

A University-Wide Communication English Collaborative Curriculum Development Project Incorporating ChatGPT

スティーブ・マクガイア *Steven Paul MCGUIRE*

(デザイン領域)

サミュエル ジョン・キース *Samuel John KEITH*

(美術領域)

クリス・ホアン *Chris HUANG*

(美術領域)

ジュリアン・ハニーカット *Julian HONEYCUTT*

(音楽領域)

ジョナソン・ポラックス *Jonathon POLLACK*

(美術領域)

In this article we continue the collaboration we described in our article in 2022 (McGuire, et al., 2022) about the supplemental materials we created for *The English Gym*, the textbook for the required first-year Communicative English course at Nagoya University of the Arts (NUA) using Google tools such as Google Docs, Google Spaces, Google Drive, and Google Forms. Here we focus on our shared online journey and interaction in using ChatGPT to develop class materials and activities.

We acknowledge the need to consider the pros and cons of ChatGPT in education, but will focus on how we can best integrate it into our collaborative curriculum for first-year English students at NUA. We hope readers will be able to apply our experiences to their own contexts. As with our previous article, the writing process reflects our ongoing approach of sharing and learning from each other from our various approaches and experiences using ChatGPT.

Throughout this article we emphasize how teachers can generate and develop effective prompts to help them create materials. The process of creating prompts for ChatGPT is sometimes referred to as *prompt engineering*, but the word *engineering* suggests it is more of an exact science than it is. Some problems with prompts come from the fact that ChatGPT does not always respond as expected and sometimes does not even respond to the same prompt in the same way. This is apparently because ChatGPT bases its responses on a statistical analysis of the words in the prompt and so the text in the response may vary due to minor differences in the prompt or even based

on a different choice from a list of possible responses. However, it is possible to achieve usable prompts leading to useful materials through practice and by following some of the suggestions in this article. It should be noted that in line with the comment above that ChatGPT will vary in its answers, readers will find that if they input the prompts we offer in this article they will get similar but different responses. We should also note that the layout of the output from ChatGPT has been formatted for purposes of inclusion in this article.

While ChatGPT's responses aren't always fully accurate, its organization and content generation are often adequate for producing classroom activities. We feel ChatGPT can be used positively by both teachers and students for language learning. For teachers it is a great resource for developing personalized materials and activities, and students can also be taught how to use ChatGPT for their own learning.

Similar to our 2022 article, all of our prompts and activities are supplemental to the *The English Gym* textbook. *The English Gym* is described in more detail in that article, but briefly, it consists of 20 units covering themes geared towards and of interest to Japanese college students. Each unit begins with a CLOZE task with 10 words provided at the top of the page, utilizing 10 questions from a recorded interview between a native English speaker and a Japanese speaker. The second page presents additional vocabulary related to the topic in both Japanese and English and often includes a "find the error" type of task and also a task in which students rearrange sentences that are additional possible answers to the 10 questions. The third page provides a transcript of the audio, highlighting idiomatic words in red and the questions from the first page of the unit in blue. Finally, the fourth page, termed the *Classmate Conversation Interview*, encourages students to work in pairs, creating a new dialogue based on their responses to the questions from the first page of the unit.

In this paper, **Sam Keith** discusses three approaches for teachers to follow to use ChatGPT to create ESL class materials based on a textbook unit, emphasizing the need for detailed prompts and human adjustments to the AI-generated content. Sam considers creating supplemental materials to be the most valuable. **Chris Huang** asks ChatGPT to design a fun activity to improve student engagement in studying vocabulary and is pleasantly surprised when ChatGPT suggests Bingo. He emphasizes that adaptation is key for ideal ChatGPT-generated classroom activities. **Julian Honeycutt** uses ChatGPT to simplify time-consuming aspects of lesson preparation to craft clues for a crossword puzzle and to formulate questions for a board game centered on vocabulary and conversation practice. **Jonathon Pollack** explains how he uses ChatGPT to relieve the

tedium of creating multiple choice questions for Kahoot quizzes with six different types of possible answers, two answers funny, two answers normal, one answer impossible, and one answer grammatically incorrect. Finally, **Steve McGuire** explores using ChatGPT to provide students with practice in asking and answering the 10 questions in each unit of the textbook followed by follow-up questions that include feedback on the grammaticality of their responses.

Using ChatGPT to Create New Teaching Ideas for *The English Gym*

Sam Keith

In my part, I would like to focus on how ChatGPT can be used by the teacher to generate new teaching ideas based on the textbook. All of my examples come from Unit 8 in *The English Gym, University Life*. I will discuss three approaches teachers might use to create lessons and activities based on this unit:

Approach 1: Ask ChatGPT to make an activity for an ESL class

Approach 2: Input information about an already existing activity and ask ChatGPT to improve it

Approach 3: Ask ChatGPT to create supplemental materials for an already existing activity

Methods:

Approach 1: Make an activity for an ESL class.

The first and most direct approach is simply asking ChatGPT to create an activity based on a certain topic. For example, in Unit 8 in the *The English Gym* textbook the topic is *University Life*. One's first instinct may be to use a simple prompt such as *Make an ESL lesson about University Life*. This may yield a good result, but it is usually best to provide as much detail as possible. The following prompt provides much more detail and is more likely to yield a response that is more in line with the desired outcome:

SK ChatGPT Prompt 1

I am teaching an ESL class at a university in Japan to first-year students. They are beginner-level students who are taking English as a required class to graduate and are not English majors. The class is 90 minutes long and I'd like the activity to last for about 45 minutes. The topic of the activity should be about "university life." By "university life," I

mean how their new life at university compares to their lives when they were still in high school. Please make the activity interactive and focus on speaking. However, some writing would also be alright.

ChatGPT Response to SK ChatGPT Prompt 1

Activity Title: University Life: Role Play and Vocabulary Expansion

Objective: The objective of this activity is to engage ESL students in a role-playing scenario related to university life while expanding their vocabulary and improving their conversational skills.

Materials:

- Role-play scenario cards (prepared in advance, see instructions below)
- Whiteboard or flipchart
- Markers
- Optional: Props such as books, backpacks, or university-related items

Instructions:

Warm-up (10 minutes): Begin the class by asking students about their knowledge and experiences related to university life. Encourage them to share their thoughts and feelings about universities, studying, and campus activities. Write down their responses on the whiteboard to generate vocabulary.

Vocabulary Expansion (15 minutes): Introduce and discuss relevant vocabulary related to university life. Write keywords and phrases on the whiteboard, such as:

- Lecture hall, library, dormitory, cafeteria, campus, student union
- Professors, classmates, assignments, exams, research, group projects
- Majors, degrees, scholarships, extracurricular activities, graduation. Encourage students to provide definitions, examples, or sentences using the vocabulary. Engage them in discussions to deepen their understanding.

