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THE USE OF AI IN TEACHING ENGLISH FOR SPECIFIC PURPOSES: THE EXAMPLE OF CHATGPT

Abstract. The application of Artificial Intelligence (AI) in education has transformed teaching practices, especially in the area of Teaching English for Specific Purposes (ESP). The article discusses the role of AI, notably ChatGPT, in innovating ESP education for Teaching English major students. ChatGPT, a cutting-edge AI language model developed by OpenAI, facilitates personalized learning experiences through the simulation of real-life professional settings and the delivery of instant, context-specific feedback on the use of language, grammar, and vocabulary. It enables ESP learners to practice and enhance their communication skills in settings that are directly relevant to their own professions, such as business, law, medicine, and engineering. The paper examines the numerous benefits of ChatGPT, including its capability to personalize learning tasks, provide real-time corrections, and create interactive and dynamic dialogue that mimics professional real-life interaction. Furthermore, it discusses feasible means of integrating ChatGPT into ESP courses, including task-based learning, blended modes, and collaborative tasks. With these innovative methods, educators can more effectively address the diverse and specialized needs of ESP students. This study highlights the potential of AI technology like ChatGPT to transform ESP teaching in the way it offers scalable, adaptive, and interactive solutions to enhance language ability and prepare learners for the needs of their professional disciplines.

Keywords: ChatGPT, artificial intelligence, language, ESP, methodology.

Introduction

In the last few years, Artificial Intelligence (AI) has transformed numerous industries, and education is not an exception. One of the most exciting advancements in AI technology is the development of AI-based language models like ChatGPT, created by OpenAI. ChatGPT is a very sophisticated AI tool that can engage in natural language conversations, compose text, and provide assistance in a range of tasks. For Teaching English majors, it is essential to understand the potential of AI tools such as ChatGPT to enhance Teaching English for Specific Purposes (ESP).

English for Specific Purposes (ESP) recognizes the necessity of language instruction to be tailored to address the specific requirements of learners progressing through specific disciplines [1]. ESP is firmly established as a major area of applied linguistics and English language study and has a broad base of adherents in educationalists, linguists, and language teachers worldwide [2]. English for Specific Purposes (ESP) is a teaching approach of English that meets the specific professional requirements of students in certain professions such as business, law, medicine, engineering, or technology. ESP is distinct from general English as it focuses on specialized language, communication skills, and functional language for particular professions. With the growing demand for ESP courses globally, advanced AI technologies like ChatGPT are taking on a pivotal role in ESP instruction, providing personalized learning and boosting student engagement. ESP materials play a critical role in this process [3].

This article outlines the use of ChatGPT in ESP, such as the way it can be used to promote better learning experiences, aid instructors in curriculum planning, and provide immediate feedback to students. It further outlines the ethical considerations of implementing AI in language instruction.

Methods and Materials

ChatGPT as a Resource for ESP Teaching. ChatGPT, an OpenAI language model, is driven by deep learning and natural language processing techniques. The primary function of the model is to generate human-like text responses against user input. Although it can converse as freely as possible, the nature of ChatGPT's functionality allows it to carry out a huge list of operations, thus it an ideal tool for ESP learning.

Some linguists have researched on ChatGPT. RodicaZafiu [1] says in his study that «It was not so much the information that impressed me, but the level of the language, the level of grammatical and semantic correctness, the level of discursive coherence.». In what I experimented, not only was the answer provided in sentences that were meaningful, but there was a consistency of the text, it was observed that a pattern was being followed, a general introduction, a conclusion at the end of the answer, an articulation that reflects the progress that has been made in this direction.

Personalized Learning. Personalized learning is one of the primary challenges in ESP training since it is challenging to accommodate a broad spectrum and specialized needs of students. Each student in an ESP course may be learning English for different professional purposes, e.g., business negotiations, legal consultation, or scientific research. ChatGPT's contextual adaptation and response generation features facilitate personalized learning.

