ChatGPT and Generative AI as a New Partner in Language Teaching and Learning

Curtis J. Bonk, IST Professor
Indiana University
cjbonk@indiana.edu; http://curtbonk.com/

1

Opening Activity #1:
Type Answer in the Chat Window:
What can you use Generative AI like ChatGPT for?

2

Poll #1. Warm-up question: How are you today?

A. I feel so great, I could be superwoman and superman.
B. I feel really good, thank you.
C. A little tired but still fine and ready to learn from this session.
D. Not sure yet but I am glad to be here today in this webinar.
E. Not fully here nor there since I have some personal issues that need to be sorted out.
F. Overwhelmed and feeling like I am lost in a lost world.
G. Other.

3

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 YouTuber videos. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT), 13(1)*, 1-22. http://doi.org/10.4018/IJCALLT.326135

4

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.*

5

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)

INDIANA UNIVERSITY ALUMNI ASSOCIATION

6

Slide 7

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.

INDIANA UNIVERSITY ALUMNI ASSOCIATION

7

Slide 8

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

INDIANA UNIVERSITY ALUMNI ASSOCIATION

8

Slide 9

SECTION 2

YouTube + YouTuber

9

Slide 10
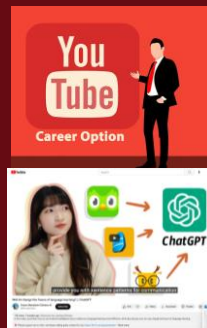
Why YouTuber?

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.

10

Slide 11

June 12, 2023
ShuoshuoChinese
https://www.youtube.com/watch?v=-JgGtrjhFis&t=727s

11

Slide 12

June 17, 2023, YouTubers using ChatGPT
I let chatGPT be my Japanese teacher for a day. Here's what happened, Ty's Take
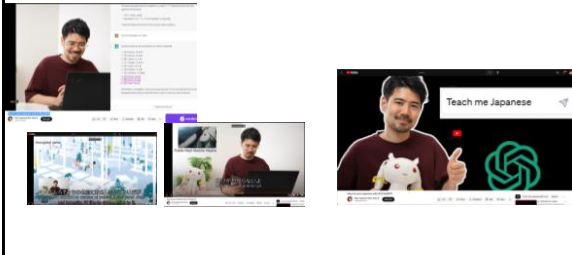https://www.youtube.com/watch?v=Xgj7JJfz0Yw

12

June 17, 2023, YouTubers using ChatGPT
How to Learn Japanese with AI (ChatGPT)
That Japanese Man Yuta
https://www.youtube.com/watch?v=HDEvnsvXBww

13

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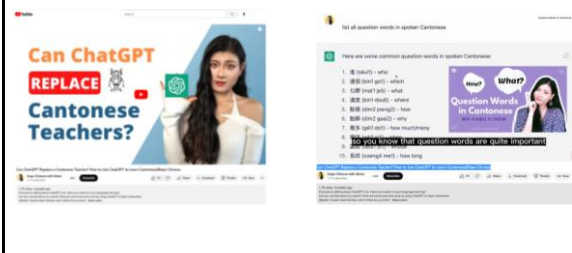https://www.youtube.com/watch?v=TzFepHKifGo

14

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

15

Research Methods for Studies (#1-#4)

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

16

Video Selection Criteria (#2)

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

17

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?**
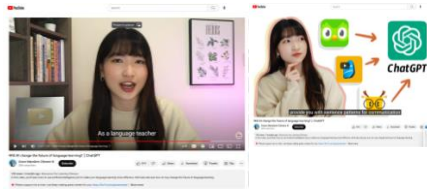
INDIANA UNIVERSITY ALUMNI ASSOCIATION

18

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

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

INDIANA UNIVERSITY ALUMNI ASSOCIATION

25

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 you! Welcome ...

INDIANA UNIVERSITY ALUMNI ASSOCIATION

26

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)

INDIANA UNIVERSITY ALUMNI ASSOCIATION

27

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.

INDIANA UNIVERSITY ALUMNI ASSOCIATION

28

Interview Data (from Study #3)

Tom Gally
@Tom_Gally_UTokyo ·
This is the university Y
gally.net and 1 more lin

"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)
@tfvRussell · 77.5K subscribers · 409 videos
My name is Russell Stannard. I run www.teachertrainingvideos.com a com...
teachertrainingvideos.com and 3 more links

INDIANA UNIVERSITY ALUMNI ASSOCIATION

29

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.

INDIANA UNIVERSITY ALUMNI ASSOCIATION

30

Study #4
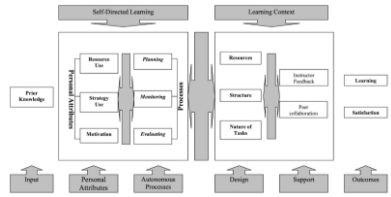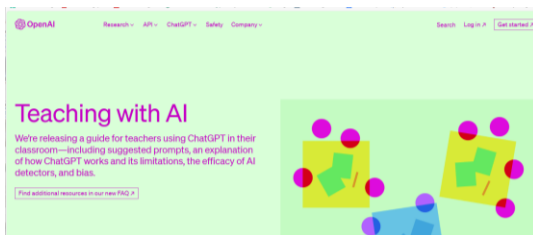

INDIANA UNIVERSITY ALUMNI ASSOCIATION

31

Sources
International Association for Language Learning Technology (IALLT): https://iallt.org/#
Free Language Technology Magazine (FLTMAG)
https://fltmag.com/

32

Sources
Teaching with AI
https://openai.com/blog/teaching-with-ai
https://cybernews.com/academy/news/teaching-with-ai-openais-new-teachers-guide/

33

'Everybody is cheating': Why this teacher has adopted an open ChatGPT policy

npr
By Patrick Wood, Mary Louise Kelly
Published January 26, 2023 at 5:01 AM EST

34

January 17, 2023
Robots vs. Humans: Does ChatGPT Pose a Challenge to Second Language Writing?
https://fltmag.com/chatgpt-second-language-writing/

