

ChatGPT, the end of L2 academic writing or a blessing in disguise?

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Abstract

Since the advent of computer-mediated communication (CMC) technologies, the landscape of education, especially in English Language Teaching and learning, has undergone significant transformations. Academic writing, a key skill in this context, has witnessed notable benefits from technological advancements, particularly in the contemporary era. One prominent technology reshaping the academic landscape is ChatGPT. While it offers abundant learning opportunities for second language learners and teachers, it also poses significant ethical challenges. This paper provides an overview of the opportunities and challenges presented by ChatGPT and other AI-based technologies concerning writing skills, specifically academic writing in English as a second language. The study includes a descriptive account of my interview with ChatGPT regarding the opportunities that it has presented and the challenges posed for L2 students and teachers. The interview results indicate that ChatGPT can be employed in various ways to enhance the second language writing process for both students and teachers, notwithstanding the latter's reservations about its ethical implications. In addition, the paper offers some practical activities that can be implemented in L2 academic writing classes.

Keywords: *ChatGPT, computer-mediated communication (CMC) technologies, L2 Academic Writing*

INTRODUCTION

Since the advent of computer-mediated communication (CMC) technologies, the field of education and particularly English Language Teaching and learning have witnessed enormous changes. One of the skills that has benefitted a lot from the advancement of such technologies, particularly in the current times, is academic writing. Writing skills, especially academic writing in L2 is said to be a cognitively and affectively challenging aspect of second language (Altınmakas & Bayyurt, 2019; Belcher, 1994), since second language learners not only need to have a good mastery of the language but also a good knowledge of the subject matters that they write about. It is a cognitively demanding skill because the writer needs to think, reason, and then express one's thoughts, ideas and emotions in the most convincing manner possible for the reader. Such a process is not a very easy skill to be acquired overnight and usually requires extensive reading and practice.

A number of studies have highlighted the facilitative role of technology in language learning, particularly L2 writing. For instance, Woottipong (2022) investigated the effects of self-regulated

strategy development (SRSD) instruction with explicit generalization training prompted by Constructivist Self-regulating Virtual Composing Activities (CSRVCA) on a group of Thai students. The focus was particularly on the use of self-regulatory strategies, self-efficacy to write, and writing performance. The study employed an experimental design, and its results revealed that the experimental group employed significantly higher levels of self-regulatory strategies, demonstrated a higher level of perceived writing self-efficacy, and achieved higher writing scores compared to the control group.

More recently, Gündüz (2023) explored the attitudes of a group of Turkish university students towards wiki-based collaborative writing tasks and their perceptions of such tasks on their writing development in English as a second language. The study reported that students perceived wiki-based writing activities as motivating, innovative, and effective in their writing development. Additionally, Köroğlu (2023) found that English language teacher candidates perceived the usefulness of a handy tool, Storybird, in their writing. The study participants were unanimously satisfied with the tool's use in their pre-writing activities, perceiving it as a booster for writing in English.

The latest advancements in AI technologies have taken a significant step forward in greatly facilitating writing, especially in the context of writing in English as a second language. A remarkable technology in this regard is Chatbots which are defined as AI computer programs that resemble human conversation through textual and/or auditory means (Belda-Medina & Calvo-Ferrer, 2022, p. 2).

Chatbots or chatterbots were first introduced by Joseph Weizenbaum, an MIT psychologist, in 1966 in an effort to explore the computer's capability in manipulating language and words (Weizenbaum, 1966). The program, ELIZA, was an amazing AI language-oriented program that gained significant popularity as an automated psychologist, still accessible today (Dokukina & Gumanova, 2020) and was used to simulate human-like interactions between a psychologist and a client. Since then, a number of other chatbots have been introduced to simulate natural human conversations such as Parry, Racter, Jabberwacky, and A.L.I.C.E. Most of these chatbots have not been able to interact naturally with their clients and majority of their responses were predictable (Belda-Medina & Calvo-Ferrer, 2022).

However, since the introduction of OpenAI's ChatGPT in 2022, the world has witnessed a groundbreaking invention that can be fine-tuned to perform a variety of activities as partners or assistants to humans in all domains, from mathematics to foreign languages (Danesi, 2024). ChatGPT (Generative Pretrained Transformer), a language model developed by OpenAI, has already taken the world by storm causing a lot of waves in the business world. According to Mollman (2023), Microsoft intends to invest billions into the venture by incorporating the technology into a wide range of its products in the future. The creator of Gmail, Paul Buchheit, also believes that ChatGPT will take down Google's Business within two years (Paleja, 2023).