For example, in a business English lesson, ChatGPT can imitate real-world business scenarios such as meetings, negotiations, or presentations. One student can practice with ChatGPT by delivering their pitch or discussing market trends in English. ChatGPT can provide vocabulary, phrases that are context-relevant, and feedback for correction, thus building an immersive experience that closely approximates real communication.

Instant Correction and Feedback. The second significant aspect of language learning is the need for instant feedback. In a typical classroom setting, students wait for their teacher to review their work before they can be corrected, which significantly slows down the learning process. ChatGPT can provide instant feedback on written or oral assignments, allowing learners to identify mistakes and correct them on the spot.

For instance, a student of business writing an email can type in the text on ChatGPT, which will review it for grammar, tone, and suitability within the workplace. The AI will suggest edits, for instance, in more formal language use, fixing sentence construction, or altering vocabulary to engage a specific audience. Such real-time feedback enables the student to correct changes on the spot and reinforce learning.

Similarly, legal English students can input legal documents or case studies into ChatGPT, and it will highlight common errors in terminology or phraseology so that students use the right and professional language. Feedback from AI applications like ChatGPT, if immediate, is especially beneficial in ESP where accuracy and professionalism matter the most.

Conversational Practice for Skill Development. In ESP, the students are used to practicing their skill in conducting professional conversations about their field of work. Whether negotiating a legal contract, giving updates on research work, or experiencing a job interview, ESP students need to be confident of possessing the capabilities to engage in professional conversations in their field. ChatGPT can engage the students in virtual professional conversations that closely mirror actual situations. I particularly instructed ChatGPT to provide class material such as exercises and some tests that may help with ongoing tracking of concepts covered in class (Figure 1).

Here are some vocabulary exercises based on the paraphrased text:

Exercise 1: Matching Definitions

Match the words in Column A with their correct definitions in Column B.

Column A	**Column B**
1. Predicate	a) A group of words that function as a unit within a sentence (e.g., noun phrase, verb phrase).
2. Syntax	b) The way in which words are put together to form sentences.
3. Cohesion	c) A formal way of expressing ideas in professional or academic settings.
4. Register	d) The part of a sentence that contains the verb and provides information about the subject.
5. Idiomatic expression	e) The logical connection between ideas that creates a smooth flow in writing or speech.

Figure 1 - AI-Based Scenarios for Teaching Legal English

For example, in a legal English vocabulary class, ChatGPT can set up a courtroom scenario where the learner plays the lawyer's role in arguing a case. The AI can ask questions, counter-arguments, and even suggest ways to make the learner's argument stronger. Such conversational practice allows learners to achieve fluency in domain-specific language while receiving personalized feedback (Figure 2).

