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# Teaching English in the Age of AI: Embracing ChatGPT to Optimize EFL Materials and Assessment

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## Abstract

The sudden spike of artificial intelligence (AI) technologies has had and continues to have a transformative impact on various domains, including education. The advent of AI-powered large language models [LLM], such as OpenAI's ChatGPT, will significantly enhance the way English as a foreign language (EFL) is taught and learned. This article explores the versatile applications of ChatGPT as a valuable tool in any EFL teacher's toolkit, specifically focusing on material development and assessment. The demand for effective EFL teaching and learning strategies has been steadily on the rise for years due to globalization and the widespread adoption of English as the lingua franca for international communication. Consequently, the integration of technology in language education has become crucial in addressing the diverse needs of EFL learners and teachers. ChatGPT, a cutting-edge LLM, holds considerable promise in revolutionizing EFL education, as it combines advanced natural language processing capabilities with a realistic instantaneous human-like interaction. This article aims to provide some potential benefits of utilizing ChatGPT in EFL education. First, we examine how ChatGPT can be employed in material development, streamlining the process of creating engaging and contextually relevant resources tailored to the needs of individual learners, as well as other more general uses. Second, we explore the role of ChatGPT in text assessment, highlighting the fact that, unlike humans, it has the potential of offering real-time, personalized feedback on learners' performance, thereby enhancing the overall learning experience. It is worth noting that this article as well as the applications suggested in it are based on the latest ChatGPT 4 and not the older ChatGPT 3.5.

**Keywords:** ChatGPT, Artificial Intelligence (AI), LLM, EFL, Artificial Intelligence in Education (AIEd), Natural Language Processing (NLP), Edtech, EFL Teaching, Material Development, Assessment, Personalization, Differentiation, SLA, CALL, E-Learning, Feedback, Pedagogy

## Introduction

The use of AI and chatbots in education has a rich history, dating back to the early days of AI with systems like ELIZA (Weizenbaum, 1966) which was an early AI program that simulates text-based conversations with humans which usually mimicked being a psychotherapist; and SHRDLU which was designed to understand and process natural language while interacting with a virtual world of blocks,

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executing tasks and answering questions about the environment (Winograd, 1972). Over time, these systems have evolved, becoming more sophisticated and better suited for educational purposes (Kerly, Hall, & Bull, 2007; Latham, Crockett, McLean, & Edmonds, 2012). Even prominent educational institutions and organizations, such as Khan Academy and Educational Testing Service (ETS), have already implemented AI in their systems to improve learning outcomes and assessment processes (Khan Academy, 2023; Runyon et al., 2022).

Thus, the need for effective integration of such technology in EFL teaching and learning could be the answer to mitigate the burden of material design and help teachers with material development as well as other tasks with ease and efficiency. Technology integration in language education has become more prevalent than ever before (Chapelle, 2001; Kukulska-Hulme & Shield, 2008), and educators around the world need to keep up.

As the most recent and, debatably, the most innovative LLM, ChatGPT demonstrates the power of AI in language education, with its advanced natural language processing capabilities and humanoid interaction (Floridi & Chiriatti, 2020, MacNeil et al., 2022). The introduction of such technologies offers a unique opportunity to reimagine the role of AI in EFL education. This paper aims to investigate the potential applications of ChatGPT in two key areas at the teacher level: material development and assessment. By examining these areas, we hope to shed light on how ChatGPT can serve as a valuable tool in any EFL teacher's toolkit and contribute to the enhancement of EFL education.

However, the readers should consider the lack of empirical research regarding the use of ChatGPT in language education, particularly its effectiveness and quality of output. This gap is understandable considering the recent emergence of ChatGPT, this paper is written in hopes of adding to the literature on the capabilities of ChatGPT as an LLM and its relevance in the context of EFL education.

### **Streamlining Material Development**

Immense pressure is put on the shoulder of EFL teachers all around the world by the many stakeholders when it comes to delivering effective instruction that caters to the diverse needs of their learners because of the ever-rising demand for proficient English speakers in our modern world. Consequently, while modern textbooks are amazing basic requirements for quality instruction, EFL educators are still faced with the daunting task of customizing and differentiating their instructional materials to accommodate varying learner backgrounds, proficiency levels, and learning styles. This significant burden often demands substantial time, effort and skill, impeding their capacity to focus on other critical aspects of language pedagogy.

That said, teachers have always been able to adapt to new technologies in order to become more efficient, so it is imperative to explore ChatGPT as a new avenue of support that can alleviate the strain on EFL teachers. The integration of such AI-driven tools can potentially empower EFL teachers to optimize their teaching effectiveness and better address the multifaceted needs of their learners (Rudolph et al., 2023).

Building on this premise, the subsequent sections of this article will delve into the various ways in which ChatGPT 4 can be employed to support EFL teachers in their material customization and differentiation efforts. By examining the practical applications of this AI-driven tool, we aim to provide at least a basic understanding of its potential in enhancing EFL teaching practices and facilitating more personalized learning experiences for students.


#### *Text Generation and Manipulation*

The first application to be explored involves its capacity to generate tailored text passages based on a specific topic that usually is relatable to or to the liking of the learner, linked to a designated Common European Framework of Reference for Languages (CEFR) proficiency level. This feature enables EFL teachers to create contextually relevant and level-appropriate reading materials that incorporate new

vocabulary seamlessly, making it easier to address the individual needs of learners as seen in Figure 1. Furthermore, ChatGPT can also be utilized to generate comprehension questions in relation to the generated text, facilitating a more comprehensive learning experience for students. In fact, it can even generate multiple types of questions just in case one type was not enough i.e. it can generate questions to target different aspects of the text such as vocabulary, comprehension and so on. Figure 1, found below, serves as an illustration of this usage.

Model: GPT-4

**MO** Generate a text for an EFL class at a CEFR level of A2 about the pyramids of Giza. Highlight 5 new words for the students to learn. Make these words understandable from the context, but at the same time; make sure they are new to A2 level students. After the text supply 7 CCQs, and also 5 True/false questions. 2 questions about the new vocabulary.

 The Pyramids of Giza are amazing ancient structures in Egypt. They are near Cairo, the capital city. There are three large pyramids: The Great Pyramid, the Pyramid of Khafre, and the Pyramid of Menkaure. The Great Pyramid is the tallest and most famous. It was built for Pharaoh Khufu around 2580 BCE. The pyramids were *tombs* for these ancient kings, called *pharaohs*. They believed that the pyramids helped them go to the afterlife.

The pyramids are made of big *limestone* blocks. Some blocks are as heavy as 15 tons. It was very difficult for the workers to move and *assemble* them. Many people wonder how the Egyptians built such incredible monuments.

Near the pyramids, there is a large statue called the *Sphinx*. It has the body of a lion and the head of a human. The Sphinx is another mystery. People still do not know its true purpose.

New words: tombs, pharaohs, limestone, assemble, Sphinx

Comprehension Check Questions (CCQs):

1. In which country are the Pyramids of Giza located?
2. How many large pyramids are there in Giza?
3. Which is the tallest pyramid at Giza?
4. What was the purpose of the pyramids?
5. What material are the pyramids made of?
6. What is the statue near the pyramids called?
7. What is special about the Sphinx's appearance?