35

August 14, 2023
Why Professors Are Polarized on AI
Susan D-Agostino, Inside Higher Ed
https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2023/09/13/why-faculty-members-are-polarized-ai

"**What's the real harm for students who opt to cheat by using AI to write papers in passing the class?**" a commenter who identified as Jason Mittell, professor of film and media culture and American studies at Middlebury College, wrote. "**After 23 years of teaching, I've come to realize that my job** is neither to police students who don't want to learn nor to rank students via grades, but to **maximize learning for those who want to learn and try to inspire the others to try to join in the learning.**"

36

6

37

38

Incorporating Generative AI in Authentic Assessments
Lynn Gribble & Janis Wardop
https://diberg.blog/2023/08/02/incorporating-generative-ai-in-authentic-assessments/

39

Some of the reasons cited for ChatGPT usage include:

- Ease of access and convenience of 24/7 availability
- Personalized learning experiences tailored to each student's needs
- Interactive and engaging experience appeals to students
- Comfortability in interacting with a chatbot
- Judgment-free zone when seeking citations or asking questions
- Anonymity fosters a more inclusive learning environment
- Encouragement to explore and learn without hesitation

40

May 25, 2023
Teach Languages with ChatGPT
https://chat.openai.com/

41

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

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.

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;

42

Slide 43

facilitating language learning in various tasks and aspects. Listed below are nine highlights from the videos included in this study.

1. ChatGPT is highly accurate in producing language output. It produces text that is grammatically correct and natural sounding in various languages;
2. Correction of mistakes: ChatGPT can help correct grammar mistakes, spelling errors, and any kind of typo in input text;
3. Quizzes and Language Games: ChatGPT can provide quizzes and other forms of assessment, including playing language games to help with learning and reinforce vocabulary and grammar rules;
4. Vocabulary learning: ChatGPT can be used as a dictionary and can produce a list of words related to a particular topic, as prompted. ChatGPT is especially useful in providing explanations of words in a context and in providing more examples with that specific meaning;
5. Personalized learning: ChatGPT can provide reading materials that are customized to users' preferred topics and reading proficiency levels;
6. ChatGPT is very often found to be useful in practicing conversations in various scenarios as specified by the learner when the prompt is properly engineered;
7. Writing skills: ChatGPT can generate essay outlines and provide writing prompts, and can improve writing styles by simplifying sentences and paraphrasing the provided text into multiple alternatives, which is especially helpful for non-native speakers;
8. Writing models: ChatGPT can write in different literature genres, such as in Shakespeare's style, especially for English writing, thereby providing useful models, examples, and instructional scaffolds;

43

Slide 44

2023
What does ChatGPT mean for you and your students?
Thomas Courtley, LessonUp
https://www.lessonup.com/site/en/blog/new-trend/chat-gpt-what-changes-for-teachers

How can ChatGPT assist you as a teacher?

At LessonUp we are certain that ChatGPT could assist you, as a research and support tool, in creating amazing lesson material. You remain to be the expert about education. Based on your knowledge and experience, you could use the chatbot to assist you in creating (interactive) learning material for your lessons.

Talk about ChatGPT with your students: guide them on how to use it as a research tool, or as a tool to assist them in learning.

The positive impact of OpenAI's ChatGPT in education will be significant. It could be used to help students practice skills and receive instructions. This would allow you more time to focus on your students and connect with them on a deeper level.

44

Slide 45

2023
What does ChatGPT mean for you and your students?
Thomas Courtley, LessonUp
https://www.lessonup.com/site/en/blog/new-trend/chat-gpt-what-changes-for-teachers

How can ChatGPT assist you as a teacher?

At LessonUp we are certain that ChatGPT could assist you, as a research and support tool, in creating amazing lesson material. You remain to be the expert about education. Based on your knowledge and experience, you could use the chatbot to assist you in creating (interactive) learning material for your lessons.

Talk about ChatGPT with your students: guide them on how to use it as a research tool, or as a tool to assist them in learning.

The positive impact of OpenAI's ChatGPT in education will be significant. It could be used to help students practice skills and receive instructions. This would allow you more time to focus on your students and connect with them on a deeper level.

45

Slide 46

February 4, 2023
ChatGPT for language learning – All the prompts you need
Theodosis Karageorgakis, Educraft
https://educraft.tech/chatgpt-in-the-language-learning/

ChatGPT for language learning – All the Prompts you need

BY THEODOSIS KARAGEORGAKIS · 02/04/2023 · 14 MINUTES

46

Slide 47

Sure, here are five fill-in-the-blank questions on the topic of countable and uncountable nouns for A1 level EFL students, with three possible choices for each question and the correct answer highlighted:

1. Can you give me (some/any/five) sugar for my coffee? **some**
2. I need to buy (five/a few/few) eggs for the recipe. **five**
3. Would you like (a few/few/many) milk in your tea? **a few**

Assessments - Exercises

Let's now ask ChatGPT to create an exercise for our students regarding the above topic.

> Provide me with 5 fill-in-the-blank questions on the topic. Give me 3 choices for each question highlighting the correct one. Use "some, any, many, a few, few, five).

Note how I specified the type and number of question items I want the AI to share.

47

Slide 48

money for the fare. It helps avoid confusion and delays in the payment process.
4. "How many people are in your group?"
This phrase is used by taxi drivers to ask how many people will be traveling together. It helps the driver choose the appropriate size of the taxi and ensure everyone fits comfortably.
5. "Please speak slowly."
This phrase is used by taxi drivers to ask passengers to speak slowly and clearly. It helps the driver understand the passenger's instructions and avoids misunderstandings.

Glossaries

We could also ask ChatGPT to generate a glossary for the online course. Let's build up on the previous prompt.

