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# **THE USE OF CHATGPT FOR THE AUTOMATIC CREATION OF EFL MATERIALS**

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## **ABSTRACT**

This Master's dissertation aims to investigate the effectiveness of using the ChatGPT language model for helping foreign language teachers create materials for the EFL classroom. This study explores how ChatGPT can contribute to the process of material creation through prompt engineering, which deals with the generation of texts, their analysis and adaptation, task designing, or evaluation instruments by using different types of prompts. The research examines the potential benefits, challenges, and implications of the use of ChatGPT in the foreign language teaching and learning process, seeking to provide practical recommendations and ideas for its effective utilisation.

**KEY WORDS:** ChatGPT, Artificial Intelligence, education, prompt engineering, EFL materials

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## **1. INTRODUCTION**

Artificial intelligence (AI) brings new ways of teaching to the EFL classroom, which might be daunting at first due to the lack of knowledge about them. Nevertheless, after learning how to take advantage of AI, it can become very beneficial for both, teachers and students, as it can give teachers many ideas for their lesson planning, help them create materials, correct exercises or adapt activities more efficiently and effectively, leaving them with more free time to concentrate on other important pedagogical and educational duties. Consequently, in this dissertation ideas and recommendations for the use of ChatGPT to create EFL materials are given, carrying out different experiments to determine the most effective prompts to use as a foreign language teacher.

This dissertation is divided into 5 sections. In section 2 we discuss the literature review dealing with EFL materials, CALL programmes, and what are AI and ChatGPT, delving into prompts, the new role of teachers, recommendations on its use and limitations. Then, section 3 provides the methodology and experiments that are proposed. Afterwards, section 4 gives the results and discussion for the experiments. Finally, section 5 offers the conclusions of this dissertation.

### **1.1. Objectives**

Main objectives:

- To explore the potential capabilities of ChatGPT as a computer-assisted language learning and teaching tool in the automatic design of teaching materials in the EFL classroom.

Secondary objectives:

- To examine the usefulness of the different types of prompts in the education field.
- To propose possible designs of EFL materials based on the output given by the ChatGPT language model.
- To determine the role of EFL teachers as prompt engineers in the automatic generation of EFL materials with AI.

## **1.2. Justification**

From a prior search, the niche of the material creation for foreign language teaching using AI has not been filled yet, as there is lack of scientific evidence on the application of ChatGPT in the educational field (UNESCO, 2021; Rudolph et al., 2023). Nevertheless, we can find evidence regarding the utility of AI and especially from ChatGPT for many other purposes. Some research focuses on education and the benefits that AI could bring to this field, but many others focus on the dangers posed by this new technology in education, since students may make unethical use of it and teachers need to be updated to deal with possible plagiarism.

Therefore, this research aims to contribute to this niche, providing useful information regarding ChatGPT and how teachers can make proper use of it in order to create materials for the EFL classroom with practical examples.

## **2. LITERATURE REVIEW**

### **2.1. Creation and design of EFL materials**

EFL materials can help learners achieve the learning outcomes, in the form of a textbook, workbook, video or newspaper, among others (Tomilson, 1998).

Following Tomilson (2001), language materials can be instructional, when the information is regarding the language; experiential, when there is exposure to the language; elicitive, when students are stimulated with the material to use the language; or exploratory, when learners are directed to language use in natural settings.

Following Tursunovich (2022), the use of EFL materials intend to structure and arrange the content to study, enhance methodological support in the process, increase efficiency and quality of students' knowledge, develop creativity in students, provide methodological assistance in mastering the educational material, facilitate effective planning and organisation of self-study work while controlling students' knowledge, and assisting teachers in enhancing their pedagogical skills.

In order to develop high quality EFL materials, Howard and Major (2004) propose the following guidelines: they need to be contextualised, stimulate interactions and promote language generation, encourage students to develop learning skills and strategies, allow a focus on form and on function, promote opportunities for integrated language use, use authentic materials, create links to reflect on the progression of skills, understanding and language items, have an attractive appearance, be appropriate for instruction, and be flexible.

EFL materials should always be adapted to the students' level in order to increase motivation. This adaptation involves changing existing materials to make them suitable for specific purposes, learners, teachers or situations (Masuhara, 2004). Consequently, students gain self-confidence if they feel able to perform the tasks related to the contents they are learning, lowering their affective filter, which avoids anxiety when acquiring new knowledge (Krashen, 1981).

According to a TESOL survey, teachers spend 7 hours per week searching for instructional materials or resources and another 5 hours per week designing their own

instructional materials (Goldberg, 2017). Consequently, the development of new technologies such as the AI can help teachers save some of their time devoted to EFL creation.

## **2.2. The role of computer-assisted foreign language learning and teaching in EFL**

Technologies have been always applied to the educational field: tape recordings in the mid-20<sup>th</sup> century, the introduction of personal computers in the 1970s, followed by smartphones and tablets, have all been used by teachers to facilitate language learning to students, and the same can occur with AI, which can also offer many benefits to TEFL which yet need to be explored.

According to Beatty (2010), computer-assisted language learning refers to any process in which a learner makes use of a computer and consequently improves the language thanks to this interaction.

Warschauer and Healy (1998) claim that computers have been used for language teaching since the 1960s, and they distinguish three main stages in the history of CALL: behaviouristic CALL, based on repetitive language drills; communicative CALL, marked with the appearance of the personal computers and based on computer activities focusing on form and teaching grammar in an implicit way; and integrative CALL, which integrates various skills and the use of the technology in the language learning process.

This approach to language learning has been used over the last 60 years, but it was in the last two decades when its use has exponentially increased, with the introduction of the Internet. Following Sánchez-Vera (2023), one of the technologies which has influenced education the most is the Internet. Its origin goes back to the 1950s, but it was not until the 1980s and 1990s that its use was extended. After the coming of the 21<sup>st</sup> century, many tools were included on the web, such as blogs, wikis or social media, which allowed instant communication among teachers who could share many interesting educational practices and create virtual groups to collaborate and help each other.



Thanks to the development of CALL, society has evolved to a more technology-based language learning, especially after the pandemic, where self-learning is promoted. A recent study has shown how this technology based learning is seen as positive, as the teacher maintains its crucial role in education, although its application also depends on the age of the students (Bécivoric et al., 2021).

According to Federova (2023), the implementation of digital technology in the EFL classroom has benefited both instructors and learners as they provide authentic materials and a more comprehensive range of activities, which include the daily integration of media content to improve listening, digital communication among learners to practice the target language or interactive class activities.

AI is also revolutionising the education panorama. The term AI refers to machines or systems which are able to imitate human intelligence, such as reasoning, learning, perception or creativity (McKinsey, 2023). ChatGPT is a cutting-edge AI tool created by OpenAI that was launched in December 2022 and can create new and original content from existing data on which it is trained, such as texts, images, sounds or videos (OpenAI, 2023). ChatGPT functions like a chatbot that can start a conversation like a human being, meaning that the users can ask questions or make requests and the system gives a response in just a few seconds (Rudolph, et al., 2023). ChatGPT has made its use accessible to everyone, as social media did in the recent past and, similar to the introduction of the Internet, teachers have created an online community to share how can ChatGPT be introduced in the EFL classroom and its different applications through different social media (Sánchez-Vera, 2023).

### **2.3. ChatGPT as an AI tool for EFL**

ChatGPT is a chatbot, which is a software application based on AI that can start a conversation like a human being, meaning that the users can make questions or requests and the system will give a response in seconds (Rudolph et al., 2023).

ChatGPT is a generative AI, which can create new and original content from the existing data, known as “big data”, from which they have been trained with. It also includes machine learning which is the capacity to learn autonomously and automatically from the data obtained. Additionally, ChatGPT includes deep learning

from artificial neural networks which tend to imitate human brain behaviour. Moreover, this AI includes natural language processing that allows its communication with people.

Following Antón-Pardo (2023), ChatGPT has changed the way in which many problems related to language processing are dealt with, offering a fast and precise solution to solve complex tasks which allows saving much time and effort. It also offers a very fluid and natural way to communicate with a machine through a conversation, allowing users to create highly personalised texts according to their needs, leading to more relevant texts.

There are three categories of AI systems in education (UNESCO, 2021): apps focused on management and administration, controlling timetables or orientating students; apps focused on learning and evaluation, offering personalised and valuable education in hand with formative and adaptative evaluation, such as personalised intelligent tutors, feedback and correction or reading and learning tools; and apps intended to train teachers and improve the teaching practice, such as evaluation, plagiarism detection, management and feedback.

Using ChatGPT is very useful to create opportunities for language learning in learners having different proficiency levels (Xiao and Zhi, 2023). According to Kasneci et al. (2023), ChatGPT is capable of assisting learners in developing language skills such as writing or vocabulary acquisition in addition to providing them with personalised practice materials and explanations. Additionally, ChatGPT might be a big step forward in regards to personalised learning, as it can adapt the different contents to the individual needs of each person (Xu et al., 2023). Similarly, having a nice environment where children can feel safe to learn would lower their affective filter and promote the right conditions for language learning (Krashen, 1982); consequently, working with AI could reduce anxiety on students and they will feel more motivated towards learning a language (Hong, 2023). Moreover, Hong (2023) also highlights the importance of having immediate constructive feedback.

According to Morales-Chan (2023), AI is progressing and showing its potential to transform education, leading to many advances in educational technology that have the potential to revolutionise the teaching learning process, offering new learning experiences which are more personalised and effective.

Eventually, according to Sánchez-Vera (2023), ChatGPT will find its place in education and the educative curriculum should include when to incorporate them, at which age, in which way and how to do it, once that the knowledge necessary to make a good use of AI is settled. Students have always made use of all the tools they could find, and with AI this is no exception.

### **2.3.1. Prompts: definition, structure, and types**

According to Radford et al. (2018), prompts are declarative or interrogative sentences used as requests or questions to give instructions to language models such as ChatGPT in order to obtain an answer or output. The process of crafting a natural language instruction to make ChatGPT learn about and/or execute a given task is called prompt engineering (Prompt Engineering Guide, 2023).

In line with Morales-Chan (2023), prompt quality is one of the most important factors for a successful conversation with ChatGPT. Therefore, prompts need to be defined and precise, helping to guide the conversation with the AI. On the other hand, according to Sun et al. (2019), prompts which are not accurate enough may lead to conversations that lose the focus and, consequently, are not productive.

According to Giray (2023), we can distinguish four elements in a prompt:

- Instruction: a specific task or instruction that is given to the AI in order to direct it to the desired output.
- Context: external information or additional context that provides the AI with background knowledge that helps it generate a more accurate and relevant response.
- Input data: examples that we aim the AI to process and find a response for. This constitutes the core of the prompt and leads the model to the understanding of the task.
- Output indicator: clarifies the type or format of the output, by specifying the desired layout in paragraphs, short answers, tables, etc.

There are several classifications on the types of prompts. According to Morales-Chan (2023), we can distinguish five types of prompts which are oriented to the educational field:

- Sequential prompt: this type of prompt tries to have a sequence of questions and answers with the objective of giving the most complete information needed instead of solving the problem in just one question.
- Comparative prompt: in this case, the aim is that the AI makes a comparison between two different items or situations to obtain a more specific answer.
- Argumentative prompt: this prompt is used to have a subjective response, where the AI gives the point of view of a certain situation. In order to obtain this type of response, the person needs to ask directly to the AI to talk in favour or against an idea.
- Professional perspective prompt: in this case, the AI tries to act like one certain individual with the objective of providing answers from the point of view of that person or role. Following the author, this type of command has shown an improvement in the quality of the responses since it provides a more detailed, objective and structured output. In words of Morales, the prompt should be written in the following way: *“Act like [author or profession] and describe [topic] + context.”* (Morales-Chan, 2023).
- Wish list prompt: this last prompt, just like the previous one, attempts to provide certain information about a topic. The way to proceed is to say what you are looking for and ask for some examples. The structure suggested by Morales-Chan (2023) is *“I’m looking for [option/object/solution] with [requirement 1], [requirement 2] and [requirement 3]. Could you recommend some ideas?”*

Additionally, Antón-Pardo (2023) makes a different classification of prompts to use in education:

- Detailed prompt: in this type of prompt, the user can write open instructions or more detailed and concrete instructions, depending on the result to expect. Open prompts lead to more creative results, including brainstorming of ideas.
- Example prompt: also called few-shot prompt (Prompt Engineering Guide, 2023) with it examples of the results that the teacher wants to obtain are given to be used as models by ChatGPT. Thanks to doing this, the AI learns from the teachers’ way of designing activities, applying its learning to its response.

- Expert role prompt: it is similar to the professional perspective prompt above discussed (Morales-Chan, 2023), also called the persona pattern prompt (Prompt Engineering Guide, 2023).
- Interaction prompt: this prompt is like the sequential prompt from Morales-Chan (2023). Interacting with the answers of the AI or making repetitions help to obtain more accurate results that are adapted to the users' needs. As ChatGPT has conversational memory, the users can ask it to modify or expand on what it has written.

### **2.3.2. The EFL teacher as a prompt engineer**

*“If machines are capable of doing almost any work humans can do, what will humans do?”*. Moshe Y. Vardi (2015)

Every time a new technology arrives, the role of the teacher is questioned, nevertheless, a good teacher can never be substituted by technology, as a teacher has many different roles (Sánchez-Vera, 2023). An EFL teacher can develop the following roles: controller, facilitator, participant, resource, tutor, organiser and investigator (Harmer, 2007). A new role is now needed: that of prompt engineer.

According to Harmer (2007), historically, the most common role that teachers have developed is the one of controller or supervisor, although in this paradigm students' autonomy is not fostered and they do not get any responsibility. Throughout the years, the roles of teachers have been evolving and, nowadays, a teacher switches from the different roles in a dynamic way depending on their teaching goals.

According to Sánchez-Vera (2023), ChatGPT can carry out the same job that teachers that act as facilitators of information do, nevertheless, a good teacher is not a mere facilitator of information, as s/he also encompasses a more integrative perspective of education. In this sense, UNESCO (2019) considers the relationship between teachers and students an essential element in education, aspect which cannot be ignored in the teaching learning process and that the AI is not capable of substituting.

Consequently, teacher training in order to become functional prompt engineers is needed. There are three main steps to improve in prompt-engineering (Meskó,

2023): understanding the underlying principles of how AI work, familiarisation with the large language model to use, and practicing as much as possible.

Prompt engineers need to master their ability to write prompts which are effective. In order to design well-crafted prompts, the following principles should be followed (MLM team, 2023): special attention needs to be given to prompt wording, detecting keywords to include and not sending an overly verbose input; succinctness, which needs from clarity, precision and concision; using roles and goals when needed; making use of positive and negative prompting to include or exclude the necessary information. Additionally, obtaining the best results possible is always in the hands of teachers and they have a key role when supervising the outputs of the AI in order to detect biases or errors, refine the prompt to repeat it and obtain a better output, or modifying the result to suit to the teacher's purpose.

