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Development of Linguistic Competence in English for Specific Purposes Through ChatGPT: A Case Study

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ABSTRACT

Introduction: The launch of ChatGPT has popularized the use of Artificial Intelligence and has opened a debate about the opportunities and risks of this digital tool. Although it is still in development, ChatGPT offers numerous application possibilities as an educational resource.

Purpose: To explore the application of ChatGPT in enhancing English for Specific Purposes (ESP) learning, particularly in the field of tourism.

Method: In this research, 91 students from two groups taking the English 2 course at the University of Valencia used ChatGPT to complete tasks aimed at improving their English for Tourism Purposes (ETP) skills. Students used digital devices to interact with ChatGPT and submitted their work through the university's platform. The tasks included reading comprehension, vocabulary exercises, and role-play activities relevant to the tourism field. After the activities, students' interactions with ChatGPT were collected, and the quality of ChatGPT's responses was analyzed, with a focus on achieving at least 80% accuracy. This methodology was designed to provide real-world language practice and was evaluated to ensure the effectiveness of ChatGPT's assistance.

Results: The findings reveal that despite some limitations, ChatGPT proves to be a versatile and highly effective tool for both classroom and self-directed learning. It enhances students' written communication skills through role-play activities by simulating conversations, that require students to write responses to its questions and providing them with detailed corrections and suggestions for improvement. In vocabulary acquisition, through a text-based methodology, ChatGPT helps students identify, define, and use relevant terms, which improves their overall language proficiency. Additionally, the interactive nature of ChatGPT tasks and its ability to provide instant feedback increase student engagement and motivation.

Conclusion: This study's findings indicate that ChatGPT can be a valuable tool for English for Specific Purposes (ESP) learning, despite some limitations in accuracy that hinder its unsupervised use. It is particularly effective for generating activities, obtaining additional information about texts, and vocabulary practice, although its current effectiveness in correcting activities requires teacher supervision. The ability of Chat GPT to create real-world scenarios with minimal preparation time makes it a useful resource for both classroom and autonomous learning. However, further research is essential to explore its full potential and address its limitations, ensuring reliable integration into language curricula.

KEYWORDS

artificial intelligence, English for specific purposes, ICT, linguistic competence, educational innovation

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INTRODUCTION

On November 30th, 2022, the OpenAI Artificial Intelligence Laboratory unveiled ChatGPT, a prototype chatbot capable of engaging in conversational interactions

with humans (Taecharungroj, 2023). Within five days after its launch, ChatGPT had already surpassed one million users, and this number increased to one hundred million within two months¹. Its ability to emulate human writing styles



¹ Gratas, B. (2 de marzo de 2023). 50 datos y estadísticas de ChatGPT que debes conocer. [50 Facts and Statistics About ChatGPT You Need to Know]. Invgate. <https://n9.cl/sgr5p>

and its widespread popularity have captured the attention of the media, sparking debates about the potential negative consequences of its use². These controversies have also emerged in the educational sector, as there is concern that some students may use ChatGPT to complete their assignments³.

In recent months, various articles have been published related to the possible uses of ChatGPT both within education in general (Kasneci et al., 2023) and in second language learning (Kohnke et al., 2023). Within this field, some studies have addressed the usefulness of ChatGPT as a tool to improve written expression (Barrot, 2023), others have analysed its usability for learning formal English language through a questionnaire-based approach (Shaikh et al., 2023). Additionally, Moqbel et al. (2023) have proposed a framework for the evolution of foreign language learning evaluation, considering the emergence of tools like ChatGPT. According to these authors, our current educational context recommends the implementation of alternative assessments more focused on the learning process rather than just the outcomes. Therefore, instead of resorting to traditional exams and papers, teachers should rely on other assessment methods such as performance-based assessment, self-assessment, portfolios, peer-assessment, games, and teacher observations. While this proposal is interesting, further research is needed to better understand the implications of these new tools in the learning and assessment process. In the field of ESP, some studies have been carried out that offer suggestions about the usefulness of ChatGPT in teaching English focusing on the techniques for training language models in the field of ESP (Kovačević, 2023).