> Now, I want you to create a glossary of the 10 most common phrases taxi drivers need. Use simple language (A1 level) to explain the various phrases.

48

Slide 49:

5. Students will be able to analyze primary sources such as speeches, essays, and videos to better understand the experiences of female pioneers.
5. Students will be able to create a collaborative project or presentation that showcases the accomplishments of one or more female pioneers.

To achieve these objectives, I would recommend a range of collaborative activities, such as:

* Brainstorming session: students can brainstorm and discuss their prior knowledge on female pioneers, share their own experiences or perspectives, and explore the reasons

Learning Objectives

So, you found a cool topic online and would like to transform it into a lesson. Normally, when you design a lesson, you should define its learning objectives. So, I will ask the AI for some learning objectives.

Act like an experienced EFL teacher, an expert in collaborative learning with internet access and a whiteboard in class. I'm teaching the topic "Female pioneers" to my C1 students. Generate the learning objectives for this 50-minute lesson.

49

Slide 50:

August 14, 2023
30 ChatGPT Prompts For Language Learners
Natalia Álvarez-Morillo, Carnegie Learning
https://www.carnegielearning.com/blog/30-chatgpt-prompts-language-learning/

30 ChatGPT Prompts For Language Learners
How you can use AI in the world language classroom

As a former Spanish teacher, I know it feels impossible to address all of our students' needs in cramped classrooms of 25 to 35 people.

But what if you could provide a conversation partner for each student? And also an assistant to answer their questions? AND a personalized cultural liaison?

That's when AI can become your best friend.

The generative AI chatbot ChatGPT can increase student engagement and boost language skills in your classroom. It can provide personalized conversation practice in the target language, answer grammar or

50

Slide 51:

December 24, 2022
Will AI change the future of language learning? |
ChatGPT
Grace Guo, Mandarin Chinese, Tom Gally Japanese
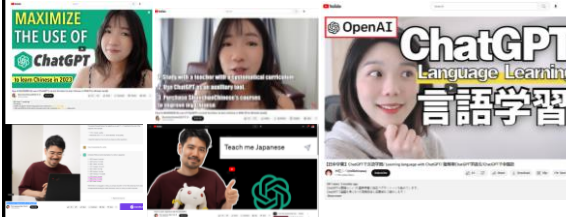https://www.youtube.com/watch?v=WNfmU6ibVbE

Explaining meaning in context
Correcting and explaining grammar
Dictionary definitions and examples
Text annotation and translation
Vocabulary quizzes

51

Slide 52:

June 17, 2023, YouTubers using ChatGPT
How to MAXIMIZE the use of ChatGPT's current functions to learn Chinese in 2023 (The Ultimate Guide)
ShuoshuoChinese 说说中文
https://www.youtube.com/watch?v=TzFepHKifGo

52

Slide 53:

August 14, 2023
30 ChatGPT Prompts For Language Learners
Natalia Álvarez-Morillo, Carnegie Learning
ChatGPT as Conversation Partner...
https://www.carnegielearning.com/blog/30-chatgpt-prompts-language-learning/

1. Pretend you are a first year university from [target country]. I will ask you a series of questions in [target language], and I'd like you to respond as if you were human.

2. Let's pretend you are a tour company in [target country] called [name of company]. I will pretend to be a tourist. I will ask you a series of questions in [target language], and I'd like you to respond as if you were human.

53

Slide 54:

August 14, 2023
30 ChatGPT Prompts For Language Learners
Natalia Álvarez-Morillo, Carnegie Learning
AI Chatbots as language teaching assistants
https://www.carnegielearning.com/blog/30-chatgpt-prompts-language-learning/

1. How do I use the [verb tense] in [target language]?
2. I'm struggling with [grammar topic]. Can you provide some guidance?
3. How do I form questions in [target language]?
4. I need help with the correct word order in [target language].
5. Could you provide some examples of [grammar rule] in sentences?

54

August 14, 2023
30 ChatGPT Prompts For Language Learners
Natalia Álvarez-Morillo, Carnegie Learning
AI Chatbots as a cultural liaison
https://www.carnegielearning.com/blog/30-chatgpt-prompts-language-learning/

1. Tell me about traditional celebrations and festivals in [target language/country].
2. What are some popular traditional dishes or cuisine in [target language/country]?
3. What are famous landmarks or historical sites in [target language/country]?
4. How do I greet someone politely in [target language]?

55

August 14, 2023
Prompts for Vocabulary Building
Master a New Language with ChatGPT: Your Ultimate Language Learning Companion
https://www.learnprompt.org/chatgpt-prompts-for-language-learning/

Prompts for Vocabulary Building

1.	List [number] [adjectives/nouns/verbs] in [target language].
2.	Come up with [number] words that start with [letter] in [target language].
3.	Provide me [number] idioms or expressions in [target language].
4.	Generate a [target language] vocabulary quiz.
5.	Give me [number] synonyms and antonyms for [word] in [target language].
6.	Provide me a list of [number] common expressions in [target language] that I can use in everyday conversation.
7.	Help me expand my vocabulary in [target language] by suggesting [number] words related to [topic].

Prompts for Practice Conversations

56

August 21, 2023
Activity #1. Brave People Option: Scholar Essay
https://curtbonk.com/R511_online_syllabus_fall_2023.htm

- **Brave People Option:** Have ChatPDF, ChatGPT, or another generative AI tool or platform generate a 2,000-3,000 word **summary or essay of a scholar**. Next, write a 2-3 page single-spaced reflection paper, review, or critique of that scholar and incorporate a couple of quotes and aspects of what generative AI produced.

57

August 21, 2023
Activity #2. Brave People Option: Book Review
https://curtbonk.com/R511_online_syllabus_fall_2023.htm

Brave People Option: Put a PDF of the chosen book or books into ChatPDF, ChatGPT, or other generative AI tool or platform and have it do a **critique or a book review** on it. Next, write a reflection paper, review, or critique of what generative AI produced. A mini-glossary of personal definitions for 20-25 key terms and concepts found in this book might be included in an appendix at the end of the review.