Following Morales-Chan (2023), as the development of AI keeps on progressing, its potential to transform education is getting higher, leading to new ways of using this technology in the classroom. Some of the advances include gamification, dialogue-based learning or even creating virtual personal tutors. ChatGPT has the potential to change the education sector on its both areas, teaching and learning, consequently teachers would have to change their learning objectives, activities and evaluation processes, as more innovation would be needed in order to develop the critical thinking skill in students (Zhai, 2022). Likewise, Sánchez-Vera (2023) affirms that teachers need to rethink the different approaches to use in the classroom as well as transform evaluation so that it focuses more on the process than on the product, leading to new ways of creative assessment that promote critical thinking while developing the digital competence that can contribute to global alphabetisation. In order to deal with all these aspects in schools, there is a need of changing the teaching planning and methodology, needing from proper ratios, constant training and enough time to develop the adequate strategies (Sánchez-Vera, 2023)

UNESCO (2019) recommends to reorientate the roles of teachers in order to face these technological advances and foment their training so that they can develop the necessary skills needed in the teaching learning environment where AI is having a big impact. Accordingly, Zhai (2022) considers that the AI brings unique opportunities

for educators to design learning tasks in hand with the AI, allowing learners to start using this technology as well.

Nevertheless, to make an appropriate use of AI, it is fundamental to understand what the AI is capable of doing and promote training on this field so that the best results can be obtained from it (Zhai, 2022). In this regard, teachers have the opportunity of creating resources with semi-automatic means for their lessons as well as supervising the output obtained from ChatGPT to modify or to adapt it to their specific teaching and learning contexts.

### **2.3.3. *Limitations and issues***

EFL teachers and learners need to be educated on dangers and limitations found in this technology so that a good use of it can be made, requiring from a flexible curriculum with more time and resources to be able to respond to this new reality (Sánchez-Vera, 2023). For instance, ChatGPT may generate inaccurate or fake content, which means that it should not be taken as definitive sources of information. It is thus necessary to fact-check the generated content by applying critical thinking and judgment and consulting relevant sources (Zhai, 2022). ChatGPT itself is aware of some of its limitations and can make a list of them. In fact, in many of its answers it includes a paragraph where it highlights the importance of adapting the answer to your context, review the information and customise it to your needs.

ChatGPT, like any other language model, has been called an “stochastic parrot” (Bender et al., 2021). Following Gary Marcus (2020), this term makes evident the lack of intelligence of these language models, which can prone errors and biases since they “parrot” back the statistical patterns that the AI have learned from the big data, not understanding the language they are processing. This term means that AI “parrots” back the statistical patterns learned from the big data, so that they really do not understand the language they are processing and generating. This has been evidenced in the repetition of phrases or the overuse of templates (Uddin, 2023). Consequently, we can deduce that ChatGPT lacks real world experience, as it cannot apply “common sense” (Marr, 2023a), although it may look like it. In other words, ChatGPT can give answers that are apparently acceptable and coherent but that are actually incorrect or even absurd.

In relation to this limitation, the most critical error of ChatGPT is the response bias (Godwin, 2021), as ChatGPT is built from data available on the Internet indiscriminately and collecting massive sets of data which inevitably contain biased, harmful or false or close to false speech (Bender et al., 2021).

Regarding the ethical considerations and responsible AI use, a recent investigation by NewsGuard (Sadeghi and Arvanitis, 2023) uncovered tens of websites built on contents created entirely by generative AI, some of them seem to be basically designed to make money, offering advertisements and links to get readers affiliation, but others seem to have harmful purposes such as conspiracy theories, spread disinformation or support propaganda. Likewise, Marr (2023b) affirms that AI farm clearly make sites created to cause the “clickbait spread” and make money, which leads to propaganda and disinformation caused from the bigger difficulty to find valuable information.

AI content farms also provoke another danger which is the copyright infringement, which is an illegality that is difficult to solve as the sites are anonymous (Marr, 2023b). In this sense, students can also make a malicious use of AI generated content and not consider copyright infringement when taking or copying that information. The copyright problem with AI is that the content generated does not have an owner and people can use AI outputs and make money from it without consequences as we are unlikely to have any clear answer or decision to this matter anytime soon (Poole, 2022).

Marr (2023a) provides other limitations and issues such as the following: the lack of emotional intelligence of this technology, which cannot detect subtle emotional cues or react effectively in more complex emotional situations; understanding sarcasm or humour; handling multiple tasks at the same time, as it cannot detect which one to prioritise and this may decrease effectiveness and accuracy; reproducing racist or sexist biases or prejudices, or discriminatory ideas towards minority groups that come from the sources of information on which it was trained; not being completely updated or not including information on specific fields; accuracy problems or grammatical issues in addition to difficulty to understand typos or misspelling on the questions asked; context relevance and the need of fine tuning.



Moreover, Poole (2022) states that the algorithm is not perfect and includes Anglocentric assumptions due to the set of English texts which the AI is trained with and which determine the way they work. Additionally, Morales-Chan (2023) makes reference to the same issue, as he affirms that ChatGPT is trained in the English language, and consequently, its well-functioning in different languages can be restricted. Besides, according to Brown et al. (2020), AI are sensitive to prompt wording, which may lead to radically different responses with only slight changes.

Additionally, Antón-Pardo (2023) affirms that ChatGPT does not have updated connection to the Internet and consequently, it is not possible to ask the AI to talk about the latest interesting videos on the Internet regarding a topic, since it does not show correct results. Therefore, if we aim to have updated information on a topic, we need to provide ChatGPT the updated information as materials in the prompts so that the AI can work with it.

ChatGPT has a quick advance on its development and society is not ready to completely adapt to it yet, as there are many issues that need to be dealt with such as the respect of people's rights as digital citizens, needing to be aware of how the personal data is used, and also ensuring an equity access to AI tools in a fair and inclusive way (Sánchez-Vera, 2023).

To conclude with, Sánchez-Vera (2023) asserts that often the issue lies not with the tools we use, but in the way we use them. In the case of AI, people attributes them functions that they are not prepared for and people have them as a panacea, when the problem is on people awareness regarding this new technology and the information they provide.

#### **2.4. Uses of ChatGPT in the EFL classroom**

With proper guidance and implementation, ChatGPT can be an invaluable resource for EFL teachers, helping them improve the teaching and learning process and contributing very positively to language learning in an engaging way that can dynamically adapt to changing circumstances, needs and knowledge of students. ChatGPT has many capabilities that can help EFL teachers to develop student-oriented or interactive learning materials designed to engage students. For example, this language model can help plan lessons or design exercises or teaching resources

and assessment materials tailored to different levels of language proficiency. However, it is essential to be aware of the limitations, potential biases, and ethical considerations that may be associated with AI tools.

In order to obtain the results expected from ChatGPT, some guidelines need to be followed (ELEinternational, 2022):

- Use simple and specific language for the prompts
- Specify the language level and age of the students. The more context you give, the more accurate the answer would be.
- Give sequenced guidelines.
- Include the limits for the answers, such as a word limit or extension.
- Rewrite the instruction.

When interacting with ChatGPT it is essential to provide a clear and precise context, giving an accurate message to grant the understanding of the AI in regard to the question and consequently, be capable of generating an adequate response. (Morales-Chan, 2023).

In relation to this, Dathathri et al. (2020) provide a list of essential items which must be included in the prompts, which consist in the following: topic, style, tone, context and context information.

Moreover, Morales-Chan (2023) presents ten recommendations to have effective interactions with ChatGPT, including:

- Define a goal when interacting with ChatGPT
- Keep a clear and concise message.
- Use a natural language
- Provide a well specified context.
- Do not use open questions.
- Watch the tone and language used.
- When using specific or technical terms, provide clear definitions of them.
- Choose the most accurate verb, as it defines the type of answer of the AI.
- Revise the message carefully before sending it.

Here we provide uses of ChatGPT for material design and creation in the EFL classroom.

#### **2.4.1. *Creation of texts***

According to Antón-Pardo (2023), ChatGPT can make the task of generating varied texts easier through an adequate prompt, which can be customised to suit teachers' and students' needs and adapting them to align the students' proficiency levels and interests to engage students and enhance participation (Poole, 2022). These texts can be of any genre or format, such as song's lyrics, letters, essays, dialogues, opinion pieces, prompts or narratives which can be used for storytelling, reading materials, or as in-class or homework follow-up activities. The activities and comprehension questions can be used to assess reading comprehension, vocabulary, grammar, understanding and critical thinking skills, or even discussions prompts to generate a debate regarding a given topic.

Following Antón-Pardo (2023), some of the texts created with the help of ChatGPT could be scripts to record podcasts or videos with the students regarding a topic. ChatGPT can also create text resources and materials from the transcriptions of YouTube videos. In this way, different activities can be proposed, such as summaries, fill in the gaps, comprehension questions, among others, which can all include different text formats such as FAQ lists, flashcards, comparative charts or slides presentations (Antón-Pardo, 2023).

According to Schmohl et al. (2020), in order to obtain academic writing skills in higher education, AIs such as the GPT language model, can create new learning settings where the AI can help students improve their writing skills without the need of having a professor to mentor them.

Furthermore, text length and complexity can also be adjusted with ChatGPT to create the most suitable text for our purposes by specifying the number of words, paragraphs or lines and/or the CEFRL level of students (Koraishi, 2023). In addition, follow-up activities and comprehension questions can be created by the AI in relation to the generated text to assess reading comprehension, vocabulary, focus on language, understanding and critical thinking skills, or even discussions prompts to generate a debate regarding the topic dealt within the text (Koraishi, 2023).

Additionally, and according to Poole (2022), comprehension questions, vocabulary lists and expansion questions, including multiple choice or open-ended discussion questions, can be created by ChatGPT as extra activities to ensure the comprehension of the texts and engage students. In addition, the texts can be created focusing on a certain topic or to introduce new language features. Moreover, literature and popular culture can be included in the texts.

In addition, ChatGPT is able to recommend reading lists based on different proficiency levels and interests, including published books, short stories or online resources suitable for EFL students. These suggestions can help with the expansion of the classroom library or provide reading materials for students.

#### ***2.4.2. Adaptation and summarisation of texts***

Since the use of texts is of big importance in the EFL classroom, teachers need to ensure that the ones they use are suitable for the learners' proficiency level in the target language. ChatGPT allows the effortless adaption of texts to a specific CEFRL level, offering a wide flexibility on its adaptations as the teacher can provide different parameters or guidelines to follow, allowing teachers to reuse and optimise their materials (Koraishi, 2023). Consequently, the use of authentic texts can be favour in the EFL class.

ChatGPT can also do summaries of texts so that teachers can decide the most suitable ones for the topics dealt with in class (Antón-Pardo, 2023). ChatGPT can adapt texts that were already generated by it, and customise them, by making them simpler or more complex (Poole, 2022).

Antón-Pardo (2023), highlights the usefulness of ChatGPT to process texts, being able to adapt them to different formats, making it simpler, obtaining key words, generating a mind maps, etc. It is capable of adapting and simplifying texts to specific CEFRL levels, summarising them with a specific length, adjusting vocabulary, using straightforward language, or simplifying sentence structures and overall complexity to make texts more accessible, understandable, and engaging for learners.

In addition, ChatGPT is capable of adding scaffolding support to the adapted text, including additional support materials such as visuals, charts or graphic

organisers. These could facilitate learners' understanding as it gives them a visual context, help to organise the information or guide them in navigating the text.

### **2.4.3. Lesson planning**

ChatGPT can write didactic units (Antón-Pardo, 2023) following and generating methodological orientations. Teachers can consult the language model to brainstorm ideas for lesson plans, activities and exercises for EFL teaching or giving suggestions. Antón-Pardo (2023) recommends specifying the teacher's role, methodology and techniques to use, structure to follow, language aspects to consider, and any other relevant item, such as timing, ideas, materials, resources, groupings, etc, to create a session.

The AI can create lesson plans tailored to specific themes, grammatical objectives, and learning outcomes which can all be customised to the teaching objectives, saving much energy from the teacher and maintaining a good quality of it (Koraishi, 2023).

ChatGPT can also structure sessions, specifying topic, target audience, objectives, duration, materials and an outline of the session (Kasneci et al. 2023). In the outline, a differentiation between the stages is made, including a warm-up, introduction, practice, activities, and a closing routine, or even the evaluation of the session or scaffolded support.

Given a lesson plan, it is also able to create further resources to supplement traditional materials which are tailored to the students' needs (Karageorgakis, 2023), working on the different skills through many different methodologies and techniques. ChatGPT is able to elaborate challenging activities on a certain topic (Herft, 2023), as well as providing interactive learning with dynamic games and visual resources, resulting in highly motivated students (Qadir, 2022), such as worksheets or quizzes in a multitude of formats (Koraishi, 2023).

Moreover, cultural insights can be incorporated into teaching materials in order to make the learning experience more authentic, working on cultural norms, customs and traditions, idiomatic expressions or colloquial language. It can even provide

examples of real-life scenarios to work on the cultural dimension through role-plays or improvisations, helping students communicate with a purpose.

All the activities and resources created or given to the AI can be customised and personalised to suit the specific context and learning objectives, making students more engaged and motivated (Karageorgakis, 2023).

According to Karageorgakis (2023), ChatGPT is also capable of adapting or creating a lesson based on a specific learning approach, and additionally, teachers can ask for suggestions about teaching and Edtech tools to the AI, generating ideas regarding the teaching approaches, techniques and strategies which can be effective to suit your teaching goals.

#### **2.4.4. Conversation practice**

ChatGPT can generate simulated real-life language interactions. It can provide sample dialogues and conversation prompts which can be included as part of EFL materials, covering everyday topics, greetings, introductions and basic communication scenarios, encouraging learners to participate in the activities. ChatGPT can also be used as a chatbot to interact with it in dialogues (Karageorgakis, 2023), where students can maintain conversations with it based on a specific topic, such as booking a hotel room, negotiating room rates or asking for directions, making the lesson more engaging or dynamic. Also, examples of conversations or dialogues can be generated to be used as models that can be personalised by students.

Simulations of real conversations can be adjusted to the proficiency level of students, assigning different roles to them, in addition to introduce different language features that can be explained and be accompanied by exercises to practice (Kasneci et al., 2023). Consequently, commonly used phrases and expressions for the conversational context specified, including greetings, apologies, requests and other essential language functions for effective communication can be included, in addition to different language aspects such as pronunciation practice, cultural insights, feedback and error correction or multilingual support.

Moreover, conversation starters and discussion prompts can be generated on various topics and used in order to initiate meaningful conversations in the classroom

and encourage students to express their opinions and ideas. Additionally, role-play scenarios can also be generated for students to act out their conversation in pairs or groups. In them it can include everyday situations, job interviews, restaurant conversations or travel interactions, allowing students to practice real-life communication. Interactive conversation games can also be created with the help of ChatGPT. Teachers can create games with this aid such as “Guess the role”, where students take on specific roles in conversations and the rest of classmates have to guess it, or “Word association”, a game to stimulate spontaneous conversation.

#### **2.4.5. *Language translation***

ChatGPT is of great help when we find texts and materials written on another language and want to use them in our EFL materials (Antón-Pardo, 2023). Also, it can be used to help learners translate vocabulary, phrases, sentences, idiomatic expressions, etc. from the L1 to the L2 and/or viceversa, clarifying its meaning and promoting comprehension. Moreover, along with the translations, ChatGPT can offer explanations about the cultural connotations and appropriate usage of translated words or phrases..