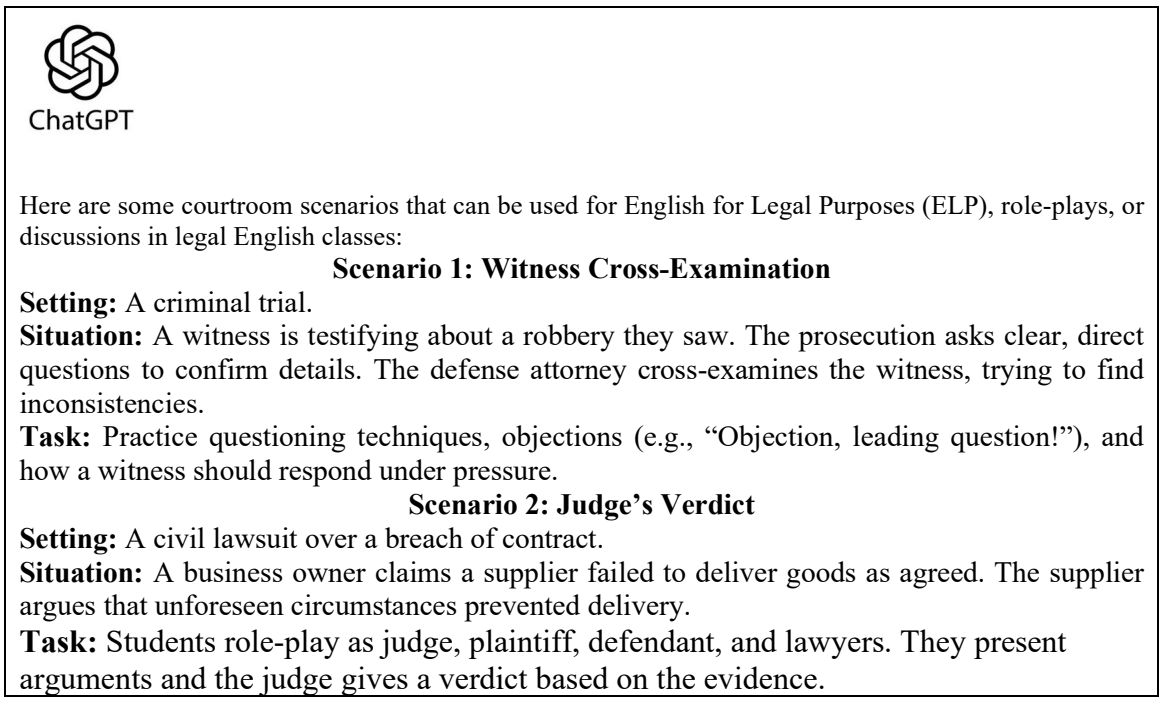

Figure 2 - AI-Supported Vocabulary Development Exercises

Students can talk skills with ChatGPT. I always instruct it to provide scenarios and cases on different topics. The range of topics, novel ideas, hypothetical scenarios, range of cases are extremely helpful in developing critical thinking, provoking meaningful discussions, and enhancing problem-solving skills. They also facilitate the in-depth exploration of the topic. It enhances the ability to communicate in different professional contexts preparing the students for real communication, so it can enhance their confidence to use English for specific purposes. In the table below is a set of discussion questions, based on the syllabus, which was generated by ChatGPT:

Grammar and Vocabulary Development. Not only must ESP students be required to use a professional vocabulary but must possess extremely high levels of grammar and linguistic structure competence. ChatGPT can help students upgrade their grammar and vocabulary by explaining, providing examples, and presenting exercises specifically tailored to their profession.

For instance, in business English, ChatGPT can offer descriptions of how to use a specific set of phrases in negotiating, how to write formal letters, or how to phrase questions for business meetings. It can also offer domain-specific vocabulary to students and help them practice using them in different contexts. If a student uses incorrect phrasing or term selection, ChatGPT can give feedback and suggestions so that the learners are using language appropriately and appropriately.

To integrate ChatGPT into ESP instruction effectively, a number of methods and resources need to be adapted to reflect the possible advantages of AI (Table 1).

Table 1 – Thematic Discussion Questions on AI, Mental Health, and Social Media

1	2	3	4	5	6	7	8	9	10	11
Artificial Intelligence	1.How will artificial intelligence impact job markets in the future?	2.Should AI have ethical guidelines to prevent misuse?	3.Can AI replace human creativity and decision-making?	4.The role of AI in healthcare: Advancements and risks.	5.How AI is changing education and personalized learning.	6.The benefits and dangers of AI in cybersecurity.	7.Should AI be used in the criminal justice system?	8.The impact of AI-powered chatbots and virtual assistants on customer service.	9.Can AI help solve global environmental issues?	10.Should governments regulate AI development more strictly?
Mental Health Awareness	1.The impact of social media on mental health.	2.How workplaces can promote better mental health for employees.	3.Should mental health education be a part of school curriculums?	4.The role of therapy and counseling in modern society.	5.How cultural differences affect perceptions of mental health.	6.The stigma surrounding mental health issues and how to reduce it.	7.How physical activity contributes to mental well-being.	8.The effects of stress and burnout on students and professionals.	9.The impact of meditation and mindfulness on mental health.	10.Should governments invest more in mental health services?
The Impact of Social Media	1.Is social media more beneficial or harmful to society?	2.The role of influencers in shaping public opinions.	3.How social media affects self-esteem and body image.	4.The rise of cyberbullying and how to prevent it.	5.How social media platforms shape political views.	6.Should social media companies regulate fake news and misinformation?	7.The addictive nature of social media and its consequences.	8.How social media has changed communication styles.	9.The ethics of data collection by social media companies.	10.Can social media be a tool for positive social change?
Fake News and Media Literacy	1.How can people improve their ability to recognize fake news?	2.The role of journalists in combating misinformation.	3.Should governments regulate the spread of fake news?	4.How social media platforms contribute to the spread of misinformation.	5.The consequences of believing and sharing fake news.	6.The impact of deepfake technology on public trust.	7.How to teach media literacy in schools.	8.The role of fact-checking websites in verifying information.	9.Can artificial intelligence help detect and prevent fake news?	10.Should individuals be held accountable for spreading misinformation?

