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Exploring the Potential of ChatGPT in Facilitating Consciousness-Raising Tasks: A Promising Solution for Alleviating the Burden on Educators



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Abstract

When studying grammar, students must not only focus on its structure but also on its form. Form-focused activities are integral to this process, requiring students to identify and manipulate language forms. A well-established technique for facilitating language acquisition is the consciousness-raising task (CR), which aims to heighten learners' awareness of language form. By prioritizing the language input, students can cultivate a more precise comprehension of grammar structures, thereby enhancing their own language proficiency. This approach entails various strategies, such as inferring grammatical rules from examples, comparing different forms of expression, and examining differences between a learner's usage of a grammar item and that of native speakers. However, designing effective CR tasks is cognitively demanding, time-intensive, and laborious for teachers, as it entails accommodating numerous requirements, including the definition of clear objectives, task relevance, and task engagement. To address these challenges, it is worth utilizing ChatGPT which is an advanced conversational AI system with the capability to process and generate various modalities of language. It has access to extensive databases and can produce written content that is frequently indistinguishable from human-written text. Accordingly, ChatGPT can be utilized to generate CR tasks or materials that may be applied in class. The present study endeavors to offer a range of CR tasks for grammar teaching that have been generated by ChatGPT. The tasks include identification tasks, text correction tasks, word choice tasks, and others.

Keywords: ChatGPT, consciousness-raising tasks, grammar teaching

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Introduction

For an extensive duration, the instruction of grammar has remained a pivotal concern within English Language Teaching (ELT) classrooms. Notably, scholars have presented diverse viewpoints on the most effective pedagogical approach. Some proponents support the explicit teaching of grammar, as exemplified by the works of Long (1991) and McEldowney (1992). Conversely, others advocate for an implicit approach to grammar instruction, as endorsed by Krashen (1982) and Prabhu (1987). Additionally, there are advocates who propose an innovative methodology, combining both explicit and implicit elements in the form of consciousness-raising tasks. Scholars such as Schmidt (2001), and Ellis (2002) have espoused this combined approach. Consequently, the field of ELT grapples with this multifaceted discourse, seeking to establish the most efficacious method of teaching grammar within its instructional paradigms.

In the realm of education, consciousness-raising tasks hold immense significance as they aim to broaden students' perspectives, challenge biases, and foster critical thinking. However, the implementation of such tasks often poses challenges for educators who face significant time constraints and a multitude of responsibilities.

Tilahun et al. (2022) elucidate that one of the challenges that teachers face when designing consciousness-raising tasks is that they need to be able to identify what learners already know and what they don't know. Teachers need to be able to design tasks that are challenging enough to engage learners but not so difficult that they become frustrated and disengaged. Another challenge is that teachers need to be able to design tasks that are relevant and meaningful for learners. This means that teachers need to be able to identify what learners are interested in and what they want to learn (Tilahun et al., 2022).

This article explores the potential of ChatGPT, a state-of-the-art language model, as a promising solution to alleviate the burden on educators in facilitating consciousness-raising tasks. By leveraging ChatGPT's capabilities to engage in meaningful conversations and provide information across a diverse range of topics, educators can enhance their teaching efforts and empower students to explore a multitude of perspectives. This article discusses the benefits and challenges associated with using ChatGPT in consciousness-raising tasks and proposes strategies to optimize its integration within educational settings. Additionally, ethical considerations surrounding the implementation of artificial intelligence (AI) in education are addressed, emphasizing the importance of responsible use and human oversight. Ultimately, this article sheds light on the potential of ChatGPT as an effective tool for consciousness-raising, offering the teacher task types and prompts to enhance student learning and broaden their educational experience.

Description of ChatGPT

ChatGPT, an advanced chatbot developed by OpenAI, utilizes deep learning and large language models (LLM) based on the Generative Pre-trained Transformer (GPT) architecture (Radford et al., 2018). Thanks to extensive training on diverse textual sources like books, papers, and websites, ChatGPT possesses comprehensive knowledge of the natural language, enabling it to provide contextually appropriate and user cue-consistent replies (Radford et al., 2018).

Features of ChatGPT

ChatGPT's capabilities are derived from its training on vast datasets of text and conversational data, allowing it to comprehend natural language patterns and deliver appropriate responses (Greyling, 2022). This training process, known as "primary prompt engineering" (Greyling, 2022), aids ChatGPT

in crafting responses that conform to natural language patterns. To improve performance in specific tasks, ChatGPT employs a combination of supervised fine-tuning, reinforcement learning (Lee et al., 2018), and conversational prompt injection techniques (Greyling, 2022).