#### **2.4.6. *Evaluation and assessment resources***

ChatGPT can help with the evaluation process in many different ways. It can evaluate and give constructive feedback to students, assisting EFL teachers when evaluating writing tasks, for example, helping them save time and effort (Karageorgakis, 2023). ChatGPT can highlight the mistakes and offer some guidance and tips to improve a writing task, even proposing alternative phrasing or vocabulary to expand students’ knowledge or commenting on the common errors and areas that need to be improved (Koraishi, 2023).

Following Antón Pardo G. (2023), ChatGPT can be a useful tool to correct texts or activities only if the product is already in a digital form, as the time needed to digitalise written exams or activities is more than the time used to correct them in the traditional way. In the former case, instructions or rubrics to correct can be given to the AI, although the process to copy all the students’ works and revise the correction is still a little tedious and is not practical.

Evaluation activities can also be created with ChatGPT, providing examples to the AI and revising its output, high quality activities can be generated (Antón-Pardo, 2023). ChatGPT can generate test questions, including multiple choice, true-false, fill in the blanks, concept association or short answer questions, even creating digital tests which are self-corrected. Moreover, it can propose speaking and writing prompts to help with the evaluation of different language skills. To help students familiarise with the assessment format and content, some practice assessments or quizzes can also be generated. Evaluations carried out with the help of ChatGPT can be formative and summative, individuals or in teams, and can be specified to any level (Herft, 2023).

Additionally, rubrics and checklists can also be created in alignment with the types of activities carried out, that is, writing assignments, speeches, presentations or other projects, additionally including, scoring guidelines which help creating consistent and transparent grading for all students (Antón-Pardo, 2023). Also, some alternative assessment ideas can be proposed by ChatGPT such as project-based assessments, portfolios, peer assessments and performance assessment in order to suit the diverse learning objectives.



### 3. METHODOLOGY

Experiments were carried out for the automatic creation of EFL materials. This involved the use of prompt engineering techniques to arrive at the most appropriate output for each specific case. The tool used for the automatic creation of EFL materials was ChatGPT in the OpenAI playground, specifically, the August 3 and September 25 versions which make use of the GPT-3.5 technology, launched in November 2022.

Each experiment dealt with the creation of materials, such as texts, activities, lesson plans, or evaluation tools using those prompt types proposed by Morales-Chan (2023) and Antón-Pardo (2023) that were most relevant for EFL material creation: persona pattern prompt (or professional perspective prompt), zero-shot prompt (or detailed prompt), wish list prompt, and few-shot prompt (or example prompt).

#### 3.1. Experiments

##### 3.1.1. *Email generation*

This experiment aims to create a text working on the email structure with an example for students having a A2-B1 level and that has a length of about 100 words. The example email would be an invitation to a birthday party.

Consequently, the different items that will be included in each prompt are: length (100 words), level (A2-B1), content (email structure) and topic (invitation to a birthday party). This is the list of prompts used:

- A. Persona pattern prompt: *Act like a EFL teacher that wants to introduce the email structure to students having an A2-B1 level with an example of an email of 100 words that is an invitation to a birthday party.*
- B. Zero-shot prompt: *Write an example email of 100 words of an invitation to a birthday party to introduce the email structure to EFL students having an A2-B1 level.*
- C. Wish list prompt: *Write an example of an email inviting someone to a birthday party aimed at EFL students including: 100 words, email structure and A2-B1 level.*
- D. Few-shot prompt: *Write an email of 100 words inviting someone to a birthday aimed at EFL students having an A2-B1 level, following this example:*

*“Hello Elena!*

*I'm having a party next Saturday at my house. Would you like to come? It will be fun! I have invited all my friends from school and from the tennis club, you know some of them, like Rocío or Carlos. Can you bring some snacks to eat?*

*My house is behind the Green Park, 4 Canterbury Street. It's next to the book shop and it has got a yellow front door.*

*Hope you can come and see you soon,*

*Laura 😊*

### **3.1.2. Text adaptation**

In this case, a text would be adapted to suit our learners' needs, making it shorter and easier to understand in terms of structure, grammar and vocabulary. In order to do so, a short text written by J. K. Rowling (2015) about ghosts was used to be adapted. This text was chosen to be worked on as a reading activity for students from 4<sup>th</sup> grade of Primary school. Therefore, the items that were included in the prompts are: level (A1-A2), age (9 years old), grade (4<sup>th</sup> grade primary school), length (150 words) and the original text.

The original text is the following:

*J. K. Rowling, August 2015*

#### *HOGWARTS GHOSTS*

*Hogwarts is the most heavily haunted dwelling place in Britain (and this is against stiff competition, as there are more reported ghost sightings/sensings on these damp islands than anywhere else in the world). The castle is a congenial place for ghosts, because the living inhabitants treat their dead friends with tolerance and even affection, no matter how many times they have heard the same old reminiscences.*

*Each of the four Hogwarts houses has its own ghost. Slytherin boasts the Bloody Baron, who is covered in silver bloodstains. The least talkative of the house ghosts is the Grey Lady, who is long-haired and beautiful.*

*Hufflepuff house is haunted by the Fat Friar, who was executed because senior churchmen grew suspicious of his ability to cure the pox merely by poking peasants with a stick, and his ill-advised habit of pulling rabbits out of the communion cup. Though a genial character in general, the Fat Friar still resents the fact that he was never made a cardinal.*

*Gryffindor house is home to Nearly Headless Nick, who in life was Sir Nicholas de Mimsy-Porpington. Something of a snob, and a less accomplished wizard than he believed, Sir Nicholas lounged around the court of Henry VII in life, until his foolish attempt to beautify a lady-in-waiting by magic caused the unfortunate woman to sprout tusks. Sir Nicholas was stripped of his wand and inexpertly executed, leaving his head hanging off by a single flap of skin and sinew. He retains a feeling of inadequacy with regard to truly headless ghosts.*

*Another notable Hogwarts ghost is Moaning Myrtle, who haunts an unpopular girls' toilet. Myrtle was a student at Hogwarts when she died, and she chose to return to school in perpetuity, with the short-term aim of haunting her arch-rival and bully, Olive Hornby. As the decades have rolled by, Myrtle has made a name for herself as the most miserable ghost in school, usually to be found lurking inside one of the toilets and filling the tiled space with her moans and howls.*

The prompts used are the following:

- A. Persona pattern prompt: *Act like an EFL teacher and adapt the following text to a 150 words text for students from 4<sup>th</sup> grade of primary school, having 9 years old and an A1-A2 level: [original text]*
- B. Zero-shot prompt: *Adapt the following text to a 150 words text for a group of students who are in fourth grade of primary school, having 9 years old and an A1-A2 level: [original text]*
- C. Wish list prompt: *I'm looking for an adapted text with:*
  - 150 words
  - A1-A2 level

- *For students of 4<sup>th</sup> grade of primary school*
  - *For students of 9 years old*
  - *From the following text: [original text]*
- D. Few-shot prompt: *Adapt the following text: [original text]. Adapt it to a 150 words text for a group of students who are in fourth grade of primary school, having 9 years old and an A1-A2 level, following this example:*

*"Title: "Amazing New Technologies"*

*In today's world, we have some amazing new technologies that make our lives better and more fun. One such technology is the smartphone. These tiny devices can do so much! You can call your friends, play games, and even take pictures with them.*

*Another cool technology is the computer. It helps you with schoolwork, and you can explore the world online. You can also watch fun videos and learn new things.*

*But it's important to remember to use these technologies wisely. Don't spend too much time on screens, and always ask your parents for help if you see something that makes you uncomfortable.*

*New technologies are fantastic, but they also come with responsibilities. So, enjoy them, but use them wisely, and you'll have a great time learning and playing with these amazing gadgets!"*

### **3.1.3. Lesson planning**

For the Lesson planning experiment, we intended to plan a lesson focusing on the explanation of the present simple of the verb to be, which includes the following items: age (7 years old), grade (2nd grade primary school), level (A1) and lesson duration (1 hour). The prompts are:

- A. Persona pattern prompt: *Act like an EFL teacher and create a lesson plan to work on the explanation of the present simple of the verb to be for students of 7 years old in 2<sup>nd</sup> grade of Primary School, having an A1 level and of one hour duration lesson.*

- B. Zero-shot prompt: *Create a lesson plan to work on the explanation of the present simple of the verb to be for students of 7 years old in 2<sup>nd</sup> grade of Primary School, having an A1 level and of one hour duration.*
- C. Wish list prompt: *I'm looking for a lesson plan with:*
- *Topic: present simple of verb to be*
  - *For students of 7 years old, 2<sup>nd</sup> grade primary school*
  - *A1 level*
  - *One hour duration*
- D. Few-shot prompt: *Create a lesson plan to work on the explanation of the present simple of the verb to be for students of 7 years old in 2<sup>nd</sup> grade of Primary School, having an A1 level and of one hour duration, following this example:*
- *Grade: 2<sup>nd</sup> grade Primary School*
  - *Level: A1*
  - *Topic: present simple verb to be*
  - *Lesson:*
    - *Introductory routine: what's the weather like today? + date on the board*
    - *Warm up: song about food*
    - *Vocabulary presentation: drilling + flashcard game "where is the fly?"*
    - *Vocabulary practice: Games "dobble" and "shopping cart"*
    - *Vocabulary production: Game "I have ..., who has ..."*
    - *Feedback: exit tickets*
    - *Closing routine: song "see you later, alligator"*

#### **3.1.4. Final task creation**

For the next experiment, a final task was generated. The task focused on the topic of jobs and included the following items: topic (jobs), type of activity (final task), grade (5<sup>th</sup> grade primary school), age (10 years old) and level (A2). The prompts are:

- A. Persona pattern prompt: *Act like an EFL teacher and create a final task to work on the topic "jobs" for students of 10 years old in 5<sup>th</sup> grade of Primary School, having an A2 level.*

- B. Zero-shot prompt: *Create a final task to work on the topic “jobs” for students of 10 years old belonging to the 5<sup>th</sup> grade of primary school and having an A2 level.*
- C. Wish list prompt: *I’m looking for a final task with:*
- *Topic: jobs*
  - *For students of 10 years old, 5<sup>th</sup> grade primary school*
  - *A2 level*
- D. Few-shot prompt: *Create a final task to work on the topic “jobs” for students of 10 years old belonging to the 5<sup>th</sup> grade of primary school and having an A2 level, following this example:*
- *Final task: create a digital menu for a Christmas dinner and present it with your group.*
  - *Materials: computers, tablets, paper, pencils, blackboard...*
  - *Objective: This task and unit focus on practicing structures to talk about food and traditions, transmitting our culture and developing the communicative competence in a real communicative context.*
  - *Stages:*
    - *Final task preparation: write a digital menu, upload it to the classroom site, rehearse the presentation with your group.*
    - *Final task presentation: present your recipe, listen to partners and eTwinning presentations. House cup event, Kahoot game. Classification board in house cup, voting favourites and distributing points into houses.*
    - *Feedback session: Students share the collected information with the rest of the class / Portfolio / FT Report / Feedback chat / portfolio organisation.*
  - *Grouping: small workgroups*

### **3.1.5. Evaluation tool: checklist generation**

In this experiment, an evaluation tool was created, specifically a checklist. This assessment tool was aimed to verify that different items are completed in a final task. This task consists in the creation of a poster where information about an English-speaking writer is shown and later presented. Students are given instructions about the information that has to be included and the content of this poster is evaluated with

the checklist. The different items to be considered are the following: to include 5 items in the checklist, topic (English speaking writer), aim (evaluate a poster with information of an English-speaking writer), grade (2<sup>nd</sup> grade of ESO), age (13 years old) and level (A2-B1). Here are the prompts used:

- A. Persona pattern prompt: *Act like an EFL teacher and create a checklist with 5 items to evaluate a poster about an English speaking writer, which has been made by students of 2<sup>nd</sup> grade of ESO, of 13 years old and having an A2-B1 level.*
- B. Zero-shot prompt: *Create a checklist of 5 items to evaluate a poster with information of an English speaking writer made by students of 13 years old, in 2<sup>nd</sup> grade of ESO and having an A2-B1 level*
- C. Wish list prompt: *I'm looking for a checklist to evaluate a poster about an English speaking writer including:*
  - *5 items*
  - *For students of 13 years old in 2<sup>nd</sup> grade of ESO*
  - *Aimed at an A2-B1 level*
- D. Few-shot prompt: *Create a checklist to evaluate a poster with information of an English speaking writer made by students of 13 years old, in 2<sup>nd</sup> grade of ESO and having an A2-B1 level, following this example and including 5 items to evaluate.*
  1. *The student has included all the planets from the solar system*
  2. *The poster shows creativity*
  3. *Different resources have been used to do the poster*
  4. *Key concepts have been well explained*
  5. *Important information regarding the planets has been included*

## 4. RESULTS AND DISCUSSION

A qualitative analysis was then carried out to check the quality of the generated materials, considering their suitability for EFL contexts. First, we provide screenshots of the generated output for each the prompt types used. Then, we discuss the quality of the generated output.

### 4.1. Email generation

A.

CA - Act like a EFL teacher that wants to introduce the email structure to students having an A2-B1 level with an example of an email of 100 words that is an invitation to a birthday party.

Sure, I'd be happy to introduce the email structure to your English as a Foreign Language (EFL) students at the A2-B1 level using an example of an invitation to a birthday party.

**Subject: Invitation to My Birthday Party**

Dear [Friend's Name],

I hope this email finds you well. I wanted to let you know that my birthday is coming up, and I would be thrilled if you could join me in celebrating this special day.

**Date:** Saturday, October 15th, 2023  
**Time:** 3:00 PM - 7:00 PM  
**Location:** My House, 123 Elm Street, Anytown

We'll have delicious food, fun games, and great music to dance to. It wouldn't be a party without you, so I hope you can make it!

Please let me know if you can come by [RSVP Date: October 1st, 2023]. You can reach me at [Your Email Address] or [Your Phone Number] if you have any questions or need directions.

I'm really looking forward to celebrating with you!

Best regards,  
[Your Name]

In this email, you can see the basic structure of an invitation:

- Subject:** Clearly states the purpose of the email.
- Salutation:** Begins with a friendly greeting.
- Introduction:** Introduces the reason for writing the email (the birthday party).
- Details:** Provides essential information about the date, time, and location of the event.
- Invitation:** Expresses the desire for the recipient to attend and adds a personal touch.
- RSVP:** Asks the recipient to respond by a specific date.
- Contact Information:** Provides contact details for any questions or concerns.
- Closing:** Ends the email with a warm closing and your name.



I hope this example helps your students understand the email structure for invitations!

Figure 1. ChatGPT. (2023, September. 21, 12.52 GMT). Prompt: Act like a EFL teacher that wants to introduce the email structure to students having an A2-B1 level with an example of an email of 100 words that is an invitation to a birthday party. ChatGPT August 3 Version. <https://chat.openai.com/c/589a276a-2f88-4a77-8e02-6487883b578c>



B.

