

PAPER

ChatGPT for Professional English Course Development

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ABSTRACT

Digitalization of all life spheres is the reality of modern world development. The global digitization creates a powerful information environment. Its navigation requires serious tools for structuring, systematizing and processing information. Digital processes, as the most progressive, are in constant development. Artificial Intelligence (AI) is gaining popularity. The latest product that has created a lot of discussion is ChatGPT (Generative Pre-trained Transformer) from OpenAI, which is an artificial intelligence chatbot that demonstrates the ability of digital devices to perform the tasks inherent to intelligent beings. The paper shows some issues of using ChatGPT for making a new course of Law English, a curriculum, a syllabus at the tertiary level removing concerns related to its application and utilization. The purpose of the manuscript is to describe a real case of working out a professional English course for university students applying ChatGPT. The methods of analysis, synthesis, case study, expert assessment were used. The results are as follows: a new course for Law English training, a curriculum, a syllabus and a textbook using content created by ChatGPT were readied. The conclusion is that, nowadays, everything can be taught by a teacher partly with an AI. ChatGPT can be used for a wide variety of educational purposes, including providing information, generating necessary texts, tasks, tests, and answering many questions. Most of the mentioned ChatGPT services are important educational elements in language teaching and learning, they can be used for professional English course development.

KEYWORDS

artificial intelligence, ChatGPT, digitization, student, textbook, university

1 INTRODUCTION

Digitalization of all spheres of life is the reality of modern world development. The global digitization creates a powerful information environment, where navigation requires serious tools for structuring, systematizing and processing information. OpenAI, Microsoft, Google, Anthropic are fast and reliable, familiar and the most popular information search systems for many people in the world today.

For quick access to the necessary information that is analyzed by a person and leads to the generation of new ideas and solutions of professional, academic, scientific problems, one can use systems as they are transparent, virtuous and, undoubtedly, socially ethical.

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Digital processes, as the most progressive, are in constant development. Artificial Intelligence (AI) is gaining popularity. The latest product that has created a lot of discussion is ChatGPT (Generative Pre-trained Transformer) from OpenAI, which is an artificial intelligence chatbot that demonstrates the ability of digital devices to perform the tasks inherent to intelligent beings. Its prototype was released in November 2022. It can work with text, program code, formulas, and numbers.

It generates anything you ask it to. The chatbot defines itself as one of the most powerful Artificial Intelligence Models that is capable of creating content, generating texts, answering questions and performing other Natural Language Processing tasks. The authors use Chat OpenAI – ChatGPT, URL: <https://chat.openai.com>. The possibilities for using ChatGPT are practically limitless, and the tool itself is capable of simplifying work and increasing the efficiency of employees in almost any of the existing industries and fields. The field of education is no exception.

In February 2023, ChatGPT became available for Ukraine, and University lecturers began immediately to look for its advantages to improve the quality of teaching and learning during the wartime in Ukraine, having sometimes no access to the traditional libraries, no opportunities to scan the texts or to distribute the assignments.

Especially it concerns English teachers, who are usually among the first utilizing innovative technology in their work [1]. ChatGPT is gaining momentum only now among teachers while advances in AI are playing a significant role in education and opening up new opportunities. And the future of education is in one way or another connected with the result of new technologies. Therefore, it is considered relevant to share the experience that teachers of Ukrainian universities have already acquired.

Moreover, now the role of English is rapidly growing in Ukraine [2] and English teachers are working out new courses of professional English at universities. Sometimes they do it with ChatGPT help. This paper shows some issues of using ChatGPT for making a curriculum, methodology complexes for training and textbooks for teaching English at the tertiary level removing concerns related to its applications and utilization.

Thus, the **purpose** of the manuscript is to describe a real case of working out a professional Law English course for university students applying ChatGPT.

2 LITERATURE REVIEW

As the paper is devoted to using ChatGPT for working out a university English for Specific Purposes course, it is significant to look through the researches about this app for educational purposes as well as its advantages in teaching and learning English in creating special courses for teaching and learning a language.

Though, ChatGPT is rather a new model of AI and its use in education is only researching, there are some researches on the topic. Moreover, even applying AI in educational practice is still in its infancy, but the issue has already been reflected in different, generally empirical, studies.