Role-Play Preparation (10 minutes): Divide the students into pairs or small groups. Distribute role-play scenario cards to each group. Each card should describe a specific situation related to university life. For example:

- *Scenario 1:* Two students planning their class schedule for the upcoming semester.
- *Scenario 2:* A student seeking advice from a professor about a difficult assignment.
- *Scenario 3:* Two friends discussing their experience living in a dormitory.
- *Scenario 4:* A student organizing a club activity and inviting others to join. Ensure that each scenario card provides enough context for the role play.

Role-Play (20 minutes): Instruct the groups to read their scenario cards and discuss how they would act out the situation. Encourage them to incorporate the newly learned vocabulary while speaking naturally. Remind them to focus on appropriate language use, tone, and body language. Students can use props to enhance the role play if available.

Role-Play Presentations (15 minutes): Ask each group to present their role play to the class. After each presentation, encourage the audience to provide feedback and suggestions for improvement. Use this opportunity to reinforce the vocabulary and language used during the role play.

Reflection and Discussion (10 minutes): Lead a class discussion about the role plays and their relevance to real university experiences. Encourage students to share their thoughts on the challenges and benefits of university life, and how the role plays reflected those aspects. Discuss any new vocabulary or phrases that emerged during the presentations.

Wrap-up: Summarize the key points covered during the activity. Provide additional resources, such as websites or books, for students to explore more about university life and related vocabulary.

Teachers may adapt the activity according to the proficiency level of their ESL class and provide more support or challenge as needed.

Practical Use in Classroom for Approach 1

In general, the activity worked well. However, I don't think Approach 1 is the ideal approach for consistently creating materials for classroom use. As many users of ChatGPT have noted, while ChatGPT is an excellent resource for brainstorming, the raw content it produces is probably not ideal for practical use. There are a lot of details that need human attention to properly adapt an activity for classroom use. For example, in the "role-play presentation" section, ChatGPT does not seem to account for what the other students are doing during the presentations even though I told ChatGPT in the instructions that these are low-level students who are not majoring in English and as such do not often know how to take the initiative to make their learning more useful as higher-level students often can. This also applies to the *Reflection and Discussion* section. That being said, I still think ChatGPT was able to offer great ideas that could help inexperienced teachers find their footing in the classroom.

Approach 2: Input information into ChatGPT about an already existing activity and ask ChatGPT to improve it

The second approach teachers can take in this class preparation would be to input information about an already existing activity and ask if ChatGPT has any ways to expand or improve the activity. Let's build on the prompt above by using the following prompt in **SK ChatGPT Prompt 2**.

SK ChatGPT Prompt 2

I'm going to copy and paste an activity for an ESL class in the next message. The explanation is too long. I'd like you to make it more concise and easy to understand. Also, I'd like you to add a description of a supplementary handout that I can give to students which will help them more easily visualize the activity and also help them log and keep notes of what they've discussed. Please limit your entire response to fewer than 200 words. Please do not start generating your answer until I copy and paste the activity in the next message.

ChatGPT Response to SK ChatGPT Prompt 2

Title: University Life Role Play: Expanding Vocabulary

Objective: Engage ESL students in a university-themed role-play to enhance conversational skills and expand vocabulary. *Materials:* Role-play scenario cards, whiteboard/flip chart, markers, optional props.

Instructions:

Warm-up (10 mins): Discuss students' experiences and thoughts on university life. Note their responses on the whiteboard to generate vocabulary.

Vocabulary Expansion (15 mins): Introduce and discuss university-related vocabulary. Encourage students to provide definitions and examples.

Role-Play Preparation (10 mins): Divide students into pairs or small groups. Distribute scenario cards, each describing a university-related situation.

Role-Play (20 mins): Instruct groups to read their cards and discuss how they would act out the situation, incorporating the learned vocabulary naturally.

Role-Play Presentations (15 mins): Each group presents their role play. Encourage feedback and suggestions from the audience to reinforce vocabulary usage.

Reflection and Discussion (10 mins): Lead a discussion on the role plays' relevance to real university experiences. Explore challenges, benefits, and new vocabulary.

Wrap-up: Summarize key points, provide additional resources for students to explore university life and vocabulary.

Supplementary Handout: Create a handout with sections for each step of the activity: *Warm-up, Vocabulary Expansion, Role-Play Preparation, Role-Play, Reflection, and Discussion.* Students can jot down notes, vocabulary, and ideas in each section, helping them visualize and track their progress throughout the activity.

Practical Use in Classroom for Approach 2

Approach 2 was slightly more valuable than Approach 1. Again, ChatGPT proves to be invaluable as a brainstorming resource. However, in this scenario it lacked even more detail than in Approach 1. Especially in the *Supplementary Handout* section. There is no detail provided at all about what should be included on the handout. It seems to have basically summarized the suggested material from Approach 1. In this scenario, it would be helpful to repeatedly edit the prompt you have given to ChatGPT. Also, repeatedly re-enter the activity that it has given you and ask it to change or add details to certain sections. For example, in this situation, I would probably respond to ChatGPT with the following prompt:

The activity you made lacks detail, specifically the part about supplementary handouts. Can you please add significantly more detail?

The response will likely be very helpful for lesson planning, but probably won't be sufficient to use immediately without any tweaking by the instructor.

Approach 3: Ask ChatGPT to create supplemental materials for an already-existing activity

We have looked at using ChatGPT to generate a class plan and using ChatGPT to give feedback on an existing class plan, but a third approach would be to have ChatGPT help develop supplemental materials for an activity. For example, if you have a broad topic such as the aforementioned *University Life*, there could be thousands of associated vocabulary words or grammar structures associated with it. Since this particular example is designed for beginner, nonmajor English students, let us see if we can have ChatGPT develop a warm-up worksheet to help the students prepare for the activity by using the prompt in **SK ChatGPT Prompt 3**.

SK ChatGPT Prompt 3

I'm going to copy and paste an activity for an ESL class in the next message. I'd like you

to make a list of 20 vocabulary words and 10 sentence structures that are compatible with all of the vocabulary words. The sentence structures may be questions, answers, or general statements. Please make sure to have blanks in the sentences where the vocabulary words can be substituted. Also, please provide the Japanese translation for all of the vocabulary words. Please try not to get too wordy in your explanation and keep the focus on the vocabulary words and sentence structures. I can figure out how to understand it without you explaining. Please do not start generating your answer until I copy and paste the activity in the next message.

ChatGPT Response to SK ChatGPT Prompt 3

Based on the given activity, here are 20 vocabulary words related to university life and 10 sentence structures you can use. I've also provided the Japanese translations for the vocabulary words.