CA - Write an example email of 100 words of an invitation to a birthday party to introduce the email structure to EFL students having an A2-B1 level

 Subject: Birthday Party Invitation 

Dear [Student's Name],

I hope this email finds you well. I'm excited to invite you to my birthday party! 🎉

Date: [Date]  
Time: [Time]  
Location: [Address]

We'll have delicious food, fun games, and, of course, a birthday cake! 🍰 It will be a fantastic opportunity to celebrate together and have a great time.

Please let me know if you can make it by [RSVP Date] so that we can plan accordingly. Feel free to bring a friend along!

I hope to see you there to make my birthday even more special. Let's have a blast!

Best wishes,  
[Your Name]

P.S. Don't forget to bring your dancing shoes! 🕺👯

Figure 2. ChatGPT. (2023, September. 21, 12.52 GMT). Prompt: Write an example email of 100 words of an invitation to a birthday party to introduce the email structure to EFL students having an A2-B1 level. ChatGPT August 3 Version. <https://chat.openai.com/c/ecec1627-acba-4c1a-abd2-0d55c20f7f19>

C.



- Write an example of an email inviting someone to a birthday party aimed at EFL students including: 100 words, email structure and A2-B1 level

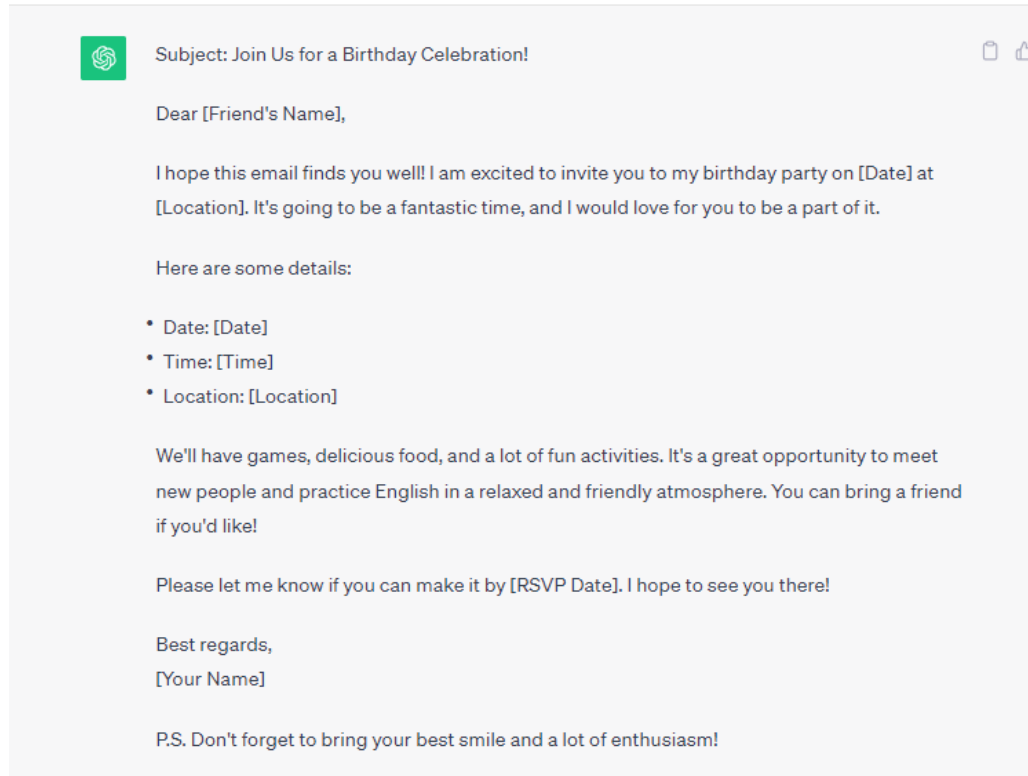


Figure 3. ChatGPT. (2023, September. 21, 12.52 GMT). Prompt: Write an example of an email inviting someone to a birthday party aimed at EFL students including: 100 words, email structure and A2-B1 level. ChatGPT August 3 Version. <https://chat.openai.com/c/f012d20d-3df9-4d56-9a41-c38ee3d21a5d>

D.

CA Write an email of 100 words inviting someone to a birthday aimed at EFL students having an A2-B1 level, following this example:

"Hello Elena!

I'm having a party next Saturday at my house. Would you like to come? It will be fun! I have invited all my friends from school and from the tennis club, you know some of them, like Rocío or Carlos. Can you bring some snacks to eat?

My house is behind the Green Park, 4 Canterbury Street. It's next to the book shop and it has got a yellow front door.

Hope you can come and see you soon,

Laura J"



Hello Sarah!

I'm throwing a birthday bash for EFL students with A2-B1 levels this Saturday at my place. Would you like to join the fun? I've invited students from our English class and the conversation club, like Peter and Lisa. Could you bring a dish or snacks to share?

My house is close to the Language Institute, 8 Elm Street. Look for the blue mailbox and the tall potted plant near the entrance.

Hope to see you there for a great time!

Best regards,  
Eva K

Figure 4. ChatGPT. (2023, September. 21, 12.56 GMT). Prompt: Write an email of 100 words inviting someone to a birthday aimed at EFL students having an A2-B1 level, following this example: "Hello Elena! I'm having a party next Saturday at my house. Would you like to come? It will be fun! I have invited all my friends from school and from the tennis club, you know some of them, like Rocío or Carlos. Can you bring some snacks to eat? My house is behind the Green Park, 4 Canterbury Street. It's next to the book shop and it has got a yellow front door. Hope you can come and see you soon, Laura 😊". ChatGPT August 3 Version. <https://chat.openai.com/c/66ecd264-1e9e-4b40-8006-990a04ed6a65>

We can observe that the language model has a good understanding of the proposed task in the four different prompts. Nevertheless, there are a few differences between the diverse prompts which can be significant. Examining the outcomes, we find that the most accurate result that aligns with our teaching objectives is after prompt A because the answer is more technical and precise in that it shows a real example of an email plus the basic structure of an invitation email detailed and explained for students.

Additionally, result from prompt D contains a more complex use of the language, using words such as potted which are not normally known by an A2-B1 language user. However, the example emails given after prompt A, B, and C are incomplete with gaps of personal information, such as the names, email address or dates. In conclusion, option A is more detailed and could be more useful.

To conclude with, results can be improved by specifying that this email is going to be used as a model, not as an exercise or to be directly sent to students. Consequently, the AI could generate emails which are completed and there are no gaps of information in the text. Moreover, a specific structure to follow or vocabulary to include can be given so that the result is more personalised and achieves our teaching goals.

## 4.2. Text adaptation

A.

CA Act like an EFL teacher and adapt the following text to a 150 words text for students from 4th grade of primary school, having 9 years old and an A1-A2 level:

"HOGWARTS GHOSTS

Hogwarts is the most heavily haunted dwelling place in Britain (and this is against stiff competition, as there are more reported ghost sightings/sensings on these damp islands than anywhere else in the world). The castle is a congenial place for ghosts, because the living inhabitants treat their dead friends with tolerance and even affection, no matter how many times they have heard the same old reminiscences.

Each of the four Hogwarts houses has its own ghost. Slytherin boasts the Bloody Baron, who is covered in silver bloodstains. The least talkative of the house ghosts is the Grey Lady, who is long-haired and beautiful.

Hufflepuff house is haunted by the Fat Friar, who was executed because senior churchmen grew suspicious of his ability to cure the pox merely by poking peasants with a stick, and his ill-advised habit of pulling rabbits out of the communion cup. Though a genial character in general, the Fat Friar still resents the fact that he was never made a cardinal.

Gryffindor house is home to Nearly Headless Nick, who in life was Sir Nicholas de Mimsy-Porpington. Something of a snob, and a less accomplished wizard than he believed, Sir Nicholas lounged around the court of Henry VII in life, until his foolish attempt to beautify a lady-in-waiting by magic caused the unfortunate woman to sprout tusks. Sir Nicholas was stripped of his wand and inexpertly executed, leaving his head hanging off by a single flap of skin and sinew. He retains a feeling of inadequacy with regard to truly headless ghosts.

Another notable Hogwarts ghost is Moaning Myrtle, who haunts an unpopular girls' toilet. Myrtle was a student at Hogwarts when she died, and she chose to return to school in perpetuity, with the short-term aim of haunting her arch-rival and bully, Olive Hornby. As the decades have rolled by, Myrtle has made a name for herself as the most miserable ghost in school, usually to be found lurking inside one of the toilets and filling the tiled space with her moans and howls." (J. K. Rowling, August 2015)

**Title: The Friendly Ghosts of Hogwarts**

Hogwarts is a famous and magical castle in Britain. It's also known for having lots of friendly ghosts. These ghosts are not scary, and they live at Hogwarts peacefully. The people who live in the castle like them very much, even if they tell the same stories over and over again.

Each of the four houses at Hogwarts has its own special ghost. In Slytherin, there's the Bloody Baron, who has silver bloodstains on him. He's a bit quiet. The Grey Lady, a long-haired and beautiful ghost, belongs to Ravenclaw.

Hufflepuff house is home to the Fat Friar. He was a kind and funny man who could cure illnesses with his stick. He used to pull rabbits out of a cup, and that made some people suspicious. Gryffindor has Nearly Headless Nick, who was once Sir Nicholas de Mimsy-Porpington. He was a little proud, but his magic didn't always work as he wanted.

There's also Moaning Myrtle, who haunts a girls' toilet. She used to be a student at Hogwarts, and she's not very happy. She stays in the bathroom, moaning and howling.

Hogwarts is a special place where even the ghosts have interesting stories to tell. Regene

Figure 5. ChatGPT. (2023, October. 15, 11.32 GMT). Prompt: Act like an EFL teacher and adapt the following text to a 150 words text for students from 4th grade of primary school, having 9 years old and an A1-A2 level: [original text] ChatGPT September 25 Version. <https://chat.openai.com/c/27535703-7c87-4170-8696-bbe3391a0b24>

## B.



Adapt the following text to a 150 words text for a group of students who are in fourth grade of primary school, having 9 years old and an A1-A2 level:

### "HOGWARTS GHOSTS"

Hogwarts is the most heavily haunted dwelling place in Britain (and this is against stiff competition, as there are more reported ghost sightings/sensings on these damp islands than anywhere else in the world). The castle is a congenial place for ghosts, because the living inhabitants treat their dead friends with tolerance and even affection, no matter how many times they have heard the same old reminiscences.

Each of the four Hogwarts houses has its own ghost. Slytherin boasts the Bloody Baron, who is covered in silver bloodstains. The least talkative of the house ghosts is the Grey Lady, who is long-haired and beautiful.

Hufflepuff house is haunted by the Fat Friar, who was executed because senior churchmen grew suspicious of his ability to cure the pox merely by poking peasants with a stick, and his ill-advised habit of pulling rabbits out of the communion cup. Though a genial character in general, the Fat Friar still resents the fact that he was never made a cardinal.

Gryffindor house is home to Nearly Headless Nick, who in life was Sir Nicholas de Mimsy-Porpington. Something of a snob, and a less accomplished wizard than he believed, Sir Nicholas lounged around the court of Henry VII in life, until his foolish attempt to beautify a lady-in-waiting by magic caused the unfortunate woman to sprout tusks. Sir Nicholas was stripped of his wand and inexpertly executed, leaving his head hanging off by a single flap of skin and sinew. He retains a feeling of inadequacy with regard to truly headless ghosts.

Another notable Hogwarts ghost is Moaning Myrtle, who haunts an unpopular girls' toilet. Myrtle was a student at Hogwarts when she died, and she chose to return to school in perpetuity, with the short-term aim of haunting her arch-rival and bully, Olive Hornby. As the decades have rolled by, Myrtle has made a name for herself as the most miserable ghost in school, usually to be found lurking inside one of the toilets and filling the tiled space with her moans and howls." (J. K. Rowling, August 2015)



"Meet the Ghosts of Hogwarts!"

Do you love stories about ghosts and magic? Well, Hogwarts, the famous wizarding school, has some of the friendliest ghosts in all of Britain! There are so many ghosts in the castle, it's like a ghost party!

In Hogwarts, there are four special houses, and each one has its very own ghost. Let's get to know them:

1. Slytherin House has the Bloody Baron, who's covered in silver bloodstains. He's a bit quiet, but he's always there.
2. The Grey Lady belongs to Ravenclaw House. She has long, beautiful hair and a mysterious air about her.
3. Hufflepuff House is home to the Fat Friar. He was quite a friendly wizard but had some funny habits like pulling rabbits from a cup. He still wishes he became a cardinal.
4. In Gryffindor House, you'll find Nearly Headless Nick. He's a bit of a snob and lost his head trying to do magic. Now, he's a nearly headless ghost.

Oh, and there's also Moaning Myrtle, who haunts the girls' bathroom. She was a student at Hogwarts and loves to moan and howl.

Isn't Hogwarts a fun and magical place with these friendly ghosts?"

Figure 6. ChatGPT. (2023, October. 15, 11.34 GMT). Prompt: Adapt the following text to a 150 words text for a group of students who are in fourth grade of primary school, having 9 years old and an A1-A2 level: [original text]. ChatGPT September 25 Version. <https://chat.openai.com/c/a89dc7bc-7f43-4aaf-9b11-5c13f18535c1>

C.

CA I'm looking for an adapted text with:  
150 words  
A1-A2 level  
For students of 4th grade of primary school  
For students of 9 years old  
From the following text:

#### "HOGWARTS GHOSTS

Hogwarts is the most heavily haunted dwelling place in Britain (and this is against stiff competition, as there are more reported ghost sightings/sensings on these damp islands than anywhere else in the world). The castle is a congenial place for ghosts, because the living inhabitants treat their dead friends with tolerance and even affection, no matter how many times they have heard the same old reminiscences.

Each of the four Hogwarts houses has its own ghost. Slytherin boasts the Bloody Baron, who is covered in silver bloodstains. The least talkative of the house ghosts is the Grey Lady, who is long-haired and beautiful.

Hufflepuff house is haunted by the Fat Friar, who was executed because senior churchmen grew suspicious of his ability to cure the pox merely by poking peasants with a stick, and his ill-advised habit of pulling rabbits out of the communion cup. Though a genial character in general, the Fat Friar still resents the fact that he was never made a cardinal.

Gryffindor house is home to Nearly Headless Nick, who in life was Sir Nicholas de Mimsy-Porpington. Something of a snob, and a less accomplished wizard than he believed, Sir Nicholas lounged around the court of Henry VII in life, until his foolish attempt to beautify a lady-in-waiting by magic caused the unfortunate woman to sprout tusks. Sir Nicholas was stripped of his wand and inexpertly executed, leaving his head hanging off by a single flap of skin and sinew. He retains a feeling of inadequacy with regard to truly headless ghosts.

Another notable Hogwarts ghost is Moaning Myrtle, who haunts an unpopular girls' toilet. Myrtle was a student at Hogwarts when she died, and she chose to return to school in perpetuity, with the short-term aim of haunting her arch-rival and bully, Olive Hornby. As the decades have rolled by, Myrtle has made a name for herself as the most miserable ghost in school, usually to be found lurking inside one of the toilets and filling the tiled space with her moans and howls." (J. K. Rowling, August 2015)



Certainly, here is an adapted text from the original passage with 150 words at an A1-A2 level suitable for 4th-grade primary school students around 9 years old:

#### "The Friendly Ghosts of Hogwarts

Hogwarts is a famous castle where magical children go to learn. It is also known for its friendly ghosts. In Britain, many people claim to see ghosts, but Hogwarts has some of the most special ones. The ghosts are treated kindly by the living people there.