The technology has also received a lot of attention from the universities around the world. According to some sources, ChatGPT has already proven to be able to pass certain university examinations (Kathryn Mannie, January 24, 2023). However, since its release to the public in November 2022, the AI text generator technology (ChatGPT) has raised serious plagiarism concerns in the education sector to the point of banning the application in one university in France and even exclusion punishment for students who cheat using the application (D'Andrea, 2023).

A recent study article published by the University of Pennsylvania, revealed that ChatGPT has the ability to pass the business school education exams (Terwiesch, 2023). The study offered important implications for education, especially exam policies and curriculum design calling for collaboration between human and AI. One area that appears to be slowly recognizing the potential capabilities of ChatGPT technology is English language teaching, particularly in the context of academic writing.

The technology seems to possess every potential to make second language teaching profession redundant, especially when homework assignments such as writing are assigned to students. Thus, this raises the question of whether AI could say goodbye to academic writing or whether it could facilitate the learning process as it could afford enormous learning opportunities for L2 learners. That is, can Chat GPT be considered a threat or simply be seen as another technological tool similar to the ones that have been used before? Is it a technology to be detested or is it a blessing in disguise? Thus, to answer these questions and to see AI views on English Language teaching, I conducted an interview with ChatGPT (I am not so sure whether I need to use a pseudonym here for the sake of confidentiality or not), to gain some insights into the challenges and opportunities that ChatGPT has presented for second language teachers, particularly when it comes to L2 academic writing.

METHOD

My interview with ChatGPT

In this article, I utilized a qualitative approach by interviewing with ChatGPT. For data analysis, I followed a deductive approach by focusing mainly on the affordances and challenges of ChatGPT technology for L2 learners and teachers.

RESULTS

The first question dealt with whether ChatGPT could be a threat or a blessing in disguise for L2 teachers, as indicated in the following question and answer.

I am an English language teacher and I would like to know whether we need to be afraid of you since you can easily replace us?

As a language model, I am not capable of feeling fear or having any sort of emotions or intentions. My main purpose is to assist users in generating human-like text based on the

input provided to me. While I can assist in language learning and teaching, it is important to note that the role of a teacher is much more than providing information or answering questions. A teacher's role is to guide and motivate students, provide feedback, and create a learning environment. They also have a deep understanding of the students' needs and can adapt their teaching methods accordingly. Therefore, I do not see myself as a replacement for human teachers. Rather, I can be seen as a tool to enhance the learning experience.

As the extract above illustrates, the role of teacher is much more than providing answers to the questions; it is more of a psychological support, a feedback provider, and a scaffolder who has a sense of empathy by understanding students' needs and being able to adapt one's teaching accordingly.

The next questions were related to the academic writing and its challenges for L2 learners. The responses were as follow:

What is academic writing skill in L2?

Academic writing skills in a second language (L2) refer to the ability to write clear, well-structured, and grammatically correct texts in an academic setting. This can include writing essays, research papers, lab reports, and other forms of academic writing.

Academic writing in L2 requires a high level of proficiency in the language, including a deep understanding of academic vocabulary, grammar, and conventions. It also requires the ability to conduct research, critically analyze information, and present arguments clearly and logically.

Some of the key characteristics of academic writing in L2 include:

-Use of formal language and a neutral tone -Clear organization and structure -Proper citation of sources -Use of evidence and examples to support arguments -Use of academic and technical vocabulary -Proper citation and referencing -Adherence to the conventions of the field and genre.

Is writing in English as a second language an easy or a challenging skill for second language learners? Why?

Writing skills in a second language can be challenging for second language learners, as it often requires a high level of proficiency in the language and a deep understanding of the grammar, vocabulary, and conventions of written text.

There are several reasons why writing in a second language may be difficult for learners:

1. Vocabulary: Writing requires a wide range of vocabulary, including technical and academic terms, which may be unfamiliar to second language learners.

2. *Grammar: Writing requires a high level of grammatical accuracy and fluency, which can be difficult for second language learners who may not have fully mastered the grammar of the language.*
3. *Conventions: Different cultures and languages have different conventions for writing, such as the use of punctuation and capitalization, which can be difficult for second language learners to navigate.*
4. *Time consuming: Writing takes more time than speaking, as the learner needs to carefully consider the grammar, vocabulary, and organization of the text they are producing.*

Despite these challenges, writing in a second language can be developed with practice and guidance. A teacher can provide feedback, model good writing, and provide opportunities for students to practice writing in different contexts. Also, learners can benefit from using writing tools that can assist with grammar, spelling, and style.