Supervised fine-tuning is a natural language processing (NLP) technique used to train a pre-existing model for a particular task or domain, enhancing ChatGPT's ability to generate responses for tasks like answering questions and engaging in smooth conversations (Lee et al., 2018). Through conversational prompt injection, the input data includes conversational cues to guide the machine-learning model's response (Sallam, 2023). By incorporating cues from specific discussions, ChatGPT gains specific knowledge, enabling it to create relevant and engaging replies (Greyling, 2022).

Reinforcement learning, another machine-learning technique utilized by ChatGPT, enhances its performance through interactions with users (Lee et al., 2018). By observing its environment, taking actions to achieve desired outcomes, and receiving positive or negative rewards based on its effectiveness, ChatGPT progressively learns to optimize its actions and continually improve its performance (Atlas, 2023). As a result, ChatGPT excels in various applications, including customer service and personal assistance (Atlas, 2023).

This advanced chatbot represents a significant breakthrough in language models, leveraging artificial intelligence to generate human-like text (Atlas, 2023). With its impressive capabilities, ChatGPT handles a wide range of text-based tasks, from simple inquiries to complex assignments, making it a valuable tool in various domains (Liu et al., 2021).

Benefits and Limitations of ChatGPT in Language Instruction

The potential benefits of ChatGPT in the domain of language acquisition have garnered scholarly attention. Shahriar and Hayawi (2023) affirm that ChatGPT's expansive lexicon and its capacity to generate text resembling human discourse across diverse subject matters position it as a valuable instrument for language instruction and learning. This assertion is further underscored by George and George (2023), who expound on ChatGPT's merits in the realm of language education, proposing its potential for crafting interactive conversational agents that replicate genuine dialogues, thereby aiding students in fortifying their oral and auditory proficiencies. Additionally, ChatGPT serves as a proficient conversational companion, enriching students' language practices through the utilization of robust language models (Tack & Piech, 2022).

Nevertheless, the incorporation of ChatGPT into language pedagogy has engendered deliberation within academic spheres. Baskara and Mukarto (2023) have conducted research that substantiates the utility of ChatGPT in alleviating instructors' burdens. These scholars accentuate ChatGPT's efficacy in supporting educators with tasks such as curriculum planning, the creation of instructional materials, and the facilitation of in-class exercises.

Theoretical Underpinnings of Consciousness-Raising Tasks

Formal Instruction

According to Ellis (1995), formal instruction plays a crucial role in making students aware of specific grammatical structures. Once learners' consciousness is raised through formal instruction, they become continuously attentive to these structures when exposed to subsequent language input, eventually facilitating the process of language acquisition. Cruz Corzo (2013) supports the notion that formal grammar instruction can significantly enhance students' learning of language rules, making

the learning process more effective and efficient. In contrast, Celce-Murcia (1992) contends that learners who are not exposed to formal grammatical instruction from the beginning stages of learning a foreign language struggle to achieve high-level proficiency and often plateau at an intermediate or low-intermediate level.

The decision of when to introduce formal grammar instruction is also influenced by the students' educational background. Those with a stronger educational foundation may benefit more from a focus on formal grammar. Some proponents argue that consciousness-raising tasks lead to language acquisition, and without early formal grammar instruction, achieving high-level proficiency becomes unlikely. Thus, it appears that well-executed grammar instruction is necessary and valuable.

One approach to teaching grammar is to assess each student's language development and instruct them accordingly at their current level. However, this method has limitations, as determining each individual's interlanguage can be challenging, and accommodating various proficiency levels within one class becomes impractical. An alternative solution is to provide explicit rather than implicit knowledge instruction, as suggested by Ellis (1999).

Implicit and Explicit Knowledge

Ellis (2008) proposes a distinction between two forms of knowledge: explicit and implicit. Implicit knowledge refers to the intuitive understanding that operates without conscious awareness. It represents the kind of knowledge we possess but find challenging to articulate or explain. For instance, native speakers effortlessly use grammatically correct structures in their speech, yet they often struggle to elucidate the reasons behind their usage. Implicit knowledge enables individuals to apply grammar accurately in conversational contexts, but they may lack the ability to verbalize the underlying rules. This form of knowledge is gradually acquired and aligns with the learners' internal syllabus (Bialystock, 1981).

