



Exploring The Relationship Between ChatGPT and Task-based Approach: Opportunities and Challenges

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ABSTRACT

The appearance of ChatGPT brings many benefits to teaching and learning English. ChatGPT is an artificial intelligence Chatbot developed by OpenAI which can operate as human-like text. In this paper, we aim to explore the relationship between ChatGPT and task-based approach (TBA) in terms of opportunities and challenges. We provide the overview of ChatGPT, task-based approach, and the importance of ChatGPT to the education system. We then address the relationship between ChatGPT and TBA, and obstacles associated with this relationship. For example, ChatGPT can help teachers exploit the framework of task-based approach in detail by specific activities in each phase. However, using ChatGPT can also have negative effects such as making up improper contents, and losing the nature of learning tasks. Finally, some recommendations are made to contribute to the future research on ChatGPT in language learning such as the pedagogical implications of ChatGPT in the language classroom.

Keywords: ChatGPT, Task-based approach, Opportunities, Challenges

1. Introduction

1.1. The overview of ChatGPT

ChatGPT which was developed by OpenAI has become an effective tool with a lot of application in different domains [1,2,3]. Therefore, the understanding of its origins and evolution is really essential to scientific research. This part provides the background of ChatGPT with the hope of proving its importance in various fields.

OpenAI is dedicated to advancing AGI for the benefit of humanity. OpenAI, which was established in 2015 by Elon Musk, Sam Altman, and others, has been at the forefront of AI research and has created multiple ground-breaking models, including GPT-2, GPT-3, and eventually ChatGPT. ChatGPT was created to get around some of the problems with earlier sequence-to-sequence models for natural language processing. The GPT-3.5 architecture, a modified version of the GPT-3 model announced by OpenAI in 2020, is the foundation of ChatGPT. With 6.7 billion

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parameters as opposed to GPT-3's 175 billion parameters, GPT-3.5 is simply a scaled-down version of GPT-3 [4]. GPT-3.5 still excels in a variety of natural language processing tasks, including language comprehension, text production, and machine translation, despite having fewer parameters.

The sophisticated ChatGPT Chabot can handle a wide range of text-based requests, from straightforward question answering to trickier tasks like writing thank you cards and fixing productivity issues. By breaking down a primary topic into subtopics and having GPT write each one, it can be used to create a comprehensive article. It can also create lengthy academic writings. ChatGPT could have a big impact on a lot of different fields in addition to perhaps having an effect on the writing profession. Its ability to understand natural language makes it the perfect tool for dealing with simple customer service enquiries, such as those made using websites' "ask me" functionality. The legal profession might find use for it because of its capacity for text analysis and interpretation, which could help with duties like document preparation and research. The ability of ChatGPT to oversee the caliber of written work may also be helpful in the sphere of education, maybe assisting in planning lessons, grading and providing feedback on student tasks.

There are significant achievements in the development of ChatGPT such as (1) the creation and dissemination of the GPT series, which illustrated the use of AI language models in a range of contexts, including text production, translation, and summary [5]; (2) the introduction of ChatGPT, which expanded on the achievements of its forerunners and included advancements in precision, context awareness, and adaptability [6].

Due to its distinctive characteristics, ChatGPT is a cutting-edge and adaptable natural language processing model ideal for a wide range of applications. The followings are the key features of ChatGPT:

Large vocabulary

A total of 570 GB of text databases from the internet were used to train ChatGPT. The Chabot naturally has a broad vocabulary given its exposure to such a vast amount of data. This suggests that the bot is proficient enough to understand complex and technical terminology in addition to being able to recognize generally used words, terms, and phrases [7].

Contextual understanding

The ability of ChatGPT to comprehend context in text-based interactions is one of the most important developments. ChatGPT can produce pertinent and cogent responses by understanding the meaning of lines and phrases, which makes conversations with users feel more natural and interesting [8].