Mostly scholars investigate advantages and shortcomings as well as implications of utilizing AI at schools [3], [4] and universities [5], [6], analyzing teachers' attitude to AI. It is significant that different researchers obtained opposite results. For instance, A. Gocen [3] and C. Felix [5] fixed positive teachers' perceptions in the investigations, towards AI, while H. Haseski [4] revealed basically teachers' negative emotions of the AI perspectives at school. A. Picciano's [6] finding is the fear of university teachers to lose their traditional roles in education due to AI introduction at the tertiary level.

Some authors considered certain key AI terms [7] and concepts from the educational perspective [8] and discovered future perspectives of AI in such directions as adaptive learning, individual learning styles, intelligent training systems, and as an

element of teaching and learning processes. There are also manuscripts presenting positive experience of using AI in teaching practice worldwide [9].

However, it is clear that the papers did not address the problem of ChatGPT use in education and working out English courses as well as teaching a language in particular. Although some papers devoted to teaching English where AI is not a central issue have already appeared, they mention it in the passing. For example, digital passion projects were described for online education in emergencies applying the AI [10]. And studying learning environment for developing speaking skills was described with a mention of AI as well [11]. The country experience about online English teaching during wartime in Ukraine was described too [2].

Summarizing the relevant manuscripts that have recently appeared, the authors found out that the papers are mostly devoted to positive and negative aspects of developing academic writing. S. Atlas [12] underlines the role of ChatGPT for improving academic writing in the context of grammar and style. E. Kasneci et al [13] emphasize the research competence development for students as the app can propose different resources containing the necessary information as well as can define unrevealed problems.

Some scholars [12], [14], [15], [16], [17], [18] worry about plagiarism and academic dishonesty in connection with using ChatGPT for generating students' written assignments. Moreover, the research results [17] revealed that plagiarism detection tools are not able to distinguish writings generated by the model of AI. B. McMurtrie [19] predicted revolutionary role of the app in the academic writing process.

There are interesting researches with opposite results conducted with the aim to assess the powers of ChatGPT to demonstrate critical thinking. M. Dowling & B. Lucey's [20] findings showed that although the new model of AI has a number of advantages compared to previous models, they were weak in the investigated ability. In contrast, T. Susnjak's [21] discovery was the great accuracy and logic of the app.

Another idea represented by J. Rudolph et al [22] is connected with possibilities that are very important for foreign language learning, that is oral speech development due to ChatGPT, as it can generate human-like dialogs that enables using the app as a collocator. J. Thadphoothon [23] stated that ChatGPT is good for English practice in general. Enhancing English language learning with ChatGPT as an advanced AI system is considered a valuable tool for English language education. It highlights applications in conversation practice, translation, vocabulary expansion, and grammar exercises, discusses both benefits and limitations of ChatGPT, emphasizing the importance of integrating it with traditional language learning approaches for optimal results in a classroom.

L. Kohnke, B. Moorhouse, D. Zou [24] stress the importance of developing digital competency for using ChatGPT in language learning. The study investigates the potential benefits and limitations of ChatGPT, a generative AI chatbot in language education. It also addresses the ethical and effective use of ChatGPT in language learning by outlining the necessary digital competencies development of teachers and students.

The idea how ChatGPT can be integrated into university platforms is shown by E. Sabzalieva, A. Valentini [25]. The paper is about getting started with ChatGPT and AI in higher education as a guide for curriculum and program development. It shows that ChatGPT enhances education by generating and evaluating information. It can improve the learning experience when used as a standalone tool or integrated into university platforms. ChatGPT performs various tasks, such as research, calculations, and proofing as a quick start guide.

But, unfortunately, there are no sources or references on professional English program development with ChatGPT that could be cited about working out English for Specific Purposes course.

3 METHODOLOGY

The manuscript represents a case of working out an English course for specific purposes “Foreign Language Studies” for higher education students of the second (Master’s) higher education level, the field of knowledge 08 “Law”, speciality 081 “Law”. Many elements of it were done with the help of ChatGPT. The course was created in Yaroslav Mudryi National Law University, Kharkiv, Ukraine.