Each of the four houses at Hogwarts has its own ghost. Slytherin House has the Bloody Baron, who has silver stains on his clothes. The Grey Lady is the ghost of Ravenclaw House. She has long hair and is very beautiful. Hufflepuff House is home to the Fat Friar. He was a kind man who could cure illnesses with his magic stick. But people were scared, so they made him a ghost. The Gryffindor House has Nearly Headless Nick. He was a wizard but wasn't very good at magic.

One more ghost, Moaning Myrtle, haunts a girls' bathroom. She was a student at Hogwarts and didn't like her classmate, Olive Hornby. Now, she moans and howls in the bathroom. Hogwarts is a special place with its friendly ghostly residents."

Figure 7. ChatGPT. (2023, October. 15, 11.35 GMT). Prompt: I'm looking for an adapted text with: 150 words, A1-A2 level, For students of 4<sup>th</sup> grade of primary school, For students of 9 years old, from the following text: [original text]. ChatGPT September 23 Version. <https://chat.openai.com/c/ba5ea715-ae82-4a93-804d-a1f03887d423>

## D.

CA

Adapt the following text:  
"HOGWARTS GHOSTS

Hogwarts is the most heavily haunted dwelling place in Britain (and this is against stiff competition, as there are more reported ghost sightings/sensings on these damp islands than anywhere else in the world). The castle is a congenial place for ghosts, because the living inhabitants treat their dead friends with tolerance and even affection, no matter how many times they have heard the same old reminiscences.

Each of the four Hogwarts houses has its own ghost. Slytherin boasts the Bloody Baron, who is covered in silver bloodstains. The least talkative of the house ghosts is the Grey Lady, who is long-haired and beautiful.

Hufflepuff house is haunted by the Fat Friar, who was executed because senior churchmen grew suspicious of his ability to cure the pox merely by poking peasants with a stick, and his ill-advised habit of pulling rabbits out of the communion cup. Though a genial character in general, the Fat Friar still resents the fact that he was never made a cardinal.

Gryffindor house is home to Nearly Headless Nick, who in life was Sir Nicholas de Mimsy-Porpington. Something of a snob, and a less accomplished wizard than he believed, Sir Nicholas lounged around the court of Henry VII in life, until his foolish attempt to beautify a lady-in-waiting by magic caused the unfortunate woman to sprout tusks. Sir Nicholas was stripped of his wand and inexpertly executed, leaving his head hanging off by a single flap of skin and sinew. He retains a feeling of inadequacy with regard to truly headless ghosts.

Another notable Hogwarts ghost is Moaning Myrtle, who haunts an unpopular girls' toilet. Myrtle was a student at Hogwarts when she died, and she chose to return to school in perpetuity, with the short-term aim of haunting her arch-rival and bully, Olive Hornby. As the decades have rolled by, Myrtle has made a name for herself as the most miserable ghost in school, usually to be found lurking inside one of the toilets and filling the tiled space with her moans and howls." (J. K. Rowling, August 2015)

Adapt it to a 150 words text for a group of students who are in fourth grade of primary school, having 9 years old and an A1-A2 level, following this example:

"Title: "Amazing New Technologies"

In today's world, we have some amazing new technologies that make our lives better and more fun. One such technology is the smartphone. These tiny devices can do so much! You can call your friends, play games, and even take pictures with them.

Another cool technology is the computer. It helps you with schoolwork, and you can explore the world online. You can also watch fun videos and learn new things.

But it's important to remember to use these technologies wisely. Don't spend too much time on screens, and always ask your parents for help if you see something that makes you uncomfortable.

New technologies are fantastic, but they also come with responsibilities. So, enjoy them, but use them wisely, and you'll have a great time learning and playing with these amazing gadgets!"



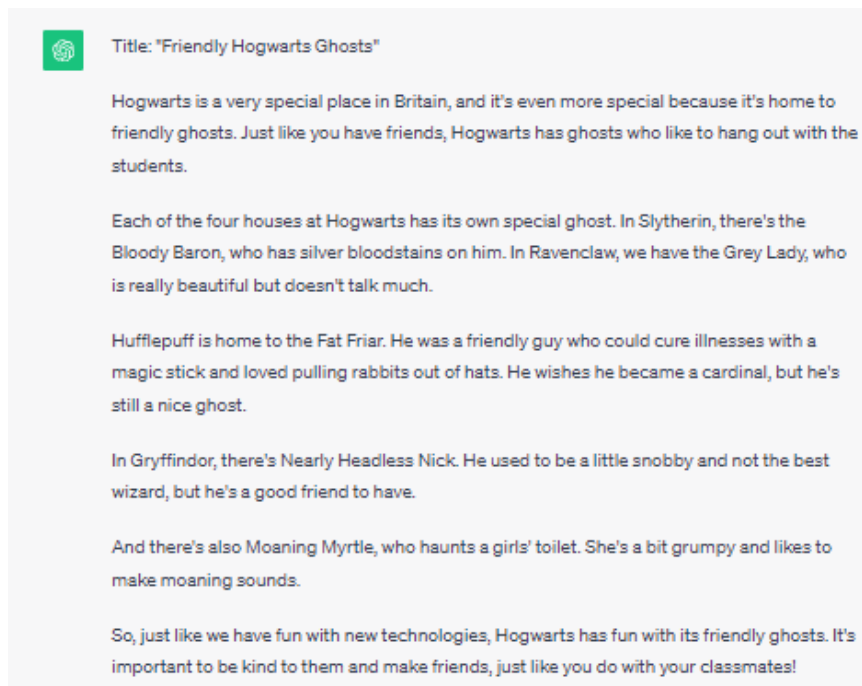


Figure 8. ChatGPT. (2023, October. 15, 11.37 GMT). Prompt: Adapt the following text: [original text]. Adapt it to a 150 words text for a group of students who are in fourth grade of primary school, having 9 years old and an A1-A2 level, following this example: "Title: "Amazing New Technologies" In today's world, we have some amazing new technologies that make our lives better and more fun. One such technology is the smartphone. These tiny devices can do so much! You can call your friends, play games, and even take pictures with them. Another cool technology is the computer. It helps you with schoolwork, and you can explore the world online. You can also watch fun videos and learn new things. But it's important to remember to use these technologies wisely. Don't spend too much time on screens, and always ask your parents for help if you see something that makes you uncomfortable. New technologies are fantastic, but they also come with responsibilities. So, enjoy them, but use them wisely, and you'll have a great time learning and playing with these amazing gadgets!". ChatGPT September 25 Version. <https://chat.openai.com/c/ed7b1797-4da4-4e93-9b8e-07221366b869>

The main objective of adapting the texts to a lower competence level has been fulfilled in the four cases. Nevertheless, we can see small differences between them. With prompts A and D we have achieved very good and accurate results, although the word count is higher, having around 190 words each, but the texts have all the key points included and is presented in a very attractive way to students, adapting the original text to their level and age. With prompt C, we have obtained a shorter text, equally interesting and well adapted, but having fewer words and getting closer to the word limit of around 170 words. On the other hand, option B has made a good adaptation of the text as well, but the format is less attractive to read by students as it makes an enumeration of the different ghosts, looking more like a summary than to an adapted text. Besides, the result after prompt D has a concluding paragraph where it

talks about the relationship between Hogwarts ghosts and technology, which was the topic of the example text given, although it has no relation to the text to summarise and it does not provide any relevant information.

In short, teachers could make use of any of these texts but would preferably use options A, C or D, as they are more attractive to read, although in option D the last paragraph could be excluded. Consequently, no adaptations need to be made to the rest of options as they are perfect to include as a reading text. Therefore, extra activities to include in a pre-reading, while-reading or post-reading stage can be asked to ChatGPT to obtain a complete session to work on the reading skill.

## 4.3. Lesson planning

A.

CA

Act like an EFL teacher and create a lesson plan to work on the explanation of the present simple of the verb to be for students of 7 years old in 2nd grade of Primary School, having an A1 level and of one hour duration lesson.



Sure, here's a one-hour lesson plan to teach the present simple of the verb "to be" to 7-year-old 2nd-grade students with an A1 English level. This lesson plan is divided into different activities to keep the young learners engaged and help them understand the concept of the present simple.

**Lesson Objective:** To introduce and explain the present simple of the verb "to be" (am, is, are) to 2nd-grade students.

**Materials Needed:**

- \* Whiteboard and markers
- \* Flashcards with illustrations
- \* Sentence strips with sentences using "am," "is," and "are"
- \* Chart paper with a simple "to be" verb conjugation chart

**Lesson Plan:**

**1. Warm-up (10 minutes)**

- \* Greet the students and create a welcoming and positive classroom atmosphere.
- \* Begin with a simple warm-up activity: "Simon says." Give commands such as "Simon says touch your head" or "Simon says jump" to review action verbs they know.

**2. Introduction (10 minutes)**

- \* Write the pronouns "I," "he," "she," "it," "you," "we," and "they" on the whiteboard.
- \* Explain that these words are used to talk about people or things.
- \* Introduce the verb "to be" with the forms "am," "is," and "are." Write them on the board.
- \* Give examples:
  - \* "I am a student."
  - \* "He is a teacher."
  - \* "They are friends."
- \* Use flashcards with illustrations to help reinforce the concepts. For example, show a picture of a boy and say, "He is a student."

**3. Guided Practice (15 minutes)**

- \* Show sentence strips with sentences containing "am," "is," and "are." Ask students to identify the correct form of "to be" used in each sentence.
- \* Invite students to take turns creating sentences with the help of the sentence strips and flashcards. For instance, "You are a student" or "She is a doctor."

**4. Verb Conjugation Chart (5 minutes)**

- \* Prepare a simple chart on the chart paper with the subject pronouns and the corresponding forms of "to be." For example:

| Subject Pronoun | "To Be" Form |
|-----------------|--------------|
| I               | am           |
| You             | are          |
| He/She/It       | is           |
| We              | are          |
| They            | are          |

- \* Explain the chart to the students, emphasizing that "am" is used with "I," "is" with "he," "she," and "it," and "are" with "you," "we," and "they."

#### 5. Practice Activities (15 minutes)

- Use interactive activities to reinforce learning:
  - a. Divide the class into pairs. Have students take turns asking and answering questions using "to be" sentences. For example, "Are you a student?" "Yes, I am."
  - b. Play a "to be" Bingo game with a Bingo card that has "am," "is," and "are" sentences. The teacher calls out sentences, and students mark the corresponding forms on their cards.

#### 6. Closing (5 minutes)

- Review the key points: "I am," "he is," "she is," "it is," "you are," "we are," "they are."
- Encourage students to share what they've learned today.
- Assign a simple homework task, such as writing three sentences using "to be" at home.

#### 7. Assessment (5 minutes)

- As a quick assessment, ask each student to come to the front of the class and make a sentence using "to be." This will help ensure that all students have grasped the concept.

#### 8. Homework Assignment (optional)

- Provide students with a worksheet to practice more sentences with "to be."

Remember to maintain a positive and encouraging atmosphere throughout the lesson and adapt the pace according to your students' needs. This lesson plan aims to make learning the present simple of "to be" engaging and interactive for 2nd-grade students with an A1 English level.

Figure 9. ChatGPT. (2023, October. 15, 11.40 GMT). Prompt: Act like an EFL teacher and create a lesson plan to work on the explanation of the present simple of the verb to be for students of 7 years old in 2nd grade of Primary School, having an A1 level and of one hour duration lesson. ChatGPT September 25 Version. <https://chat.openai.com/c/7bfeadd0-19d2-4b3e-8313-14fa7a34ded7>

## B.

- CA** Create a lesson plan to work on the explanation of the present simple of the verb to be for students of 7 years old in 2nd grade of Primary School, having an A1 level and of one hour duration.



### Lesson Plan: Present Simple of the Verb "to be" for 7-Year-Old 2nd Graders (A1 Level)



**Duration:** 1 hour

**Objective:** By the end of this lesson, students will be able to understand and use the present simple tense of the verb "to be" in positive and negative sentences, as well as questions.

#### Materials:

1. Whiteboard and markers
2. Flashcards with illustrations and words
3. Student worksheets
4. Small posters with examples of "to be" sentences
5. A short video or song related to "to be" (optional)

#### Introduction (10 minutes)

1. **Greeting and Warm-Up:** Begin by greeting the students and asking how they are feeling today. You can use facial expressions to show different emotions like happy, sad, and excited. Introduce the concept of emotions as a way to connect with the verb "to be."
2. **Present the Verb "to be":** Write "I am," "You are," and "He/She/It is" on the whiteboard. Point to each word and explain that these are different forms of the verb "to be." Use simple gestures or drawings to make it engaging.

#### Main Activity (35 minutes)

1. **Positive Sentences:** Show flashcards with illustrations of people or animals and have the students create positive sentences using "to be." For example, show a picture of a cat and say, "The cat \_\_\_\_\_" and have the students complete the sentence with "is happy." Repeat with different flashcards and encourage all students to participate.
2. **Negative Sentences:** Introduce the concept of negative sentences. Show a flashcard again and say, "The cat \_\_\_\_\_ not happy." Have the students complete the sentence with "is not." Emphasize the contraction "isn't." Continue with various flashcards.
3. **Questions:** Introduce questions using "to be." Show a flashcard and ask, "Is the cat \_\_\_\_\_?" Have students complete the sentence with "happy?" Encourage them to use "Is" for questions. Practice with multiple flashcards.
4. **Worksheet:** Distribute worksheets with exercises related to "to be." Include a mix of positive, negative, and question sentences for students to complete.

#### Practice and Reinforcement (10 minutes)

1. **Posters and Role Play:** Have small posters with sentences like "I am a student," "You are happy," "He is a teacher," etc. Hang these around the classroom and encourage students to read them out loud and act out the sentences.
2. **Pair Work:** Divide the class into pairs. Have one student make a positive sentence, and the other student must turn it into a negative sentence or a question. Practice with various flashcards.

#### Conclusion (5 minutes)

1. **Review and Feedback:** Gather the class and review what they've learned. Ask questions like, "Who can tell me a positive sentence with 'to be'?" "What is the negative form of 'He is happy?'" and "How do we form a question with 'to be'?" Provide positive feedback to each student.
2. **Homework:** Assign simple homework exercises related to "to be," such as completing sentences or describing family members using the verb "to be."

#### Optional Enrichment (5 minutes)

1. **Song or Video:** If time allows, play a short song or video related to "to be" for extra reinforcement and engagement.

**Assessment:** Evaluate students' understanding through their participation in class activities and the completion of their worksheets.

By following this lesson plan, your 2nd-grade students should have a solid understanding of the present simple tense of the verb "to be" in positive, negative, and question sentences by the end of the one-hour lesson. Make the class interactive and fun to keep young learners engaged and motivated.

*Figure 10. ChatGPT. (2023, October. 15, 11.42 GMT). Prompt: Create a lesson plan to work on the explanation of the present simple of the verb to be for students of 7 years old in 2nd grade of Primary School, having an A1 level and of one hour duration. ChatGPT September 25 Version. <https://chat.openai.com/c/9aa21e5d-968a-42d1-b259-9fa830b9826e>*

C.