Ability to generate languages

With its remarkable language generating abilities, ChatGPT creates content that is grammatically sound, coherent, and appropriate for the occasion. Its versatility in text development makes it suitable for a range of tasks, including content creation, summary, and rewriting [9].

Task flexibility

ChatGPT is flexible across sectors and disciplines and can be used for a variety of activities. It may be tailored for particular use cases like customer support, content development, tutoring, translation, and more with a little tweaking. Due of ChatGPT's versatility, developers can use it to construct solutions that are specifically suited to their needs [10].

Multilingual proficiency

Due to ChatGPT's multilingual proficiency, it may be applied internationally and accommodate a wide range of user bases. For applications like translation, sentiment analysis, and the creation of multilingual content, its multilingual capabilities are crucial [11].

1.2. Task-based approach

Since the communicative language teaching approach first appeared in the early 1980s, task-based approach has gained substantial attention in the field of second language acquisition because they encourage process-focused curricula and provide communicative activities that improve students' real-world language use. The task-based viewpoint of language teaching has emerged in response to some limitations of the conventional PPP approach, which is represented by the process of presentation, practice, and performance [12, 13]. It is based on the constructivist theory of learning and communicative language teaching methodology. Thus, it means that learning a language is a process that improves communication and social interaction rather than something that is internalized by practicing language items, and that learners master the target language more effectively when they are exposed to meaningful task-based activities in a natural way.

[14] used the task-based approach in the teaching of second language for the first time when he published the Bangalore research report. Researchers who use the task-based approach have assimilated knowledge from studies on language, language learning, and foreign language acquisition, and the approach is maturing alongside them. Researchers in the field of language teaching highly valued and acknowledged its functions and value in building learner-centered classrooms and language learning contexts, giving students the chance to communicate and interact, and enhancing students' ability to deploy the target language and solve communicative problems.

Since the 1980s, the task-based approach has grown in popularity among those who teach foreign languages. It places an emphasis on the learner and views language as a tool for communication. The task-based approach's objective is to give students the chance to master language in speaking and writing through instructional tasks that motivate them to utilize language in meaningful, practical, and functional ways [15].

According to [16], task-based approach has some crucial characteristics in learning and teaching foreign languages: 1) It places a focus on developing communication skills through engagement in target language; 2) It incorporates real texts into the learning environment; 3) It gives students the chance to concentrate on both language learning and the learning process itself; 4) It strengthens the learner's own experiences as significant factors that contribute to classroom learning; 5) It makes an effort to connect classroom language acquisition with language activation outside of the classroom.

2. The importance of ChatGPT to education system

Today, information and communications technology (ICT) is essential to a variety of facets of our life, such as education, business, healthcare, and entertainment. It allows for the gathering, storage, and sharing of information as well as the facilitation of in-person communication [17]. ICTs are generating a swift change in society. In schools, the impacts are becoming more and more obvious. Society is putting pressure on schools to adapt to this technological change since ICTs give both students and teachers more alternatives for modifying learning and teaching to individual needs. ICT helps to keep up with the most recent advancements by utilizing a variety of technologies [18]. Teachers in particular need to be up to date on knowledge and skills in order to use new digital tools and resources to help students reach demanding academic standards. We unquestionably need a vision to equip our students with the latest trends. Only with ICT knowledge can the current high-tech and competitive civilization be maintained. ICT has the capacity to accurately and promptly store, retrieve, and process electronic content.

Therefore, the appearance of artificial in education is an inevitable trend. The use of artificial intelligence in organizations and educational materials is a relatively new development. In reality, teachers must be present in the classroom to provide the greatest possible instruction. However, the introduction of artificial intelligence has changed the significance of teachers in the educational system. To compare a person's pace to others, AI mostly uses deep learning, machine learning, and advanced analytics. As AI technologies advance, they assist in identifying teaching and learning gaps and expand educational capacity. AI can speed up, personalize, and simplify tasks, allowing teachers more time and flexibility to teach understanding and adaptation—two fundamentally human traits that machines are unable to mimic. By merging robots and instructors, it is possible to get the best results from students [19]. In the future, AI will have an impact on almost every part of our lives, and among all of those, the education sector will be significantly impacted because teaching and learning are such vital aspects of life and the current educational system leaves much to be desired.