Continuation of Table 1

1	2	3	4	5	6	7	8	9	10	11
Cybersecurity	1.How can individuals protect themselves from cyber threats?	2. Should cybersecurity be a priority for governments?	3. The rise of hacking and cybercrime: How serious is the threat?	4. The impact of cyberattacks on businesses and economies.	5. Ethical concerns around government surveillance and cybersecurity.	6. The risks of using public Wi-Fi and unsecured networks	7. How AI is being used to improve cybersecurity.	8. Should personal data protection be a fundamental human right?	9. The dangers of phishing and online scams.	10. The role of ethical hackers in strengthening cybersecurity.
Climate Change and Sustainable	1.The role of renewable energy in combating climate change.	2. Should governments impose stricter environmental laws?	3. The impact of deforestation on global warming.	4. How climate change affects biodiversity and ecosystems.	5. The pros and cons of electric vehicles in reducing pollution.	6. Should single-use plastics be banned worldwide?	7. The importance of sustainable agriculture and food production.	8. How technology is being used to combat climate change.	9. The role of corporations in reducing their carbon footprint.	10. How can individuals contribute to reducing climate change?

Task-Based Learning. Task-based learning (TBL) is possibly the most effective means to integrate ChatGPT into ESP, where learners carry out real-world tasks that are related to their field of study. These could involve writing emails, creating reports, carrying out interviews, or creating presentations. ChatGPT may be employed as a partner with whom learners can practice and refine these tasks.

For instance, in a business English course, students could be required to write a business proposal. Students can submit their drafts to ChatGPT to get instant feedback on clarity, organization, and use of language. The AI can provide options for enhancing the proposal by giving alternative sentence formation or phrases in common usage in a business context.

Similarly, engineering students could apply clarifying a process of engineering or projecting project specifics using ChatGPT, getting feedback on how to improve explanations and the use of technical terms.

Blended Learning Strategy. A blended learning strategy, combining conventional face-to-face instruction with AI-enabled tools like ChatGPT, can potentially enhance ESP instruction. Educators can use ChatGPT to provide supplementary exercises and practice sessions outside the classroom. For example, following a legal English vocabulary lesson, students can use ChatGPT to practice and remind themselves of words learned in the lesson.

Moreover, ChatGPT may also serve as an additional learning material for students who need extra practice or explanation. When students struggle to understand a particular concept or topic, they can ask for additional practice or explanation from ChatGPT so that they can learn further outside of class.

Interactive and Collaborative Learning. ChatGPT may also be applied to collaborative learning environments, in which students interact and learn collaboratively to complete tasks. In an example from a medical English class, students role-play a scenario in the hospital where they switch roles with each other in turns to talk with ChatGPT as patients and doctors. Students are provoked by collaboration to practice professional language within a helpful and interactive environment.

When I started experimenting with ChatGPT, I found that its answers were more understandable than the answers given by my students. In a teaching environment, our focus was to ask ChatGPTopen ended and question questions regarding the meaning of technical terms and grammar rules. I also asked it to develop class material such as tests and exercises that could be used to facilitate ESP learning and teaching.

