 <https://doi.org/10.28925/2312-5829.2023.36>
UDC 378.018.43:811.111

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Perspectives of the Use of Chatgpt as a Tool for Online Education in English For Non-Native Speaker Students

Abstract. *The article is determined by the fact that online and distant education in Europe and in Ukraine has rapid growth of interest and evolution in different directions. The modern world is impossible without technology, the use of the advanced technologies makes remote learning possible therefore it must be developed. Number of fact can be named to signify the relevance and even urge of use of online based education among them such as COVID pandemic situation, war that caused disruptions to the traditional classroom settings, development of modern technologies can be named. The article provides research on the possibility of using ChatGPT as kind of educational tools for non-native speaker students to learn English. This research is to name and define such terms as AI, GPT, and ChatGPT. ChatGPT can be considered as controversial educational tool. This research defines such terms as chatbot, AI, ChatGPT, online education, and distance learning. It is to give some of current results as well as possible perspectives of the use of ChatGPT as modern tool for online education in the sphere of English language for non-native speaker students. ChatGPT can make online-education more productive for both lecturers and students. ChatGPT can be used for personalized content regarding any criteria that could be insert to modify its settings, with guidance and real time interaction. Key points of research are provided with actual examples of the use of ChatGPT to generate text, tasks, provide students with practical advice or recommendation (guidance). Research has suggestion based on the analysis of the list of previous research and practical experiment that the use of ChatGPT for online education in English language with non-native speaker students that have poor level of English or without proper teacher support can lead to negative consequences.*

Keywords: AI; ChatGPT; English Language; online education; distance learning.

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Introduction. Online education has become increasingly popular over the years, especially in Ukraine. Distance learning is evolving its approach towards education change with a great frequency. It can be determined by set of factors connected with COVID pandemic situation and war that caused disruptions to the traditional classroom settings. Globalization process and democratic changes in Ukraine have a great impact on the education. Ukraine as fast growing and developing democratic European country catches up with the European system of education. Ukraine can take all of the best from European online educational experience and even improve distance learning on the national background.

The relevance of the article is determined by the fact that the main language of ChatGPT is English. Therefore, most efficient use of it is in English. It is also relevant as a tool for online education which has a great value due to pandemic situation and the war in Ukraine. Current system of online-education in Ukraine is young fast growing and developing. Those two factors allow integrating ChatGPT into distance learning and use it for the education of English language with less number of possible problems. Online education and distance learning platforms in Ukraine require the use of modern technologies.

Cambridge dictionary defines e-learning as learning done by studying at home using computers and courses provided on the internet (Cambridge, 2023). Cambridge dictionary defines distance learning a way of studying in which you do not attend a school, college, or university, but study from where you live, usually being taught and given work to do over the internet (Cambridge, 2023). In current research we will not distinguish those terms and use them as synonyms.

European Parliament gives the set of curtail characteristics of AI and defines AI as “the ability of a machine to display human-like capabilities [...]. AI enables technical systems

to perceive their environment, [...], [..]. AI systems are capable of adapting their behavior to a certain degree by analyzing the effects of previous actions and working autonomously.” (European Parliament, 2020). From the same document by European Parliament we can assume that AI can solve some of problems preform actions in order to fulfill threaten goals as well as to show flexibility, they can change their patterns based on previous data and even to work without any operator or moderator. (European Parliament, 2020). The use of the advanced technologies is something that makes remote learning possible. In recent years, artificial intelligence (AI) has been implemented for language teaching through chatbots, as well as language models like Google's BERT and OpenAI's GPT, which can generate text based on different informational background. ChatGPT belongs to Large Language Models (LLMs). At the moment we can name for generations of ChatGPT-2, ChatGPT-3, ChatGPT-3.5, ChatGPT-4.

AI based application stated to fill the internet becoming extremely popular, e.g. Michelle Trim in his research talks about Photo Editor by Prisma Labs (Trim, 2023) as it called in the interned AI-powered photo editing program “Lensa”, Google is launching (2023 limited edition) and upgrading it Bard (Pichai, 2023) LaMDA, Dall-E, Dall-E2 and others.