In terms of ChatGPT, it brings many benefits to both learners and teachers in learning English. ChatGPT can be used by students to decipher and resolve challenging issues.

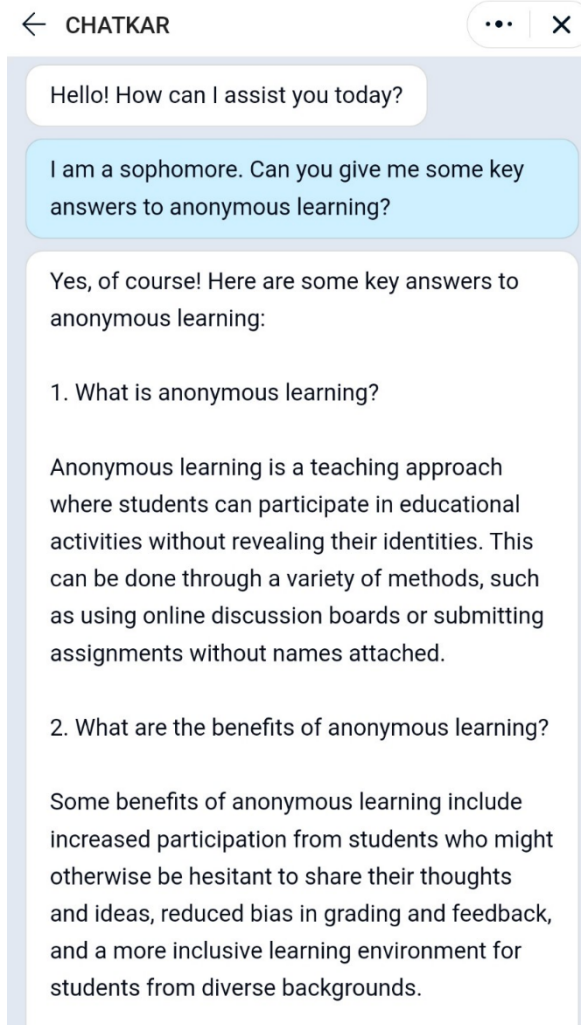


Figure 1: ChatGPT helps students with all kinds of questions

It is a great platform for learners who prefer experiential and hands-on learning [20]. This enables students to ask a question of ChatGPT in the same manner as they would of their teachers. As a result, ChatGPT is easier to use and more suited for beginners. It can be applied to all academic levels, including professional development and higher education. Additionally, the ChatGPT model can generate explanations and detailed answers to a specific problem; it can help with the development of analytical and creative problem-solving skills. Even more intriguingly, students can debate with ChatGPT about the provided justifications, solutions, and other ideas. As a result, ChatGPT offers interactive support to students everywhere and at any time.

Furthermore, teachers can take advantages of ChatGPT for their teaching job. First of all, ChatGPT is considered an effective tool for planning lessons. Teachers can

use ChatGPT for planning specific courses at school. By defining main objectives of lessons, teachers raise questions which foster the teaching procedures on ChatGPT easily. In fact, to assist teachers in providing their students with better instruction, ChatGPT offers topic-specific graphics, activities, and exercises.