Hence, our dialogue contained several key linguistic elements, as outlined below:

-Grammatically correct sentences with clear-cut subjects and predicates, adhering to grammatical rules to allow proper communication.

-Properly contextual general vocabulary, backed up by a diversified set of specialist terms, comprising technical jargon and idiomatic expressions.

-Formal and professional tone, in accordance with requirements in business and academic environments.

-Proper syntactic organization, utilizing noun phrases, verb phrases, and other grammatical arrangements to provide clarity.

- Cohesiveness, every statement logically connected to the previous one to offer a reasonable succession of thoughts [4].

Results and Discussion

The incorporation of AI tools such as ChatGPT into Teaching English for SpecificPurposes (ESP) has been researched by a number of scholars, each bringing different ideas to this dynamic field. This article is an extension of the early work by scholars such as [1], who underscored the significance of adapting language teaching to suit the particular requirements of learners in professional contexts. More recently, [2] have highlighted the growing significance of ESP in applied linguistics, particularly in the context of globalization and specialist professional contexts.

RodicaZafiu's study of ChatGPT emphasizes its language skills, i.e., grammatical correctness, semantic coherence, and discursive structure. Zafiu's findings are in agreement with the findings of this article, i.e., the way ChatGPT can produce well-structured, context-based answers mimicking professional-like speech. Similarly [5], has investigated ChatGPT as a language learning tool, emphasizing its value in personalized learning and instant feedback, which are fundamental aspects of ESP learning.

Chan and Hu [6] examined student attitudes towards generative AI in higher education, noting its potential to enhance engagement and provide tailored learning experiences. Their findings are in agreement with the research in this study, particularly in terms of ChatGPT's capacity for establishing interactive and engaging learning spaces. However, they also identify some principal ethical issues, such as over-reliance on AI and ensuring equal access to technology, which are reflected in this paper.

Mariana Coancă [4] has addressed directly the role of AI in ESP, highlighting its ability to generate well-formed sentences, use specialized lexis, and assume formal tone. Coancă's study is on par with ChatGPT's applied uses discussed here in this article, most particularly its use in task-based learning as well as blended approaches. In addition, Rauf [3] and Zaman [9] have emphasized needs assessment and adaptive learning materials in ESP, where ChatGPT can be the revolutionary technology.

This paper contributes to the body of literature by providing concrete examples of incorporating ChatGPT in ESP instruction, particularly through personalized learning, immediate feedback, and simulations of professional practice. It also broaches the issue of ethics in the use of AI, ensuring that the discussion remains grounded in the pragmatic realities of language instruction.

The conclusions of this research demonstrate the high potential of ChatGPT as a learning aid to enhance ESP. The results are listed below, organized by topic:

1. Personalized Learning. ChatGPT's ability to adapt to the specific needs of individual learners worked very well in ESP settings. For example, in business English classes, students reported that practice scenarios such as negotiations and presentations helped them rehearse context-related vocabulary and expressions. One learner said: «ChatGPT was like a real business partner, giving me feedback on my tone and language use».

2. Immediate Feedback and Error Correction. Immediate feedback was perhaps the most valuable aspect of ChatGPT. During legal English courses, students used ChatGPT to proofread legal documents and case studies and receive immediate feedback on terms and sentence structure. A participant noted: «I no longer had to wait for my instructor to correct my work. ChatGPT helped me correct my writing in real-time».

3. Interactive Discussions for Building Skills. ChatGPT's ability to imitate professional discussions was particularly valuable for building confidence and fluency. For medical English classes, students conducted interactive hospital role-plays, acting as doctor and patient. This interactive approach was valued for its practicality and realism.

4. Grammar and Vocabulary Development. ChatGPT performed well in terms of grammar and vocabulary development. For instance, in engineering English, students exercised using ChatGPT to describe technical processes, receiving feedback on their application of technical vocabulary and sentence structure. According to one student: «ChatGPT helped me know how to make complicated ideas easier for non-experts to understand».