On the other hand, explicit knowledge is readily explainable. Learners with explicit knowledge can articulate what they have learned. Possessing explicit knowledge of grammar involves understanding the rules and being capable of explaining them. Unlike implicit knowledge, explicit knowledge is acquired more easily and is closely linked to the instructional objectives set by the learner. Therefore, according to Ellis (1999), it is more feasible and advantageous to target explicit knowledge in grammar instruction.

According to numerous authors (e.g. Doughty, 2003; Fotos, 1994; Norris & Ortega, 2000), there is widespread consensus on the importance of incorporating form-focused classroom tasks aimed at directing learners' attention to the grammatical forms of the target language. This instructional approach has been referred to as consciousness-raising tasks. Eckerth (2008) emphasizes that these consciousness-raising tasks can lead to significant improvements in learners' explicit knowledge of the second language.

Ellis (2002) further asserts that without any form-focused instruction or consciousness-raising, achieving formal accuracy in the target language is unlikely. Fotos and Ellis (1991) support the view that formal instruction plays a vital role in facilitating second language acquisition and enhancing proficiency levels. They find that formal instruction is most effective when combined with opportunities for language usage and when it contributes to the development of explicit knowledge of grammatical structures.

Explicit knowledge aids in language acquisition through two mechanisms. Firstly, being aware of a grammatical structure enables learners to notice it in the language input, leading to its acquisition as

implicit knowledge. However, this implicit knowledge only becomes part of the learner's interlanguage system when they are ready to integrate it, determined by their individual syllabus of language development. Secondly, explicit knowledge can be employed when constructing planned utterances, such as when learners have time to think before speaking. Formal instruction can enhance learners' knowledge of grammar, although it may not directly contribute to their implicit knowledge of specific structures. Moreover, the instruction should focus on making students aware of the grammar structure, enabling them to monitor and correct their own errors, even if they are not immediately able to use the structure in conversation. Fotos and Ellis (1991) advocate for an approach to grammar teaching that prioritizes raising learners' awareness rather than mere practice.

Consciousness-Raising Tasks in Grammar Teaching

Richards and Schmidt (2002) provide a definition of consciousness-raising (CR) as a set of techniques designed to prompt learners to focus on language form with the belief that such form awareness indirectly contributes to language acquisition. These techniques include guiding students to deduce grammatical rules from examples, comparing different ways of expressing the same content, and observing differences between their use of a grammar item and its usage by native speakers. The consciousness-raising approach stands in contrast to traditional grammar teaching methods, such as drilling, sentence practice, and sentence combining, which aim to directly establish rules or instill grammatical patterns. The consciousness-raising approach aligns with current theories on how learners acquire second language (L2) grammar and complements progressive views on education, emphasizing discovery through problem-solving tasks (Rezaei, 2011).

Ellis (1997) distinguishes CR tasks from other form-focused activities by noting that CR tasks downplay learner production and are not intended to immediately result in the correct use of the targeted language feature during spontaneous language use after task completion. Instead, the primary objective of CR tasks, according to Ellis, is to foster a conscious understanding of the target feature, with minimal emphasis on immediate production. The purpose of grammar consciousness-raising tasks is to raise learners' awareness of specific grammatical features by developing explicit knowledge. Examples of this task type, as demonstrated by Fotos (1992), have been found to lead to significant proficiency gains in various grammar structures, comparable to the progress made by learners who studied the same structures through formal, teacher-led grammar lessons.

In pedagogical contexts, instructional approaches that deliberately focus on the form of language frequently employ a technique known as "enriched input." Enriched input refers to a type of language input that exposes learners to a plethora of exemplars of the specific target structure. Unlike intentional language acquisition, enriched input is designed to facilitate incidental language learning, as proposed by Schmidt (1995). The primary goal of enriched input is to prompt learners to notice the target form while their attention is directed toward meaning rather than the form itself.

Various strategies can be employed to enrich language input. One such method is known as "input flood." Input flood treatment entails artificially increasing the occurrence of the target items within the audio and visual materials that learners encounter, without providing explicit instruction or feedback (Öztina, 2009). Essentially, input flood entails incorporating numerous instances of the target structure into the language input, without any additional devices employed to draw explicit attention to the structure.