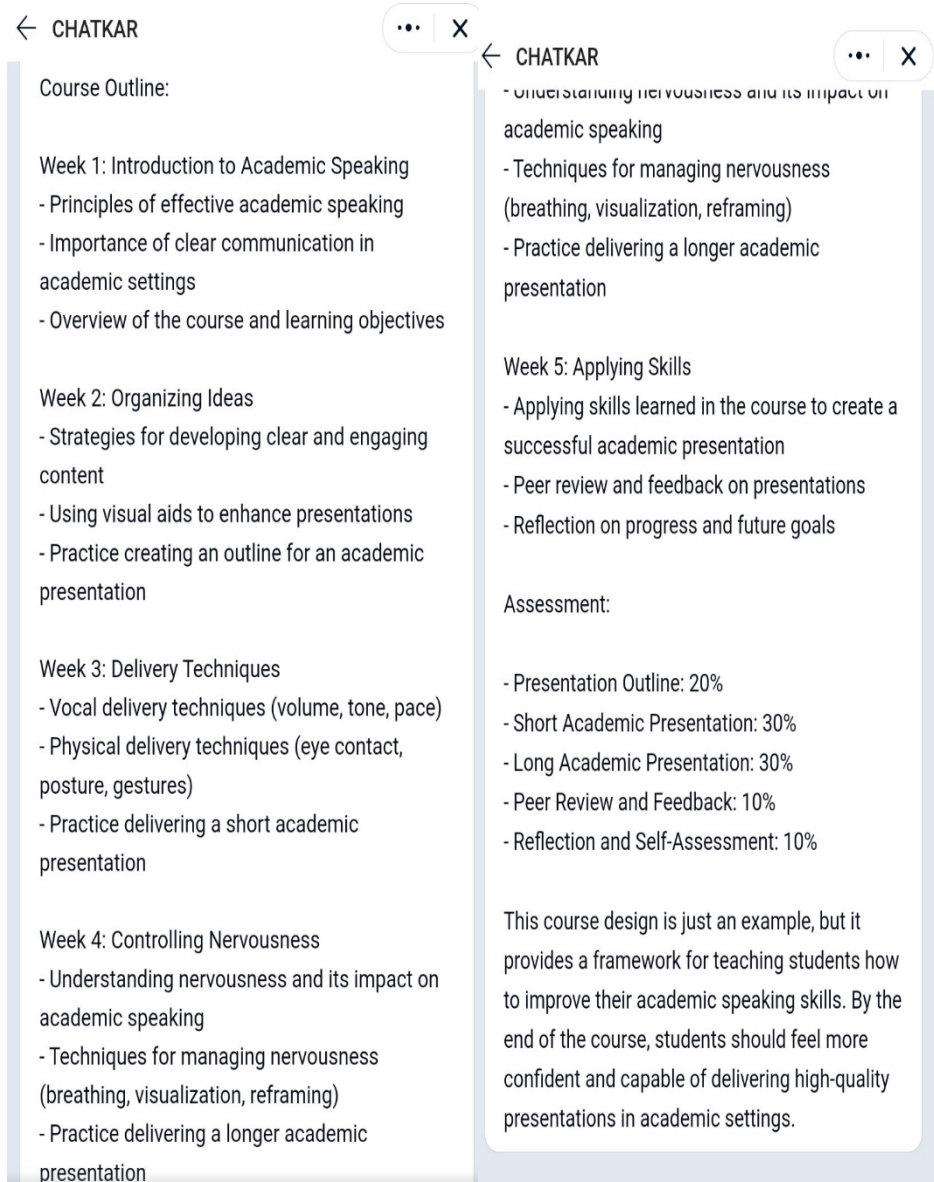


Figure 2: ChatGPT helps teachers to create courses

Additionally, ChatGPT can be used to create topic-specific quiz questions that are based on the topic and degree of difficulty. Secondly, teachers can use ChatGPT to offer their students individualized learning support. ChatGPT can recommend specialized resources and educational activities based on a student's requirements and learning preferences. Thirdly, ChatGPT can assist teachers in responding to inquiries from students. Furthermore, the efficacy of instruction will undoubtedly rise if teachers may ask ChatGPT for clarifications and examples on a particular subject. Last but not least, teachers can use ChatGPT for designing tests with different levels. With large and well-organized databases, selecting or composing items for tests will become convenient for teachers. It is a fact that teachers do not need to spend time considering the levels of a test. Teachers can rely on ChatGPT to do it in a short time.