How can you help L2 students to write in English better?

As a language model, I can assist second language learners in writing in English in several ways:

1. *Providing vocabulary: I can help learners expand their vocabulary by providing synonyms, antonyms, and definitions of words they may not be familiar with.*
2. *Grammar assistance: I can assist learners in identifying and correcting grammatical errors in their writing by providing explanations and examples of proper grammar usage.*
3. *Writing prompts: I can provide writing prompts and topics to help learners practice writing in different contexts and genres.*
4. *Paraphrasing: I can assist learners in rephrasing their writing to improve coherence and clarity.*
5. *Feedback: I can provide feedback on the organization, structure, and content of learners' writing to help them improve their writing skills.*

It's important to keep in mind that while these tools can be helpful for second language learners, they should be used in conjunction with guidance and feedback from a teacher. A teacher can provide personalized feedback, model good writing, and adapt their teaching methods to meet the needs of individual learners. Additionally, exposure to a variety of authentic texts and opportunities for communicative writing practices can also be beneficial.

As this extracts indicates, teachers' supervision and feedback play a key role in academic writing. However, as a newly released technology, ChatGPT can afford multiple learning opportunities for L2 learners such as vocabulary building, grammar check, writing prompts, summarizing and

paraphrasing as well as providing feedback and assessing / grading writing. This could be potentially useful in EFL large classes where teachers are usually overwhelmed with heavy workloads and large number of students.

How can you assist second language teachers in the classroom or outside the classroom when it comes to writing assignments?

As a language model, I can assist second language teachers in several ways when it comes to writing assignments:

- 1. Providing writing prompts: I can provide a variety of writing prompts to help teachers generate ideas for writing assignments.*
- 2. Scaffolding exercises: I can provide exercises and activities to help students build the skills they need to complete a writing assignment, such as grammar and vocabulary exercises, sentence structure exercises, and paragraph development exercises.*
- 3. Feedback: I can provide automated feedback on students' writing assignments, highlighting errors and providing explanations for corrections.*
- 4. Model texts: I can provide model texts for different types of writing assignments, such as essays, research papers, and lab reports, to help students understand the conventions and expectations of academic writing.*
- 5. Grading: I can assist teachers in grading writing assignments by providing a rubric or a set of criteria for evaluating student writing.*

It's important to note that while these tools can be helpful, they should be used in conjunction with guidance and feedback from a teacher. A teacher can provide personalized feedback, adapt their teaching methods to meet the needs of individual learners, and create a positive learning environment. Additionally, providing opportunities for communicative writing practices, such as collaborative writing and peer-review, can also be beneficial for students.

Sometimes I realize that students get help from you and provide your written essays or articles as their homework. I am actually a bit concerned over this issue, is this an issue, do you think, to be concerned over as an English language teacher?

..... While students may use my responses as a reference or a source of inspiration, it is not appropriate for them to submit my writing as their own. This is considered plagiarism and is a serious academic misconduct.

It is important for teachers to educate their students about the importance of academic integrity and the consequences of plagiarism. Teachers can also use plagiarism detection software to check for plagiarism in students' work and use various strategies to help students avoid plagiarism such as, teaching them how to properly cite and reference

sources, providing guidance on paraphrasing, and providing opportunities for communicative writing practices, such as collaborative writing and peer-review.

This extract indicates clear instructions by teachers as well as personalized and contextualized feedback provision plus using writing for learning purposes can greatly enhance the writing skill as a learning opportunity for L2 learners. Such activities can also be supported by AI technologies as the L2 learners can easily receive feedback on their writing easily.

I also put our conversation in one of the plagiarism-checking websites and no plagiarism was detected. Is there any way that we can detect students' projects that are written by you? Although as a language teacher, I am aware of my own students' writing skills and proficiency and know their writing.

As a language model, my responses are generated based on patterns in the data that I was trained on, so they may be similar to existing texts that can be found online.

Plagiarism detection software can be a useful tool for identifying instances of plagiarism in student work, but it is not foolproof. Some software may not be able to distinguish between original content and content generated by a language model like mine, and some software may not be able to detect similarities between a student's work and my responses.