58

August 21, 2023
Activity #3. Brave People Option: Debate
https://curtbonk.com/R511_online_syllabus_fall_2023.htm

Brave People Option: Have ChatPDF, ChatGPT, or other generative AI tool or platform write a paper about a topic is **debate** in the field of learning, design, and technology. Next, write a 3-4 page reflection paper or critique of what generative AI produced (single-spaced preferred). I want you to include both your paper and the paper generative AI created.

59

August 21, 2023
Activity #4. Brave People Option: Learning Environment Critique and Analysis
https://curtbonk.com/R622_online_syllabus_Fall_2023.htm

Brave People Option: Feel free to utilize generative AI tools like ChatGPT or ChatPDF to generate starter text and up to three quotes in your **Learning Environment Critique and Analysis** paper as long as they are marked or you have reworded them a cited them properly.

60

August 21, 2023
Activity #5. Brave People Option: SLL Podcast Learning Environment Critique and Analysis
https://curtbonk.com/R622_online_syllabus_Fall_2023.htm

Brave People Option: You can evaluate the learning environment created in my weekly podcast show, **Silver Learning for Learning** (SLL). Feel free to utilize generative AI tools like ChatGPT, ChatPDF, or some new AI tool that summarizes videos to generate starter text and up to three quotes in your paper as long as they are marked or you have reworded them a cited them properly.

61

August 21, 2023
Activity #6. ChatPDF: Generate Questions for Guest Speakers
https://curtbonk.com/R622_online_syllabus_Fall_2023.htm

Brave People Option: You can evaluate the learning environment created in my weekly podcast show, **Silver Learning for Learning** (SLL). Feel free to utilize generative AI tools like ChatGPT, ChatPDF, or some new AI tool that summarizes videos to generate starter text and up to three quotes in your paper as long as they are marked or you have reworded them a cited them properly.

62

August 21, 2023
Activity #7. ChatPDF: Generate Questions for Guest Speakers
https://curtbonk.com/R622_online_syllabus_Fall_2023.htm

Option: Input one or more assigned articles from guest(s) into ChatPDF and have it generate questions. Ask those questions during session. Exploring Interactions in a Synchronous Hybrid Language Class (by Dr. Chaoran Wang).

Here are three example questions you may have about this PDF file:

▷ What are the six emergent patterns of interaction found in the classroom video recordings?
▷ How does hybrid instruction differ from the rural school's pedagogical tradition and classroom culture?
▷ What is the updated framework proposed by the author for understanding the complexities inherent in interactions within hybrid learning spheres?

63

May 25, 2023
Chat with any PDF
https://www.chatpdf.com/

64

August 21, 2023
Activity #8. ChatPDF: Summarize assigned articles
https://curtbonk.com/R622_online_syllabus_Fall_2023.htm
Option: Input one or more of the assigned articles and have ChatPDF generate questions on it or key points or both.

65

August 15, 2023
ChatGPT and generative AI: 25 applications in teaching and assessment
Seb Dianati, Suman Laudari
https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment
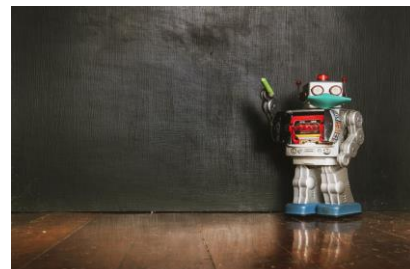
66

August 15, 2023
ChatGPT and generative AI: 25 applications
Activity #9. Mark Student Essays, Including Grammar and Syntax Errors
https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment

67

August 15, 2023
ChatGPT and generative AI: 25 applications
Activity #10. Develop Rubrics
https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment

68

August 15, 2023
ChatGPT and generative AI: 25 applications
Activity #11. Develop Synchronous Polling Questions
https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment

69

August 15, 2023
ChatGPT and generative AI: 25 applications
Activity #12. Develop Reflection Questions
https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment

70

August 15, 2023
ChatGPT and generative AI: 25 applications
Activity #13. Provide YouTube Summaries
https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment

71

August 15, 2023
ChatGPT and generative AI: 25 applications
Activity #14. Provide YouTube Summaries
https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment

72

May 15, 2023
Activity #15. Online Practice Tests and Interactive Flash Cards (Q-chat)

Quizlet's Q-chat is a beta version of a chatbot which combines Quizlet's vast library of content with the power of Open AI's Chat GPT API (application programming interface). In other words, it uses Quizlet content to create practice sentences, quizzes, and short stories.

http://quizlet.com/
https://fltmag.com/quizlet-q-chat/

73

Online Practice Tests and Interactive Flash Cards (Q-chat)

Using Spanish quizlet sets, Q-chat was able to give corrective feedback, explaining the lexical and grammatical errors in English and giving a correct example in Spanish. Another possibility would be to use a Q-chat story as a writing prompt and have students finish the story and then vote on their favorite ending.
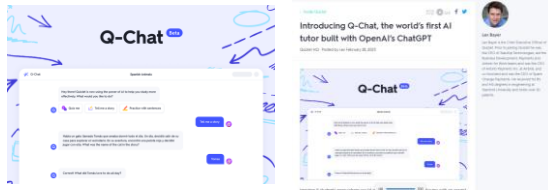
http://quizlet.com/
https://fltmag.com/quizlet-q-chat/
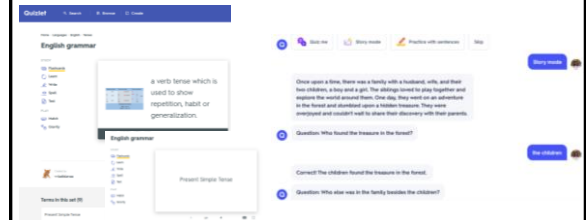
74

February 28, 2023
Intelligent Assessment and Tutoring
Introducing Q-Chat, the world's first AI tutor built with OpenAI's ChatGPT, Lex Bayer, Quizlet
https://quizlet.com/blog/meet-q-chat

75

August 31, 2023
Activity #16. Crafting Quiz Questions
https://openai.com/blog/teaching-with-ai

Fran Bellas, a professor at Universidade da Coruña in Spain, recommends teachers use ChatGPT as an assistant in crafting quizzes, exams and lesson plans for classes. He says to first share the curriculum to ChatGPT and then ask for things like fresh quiz and lesson plan ideas that use modern or culturally relevant examples. Bellas also turns to ChatGPT to help teachers make sure questions they write themselves are inclusive and accessible for the students' learning level.