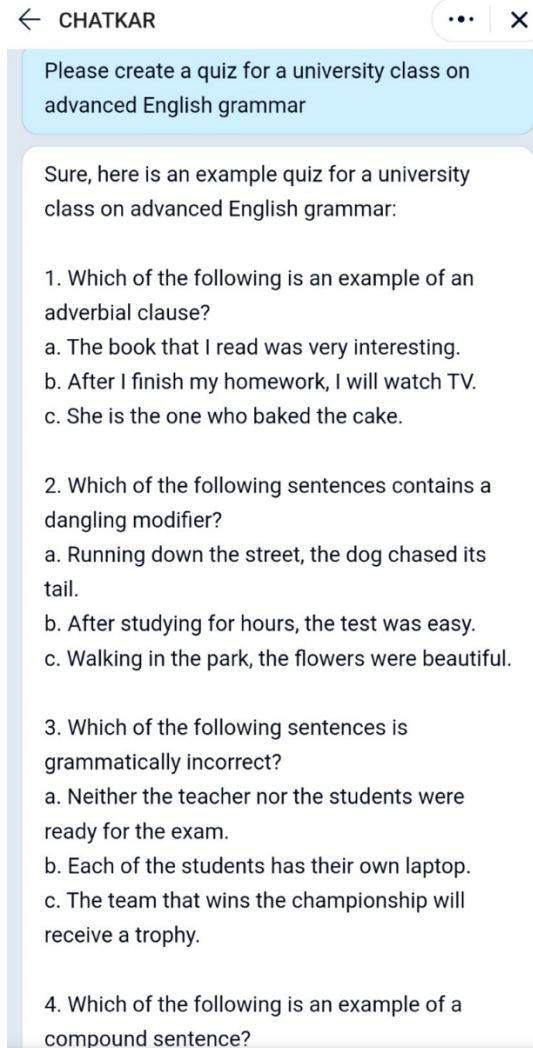


Figure 3: ChatGPT helps teachers to design tests

3. The relationship between ChatGPT and task-based approach

ChatGPT can be a useful tool for teachers in many ways. It is now popular for English teachers in Vietnam to use ChatGPT on Zalo application. It becomes easier for teachers to access ChatGPT on their smartphones without signing up on the Openai website. By turning ChatKar platform on Zalo application, the teacher can raise all kinds of questions on ChatGPT for their concerns. Therefore, it is noticeable that the teaching profession will become more convenient for teachers.

In terms of task-based approach, the researcher would like to illustrate how teachers develop lessons by exploiting Willis' (1996) framework with the support of ChatGPT. In the framework, there are three important phases that teachers have to follow to conduct the lessons.

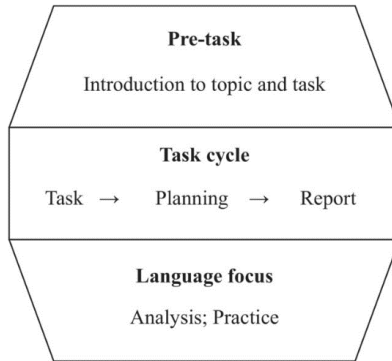


Figure 4: The framework of task-based approach [21]

For each phase, ChatGPT can be used to meet teachers' purposes. Moreover, it also provides specific illustrations and activities which help teachers better their teaching activities. For example, in the pre-task phase, we asked ChatGPT to give an example for a writing task, as depicted in Figure 2. It created a specific task of writing an email to a friend with the specific steps that teachers need to follow. It could be seen that ChatGPT assisted teachers to develop the writing lesson in an effective way. Therefore, teachers can save lots of time in the first phases of preparing a writing lesson with the adoption of TBA framework.

