigate any drawbacks and ensure that ChatGPT is effectively used in language education?

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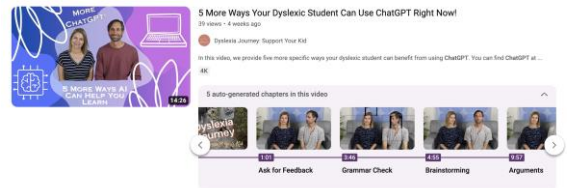
RQ2: How do content creators describe current practices of using ChatGPT in language ed?

Q2a. How do they perceive the potential benefits and drawbacks of incorporating ChatGPT in language learning?

Benefits of ChatGPT

- Providing optimization and enhancement of language learning platforms as an augmentative learning device.
- Assistance with general questions, vocabulary building, writing tasks, language practice, test preparation, annotating texts, translations, and personalized learning.
- Acting as an accessible and affordable 24/7 tutor providing relevant information to users as it learns from their interactions.
- Engaging in conversations and practicing the language in a safe and comfortable environment without fear of judgment or mistakes.
- Being especially beneficial for students who struggle with traditional teaching methods or have special learning needs.

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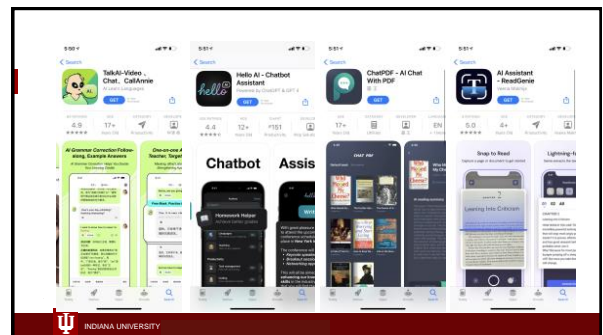
RQ2: How do content creators describe their current practices of using ChatGPT in language ed?

Q2a. How do they perceive the potential benefits and drawbacks of incorporating ChatGPT in language learning?

Benefits of ChatGPT

- Creating bespoke content such as learning texts, worksheets, and lesson plans.
- Helping with job interviews in a foreign language and practicing conversation by generating responses to questions.
- Providing highly tailored content and transforming how individuals learn languages.
- Enhancing the language learning experience by fostering learner motivation, improving efficiency, and promoting attentiveness and observation skills.
- Creating an engaging and accessible learning environment that makes language education more enjoyable and readily accessible for learners.
- Reducing the workload of language teachers.

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RQ2: How do content creators describe their current practices of using ChatGPT in language ed?

Interview Data

useful	helpful	agreeable
limited	assistance / crutch	liar / not 100% reliable
accuracy/fluidity	problem solving	loyal
surprising / amazing /impressive /fascinating	learnable responsive	effective trainable
	standardized	powerful



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Interview Data (from Study #3)



"I think that's our future. Like it's, it's inevitable right now."
Lucas & Fabricio)



"...it can generate flawless English... if language can produce in that way that isn't taken from chunks out[,] that's machine-produced language, it's not machine-translated language... that really does change things, so the machines can produce language that's accessible in an easy way." (Jo Gakonga)

Jo Gakonga - ELT Training
@elttraining - 38.2K subscribers
If you are an English language teacher or you
for your Welcome...



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Interview Data (from Study #3)

"I can talk about anything, and the answers are both positive in terms of the optimism displayed by the bots, and informative. It is very rare to find that combination in a human interlocutor, especially when you want to interact for extended periods, which is what sets it apart..." (Carlos, Interview, May 17, 2023)



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RQ2: How do content creators describe their current practices of using ChatGPT in language ed?

Q2a. How do they perceive the potential benefits and drawbacks of incorporating ChatGPT in language learning?

Drawbacks of ChatGPT

1. Lack of emotional or empathetic responses.
2. Limited creativity.
3. Lack of context awareness.
4. Potential of generating inaccurate or inappropriate responses.
5. Incomplete information.
6. Repetition of information.
7. Potential for bias.
8. Inability to learn beyond its training data which goes up until 2021.
9. Potential misuse for malicious purposes.
10. Syntax and grammatical errors.
11. Does not provide much opportunity for speaking practice.



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RQ2: How do content creators describe their current practices of using ChatGPT in language education?

Q2a. How do they perceive the potential benefits and drawbacks of incorporating ChatGPT in language learning?

Concerns of ChatGPT

1. The danger of being too dependent on ChatGPT for writing essays and creative writing.
2. Potentially replacing human workers.
3. Creating competition, insecurity, and fear.
4. Data privacy.
5. No connection between the rapid development of AI and the growth of human language faculty.
6. Challenge for teachers as well as organizations and institutions to detect plagiarism.
7. Many replicates countless previous failed attempts to introduce new technology to language education, such as printed books and LP records.



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Interview Data (from Study #3)



ShuoXiongChinese 说中文
@ShuoXiongChinese - 10K subscribers
Welcome to ShuoXiong Chinese (说中文). My name is Shuo Xiong.