GPT-3 is an AI language model developed by OpenAI, which utilizes deep learning algorithms to provide human-like text and response generation. Its abilities are vast, including text completion, language translation, question answering and even generating code, among other applications. Its latest version, ChatGPT-3.5, is specially designed for educational purposes, including remote learning and online language courses (Frackiewicz, 2023).

The very first language models that OpenAI released could not be properly used for online education of English (Pichai, 2023PT, GPT-2). ChatGPT-3.5 is language model that is well-designed for online education of English (Marcin, 2023). ChatGPT-3.5 can also be used to provide personalized feedback to students. It can provide tailored feedback on student assignments, helping them to understand their mistakes and improve their

performance. This can help students to stay motivated and engaged with their studies. In addition, ChatGPT-3.5 can be used to provide interactive learning experiences. It can be used to create virtual classrooms, where students can ask questions and receive real-time feedback from their teacher. This can help to create a more engaging (Frąckiewicz, 2023).

The ChatGPT model can find efficient use in various online educational platforms and systems, such as Duolingo the application, recommend this interaction by itself (*Figure 4*), in this way its strong points (as flexibility, individual approach and interactivity) can be fulfilled. The same might be applied to the online-education of English within single university distance learning environment. The ChatGPT model uses Natural Language Processing (NLP) algorithms to analyze and respond to user inquiries. Furthermore ChatGPT can evolve its incorporating machine learning techniques and can improve responses (Frąckiewicz, 2023; Zhai, 2023).

Studies have shown that ChatGPT can produce more natural and coherent responses compared to other text prediction models. This makes it an ideal tool for language learning as it can provide personalized and engaging content to learners, which can enhance their vocabulary and conversational abilities (Zhai, 2023; Frąckiewicz, 2023).

Main companies are collaborating in terms of AI development. Greg Brockman wrote that “Microsoft is investing \$1 billion in OpenAI to support us building artificial general intelligence (AGI) with widely distributed economic benefits. We’re partnering to develop a hardware and software platform within Microsoft Azure which will scale to AGI [...] Microsoft will become our exclusive cloud provider — so we’ll be working hard together to further extend Microsoft Azure’s capabilities in large-scale AI systems” (Brockman, 2019).

Kate Brush defined Chatbot as software or computer program that simulates human conversation or "chatter" through text or voice interactions (Brush, 2021). Some of professional are worried about AI. They think it can replace them, e.g. some of artists

began sharing a 'no to AI' image (Whiddington, 2023). Stephen Shankland warns readers not to trust ChatGPT's answers (Shankland, 2022).

Xiaoming Zhai in his research talks about the possibility of learning guidance for students using ChatGPT: "Another way ChatGPT can help is providing students with personalized learning guidance. By providing students with targeted learning and resources, ChatGPT can guide students in self-directed learning to develop the necessary knowledge and skills to meet the performance expectation of the NGSS. To test this capacity, we developed the prompt, "Please give learning guidance to help me improve my science learning to meet the performance expectation: Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects." (Zhai, 2023). The system automatically generated six learning guidance [...] I asked ChatGPT to provide learning materials, which resulted in six learning materials covering different key knowledge points that the student needs (see *Figure 4*)"

ChatGPT is good at making new text or fiction facts but not at citation, humor or irony. Michelle Trim (Trim, 2023) claims that "Citation, ironically, seems to be particularly difficult for ChatGPT to produce with any authenticity or credibility, as sometimes, even the references are fakes. When it comes to short answers, especially the kind that might appear in upper-level computer science exams, ChatGPT may perform shockingly well. In an informal discussion with colleagues, several remarked that when fed their final exam questions ChatGPT would have 'earned an A' on the exam. Clearly, unlike giving a knock-off to someone as a gift, fake answers on an exam in a 400 or 500 level computer science course is serious business. Consider the profusion of online courses, online testing, and online final exams across many disciplines since the start of the Covid-19 Pandemic...".

With many educational institutions turning to remote learning platforms, teachers and educators are seeking innovative ways to engage and students in their studies. ChatGPT is

modern and interesting for youth. Artificial Intelligence (AI) technologies such as language models are now being developed regarding possible use in the field of education.