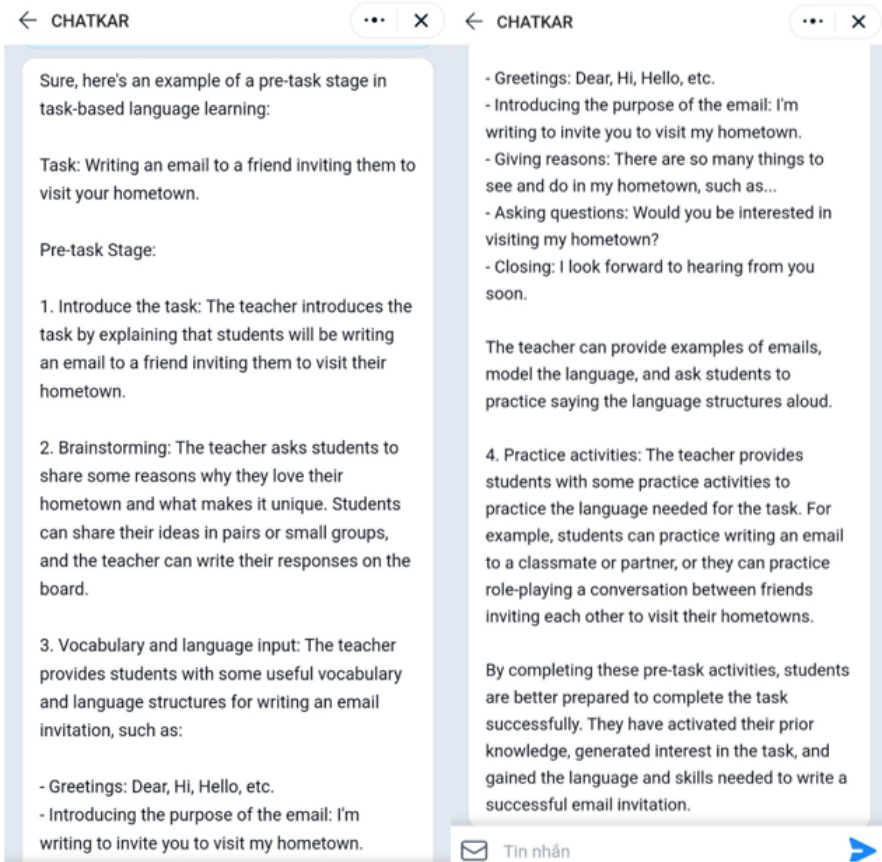


Figure 5: The pre-task phase of task - based approach on ChatGPT

We continued taking advantage of ChatGPT to plan the writing lesson in the second phase. For the task cycle, ChatGPT illustrated activities which were useful to develop task-based lessons. More specifically, it suggested activities for both teachers and students to perform in the task cycle phase. ChatGPT suggested three main activities including task planning, task execution and task evaluation, as depicted in Figure 3.

