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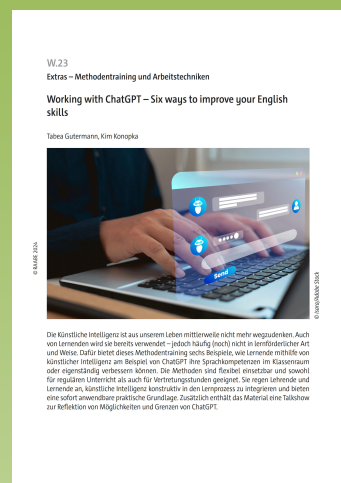
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Auszug aus:

Working with ChatGPT - Six ways to improve your English skills

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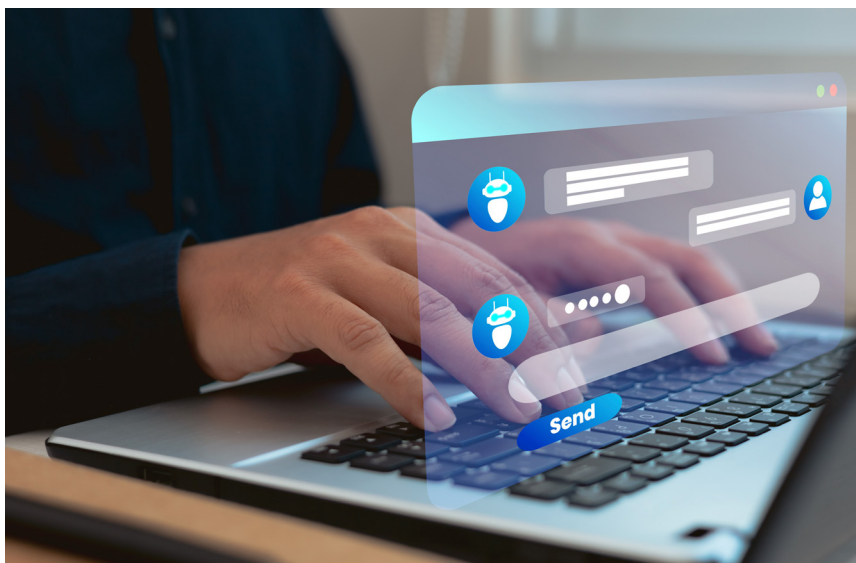


W.23

Extras – Methodentraining und Arbeitstechniken

Working with ChatGPT – Six ways to improve your English skills

Tabea Gutermann, Kim Konopka



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Die Künstliche Intelligenz ist aus unserem Leben mittlerweile nicht mehr wegzudenken. Auch von Lernenden wird sie bereits verwendet – jedoch häufig (noch) nicht in lernförderlicher Art und Weise. Dafür bietet dieses Methodentraining sechs Beispiele, wie Lernende mithilfe von künstlicher Intelligenz am Beispiel von ChatGPT ihre Sprachkompetenzen im Klassenraum oder eigenständig verbessern können. Die Methoden sind flexibel einsetzbar und sowohl für regulären Unterricht als auch für Vertretungsstunden geeignet. Sie regen Lehrende und Lernende an, künstliche Intelligenz konstruktiv in den Lernprozess zu integrieren und bieten eine sofort anwendbare praktische Grundlage. Zusätzlich enthält das Material eine Talkshow zur Reflektion von Möglichkeiten und Grenzen von ChatGPT.

COMPETENCES

Competences:	1. Media literacy: using ChatGPT and discussing its advantages/disadvantages; 2. Writing: analysing and improving comments; writing creative stories; 3. Grammar: recognising mistakes and correcting them; 4. Vocabulary: enriching vocabulary knowledge; 5. Speaking: practising speaking strategies; 6. Reading: creating and working on reading exercises
Methods:	Talk show, using ChatGPT
Themes:	ChatGPT, Artificial Intelligence, language skills

Facts

Artificial Intelligence has been a buzzword for years, whether in industry, elections or medicine. However, since November 2022, it has also become part of everyday life of many people, as it is now freely available to everyone through the ChatGPT chatbot.

What may sound complicated is actually quite straightforward: a chatbot is a program with which you can have a conversation. Automated chatbots existed before ChatGPT, used, for example, to handle standard customer questions with pre-set answers. These chatbots could answer questions like “How much is shipping?”. However, they had the drawback of providing suitable responses only to standardised questions. If the question deviated from the pre-set ones, the chatbot responded with an inappropriate answer. Moreover, it could manage only simple questions, leading to frustration on the customers’ side.

Nowadays, there are chatbots that utilise Artificial Intelligence to answer user questions. One such chatbot is ChatGPT. The advantage is that responses can be much better tailored to the user. This is possible because modern chatbots can access vast amounts of data and formulate their responses using Artificial Intelligence in line with the question. This allows ChatGPT to handle unusual questions and have an answer ready for even the quirkiest queries. But beware: the answers are often (still) rather general. Also, ChatGPT might provide incorrect information. Therefore, it is advisable to verify important information through other means.

There is also the option to ask ChatGPT to provide sources. However, this does not (yet) work completely reliably. Hence, not everything the chatbot spits out should be taken uncritically. However, students repeatedly use ChatGPT to avoid homework, achieve good grades in assignments, and save time. Unfortunately, many students are not aware that this constitutes cheating, so there is a need for clarification. They are often not conscious that such uncritical use of ChatGPT harms their academic performance in the long run. Writing a text with ChatGPT and submitting it requires even less effort than traditional copying. Due to these issues, ChatGPT is often perceived more as a nuisance and disruption to teaching rather than a real asset. The chatbot does pose many new challenges, especially in terms of recognising attempts at cheating. However, it is no longer possible to imagine student life without the chatbot, and outright bans do not lead to the desired outcome. Artificial Intelligence will continue to evolve and increasingly find its way into professional life. It is therefore important to prepare students for this development.