Vocabulary Words:

Lecture—講義 (Kōgi) Dormitory—寮 (Ryō) Student loan 学生ローン (Gakusei rōn)
Campus—キャンパス (Kyanpasu) Degree—学位 (Gakui) Library—図書館 (Toshokan)
Extracurricular activities—課外活動 (Kagai katsudō) Graduation—卒業 (Sotsugyō)
Scholarship—奨学金 (Shōgakukin) Professor—教授 (Kyōju) Research—研究 (Kenkyū)
Assignment—課題 (Kadai) Campus tour—キャンパスツアー (Kyanpasu tsuā)
Study group—スタディグループ (Sutadi gurūpu) Syllabus—シラバス (Shirabasu)
Transcript—成績証明書 (Seiseki shōmei-sho) Dorm mate—ルームメイト (Rūmu meito)
Graduation ceremony—卒業式 (Sotsugyōshiki) Tuition fee—授業料 (Jugyōryō)
Major—専攻 (Senkō)

Sentence Structures:

Can you explain the concept of [vocabulary word] to me?
What are some common [vocabulary words] in university life?
I am interested in joining [extracurricular activity]. Can you tell me more about it?
How do you manage your [study group] effectively?
What challenges did you face during your [campus tour]?
Could you give me some tips for preparing for a [lecture]?
What resources are available at the [library]?
What is the significance of [graduation ceremony] in your culture?
What subjects are included in your [syllabus]?
What are the requirements for obtaining a [degree] in [major]?

Please note that in both examples, ChatGPT attempted to also provide the Japanese translations for each of the questions, but it ran out of space since the response for the free version of ChatGPT 3.5 is limited. You can usually ask it to finish providing the Japanese translations if you want them by typing “please continue.”

Practical Use in Classroom for Approach 3

In my opinion, Approach 3 is by far the most valuable response ChatGPT has given so far. However, ChatGPT used the detail provided in Approaches 1 and 2 in generating the response in Approach 3. Therefore, all approaches had some value.

The response to Approach 3 is the most valuable to me because ChatGPT provided specific vocabulary and sentence structures. These help students immediately begin speaking and using English. This coupled with the lesson structure examples it provided in the first two approaches makes it a great resource for teachers. Both inexperienced and experienced teachers can utilize ChatGPT to brainstorm and bounce ideas off of, but probably should not fully rely on it for lesson planning.

Chris Huang

Using ChatGPT to Make a Vocabulary Activity

For my part on how I incorporated ChatGPT into my teaching, I aimed to design an invigorating activity for the vocabulary section of each unit in *The English Gym* textbook. My original objective before I adapted my tasks using ChatGPT was to provide students with an opportunity to enhance their pronunciation skills while simultaneously delving into word meanings. This exercise consists of three rounds of vocabulary practice. In the first round, with their textbooks open, Student A presents ten Japanese words, and Student B responds with the corresponding English translations. Moving on to the second round, Student B closes their textbook while Student A presents ten English words, and Student B provides the accurate Japanese translations. Finally, in the third round, Student B still has their textbook closed as Student A presents ten Japanese words, and Student B responds with the correct English translations. After completing these rounds, the students switch roles. Initially, this method yielded positive results during the first two weeks. However, by the third week, it began to lose its excitement. As I circulated the classroom, it became evident that some students were disengaged and not actively participating. The simplicity and novelty of the activity had lost its appeal, leaving students less motivated. Furthermore, a significant number of students failed to complete the vocabulary practice assigned as

homework in the digital workbook that accompanies *The English Gym*.

Consequently, when I conducted unit tests, many students struggled and performed poorly on the vocabulary quizzes. It was this predicament that motivated me to develop an exciting alternative for students to practice and review vocabulary in each unit. I had struggled to find ideas for a vocabulary activity until Steve introduced me to how he effectively incorporated ChatGPT into his lessons. Encouraged by this, I turned to ChatGPT for inspiration on creating a captivating vocabulary activity for Unit 7, *Fashion*, in the *The English Gym* textbook. As suggested by Sam in his part above, to tailor the activity precisely to my liking, I found it necessary to provide not just one but multiple prompts to ChatGPT.

I first started out with a very basic prompt:

CH ChatGPT Prompt 1

Please make a vocabulary game for these vocabulary words: clothing, clothes, cloth, accessories, jewelry, flea market, free, cheap, inexpensive, expensive, fashion-conscious, really, rarely do, dress, dress up, get my ears pierced, pierced ears, pierced earrings, clip on earrings, tattoo, blouse, scarf, glasses, make-up, lipstick, perfume, cologne

ChatGPT's Response to Prompt 1:

Game Title: Fashion Word Bingo

Objective: To familiarize players with vocabulary related to clothing, accessories, and personal style.

Materials Needed:

Fashion Word Bingo Cards [see below for a sample I made]

Markers or bingo chips for each player

Caller (can be one of the players or the game leader)

Instructions:

Step 1 Prepare bingo cards: Create Bingo cards with the provided vocabulary words related to fashion and personal style.

Step 2 Distribute the cards: Give each player a Fashion Word Bingo card and some markers or chips to cover the words.

Step 3 Choose a Caller: Select one player to be the caller or have students take turns being the caller.

Step 4 Play the Game: The caller will randomly select a word from the list (e.g., *dress*) and call it out. Players will then mark that word on their Bingo card if it is present.

The caller continues to call out words one at a time until a player completes a row (horizontally, vertically, or diagonally) or another pattern predetermined by the teacher and shouts “BINGO!” That player wins that round.

Step 5 Review and Discussion: After each round, the teacher can discuss the meanings, usage, and significance of the fashion-related words called out to reinforce vocabulary and have meaningful conversations about personal style.

Review of CH ChatGPT Prompt 1

I was thrilled that ChatGPT had suggested Bingo. I felt it was the perfect game for students to review vocabulary. In designing this vocabulary review activity, my goal was not only to enhance their listening and pronunciation skills but also to reinforce their understanding of word meanings. With this in mind, I envisioned a customized version of Bingo where students would write the Japanese meanings on their Bingo cards, instead of the words themselves, and I used the prompt in **CH ChatGPT Prompt 2**.

CH ChatGPT Prompt 2

Please tailor this bingo game to have students write the Japanese meanings on their bingo cards, while the caller announces the English words, and other students will mark the corresponding Japanese meanings.

ChatGPT Response to CH ChatGPT Prompt 2

To my delight, ChatGPT responded with the exact Bingo game I had envisioned, complete with comprehensive instructions on how to implement it effectively in the classroom. Of course, while I did consider ChatGPT’s suggestions, I made a few adjustments to the suggested task before putting it into action. These include organizing students into groups of 4 or 5 to enhance collaborative learning and improve engagement.

Game Title: Fashion Word Bingo (Japanese Definitions)

Objective: To help students learn fashion-related vocabulary by matching English words with their Japanese meanings.

Materials Needed:

Blank Bingo Cards (students can create their own)

Markers or colored pencils

A list of English words related to fashion (provided by the teacher or created by the students)

Instructions:

Step 1: Prepare the English Word List

Start by providing students with a list of English words related to fashion and personal style. This list will serve as the words that the caller will use during the game.

Step 2: Create the Bingo Cards

Each student will create their own Bingo cards. They will draw a grid of 5x5 squares on their blank sheet of paper. In each square, students should write one of the English words from the list provided by the teacher.