The integration of ChatGPT in education has sparked varied viewpoints among teachers and students. Iqbal et al. (2022) reveal that educators approach ChatGPT cautiously due to concerns about cheating and plagiarism, despite recognizing benefits like simplified lesson planning. ElSayary (2023) explores teachers' perceptions, highlighting benefits in teaching and learning contexts but emphasizing challenges related to bias and accuracy. Ulla et al. (2023) discuss EFL teachers' positive attitudes towards ChatGPT, tempered by concerns about its accuracy and potential to foster excessive student dependence. In a broader context, Firat (2023) discusses the opportunities and challenges of AI integration, advocating for collaborative efforts to address concerns and ensure responsible implementation. Research indicates that despite its current limitations, ChatGPT is perceived as a promising tool; however, teachers stress the importance of addressing biases and ethical considerations, highlighting the need for collaboration to maximize its benefits while preserving the human element in education.

Although the literature on ChatGPT has grown quickly since its launch, most of it deals with the possibilities and risks of its use, users' perception, and technical development. Some authors have provided a theoretical-practical framework for the correct application of ChatGPT in a variety of educational fields (Ghafar, 2023; Halaweh, 2023; Elbanna & Armstrong, 2024). However, none of these works address the implementation of specific methodologies in the classroom, nor do they evaluate the quality of the results offered by ChatGPT. Additionally, there is a significant gap in understanding its specific efficacy in specialized educational contexts such as ESP.

This study aims to tackle these gaps by conducting a case study that explores the potential applications of ChatGPT within the field of Tourism. The primary objective is to evaluate the effectiveness of ChatGPT when interacting with students during the implementation of an ESP methodology. This paper also aims to provide teachers with some guidelines for using ChatGPT in the ESP learning process, both in the classroom and independently. Additionally, through our case study, we aim to contribute to research on AI applications to personalize education and foster autonomous learning in the field of second language acquisition, specifically in ETP.

Research Questions:

- RQ#1: How efficient is ChatGPT as an educational tool in the field of ESP?
- RQ#2: How can educators effectively utilize ChatGPT to enhance the ESP learning process?

LITERATURE REVIEW

Artificial Intelligence Language Models and ChatGPT

GPT-3 (Generative Pre-trained Transformer) is a third-generation AI language model developed by the OpenAI laboratory, which operates on natural language processing (Brown et al., 2020). Language models are statistical tools that predict the next word in a sequence based on a specific context (Jiang et al., 2020). GPT-3 is designed to generate sequences of words, codes, or data in response to a user prompt (Floridi & Chiriatti, 2020). This language model is trained on a dataset composed of texts, primarily in English, but also in other languages.

² Muskat, E. (7 de enero de 2023). Students Caught Cheating Using AI on Final; Academic Integrity Policy Updated - *The Commentator*. <https://n9.cl/fdkj0>

³ Marche, S. (6 de diciembre de 2022). The College Essay Is Dead. Nobody is prepared for how AI will transform academia. *The Atlantis*. <http://bit.ly/3iEoPEd>

In recent months, GPT-4 was developed. Although our study was carried out with the GPT-3.5 version, it is worth noting that GPT-4 represents a groundbreaking leap in natural language processing, boasting human-level performance across a spectrum of professional and academic exams. It surpasses existing language models and prior state-of-the-art systems, which often required tailored crafting or additional training protocols. GPT-4 breaks new ground by accepting prompts containing both text and images, enabling users to articulate tasks encompassing both vision and language. Whether handling documents rich in text and visuals or diverse multimedia inputs, GPT-4 showcases remarkable adaptability. However, akin to earlier iterations, GPT-4 is not infallible, occasionally producing inaccuracies or hallucinations. Despite this, it significantly reduces such errors compared to prior models, with an impressive 19 percentage point increase in factual accuracy over the latest GPT-3.5 version. Consequently, while GPT-4 opens exciting possibilities for various applications, caution remains imperative, especially in contexts where accuracy is paramount⁴.