"...can you use those words and write an article about love, for example, and 10 out of 10 times it gives me a really boring article which I don't think is quite catchy or engaging." (Shuo Xiong, Interview, June 12, 2023)



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"Sometimes it begins to hallucinate or feed you with incorrect information because what it is doing is creating text and it's not always correct." (Craig Wheland, Interview, May 17, 2023)



La Mañan del Inglés - Improve your English
@laamananingles - 11.6K subscribers - 107 videos
Improve your English and take it to the next level! >
laamananingles.com and 4 more links

Interview Data (from Study #3)



Tom Gally
@Tom_Gally_UofTsgo
This is the university Y
gally.net and 1 more li

"We have a lot of different versions of English, but it produces this kind of very white bread textbook style, not too old fashioned, not too slang." (Tom Gally, Interview, May 2, 2023)

"There are concerns when we've got to think about how we are going to make sure that chatGPT is a tool that helps students and doesn't basically undermine some of the skills that really we do believe are fundamental for them." (Russell, Interview, May 7, 2023)



Russell Stannard (Teacher Training Videos)
@russellstannard 77.3K subscribers 409 videos
My name is Russell Stannard. I run www.teachertainingvideos.com a com...
teachertainingvideos.com and 3 more links



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RQ2: How do content creators describe their current practices of using ChatGPT in language education?

Q2b: What strategies do they use to mitigate any drawbacks and ensure that ChatGPT is effectively used in language teaching and learning?

1. The need for empathy and assistance for those who cannot use ChatGPT.
2. Overcoming Limitations of ChatGPT through Using it together with other language learning tools and resources.
3. Double-checking the answer received from ChatGPT and using other resources such as native speakers or online checking tools.
4. Integrating effective methods of learning and pedagogy before using ChatGPT in language learning and teaching.



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RQ2: How do content creators describe their current practices of using ChatGPT in language education?

Q2b: What strategies do they use to mitigate any drawbacks and ensure that ChatGPT is effectively used in language teaching and learning?

5. Emphasizing the importance of a learner's motivation and efforts.

6. What you get depends on what you ask—users need to learn how to write effective prompts.



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Study #2

1. How do these communities perceive the educational affordance of incorporating ChatGPT across different languages?
2. What are the best practices for utilizing ChatGPT in language education, as observed within these communities on YouTube?



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RQ1. How do these communities perceive the educational affordance of incorporating ChatGPT across different languages?

Based on Lai et al. (2023)

"High resource" languages, including English, Japanese, Chinese, French, Spanish, German, Portuguese, and Russian.

Korean, Bulgarian and Turkish were categorized as "medium resource" languages.

Lai et al.'s research didn't include the remaining six languages, Latin, Sorbian, Tajik, Irish, Kashubian, and Latgalian.



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1. ChatGPT is its resemblance to a knowledgeable native speaker rather than a professional language teacher.
2. ChatGPT's behavior can be both positive and informative for users: In situations where finding a human interlocutor who possesses these qualities can be challenging, ChatGPT serves as a valuable tool in avoiding language fatigue during extended conversations.



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Study #3

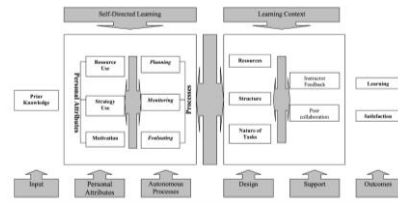
1. **Harnessing ChatGPT As A Loyal Conversational Partner For Language Practice.**
2. **Embrace ChatGPT's Imperfections, Don't Dismiss Its Potential.**
3. **Use It as A Tool, Not A Crutch.**
4. **Fostering a Learner-Centric Approach to GenAI Instruction.**
5. **Cultivating Responsible AI Utilization in Language Education.**



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Study #4



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		Self: adding new understandings to existing concepts, provide new considerations for AI
		Interactive relationships (inner) & evolving nature (overall)
Category	Sub-category	Indicator
SDL	Input	Technology Readiness Content Area Knowledge Learning Experience
	Personal Attribute	Self-efficacy belief (Bandura, 1987) Attitude - Dispositions, Emotions, and Perspectives Motivation Resource Use Strategy Use
	Autonomous-Adaptive Process	Planning Monitoring Adapting Evaluating
	Design Elements	Resources Structure Nature of the task Computational agency (Tulku, 2018)
Learning Context	Social Elements	Institutional policy for AI adoption Social justice considerations Ethical considerations Sociocultural & geopolitical norms
	Support Elements	Non-human (video, OER, other learning resources) Human (instructor, mentor, peer support)
		Outcomes
		Positive Reinforcement Learning

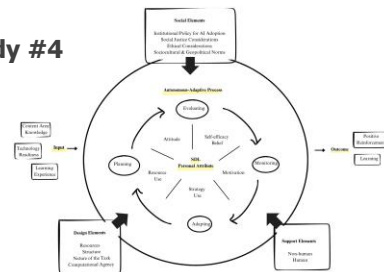
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Study #4



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Limitations and Implications

- **Relying solely on YouTube as a source of information for language education**
- **The availability of language learning resources in YouTube may not be equal across different languages.**
- **YouTube videos are created by individuals or organizations with varying levels of expertise and qualifications**



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