Some methods were used. They were analysis and synthesis of pedagogical research on the issue under study to learn the possibilities and advantages of ChatGPT for language teaching. The case study method was used as well. It was used in practice to work out the English course for training, to develop a curriculum, a textbook. The method of expert assessment was used as university teachers were experts to evaluate the responses from ChatGPT for relevance, accuracy, and appropriateness in the context of the professional English course for law students.

4 FINDINGS

The basis of any intelligence is a neuron. When it comes to people, it is a biological neuron, and when it comes to computers, it is an artificial neuron. An artificial neuron is a mathematical function, a model of biological neurons. A subspecies of AI is a neural network. No matter how intelligent a neural network is, it is a product of human activity and it can help to change logical complex algorithms, because it requires training of any neural network. ChatGPT works by using machine learning algorithms to analyze a text you enter and generate responses.

While working out a new course for training, a curriculum and a textbook are necessary for any new university courses. A developer has to understand what should be the request for ChatGPT. In our case, for developing a new course, it is necessary to create a syllabus for the academic discipline “Foreign Language Studies” for higher education Masters’ students of the second higher education level, the field of knowledge 08 “Law”, speciality 081 “Law”. Some tasks were given to ChatGPT.

1. Make a list of subject competences for higher education students of the second (Master’s) higher education level (the authors detailed English for specific purposes and level B2); Figure 1.