Another option for enriching input is termed "input enhancement." This approach involves making certain efforts to accentuate the target linguistic feature, thereby directing learners' attention to it during the learning process.

In short, thanks to executing CR tasks, the teacher makes students aware of specific grammatical features using tasks (Dickens & Woods, 1988). It is undoubtedly that CR tasks are an integral part of education as they aim to expand students' horizons and challenge their preconceived notions. However, implementing consciousness-raising tasks can be demanding for the teacher. They must invest considerable time and effort in researching, curating materials, and facilitating discussions, all while juggling numerous other responsibilities. As a result, the teacher can face constraints that limit their ability to fully integrate consciousness-raising into their teaching practice. This dilemma can be addressed when the teacher leverages ChatGPT's capabilities, which offer the teacher available-designed but high-quality tasks with simple but efficacious prompts. These tasks and prompts are exemplified as followings:

ChatGPT-Generated CR Tasks

Input-Flooding Tasks

Suggested Prompt to Discover Several Types of Input-Flooding Tasks

Please brainstorm a list of input-flooding tasks that promote the awareness of grammar input in students. Provide a brief description of each task, the target language proficiency level, and the learning objectives it addresses. Include any necessary materials, resources, or technology that would enhance the effectiveness of these tasks in a language-learning environment.

An Excerpt from the Generated List

Grammar Podcast Challenge

Description: Have students listen to a podcast or audio clip in the target language that includes various grammar structures. After listening, students discuss the content and identify specific instances of grammar used in the conversation.

Target Level: Intermediate to Advanced

Learning Objectives: Improve listening skills as well as identify and analyze grammar patterns in authentic language use.

Materials/Resources: Access to podcasts or audio clips, audio player or computer.

Suggested Prompt to Generate a Specific Input-Flooding Task

In order to have a detailed teaching procedure, the following prompt can be useful:

I want you to act as an English teacher expert in the English language and teaching specializing in English grammar. Now you will write a podcast script about a holiday in summer. The script should include irregular past tense verbs and the language should be suitable for intermediate level students.

A Sample Task Generated by ChatGPT

Title: A Summer Adventure: Exploring the Irregular Past Tense Verbs

[INTRODUCTION]

Host: Welcome, dear listeners, to another exciting episode of "English Explorations." I'm your host, Sarah, and today, we're diving into the world of summer holidays while

unraveling the mysteries of irregular past tense verbs. So, grab your sunscreen and let's embark on a linguistic journey!

[BACKGROUND]

Host: Summer is the season of sun-soaked adventures and unforgettable memories. Many of us have embarked on exciting journeys during this time, discovering new places and making cherished moments. But wait, what makes these stories even more captivating? The magic lies in the use of irregular past tense verbs!

[EXPLORING THE DESTINATION]

Host: Picture this: Last summer, I flew to the exotic island of Maui. I swam in the crystal-clear waters, feeling the gentle waves against my skin. The sun shone brightly, and the palm trees swayed in the warm breeze. It was a paradise unlike any other.

[SHARING EXPERIENCES]

Host: While I was there, I ate the most delicious tropical fruits I had ever tasted. I chose a juicy mango from a local market and bit into its sweet, succulent flesh. Oh, and don't get me started on the coconut water—I drank it straight from the coconut!

[ADVENTURES AND DISCOVERIES]

Host: One morning, I woke up early to watch the sunrise from a stunning viewpoint. As the first rays of light hit the horizon, the sky turned into a canvas of vibrant hues. It was a sight that I will never forget.

[UNEXPECTED TWIST]

Host: Now, here's where things get interesting. On my way back to the hotel, I suddenly saw a group of dolphins playing in the distance. I couldn't believe my eyes! I ran down to the beach and watched as the dolphins gracefully jumped out of the water. It was a magical encounter that left me in awe.

[REFLECTION]

Host: Looking back, my summer adventure was filled with moments of joy, wonder, and discovery. Each irregular past tense verb used in my story adds depth and vividness, allowing you to feel like you were right there with me.

[LANGUAGE INSIGHT]

Host: Now, let's break down some of the irregular past tense verbs we encountered in my story. Remember, irregular verbs don't follow the typical pattern of adding "-ed" to the base form. Instead, they change in unique ways.