The good news, however, is that when used correctly, ChatGPT can empower students to enhance their skills independently or collaboratively, providing them with a valuable tool for the future. Students can learn to study effectively by using ChatGPT. There are already numerous possibilities and ideas for this. In this unit, some of these ideas will be prepared so that one can immediately apply them in practical terms in the classroom.

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Notes on the material

The material is designed to be seamlessly integrated into ongoing lessons at appropriate moments. It assists students by demonstrating methods to improve their language skills effectively and sustainably in class and independently at home using ChatGPT.

Topic 1 explores the pros and cons of using ChatGPT in school, building upon the ongoing debate whether ChatGPT should be banned in schools. Students take on various roles in a talk show to examine the issue from different perspectives and reflect on their own opinions.

Topic 2 focuses on improving comment writing skills. Utilising ChatGPT, students sharpen their awareness of high-quality comments and enhance them based on specific criteria. This refines their ability to evaluate the quality of their comments and teaches them how to improve their comments on their own or through peer feedback.

Topic 3 encourages creative writing, with ChatGPT providing helpful prompts and additional linguistic support if needed.

Topic 4 addresses grammar and spelling. Students first become aware of their own mistakes and progress, with ChatGPT assisting in error identification and creating tailored exercises with solutions. Afterwards, in **topic 5**, the importance of vocabulary learning is highlighted, with students using a method to create and utilise language material relevant to the topic by using ChatGPT. The “golden rules of fancy vocabulary”, based on Kim Konopka’s idea, are introduced to promote long-term learning success and avoid linguistic errors.

In **topic 6**, students learn conversation strategies and expressions necessary for effective communication, with ChatGPT serving as a source of relevant phrases. They create their own language support tool, known as a language fan, to practise using these expressions in conversation with peers, with peer feedback and reflection playing a crucial role in the activity. In **topic 7**, students learn a method for independently creating reading exercises with solutions using ChatGPT, fostering self-assessment and peer feedback.

Note: The method training does not include solutions, as it can be applied to a wide range of topics. The goal of this method training is to enable students to handle different topics independently and effectively.

A key point is that the results of the training depend directly on the prompts, that is, the queries to ChatGPT. These prompts are highly individual, as they are influenced by the specific needs and knowledge gaps of students. The prompts are deliberately not predetermined because a significant part of the learning process involves students learning to formulate meaningful and precise prompts – the better the prompt, the more useful the result will be. This approach not only enhances the ability to ask precise questions but also facilitates direct feedback and supports the exploration of topics.

Another aspect is that ChatGPT never gives exactly the same answer, even if the same prompt is used repeatedly. This is due to the nature of artificial intelligence, which responds to a variety of factors and, thus, generates different answers. Therefore, it is not practical to provide a fixed model solution, as the variability of the responses and the individual learning paths of students must be considered.

Nevertheless, teachers have the opportunity to enter possible prompts into ChatGPT before using the materials and review the results. This can help them develop a better understanding

of how the system responds to different inputs and what kind of answers can be expected. This way, they can be prepared and provide targeted assistance to support students' learning processes.

Practical tips for using ChatGPT in class

It is recommended to use the older version of ChatGPT (<https://chatx.de/>), which is **freely available without registration**. This version contains only content up to 2021, so it is not suitable for working on recent history or current topics with significant changes since then. Nevertheless, it offers endless possibilities for language teaching.



- Tell your students **not to provide any personal data** to ChatGPT. This way, they comply with data protection principles valid at schools in Germany.
- Sometimes, the free version of ChatGPT is busy, and you may receive an error message asking you to try again later. If this happens, try again immediately, as it usually works fine then.
- Are you not happy with the result ChatGPT has produced? Then “train” ChatGPT by providing more specific instructions to the chatbot, such as word number, writing style or any missing content. The more precise the instructions, the better the result will be.

Overview

Topic 1: Should ChatGPT be banned at schools?

M 1 Worksheet – A talk show about ChatGPT

Topic 2: Comment writing with ChatGPT

M 2 Worksheet – Creating a checklist

M 3 Worksheet – Analysing and improving comments

Topic 3: Creative writing with ChatGPT

M 4 Worksheet – Creative writing with ChatGPT

M 5 Worksheet – Creating your own e-book

Topic 4: Refine your grammar with ChatGPT

M 6 Worksheet – Getting to know your habits

M 7 Worksheet – Building good habits

Topic 5: Enrich your vocabulary with ChatGPT

M 8 Worksheet – Starter activities

M 9 Worksheet – How to enrich your vocabulary with ChatGPT

M 10 Worksheet – Building good habits

Topic 6: Improve your communication with ChatGPT**M 11** Worksheet – Practising speaking strategies**Topic 7: Unlock your reading potential with ChatGPT****M 12** Worksheet – Reading exercises**Erklärung zu den Symbolen**

Dieses Symbol markiert differenziertes Material. Wenn nicht anders ausgewiesen, befinden sich die Materialien auf mittlerem Niveau.



einfaches Niveau



mittleres Niveau



schwieriges Niveau

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