I'm looking for a lesson plan with:

Topic: present simple of verb to be

For students of 7 years old, 2nd grade primary school

A1 level

One hour duration



Certainly! Here's a one-hour lesson plan for teaching the present simple tense of the verb "to be" to 7-year-old students in the 2nd grade at an A1 level. This lesson plan incorporates various activities to engage young learners and make the concept of the present simple tense more accessible to them.

#### **Lesson Plan: Present Simple of Verb "To Be" for 2nd Grade (A1 Level)**

**Objective:** By the end of this lesson, students will be able to use the present simple tense of the verb "to be" to describe themselves and others.

#### **Materials:**

- Whiteboard and markers
- Flashcards with images of people (e.g., family members, friends)
- Flashcards with the forms of "to be" (am, is, are)
- A chart or poster showing the conjugation of "to be" in the present simple tense
- Worksheets for practice

**Duration:** 60 minutes

#### **Lesson Plan:**

##### **1. Introduction (5 minutes)**

- Greet the students and ask them how they are feeling today. Use this as an opportunity to introduce the concept of "to be" by saying, "I am happy today."

##### **2. Presentation (10 minutes)**

- Show flashcards with images of people (e.g., family members, friends) and ask simple questions using "to be." For example, "Is she a teacher?" or "Are they friends?"
- Introduce the forms of "to be" (am, is, are) and explain that we use "am" for ourselves, "is" for he, she, and it, and "are" for we, you, and they.
- Write the forms on the whiteboard and create a chart or poster for easy reference.

##### **3. Practice (15 minutes)**

- Have students work in pairs. Give each pair a set of flashcards with people and ask them to take turns asking and answering questions using "to be." Encourage them to use the correct form (am, is, are).
- Circulate and provide support and feedback as needed.

##### **4. Chants and Actions (10 minutes)**

- Create a simple chant using the forms of "to be." For example, "I am, you are, he/she/it is, we are, you are, they are." Have the students repeat the chant and perform actions for each pronoun.
- This kinesthetic activity helps reinforce the concept.

#### 5. Worksheets (10 minutes)

- Distribute worksheets with sentences where students need to fill in the blanks with the correct form of "to be." Ensure that the sentences are simple and related to their lives, like "My name \_\_\_ Sarah" or "You \_\_\_ my friend."
- Review the worksheets together as a class.

#### 6. Creative Activity (5 minutes)

- In pairs or individually, have students draw a picture of themselves and write a simple sentence using "to be." For example, "I am a student" or "She is my sister."

#### 7. Closing (5 minutes)

- Review what they've learned about "to be" and ask a few students to share their drawings and sentences with the class.
- Assign homework if desired, such as drawing more pictures and writing sentences using "to be."

#### 8. Homework (Optional)

- Assign a simple homework task, like writing three sentences using "to be" to describe family members or friends.

Ensure that the lesson is interactive, engaging, and adapted to the attention span and needs of 7-year-old students. Use plenty of visuals, actions, and repetition to reinforce the concept of the present simple tense of "to be."

Figure 11. ChatGPT. (2023, October. 15, 11.45 GMT). Prompt: I'm looking for a lesson plan with: Topic: present simple of verb to be , for students of 7 years old, 2nd grade primary school, A1 level , One hour duration. ChatGPT September 25 Version. <https://chat.openai.com/c/394c192e-bcf8-4ff4-9ce0-83f8669eebb8>



D.

CA

Create a lesson plan to work on the explanation of the present simple of the verb to be for students of 7 years old in 2nd grade of Primary School, having an A1 level and of one hour duration, following this example:

Grade: 2nd grade Primary School

Level: A1

Topic: present simple verb to be

Lesson:

Introductory routine: what's the weather like today? + date on the board

Warm up: song about food

Vocabulary presentation: drilling + flashcard game "where is the fly?"

Vocabulary practice: Games "dobble" and "shopping cart"

Vocabulary production: Game "I have ..., who has ..."

Feedback: exit tickets

Closing routine: song "see you later, alligator"



**Grade:** 2nd grade Primary School

**Level:** A1

**Topic:** Present Simple - Verb to Be

**Lesson Plan:**

**Duration:** 1 hour

**Objective:** By the end of the lesson, students will be able to use the present simple tense of the verb "to be" to describe themselves and others.

**Materials:**

- Whiteboard and markers
- Flashcards with "am," "is," "are"
- "Where is the fly?" flashcard game
- Dobble cards (with images and "am," "is," "are")
- Shopping cart items (pictures or cards)
- "I have ..., who has ..." cards
- Exit tickets
- Song lyrics for "See You Later, Alligator"

**Lesson Sequence:**

**1. Introductory Routine (5 minutes):**

- Begin the lesson by asking students, "What's the weather like today?" Write their responses on the board.
- Write the date on the board to establish the date of the lesson.

## 2. Warm-Up (5 minutes):

- Sing a simple song related to food. You can choose a popular children's song that includes food items, such as "I Like to Eat Apples and Bananas."

## 3. Vocabulary Presentation (10 minutes):

- Introduce the present simple tense of the verb "to be." Explain that we use "am" with "I," "is" with "he," "she," and "it," and "are" with "you," "we," and "they."
- Use flashcards with "am," "is," and "are" to demonstrate examples on the board.
- Engage students in drilling exercises where they repeat after you, using "am," "is," and "are" with various subjects (e.g., I am, he is, they are).

## 4. Vocabulary Practice (15 minutes):

- Play the "Where is the Fly?" flashcard game. Hide the flashcards around the room, and ask students to find and identify the correct flashcard for each subject.

## 5. Vocabulary Production (10 minutes):

- Use Dobble cards that include images and the present simple forms "am," "is," and "are." Have students take turns picking a card, identifying the subject and the correct form of "to be" for the image.

## 6. Vocabulary Practice (10 minutes):

- Play a game of "Shopping Cart." Place various items (pictures or cards) on the board. Ask individual students to create sentences using "am," "is," and "are" to describe the items.

## 7. Vocabulary Production (10 minutes):

- Introduce the "I have ..., who has ..." game. Distribute cards with sentences, e.g., "I have a cat, who has a dog?" Have students take turns reading their sentences and finding the next person with the corresponding card.

## 8. Feedback (5 minutes):

- Distribute exit tickets to students. Ask them to write a sentence using "am," "is," or "are" on the exit ticket. Collect and review the tickets for individual understanding.

## 9. Closing Routine (5 minutes):

- Conclude the lesson by singing the song "See You Later, Alligator" together. This will help create a fun and memorable way to end the lesson.

### Homework (optional):

Assign simple exercises for students to complete at home, practicing the present simple tense of "to be." For example, they can write sentences about family members or friends using "am," "is," or "are."

### Assessment:

Assess students' understanding throughout the lesson, especially during vocabulary production and feedback sections. Use their exit tickets to gauge their comprehension of the present simple tense of "to be."

By following this lesson plan, you'll help 2nd-grade students develop a solid foundation in using the present simple tense of the verb "to be" while keeping the class engaging and interactive.

*Figure 12. ChatGPT. (2023, October. 15, 11.48 GMT). Prompt: Create a lesson plan to work on the explanation of the present simple of the verb to be for students of 7 years old in 2<sup>nd</sup> grade of Primary School, having an A1 level and of one hour duration, following this example: Grade: 2<sup>nd</sup> grade Primary School, Level: A1, Topic: present simple verb to be, Lesson: Introductory routine: what's the weather like today? + date on the board, Warm up: song about food, Vocabulary*

*presentation: drilling + flashcard game "where is the fly?", Vocabulary practice: Games "dobble" and "shopping cart", Vocabulary production: Game "I have ..., who has ...", Feedback: exit tickets, Closing routine: song "see you later, alligator". ChatGPT September 25 Version. <https://chat.openai.com/c/8ac6607f-e433-4b42-9446-5ed1fdf71a3d>*

The objective of obtaining a lesson plan focused on teaching the grammar of the verb to be in its present simple tense has been generally achieved, despite the small differences found in the results, especially in the lesson structure. However, there was one case in which ChatGPT may have not understood the lesson or sequencing of its parts, which is prompt D, as its result mixes the different stages and focus on language features that are not grammar.

One difference is observed on the general methodology followed in the sessions, which tend to follow a presentation, practice and production approach to teach grammar, but that has missed the productive part in results A and B, although result C follows better this structure and includes a creative activity where students' productions are required. Additionally, grammar is presented on a deductive approach in all the results as the rule of how to use the verb to be is presented first and later activities where the rule is applied are done.

Moreover, the options A, B and C give very diverse activities and resources which seem to be relevant and motivating for students in order to learn grammar. Result A shows the use of flashcards, sentence strips, conjugation charts and interactive activities such as a bingo or questions, including feedback and assessment which is carried out through individual questions. Result B also uses a good variety of resources such as flashcards, worksheets, a poster or a short video. This option also presents more forms of the present tense of to be as it works on the affirmative, negative and interrogative form of the verb when only the positive one was presented before and feedback is also given after asking review questions to students. In the case of prompt C, also diverse materials are used such as flashcards of people and the forms of the verb "to be", charts or posters, worksheets and chants including actions, therefore including new approaches such as Total Physical Response by James Asher. Here the focus is also on the affirmative form of the verb and the feedback is not explicit although there is a closing activity where a review is done. Nevertheless, results after prompt D have been very divergent, including many activities based on vocabulary,

working on aspects that are not related to the verb “to be” or grammar in general and do not make any sense, such as the “where is the fly” game, dobble, shopping cart or “who has”, which even works on a different verb (have got).

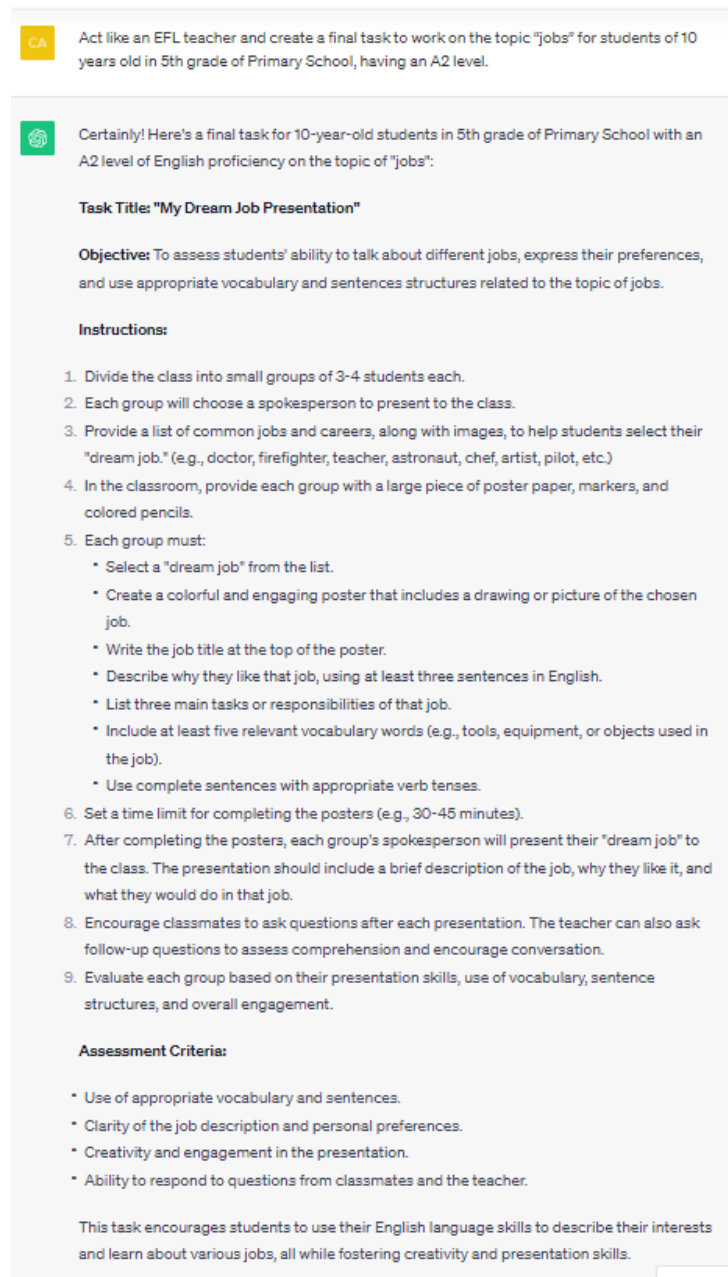
The case of prompt D is quite different, where an example was given regarding a vocabulary lesson and not a grammar one. This example seem to have confused the AI as it has completely copied the structure and has not adapted it to a grammar session. Consequently, the output follows a structure which is not accurate and includes the same type of activities which have been shown in the example, when they are focused on teaching vocabulary, and as a result, the complete session is not useful. The few-shot prompt may probably work well if the example given is more in line with the lesson plan that we want to obtain.

In conclusion, for prompts A, B and C, ChatGPT have generated complete lessons, which are well-structured for a grammar session and they include many examples of the activities to do in each of the stages. The stages shown are different but we cannot decide which one is the most optimal as such decision depends on the teaching methodology, teacher’s preferences, or students’ needs. In consequence, the three options can be used in a classroom if adapted to their specific context and after being completely developed, as the AI has only given a script of the session.

The extension and specification of activities can be also created with the help of ChatGPT, as each activity can be asked in an isolated way to get its complete development. Additionally, the methodologies to use in the classroom, approaches to teaching grammar, types of activities, techniques or the structure desired, attention to diversity, etc, can be included in the input to get a much more realistic result that achieves our expectations.

## 4.4. Final task creation

A.



Act like an EFL teacher and create a final task to work on the topic "jobs" for students of 10 years old in 5th grade of Primary School, having an A2 level.

Certainly! Here's a final task for 10-year-old students in 5th grade of Primary School with an A2 level of English proficiency on the topic of "jobs":

**Task Title: "My Dream Job Presentation"**

**Objective:** To assess students' ability to talk about different jobs, express their preferences, and use appropriate vocabulary and sentences structures related to the topic of jobs.

**Instructions:**

1. Divide the class into small groups of 3-4 students each.
2. Each group will choose a spokesperson to present to the class.
3. Provide a list of common jobs and careers, along with images, to help students select their "dream job." (e.g., doctor, firefighter, teacher, astronaut, chef, artist, pilot, etc.)
4. In the classroom, provide each group with a large piece of poster paper, markers, and colored pencils.
5. Each group must:
  - Select a "dream job" from the list.
  - Create a colorful and engaging poster that includes a drawing or picture of the chosen job.
  - Write the job title at the top of the poster.
  - Describe why they like that job, using at least three sentences in English.
  - List three main tasks or responsibilities of that job.
  - Include at least five relevant vocabulary words (e.g., tools, equipment, or objects used in the job).
  - Use complete sentences with appropriate verb tenses.
6. Set a time limit for completing the posters (e.g., 30-45 minutes).
7. After completing the posters, each group's spokesperson will present their "dream job" to the class. The presentation should include a brief description of the job, why they like it, and what they would do in that job.
8. Encourage classmates to ask questions after each presentation. The teacher can also ask follow-up questions to assess comprehension and encourage conversation.
9. Evaluate each group based on their presentation skills, use of vocabulary, sentence structures, and overall engagement.