True or False Questions:

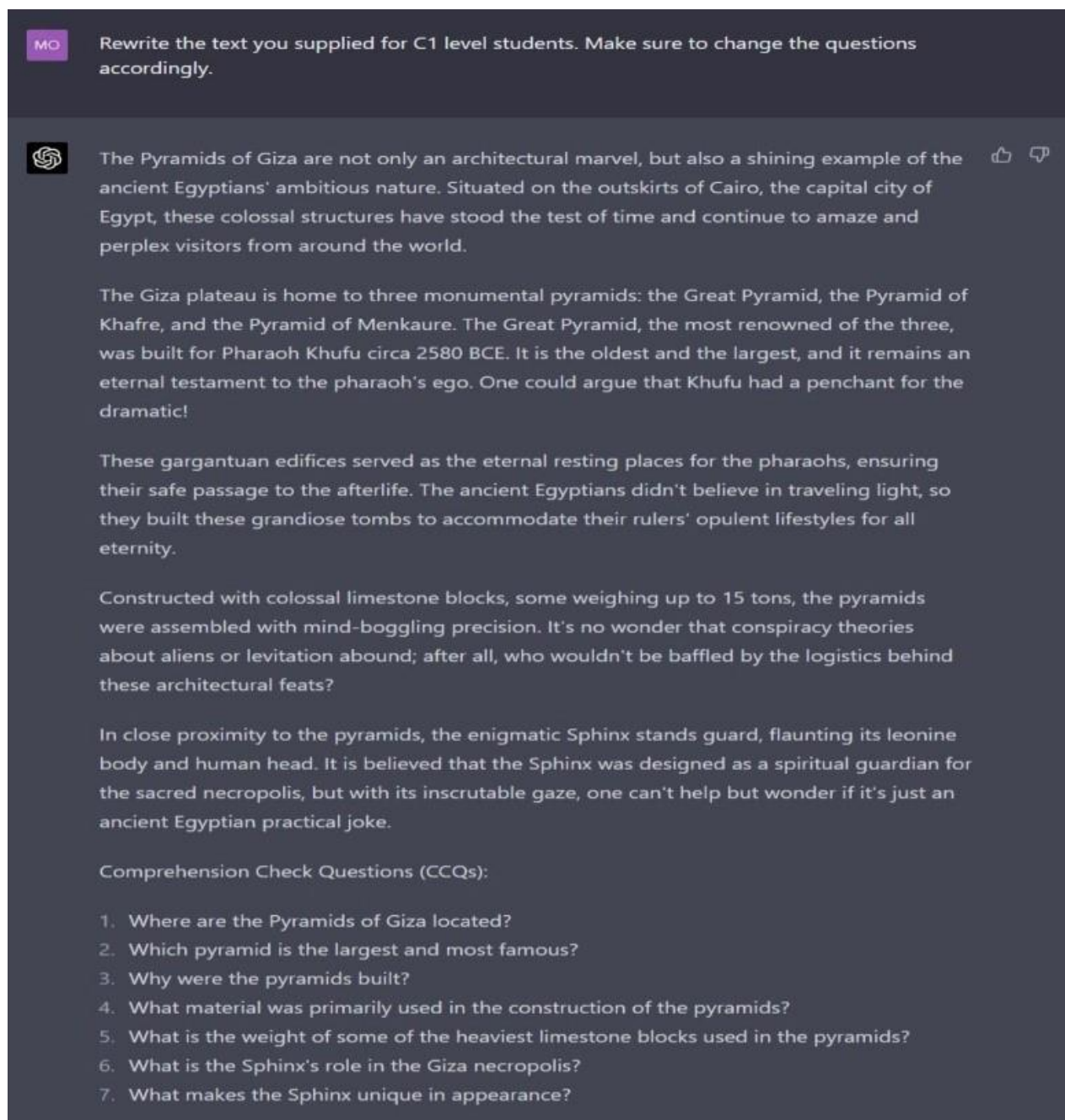
1. The pyramids are located in the city of Cairo. (False - They are near Cairo)
2. The Great Pyramid was built for Pharaoh Menkaure. (False - It was built for Pharaoh Khufu)
3. The pyramids were built as tombs for the pharaohs. (True)
4. The Sphinx has the body of a human and the head of a lion. (False - The body of a lion and the head of a human)
5. The pyramids were easy to build because the blocks were light. (False - The blocks were heavy and difficult to move)

Vocabulary Questions:


1. What is another word for a tomb? (grave or burial place)
2. What do you call the ancient Egyptian kings? (pharaohs)

Figure 1. Generating theme-specific, level-specific texts

In addition to that, ChatGPT also allows for the effortless adaptation of that text, or any text for that matter, for use with a different CEFR proficiency level (Kuhail et al., 2022). By simply prompting it with different parameters or providing additional guidance to the AI, EFL teachers can efficiently repurpose the text to suit the needs of another class, thus maximizing the utility of the generated content. This flexibility in material adaptation offers incredible ease in streamlining the process of creating diverse resources. In Figure 2, we can see the same text seen in Figure 1 adapted to a different level.



**MO** Rewrite the text you supplied for C1 level students. Make sure to change the questions accordingly.

 The Pyramids of Giza are not only an architectural marvel, but also a shining example of the ancient Egyptians' ambitious nature. Situated on the outskirts of Cairo, the capital city of Egypt, these colossal structures have stood the test of time and continue to amaze and perplex visitors from around the world.

The Giza plateau is home to three monumental pyramids: the Great Pyramid, the Pyramid of Khafre, and the Pyramid of Menkaure. The Great Pyramid, the most renowned of the three, was built for Pharaoh Khufu circa 2580 BCE. It is the oldest and the largest, and it remains an eternal testament to the pharaoh's ego. One could argue that Khufu had a penchant for the dramatic!

These gargantuan edifices served as the eternal resting places for the pharaohs, ensuring their safe passage to the afterlife. The ancient Egyptians didn't believe in traveling light, so they built these grandiose tombs to accommodate their rulers' opulent lifestyles for all eternity.

Constructed with colossal limestone blocks, some weighing up to 15 tons, the pyramids were assembled with mind-boggling precision. It's no wonder that conspiracy theories about aliens or levitation abound; after all, who wouldn't be baffled by the logistics behind these architectural feats?

In close proximity to the pyramids, the enigmatic Sphinx stands guard, flaunting its leonine body and human head. It is believed that the Sphinx was designed as a spiritual guardian for the sacred necropolis, but with its inscrutable gaze, one can't help but wonder if it's just an ancient Egyptian practical joke.

**Comprehension Check Questions (CCQs):**

1. Where are the Pyramids of Giza located?
2. Which pyramid is the largest and most famous?
3. Why were the pyramids built?
4. What material was primarily used in the construction of the pyramids?
5. What is the weight of some of the heaviest limestone blocks used in the pyramids?
6. What is the Sphinx's role in the Giza necropolis?
7. What makes the Sphinx unique in appearance?

Figure 2. Repurposing texts to other levels

This solves the problem of finding interesting student-relevant text for the various learners the teacher might have in his/her class.



### Vocabulary Integration and Manipulation

The randomness of vocabulary knowledge among EFL learners, though might be on-level, often results in distinct gaps in their lexical proficiency, necessitating an individualized focus on specific sets of target vocabulary or even sets that are more relevant to them in terms of profession or interest. For the longest time, addressing this issue required teachers to invest considerable time and effort in identifying appropriate strategies to incorporate these target words into the instructional materials, or even create new texts from scratch. However, with ChatGPT, EFL teachers can now streamline this process significantly as well. By designing the right prompt and providing the necessary parameters i.e. vocabulary set, educators can leverage the capabilities of AI and integrate numerous target vocabulary words into generated texts, even when dealing with extensive lists containing tens or hundreds of words. This innovative approach not only reduces the time and effort previously associated with material customization but also allows teachers to efficiently cater to the diverse vocabulary needs of their students, ultimately enhancing the overall learning experience. Figure 3 shows an example of such a case.