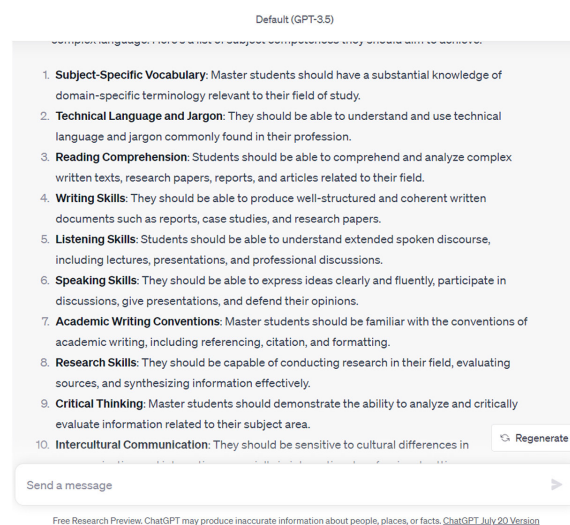


Fig. 1. A list of subject competences offered by GPT-3.5

2. Develop the academic discipline curriculum for the topic ‘International Law’ in English, Figure 2.

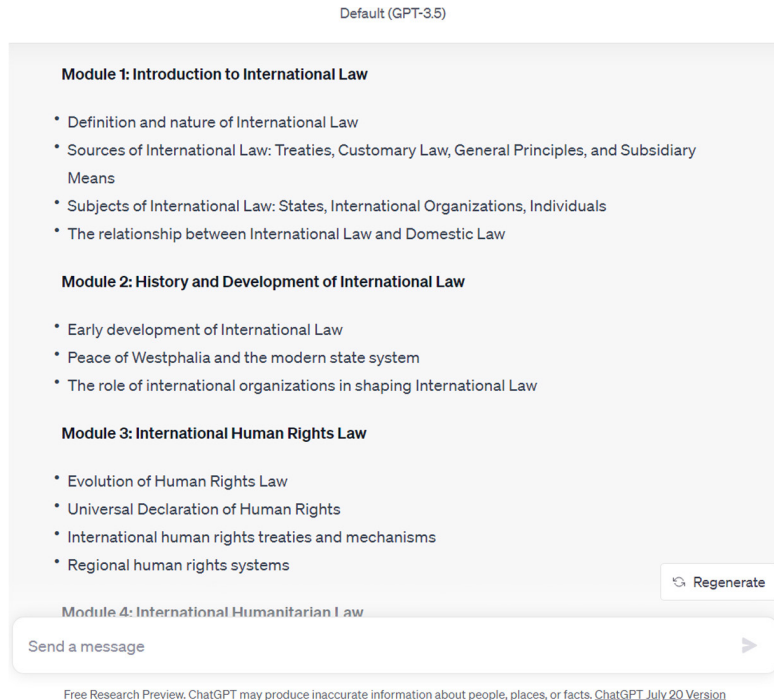


Fig. 2. Academic discipline curriculum development offered by GPT-3.5

3. Make a list of basic literature that may be used while teaching the discipline, Figure 3.

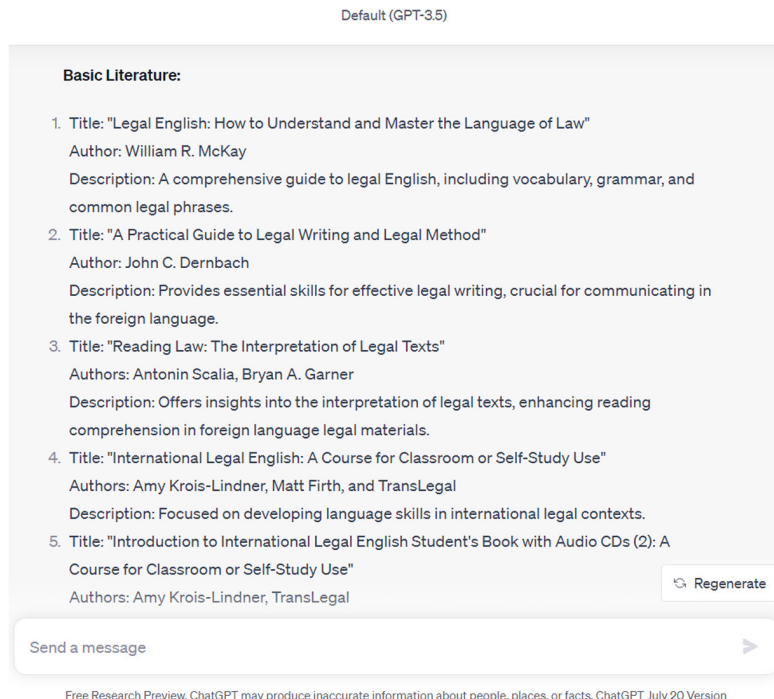


Fig. 3. A list of basic literature offered by GPT-3.5

However, it is significant to note that although ChatGPT offers the responses quickly and saves time, it can never replace a person as the results of its work are not perfect: they have to be checked, analyzed, and adjusted. That is why the final decision is made by a person – a teacher – who is responsible for the course. Considering the named requests, the authors treated them as writing prompts, using it to compile and formulate all the necessary points.

After finishing the documents that make up the content for training “Foreign Language Studies” course, work on creating the textbook started. The authors determined that the textbook content had to correspond to the curriculum developed with the help of ChatGPT. Having analyzed the curriculum, the following request to ChatGPT was connected with creating effective unit plan that, on the one hand, has to be aligned with the teaching and learning objectives and standards pointed out in the documents for the complex, and on the other hand, could engage students, Figure 4.