Step 3: Write Japanese Definitions

Below each English word on their Bingo cards, students should write the corresponding Japanese definitions. Encourage them to use the vocabulary they've learned to write accurate definitions in Japanese.

Step 4: Prepare Markers or Chips

Provide each student with markers or chips that they can use to cover the Japanese definitions on their Bingo cards during the game as the words are called.

Step 5: Play the Game

Once everyone has created their Bingo cards, you can start the game. The caller (either a student or the teacher) will call out the English words from the provided list, and students will mark the corresponding Japanese definitions on their cards.

The first student to complete a row (horizontally, vertically, or diagonally) or other predetermined pattern and shout "BINGO!" wins that round.

Review of ChatGPT Prompt 2 Response and My Adaptations

I found that the second prompt was very close to the ideal activity I had in mind, so I made some customizations to perfect it. Here are the adjustments I implemented for this activity:

Firstly, instead of having students create their own 5x5 square bingo cards on blank sheets of paper, I opted for a more streamlined approach. I provided each participant with preprinted 4x4 square bingo cards.

Secondly, to foster more active engagement and enhance the learning experience, I modified the content on the bingo cards. Rather than having students write both the English and Japanese definitions on each square, I instructed them to write only the Japanese definitions. This adjustment encouraged students to listen attentively to the caller's English pronunciation and connect it to the corresponding Japanese meaning.

Figure 1 shows an example of what the Bingo card should look like. Students should write the Japanese translations of the English word so they can put a marker on the space during the game.

Vocabulary Bingo			
衣服	耳に穴をあける	オシャレに敏感な	ピアス
無料の	めったに～ない	マフラー	ブラウス
ワンピース	アクセサリ	香水	オシャレする
穴をあけている耳	安い	化粧	メガネ

Figure 1 Sample Bingo Card

Lastly, I changed the marking process. Instead of having students use markers, I encouraged them to use small pieces of paper or erasable pencils to cover the bingo squares. This change was made to accommodate the multiple rounds of play, ensuring that students could reuse their cards effectively during the 4 to 5 rounds of the game.

Reflection

In general, ChatGPT excels in generating activities and providing comprehensive step-by-step instructions for classroom implementation. Nevertheless, the initial prompt may not always align perfectly with your students' requirements or your teaching style. Therefore, it remains crucial to persist in issuing additional prompts to tailor the activity precisely to your preferences, much as Sam mentions above. Occasionally, despite multiple prompts, you might not achieve the exact activity you desire. However, ChatGPT typically furnishes you with a foundation for an activity that you believe could effectively suit your classroom. In such cases, you can then make minor adjustments yourself to create the ideal activity for your needs.

Using ChatGPT to Create a Crossword Puzzle

Julian Honeycutt

In my use of ChatGPT, I explore the ways in which this AI model's generative capabilities can help alleviate some of the more time-consuming and tedious tasks often faced by educators when creating new activities. In the classroom, I have employed ChatGPT's help for both structured exercises, like crossword puzzles, and more open and interactive language activities, such as a questionnaire board game. In both types of activities, I take on the creative aspect of setting up the framework, whether it's a crossword or a board game, and then task ChatGPT with providing the content and details: a task at which it excels. In using ChatGPT, I've discovered its exceptional ability for quick and clear responses and its utilization has become integral to my lesson planning both now and for the foreseeable future.

Activity 1: Crossword Puzzle

In my experience, ChatGPT excels at providing standard responses for small and straightforward tasks. As such, I've found ChatGPT to be highly proficient in generating the perfect clues for crossword puzzles. While there are a number of free online resources to create crossword puzzles, I have found that using Flippity.net is a reliable and user-friendly resource for creating printable crossword puzzles. For this ChatGPT-generated activity, I pull a selection of the most usable vocabulary words from the *Useful Phrases* section of the *The English Gym* textbook and ask ChatGPT to make a series of crossword-style clues for each of the words. In my experience, as suggested by Sam above, it has been helpful to provide ChatGPT with context about the prompt's purpose and emphasize the importance of using level-appropriate English. I then inputted the text generated by ChatGPT into the crossword puzzle application on Flippity.net. This crossword puzzle appears in Figure 2.

JH ChatGPT Prompt 1

I am teaching a beginning-level ESL class, and all of the students are native speakers of Japanese. Please give me crossword-style clues for the following words. Please use simple English: summer break, driver's license, overnight bus, amusement park road trip, convertible (car), part-time-job, shaved ice, concert, aquarium, humid, suntan

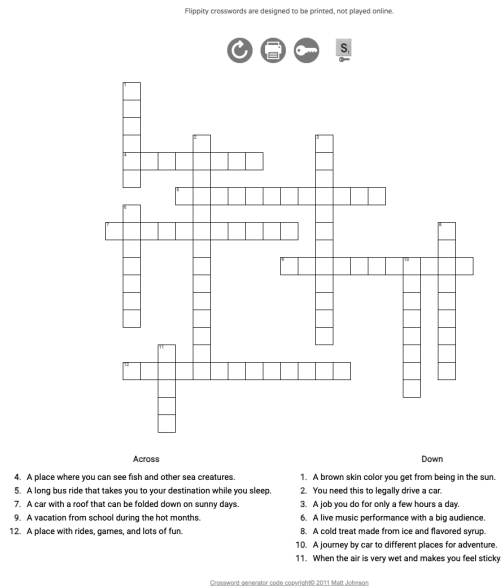


Figure 2 Crossword Puzzle

ChatGPT Response to JH ChatGPT Prompt 1

Across

Summer Break: A vacation from school during the hot months.

Driver's License: You need this to legally drive a car.

Overnight Bus: A long bus ride that takes you to your destination while you sleep.

Amusement Park: A place with rides, games, and lots of fun.

Road Trip: A journey by car to different places for adventure.

Convertible (Car): A car with a roof that can be folded down on sunny days.

Down

Part-Time Job: A job you do for only a few hours a day.

Shaved Ice: A cold treat made from ice and flavored syrup.

Concert: A live music performance with a big audience.

Aquarium: A place where you can see fish and other sea creatures.

Humid: When the air is very wet and makes you feel sticky.

Suntan: A brown skin color you get from being in the sun.

Reflection Regarding the Crossword Activity

Using ChatGpt to create simple clues for a crossword puzzle may seem like a basic and underutilization of a powerful technology. However, it's actually a perfect fit for

ChatGPT's excellent ability to generate standard explanations and general information. The crossword clues that ChatGPT generates are almost always perfectly precise and simple. I have, on occasion, found that ChatGPT may generate clues that are too challenging in their vocabulary or word usage for our beginning-level students. However, this is a small issue that is easily resolved by the instructor with a few post-prompt tweaks, such as inputting more information on the students' English level. Therefore, I have found that using ChatGPT to create clues for a crossword puzzle is a simple and accessible activity that any teacher can readily and easily implement.