**MO** Choose the following vocabulary to create a coherent story. Integrate as many of the vocabulary in the list as possible. Make the story interesting and entertaining:

|                  |                              |                |                    |
|------------------|------------------------------|----------------|--------------------|
| disclosure       |                              | Gossip         | disruption         |
| pride            | jew                          | Oppress        | disclosure         |
| swallow          | jewish                       | Pretext        | competitors        |
| steer            | closure                      | Density        | competition        |
| Steering wheel   | close                        | Rationale      | counsel            |
| Hereditary       | cut corners                  | Rational       | council            |
| Bumpy            | nail polish                  | Safe haven     | overhead           |
| Scope creep      | manicure                     | Presupposition | vocational         |
| Enclosure        | pedicure                     | steer          | sensible           |
| Uneasy           | self-explanatory             | Steering wheel | cutting corners    |
| gross            | paperclip                    | Hereditary     | vending machine    |
| Varnish          | tabloids                     | Bumpy          | Conquer            |
| Debris           | underdog                     | Scope creep    | earworm            |
| Nanny            | redneck                      | Enclosure      | relatable          |
| due diligence    | desensitized                 | Uneasy         | tribe              |
| Company politics | undertaker                   | gross          | pitch              |
| company policies | tarif                        | Varnish        | treaty             |
| Socially Inept   | The average Joe              | Debris         | heal               |
| Creepy           | front                        | Nanny          | ceiling            |
| Upside-down      | facade                       | Stereotypes    | acupuncture        |
| Sterilized       | conflict of interest         | Mechanic       | DIY                |
| Underrated       | take it with a grain of salt | vetting        | sphere             |
| Shallow          | wire up                      | pay attention  | straw man argument |
| Supplements      | attic                        | draw attention | crawl              |
| Dose             | override                     |                | trustworthy        |
| Gossip           |                              |                |                    |

The workshop was a huge success, and people from all spheres of life attended, even a Jewish nanny wearing a yamaka. They all enjoyed the workshop, and word quickly spread about Joe's honest and sensible approach to car repair. The local council, impressed by Joe's initiative, offered him vocational support to help his business grow.

As Joe's garage flourished, his former employer's deceitful practices came to light, causing disruption and closure of the old garage. Joe's former colleagues, now seeking employment, approached Joe for a second chance. Joe, being a trustworthy man, decided to give them an opportunity to work for him, under the condition they would pay attention to his strict ethical guidelines.

In the meantime, the town's undertaker became an unexpected regular customer, often visiting Joe's garage for a quick chat, a dose of supplements from the vending machine, and to fix the bumpy suspension on his hearse.

Joe's business continued to thrive, and he eventually expanded his garage to include an enclosure for animals, offering acupuncture and healing services for pets, in partnership with a local veterinarian. As the business grew, Joe made sure to avoid scope creep and maintain his core values.

Despite the occasional straw man argument in the tabloids and some company politics, Joe's garage remained a reputable and beloved business in the community. People appreciated his down-to-earth demeanor, and he became a symbol of the underdog who rose above conflict of interest and unfair competition.

And so, with a steadfast spirit and a never-ending commitment to excellence, Joe's garage continued to serve the people of Upside-Down. The town had learned to take rumors with a grain of salt and discovered the value of a genuine, hardworking, and honest mechanic. The story of Joe's garage became an earworm, a tale passed down through generations as a reminder to always stand up for what is right, even in the face of adversity.

**MO** Once upon a time, in the small town of Upside-Down, there was an underrated mechanic named Joe. Joe was an average Joe, with a hereditary talent for fixing cars. People from all walks of life, even socially inept rednecks, came to his workshop for his exceptional services. Joe took great pride in his work and never cut corners, but he was uneasy about the company politics at his garage.

One day, Joe overheard some gossip by the water cooler. The owner of the garage was cutting corners to save on overhead costs, skimping on due diligence and vetting new employees, leading to a significant increase in debris and sterilized tools going missing. This disclosure made Joe uncomfortable, but he knew he had to confront the owner.

Joe approached the owner with a rational proposal for change, but the owner dismissed Joe's rationale and continued his shady company policies. Frustrated, Joe decided it was time to conquer the competition and start his own garage.

Joe set out to create a safe haven for customers, where they could trust their cars would be treated with care. He knew he needed to draw attention to his new business, so he organized a DIY car repair workshop, offering free manicures and pedicures as a creative and relatable gimmick.

The workshop was a huge success, and people from all spheres of life attended, even a Jewish nanny wearing a yamaka. They all enjoyed the workshop, and word quickly spread about Joe's honest and sensible approach to car repair. The local council, impressed by Joe's initiative, offered him vocational support to help his business grow.

As Joe's garage flourished, his former employer's deceitful practices came to light, causing disruption and closure of the old garage. Joe's former colleagues, now seeking employment, approached Joe for a second chance. Joe, being a trustworthy man, decided to give them an opportunity to work for him, under the condition they would pay attention to his strict ethical guidelines.

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Figure 3. Creating texts with a specific vocabulary set

Of course, as we can also see in Figure 2, we can use AI to generate different types of questions to test any aspect of the previously generated text as well.

Expanding on this strategy, ChatGPT can be further employed to also create vocabulary-focused worksheets or quizzes in a multitude of formats. When simply provided the vocabulary set and asked to generate a variety of questions testing the set or providing a specific template for the AI to use in creating the worksheet/quiz, a learner-specific quiz, along with its answer key if you wish, would be generated in mere seconds. The following example, Figure 4, can illustrate that in practice.

Use this list to make a comprehensive worksheet that can test a Czech English learner. Make sure the exam has a variety of types of questions. Test each word only once.

 Title: Czech English Learner Vocabulary Worksheet

Section 1: Multiple Choice (Choose the correct meaning)

- Disclosure means:
  - To reveal something
  - To cover something up
  - To wash a car
  - To fix a computer
- What does 'gross' mean?
  - Beautiful
  - Disgusting
  - Tasty
  - Quick
- The word 'pretext' refers to:
  - A story before the main plot
  - A fake reason given to justify an action
  - A text message before meeting someone
  - A part of a book before the introduction
- What is a 'safe haven'?
  - A place of refuge or safety
  - A store that sells locks
  - A harbor for boats
  - A type of video game
- What does 'DIY' stand for?
  - Do It Yourself
  - Don't Involve Yourself
  - Deliver It Yesterday
  - Direct Information Yearly

Section 2: Fill in the blank with the appropriate word from List A.

- The road was very \_\_\_\_\_ and it was difficult to drive on it.
- He is a \_\_\_\_\_ person, so he doesn't have many friends.
- The \_\_\_\_\_ is a Jewish head covering worn by men.
- The scientist used a \_\_\_\_\_ argument to discredit his opponent's theory.
- The \_\_\_\_\_ was signed by both countries to end the war.

Section 3: True or False

- Stereotypes are based on facts and are always accurate. (T/F)
- A ceiling is the upper surface of a room. (T/F)
- A manicure involves the care of a person's feet and toenails. (T/F)
- Acupuncture is a treatment method that involves inserting needles into specific points on the body. (T/F)
- The phrase "take it with a grain of salt" means to accept something as completely true. (T/F)

Section 4: Matching

Match the words from List A with their definitions.

- Rationale a) An uncomfortable feeling
- Earworm b) The reasoning behind a decision or action
- Tabloids c) A catchy tune that gets stuck in your head
- Sensible d) Newspapers that focus on sensational or gossip-driven news
- Uneasy e) Having or showing good judgment

Section 5: Short Answer

Provide a short answer for each question.

- What does it mean to "cut corners"?
- What is the difference between 'counsel' and 'council'?
- What is the main purpose of a yamaka?
- Explain the term 'conflict of interest' in your own words.
- What is a 'straw man argument'?