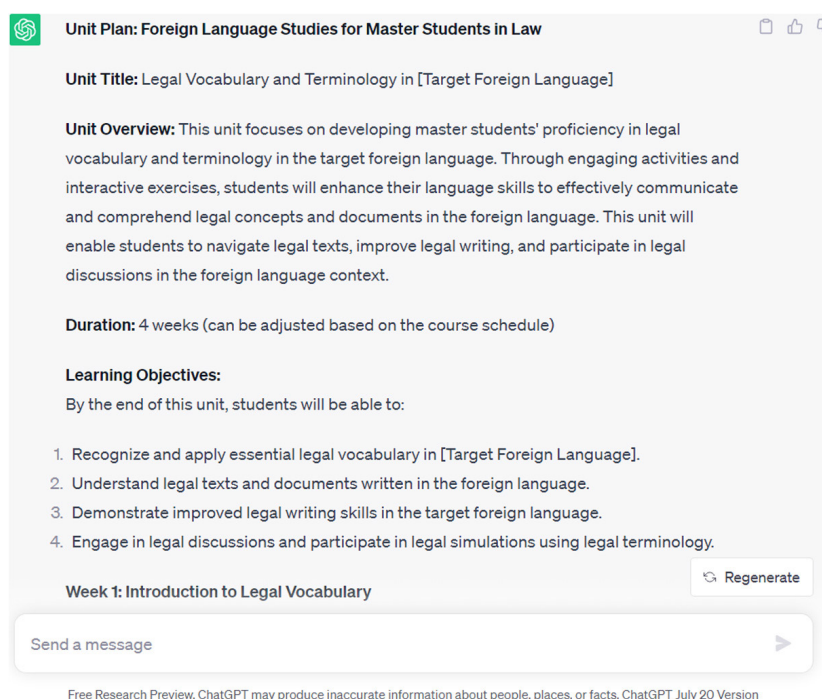


Fig. 4. An effective unit plan offered by GPT-3.5

The received result did not substitute for the authors' own creativity. It was supplemented by the ideas. There are usual components of every foreign language lesson, which were provided by the app, such as: Lead-in (brainstorming part that allows a teacher to immerse students in the topic of the upcoming lesson, arouse interest and motivation), Reading, Listening, Speaking, and Writing (developing four traditional language skills). A part Testing was added by the authors. That part was taken for both vocabulary actualization and self-monitoring in reading comprehension as well as the use of English.

Another request to the app concerned assignments for each part of the unit. For instance, for the part Lead-in, the authors decided to include two tasks in it: textual and visual. ChatGPT was asked to create variants of discussion assignments for Masters' students on the topic 'Law', Figure 5.

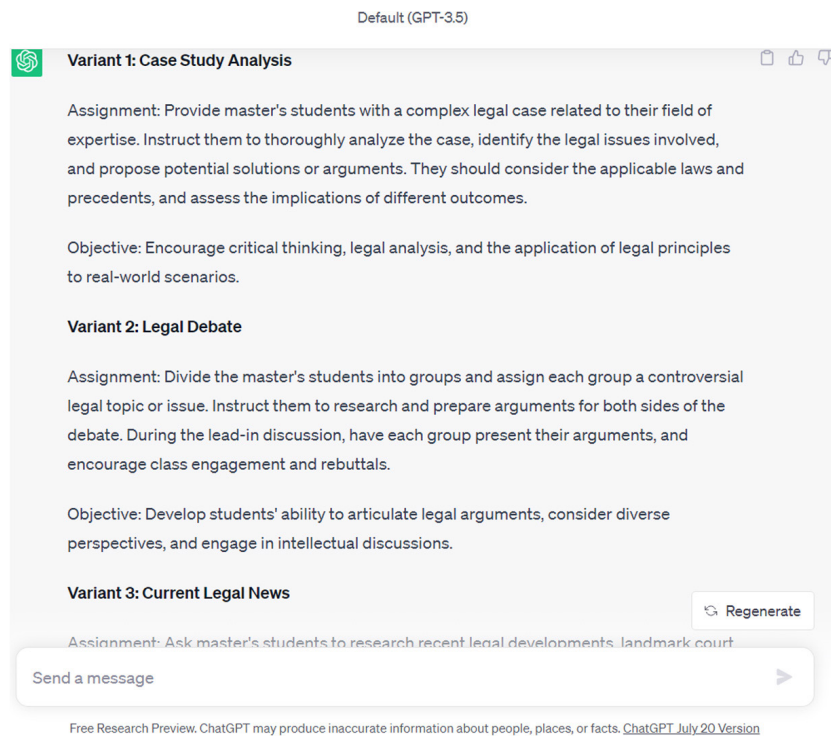


Fig. 5. Variants of assignments for discussion offered by GPT-3.5

As GPT-3.5 is a language model, it doesn't have direct access to images, pictures, audios, and videos. To incorporate a picture for brainstorming we found four pictures ourselves to go with the topic. Although only one textual assignment and one picture were needed, it was proposed to give more pictures for the students to choose from.

The next part was Reading and students were offered several texts (300–400–500 words) for each specific topic from the official sites of the European Union (EU), the most significant international organizations like UN, UNICEF, UNESCO, WHO, IMF, OECD, WWF, etc., international courts, and other official sites related to the corresponding topic of the international law. According to the authors' idea for each unit, a basic text and five additional ones were needed that the authors were going to use for the part Testing. However, for that part the authors could not indicate the texts before determining active words of the unit, that, to our mind, had to be actively used in a Testing part. Students were offered four texts for each unit in order to have the possibility of choosing more appropriate basic text material. In addition, mostly it was adapted to the authentic texts for level B2.

After placing the chosen basic text on the topic in part Reading, on the one hand, it was necessary to determine active vocabulary for each specific unit, the authors did those tasks without using the AI. On the other hand, assignments were offered for checking reading comprehension.