ChatGPT goes for Chat Generative Pre-Trained Transformer. It means that first of all its frame is chat so that interaction is made in the chat manner (that is friendly to modern teachers and students). The fact it is Generative signifies that the application can be extremely flexible.

Pre-trained in its name reflect flexibility and strict algorithms and the same time. It is true that ChatGPT was trained (Funmi, 2023). According to OpenAI, Chat GPT was trained using “Reinforcement Learning from Human Feedback” (RLHF) (Funmi, 2023). It is sad that ChatGPT during its self-development used different sources, not only trustworthy or scientific such as news, books different internet pages, journals. And all the information from those sources was used. (Funmi, 2023). But on the other hand it suffers from corrupted, unreliable data and it is unable to get any information after 2021. The algorithm improved itself and responds to the user based on the data it analyzed (Funmi, 2023). And if quality of data is low the answer would be the same.

ChatGPT has revolutionized the field of language education by generating different types of text e.g. essays, dialogs and so on. It can use all kinds of grammar constructions, support online conversation or spot mistakes. ChatGPT-4 is an autoregressive language model that uses English characters for input. It is similar to GPT-2 and GPT-3 in that it can generate text, but it has been specifically trained to handle English language input from non-native speakers. The model has grate number of parameters and was trained on a large corpus of English texts. It can generate text based on input conditions it can be appropriate text written with high accuracy and naturalness.

Purpose of the article. This article considers the use of terms chatbot, AI, ChatGPT, online education, distance learning. It is to test ChatGPT with range of tasks connected with learning of English. The article is to provide some of current results as well as possible perspectives of the use of ChatGPT as modern tool for online education in the sphere of English language.

Methods. The following theoretical and empirical methods are used in the process of writing the article “PERSPECTIVES OF THE USE OF CHATGPT AS A TOOL FOR ONLINE EDUCATION IN ENGLISH FOR NON-NATIVE SPEAKER STUDENTS”:

–analysing scientific sources and legal documents to clarify the essence and modern interpretation of the concept AI, ChatGPT;

–analysing the content dedicated to the use of AI and ChatGPT for education;

–analysing the structure of ChatGPT answers.

Analysis of modern researches on the problem. Michelle Trim ChatGPT made research on similar application dealing with images.

Next scientists made research on the use of ChatGPT as educational tool Marcin Frąckiewicz (Frąckiewicz, 2023), Karl D. Stephan (Stephan, 2023), Xiaoming Zhai (Xiaoming , 2023) and others.

Science Learning with the help of AI was studied by Haudek, K. C., Zhai, X., Yin, Y. and others (Zhai, 2020), (Frąckiewicz, 2023). Making research on since standards Xiaoming Zhai describes Knowledge-in-use concept as demanding more flexibility. For example, traditional tests could not respond to the Knowledge-in-use concept adaptively. On the other hand, AI can be extremely flexible responding to the current needs (Frąckiewicz, 2023).

Tovia Smith represents Natural Language Processing (NLP) researchers’ opinion on the topic they claim it all have gotten around computers’ inability to grasp language by training programs to mimic existing texts. As with machine grading of the SAT, there is no context for the writing, no way that the specific time and place and rhetorical situation of the writer’s execution of their writing can add to its value (Tovia, 2018).

Peter G. Neumann in Software Engineering Newsletter (Peter, 2023) claims that ChatGPT as many other things is kind of a raw product launched to early without proper

testing. Karl D. Stephan (Stephan, 2023) and other studied the use of ChatGPT in the field of law.

ChatGPT can be used to study English language it can be used to study computer languages. Justin Chow, Carl Ka To Ma, Barbara J. Ericson, David Weintrop, Tovi Grossman (Majeed Kazemitabaar, Justin Chow at al. 2023) claim that education with ChatGPT is good on the one hand, for new learners but on the other hand, can have negative impact on them at the same time. We can assume that some of the problems of education in the field of computer languages are quite similar to problems that accrue during the online-education of English with ChatGPT.