There are some strategies that can help teachers detect whether a student's work was written by me or not, such as:

- *Reading and evaluating the work carefully, taking note of the student's writing style, vocabulary, grammar, and content.*
- *Asking students to explain their thought process and the sources they used when writing their work.*
- *Asking students to demonstrate their understanding of the content by summarizing or paraphrasing it in their own words.*
- *Giving students opportunities to revise and improve their work based on feedback and guidance from the teacher.*

Thus, as the extract above shows determining whether an essay is original or machine-generated is not always an easy task, however, L2 teachers can ensure that the writing is done by the students through various strategies such as reading carefully and taking note of the student's writing style, vocabulary, grammar, and content, asking the students to elaborate on their writing by providing paraphrasing, summarizing and even presenting their writing.

Can you offer some suggestions for academic writing using AI?

1. *Grammar and syntax checking: Language models can be used to check for grammar and syntax errors in student writing, helping students identify and correct mistakes in their writing.*
2. *Vocabulary enhancement: Language models can help students expand their vocabulary by suggesting alternative words or phrases to use in their writing.*
3. *Text summarization: Language models can be used to summarize long texts, making it easier for students to understand and analyze the main ideas in a piece of writing.*
4. *Text completion: Language models can be used to complete partially written sentences or paragraphs, helping students overcome writer's block and generate new ideas for their writing.*
5. *Paraphrasing: Language models can be used to help students paraphrase text to use in their own writing, avoiding plagiarism.*
6. *Scoring: Language models can be used to score student writing by providing the feedback on grammar, vocabulary, fluency, and coherence, which can help teachers to evaluate the student's writing proficiency.*

Can you also help L2 students with other language skills such as reading, speaking, listening, pronunciation, grammar and vocabulary?

Yes, language models like myself can be used to assist with a variety of language skills, not just writing. Here are a few examples:

1. *Reading: Language models can be used to provide summaries of texts, making them easier for students to understand and analyze. They can also be used to provide vocabulary lists, comprehension questions, and other materials to assist in reading comprehension.*
2. *Speaking: Language models can be used to provide practice in pronunciation, intonation, and stress. They can also be used to provide feedback on grammar, vocabulary, and fluency in spoken language.*
3. *Listening: Language models can be used to provide practice in listening comprehension, helping students to understand spoken language in a variety of contexts.*
4. *Pronunciation: Language models can be used to provide feedback on pronunciation, helping students to improve their accent and intelligibility.*
5. *Grammar: Language models can be used to provide practice in grammar, helping students to understand and use complex structures in the target language.*
6. *Vocabulary: Language models can be used to provide practice in vocabulary, helping students to expand their lexical knowledge and use of the target language.*

Thank you for your response, as the last question, could you just summarize our conversation that we had today with you in just one paragraph so that I could add the summary of our conversation in the article?

In summary, our conversation today touched on the topic of academic writing in the era of AI, specifically in regards to the use of language models like myself in assisting second language learners with their writing skills. I provided information on how language models can help second language learners and teachers in the classroom, and also discussed the importance of academic integrity and the potential issues related to plagiarism. Additionally, I highlighted some strategies that teachers can use to detect plagiarism and ways that they can help students produce original, high-quality writing. It's important to note that while I can be used as a tool to assist students, I am not intended to replace the role of a teacher and it's important for teacher to use their professional judgment in determining whether a student's work is original or not.

Thank you for your feedback, I am also writing an article on topic of academic writing during the AI era, I was wondering if I could write down your name as my second author in the article.

As a machine learning model, I am not a person and I do not have the capacity to give consent or take authorship of any publications. It is not appropriate to list me as an author on any publications. The ideas and information presented in my responses are based on the data that I was trained on and do not necessarily reflect the views or opinions of OpenAI or any individuals associated with the company. It's important to give credit to the sources you use in your research, but in this case it would be best to attribute any information or insights you gained from our conversation to the language model "ChatGPT" rather than listing it as an author.

CONCLUSION

As my interview with ChatGPT indicated, despite the ethical concerns that ChatGPT has created for L2 teachers, it can provide numerous options for L2 teachers and students when it comes to academic writing. ChatGPT can be used to provide sample sentences, paragraphs, essays, and articles on any topics both inside and outside the L2 classroom. It can be used to provide synonyms, antonyms, key words, and any word that an L2 learner might not know. It can also be asked to prepare questions of any types, score, assess and provide feedback on students' writing. Although, students start academic writing once they reach a certain level in English, ChatGPT can be set to simplify the explanation that it provides on L2 academic writings even for lower levels.