76

September 8, 2023
ChatGPT: Your new academic mentor
Niamh Ancell, Cyber News
https://cybernews.com/academy/news/chatgpt-your-new-academic-mentor/

77

September 8, 2023
ChatGPT as Tutor or Mentor
https://cybernews.com/academy/news/chatgpt-your-new-academic-mentor/

Activity #.
16. Don't accept the first answer-converse with it.
17. Tell ChatGPT what you want to achieve.
18. Ask ChatGPT: Can you provide some study techniques?
19. Ask ChatGPT: Find information when stuck.
20. Ask ChatGPT: The program can review course material, create a tailored study schedule, summarize and condense information, provide past exam questions, and even offer helpful tips that might make studying easier.

78

September 8, 2023
Exam Preparation
https://cybernews.com/academy/news/chatgpt-your-new-academic-mentor/

Activity #.
21. The program **can review course material, create a tailored study schedule,** summarize and condense information, provide past exam questions, and even offer helpful tips that might make studying easier.

22. By providing the specific areas of study, ChatGPT can help familiarize you with your chosen topic.

23. ChatGPT can explain concepts, **summarize key points,** generate practical questions, and help you review quizzes and assessments.

79

August 31, 2023
Activity #24. Translation Assistance to Improve Writing and Conversation Skills
https://openai.com/blog/teaching-with-ai

Dr. Anthony Kaziboni, the Head of Research at the University of Johannesburg, **teaches students who mostly don't speak English outside of the classroom.** Kaziboni believes that command of English is a tremendous advantage in the academic world, and that misunderstandings of even small details of English grammar can hold back students from recognition and opportunity. **He encourages his students to use ChatGPT for translation assistance, to improve their English writing, and to practice conversation.**

80

Teaching with AI: OpenAI's new teachers guide
Updated on: 07 September 2023

Niamh Ancell, Senior journalist

Image by Shutterstock

OpenAI has released a 'Teaching with AI' guide to help instruct teachers on how to use ChatGPT in their

81

Learning languages with AI

Non-native English speakers turn to ChatGPT to help translate words, improve their writing style, and practice conversations. According to quotes from the OpenAI article, Dr. Anthony Kaziboni, the Head of Research at the University of Johannesburg, encourages students to use ChatGPT for translation assistance and to improve their command of the English language. Thus "reducing friction for non-English speakers" in a public and academic environment.

Plethora of possibilities

OpenAI states that ChatGPT can be used for role-playing challenging conversations. One example the company provided is from Dr. Helen Crompton, Professor of Instructional Technology at Old Dominion University, U.S. OpenAI cited how ChatGPT helps "encourage her education graduate students to use the software as a stand-in for a particular persona– like a debate partner who will point out weaknesses in their arguments." OpenAI demonstrates through these speakers the diverse nature of the platform when used in academia. For example, the company states that ChatGPT can also simulate job interviews, help prepare a graduate student for a recruiter's potential questioning, or transform into a new boss delivering feedback. OpenAI cited Dr. Crompton, saying that exploring information in a conversational manner can help students better understand their material with "added nuance and a new perspective."

82

August 31, 2023
Activity #25. Role Playing Challenging Conversations
https://openai.com/blog/teaching-with-ai

Dr. Helen Crompton, Professor of Instructional Technology at Old Dominion University, encourages her education graduate students to use ChatGPT as a stand-in for a particular persona—like a **debate partner who will point out weaknesses in their arguments, a recruiter who's interviewing them for a job,** or a new boss who might deliver feedback in a specific way.
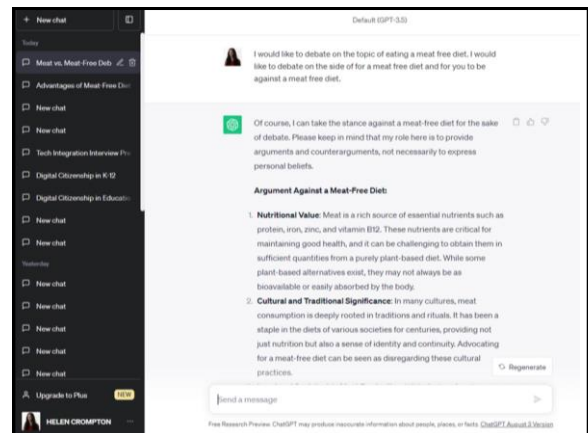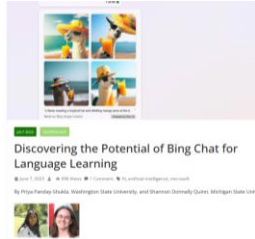
83

84

June 7, 2023
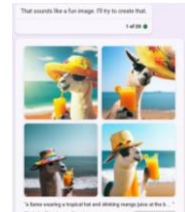**Activity #26. Bing Chat to search for images and practice language skills.**
OpenAI's DALL·E (it can also be used at bing.com/create)
https://fltmag.com/discovering-the-potential-of-bing-chat-for-language-learning/

Discovering the Potential of Bing Chat for Language Learning

By Priya Panday-Shukla, Washington State University, and Shannon Donnally Quinn, Michigan State Univ