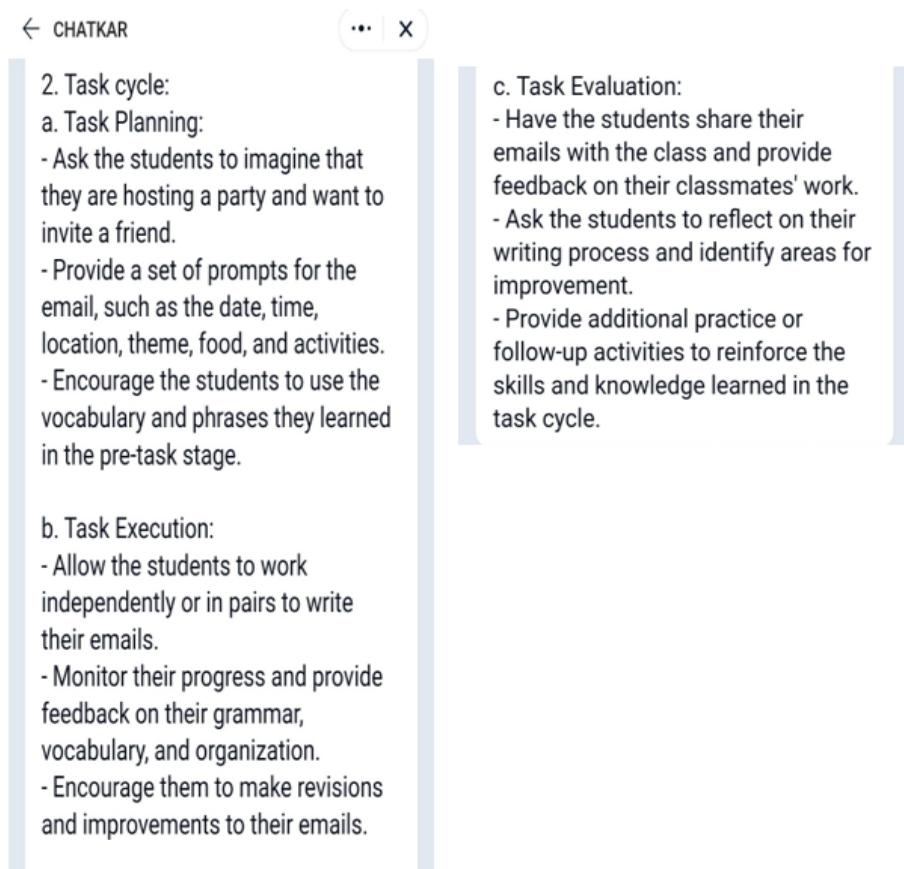


Figure 6: The task cycle phase of task - based approach on ChatGPT

In the language focus phase, we asked ChatGPT for further information relating to a writing lesson. How interesting ChatGPT is to illustrate important recommendations, as depicted in Figure 4. ChatGPT suggested some possible language focuses such as vocabulary, grammar, writing conventions, discourse markers, and register and tone. It is notable that how ChatGPT was able to recognize a lesson plan's structure and build one that followed the conventional lesson plan stages. Obviously, ChatGPT will be useful for other English skills and teachers will not spend so much time and money on planning lessons.