Xiaoming Zhai (Zhai, 2023), Marcin Frąckiewicz (Frąckiewicz, 2023) and others write about perspectives of personalized content for students. Xiaoming Zhai made research on automatic grading of student-written responses. (Frąckiewicz, 2023; Zhai, 2023) Vittoria Benzine (Benzine, 2022) along with Xiaoming Zhai (Zhai, 2023) studied tools similar to ChatGPT.

Results. We can assume that non-native speaker students with higher level of English can use ChatGPT with certain moderation and spot possible mistakes while students with poor level of English may struggle dealing with meaning of words using them in wrong context and may remember wrong answers as correct.

Latest versions of application are better in terms of education. Use of ChatGPT for English students can be brake though in online-education due to its flexibility, possibility of guideness and multifunctionality. ChatGPT can produce other programs, generate tasks and quizzes. It can make long term curriculum and change it according to the new data.

ChatGPT has its most basic language set to English therefore the use of ChatGPT for distance online-education of English will be more efficient. This educational tool has perspectives as it can be set for personalized and interactive approach to language learning. Its advanced machine learning capabilities enable it to generate human-like responses, making it perfect tool for online learning of English language.

First of all among advantages of ChatGPT for Online Education we can name Generating custom exercises. It is good at randomizing. ChatGPT can generate custom exercises and prompts for students to practice writing and speaking English. It is a plus for the cases when we need to use the same task or test in different variants. It can also support dialogue for students to practice English conversation in an online-learning environment. ChatGPT is extremely flexible. It can be used in the terms of individual approach. It can be adapted to individual student needs and difficulty levels, enabling a personalized learning experience that is more engaging and beneficial for the students. ChatGPT can be used as a support online-tutor. It can give advices and provide students with recommendations. ChatGPT can enable real-time feedback during student-teacher communication. It can be used as a tool for automatic correction of grammar and syntax, and also provide suggestions for alternative word choices. ChatGPT can make texts more interactive and dynamic, adopt scientific text making it more simple, or even considering levels as C1, B2 and so on. It allows students to access material, feedback, and exercises in real-time. This would make the learning experience more engaging and effective then use of a simple set of tasks in a distance learning platform. ChatGPT is especially good at short texts, questions and answers. It can be used in the pair tasks for students that have no college to cooperate with due to the odd number of students.

As to disadvantages of ChatGPT, we can mention low credit of trust. Its sources usually are not scientific or it even can be a fake. ChatGPT can use fake dates, facts, personalities and even words. It can struggle with logical issues and complex structures and metaphors. ChatGPT is limited with data used for its learning (e.g., GPT-3 has a limit up to 2021 year). ChatGPT is not good at citation, sarcasm, humor or irony. One more point is the connotation issue. The problem is connected with the use of words in the wrong context or inappropriate word combinations. ChatGPT is demanding in terms of student interaction. Student must be vigilant and have proper knowledge of the topic they are dealing with before every single use of ChatGPT application. It is impossible to spot mistakes without proper knowledge of what is considered to be a mistake. It is well known fact that it is easier to learn new item than change your wrong knowledge to the proper

one. The result of ChatGPT may look logical and well-structured but in some cases it can damage students English.

This tool can be used to generate text. It can be an example of an essay, text for reading or correcting mistakes. ChatGPT was asked to generate text on the topic “Beauty of Ukraine” with the use of citations and metaphors. The level of description can be seen on the *Figure 1*.

Ukraine is a country of remarkable natural beauty, boasting stunning landscapes and a diverse range of flora and fauna. Its rolling hills and lush forests provide an idyllic backdrop for cities and villages, while its expansive rivers and lakes make it a perfect destination for relaxation and exploration. From the stunning Carpathian Mountains in the west to the sandy beaches of the Black Sea in the south, Ukraine is an incredibly beautiful and diverse country.

Ukraine can be compared to a beautiful painting, with its vibrant colors and diverse scenes. Its rolling hills are like brushstrokes of green and yellow, while the sparkling rivers and lakes add a splash of blue and silver. The forests are a mix of vibrant greens, yellows, and browns, and the mountains are a majestic backdrop to the rest of the scenery.