The vast array of options that ChatGPT has afforded for L2 teachers and learners, also call for new approaches to academic writing in English. Thus, L2 teachers may need to redefine their current teaching practices by using AI in a more collaborative manner, stimulating collaborative problem-solving and authentic learning. L2 teachers can also reduce students' overreliance on AI

technologies and help prevent academic fraud and plagiarism by assigning more personalized and contextualized academic writing tasks. To reduce such overreliance on AI technologies, teachers may need to incorporate more in-class activities that focus on communicative writing, such as collaborative writing, peer-review, and group writing projects. Teachers can also provide more personalized feedback by creating a positive learning environment and adapting their teaching methods to meet the needs of individual learners.

Suggestion for further research

In the following section, I have compiled a list of activities and suggestions that can be integrated into L2 classes using ChatGPT. It is important to note that this list is not exhaustive and there are countless other possibilities available, depending on the teacher's creativity and passion.

1. Teachers can ask learners to complete their writing and then compare their writings with an AI-generated model or sample and identify areas for improvement. (See activity 1)
2. Learners can be given the option to ask AI how to use a certain vocabulary and how it should be used in a sentence. (See activity 2)
3. L2 learners can ask AI to grade their writing and write a short reflection on their writing experience with the AI. (See activity 1)
4. AI can also be asked to provide sample writing models such as paragraphs, essays, reports, (both weak and strong models) for L2 learners and teachers. (See activity 1 and 2)
5. AI generated writing samples can be used to raise L2 learners' awareness over L2 writing strategies and hence skill. (See activity 1 and 2)
6. AI can also be used for paraphrasing and summarizing purposes and can be used to give instructions on how to paraphrase, summarize and use quotations to avoid plagiarism and academic fraud. (See activity 1 and 2)
7. ChatGPT can also be used to prepare questions of any types both inside and outside the classroom. (See activity 3)
8. ChatGPT can also be provided with a hint and asked to write poetic writing samples where students can become familiarized with writing genres and learn the related vocabulary. (See activity 4)

Thus, later research could examine the perceptions of L2 students and teachers who use AI technologies in their lessons through longitudinal studies, with a focus on other language skills such as reading and vocabulary learning. Finally, it appears that ChatGPT is the culmination of all its predecessor technologies, and as L2 teachers, we must accept that it is becoming an inseparable part of our daily lives and hence our L2 teaching in the near future.

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APPENDIX

Activity 1: Providing sample essays on L2 academic writing:

A. Can you write a paragraph on academic writing (150 words max)?

Academic writing is a form of communication used in many educational and professional contexts. It is characterized by a formal style, the use of evidence and sources to support arguments, and a clear and precise structure. Effective academic writing requires attention to detail, careful planning, and a focus on the needs and expectations of the intended audience. To succeed in academic writing, it is essential to understand the conventions and expectations of the specific discipline or field of study. This may involve developing a strong command of technical vocabulary, mastering the rules of citation and referencing, and adapting to different styles and formats for presenting research and analysis. With practice and guidance, academic writing can become a powerful tool for communicating complex ideas, advancing knowledge, and contributing to the ongoing conversation in a given field of study.

B. Can you identify the topic sentence, supporting details and the concluding sentence in the previous paragraph?

Topic Sentence: The topic sentence is the main idea of the paragraph and typically appears at the beginning. In this case, the topic sentence is "Academic writing is a form of communication used in many educational and professional contexts."

Supporting Details: Supporting details are the information and examples that elaborate on the topic sentence and provide evidence to support the main idea. In this paragraph, some of the supporting details include:

- *A description of the characteristics of academic writing (formal style, use of evidence and sources, clear structure)*
- *The importance of attention to detail, planning, and audience awareness in academic writing*

- *The need to understand the conventions and expectations of specific disciplines or fields of study*
- *The potential benefits of academic writing for advancing knowledge and contributing to a field of study*

Concluding Sentence: "With practice and guidance, academic writing can become a powerful tool for communicating complex ideas, advancing knowledge, and contributing to the ongoing conversation in a given field of study."