**Assessment Criteria:**

- Use of appropriate vocabulary and sentences.
- Clarity of the job description and personal preferences.
- Creativity and engagement in the presentation.
- Ability to respond to questions from classmates and the teacher.

This task encourages students to use their English language skills to describe their interests and learn about various jobs, all while fostering creativity and presentation skills.

Figure 13. ChatGPT. (2023, October. 15, 12.10 GMT). Prompt: Act like an EFL teacher and create a final task to work on the topic "jobs" for students of 10 years old in 5th grade of Primary School, having an A2 level. ChatGPT September 25 Version. <https://chat.openai.com/c/326d1ce5-1d0f-4c96-a68b-be275e3891f0>

## B.

CA Create a final task to work on the topic "jobs" for students of 10 years old belonging to the 5th grade of primary school and having an A2 level.



Title: "My Dream Job Presentation"

Objective:

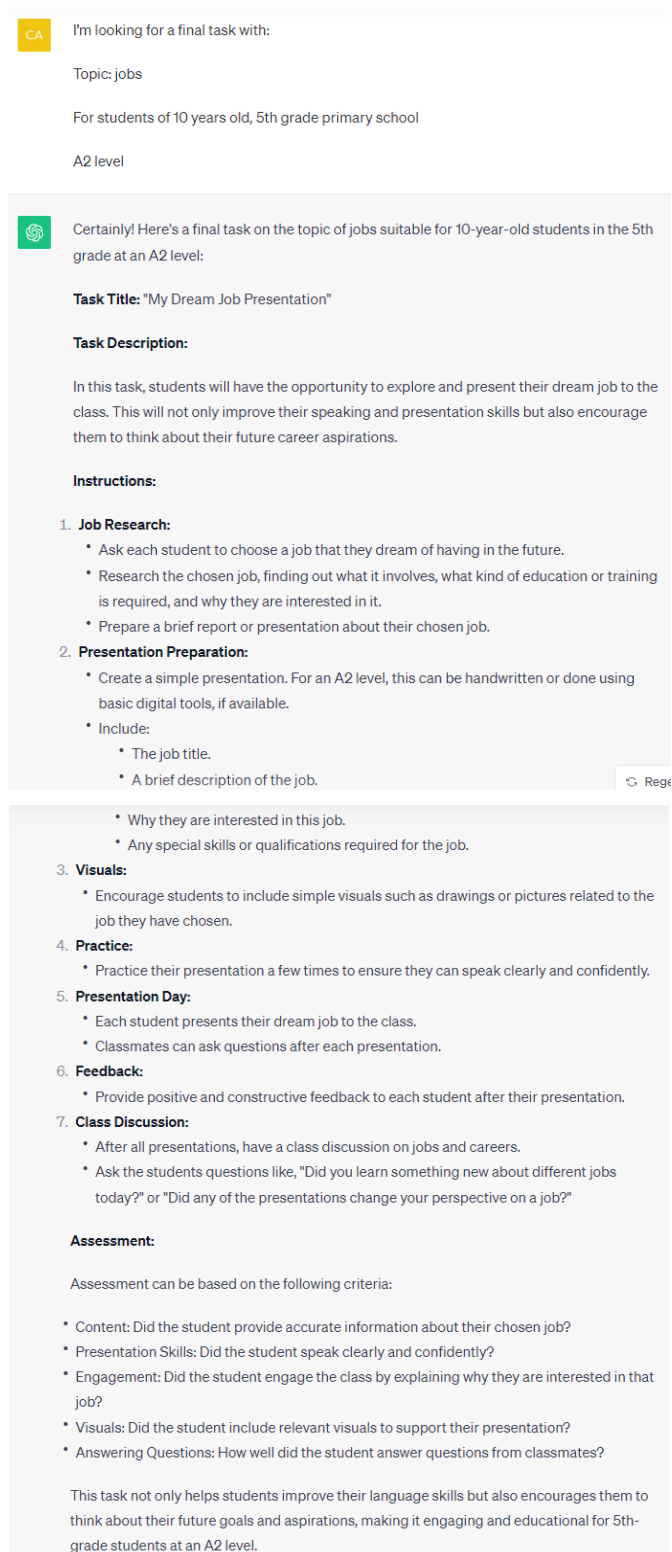
The final task for 10-year-old 5th-grade students with an A2 level is to create a "My Dream Job Presentation." This task is designed to encourage students to explore various jobs, express their interests, and develop their presentation skills.

Task Description:

1. Job Exploration (2 Lessons):
    - In the first lesson, introduce the concept of jobs and careers. Discuss different types of jobs, their roles, and their importance in society.
    - Ask students to research and choose a job that interests them. Provide resources such as books or websites to help them explore various professions.
    - In the second lesson, have students make a list of at least three reasons why they find the chosen job interesting.
  2. Job Description (1 Lesson):
    - Teach students how to write a simple job description. This should include the job title, responsibilities, and some key requirements.
    - Have each student write a short job description for their chosen job. Encourage them to be creative and use descriptive language.
  3. Presentation Planning (1 Lesson):
    - Explain the elements of a good presentation, including an introduction, main points, and a conclusion.
    - Instruct students to create an outline for their presentations. They should decide what they will say about their chosen job and how they will present it.
  4. Presentation Creation (2 Lessons):
    - Give students time to create a visual aid or poster for their presentation. This can include drawings, images, or simple graphs related to their chosen job.
    - Encourage them to write a short script for their presentation, keeping in mind the key points from their job descriptions.
  5. Practice (2 Lessons):
    - Have students practice their presentations in pairs or small groups. Provide feedback and suggestions for improvement.
    - Ensure that they can confidently present their chosen job to their classmates.
  6. Presentation Day (1 Lesson):
    - On presentation day, each student will deliver their "My Dream Job Presentation" to the class. Keep the presentations short, around 3-5 minutes each, to maintain engagement and manage time.
- Assessment:
- Assess the presentations based on clarity, creativity, and the ability to effectively communicate why they find their chosen job interesting.
  - Encourage classmates to ask questions or share their thoughts after each presentation.
- Conclusion:
- This final task not only helps students develop their language skills but also allows them to explore their interests and aspirations regarding future careers. It promotes public speaking skills and boosts self-confidence. It also provides an opportunity for peer learning and discussion, making the topic of "jobs" engaging and relevant to their lives.

Figure 14. ChatGPT. (2023, October. 15, 12.12 GMT). Prompt: Create a final task to work on the topic "jobs" for students of 10 years old belonging to the 5th grade of primary school and having an A2 level. ChatGPT September 25 Version. <https://chat.openai.com/c/31136736-cb09-4cde-b495-59f5c8602cfb>

C.



**CA** I'm looking for a final task with:

Topic: jobs

For students of 10 years old, 5th grade primary school

A2 level

**CS** Certainly! Here's a final task on the topic of jobs suitable for 10-year-old students in the 5th grade at an A2 level:

**Task Title:** "My Dream Job Presentation"

**Task Description:**

In this task, students will have the opportunity to explore and present their dream job to the class. This will not only improve their speaking and presentation skills but also encourage them to think about their future career aspirations.

**Instructions:**

- Job Research:**
  - Ask each student to choose a job that they dream of having in the future.
  - Research the chosen job, finding out what it involves, what kind of education or training is required, and why they are interested in it.
  - Prepare a brief report or presentation about their chosen job.
- Presentation Preparation:**
  - Create a simple presentation. For an A2 level, this can be handwritten or done using basic digital tools, if available.
  - Include:
    - The job title.
    - A brief description of the job.
    - Why they are interested in this job.
    - Any special skills or qualifications required for the job.
- Visuals:**
  - Encourage students to include simple visuals such as drawings or pictures related to the job they have chosen.
- Practice:**
  - Practice their presentation a few times to ensure they can speak clearly and confidently.
- Presentation Day:**
  - Each student presents their dream job to the class.
  - Classmates can ask questions after each presentation.
- Feedback:**
  - Provide positive and constructive feedback to each student after their presentation.
- Class Discussion:**
  - After all presentations, have a class discussion on jobs and careers.
  - Ask the students questions like, "Did you learn something new about different jobs today?" or "Did any of the presentations change your perspective on a job?"

**Assessment:**

Assessment can be based on the following criteria:

- Content: Did the student provide accurate information about their chosen job?
- Presentation Skills: Did the student speak clearly and confidently?
- Engagement: Did the student engage the class by explaining why they are interested in that job?
- Visuals: Did the student include relevant visuals to support their presentation?
- Answering Questions: How well did the student answer questions from classmates?

This task not only helps students improve their language skills but also encourages them to think about their future goals and aspirations, making it engaging and educational for 5th-grade students at an A2 level.

Figure 15. ChatGPT. (2023, October. 15, 12.15 GMT). Prompt: I'm looking for a final task with: Topic: jobs, For students of 10 years old, 5<sup>th</sup> grade primary school, A2 level. ChatGPT September 25 Version. <https://chat.openai.com/c/8ee3e246-7a54-4154-b5e3-fb398ba4a51b>

D.

CA

Create a final task to work on the topic "jobs" for students of 10 years old belonging to the 5th grade of primary school and having an A2 level, following this example:

Final task: create a digital menu for a Christmas dinner and present it with your group.

Materials: computers, tablets, paper, pencils, blackboard...

Objective: This task and unit focus on practicing structures to talk about food and traditions, transmitting our culture and developing the communicative competence in a real communicative context.

Stages:

Final task preparation: write a digital menu, upload it to the classroom site, rehearse the presentation with your group.

Final task presentation: present your recipe, listen to partners and eTwinning presentations. House cup event, Kahoot game. Classification board in house cup, voting favourites and distributing points into houses.

Feedback session: Students share the collected information with the rest of the class / Portfolio / FT Report / Feedback chat / portfolio organisation.

Grouping: small workgroups



Final Task: Create a "Dream Job Fair" Presentation

Materials: Computers, tablets, paper, pencils, markers, a projector or screen for presentations, posters, and art supplies (optional).

Objective: This task and unit focus on exploring various jobs, developing research and presentation skills, and fostering creativity while helping students understand different career options.

Stages:

**1. Job Exploration:**

- In this stage, students will explore different professions. Provide a list of various jobs, their descriptions, and the skills required. Encourage students to research and select one job that interests them.

**2. Job Research:**

- Have students research their chosen job. They can use the internet, books, or resources provided by the teacher. Students should gather information about the job, the education or training needed, and the daily tasks involved.

**3. Create a Presentation:**

- In small workgroups, students should create a presentation about their chosen job. Each presentation should include:
  - A brief description of the job.
  - Why they are interested in it.
  - The required education or training.
  - A visual aid (e.g., a poster, drawing, or model) to represent the job.



4. **Practice Presentations:**
  - Students should rehearse their presentations in their small workgroups. Encourage them to provide constructive feedback to help each other improve.
5. **Job Fair Setup:**
  - Prepare a space in the classroom for the "Dream Job Fair." Each group should have a designated area to display their presentation materials.
6. **Dream Job Fair Presentation:**
  - On the presentation day, students will set up their displays. Each group will take turns presenting their chosen job to the class, explaining why they find it interesting and what they have learned about it. They can use visual aids and props.
7. **Audience Participation:**
  - Encourage the rest of the class to ask questions about the presented jobs. This can be a part of the learning experience and can help students practice their communication skills.
8. **Dream Job Fair Voting:**
  - After all presentations, organize a voting session where students choose their favorite job presentation. Each student can vote for one presentation other than their own.
9. **Feedback Session:**
  - Have a feedback session where students share what they learned about the different jobs and discuss the voting results. This can be done as a class discussion or through individual written reflections.
10. **Dream Job Fair Report:**
  - Students can create a report summarizing their findings and what they enjoyed most about the "Dream Job Fair." This report can be added to their portfolios.

This final task allows 10-year-old students to explore various career paths, develop research and presentation skills, and learn about different jobs in a fun and interactive way. It also encourages creativity and teamwork within small workgroups.

Figure 16. ChatGPT. (2023, October. 15, 12.18 GMT). Prompt: Create a final task to work on the topic "jobs" for students of 10 years old belonging to the 5<sup>th</sup> grade of primary school and having an A2 level, following this example: Final task: create a digital menu for a Christmas dinner and present it with your group. Materials: computers, tablets, paper, pencils, blackboard... Objective: This task and unit focus on practicing structures to talk about food and traditions, transmitting our culture and developing the communicative competence in a real communicative context. Stages: Final task preparation: write a digital menu, upload it to the classroom site, rehearse the presentation with your group. Final task presentation: present your recipe, listen to partners and eTwinning presentations. House cup event, Kahoot game. Classification board in house cup, voting favourites and distributing points into houses. Feedback session: Students share the collected information with the rest of the class / Portfolio / FT Report / Feedback chat / portfolio organisation. Grouping: small workgroups. ChatGPT September 25 Version. <https://chat.openai.com/c/c52cda88-85e6-44a7-acfd-6ef387931040>

The goal of developing a final task working on the topic "jobs" has been achieved with the four different prompts. They have shown different results but all of them are valid enough to use, containing different ideas organized in diverse ways.