Famous personalities have offered their own perspectives on the beauty of Ukraine, with many noting

Figure 1. “Beauty of Ukraine” (text generation)

ChatGPT can be used for the discussion, providing arguments or as a tool for analysing information. It can describe itself. It can compare and be used in tasks that require comparing different objects. ChatGPT gets the task to prove that ChatGPT is better than teacher for learning English language and then provides arguments that the teacher is better. However, when the program is comparing the teacher and tool it provides some of the same arguments for both ChatGPT and the teacher. It can be seen on the *Figure 2*. The same arguments towards individual approach. It is point 5 at the first list and point 1 in the second. We can notice that application gives point 2 with no arguments (*Figure 2*).

ChatGPT is better than a teacher for learning the English language because:

1. It is available 24/7 and can provide immediate feedback.
2. It can provide tailored lessons based on individual needs.
3. It is more cost effective than a traditional English teacher.
4. It can provide language practice with native speaking partners.
5. It can provide personalized learning experiences.

A teacher is better for learning the English language than ChatGPT because:

1. A teacher can provide more personalized instruction and guidance.
2. A teacher can help students develop their writing and speaking skills.
3. A teacher can help students gain an understanding of the culture and history of the language.
4. A teacher can provide more in-depth feedback and explanations.
5. A teacher can help students understand the nuances of the language.

Figure 2. Learning English. Five arguments for teacher and ChatGPT

ChatGPT has advanced capabilities for generating new content. This can be used to create new tasks or even tasks generators. On the other hand, it can at the bottom of the list of resources to work with permanent, trustworthy, scientific information. The fact that application can sometimes struggle with direct quotation can be seen on the *Figure 3*. The request was to cite the particular Banquet speech by Winston Churchill. The citation does not match the original.

Mr. Prime Minister, Excellencies, Ladies and Gentlemen:

It is a great honor to be here with you this evening and to have the opportunity to address such an esteemed audience. I am deeply humbled by your presence and your kind words.

Tonight, I want to talk about something that I believe is of paramount importance to us all: the need for collaboration and cooperation in our global society. We live in a complex and interconnected world, and we must all work together if we want to make progress and ensure a brighter future for generations to come.

No single nation or group of nations can tackle the world's most pressing problems alone. We must work in partnership to ensure that our collective efforts are more effective and that progress is made in all areas. This will require open dialogue, a willingness to compromise, and a commitment to putting the interests of our global community first.

Figure 3. Winston Churchill. Banquet speech

This application can be used for guidance. It can generate advices, provide students with individual tasks or even program of study. Giving recommendation by request can be

considered as a great advantage of this application. The application can be used if tutor or lecturer is not available or student has some problems and cannot ask the question. In this case ChatGPT can provide student with recommendations. In the *Figure 4* we can see recommendations given by ChatGPT to students that study English. As conditions for this request, it was set that student level is B2 and student is a freshman. We can see that information is rather general but contains names of some other useful tools.

1. Attend English classes and tutorials regularly and actively participate in class discussions.
2. Listen to English language podcasts, read English language books and newspapers and watch English language movies and TV shows.
3. Practice speaking English with your friends or study partners.
4. Use online resources to practice grammar, pronunciation and vocabulary.
5. Keep a journal in English and write a few sentences each day.
6. Take part in English language clubs or activities.
7. Make use of online tools such as Quizlet, Memrise, and Duolingo to help practice and improve your English.
8. Take part in an English language exchange program and converse with native speakers.
9. Practice writing essays and reports in English.
10. Always seek help and advice from your teacher when needed.

Figure 4. Recommendations for students

Figure 5 has similar settings to the *Figure 4*, however, passive and active voice were added as an additional criterion. The system was also asked to generate tasks on the topic.