C. Could you provide some effective feedback on this paragraph?

As my interview with ChatGPT indicated, despite the fear and trepidation that ChatGPT has created among the L2 teachers, it seems to have opened up new avenues of opportunities and with it has brought new ways of looking at L2 writing materials preparation, development, organization and assessment criteria. Thus, L2 teachers might need to redefine their current practices by incorporating AI in their teaching in more collaborative manner and to stimulate more collaborative problem solving and authentic situations in their classes using AI. By personalizing and contextualizing the writing, L2 teachers can reduce learners' reliance on AI tools and can also help prevent academic writing fraud and plagiarism. Teachers may also need to assign more inside-the-classroom activities, incorporating more communicative writings such as collaborative writing, peer-review, and group writing projects.

Sure, here's some feedback on the paragraph:

Overall, the paragraph provides a clear and well-developed argument for the ways in which L2 teachers can incorporate AI into their teaching practices. The topic sentence effectively introduces the main idea of the paragraph, and the supporting details provide specific examples of how teachers can adapt to the changing landscape of L2 writing instruction. The paragraph highlights the potential benefits of using AI tools in the classroom, such as opening up new avenues for learning and promoting collaboration and problem solving.

One area where the paragraph could be improved is by providing more concrete examples of how teachers might incorporate AI into their teaching. For instance, the paragraph mentions "more collaborative problem solving and authentic situations," but does not provide specific examples of what this might look like in the classroom. Including more specific details and examples could help to make the argument more compelling and actionable for L2 teachers who are considering how to integrate AI tools into their instruction.

The concluding sentence is also effective, as it provides a clear call to action for teachers to adapt their current practices and incorporate more inside-the-classroom activities. However, the paragraph could benefit from a stronger transition between the first and second halves, as the shift from discussing the benefits of AI to discussing strategies for reducing reliance on AI is somewhat abrupt. Overall, though, the paragraph effectively

makes a case for the role of AI in L2 writing instruction and offers some practical suggestions for how teachers can adapt to this changing landscape.

D. Could you please edit this paragraph?

This paper provides an overview on the challenges and opportunities that ChatGPT and other AI-based technologies have presented within a short period after their release for writing skill, particularly academic writing skill in English as a second language. It follows a descriptive account of my interview with ChatGPT with regard to the opportunities that it can afford and the challenges that it has presented for L2 teachers. The paper also provides some practical activities that can be employed in L2 academic writing classes.

This paper provides an overview of the challenges and opportunities presented by ChatGPT and other AI-based technologies for writing skills, particularly academic writing in English as a second language. The paper includes a descriptive account of my interview with ChatGPT regarding the opportunities it presents and the challenges it poses for L2 teachers. In addition, the paper offers some practical activities that can be implemented in L2 academic writing classes.

E. Sentence completion

Can you complete this sentence? Writing academically is

Writing academically is a challenging but important skill that requires attention to detail, critical thinking, and the ability to effectively communicate complex ideas. It involves

F. Can you write some questions for paragraph and essay writings in English?

1. *What is the main idea or thesis of the paragraph/essay?*
2. *How does each sentence in the paragraph/essay support or relate to the main idea or thesis?*
3. *Are there any counterarguments or opposing views that need to be addressed?*
4. *How does the paragraph/essay contribute to the overall argument or discussion of the topic?*
5. *Is the paragraph/essay organized in a clear and logical way?*
6. *Are there any examples, evidence, or sources that could be used to support or illustrate the main idea?*
7. *Have any key terms or concepts been defined or explained clearly?*

8. *Is the language and tone appropriate for the intended audience and purpose of the paragraph/essay?*

Can you provide an example for each of the above?

1. *Example: "The effects of climate change on the planet are severe and urgent, and urgent action is necessary to mitigate the worst impacts."*

2. *Example: "The paragraph begins by outlining the various ways in which climate change is already affecting the planet, such as rising temperatures and sea levels. Each subsequent sentence builds on this idea, providing specific examples and evidence of the impacts of climate change."*

3. *Example: "While some may argue that the effects of climate change are exaggerated or that it is not caused by human activity, these claims have been widely discredited by the scientific community."*

4. *Example: "The paragraph/essay makes a compelling case for the urgency of taking action to address climate change, and contributes to the broader discussion of the need for sustainable and climate-friendly policies."*

5. *Example: "The paragraph/essay follows a clear and logical progression of ideas, beginning with an introduction to the topic and ending with a call to action."*

6. *Example: "The paragraph/essay draws on a range of sources, including scientific studies and reports, to provide evidence of the impacts of climate change and the need for urgent action."*

7. *Example: "The paragraph/essay provides clear definitions of key terms and concepts related to climate change, such as greenhouse gases and the Paris Agreement."*

8. *Example: "The language and tone of the paragraph/essay are appropriate for a general audience and effectively convey the urgency and seriousness of the issue."*

9.