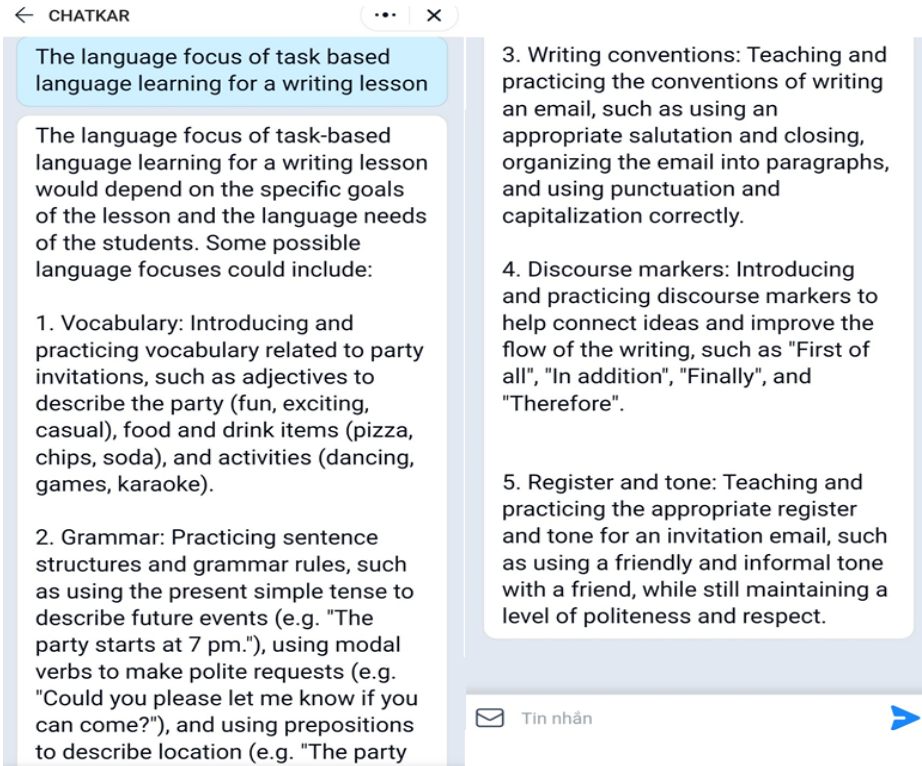


Figure 7: The language focus phase of task - based approach on ChatGPT

4. The challenges of ChatGPT to task-based approach

There are numerous challenges for language learning with the implementation of ChatGPT, a novel language model. Examining potential difficulties and worries that can emerge during implementation is essential, though.

In terms of task-based approach, one issue is the possibility for ChatGPT to produce improper content because it is trained on a sizable corpus of conversational text that may reflect the biases and stereotypes in the data. Furthermore, ChatGPT also faces difficulties understanding more abstract or complex concepts, which causes errors in generated text and reduces its usefulness for language acquisition in particular situations. What is more, the deployment of task-based framework requires teachers to master the implications of each phase so that the teachers can use ChatGPT effectively. In the case of misunderstanding of Willis' (1996) framework, the lessons cannot be well-organized and successful. Last but not least, the nature of tasks can be a major problem when teachers use ChatGPT. As it is known, learning tasks play important roles and help students become more fluent in learning a foreign language [22]. Therefore, teachers must consider choosing the appropriate tasks that can support students effectively. As a fact, ChatGPT cannot operate as a human being and make up real tasks according to teachers' teaching purposes.

The keys to reducing these obstacles are addressed as follows:

- Schools need to integrate with existing internal systems to share essential resources on the internet.
- It is required to invest in the infrastructure to have a stable connection in order to maximize the use of online resources. Moreover, it will be meaningful to provide teachers and students access to technologies and internet connectivity.
- Schools make sure that ChatGPT is implemented with regular checks to minimize bias.
- Schools also provide training and guidelines for teachers and students to help them effectively use ChatGPT and TBA in the classroom.
- Schools encourage teachers to take active roles in selecting recommended tasks from ChatGPT.
- Schools ensure that the lessons with the combination of ChatGPT and TBA are interestingly planned with games and simulations to motivate students to learn.
- Teachers provide students with chances to interact so that they can maintain their positive learning attitudes.
- Schools ensure that the use of ChatGPT to deploy TBA lessons does not replace the role of lecturers.

5. Conclusion

ChatGPT provides a wide range of opportunities for education. Numerous studies focusing on various aspects of using ChatGPT in language acquisition could be included in research projects. In order to fully realize the potential of this technology, empirical studies evaluating ChatGPT's efficacy for language learning are essential. Comparing language learners who use ChatGPT to those who do not could provide crucial insights into the benefits of this technology. Numerous language competency indicators, including vocabulary, grammar, and reading comprehension, may be measured in these investigations.

To task-based approach, English teachers need to master the phases of task-based lessons so that they can successfully exploit ChatGPT. It is no doubt that English teachers must understand the main objectives of lessons so that they can raise their concerns on ChatGPT successfully.

It goes without saying that developing new techniques and tools for assessing ChatGPT's effectiveness is crucial if we are to ensure the security and efficacy of its use in language acquisition. These instruments might include techniques for identifying and minimizing potential biases or prejudices in the text produced by this technology, as well as automated or manual evaluations of the precision and coherence of ChatGPT's generated text.

In conclusion, there are numerous chances for teaching and learning English when utilizing ChatGPT. Future studies could realize the full potential of this technology by concentrating on the challenges, as well as the chances for development in education.

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