1. Make sure you understand the difference between active and passive voice. Active voice means that the subject of the sentence performs the action of the verb, while passive voice means that the subject of the sentence has the action performed on it.
2. Read examples of sentences written in active and passive voice to get a better understanding of how they differ.
3. Practice writing sentences in active and passive voice. To make sure you understand the concept, try writing sentences in both voices and comparing the two.
4. Take advantage of online resources such as quizzes and exercises to help you master active and passive voice.
5. Ask your professor or a teaching assistant if you have any questions or need help with understanding a concept.
6. Make sure you understand how to use the different verb tenses correctly in passive and active voice.
7. Review your work once you are done to

1. Read a short passage and identify the active and passive voice sentences.
2. Write a short essay using the active and passive voice in the same paragraph.
3. Create a table comparing the uses of active and passive voice in different types of writing.
4. Rewrite a previous essay, changing the sentences from active to passive voice and vice versa.
5. Write a dialogue between two characters using the active and passive voice.
6. Research the history of active and passive voice in English grammar and write a short report.
7. Design a presentation comparing the uses of active and passive voice in different contexts.
8. Create a quiz for fellow students testing their understanding of the active and passive voice.
9. Conduct a survey of students in the class and collect data on the most commonly used form of voice in their writing.
10. Explain the differences between the active and passive voice.

Figure 5. Passive and active voice. Tasks & recommendations

Discussion and Conclusion. ChatGPT is a powerful tool for online education of English, providing a more engaging and personalized learning experience for students. ChatGPT can transform the field of online education of English. It can generate tasks, personalize content considering any settings, e.g., level of English, year of study, the use of language in the students' professional field, age and so on. Its advanced natural language capabilities make it perfect tool for distance learning in the field of English. At the moment, ChatGPT can be considered as a tool that requires a high level of the background knowledge. It can be used in the field of online education to learn English for correcting mistakes and supporting dialogue with students that already have high level of English. It has the potential to transform language teaching and learning by helping both students and teachers deliver more effective and efficient online learning experience. ChatGPT can be considered as a meta tool which can describe itself been extremely flexible and it can be used for creating new content. With new versions of ChatGPT set of new researches should be made. Further research is required to explore the full extent of ChatGPT's capabilities in the context of language education, but the initial results are promising.

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Використання ChatGPT як додатка для дистанційного вивчення англійської мови студентами, які не є носіями мови

***Анотація.** Популярність дистанційної освіти значно зросла протягом останніх років. Особливо це стосується України. Ця тенденція зумовлена низкою обставин, пов'язаних з пандемією та війною, що, у свою чергу, вилинули на традиційний формат навчання. Застосування сучасних технологій — це те, що*

робить дистанційну освіту можливою, дає змогу збагатити та додати розмаїття до навчального процесу студентів. Останнім часом штучний інтелект (ШІ/АІ) використовується для вивчення мови, зокрема чат-боти і такі лінгвістичні моделі, як BERT від компанії “Google” чи GPT від компанії “OpenAI”, здатні створювати текст, використовуючи різні вхідні дані.

У цій статті автор дає визначення понять “chatbot”, “AI”, “ChatGPT”, “online education”, “distance learning” та ознайомлюємо з можливими шляхами використання ChatGPT і деякими результатами застосування цього додатка для вивчення англійської мови у сфері дистанційної освіти. Необхідність використання інноваційних технологій на кшталт попередньо тренованого трансформера (ChatGPT), який, однак, є досить суперечливим навчальним додатком, зумовлена швидким розвитком дистанційної освіти. ChatGPT може зробити навчальний процес більш продуктивним для викладачів і студентів, створивши будь-який персоналізований контент залежно від параметрів даних, внесених до системи. Ця програма також здатна давати поради й уточнення, реагуючи на запит негайно. З іншого боку, використання ChatGPT без допомоги й рецензування викладачем може призвести до негативних наслідків.

Глобалізаційні процеси й демократичні зміни, що тривають у нашій країні, суттєво впливають і на освіту. Україна як демократична європейська країна зазнає трансформацій, синхронізуючись з європейською системою освіти, тож має використати найкращі з досягнень європейської онлайн-освіти й імплікувати їх на вітчизняному ґрунті.

Ключові слова: штучний інтелект; попередньо тренований трансформер; англійська мова; онлайн-освіта; дистанційна освіта.

Стаття надійшла до редакції: 14.05.2023

Прийнято до друку: 28.09.2023