ChatGPT is a conversational robot (chatbot) that uses the technology of the GPT-3.5 language model to generate texts that resemble those produced by humans. The GPT-3 language model's advanced technology has been employed to create scholarly articles (GPT-3, Osmanovic & Steingrimsson, 2022; Manohar & Prasad, 2023), short stories (Lucy & Bannan, 2021), newspaper articles⁵, stories, poems, speeches (Brown et al., 2020; Hernández Rizzardini et al., 2021), and other types of written content that are difficult to distinguish from human-originated texts (Elkins & Chun, 2020). However, this capability of AI has raised concern about the possibility of its misuse for creating false news or manipulating public opinion (Floridi & Chiriat, 2020) and for its political bias (Rozado, 2023). Nonetheless, it has also been suggested that it could be used as a helpful tool for writers and content generators to automate or save time in the preparation of repetitive content (Jaimovitch-López et al., 2022).

Several recent studies have highlighted the limitations of ChatGPT^{6, 7}, which must be considered when using the tool in educational or professional contexts. While ChatGPT is capable of producing coherent responses, these responses are not always accurate or reliable due to the lack of context and limitations in its training (García-Peñalvo, 2023). As a result, the tool may offer seemingly sensible but incorrect

answers due to its inability to comprehend the text it generates or the context of the information (Thorp, 2023). In some instances, ChatGPT has even created content, without any solid foundations on external sites, or provided false sources (King & ChatGPT, 2023; Rudolph et al., 2023). Therefore, further research is needed to test the reliability of the current version and subsequent updates of ChatGPT and other similar tools to verify the suitability of their use in different contexts.

While recent years have seen significant advancements in AI and language models, there persist numerous technical limitations and crucial ethical considerations regarding their impact. The potential for these models to be used detrimentally poses high risks that can influence all facets of society and culture. Hence, it becomes imperative to initiate educational and social awareness campaigns, as well as maintain vigilant surveillance and updated legislation. These measures are essential to protect the well-being of individuals and ensure the responsible utilization of AI⁸.

Artificial Intelligence and Language Learning

In 2019, three years before the release of ChatGPT, UNESCO organized the International Conference on Artificial Intelligence and Education where experts and researchers from various countries analysed the potential of AI in the educational field and the significant transformation this technology could bring in terms of methodology, accessibility to knowledge, and educational tools⁹.

Several applications of AI in education are emerging, and three approaches are particularly noteworthy. Firstly, the creation of online platforms for self-learning, secondly, educational robotics, and thirdly, intelligent conversational software agents or chatbots. Chatbots, in particular, can act as virtual tutors in learning environments that require guidance by answering students' questions. They can also conduct automated and adaptive assessments, even with open texts, and offer reinforcement activities inside and outside the classroom, thereby enhancing the flexibility of teaching (Padilla, 2019). In this way, chatbots can effectively contribute to personalizing the learning experience, which is the area where AI offers the greatest potential for development in education.

⁴ Achiam, J., Adler, S., Agarwal, S., Ahmad, L., Akkaya, I., Aleman, F. L. & McGrew, B. (2023). Gpt-4 technical report. <https://owndyourai.com/gpts-are-gpts-an-early-look-at-the-labor-market-impact-potential-of-large-language-models-2/>

⁵ GPT-3. (2020). A robot wrote this entire article. Are you scared yet, human? *The Guardian*. <https://www.theguardian.com/commentis-free/2020/sep/08/robot-wrote-this-article-gpt-3>

⁶ Bowman, E. (19 de diciembre de 2022). A new AI chatbot might do your homework for you. But it's still not an A+ student. NPR.

⁷ Pearl, M. (3 de diciembre de 2022). The ChatGPT chatbot from OpenAI is amazing, creative, and totally wrong. Need ideas? Great! Need facts? Stay away! *Mashable*. <http://bit.ly/3ZJAkec>

⁸ UNESCO. (2022). *Recommendation on the Ethics of Artificial Intelligence*. <https://unesdoc.unesco.org/ark:/48223/pf0000381137>

⁹ UNESCO. (2019). *International Conference on Artificial Intelligence and Education. Final Report. Planning Education in the AI Era: Lead the leap*. <https://unesdoc.unesco.org/ark:/48223/pf0000370967>

There is a wide range of digital tools available for language acquisition that promote self-directed learning and reduce the effort required for manual creation of learning activities. These tools offer several advantages for language learners. Firstly, they promote learner autonomy and allow for personalized teaching. With these tools, students can work at their own pace and focus more on the areas in which they face the most difficulties. Furthermore, they offer prompt feedback, which accelerates the learning process, increase students' motivation levels by providing a wide range of activities and resources that can better align with their interests and needs (Kwon, 2023).