Figure 4. Creating vocabulary quizzes and Worksheets

This approach allows educators to save time as well as design engaging and diverse assessment tools that cater to the unique needs and preferences of their students, further enriching the language learning experience. In fact, with this strategy, educators can also effortlessly integrate students' L1 into their quizzes, even without possessing knowledge of that language themselves as seen in Figure 5.



**MO** Use the following list of vocabulary to generate a worksheet for an EFL learner at the level of A2 in English. The student is Turkish, so include some questions that uses Turkish as well. Make sure that the types of questions are varied and provide an answer key at the end.

website - before - once every two weeks - In the past - scared - spin - determined - optimistic - pessimistic - gossip - opposite - frown - read - what is the meaning of - learned - worksheet - documentary - boutique hotel - floor - wall - ceiling - lift - elevator - do the washing up - wash - seabass - baking - These kinds of things - surprise - shocked - series - tv series - mythology - towels - suitcase - pillow - cupboard - gift shops - Search Engine Optimization - guess

**Title: A2 English Vocabulary Worksheet**

**I. Fill in the blanks with the correct vocabulary word from the list provided.**

- In the \_\_\_\_\_, people didn't have smartphones or the internet.
- The \_\_\_\_\_ of the store is on the other side of the road.
- I am \_\_\_\_\_ to finish this project on time, no matter what.
- The woman \_\_\_\_\_ when she heard the news.
- The \_\_\_\_\_ in the room was very low, so I couldn't see very well.

**II. Match the English words with their Turkish translations.**

- scared a. belgesel
- floor b. yastık
- documentary c. korkmuş
- pillow d. zemin

**III. Choose the correct word to complete the sentences.**

- After watching the ( documentary / series ), I became more interested in Greek mythology.
- I was ( shocked / optimistic ) when I learned that my favorite team had lost the game.
- I need to ( do the washing up / wash ) before I go to bed.

**IV. Translate the following sentences to Turkish.**

- I need to buy a gift for my friend at the gift shop.
- I stayed at a boutique hotel during my vacation.
- The elevator wasn't working, so we had to use the stairs.

**V. Answer the questions using the vocabulary provided.**

- What is the meaning of "pessimistic" in Turkish?
- What do you call the thing that helps you to move between floors in a building in English?
- How often do you watch your favorite TV series?

**Answer Key:**

**I. Fill in the blanks:**

- past
- opposite
- determined
- frowned
- ceiling

**II. Match the English words with their Turkish translations:**

- c
- d
- a
- b

**III. Choose the correct word to complete the sentences:**

- series
- shocked
- do the washing up

**IV. Translate the following sentences to Turkish:**

- Arkadaşıma hediye almak için hediyelik eşya dükkanına gitmem gerekiyor.
- Tatilimde butik bir otelde kaldım.
- Asansör çalışmıyordu, bu yüzden merdivenleri kullanmak zorunda kaldık.

**V. Answer the questions using the vocabulary provided:**

- "Pessimistic" kelimesinin Türkçe anlamı "karamsar"dır.
- In English, the thing that helps you to move between floors in a building is called an "elevator" or "lift."
- Answers may vary.

Figure 5. Using L1 that is unknown to the teacher in creating materials

Though the use of L1 in EFL education is controversial, most educators can agree that in some cases it can be beneficial (Inal & Turhanli, 2019); and ChatGPT provides the opportunity of using it if needed with a multitude of students from different backgrounds since the teachers' knowledge of other languages is in fact limited.

### AI-Assisted Lesson Planning

Now, we will focus on ChatGPT's potential in facilitating the creation of comprehensive and detailed lesson plans for EFL classes. By harnessing the power of ChatGPT, educators can automatically create lesson plans tailored to specific themes, grammatical objectives, and learning outcomes, all of which can be customized according to their instructional needs. This will save time and energy on the part of the teacher without lowering the quality of the lesson planning; in fact, it might even raise the quality. In Figure 6, we see an example where the teacher tried an initial prompt for their lesson plan, specifying his/her lesson details i.e. themes, objectives, number of students and so on.



**MO** Prepare a well-organized lesson plan for a General EFL class. The number of the students is 4. The level is B2. The theme of the lesson is Neighbors and communities. The grammatical objective of the lesson is present continuous. Make sure to add detailed actions for the teachers to make during the lesson. Also, prepare a production phase at the end involving pairwork. Generate a worksheet in the end to be assigned as homework that contain a variety of exercises that tests the vocabulary as well as the grammar taught in this lesson.

**Lesson Plan: Neighbors and Communities**

Level: B2  
 Number of students: 4  
 Duration: 60 minutes  
 Main aim: Present continuous  
 Sub aim: Vocabulary related to neighbors and communities

Materials needed: Whiteboard, markers, handouts, worksheets, and cards with roles for role-play activity

Lesson Stages:

1. Warm-up (5 minutes)
  - Begin the lesson by asking students to share their experiences with neighbors, good or bad. Encourage the students to use present continuous while discussing their experiences.
2. Vocabulary Introduction (10 minutes)
  - Write 10-12 words related to neighbors and communities on the whiteboard (e.g., community center, resident, neighborhood watch, block party, dispute, cooperation, etc.).
  - Have students work in pairs to discuss the meaning of each word and provide an example sentence.
  - Elicit the meaning of each word from the students and provide clarification if necessary.
3. Present Continuous Grammar Presentation (10 minutes)
  - Write a few sentences on the board in the present continuous tense (e.g., "Our neighbors are organizing a block party.").
  - Elicit the structure of the present continuous tense from the students (Subject + am/is/are + verb+ing).
  - Highlight the use of the present continuous tense to describe actions happening now, temporary actions, or future plans.
4. Controlled Practice (15 minutes)
  - Hand out a worksheet with gap-fill exercises that combine the vocabulary and grammar points. The students should work individually to complete the sentences.
  - Have the students compare their answers in pairs before reviewing them as a class.
5. Role-play Activity (10 minutes)
  - Divide the students into pairs and give each pair a role-play card describing a neighbor/community scenario (e.g., one student is organizing a neighborhood watch, and the other student has concerns about privacy).
  - Instruct the students to practice the conversation using the present continuous tense and incorporating the vocabulary learned earlier in the lesson.
6. Production (Pairwork) (10 minutes)
  - Have students work in pairs to create a short dialogue between two neighbors about a community issue (e.g., noise, parking, or community events).
  - Encourage students to use the present continuous tense and relevant vocabulary throughout the dialogue.
  - Have each pair present their dialogue to the class.
7. Wrap-up and Homework (5 minutes)
  - Summarize the main points of the lesson and address any remaining questions.
  - Hand out a worksheet with a variety of exercises (gap-fill, matching, multiple-choice) to test the vocabulary and grammar taught in the lesson. Assign this worksheet as homework.

Homework Worksheet:

- Section 1: Matching exercise where students match the vocabulary words with their definitions.
- Section 2: Gap-fill exercise using present continuous tense and the vocabulary from the lesson.
- Section 3: Multiple-choice questions to test students' understanding of the present continuous tense.
- Section 4: Short writing prompt where students describe their ideal community using the vocabulary and grammar learned in the lesson.

Figure 6. Initial full lesson plan attempt

The manner in which ChatGPT effectively "recognized" the structure of a lesson plan and generated one in line with traditional lesson plan stages is indeed noteworthy. This shows that lesson planning and EFL literature were included in the datasets it was trained on, but that is also partially thanks to the precision of the provided prompt. Nevertheless, the resulting lesson plan may not necessarily align with the teacher's preferences, necessitating modifications. It is vital to emphasize that the purpose of employing ChatGPT in lesson planning is to facilitate the process in conjunction with the teacher's guidance, as the AI's capabilities may not yet suffice independently. In the example provided, Figure 6, the teacher offers additional guidance to refine the lesson plan, leading to an improved version, as illustrated in Figure 7.