Activity 2: Board Game

In my experience, allowing ChatGPT too much freedom has often made it challenging to align ChatGPT responses with my precise needs, that is, practical level-appropriate assistance within a specific context. On the other hand, when I've given ChatGPT a specific directive to help develop ideas I have already formulated, I have found that it excels. So, for the freer practice, I've designed a board game questionnaire. The questionnaire inquiries are generated by ChatGPT but are derived from the textbook; making them practical, level-appropriate, and specific to the textbook.

Materials:

Generic board game template (A4 sheet)

1 Die

Smartphone with access to the question generator on [flippity.net](https://www.flippity.net)

Objective:

Encourage students to express themselves more freely within the lesson's context, utilizing the vocabulary and grammar they have learned.

Instructions:

The game is a straightforward board game where players roll a die and compete to complete the board first. When landing on a blank square, a player activates the question generator and answers the generated question. If a player lands on a non-blank square, they must follow the instructions indicated on the board, which may include actions like "Forward Two Spaces" or "Back to Start."

Use of ChatGPT

ChatGpt is used to create the questions that are put into Flippity.net's *Random Name Picker*. The *Random Name Picker* allows teachers to spin a wheel to randomly choose student names, but in this case I use the *Random Name Picker* to choose the

questions used in the game. For the prompt that creates the game's questions, I want ChatGPT to generate open-ended questions that closely match the questions from the *Conversation Interview Questions* in the textbook. Moreover, I want students to apply the vocabulary from the *Useful Phrases* section in the text book. To ensure the relevance of responses, I provide background information about the students and doubly emphasize the importance of using level-appropriate language. The prompt appears in **JH ChatGPT Prompt 2**. The Random Name Picker appears in Figure 3 and the Game Board is in Figure 4.

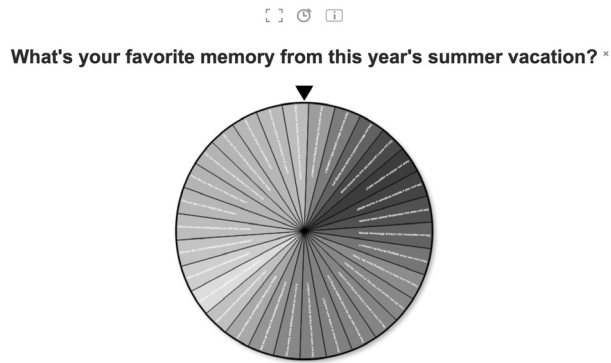


Figure 3 Question Generator

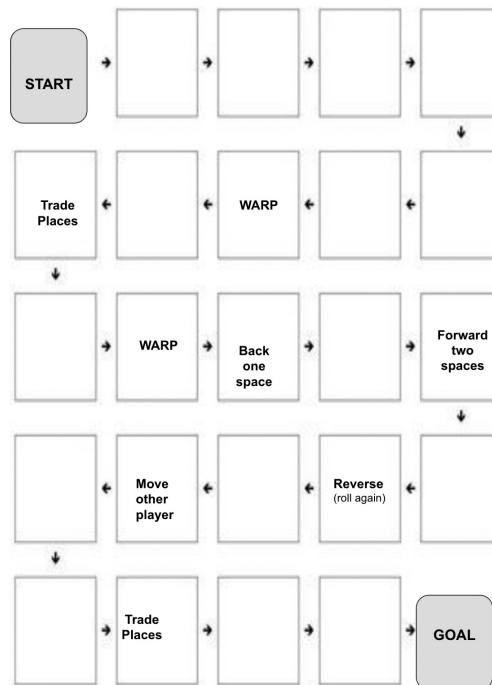


Figure 4 Game Board

JH ChatGPT Prompt 2

I am generating a game for a beginner-level ESL class. All students are native Japanese speakers living in Japan. We are discussing our summer vacations. Here is a list of 10 questions that I have created. Please generate 30 more questions that are similar in their framing, intent, and vocabulary. Additionally, I would like you to include in your questions this vocabulary where possible. As well, please try to ask more open-ended questions as opposed to Yes-No questions. Please remember that these are beginner-level ESL students in an English class, please use correct and level-appropriate English.

Here is the vocabulary: Summer break, driver's license, amazing, Thailand, overnight bus, amusement park, theme park, water park, road trip, convertible, swimming, camping, part-time job, shaved ice, concert, aquarium, humid, suntan.

Here are sample questions (the 10 questions from The English Gym Unit 11): 1. So, how was your summer vacation? 2. What did you do on your summer vacation? 3. What was the best part of your summer break? 4. What was the worst part of your vacation? 5. Did you work? 6. Did you do any barbecuing? 7. Did you buy anything special? 8. Did you go anywhere else? 9. Did you go to a festival? 10. What would you like to do next summer?

ChatGPT Response to JH ChatGPT Prompt 2:

How long was your summer break?

Did you get your driver's license during the summer break?

Can you tell me about an amazing experience you had this summer?

Have you ever been to Thailand for a summer vacation?

Did you take an overnight bus trip this summer?

Which amusement park or theme park did you visit during your vacation?

Have you been to a water park recently?

Did you go on a road trip this summer? Where did you go?

Have you ever ridden in a convertible car?

Did you enjoy swimming during your summer vacation?

Did you go camping in the great outdoors this summer?

Did you work a part-time job during the break?

What's your favorite flavor of shaved ice?

Did you attend a concert or music event this summer?

Have you been to an aquarium recently? Tell me about it.

How did you handle the humid weather during your vacation?

Did you get a nice suntan this summer?

What was the most memorable moment of your summer break?

Have you ever tried any exotic foods on your trips?

Did you make new friends during your vacation?

Did you visit any historical sites or museums?

Did you take any photos or videos during your vacation?

Did you experience any cultural festivals during the summer?

What's your favorite summer drink to stay cool?

Did you do any water sports, like snorkeling or surfing?

Have you ever tried a new sport during the summer?

Did you have a chance to go hiking in the mountains?

Did you have any mishaps or funny incidents during your trip?

Did you spend quality time with your family or friends?

What was the most relaxing moment of your summer vacation?

Reflection

Using a board game to engage students with English has proven to be an exciting experience for both the students and myself, the teacher. Students seem to genuinely enjoy participating in both the English language aspects as well as the playful structure of the game, and I genuinely enjoy watching their engagement. In all of this, the role of Chat GPT is integral. ChatGPT removes the significant burden of time and tedium that would come with crafting each question from scratch and by simplifying and expediting the process, ChatGPT allows me to do more of these types of activities and allows me to do them more often: a win for both teacher and student.