Conversational interfaces, also known as chatbots, have been successful in capturing user attention and increasing interaction. Research has shown that conversational formats are more effective for learning than memorization tools like flashcards (Ruan et al., 2019). Previous conversational models had limitations and were restricted to asking pre-defined questions, but advancements in language models, such as BERT, Gopher, and GPT-3, have resulted in more sophisticated technology with texts that are almost indistinguishable from those written by humans. While these models have been employed to aid in writing tasks, including revising punctuation, spelling, and text structure, their potential for personalized language learning has yet to be fully realized (Kwon, 2023).

ChatGPT offers the advantages of digital tools developed over recent decades without the limitations of previous conversational interfaces. It provides greater flexibility in both conversation format and content, which allows for more varied interactions than those that occur within a traditional language classroom (George & George, 2023). By simulating human interactions, ChatGPT enables users to engage in authentic conversations with the chatbot. ChatGPT can synthesize ideas and provide information, while users can ask related questions and request clarifications. This tool offers students an opportunity for more authentic and personalized language learning experiences compared to those they receive when studying with textbooks or online language courses. Through written conversations on a variety of topics of their interest, students can engage more deeply with the language (Hong, 2023).

ChatGPT can be a valuable tool for foreign language students to enhance their writing skills. It not only detects errors in language and text organization but also suggests corrections and provides ideas to improve writing¹⁰. It helps in acquiring new vocabulary by explaining the meaning of words in detail and offering examples of their use in different contexts (Kwon, 2023). Moreover, its responses and corrections are almost immediate, which is impossible in a traditional teaching context (Hong, 2021).

English for Tourism Purposes

The learning of a language encompasses both general and specific knowledge. General knowledge pertains to skills useful for broad language use, while specific knowledge is particularly valuable in certain contexts. The teaching of ESP must consider the specific characteristics of the field in which users will apply their knowledge, as well as the demands and features of that context.

Communication in the field of tourism involves a diverse range of contexts and genres, including legal or corporate documents, professional meetings, video calls, web pages, press releases, tourist guides, brochures, emails, advertising texts, and reviews. Therefore, students need to develop various linguistic, communicative, intercultural, and professional skills. While designing an ETP course, teachers should base their teaching on the diversity of genres, contexts, and authentic materials (Marjanovikj-Apostolovski, 2019). However, ETP learning is often limited to textbook-based methodologies (Ho, 2020) and lacks authenticity in decontextualized learning environments (Lee & Park, 2020). Additionally, many ETP courses focus mainly on vocabulary acquisition, grammar and reading comprehension and do not emphasize students' written and oral communication skills, which are crucial for professional practice in tourism communication. Hence, creating more authentic learning environments is necessary for effective ETP classroom training (Lin et al, 2021). Through our study, we intend to test ChatGPT's capability to help teachers and learners in the task of creating learning environments that better resemble the features of real-world scenarios.

Using materials from the real world is one way to provide authenticity to learning contexts. Such materials increase student motivation, reflect changes in language use, are versatile, and can be used in various ways to develop different skills. Using authentic materials helps students to understand the language that is actually used, making it more effective in capturing their attention and arousing their interest, even though it can increase the difficulty of tasks (Pustika, 2010). When designing text-based ETP methodologies, it is essential to ensure that the materials meet the necessary requirements for effectiveness, such as stimulating interaction, promoting learning skills and strategies, allowing students to focus on both the form and function of the materials, and being attractive and flexible (Nabijanovna et al., 2021). Therefore, teachers must look for texts, which are connected not only with the contents of the subjects but also with the real world and with students' interests and professional needs. This way, students will feel that they are preparing themselves for their future careers and not only practising for class activities and exams.

¹⁰ Ohio University. (2023). *ChatGPT and Teaching and Learning*. <https://www.ohio.edu/center-teaching-learning/resources/chatgpt>

METHOD

Participants

The methodology was implemented in a classroom setting to facilitate ETP (English for Tourism Purposes) learning with the aid of ChatGPT. This implementation was conducted across two distinct groups: 43 students in the first group and 48 in the second. These students were enrolled in the subject English 2 within the first-year curriculum of the English Studies degree program at the University of Valencia, corresponding to a B2 level according to the Common European Framework of Reference for Languages¹¹. This degree program includes subjects covering linguistics, literature, foreign language acquisition, and cultural studies. Prior to the implementation of the methodology, the students were informed about the research and participated voluntarily.