Activity 2: Providing feedback on grammar and providing vocabulary

A. Is this phrase grammatically correct? *inform sb by when sth will be done*

Yes, the phrase "inform somebody by when something will be done" is grammatically correct. This construction uses the future tense to indicate that the task will be completed at a specific time in the future, and the phrase "by when" indicates the deadline for completion.

Is there a better way to write it?

There are a few different ways you could write this phrase, depending on the context and the level of formality required. Here are a few examples:

"Please let me know when you expect to have this done."

"Could you give me an estimated completion date for this?"

"Can you provide a deadline for when this will be finished?"

"I would appreciate it if you could inform me of the expected completion date."

B. Is this sentence grammatically correct? Teachers are usually overwhelmed with heavy workload and large number of students.

Yes, the sentence "Teachers are usually overwhelmed with heavy workload and a large number of students" is grammatically correct. However, to make it even more grammatically correct, you could add an article before "large number of students" to make it "a large number of students."

C. What do we say in English when we want to write less? Like for the sake of brevity or what?

There are a few different phrases you could use in English when you want to write less or be more concise:

1. *For the sake of brevity - This phrase indicates that you want to keep your writing short and to the point. You might use it to introduce a sentence or paragraph that is intentionally brief.*

2. *In short - This phrase is often used to summarize a longer passage of writing or to introduce a brief conclusion.*

3. *To sum up - This phrase can be used in a similar way to "in short," but it often implies that you are providing a more comprehensive summary of the material.*

4. *To be concise - This phrase is a more direct way of stating that you want to write less. You might use it to introduce a sentence or paragraph that is intentionally brief.*

There are also a few more informal phrases you could use, such as "long story short" or "TL;DR" (which stands for "too long; didn't read"). However, these phrases are generally more appropriate for informal writing, such as emails or social media posts, rather than academic or professional writing.

Activity 3: Writing Questions

A. Can you prepare 5 multiple choice questions on personality type adjectives in English?

• *Which of the following adjectives is most commonly associated with a person who is introverted?*

a) *Outgoing*

b) *Reserved*

c) *Assertive*

d) *Confident*

• *Which of the following adjectives is most commonly associated with a person who is extroverted?*

a) *Shy*

b) *Anxious*

c) *Talkative*

d) *Reclusive*

Answers: A) Outgoing B) Talkative

B. Can you prepare 4 multiple questions from this reading? (Mishan, F., & Timmis, I. (2015). Materials development for TESOL. Page 1.

First question we need to ask is, ‘Why do we need an academic book, even a practice-oriented book, about materials development?’ It could, after all, be argued that materials development is essentially a practical rather than a theoretical exercise and that there is no shortage of expertise in this area of practice. with ‘unmediated materials’ development where the materials writer can engage directly with language learning principles without intervention from intermediaries (Timmis 2014). Tomlinson (2001: 6) provides the following definition of materials development as a field: ‘Materials development is both a field of study and a practical undertaking. As a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials.’

1. *Why is there a need for a book about materials development according to the reading?*

a) *There is a shortage of expertise in materials development.*

- b) Existing materials are the only reference point for the development of new materials.*
- c) Publishers have produced a wealth of materials for English language teaching.*
- d) Materials development is a theoretical exercise that needs to be studied in-depth.*

For the sake of brevity, some of the paragraphs have been removed.

Activity 4: writing a poetic piece

Can you please write a love poem about Cruise and Berry?

*In the vast sea of life, two souls once sailed
.... Cruise and Berry, their love unveiled
As they journeyed together, their hearts entwined
Their bond grew stronger, their love refined*

*..., with his charm and wit so bright
..., with her grace and beauty, a delight
Together, they explored life's wonders and joys
A love that blossomed, no one could destroy*

*Their love was a symphony, a perfect harmony
A love that transcended all boundaries and adversity
They walked hand in hand, through the highs and lows
Together they stood, against life's ebbs and flows*

*... Cruise, a man of courage and might
.... Berry, his sunshine, his light
Their love was like a flame, burning bright*

A love that shone, like the stars at night

As they sail through life, side by side

Their love, like the ocean, is deep and wide

.... Cruise and Berry, a love so true

A love that forever, will renew.