**MO** First, this is a very traditional lesson plan, I would like something more modern. Perhaps integrate some more interactive activities, and maybe integrate a video that we can work on as a visual.

Second, write the actual questions in the exercises for the worksheet. What you generate must be ready for printing.

**Modern Lesson Plan: Neighbors and Communities**

Level: B2  
 Number of students: 4  
 Duration: 60 minutes  
 Main aim: Present continuous  
 Sub aim: Vocabulary related to neighbors and communities  
 Materials needed: Whiteboard, markers, handouts, worksheets, laptop/TV for video, and cards with roles for role-play activity

**Lesson Stages:**

- 1. Warm-up (5 minutes)**
  - Begin the lesson by having students watch a short video about different types of neighbors and communities.
  - After watching the video, ask students to share their experiences with neighbors and describe their own communities. Encourage the students to use present continuous while discussing their experiences.
- 2. Interactive Vocabulary Introduction (10 minutes)**
  - Prepare a digital presentation or interactive whiteboard activity with 10-12 words related to neighbors and communities (e.g., community center, resident, neighborhood watch, block party, dispute, cooperation, etc.).
  - Divide the students into pairs and have them use a digital dictionary or the internet to research the meaning and an example sentence for each word.
  - Elicit the meaning of each word from the students and provide clarification if necessary.
- 3. Present Continuous Grammar Presentation (10 minutes)**
  - Use a digital presentation or interactive whiteboard activity to demonstrate the structure of the present continuous tense (Subject + am/is/are + verb+ing).
  - Show examples of sentences using the present continuous tense and ask students to identify the main components.
  - Highlight the use of the present continuous tense to describe actions happening now, temporary actions, or future plans.
- 4. Controlled Practice (15 minutes)**
  - Hand out a digital or paper-based worksheet with gap-fill exercises that combine the vocabulary and grammar points. The students should work individually to complete the sentences.
  - Have the students compare their answers in pairs before reviewing them as a class.
- 5. Role-play Activity (10 minutes)**
  - Divide the students into pairs and give each pair a role-play card describing a neighbor/community scenario (e.g., one student is organizing a neighborhood watch, and the other student has concerns about privacy).
  - Instruct the students to practice the conversation using the present continuous tense and incorporating the vocabulary learned earlier in the lesson.
- 6. Production (Pairwork) (10 minutes)**
  - Have students work in pairs to create a short dialogue between two neighbors about a community issue (e.g., noise, parking, or community events).
  - Encourage students to use the present continuous tense and relevant vocabulary throughout the dialogue.
  - Have each pair present their dialogue to the class.
- 7. Wrap-up and Homework (5 minutes)**
  - Summarize the main points of the lesson and address any remaining questions.
  - Assign a digital or paper-based worksheet with a variety of exercises (gap-fill, matching,

Figure 7. Lesson plan modification

Though this enhanced version fulfills the requested modifications that the teacher provided, there are still some vague points that can be further clarified. For example, the lesson plan mentioned a video to be used as a warm-up, but the teacher may not have such a video. Thus, the teacher can further enquire about such details as it is illustrated in Figure 8.

**MO** What video can I use in order to apply that lesson plan?

**AI** You can use the TEDx Talk video by Susan Pinker titled "The secret to living longer may be your social life." In this video, Susan discusses the importance of social connections and how having close relationships with neighbors and communities can have a positive impact on our lives. The video is 16 minutes long, but you can select a 5-minute segment that best fits your lesson plan.

Video link: <https://www.youtube.com/watch?v=ptlecdCZ3dg>

To incorporate the video into your lesson plan, follow these steps:

- 1. Warm-up (5 minutes)**
  - Begin the lesson by showing a 5-minute segment of the TEDx Talk by Susan Pinker.
  - After watching the video, ask students to share their experiences with neighbors and describe their own communities. Encourage the students to use present continuous while discussing their experiences.

You can also use the video as a listening comprehension activity, where students answer questions or discuss key points from the video during the lesson. This approach will help students practice their listening skills and engage them in a conversation about neighbors and communities.

Figure 8. Detailed further inquiries

We can also highlight the fact that whenever ChatGPT is asked about more details, the model always comes up with more tips in relation to the previous conversation i.e. using its “working” memory which makes the information much more relatable. For example, in Figure 8, it did not only provide a URL for the video but also provided some more insights into the use of the suggested video in the framework of the lesson plan that was designed.

This collaborative and innovative approach between the teacher and ChatGPT ensures the creation of lesson plans that cater to specific instructional needs and preferences, ultimately fostering more effective teaching practices. These are but suggestions for using ChatGPT for material development, the practical possibilities that different teachers might come up with are virtually endless.

### **AI-Assisted Assessment**

In this section, we will explore the potential of ChatGPT in the realm of assessment, a critical component of the educational process. Assessment plays an indispensable role in enhancing learners' language proficiency, particularly through the provision of timely and constructive feedback. However, evaluating learners' performance and providing feedback can be a time-consuming and labor-intensive task for EFL teachers. ChatGPT offers a solution to this challenge by again streamlining the assessment process and conserving educators' time and energy. It is important to note that major organizations, such as Educational Testing Service (ETS), the provider of the TOEFL test, have already integrated AI-powered scoring engines, such as their E-rater, into their assessment systems (Runyon et al., 2022), reflecting the increasing reliability and validity of AI-driven evaluation tools. Used correctly, leveraging AI and ChatGPT, in particular, can benefit teachers greatly in the pursuit of better supporting their learners.

#### *Placement Tests*

A crucial aspect of assessment in the educational process is diagnostic assessment, which typically occurs prior to instruction. One common use of this assessment is placement tests, which assist teachers in determining the extent of learners' existing knowledge and identifying areas for further development in order to use appropriate materials for future lessons or even mitigate existing errors. AI has the capacity to conduct such assessments (Huang et al., 2021). In the following example, Figure 9, we illustrate how an EFL teacher employs ChatGPT to analyze a text composed by a student with the objective of discerning the proficiency level of the writing.