Equipment

Students used various digital devices (laptops, tablets or mobile phones) to do the activities and upload them to the digital platform of the university. During the English 2 class dedicated to implementing the methodology, instructors provided students with a document in which the tasks that had to be completed individually using ChatGPT, which will be found in the procedure section, were explained

Instruments and Methods

Although there are currently various language models, ChatGPT was chosen due to the popularity that this tool has obtained as a consequence, at least in part, of the controversy that aroused its launch, and which was echoed by a large number of media outlets¹².

This case study consisted of several phases. The initial phase involved the design of activities by the researchers, taking into consideration the unique linguistic and educational needs of ETP students and based on insights garnered from professional contexts and textual genres pertinent to the field of tourism (Marjanovikj-Apostolovski, 2019; Ho, 2020; Lee & Park, 2020). The activities were structured to encompass aspects of language practice, including reading comprehension, writing proficiency, grammar, and vocabulary. Oral expression and comprehension skills were excluded due to ChatGPT's lack of speech recognition capabilities in the version available in March 2023.

In the reading comprehension section, a list of webpages related to tourism was created (Appendix 1). Several text-based activities were designed for this section. First, students must select a 450-600- word text from the webpage, this way, students engage with authentic and relevant material. This not only allows them to practice reading within a meaningful context but also to explore topics of interest in their field of study. Then, they must choose a person or place mentioned in the text and ask ChatGPT to provide them with more information about it. This exercise enables students to delve deeper into the content and expand their understanding beyond what is explicitly presented in the original text. Finally, in order to help them apply their analytical and synthesis skills, participants have to ask ChatGPT to create open-ended reading comprehension questions, answer them and instruct the chatbot to correct their answers.

The vocabulary section of the methodology also includes text-based activities. The first task comprised several steps. First, participants must ask ChatGPT to extract the most relevant nouns from the text, provide a definition for each one, and classify them by semantic fields. This process not only reinforces understanding of specific lexical items but also contextualizes their usage within thematic frameworks. Then, they have to ask it to generate a fill-in-the-blanks exercise based on that vocabulary and, finally, instruct it to correct their answers. After completing this task, another similar one must be conducted, but this time, the focus will be on collocations, further refining students' ability to combine words effectively within the appropriate linguistic contexts.

The last section consists in a role-play activity, which contributes to improving English writing expression due to several key factors. Firstly, by engaging in simulated conversations with ChatGPT, students encounter authentic communicative situations that allow them to practice the creation of coherent responses. This practice helps them develop skills in organizing ideas and expressing themselves clearly in English. Students can choose from three possible scenarios to converse with ChatGPT: a conversation between a tourist agent and a client, a dialogue between a tourist agent and a service provider, or a job interview for a tourism agency position. Following the conversation, the participants must request ChatGPT to review their written text, highlight any grammar or spelling errors, and provide suggestions for improving their writing.

Procedure

The implementation of the methodology took place during the time of a regular class of the subject English 2. Students had been previously instructed to bring a digital device to

¹¹ Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge University Press.

¹² Peritz, A. (6 de septiembre de 2022). *A fun, easy new way for students to cheat*. Slate Magazine. <https://slate.com/technology/2022/09/ai-students-writing-cheating-sudowrite.html>

do the activities. First of all, students downloaded the document with the instructions from the university digital platform. In this document they found the activities explained in the Tools and Materials section.

The participants began with the reading comprehension section (Appendix 2. Examples 1 and 2), then they moved to the vocabulary activities with nouns (Appendix 2. Example 3). and collocations (Appendix 2. Example 4). Finally, they participated in a role-play activity with ChatGPT (Appendix. Example 5 and 6).

In order to collect all the data, at the end of the class, each student exported the content of their interactions with ChatGPT into a Word document, and subsequently submitted it to the university's digital platform. Each document included all the prompts introduced by students and the answers, exercises, and comments generated by ChatGPT. The data were then analysed, which involved reviewing and evaluating the quality of ChatGPT's responses to the students' instructions.