Concerning the active vocabulary, the authors' request to the app was to create a bulleted list of options with the purpose to actualize the words for the topic 'Law', Figure 6. The words that should be used in the assignments were indicated. The result contained some really good ideas that could be included in the units.

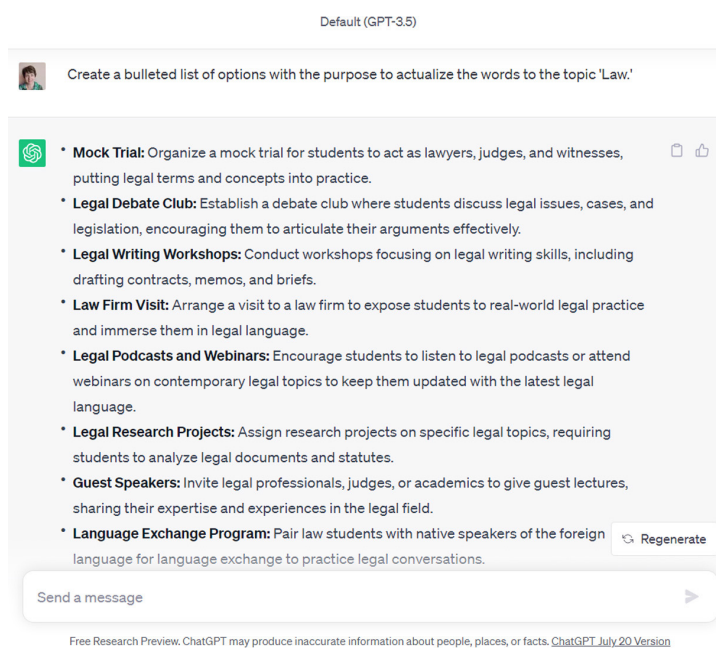


Fig. 6. A bulleted list of options to actualize the words offered by GPT-3.5

The next part was Listening & Speaking. According to our idea, a pre-listening task, texts for listening (it was decided to use YouTube for watching a video) and two after-listening assignments were needed. A pre-listening task was offered, followed by watching a video on the corresponding unit topic (for 2:30–3 minutes) from YouTube, then students were offered after-listening assignments.

Looking for creative ideas for Speaking, the authors decided to turn to ChatGPT again. It was given an instruction specifying the speaking tasks for the topics at level B2 for Masters’ students: international criminal law, public law (Figure 7), private law, and human rights (Figure 8). Some of the provided assignments were rather interesting and not usual. They were evaluated by teachers and incorporated into our textbook.

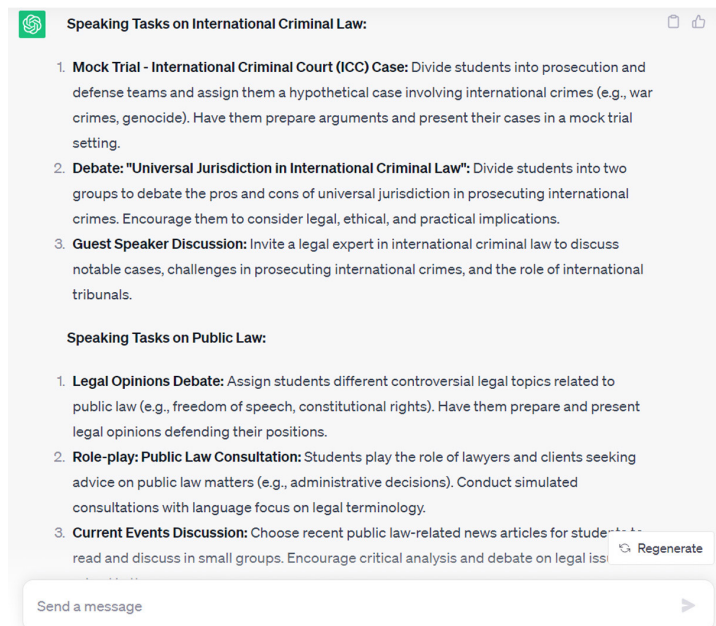


Fig. 7. Speaking tasks for the topics: international criminal law, public law offered by GPT-3.5

Speaking Tasks on Private Law:

- Contract Negotiation Role-play:** Pair students and assign them roles as lawyers representing opposing parties in a contract negotiation. Students must engage in negotiations using legal language and strategies.
- Client Interview Practice:** Students take turns acting as lawyers conducting client interviews in private law cases (e.g., business disputes). Emphasize effective communication and active listening skills.
- Legal Argumentation Debate:** Divide students into groups and assign them different private law issues (e.g., torts, contracts). Each group presents a legal argument defending their position in a structured debate format.