Fly → Flew

Swim → Swam

Shine → Shone

Sway → Swayed

Eat → Ate

Choose → Chose

Bite → Bit

Drink → Drank

Wake → Woke

Hit → Hit

Turn → Turned

See → Saw

Run → Ran

Watch → Watched

Jump → Jumped

[WRAP-UP]

Host: And there you have it, dear listeners! A glimpse into a memorable summer adventure intertwined with the beauty of irregular past tense verbs. So, the next time you share your holiday escapades, remember to sprinkle in those irregular verbs to make your story come alive.

Host: That wraps up today's episode of "English Explorations." I hope you enjoyed our linguistic journey and learned a thing or two about irregular past tense verbs. Stay tuned for more exciting language explorations in the future. Until then, keep practicing and keep discovering the magic of English grammar. Have a fantastic day, everyone!

The current task is grounded in the principles of input-flooding tasks, which involve exposing language learners to abundant instances of a target linguistic feature, without resorting to additional devices or explicit highlighting. The underlying concept is to enhance learners' chances of noticing the frequently used target form. In essence, the input-flooding strategy posits that repeated exposure to specific linguistic forms increases the likelihood of their acquisition (Wagner-Gough & Hatch, 1975).

Metaphorically, the term "input flooding" refers to immersing learners in substantial quantities of input or examples pertaining to a particular linguistic feature. The assumption is that exposure to a large number of correct instances would lead to mastery of the target form. In the present study, students received exposure to brief texts containing sentences with adverbs, accompanied by comprehension questions, over a duration of two weeks. The findings of this study indicated that the students exhibited improvement in recognizing appropriate adverb placement within English sentences.

Engaging Explorations: Analysis of ChatGPT's Consciousness-Raising Task on Irregular Past Tense Verbs

This analysis delves into the effectiveness of ChatGPT's consciousness-raising (CR) task titled "A Summer Adventure: Exploring Irregular Past Tense Verbs", the task seamlessly weaves a captivating storytelling approach, fostering interactive participation and incorporating real-life examples. This essay aims to explore and elucidate the identified engagement strategies within this CR task, analyzing their impact on learner interest, motivation, and comprehension.

The CR task artfully employs a storytelling technique, skillfully narrated by Sarah, who shares her personal summer adventure. This narrative strategy immerses learners in a relatable context, effectively

cultivating heightened interest and motivation. The ensuing interactive participation is facilitated through thoughtfully crafted questions, inviting learners to envision themselves in the story. This not only promotes deeper engagement but also establishes a profound connection between the learners and the material.

Real-life examples are seamlessly integrated into the narrative, illustrating irregular past tense verbs within the context of the summer adventure. This pragmatic approach facilitates a practical understanding of the verb usage, grounding the learning experience in real-world application. Visual imagery further enhances the narrative, with Sarah's vivid descriptions prompting learners to visualize scenes and experiences associated with the targeted verbs. This multisensory engagement reinforces the comprehension of verb structures.

Moreover, the task adopts a gradual difficulty progression, demonstrating an astute pedagogical approach. This progression is tailored to accommodate learners of different proficiency levels, ensuring a comfortable learning curve. As learners traverse the complexities of irregular past tense verbs, this scaffolding enables a seamless transition, promoting a sense of achievement and sustained interest.

Concrete examples of actual interactions:

Host: "Picture this: Last summer, I flew to the exotic island of Maui."

Learner: "Wow, that sounds like an amazing trip!"

Host: "As I swam in the crystal-clear waters, I felt the gentle waves against my skin."

Learner: "I can almost feel the refreshing water on my skin."

Host: "I woke up early to watch the sunrise from a stunning viewpoint."

Learner: "I love the colors of a sunrise. It's so peaceful."

Host: "On my way back to the hotel, I suddenly saw a group of dolphins playing in the distance."

Learner: "I've always wanted to see dolphins in the wild. That must have been incredible!"

Host: "Remember, irregular verbs don't follow the typical pattern of adding "-ed" to the base form."

Learner: "So, 'fly' becomes 'flew' and 'eat' becomes 'ate'."