Using ChatGPT to Create Kahoot Prompts

Jonathon Pollack

ChatGPT can be a great tool to help teachers reduce prep time and modify existing content. Many teachers use ChatGPT to supply material to be used in a third-party application, as Julian does above. In my part, I'll be focusing on how ChatGPT can be used in combination with Kahoot. Kahoot is an online, multiple-choice video game that can be played with up to 40 students at a time. There is a limited *freemium* level that meets the needs of most teachers. The students participate together as a class via

tablets, computers, or their cell phones. There are various ways in which teachers can use Kahoot in the classroom, such as for review, icebreaker activities, comprehension practice, and much more. Kahoot is fun, immersive, and most importantly, engaging. I have been using Kahoot as a fun way to introduce each unit's topic and vocabulary before students crack open the book. However, designing and making a Kahoot can be extremely time-consuming, and can take up to a few hours to complete, depending on the difficulty of the lesson and the complexity of the questions and answers.

Below I present a few ways Kahoot activities can be created using ChatGPT, focusing on Unit 9 of *The English Gym* on shopping.

Example 1: Kahoot (Simple Game)

In this easy version of Kahoot, the students try to guess as a class how I would answer the interview questions. The goal of this method is to get the students to focus on the context of the questions instead of the grammar. I create fun and wacky multiple-choice answers by using a ChatGPT prompt that I engineered.

JP ChatGPT Prompt 1

Below are 10 questions in quotes about shopping. These questions are designed for low-level, ESL university students. Write 6 possible multiple-choice answers for each question. Make two answers funny, two answers normal, one answer impossible, and one answer grammatically incorrect. If possible, try to include some of the following vocabulary: buy, online, prices, sale, bargain, cash register, mall, on sale. 1. Do you like shopping? 2. How often do you go shopping? 3. Where's a good place to buy clothes? 4. Where do you go for grocery shopping? 5. Do you ever shop online? 6. That's a great shirt. Where did you buy it? 7. How often do you go to the mall? 8. If you had 10,000 yen, what would you buy? 9. If you had 5,000,000 yen, what would you buy? 10. Would you rather spend the day shopping or playing sports?

ChatGPT's response to JP ChatGPT Prompt 1:

1. Do you like shopping? a) Yes, I love it! It's my favorite hobby. b) No, I'd rather watch paint dry. c) I sometimes juggle pineapples while shopping. d) Only on Wednesdays. e) Yes, it's my happy place to find bargains. f) No, shopping, very boring!
2. How often do you go shopping? a) Every day, I can't resist a good sale. b) Once a week, usually on Saturdays. c) Shopping? I speak fluent penguin. d) I never leave my house. e) Twice a month, to check for discounts. f) I go store on Saturdays.

3. Where's a good place to buy clothes? a) The mall, where sales are like gold mines. b) I like to shop in the enchanted forest. c) You can find clothes in the clouds. d) I only wear clothes made of cheese. e) Online, it's convenient and cheap. f) The mall, the good for clothes.
4. Where do you go for grocery shopping? a) I grocery shop on the moon, seriously. b) The local supermarket is my go-to. c) Grocery shopping? I plant my food. d) I teleport to the farmers' market. e) I order groceries online for convenience. f) I shop grocery near.
5. Do you ever shop online? a) Yes, I'm addicted to online shopping. b) No, I prefer buying rocks in person. c) Shopping online? Is that a new planet? d) Sometimes, it's so convenient. e) I shop online for magical potions. f) I online shop love.
6. That's a great shirt. Where did you buy it? a) Thanks! I got it at the mall on sale. b) I found it during a treasure hunt. c) It's from the land of flying turtles. d) I bought it using my mind powers. e) Amazon, they have amazing deals. f) I buy at mall on sale.
7. How often do you go to the mall? a) I practically live at the mall. b) Once a month, for a shopping spree. c) The mall? I speak cat language. d) Rarely, it's always too crowded. e) Occasionally, when there are sales. f) I go to the mall every month.
8. If you had 10,000 yen, what would you buy? a) I'd buy a magical unicorn as a pet. b) I'd save it for a rainy day. c) I'd purchase a spaceship to the moon. d) I'd invest it in the stock market. e) I'd buy gadgets and gizmos aplenty. f) I would buy I new gadgets.
9. If you had 5,000,000 yen, what would you buy? a) I'd buy a tropical island and retire. b) I'd donate to charity and help others. c) I'd acquire a castle made of candy. d) I'd invest and secure my future. e) I'd travel the world in style. f) I'd give charity for the others.
10. Would you rather spend the day shopping or playing sports? a) Shopping, because sports are for aliens. b) Playing sports, I love staying active. c) I'd rather fly with my magical broomstick. d) Depends on my mood, both are fun. e) Shopping, it's my cardio. f) I sport playing enjoy.

JP ChatGPT Prompt 1 Notes

Above, we've discussed prompt engineering, which is the idea that the prompt is critical in determining a desirable output. If you go back to **JP ChatGPT Prompt 1** above, you'll notice that it is comprised of 5 sentences. Each sentence refers to a different parameter that I, the teacher, gave to ChatGPT, so I could control the output

and responses. Let's break down how each sentence is a separate function of the prompt.

- 1) **Questions and answers:** The first sentence of the prompt is designed to get ChatGPT to recognize the difference between my requests and the target questions that my requests refer to. To do this, I tell ChatGPT that I will enclose the questions in quotes. Now, ChatGPT can differentiate my prompt from the questions I want answers to and will only modify text outside the quotes.
- 2) **Level:** The second sentence of the prompt is designed to inform ChatGPT of the class level so that it can create level-appropriate answers. For example, if the class is a high-level high school class, the prompt could say "These questions are designed for higher level, ESL high school students."
- 3) **Desired answer outcome:** The third sentence in the prompt is designed to get ChatGPT to provide a large enough pool of usable and desired answers that I can draw from. I find that asking ChatGPT for 6 answers gives me enough material to work with, even though I only need 3 answers (I usually write the 4th, correct multiple-choice answer myself).
- 4) **Vibe:** The fourth sentence in the prompt is designed to curate answers that fit your classes' vibe, atmosphere, and/or goals. If a teacher wants to focus on grammar, the prompt could say "Make 5 of the 6 answers grammatically incorrect." This sentence can be omitted if unnecessary.
- 5) **Vocabulary:** The fifth sentence in the prompt is designed to use target vocabulary. This sentence can be omitted if unnecessary.

To demonstrate the flexibility of this prompt, let's try looking at a different Kahoot activity that requires some prompt-adjustments.

Example 2: Kahoot (Comprehension game)

The aim of this activity is to test the students' comprehension by having them connect each question to a grammatically correct answer. Therefore, I need to change the ChatGPT prompt to create grammatically incorrect answers for each question. This version is a bit more challenging for the students because it forces them to think about the grammar more than the context.

JP ChatGPT Prompt 2

Below are 10 questions in quotes about shopping. These questions are designed for low-level, ESL university students. Write 6 possible multiple-choice answers for each

question, 5 of which are grammatically incorrect, while only one answer is correct. If possible, try to include some of the following vocabulary: "1. Do you like shopping? 2. How often do you go shopping? 3. Where's a good place to buy clothes? 4. Where do you go for grocery shopping? 5. Do you ever shop online? 6. That's a great shirt. Where did you buy it? 7. How often do you go to the mall? 8. If you had 10,000 yen, what would you buy? 9. If you had 5,000,000 yen, what would you buy? 10. Would you rather spend the day shopping or playing sports?"