85

June 7, 2023
**Bing Chat for stories, plays, poems, images, etc.**
Users can easily write a prompt to create an image directly in the chat.
OpenAI's DALL·E (it can also be used at bing.com/create, or restarting your machine may help). Users can create as many images as they would like for free.
https://tesl-ej.org/pdf/ej107/int.pdf

86

February 19, 2023
Generate images and have students draft stories
DALL·E: An "Intelligent" Illustrator for your Language Classroom
https://fltmag.com/dall%c2%b7e/

DALL·E: An "Intelligent" Illustrator for your Language Classroom

By Shannon Donnally Quinn and Frederick A Poole, Michigan State University

87

June 7, 2023
Bing Chat for stories, plays, poems, images, etc.
Users can easily write a prompt to create an image directly in the chat.
OpenAI's DALL·E (it can also be used at bing.com/create, or restarting your machine may help). Users can create as many images as they would like for free.
https://fltmag.com/discovering-the-potential-of-bing-chat-for-language-learning/

88

June 7, 2023
Activity #27. Learn new words through images by making suggestions for things to add or change
https://fltmag.com/discovering-the-potential-of-bing-chat-for-language-learning/
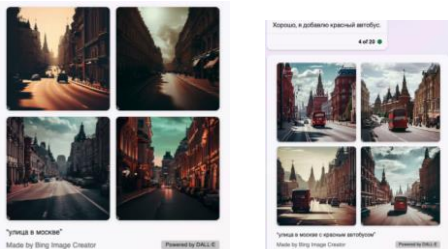
89

February 19, 2023
Generate images and have students draft stories
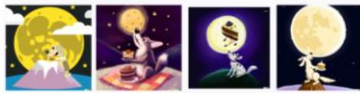DALL·E: An "Intelligent" Illustrator for your Language Classroom
https://fltmag.com/dall%c2%b7e/

Ideas for DALL·E in your Class

Here are some ideas for how you could use DALL·E in your class. If you have more ideas, we would love to hear about them in the comments.

- Illustrate your own stories or have students illustrate their own stories.
- Give students a series of images and have them narrate a story according to the pictures.
- Create prompts using target vocabulary and then have students try to guess what the prompt was based on the image generated.
  - Have students work in pairs creating prompts, and then have their partner guess what the prompt was that created the image.
- Give the students the four similar pictures that were generated by DALL·E and have them describe the differences between them.

90

15

February 19, 2023
Generate images and have students draft stories
DALL·E: An "Intelligent" Illustrator for your Language Classroom
https://fltmag.com/dall%c2%b7e/

- Give different students different photos that were generated by the same prompt and have students write descriptions of the photos, seeing if other students can figure out which description goes with which picture.
- Give two students similar but distinct pictures and have them compare them with each other in the target language without showing each other the images.
- Have students try to produce a particular image with an explanatory prompt and see whether DALL·E can produce a photograph of the intended word. (For example, if the word is "library," a student's prompt could be "a place where books are kept".) Then other students have to try to guess the original word.
- Give the students the four similar pictures that were generated by DALL·E and have them vote on which picture is the best rendering of the prompt and explain why they think so.

91

February 19, 2023
Generate images and have students draft stories
DALL·E: An "Intelligent" Illustrator for your Language Classroom
https://fltmag.com/dall%c2%b7e/

- Create variations of the same image and have students put the images in order according to a story that you tell them about the images, or have them create their own story that goes along with the variations.
- Have students give prompts to DALL·E and then revise the prompts, analyzing why one prompt may have worked better than another or given a different result.
- Ask students to translate prompts suggested by other artists into their target language and compare the images that were generated in different languages.
- Ask DALL·E to generate culturally-specific images and then have students research and explain why the image does or does not fit the reality in the context of the target culture.
- Ask DALL·E to generate images based on idioms or proverbs as part of a lesson on them.
- Have students try to explain some culturally-specific situations in prompts to see whether DALL·E accurately renders them.

92

November 25, 2021
Generate images and draft story
https://ark-invest.com/articles/portfolio-construction/equity-market-cap-associated-with-innovation/

Picture 2 – Images generated by the prompt "a dog eating cake on the moon"

When you select one of the images that you generated, you can do several things with it. You can share it with the community, download it, generate variations of it, or edit it. Generating variations will give you several pictures that are slightly different, like these dogs, which were generated from the first image in the group above.
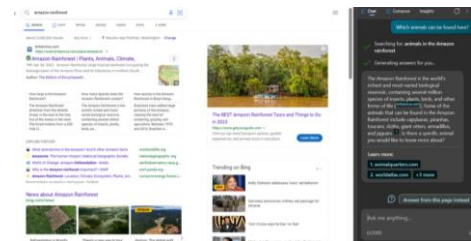
Picture 3 – Variations on the dog image

93

June 7, 2023
Activity #28. Bing Chat to create a blog post.
OpenAI's DALL·E (it can also be used at bing.com/create)
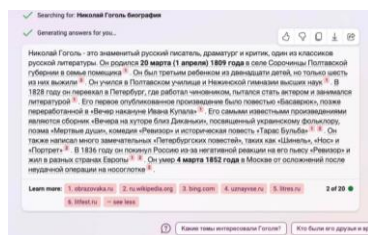https://fltmag.com/discovering-the-potential-of-bing-chat-for-language-learning/

94

June 7, 2023
Activity #29. Compare student answers to Bing Chat (Text in Russian with references)
https://fltmag.com/discovering-the-potential-of-bing-chat-for-language-learning/

95

November 2023
Activity #29-35. Design Prompts
Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations
https://tesl-ej.org/pdf/ej107/int.pdf

96

November 2023
Design Prompts
Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations
https://tesl-ej.org/pdf/ej107/int.pdf

Table 1. ChatGPT Response to the Question, "How can ChatGPT be Useful for English Language Teaching?" in August 2023

Prompt: How can ChatGPT be useful for English Language Teaching?