Speaking Tasks on Human Rights:

- Human Rights Panel Discussion:** Form panels of students representing various human rights perspectives. Topics could include gender equality, right to education, or refugee rights. Facilitate a discussion on current challenges and solutions.
- Role-play: Human Rights Advocacy:** Students act as human rights advocates and participate in a simulated UN Human Rights Council meeting. They present country reports and engage in diplomatic debates.
- Film Analysis on Human Rights Issues:** Screen a documentary or movie related to human rights violations. Afterward, lead a discussion on the legal aspects, ethical implications, and potential solutions presented in the film.

Send a message

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Fig. 8. Speaking tasks for the topics: private law, human rights offered by GPT-3.5

The next part of the textbook was Writing. It was needed to teach our students to write official letters and documents that they would need. The app was asked to create a list of official letters that may be written by lawyers, Figure 9. Eight types of letters (according to the unit numbers) were selected. Then they were offered five examples of all those letters as the authors wanted to incorporate the best ones in our textbook.

- Engagement Letter:** A letter to a new client outlining the terms and conditions of the attorney-client relationship, including the scope of representation, fees, and responsibilities.
- Demand Letter:** A letter sent to the opposing party, demanding specific actions or remedies, such as payment of a debt or cessation of harmful activities.
- Settlement Offer Letter:** A letter proposing a settlement to the opposing party to resolve a legal dispute without going to trial.
- Cover Letter for Legal Documents:** A letter accompanying legal documents submitted to the court, another law firm, or a legal authority.
- Letter to Opposing Counsel:** Correspondence with the opposing counsel regarding case-related matters, discovery requests, or settlement negotiations.
- Letter of Representation:** A letter sent to inform other parties or entities that the attorney represents a specific client in a legal matter.
- Witness Interview Request Letter:** A letter requesting the cooperation of witnesses for interviews or depositions in preparation for a case.
- Letter to Expert Witness:** Correspondence with an expert witness, outlining their role and expectations in providing expert testimony.
- Letter to Client Regarding Case Update:** A letter to inform the client about the progress of their case, recent developments, and future plans.
- Letter to a Judge:** Formal communication with a judge regarding case-related matters, motions, or procedural issues.
- Appeal Letter:** A letter addressed to an appellate court seeking review or reversal of a lower court's decision.

Send a message

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Fig. 9. A list of official letters that may be written by lawyers offered by GPT-3.5

The last part of each unit was Testing. The authors' idea was to divide it into two parts: the first one is for additional actualizing and checking active vocabulary (30 sentences), the second one is for self-monitoring in reading comprehension as well as in using the vocabulary from 5 texts from the official sites, which have been

already mentioned and included 30 tasks. Different checking tasks were offered: to match text subtitles with the corresponding part of the text, to answer ten comprehension questions, to fill in the gaps, to match synonyms or antonyms, to choose the correct answer, a multiple choice etc.

Thus, ChatGPT, having undergone extensive information training, excels at producing a coherent and natural course design for the professional English course development in response to various questions or prompts. It makes it a valuable asset for the English language teachers, enabling them to construct the necessary plan, structure, texts, tasks etc. in the English language. It allows teachers to engage with their students and encourage conversational practice in Law English. Therefore, ChatGPT stands as a valuable tool for language teachers seeking fresh approaches to teach and foster the necessary teaching material in the language curriculum. Hence, the most user-friendly and practical feature of ChatGPT is its capacity to generate a curriculum, a plan, a course for the discipline. However, these documents are generally good, but not flawless. It doesn't imply that one shouldn't utilize this tool; rather, it underscores the importance of reviewing and editing any document before incorporating it into the university classroom.