5. Task-Based Learning. Task-based learning exercises like the preparation of business proposals and technical reports were more efficient with ChatGPT providing instant feedback. Students reported such assignments as looking more real and related to their future career plans.

6. Blended Learning Strategy. Combining traditional instruction with ChatGPT-based exercises was a success among students and teachers alike. Teachers reported that ChatGPT allowed them to focus on higher-order skills during class, while students appreciated the additional practice sessions outside of class.

7. Interactive and Collaborative Learning. Interactive activities such as role-play scenarios and group discussion were greatly augmented by the contextual and diverse content generation capacity of ChatGPT. These types of activities were found interesting and helpful to the students for the development of teamwork and communication skills.

Conclusion

ChatGPT has proven to be a useful tool in Teaching English for Specific Purposes (ESP) and offers numerous benefits such as personal learning, immediate feedback, contextual practice, and professional language learning. Teachers can provide students with a unique, interactive, and contextually based learning experience through the integration of ChatGPT into ESP courses. Students who are majoring in Teaching English need to embrace the capability of AI tools such as ChatGPT to increase their teaching methodology and prepare future professionals for proper communication in their respective fields.

We emphasize the potential of ChatGPT in learning different subjects under English for Specific Purposes, demonstrating how we integrate it in our teaching practice. We provide examples Though ChatGPT can significantly enhance ESP instruction, caution must be exercised in dealing with the ethical implications of AI use to ensure that the technology is harnessed responsibly and inclusively. As AI evolves, its contribution towards ESP instruction will surely increase, providing more innovative solutions for language learners and teachers.

Within the English for Speakers of Other Languages (ESP) class, ChatGPT can aid instructors in helping students gain the language proficiency they need to succeed in their respective professions and achieve their full potential. Overall, the versatility and content generation feature of ChatGPT make it an effective tool for creating interactive and individualized ESL course material.

These features render ChatGPT an extremely useful tool for creating interactive and individualized ESL teaching content.

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КӘСІБИ БАҒЫТТАЛҒАН АҒЫЛШЫН ТІЛІН ОҚЫТУДА ЖАСАНДЫ ИНТЕЛЛЕКТІ ПАЙДАЛАНУ: CHATGPT МЫСАЛЫНДА

Аңдатпа. Жасанды интеллекттің (ЖИ) білім беру жүйесіне енуі оқыту әдістеріне төңкеріс жасады, әсіресе арнаулы мақсаттар үшін ағылшын тілін оқыту (ESP) саласында. Бұл мақалада ЖИ-дің, атап айтқанда ChatGPT-дің, ағылшын тілін оқыту мамандығы бойынша білім алатын студенттерге арналған ESP білімін жетілдірудегі өзгерістер әкелетін рөлі қарастырылады.

OpenAI әзірлеген ChatGPT – озық жасанды интеллектке негізделген тілдік модель, ол нақты кәсіби жағдайларды модельдеу және тіл қолдану, грамматика мен сөздік қор бойынша жедел әрі контекстке сәйкес кері байланыс беру арқылы жекелендірілген оқыту тәжірибесін ұсынады. ChatGPT ESP оқушыларға өз мамандықтарына тікелей қатысты салаларда, мысалы, бизнес, құқық, медицина және инженерия сияқты салаларда қарым-қатынас дағдыларын дамытуға және жетілдіруге мүмкіндік береді.

Мақалада ChatGPT-дің көпқырлы артықшылықтары, оның ішінде оқу тапсырмаларын жеке қажеттіліктерге бейімдеу, қателерді бірден түзету және шынайы кәсіби қарым-қатынасты имитациялайтын динамикалық, интерактивті диалогтар құру қабілеті талқыланады. Сонымен қатар, ChatGPT-ді ESP курстарына

енгізудің практикалық әдістері, мысалы, тапсырмаға негізделген оқыту, аралас оқыту әдістері және бірлескен оқу қызметтері қарастырылады. Осы инновациялық стратегияларды пайдалану арқылы оқытушылар ESP оқушыларының әртүрлі және мамандандырылған қажеттіліктерін тиімдірек қанағаттандыра алады. Бұл зерттеу ChatGPT сияқты ЖИ құралдарының ESP білімін түбегейлі өзгерту әлеуетін көрсетеді, сондай-ақ студенттердің кәсіби салаларында табысты болуын қамтамасыз ете отырып, олардың тілдік дағдыларын жақсартатын ауқымды, икемді және қызықты шешімдерді ұсынады.