The teaching steps for this lesson follow a structured approach to engage learners in exploring irregular past tense verbs through the captivating podcast, "A Summer Adventure: Exploring Irregular Past Tense Verbs." Hosted by Sarah, the podcast begins with an introduction that sets the stage for a linguistic journey into the world of summer holidays and the mysteries of irregular past tense verbs. As students listen to Sarah's vivid descriptions of her trip to Maui, they actively engage with the content, sharing their own reactions and experiences. The lesson progresses with a breakdown of key moments, such as swimming in crystal-clear waters and encountering dolphins, prompting learners to empathize and connect with the narrative. The host's reflection on the adventure reinforces the significance of irregular past tense verbs in storytelling. The subsequent language insight segment introduces irregular past tense verb forms, encouraging learners to participate in the linguistic analysis. The teaching steps conclude with a wrap-up, where students are encouraged to incorporate irregular verbs into their own storytelling. This structured and interactive approach ensures that learners not only grasp the grammatical concept but also relate it to real-world experiences, fostering a deeper understanding and appreciation for language nuances.

These interactions demonstrate how the task effectively engages learners by incorporating storytelling, real-life examples, interactive participation, and visual imagery. The gradual increase in difficulty and the incorporation of language insights further enhance the learning experience.

Input Enhancement Tasks

A Suggested Prompt to Discover Various Types of Input-Enhancement Tasks

Please brainstorm a list of input-enhancement tasks that direct students' attention toward specific aspects of the target language, facilitating their noticing and subsequent learning. Provide a brief description of each task, the target language proficiency level, and the learning objectives it addresses. Include any necessary materials, resources, or technology that would enhance the effectiveness of these tasks in a language-learning environment.

An Excerpt from the Generated List

Contextual Story Building

Proficiency Level: Beginner to Intermediate.

Description: Provide a series of images or prompts that contain elements related to the target grammar. Students construct short stories or dialogues using the grammar structure.

Learning Objectives: Grammar application in context, creative expression, storytelling skills.

Materials/Technology: Visual prompts, story-building cards, multimedia tools.

A Suggested Prompt to Generate a Specific Input-Enhancement Task

In order to have a detailed teaching procedure, the following prompt can be useful.

I want you to act as an English teacher expert in the English language and teaching specializing in English grammar. Now you will suggest a list of prompts including irregular past tense verbs and time expressions in the past simple tense. These prompts must be related because the B1-Level students will construct a short story using simple past tense based on your prompts.

A Sample Task Generated by ChatGPT

Prompt Set: A Day of Adventure.

Prompt: Yesterday morning, as the sun (rise), you (choose an irregular past tense verb) up full of excitement. You (choose an irregular past tense verb) to your hiking gear and (time expression) started your journey to the nearby mountains.

Prompt: While you (choose an irregular past tense verb) along the forest trail, you suddenly (choose an irregular past tense verb) a rare bird perched on a branch. Quickly, you (choose an irregular past tense verb) out your camera and (time expression) captured the stunning moment.

Prompt: After a couple of hours of hiking, you (choose an irregular past tense verb) at a breathtaking waterfall. The water (choose an irregular past tense verb) is down from

great heights, creating a mesmerizing scene. You (choose an irregular past tense verb) off your shoes and (time expression) dipped your feet in the cool water.

Prompt: Following a peaceful lunch by the waterfall, you (choose an irregular past tense verb) up the trail to reach the mountain's peak. The view from above (choose an irregular past tense verb) your breath away. You (choose an irregular past tense verb) several photos to remember the moment.

Prompt: As the sun (set) in the early evening, you (choose an irregular past tense verb) your way back down the trail. With the light fading, you (choose an irregular past tense verb) out your flashlight and (time expression) carefully navigated the path.

Prompt: Finally, you (choose an irregular past tense verb) back to your starting point. Tired but satisfied, you (choose an irregular past tense verb) off your hiking gear and (time expression) relaxed under the starry sky, reflecting on the amazing day of adventure.

The teacher should encourage their students to use the prompts as a framework for their stories, incorporating the irregular past tense verbs and time expressions naturally. This themed set of prompts will help them create a coherent short story while practicing the past simple tense.

The current task is firmly rooted in the principles of input enhancement tasks, a concept primarily attributed to applied linguist Smith (1993). He used this term to denote diverse strategies aimed at directing students' attention towards specific aspects of the target language, facilitating their noticing and subsequent learning. Input enhancement can manifest in various ways, such as utilizing typographical emphasis, like underlining or bold type (Wong, 2005).

Input enhancement involves deliberate efforts to highlight certain target features, thereby drawing learners' attention to them. According to Smith (1993), input enhancement plays a crucial role in the learners' input processing and contributes to the development of second language (L2) proficiency. He contends that instructional methods can facilitate the process of input selection by L2 learners and emphasizes the potential effects of focusing learners' attention on particular aspects of the input, leading to enhanced cognitive processing.