In the modern era, AI has become a pervasive presence, offering a multitude of apps, tools, and platforms that impact various aspects of teaching. ChatGPT can play a constructive role in enhancing curriculum and course design. It accomplishes this by providing support for the learning process, offering feedback to teachers and students, along with suggesting activities for additional language reinforcement. The experimental case study is presented illustrating the development of a course design that takes full advantage of ChatGPT's capabilities.

This course design entails a flexible approach to the teacher's role. Furthermore, it encourages ongoing innovation and exploration of diverse applications. When considering the implementation of ChatGPT in language learning courses, it is essential for educators to provide clear guidelines for the effective use of this innovative tool.

To evaluate critically the implications of AI-generated content for English course design within the broader context of education, two issues could be stated. On the one hand, AI can generate efficiently the necessary content, resources, and assessments, that can save teachers time and enhance potentially the relevancy of the teaching materials. On the other hand, there is a concern about the potential loss of a human touch, as AI-generated content may lack the cultural sensitivity, nuanced understanding, and adaptability that teachers bring to their real-life courses. Creating a balance between AI-generated content and human-guided instruction is critical to ensure the effective and complete development of any course in education.

5 DISCUSSION

To discuss the problem of ChatGPT use in education in general, it is necessary to underline its pros and cons. On the one hand, it can be used for any type of student. For example, for university students to develop reading and writing skills by offering vocabulary, grammar and syntax corrections, as well as to develop a writing style and critical thinking [26]. ChatGPT can be used to generate and ask different questions, as prompts to encourage students to think critically about what they read and how they write, and it can be used to analyze and interpret the presented information. ChatGPT can offer students to summarize and explain complex text parts for easier understanding [13]. ChatGPT can be used as a learning tool with an educational purpose to discover students' creativity, offer personalized learning, and prepare them better to work with AI systems in future.

On the other hand, it can be used by students for doing homework. Some colleges have recently blocked access to ChatGPT from their computers and networks, concerned about its negative impact, and restricted access to it [27]. Some university students have confessed about ChatGPT use for homework and exams, some of them did not even edit the content generated by the chatbot at all. ChatGPT has already become a cause of concern for many educators. Students [28] use it to write assignments [29], passing off AI-generated essays as their own. Moreover, anti-plagiarism programs can't recognize ChatGPT's texts because a created text is not technically a plagiarism. ChatGPT doesn't take chunks of someone else's text, it writes its own texts avoiding plagiarism and borrowing [29]. It is impossible to detect plagiarism with standard tools. Most educators worry that they will have to rethink the system of exams and evaluations [30], [31].

Hence, ChatGPT contributes significantly to curriculum development by providing a versatile tool for designing language courses. Its ability to generate course plans, texts, tasks, and language practice exercises allows educators to create curricula as for specific students' needs. ChatGPT aids in textbook creation by offering content generation, reducing the time and effort required to produce relevant learning materials. It also facilitates the design of assignments, enabling teachers to craft interactive, language-focused tasks that promote meaningful student engagement and skill development in the educational context.

The limitations of using ChatGPT for English curriculum design include its potential to generate incorrect or misleading information, leading to the need for thorough content verification and editing. Additionally, ChatGPT may lack the ability to understand and adapt fully to the unique needs and learning styles of university students, potentially resulting in less personalized instruction. Lastly, there is a risk of overreliance on ChatGPT that may hinder critical thinking and problem-solving skills if not balanced with human guidance and interaction. Definitely, there are not only the technical and practical limitations of using ChatGPT, but also ethical ones that might be considered.

6 CONCLUSIONS

ChatGPT can be used for a wide variety of educational purposes, including providing information, generating necessary texts, tasks, tests, questions. Most of the mentioned ChatGPT services are important educational elements in language teaching and learning. They can be used for professional English course development.

In the paper the new Law English training course for students is developed with the assistance of ChatGPT, encompassing the creation of a comprehensive curriculum, syllabus, and textbook. Within the academic discipline "Foreign Language Studies" the syllabus is established, outlining the subject competences. The curriculum for the specific topic "International Law" is created, accompanied by a selection of recommended literature, exact teaching and learning objectives, defined standards. Additionally, the course material is incorporated with law-related texts and assignments for reading, listening, speaking, writing, and testing.

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