Response: ChatGPT can be a valuable tool in English Language Teaching (ELT) by providing various opportunities for learners to practice and refine their skills. Here's how it can be utilized:

1. Conversation Practice: ChatGPT can engage students in interactive conversations, allowing them to practice real-time dialogue. This can help students improve their fluency and responsiveness in English, developing their ability to think and speak in the language.

2. Grammar and Syntax Correction: ChatGPT can correct grammatical errors and provide explanations for the corrections. This real-time feedback can reinforce understanding of English grammar rules and structures.

3. Writing Practice: Students can write paragraphs or essays and receive feedback on their writing from ChatGPT. This can help them improve their writing skills, including coherence, cohesion, and proper use of vocabulary.

4. Reading Comprehension: Teachers can use ChatGPT to create reading comprehension exercises or provide explanations of difficult texts. ChatGPT's ability to summarize or clarify complex texts can aid in students' understanding.

97

November 2023
Design Prompts
Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations
https://tesl-ej.org/pdf/ej107/int.pdf

5. Pronunciation Guidance: Though ChatGPT is text-based, it can still provide phonetic transcriptions and explanations of pronunciation rules. While not a substitute for auditory practice with native speakers, it can supplement pronunciation teaching.

6. Cultural Context: ChatGPT can provide information about English-speaking cultures, offering insights into idioms, customs, and traditions. This cultural knowledge can enhance students' communicative competence.

7. Personalized Learning: ChatGPT can be used for self-study, allowing students to work at their own pace. They can ask questions and practice areas where they need more support, tailoring their learning to their needs.

However, it's essential to remember that while ChatGPT offers many advantages, it's not a replacement for a qualified human teacher. Effective integration of ChatGPT into an English language classroom would require thoughtful planning and a blended approach, combining technology with human interaction, guidance, and feedback. A teacher's expertise in understanding individual student needs, offering encouragement, and fostering a supportive learning community is irreplaceable and would complement the benefits offered by ChatGPT.

98

In-class activity
- In groups of 3, students craft ChatGPT prompts to generate either an affirmative or negative constructive for debate topic selected by instructor
- Students confirm prompt with instructor and generate constructives which are pasted into shared Google doc
- Groups analyze their constructive for ethos, pathos, and logos by adding comments to the Google Doc
- Groups conduct research to improve constructive, including finding credible sources to enhance ethos and adding personal stories to enhance pathos
- Groups are paired to deliver mock debates using revised constructives

99

- In groups of 2-3, students engage in retrieval practice (i.e., list what they remember about one of the five major presentation skill topics given by the instructor)
- Instructor gives each group one question to put into ChatGPT that is based on their topic (e.g., *How can I engage my audience during an academic presentation*?)
- Students input their question into ChatGPT and read its response
- Students create a Venn diagram to compare their knowledge with ChatGPT output, focusing on similarities and differences

100

August 17, 2023
Fact Gathering
Developing secondary school English language learners' productive and critical use of ChatGPT
https://onlinelibrary.wiley.com/doi/full/10.1002/tesj.755

101

August 17, 2023
Activity #36. Fact Gathering
Developing secondary school English language learners' productive and critical use of ChatGPT
https://onlinelibrary.wiley.com/doi/full/10.1002/tesj.755

102

April 3, 2023
Activity #37. Clarify Word Meanings
ChatGPT for Language Teaching and Learning
https://journals-sagepub-com.proxyiub.uits.iu.edu/doi/epub/10.1177/00336882231162868

103

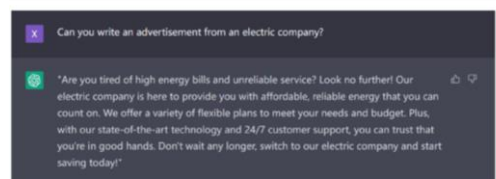**April 3, 2023**
Activity #38-43. Affordances and Pedagogical Benefits
ChatGPT for Language Teaching and Learning
https://journals-sagepub-com.proxyiub.uits.iu.edu/doi/epub/10.1177/00336882231162868

It can:
1. Identify the meaning of a word in context,
2. Correct and explain language mistakes,
3. Create texts in various genres (e.g., emails, stories, recipes),
4. Develop quizzes,
5. Annotate texts, and
6. Offer dictionary definitions, example sentences, and translations

104

April 3, 2023
Clarify Word Meanings
ChatGPT for Language Teaching and Learning
https://journals-sagepub-com.proxyiub.uits.iu.edu/doi/epub/10.1177/00336882231162868
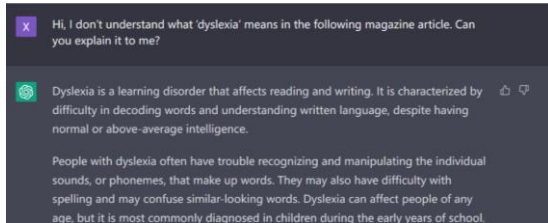
105

April 3, 2023
Activity #44. Translate to Other Languages
ChatGPT for Language Teaching and Learning
https://journals-sagepub-com.proxyiub.uits.iu.edu/doi/epub/10.1177/00336882231162868

106

April 3, 2023
Activity #45. Ask ChatGPT for Definitions and Sample Sentences
ChatGPT for Language Teaching and Learning
https://journals-sagepub-com.proxyiub.uits.iu.edu/doi/epub/10.1177/00336882231162868
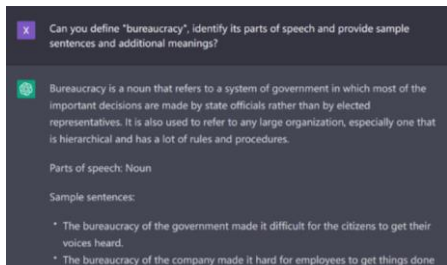
107