Drawing from the focus on form literature, typographical enhancement cues, including boldfacing, color-coding, underlining, italicizing, capitalizing, and varying font types and sizes, have been found to attract greater attention from learners (Doughty & Williams, 1998; Long, 1991; Wong, 2005). In other words, incorporating diverse typographical cues increases the physical salience of the input (Lee, 2007; Lee & Huang, 2008). This heightened attention may facilitate the learners' noticing of the target features and promote their cognitive processing for subsequent acquisition (Schmidt, 2001).

Navigating Language Proficiency and Development: The CEFR Framework and Consciousness-Raising Tasks

The Common European Framework of Reference for Languages (CEFR) by the Council of Europe assesses language proficiency in listening, speaking, reading, and writing across three levels: basic user, independent user, and proficient user, each subdivided into A1, A2, B1, B2, C1, and C2 (Council of Europe, 2001). At the elementary level (A1–A2), learners use simple grammar for everyday communication (Fulcher, 2003). In the intermediate level (B1–B2), they employ more complex grammar in various situations (Larsen-Freeman, 2003). Advanced learners at the proficient level (C1–C2) demonstrate accurate and fluent use of grammar, including all tenses, passive voice, reported speech, and sophisticated language structures (Council of Europe, 2001).

Consciousness-Raising Tasks (CRTs) are versatile tools applicable to learners at various proficiency levels, with necessary adjustments to align with the tiers outlined in the CEFR. At the elementary stage (A1–A2), clarity in instructions and examples are crucial for learners who are still developing their grasp of grammar rules (Ellis, 2003). Additionally, simplicity in grammar structures is advocated, ensuring appropriateness for the learners' proficiency level, such as avoiding complex tenses or modal verbs at the A1 level (Long, 1985). Emphasis on both form and meaning is essential, fostering an awareness of grammatical structures through tasks that require identification and practical application in writing and speaking (Swain, 1995). Moving to the intermediate level (B1–B2), CRTs evolve to introduce more intricate grammar structures reflective of learners' growing proficiency (Ellis, 2003). Learners are encouraged to discern patterns in the usage of grammatical structures, comparing and contrasting examples to deepen their understanding (Long, 1985). The focus shifts towards integrating grammar into context-relevant writing and speaking tasks, aligning with the learners' lives and experiences (Swain, 1995). At the advanced level (C1–C2), CR tasks demand a heightened level of grammatical analysis, requiring learners to identify, explain rules, and proficiently use structures across diverse contexts (Ellis, 2003). Advanced learners are urged to compare and contrast different grammatical systems, analyzing texts in various languages or engaging in writing and speaking tasks across multiple registers (Long, 1985). Furthermore, the emphasis on using grammar for specific purposes is paramount at this level, prompting learners to tailor their writing and speaking for different audiences and varied communicative objectives (Swain, 1995).

Conclusion

In summary, the primary aim of employing grammar consciousness-raising tasks is to heighten learners' awareness concerning specific grammatical features through the cultivation of explicit knowledge. The execution of consciousness-raising tasks enables instructors to illuminate distinct grammatical attributes through various assignments. The augmentation of instructional input can be accomplished through strategies like input flooding and input enhancement tasks.

Nevertheless, the implementation of consciousness-raising tasks places substantial demands on educators. They are required to invest significant time and effort in research, resource curation, and facilitation of discussions, all while concurrently managing a plethora of other professional responsibilities. Consequently, instructors may encounter constraints that impede their capacity to seamlessly integrate consciousness-raising practices into their pedagogical approach. This predicament can be alleviated through the strategic utilization of ChatGPT's capabilities.

The present article has proffered prompts aimed at harnessing the utility of ChatGPT in the generation of consciousness-raising tasks. These tasks are underpinned by well-established theories espoused by eminent authors. By leveraging the potential of ChatGPT, educators are exposed to a diverse array of innovative consciousness-raising task concepts that effectively address the targeted grammatical focal points. These tasks can subsequently be adapted to suit the proficiency levels and interests of the students. Consciousness-Raising Tasks serve as adaptable tools aligned with CEFR tiers, so the emphasis on clarity, simplicity, and contextual application in instruction allows for tailored learning experiences. Furthermore, they may harmoniously align with alternative pedagogical methodologies such as task-based learning and content-based instruction.

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