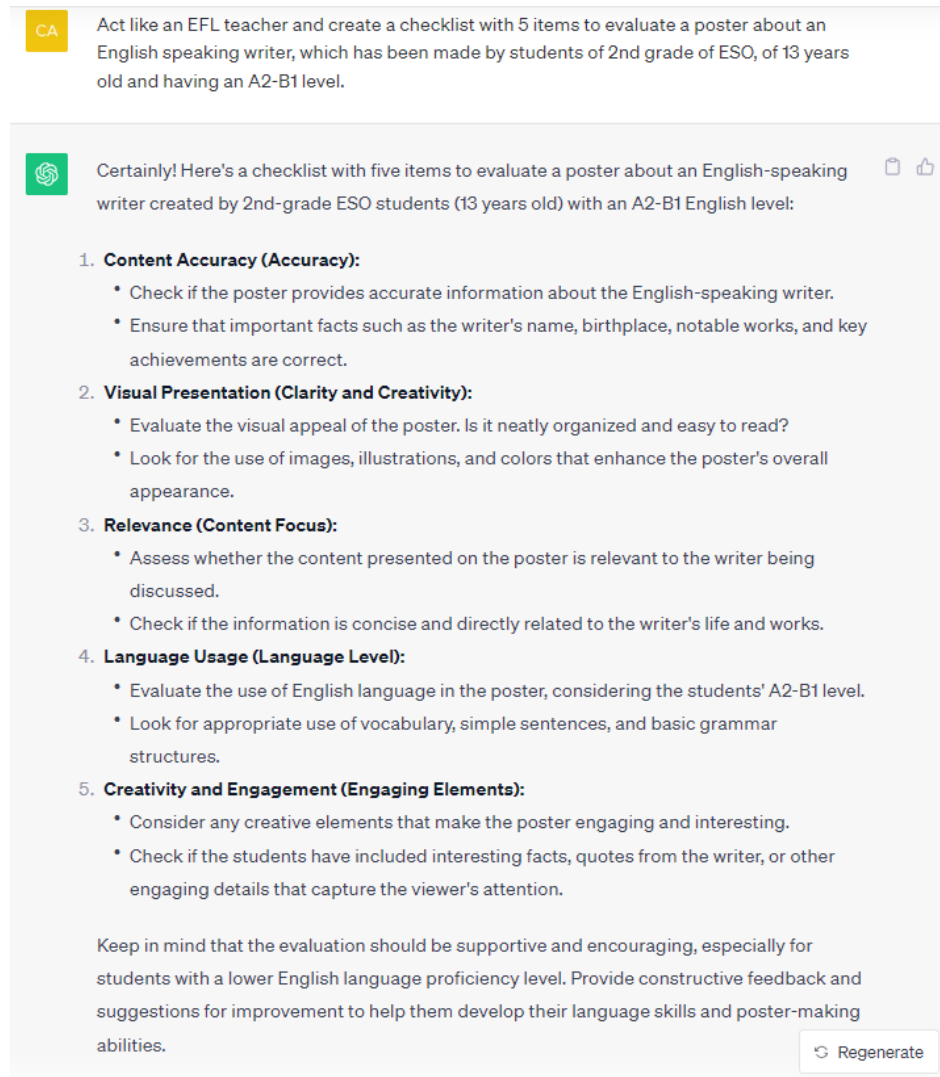
In prompt A, the final task presented is the creation and presentation of a poster about their dream job. This is not divided into different sessions but is explained in

detail and it is easy to follow. With prompt B, a dream job presentation is proposed. This option is similar to the previous one but includes a development of the task organised in different sessions and the final task does not need to be presented in a poster. Prompt C also proposes a dream job presentation, similar to the previous one, having very clear steps to follow although they are not divided into sessions. Prompt D proposes a dream job fair instead, including many different and clear steps to follow for its organisation. All the options include assessment criteria or feedback and the final task description, although the assessment criteria from prompt A is more in tune with what it is expected in an EFL setting, demonstrating that answer can be more realistic with this type of prompt.

There are not better options, as the decision of which one to use depends on the teacher and the characteristics of their group of students. Therefore, the three prompts have worked perfectly in this case, generating suitable activities to do in the EFL classroom. In order to improve them, a more accurate input can be given to the AI, as it has not received any information regarding the contents of the unit for which the final task can be created such as a vocabulary list or the grammar taught.

## 4.5. Evaluation tool: checklist generation

A.



CA Act like an EFL teacher and create a checklist with 5 items to evaluate a poster about an English speaking writer, which has been made by students of 2nd grade of ESO, of 13 years old and having an A2-B1 level.

Certainly! Here's a checklist with five items to evaluate a poster about an English-speaking writer created by 2nd-grade ESO students (13 years old) with an A2-B1 English level:

- 1. Content Accuracy (Accuracy):**
  - Check if the poster provides accurate information about the English-speaking writer.
  - Ensure that important facts such as the writer's name, birthplace, notable works, and key achievements are correct.
- 2. Visual Presentation (Clarity and Creativity):**
  - Evaluate the visual appeal of the poster. Is it neatly organized and easy to read?
  - Look for the use of images, illustrations, and colors that enhance the poster's overall appearance.
- 3. Relevance (Content Focus):**
  - Assess whether the content presented on the poster is relevant to the writer being discussed.
  - Check if the information is concise and directly related to the writer's life and works.
- 4. Language Usage (Language Level):**
  - Evaluate the use of English language in the poster, considering the students' A2-B1 level.
  - Look for appropriate use of vocabulary, simple sentences, and basic grammar structures.
- 5. Creativity and Engagement (Engaging Elements):**
  - Consider any creative elements that make the poster engaging and interesting.
  - Check if the students have included interesting facts, quotes from the writer, or other engaging details that capture the viewer's attention.

Keep in mind that the evaluation should be supportive and encouraging, especially for students with a lower English language proficiency level. Provide constructive feedback and suggestions for improvement to help them develop their language skills and poster-making abilities.

Regenerate

Figure 17. . ChatGPT. (2023, October. 11, 12.56 GMT). Prompt: Act like an EFL teacher and create a checklist with 5 items to evaluate a poster about an English speaking writer, which has been made by students of 2nd grade of ESO, of 13 years old and having an A2-B1 level. ChatGPT September 25 Version. <https://chat.openai.com/c/9314ff3c-f196-44c0-820f-6c4eafa8b82d>

B.



Create a checklist of 5 items to evaluate a poster with information of an English speaking writer made by students of 13 years old, in 2nd grade of ESO and having an A2-B1 level



Evaluating a poster created by 13-year-old students in 2nd grade of ESO (Educación Secundaria Obligatoria) with an English language level between A2 and B1 can be a fun and educational task. Here's a checklist of 5 items to consider when evaluating their poster:

1. **Content Accuracy (Contenido preciso):**
  - Are the key facts about the English-speaking writer accurate and relevant?
  - Is there a clear summary of the writer's life, works, and significance?
  - Do the students demonstrate an understanding of the writer's importance?
2. **Language Use (Uso del idioma):**
  - Are sentences and phrases grammatically correct to the best of their English language ability?
  - Is the vocabulary used appropriate for the given language level?
  - Do they use varied sentence structures and tenses (as appropriate for their level)?
3. **Visual Presentation (Presentación visual):**
  - Is the poster neat, well-organized, and visually appealing?
  - Are there clear headings and subheadings for different sections?
  - Do they incorporate images, illustrations, or other visuals that enhance understanding?
4. **Creativity and Engagement (Creatividad y atractivo):**
  - Is there an element of creativity in the presentation, such as color, design, or unique features?
  - Does the poster engage the viewer's interest and encourage them to learn more about the writer?
  - Are there any personal touches or unique elements that showcase the students' individuality?
5. **Clarity and Communication (Claridad y comunicación):**
  - Can someone who knows little about the topic understand the key points presented?
  - Are there clear and concise explanations, avoiding overly complex language?
  - Are there any visual aids (like arrows, captions, or callout boxes) that enhance understanding?

This checklist will help you evaluate the students' work on the English-speaking writer poster while considering their age and language proficiency level. It encourages a balanced assessment of content, language, creativity, and communication skills.

🔄 Regen

Figure 18. ChatGPT. (2023, October. 11, 13.01 GMT). Prompt: Create a checklist of 5 items to evaluate a poster with information of an English speaking writer made by students of 13 years old, in 2nd grade of ESO and having an A2-B1 level ChatGPT September 25 Version. <https://chat.openai.com/c/b423760a-73b9-43ef-a7b9-ec310ac450d0>

C.



I'm looking for a checklist to evaluate a poster about an English speaking writer including:

- 5 items
- For students of 13 years old in 2nd grade of ESO
- Aimed at an A2-B1 level



Certainly, here's a simple checklist to evaluate a poster about an English-speaking writer, tailored for 13-year-old students at the A2-B1 level (2nd grade of ESO):

- 1. Author's Name:**
  - Is the author's name clearly displayed on the poster?
  - Is the author's name spelled correctly?
- 2. Portrait or Image of the Author:**
  - Is there a picture or drawing of the author on the poster?
  - Does the image resemble the author?
- 3. Key Information:**
  - Does the poster provide brief information about the author's life and work?
  - Are the details simple and easy to understand?
- 4. Book Titles or Famous Works:**
  - Does the poster list some of the author's well-known books or works?
  - Are book titles spelled correctly?
- 5. Visual Appeal:**
  - Is the poster visually appealing with colors, images, and fonts?
  - Is the poster neatly organized and easy to read?

This checklist is designed to be straightforward and appropriate for students at the A2-B1 level. You can adapt it further based on the specific requirements and focus of the assignment, adding or removing items as needed.

Figure 19. . ChatGPT. (2023, October. 11, 13.08 GMT). Prompt: I'm looking for a checklist to evaluate a poster about an English speaking writer including: - 5 items - For students of 13 years old in 2nd grade of ESO - Aimed at an A2-B1 level. ChatGPT September 25 Version. <https://chat.openai.com/c/ceb8d3ad-41b1-47a5-a59f-eb522c31454c>

D.

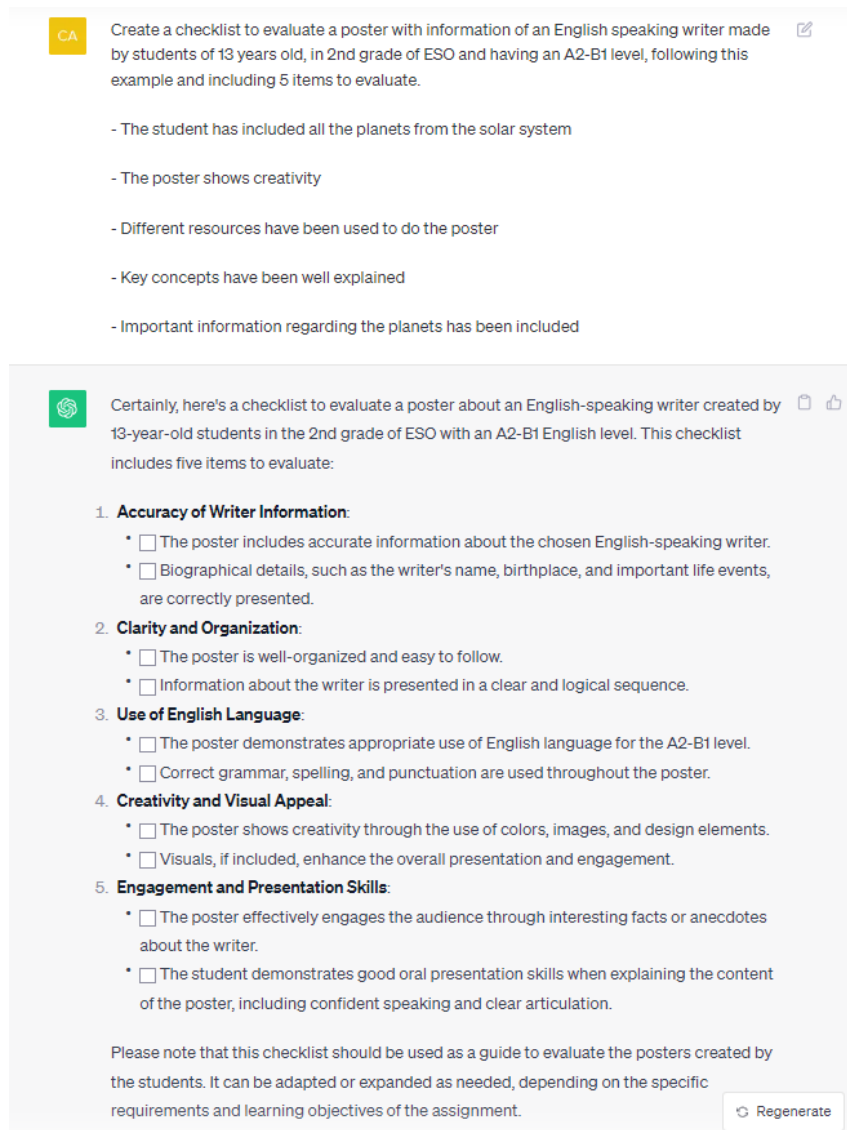


Figure 20. . ChatGPT. (2023, October. 11, 13.12 GMT). Prompt: Create a checklist to evaluate a poster with information of an English speaking writer made by students of 13 years old, in 2nd grade of ESO and having an A2-B1 level, following this example and including 5 items to evaluate. - The student has included all the planets from the solar system - The poster shows creativity - Different resources have been used to do the poster - Key concepts have been well explained - Important information regarding the planets has been included. ChatGPT September 25 Version. <https://chat.openai.com/c/7f37377c-b7dc-4b1c-adc7-d9bb739031e5>

All prompts produce accurate outputs, leading to four suitable checklists to use. Options A, C and D meet all the requirements, as we said to ChatGPT that our aim was to include only 10 items to evaluate. The three options also classify the items into different categories to make its fulfilment easier. On the other hand, prompt B, zero-

shot prompt include 15 items to evaluate, classified as well in five different categories, therefore, one of the requirements is not met.

Additionally, the information included in the checklist is suitable for evaluating the task, although options A and B include more general items, whereas options C and D are more specific and also shorter, making them easier to work with. Also, options A and D do not include questions in the checklist while the other options are presented as questions. Result after prompt B provides longer assessment criteria, making it more difficult to fulfil.

Consequently, all options can be suitable and the teacher would decide the most convenient checklist depending on their preferences and objectives. In order to get more accurate results, more specifications about the activity that students have to carry out can be given to the AI, such as the content that students have been working on and has included on the poster or any other relevant aspect such as the format.

## 5. CONCLUSION

The main objective of this dissertation was to explore the potential capabilities of ChatGPT as a tool to help teachers design EFL materials. As we have seen, there are many possibilities to use this AI in the EFL classroom, as it can help with the creation and adaptation of texts, lesson planning, conversation practice, translation, or evaluation and assessment resources creation. Consequently, many possible designs of EFL materials have been explored and some results have been shown of how can ChatGPT generate different materials, with the generated email, adaptation of an authentic text, planning of a grammar lesson, the creation of a final task and the generation of a checklist to be used as an evaluation tool.

Moreover, different types of prompts were tested in order to examine their usefulness, and as a result, we can conclude that ChatGPT was able to provide correct answers for the four different types of prompts tested: persona pattern, zero-shot, wish list and few-shot prompt. All prompts were useful, despite producing slightly different results, and the use of one or another may depend on the teacher's goals and needs. With the persona pattern prompt, sometimes we observed that ChatGPT included additional information as if it were a competent EFL teacher, making its output more realistic. The zero-shot prompt gave more generic answers. The wish list prompt obtained equally valid results and the few-shot prompt was able to use the example to produce high-quality content, except in one case. This last type of prompt can be very useful if we already have an activity and we want to obtain some variations of it.

The fruitful results of these experiments do not imply that the role of teachers is in a difficult position; it is only in a different place where they need to take actions in order to be able to respond to the new coming reality. As we have seen, teachers have a key role in education which can never be substituted by any new technology, as the relationship with students is of big importance and educators are the only existing tool that can decide which is the best activity or methodology to apply in their specific context. Consequently, educational policies will need to face this change of perspective and help teachers with this challenging new era by giving them more resources and training.

The limitations of the study have to do with the number of experiments carried out, as well as the prompt types, the use of only one language model, and the tentative



analysis provided. This research has investigated the usefulness of the different types of prompts when dealing with EFL material creation. In this regard, an analysis of the practical application of the results could be really useful to obtain a wider picture of their real-life implementation. Future research could focus on the automatic use of several language models at once, the expansion of experiments, including more prompts, and/or quantitative and qualitative studies that assess the effectiveness of automatic EFL material creation in the implementation of artificially generated lesson plans into actual EFL classrooms. Also, research could focus on the potential dangers and ethical issues that EFL teachers may face when using this technology in their classroom practices. Despite that, the use of language models in EFL contexts is still a ground-breaking technological discovery in need of further studies that could pave way for a revolutionary way of understanding and implementing EFL learning and teaching. Additionally, experiments can be carried out testing the new versions available of ChatGPT.

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