Тірек сөздер: ChatGPT, жасанды интеллект, тіл, кәсіби бағытталған шет тілі (ESP), әдістеме.

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ИСПОЛЬЗОВАНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ ОСОБЫХ ЦЕЛЕЙ: НА ПРИМЕРЕ CHATGPT

Аннотация. Внедрение искусственного интеллекта (ИИ) в образование произвело революцию в методике преподавания, особенно в области обучения английскому языку для специальных целей (ESP). В данной статье исследуется трансформирующая роль ИИ, в частности ChatGPT, в улучшении обучения ESP для студентов, специализирующихся на преподавании английского языка. ChatGPT, продвинутая языковая модель ИИ, разработанная OpenAI, предлагает персонализированныйучебный опыт, моделируя реальные профессиональные сценарии и предоставляя мгновенную, контекстно-зависимую обратную связь по использованию языка, грамматике и лексике. Это позволяет обучающимся ESP практиковать и совершенствовать свои коммуникативные навыки в контекстах, непосредственно связанных с их профессиональными областями, такими как бизнес, право, медицина, инженерия и другие. В данной статье рассматриваются многочисленные преимущества ChatGPT, включая его способность адаптировать учебные задачи к индивидуальным потребностям, предоставлять мгновенные исправления и создавать динамичные, интерактивные беседы, имитирующие реальные профессиональные взаимодействия. Кроме того, обсуждаются практические методы интеграции ChatGPT в курсы ESP, такие как обучение на основе задач и смешанные подходы. Используя эти инновационные стратегии, преподаватели могут более эффективно удовлетворять разнообразные и специализированные потребности обучающихся языку для специальных целей. Это исследование подчеркивает потенциал инструментов ИИ, на примере ChatGPT, для преобразования обучения ESP, предлагая кретивные, адаптивные и интересные решения, которые повысят языковую компетенцию студентов.

Ключевые слова: ChatGPT, искусственный интеллект, язык, английский язык для специальных целей (ESP), методика.

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УРОВНЕВЫЙ ПОДХОД В ОЦЕНКЕ КОМПОНЕНТОВ ФУНКЦИОНАЛЬНОЙ ГРАМОТНОСТИ

Аннотация. В статье рассматривается уровневый подход к оценке компонентов функциональной грамотности учащихся, как одного из важнейших показателей качества современного образования. Автор акцентирует внимание на различии между элементарной и функциональной грамотностью, подчёркивая, что последняя отражает способность применять знания и умения в жизненных ситуациях. Особое внимание уделено анализу международного исследования PISA (Programme for International Student Assessment), в рамках которого читательская грамотность рассматривается как ключевой компонент функциональной грамотности. Подробно описаны уровни читательских компетенций, критерии оценки и структура заданий, основанных на реальных ситуациях. Раскрыты особенности текстов, используемых в заданиях, а также подходы к диагностике читательских умений: поиск информации, интерпретация, рефлексия и оценка. Автор подчеркивает, что систематическое использование уровневого подхода позволяет не только объективно диагностировать образовательные достижения учащихся, но и формировать навыки, необходимые для успешной адаптации в современном обществе. Представленные выводы могут быть использованы для совершенствования образовательной политики и практики формирования функциональной грамотности в школах.

Ключевые слова: функциональная грамотность, исследования PISA, грамотность чтения, читательские умения, уровневый подход.

Введение

Почему внимание к формированию и развитию функциональной грамотности занимает умы педагогического сообщества. Ответ на вопрос в понимании понятия *функционально грамотный человек*. Ребёнок может уметь читать, писать, говорить, но не быть