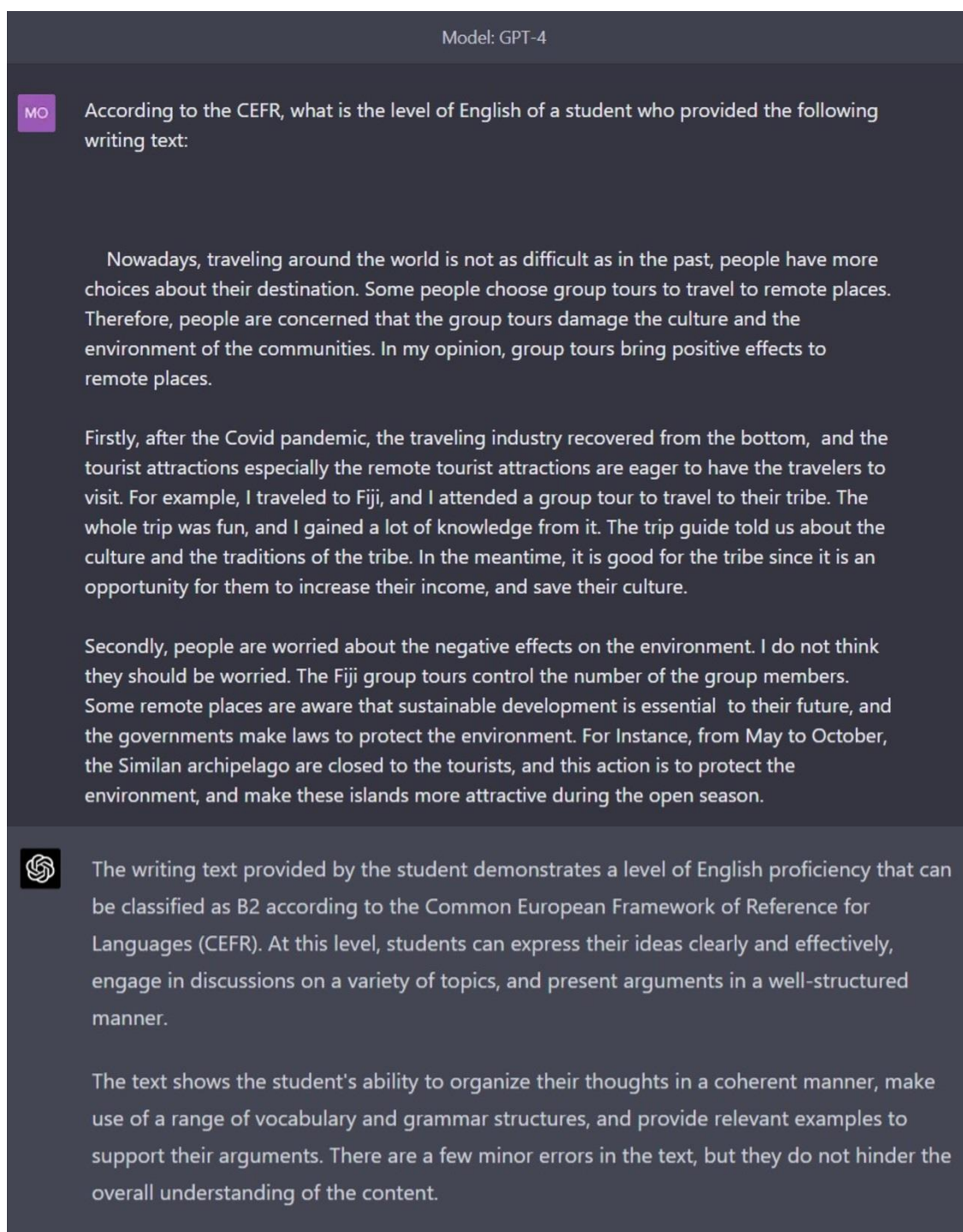


Figure 8. Writing CEFR placement test

Needless to say, ChatGPT's familiarity with the CEFR descriptors (North, 2007) provides the rationale behind its conclusion. In fact, ChatGPT even provides further details about the problems in the text. This is important because it allows the teacher to ascertain that the logic is sound.

In a similar vein, the teacher can inquire about these problems and ask ChatGPT to highlight them for further analysis and provide correct alternatives as seen in Figure 10.



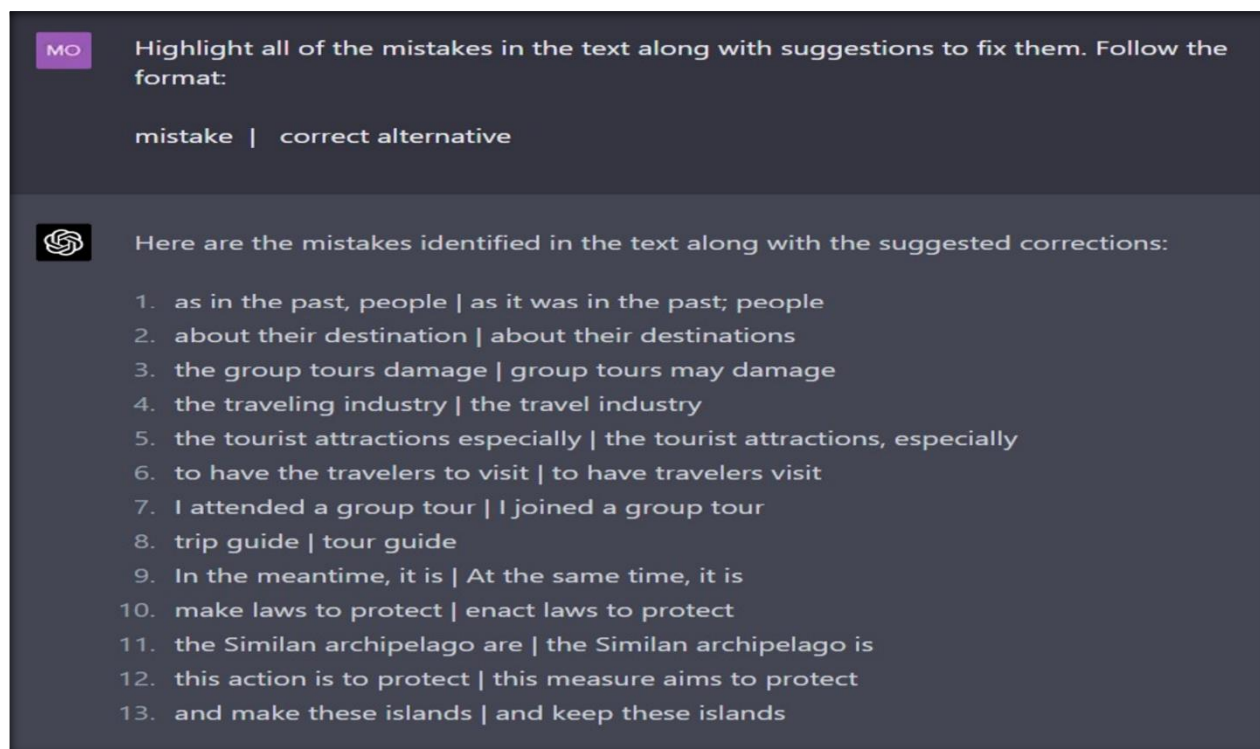


Figure 9. Error recognition

This gives the chance for the teacher to efficiently and quickly find the problems and corrections and pass them over to the learner in a timely manner without having to start that process from scratch.

### *International Exams and Hyper-Specific Criteria*

International proficiency exams, including IELTS, GRE, TOEFL, and others, hold significant importance in the context of English language teaching. In most cases, they are high-stakes exams where Scholarships, immigration, career paths...etc are at stake. Addressing their specific assessment criteria and requirements can pose considerable challenges for educators, given the variability in evaluation standards and the extensive nature of the texts involved. ChatGPT presents a solution to these complexities by offering the capability to assess student performance according to the specific criteria of such examinations; and even specific criteria a teacher might provide. The following example, Figure 11, demonstrates the application of ChatGPT in the context of the independent writing task in the IELTS, underscoring its potential to streamline the assessment process and facilitate a more efficient and accurate evaluation of students' work in alignment with the demands of international proficiency exams.