ChatGPT response to JP ChatGPT Prompt 2:

1. Do you like shopping? a) Yes, I likes shopping. b) No, I don't likes shopping. c) I like shopping yesterday. d) Like shopping? It not me. e) I likings shopping. f) Yes, I like shopping.
2. How often do you go shopping? a) I goes shopping every week. b) I go shopping now. c) How often you go shopping? d) I go shopping twice times a day. e) I am not go shopping. f) I go shopping once a week.
3. Where' s a good place to buy clothes? a) Good place is to buy clothes here. b) I buys clothes in store. c) Where buy good clothes? d) Clothes good is to buy here. e) I good buy clothes. f) A good place to buy clothes is the mall.
4. Where do you go for grocery shopping? a) I grocery shopping never. b) I goes grocery shopping to the market. c) Where you go grocery shopping? d) Grocery shopping I do not. e) I go to grocery shopping. f) I go for grocery shopping at the supermarket.
5. Do you ever shop online? a) Yes, I am shop online yesterday. b) No, I ever not shop online. c) I online shopping always. d) You ever shop online? e) I not shop online ever. f) Do you ever shop online?
6. That's a great shirt. Where did you buy it? a) Where you buy great shirt? b) I bought shirt not great. c) I buy it at store. d) Where great shirt buy you? e) Great shirt, I did buy. f) I bought it at the mall.
7. How often do you go to the mall? a) I go to mall rarely. b) I'm going mall now. c) I never go to mall. d) How often you go to mall? e) I goes mall often. f) How often do you go to the mall?
8. If you had 10,000 yen, what would you buy? a) I would buy unicorn with 10,000 yen. b) I bought car if I have 10,000 yen. c) If I had 10,000 yen, what would you buy? d) I buy pizza with 10,000 yen. e) If I had 10,000 yen, would buy I clothes. f) I would buy clothes if I had 10,000 yen.

9. If you had 5,000,000 yen, what would you buy? a) I buy big castle with 5,000,000 yen.
b) If I had 5,000,000 yen, you buy what? c) I would buying many ice cream with 5,000,000 yen. d) You had 5,000,000 yen, what buy you? e) If I had 5,000,000 yen, I buy a spaceship. f) I would buy a spaceship if I had 5,000,000 yen.
10. Would you rather spend the day shopping or playing sports? a) I rather spend day playing sports. b) I would shopping for day. c) You rather shopping or playing sports?
d) Rather, you spend day playing sports? e) I would shopping day rather spend. f) Would you rather spend the day shopping or playing sports?

JP ChatGPT Prompt 2 Notes

Notice that sentence 1: Questions and answers, sentence 2: Class level, and, sentence 4: Vocabulary, are the same as **JP ChatGPT Prompt 1**. However, in sentence 3 (in bold) ChatGPT's second output is completely different from the first output because the answers needed to be grammatically incorrect for this particular Kahoot. In this example, I didn't give ChatGPT any specific instructions on how to do that, but I could have if I wanted to. I would have just requested a specific type of grammar error in the prompt, such as, "Give me 3 answers with missing articles" or "Give me answers that all differ in verb tense."

Reflection

Although the teacher needs to take care to prompt engineer the parameters of ChatGPT to get a desirable output, it is clear that it can be a source of creative, high-quality material based on a textbook or other content that can be easily ported over to third-party applications, when done correctly. Therefore, ChatGPT has the ability to help teachers increase student engagement and enhance student learning, saving teachers time and energy.

Creating a ChatGPT Prompt for Students to Practice Conversation

Steve McGuire

One benefit of ChatGPT is it offers teachers a way to provide students the opportunity to interact in English at their own pace and level without worrying about mistakes and receive individualized feedback. This is especially useful in larger classes. In my part of this paper I would like to share the ChatGPT prompt that I developed to provide students the chance to practice and get feedback on their production of the 10

discussion questions that appear in each of the units in the textbook before they practice with their classmates using *The Classmate Interview* developed by Chris Huang (see McGuire et al., 2022).

As shared by the authors above, teachers using ChatGPT will find that it is a trial-and-error process that does not always lead to a perfect result. The problem for me in getting this prompt to work was that ChatGPT wanted to ask all of the 10 questions and provide the answers all at once and not as an interaction with the student. To avoid this I tried providing steps for it to follow for each question. Another problem was that even though I added Step 4 below to limit the follow-up to just one question, ChatGPT even now sometimes keeps asking follow-up questions requiring me to instruct students to type something like “next question” in order to get ChatGPT to move on.

One last difficulty I found in developing prompts is that changing the wording of a prompt to deal with one problem often undoes previous progress. For example, after finally managing the wording to get ChatGPT to ask just one follow-up question I made a change in the steps and ChatGPT returned to the habit of asking multiple follow-up questions. Therefore, I finally decided to be satisfied with having to ask students to help out by telling ChatGPT what they wanted to do. Trying to find a positive element out of a frustrating negative, I suppose having follow-up questions repeat indefinitely offers students the opportunity to practice as much and as long as they would like.

The prompt I eventually settled on after quite a bit of experimentation is offered in **SM ChatGPT Prompt 1**. The prompt includes the 10 discussion questions from Unit 5 of the *The English Gym* textbook. As of this writing, the prompt works perfectly in a new chat using OpenAi’s ChatGPT 3.5, so I am resisting the temptation to improve it.

SM ChatGPT Prompt 1

ChatGPT will take on the role of a teacher checking students’ responses to a set of 10 questions. Please read the following 7 steps and follow them one by one. The 10 questions follow.

- 1. ChatGPT will ask each of the 10 questions one at a time.*
- 2. The student will reply.*
- 3. ChatGPT will check the student’s answer. If the student makes a mistake, ChatGPT will write, “One correct way to say that is ...”*
- 4. ChatGPT will paraphrase the student’s answer and ask one follow-up question using simple English. For example, if the student answers “I like go downtown” ChatGPT might say, “Oh you like to go downtown! How often do you go?”*

5. ChatGPT will then ask *JUST ONE* follow-up question.
6. ChatGPT will check the student's answer. If the student has made a mistake, ChatGPT will say, "One correct way to say this ..."
7. ChatGPT will move on to the next of the 10 questions.

Here are the 10 questions: 1. What kind of movies do you like? 2. Do you ever go to the movies? 3. What do you like to eat at the movie theater? 4. What kind of games do you play? 5. What games did you play in junior high school? 6. What kind of music do you listen to? 7. Have you ever been to a concert? 8. How often do you watch TV? 9. Would you rather go to the movies, play a sport, or go out for dinner with your friends? 10. Some people think that watching more than 4 hours of TV a day is bad for you. Do you agree with this?