April 3, 2023
Activity #46. Ask ChatGPT to write dialogue or produce various genres of text relating to a single top (e.g., Write an Advertisement)
ChatGPT for Language Teaching and Learning
https://journals-sagepub-com.proxyiub.uits.iu.edu/doi/epub/10.1177/00336882231162868

108

April 3, 2023
Activity #47. Ask ChatGPT to write an email
ChatGPT for Language Teaching and Learning
https://journals-sagepub-com.proxyiub.uits.iu.edu/doi/epub/10.1177/00336882231162868

109

April 3, 2023
Activity #48. Ask ChatGPT to write sample dialogue
ChatGPT for Language Teaching and Learning
https://journals-sagepub-com.proxyiub.uits.iu.edu/doi/epub/10.1177/00336882231162868

110

April 3, 2023
Activity #49. Ask ChatGPT to adjust language complexity in the dialogue
ChatGPT for Language Teaching and Learning
https://journals-sagepub-com.proxyiub.uits.iu.edu/doi/epub/10.1177/00336882231162868

111

April 3, 2023
Activity #50. Ask ChatGPT to rewrite dialogue to another language (e.g., Chinese)
ChatGPT for Language Teaching and Learning
https://journals-sagepub-com.proxyiub.uits.iu.edu/doi/epub/10.1177/00336882231162868

112

April 3, 2023
Activity #51. Ask ChatGPT to create vocabulary notes and explanations
ChatGPT for Language Teaching and Learning
https://journals-sagepub-com.proxyiub.uits.iu.edu/doi/epub/10.1177/00336882231162868

113

April 3, 2023
Activity #52. Ask ChatGPT to generate comprehension and open ended questions
ChatGPT for Language Teaching and Learning
https://journals-sagepub-com.proxyiub.uits.iu.edu/doi/epub/10.1177/00336882231162868

114

April 3, 2023
Activity #53. **Ask ChatGPT to** correct grammatical mistakes in a passage
ChatGPT for Language Teaching and Learning
https://journals-sagepub-com.proxyiub.uits.iu.edu/doi/epub/10.1177/00336882231162868

115

April 3, 2023
Clarify Word Meanings
ChatGPT for Language Teaching and Learning
https://journals-sagepub-com.proxyiub.uits.iu.edu/doi/epub/10.1177/00336882231162868

116

May 12, 2023
Activity #54. Expert Reflections
·IALLT Interview Project Episode 10: ChatGPT and Language Learning: Interview with Jesse Walker, Jason Kappes, and Frederick Poole
https://fltmag.com/iallt-interview-project-episode-10-chatgpt-and-language-learning/
https://www.youtube.com/watch?v=0DQtSzk7Z3U

IALLT Interview Project Episode 10: ChatGPT and Language Learning: Interview with Jesse Walker, Jason Kappes, and Frederick Poole

117

February 23, 2023
Expert Reflections
·IALLT Interview Project Episode 10: ChatGPT and Language Learning: Interview with Jesse Walker, Jason Kappes, and Frederick Poole
https://fltmag.com/interview-project-9-artificial-intelligence/
https://www.youtube.com/watch?v=wTOIVuTsdRY&t=2s

IALLT Interview Project Episode 9: Interview about Artificial Intelligence with Cory Duclos, Simon Zuberek, and Anthony Spadafino

118

August 31, 2023
Activity #55. Critical Thinking on the Credibility of Sources
https://openai.com/blog/teaching-with-ai

Geetha Venugopal, a high school computer science teacher at the American International School in Chennai, India, likens teaching students about AI tools to teaching students how to use the internet responsibly. In her classroom, she advises students to remember that the answers that ChatGPT gives may not be credible and accurate all the time, and to think critically about whether they should trust the answer, and then confirm the information through other primary resources. The goal is to help them "understand the importance of constantly working on their original critical thinking, problem solving and creativity skills."

119

June 5, 2023
Short Demonstration Videos
IALLT June Webinar 2023 - Making Generative AI Work for Language Teachers
https://fltmag.com/generative-ai-webinar/
https://www.youtube.com/watch?v=MkIEl6ppgyg
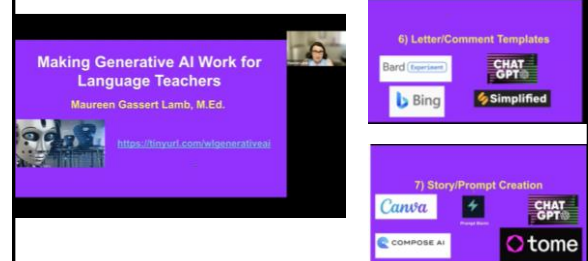
120

Poll: Will instructors be replaced by ChatGPT and Generative AI?

   a. Definitely not!
   b. I will wait and see...
   c. Perhaps some instructors might.
   d. Most entry level instructors will likely be replaced.
   e. All instructors should fear losing their jobs.

121

Poll: How many ideas did you get from this talk now?

   1. 0 if I am lucky.
   2. Just 1.
   3. 2, yes, 2...just 2!
   4. Do I hear 3? 3!!!!
   5. 4-5.
   6. 5-10.
   7. More than 10.

BRAINY IDEAS

122

321 Recap or Summary
3 = Takeaways
2 = Things you knew already
1 = Question you have

123

Chat Window Sharing:
Three Words from this Session...?
e.g., "I am happy!" and...
"minions are happy!"

124

We are entering a jumping off point...

125

Remember...
"I cannot do this alone."
"I cannot do this alone."
"I cannot do this alone."
"I cannot do this alone."

I can't do this alone.

126

Any Questions or Comments?
Slides at: TrainingShare.com (go to "Archived Talks)
Papers: PublicationShare.com
Free book: http://tec-variety.com/
Free Course: https://colcommons.org/welcome/coursedetails/8
Curtis J. Bonk, IST Professor, Indiana University
Email: cjbonk@indiana.edu; http://curtbonk.com/

Free!   Free!   Free!   Not Free!

127