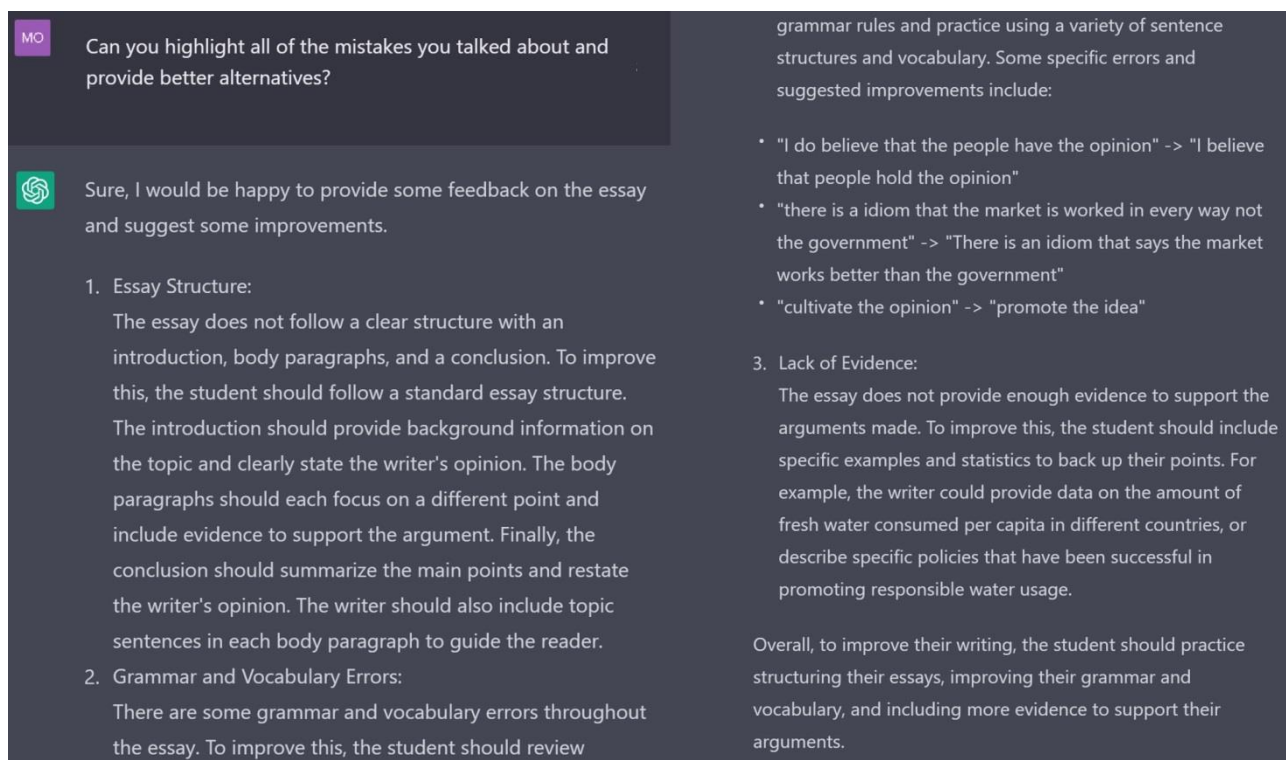
|   |  |
|---|--|
| <p><b>MO</b> According to the IELTS Task2 writing section standard, what would this student score if he/she provided this answer to this question:</p> <p>Some people think they have the right to use as much fresh water as they want, while others believe governments should tightly control the use of fresh water as it is a limited resource. Discuss both views and give your opinion.</p> <p>Fresh water is precious. Many people think it is the freedom to choose how to consume the fresh water, but some people think since the freshwater is limited, the government should control the consumption. In my opinion, even the fresh water is a limited resources, people still have right to choose how to use it.</p> <p>On one hand, I do believe that the people have the opinion that the freshwater is limited, and it is important to save it. For children, their parents and the schools teach them the conception about the freshwater. For example, when a child use</p> <p>On the other hand, I do not believe that the government can deal with everything. There is a idiom that the market is worked in every way not the government. Therefore, if people want to save the fresh water the only choice is to rely on the market instead of the government. For the governments, the priority is to cultivate the opinion that the freshwater is limited and people should consume it in a reasonable way.</p> <p>All in all, people have the right to choose how to use the freshwater. And for the authorities, the mission is to transfer the concept about the importance of save the freshwater not to control the use of it.</p> | <p> Based on the provided response, it is difficult to determine the exact score the student would receive on the IELTS Task 2 writing section without a detailed analysis of the essay. However, I can provide some general feedback based on the IELTS Task 2 writing criteria.</p> <p>Firstly, the essay structure seems to be somewhat unclear. It is important to have a clear introduction, body paragraphs that discuss the main points, and a conclusion that summarizes the main points and provides a clear opinion on the topic. It would also be helpful to have topic sentences in each body paragraph to guide the reader.</p> <p>Secondly, there are some grammar and vocabulary errors throughout the essay. It is important to use a variety of sentence structures and vocabulary to demonstrate a good command of the English language.</p> <p>Finally, it is important to provide evidence and examples to support the arguments made in the essay. This helps to demonstrate critical thinking and analysis.</p> <p>Overall, based on the limited information provided, it is likely that the student would receive a score in the mid-range, possibly around a 5.0-6.0. However, it is important to note that the score will depend on the specific strengths and weaknesses of the essay in relation to the IELTS Task 2 writing criteria.</p> |
|---|--|

Figure 10. International exam criteria application and recognition

The feedback generated aligns with the IELTS rubric in key aspects such as organization and task achievement. It provided an approximate score band in addition to offering insights and a rationale behind the assigned score. Furthermore, the example highlights the nuanced understanding that an accurate score band estimation cannot be solely based on Task 2, as the IELTS writing section combines the scores of both Task 1 and Task 2. This level of detail showcases the potential of ChatGPT in offering meaningful, context-specific feedback in accordance with established assessment criteria.

In an effort to generate some sort of feedback report about the text to the learner, a teacher can collaborate with ChatGPT by enquiring further to reveal more details about the areas of interest as well as providing potential fixes for each. This can be examined in Figure 12.



**MO** Can you highlight all of the mistakes you talked about and provide better alternatives?

**AI** Sure, I would be happy to provide some feedback on the essay and suggest some improvements.

1. Essay Structure:  
The essay does not follow a clear structure with an introduction, body paragraphs, and a conclusion. To improve this, the student should follow a standard essay structure. The introduction should provide background information on the topic and clearly state the writer's opinion. The body paragraphs should each focus on a different point and include evidence to support the argument. Finally, the conclusion should summarize the main points and restate the writer's opinion. The writer should also include topic sentences in each body paragraph to guide the reader.

2. Grammar and Vocabulary Errors:  
There are some grammar and vocabulary errors throughout the essay. To improve this, the student should review grammar rules and practice using a variety of sentence structures and vocabulary. Some specific errors and suggested improvements include:

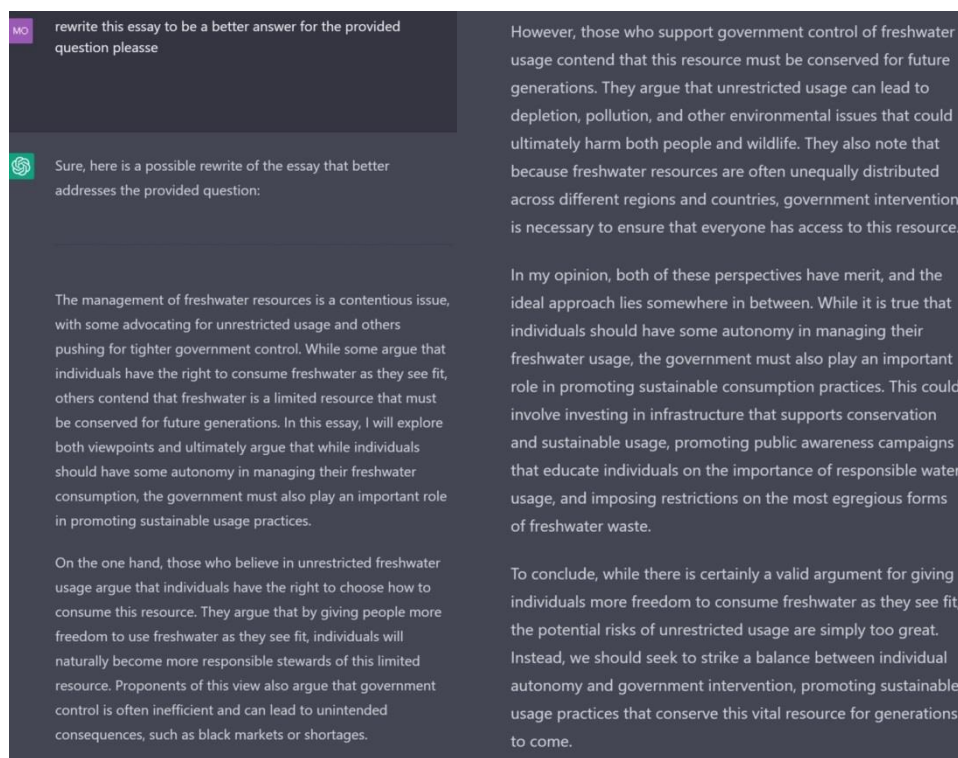
- "I do believe that the people have the opinion" -> "I believe that people hold the opinion"
- "there is a idiom that the market is worked in every way not the government" -> "There is an idiom that says the market works better than the government"
- "cultivate the opinion" -> "promote the idea"

3. Lack of Evidence:  
The essay does not provide enough evidence to support the arguments made. To improve this, the student should include specific examples and statistics to back up their points. For example, the writer could provide data on the amount of fresh water consumed per capita in different countries, or describe specific policies that have been successful in promoting responsible water usage.