Getting Students Started with the ChatGPT Lesson

There is a bit of a learning curve to getting students up to speed on using ChatGPT to practice the above questions. First, they need to create their own ChatGPT accounts, which in any group of 30 to 50 students always involves a variety of comprehension difficulties and difficulties in implementation. Having them work in cooperative groups sometimes helps get them registered, but I often have to help with technical difficulties, and given that Nagoya University of the Arts does not have students use a common device, they have iPhones, Android phones, tablets, laptops, all with a variety of system software, updated and not. It should be noted that ChatGPT requires a cellphone number to activate the account, and some students were cautious about sharing their private information, so I let them use [forefront.ai](https://www.forefront.ai) or poe.com (discussed below) which does not require an account but also lets them share a link to their chat.

Second, I need to ask them to cut and paste the prompt in **SM ChatGPT Prompt 1** above themselves. I created a Google Doc with the **SM ChatGPT Prompt 1** and shared it in Google Classroom. Students then cut and pasted the prompt into a new chat in their own accounts with ChatGPT.

Third, I ask them to share a link to their interaction with ChatGPT using this prompt. ChatGPT allows users to share a unique link to each chat within their account which allows others to view the chat and even to continue on from where the chat stops. I had students upload this direct link to their chat for each unit to a Google Form. This enabled me to click on the link from each student and get a sense of how well the interaction went and to identify problems. Sometimes students misunderstood which link they needed to share, so I needed to explain this again.

I should note that all of the above efforts to teach students how to use ChatGPT took some valuable class time, but I justified it all by my belief that students having access to ChatGPT might enhance their learning in this and in other classes.

Sample Student Interaction with SM ChatGPT Prompt 1

Below is an excerpt from the interaction from a student who performed well in the class. A brief discussion of what I learned from these uses in the classroom follows.

ChatGPT: Great! Let's begin with the first question:

Question 1: What kind of movies do you like?

Please provide your answer.

Student Answer: I like romantic drama movies

ChatGPT: Thank you for your response!

One correct way to say that is, "I like romantic drama movies."

Oh, you like romantic drama movies! How often do you watch them?

Student Answer: i see it everyday.

ChatGPT: Thank you for your answer.

One correct way to say this is, "I watch them every day."

That's great! Watching movies every day must be enjoyable. Is there a particular time of day when you prefer to watch movies?

Student Answer: next question

Reflection

There are several aspects of this activity I need to improve on. This student in the sample continued all the way through and it seems that the student had a genuine-seeming interaction with an interlocutor even though the language the student used was very simple. It also shows that ChatGPT was able to give feedback, although it isn't clear how much intake there was on the students' part for the input from ChatGPT.

In addition to the problems of "onboarding" students onto ChatGPT, some students did not answer the follow-up questions but instead typed "next question" in order to jump to the next of the 10 questions and to finish the assignment sooner. I need to try to explain the purpose of the activity is for them to get practice. I also need to structure the class so students have the opportunity to ask their fellow classmates or me for help. Perhaps I even need to reflect on whether the task is too onerous or whether students just didn't see the need for the additional practice.

I mentioned that ChatGPT keeps asking follow-up questions until students ask it to move on. I am reluctant to make changes to the prompt since it seems to be working well enough, but some changes might be the phrasing of the feedback regarding students' answers, for example, *Oh, you like romantic drama movies!* above. Another change I have implemented was to add a step at the top to "start this chat fresh" at the top of the prompt so that the students' interactions would not be influenced by any previous interactions if they forget to start a new chat. This seems to help alleviate the problem of previous interactions in the current chat influencing what happens next. I have tried that by creating a prompt that repeats each step for each question as in the following example in **SM ChatGPT Prompt 2**, but it didn't work.

SM ChatGPT Prompt 2

Question 1. How was your summer vacation? Wait for the user's response. Write, "Ah! You wrote that..." then paraphrase the user's answer but using correct, elementary school-level English. Ask one additional follow-up question using basic, simple, elementary school English. Wait for user's answer. Paraphrase the user's answer in simple, basic, elementary school English. "Ah! You wrote..." then Paraphrase the user's answer but using correct, simple English.

If I had the programming knowledge I would like to write a computer script that would avoid some of the problems I mentioned above. Students could do the activity without having to sign in to a service at all. However, learning to program is a long-term goal that even somewhat technically aware teachers like me are unable to take since it requires time, effort, and also in the end money to get a server running. Therefore, with the perfect being the enemy of the good enough, I will continue to focus on what is possible with the available prompts with an average teacher's skill level and with a limited availability of funds.

Overall this approach shows how a teacher can integrate a textbook activity into ChatGPT allowing students in large classes to get practice asking and answering questions in their comfort zone before trying them out with their fellow classmates.

Conclusion

We hope this paper has provided a good sense of ways to use ChatGPT under the guidance of a trained teacher's prompting to create brand new activities or to help evaluate previously created ones. We have also looked at how students might use

ChatGPT in the classroom in their learning. Each of the sections has also provided ideas regarding possible difficulties and how to overcome them.

ChatGPT isn't perfect. On occasion, it will produce errors or misunderstand the input. Prompt engineering is critical to maximize ChatGPT's utility, efficiency, and accuracy. Through careful prompting, teachers can reduce time spent on content creation, enhancing rather than limiting creativity. Instructors can also use ChatGPT to create games, quizzes, and tests aligned with learning outcomes, provided that teachers provide clear instructions and parameters. Learning prompt design can help ensure that ChatGPT's output matches your desired class outcomes and atmosphere.

AI has changed dramatically since ChatGPT 3.5 appeared in November 2022. In addition to AI text generation tools, there are now AI image generation tools that will offer many additional ways to help students link their learning through the use of images they or the teacher creates. AI can even describe what is going on in a picture which students can then compare to their own observations. However, in addition to text- and image-based AIs, recent developments have allowed spoken interaction between the user and the AI at a reasonable price limited only by the teacher's technical ability or the tools available to them. Poe.com above makes it possible to create interesting interactive Bots. Two examples are Eigo.ai offers free access to AI-generated lessons from basic to advanced and Speechcoach.io at the free level offers users to record and get feedback on their performance on one supplied question per day. Perhaps the publisher of *The English Gym* along with other publishers might offer support for vocal interaction.

We imagine our next collaborative article will explore what can be done however far AI advances in the next year and also both the use of vocal interaction and the interactive use of images to supplement and enhance student learning.

References

- Charles, J. (2017). *The English Gym*. Oak Hills Press. ISBN 978-4-9909741-4-5.
- McGuire, S., Honeycutt, J., Huang, C., Keith, S. J., & Shiraishi, C. (2023). A Collaborative University-Wide Communication English Curriculum Development Project. *Nagoya University of the Arts Research Journal*, 44, 109-119. <https://tinyurl.com/2023McGetal>