Overall, to improve their writing, the student should practice structuring their essays, improving their grammar and vocabulary, and including more evidence to support their arguments.

Figure 11. Specific rubric-oriented feedback

In fact, it is able to provide a complete rewrite of the provided text improving it by integrating the suggestion it generated and showing how they can be implemented. This is shown in Figure 13.



**MO** rewrite this essay to be a better answer for the provided question please

**AI** Sure, here is a possible rewrite of the essay that better addresses the provided question:

The management of freshwater resources is a contentious issue, with some advocating for unrestricted usage and others pushing for tighter government control. While some argue that individuals have the right to consume freshwater as they see fit, others contend that freshwater is a limited resource that must be conserved for future generations. In this essay, I will explore both viewpoints and ultimately argue that while individuals should have some autonomy in managing their freshwater consumption, the government must also play an important role in promoting sustainable usage practices.

On the one hand, those who believe in unrestricted freshwater usage argue that individuals have the right to choose how to consume this resource. They argue that by giving people more freedom to use freshwater as they see fit, individuals will naturally become more responsible stewards of this limited resource. Proponents of this view also argue that government control is often inefficient and can lead to unintended consequences, such as black markets or shortages.

However, those who support government control of freshwater usage contend that this resource must be conserved for future generations. They argue that unrestricted usage can lead to depletion, pollution, and other environmental issues that could ultimately harm both people and wildlife. They also note that because freshwater resources are often unequally distributed across different regions and countries, government intervention is necessary to ensure that everyone has access to this resource.

In my opinion, both of these perspectives have merit, and the ideal approach lies somewhere in between. While it is true that individuals should have some autonomy in managing their freshwater usage, the government must also play an important role in promoting sustainable consumption practices. This could involve investing in infrastructure that supports conservation and sustainable usage, promoting public awareness campaigns that educate individuals on the importance of responsible water usage, and imposing restrictions on the most egregious forms of freshwater waste.

To conclude, while there is certainly a valid argument for giving individuals more freedom to consume freshwater as they see fit, the potential risks of unrestricted usage are simply too great. Instead, we should seek to strike a balance between individual autonomy and government intervention, promoting sustainable usage practices that conserve this vital resource for generations to come.

Figure 12. Integrating feedback and reworking texts

Using the new version of the essay, the learner i.e. the original writer can see, in a practical sense, the differences between the two versions and what aspects he/she needs to be cautious about while writing.

## Discussion

As demonstrated throughout the article, the output results of ChatGPT have significant potential in enhancing classroom experiences and aiding teachers in their challenging roles. The capabilities of ChatGPT should be harnessed to provide support and resources for teachers, thus creating a more efficient and engaging educational environment. However, ChatGPT is not a perfect system and requires teachers' involvement and feedback to be used effectively. The current limitations such as making up information seemingly out of thin air with accompanying fake sources [also known as hallucinations] (King & ChatGPT, 2023; Rudolph et al., 2023) necessitate that teachers play an active role in the utilization of AI-generated materials and resources, as it cannot stand on its own in its current form. As technology continues to advance rapidly, improvements in AI systems like ChatGPT are expected, making them even more valuable tools in the future.

In addition to ChatGPT, there are various other AI and chatbot models available that can be explored for educational purposes (Pardo et al., 2021). BERT, developed by Google AI, was designed to handle various natural language processing (NLP) tasks (Devlin et al., 2018); its later improved upon version called XLNet extended BERT and mitigated some limitations by the efforts of Yang et al. (2019) who improved the "memory" of the model; and many others are all potential chatbots to be used in all aspects of life. More specifically, some bots, such as Khamingo, recently introduced by Khan Academy (2023), are narrow AI models specifically designed to cater to teachers' needs. These models offer additional options for educators looking to incorporate AI into their classrooms by providing ready prompts and being trained on specific educational datasets to make any educational task more appropriate for a real classroom. Still, ChatGPT is the only one that is widely, freely [GPT3.5] and readily available for relatively everyone

Teachers must understand the limitations of ChatGPT while using it in their classrooms (Zhang & Hyland, 2021). Gaining a clear understanding of what ChatGPT is and what it is not will enable educators to maximize its potential and mitigate any risks or challenges associated with its use. To that end, though teacher training and computer literacy have long been crucial components in the education field (Tapalova & Zhiyenbayeva, 2022), as AI becomes more integrated into education, the potential for a widening digital divide grows, especially within specific teachers' demographics, that can even include learners in all honesty (Jones and Hafner, 2022). Thus, it is essential that teachers receive the necessary training and support to adapt to this new technological landscape, particularly when it comes to prompt design and understanding of AI-generated materials (Reinders & White, 2016).

The use of ChatGPT in education also raises ethical concerns that warrant attention (Hovy & Spruit, 2016). Issues such as data privacy, potential biases in relation to culture and other aspects of AI algorithms (Cassidy, 2023; Rettberg, 2022), and the possibility of generating misleading or inappropriate content are significant concerns for educators and students alike. While addressing these ethical considerations is crucial, an in-depth exploration of these topics is beyond the scope of this current paper. Future research should be conducted to investigate the ethical implications of using ChatGPT and other AI tools in education, ensuring that the implementation of such technologies is done responsibly and in the best interest of all stakeholders involved.

## Conclusion

The integration of artificial intelligence (AI), and more specifically, ChatGPT, has proven to be a valuable tool for EFL teachers, offering assistance across numerous aspects of their practice. By employing AI-driven technologies, the processes of curriculum and material development can be considerably streamlined, accelerated, and rendered more learner-centered, as these tools cater to the unique needs of individual learners. Furthermore, AI systems have the potential to greatly simplify the process of assessment (Ohio University, 2023), with specialized tools being continually developed and slated for future release.

Throughout the use cases explored in this article, as well as those beyond its scope, ChatGPT has consistently been and should be employed under the supervision of an expert since the possibility of errors, nonsensical outputs or inaccurate information is always looming due to its limitations (Elsen-Rooney, 2023). It is essential to recognize that ChatGPT is a tool that can be used to support teachers rather than replace them, at least for the time being.

Though in 2021, the adoption of AI was in the early stages (Hwang & Chang, 2021), today's world is very different after only 2 years. As the normalization and integration of AI tools in education and other aspects of our life become inevitable, it is imperative for teachers to adapt and familiarize themselves with their capabilities and limitations since having such knowledge leads to easier adoption as some research suggests (Eguaras et al., 2021). Consequently, the incorporation of AI-related skills, such as prompt design and an understanding of AI's potential, should be included in official teacher training programs. This will equip pre-service and in-service teachers with the necessary competencies to keep up with the rapidly evolving educational landscape and harness the full potential of technologies to enhance their teaching practices.

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