To assess the validity of ChatGPT's corrections on the students' responses we evaluated the percentage of errors detected by ChatGPT compared to the total errors made by the students. There is some research on the evaluation of large language models and chatbots (Maroengsit et al., 2019; Casas et al., 2020; Chang et al., 2023). However, none of it deals with the effectiveness of ChatGPT or other language models in generating and correcting activities. Therefore, after consulting the previous research, a criterion was established, requiring at least 80% accuracy for a response to be deemed valid. This threshold was chosen considering the tool's developmental stage, which allows for a margin of error. For instance, if ChatGPT was tasked with extracting collocations from a text, it was necessary that 80% of the extracted items were collocations, since, occasionally, word constructions which are not collocations were also extracted. This same evaluation criterion was consistently applied to various tasks. However, for the role-play tasks a different criterion was followed. We considered answers valid if they aligned with the students' instructions, involving maintaining a conversation on the chosen topic and providing text improvement suggestions. Conversely, ChatGPT's answers that deviated from the given instructions were deemed erroneous.

Data Analysis

The data were analysed manually. The percentages shown in the following figures are the average of all the interac-

tions of ChatGPT with the participants according to the validity criteria explained above.

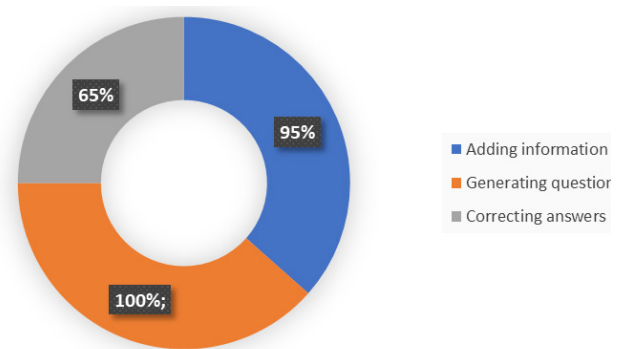
RESULTS

Reading Comprehension Activities

Figure 1 illustrates the accuracy of ChatGPT's answers in its interaction with students' while conducting the reading comprehension activities.

Figure 1

Reading Comprehension Exercises (Valid Responses)



Vocabulary Activities

As can be seen in Figures 2 and 3, the task with nouns had a higher validity percentage than the one with collocations. When extracting collocations, ChatGPT included word structures, which cannot be considered as collocations and occasionally even single words. It was also less efficient when generating exercises with collocations. The correction of the fill-in-the-blanks exercises with nouns and collocations generated by ChatGPT had quite similar results.

Figure 2

Nouns exercises (Valid Responses)

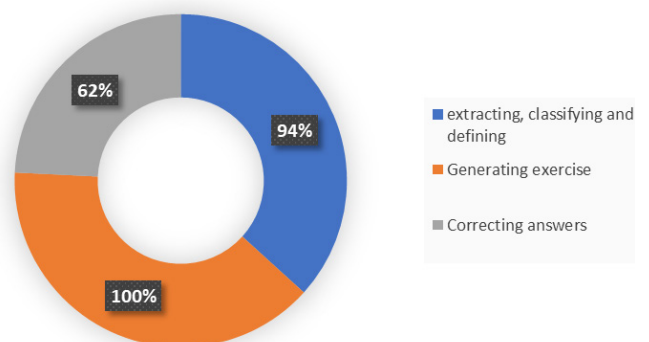
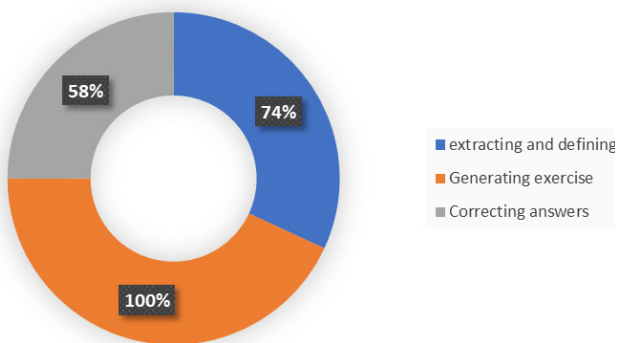


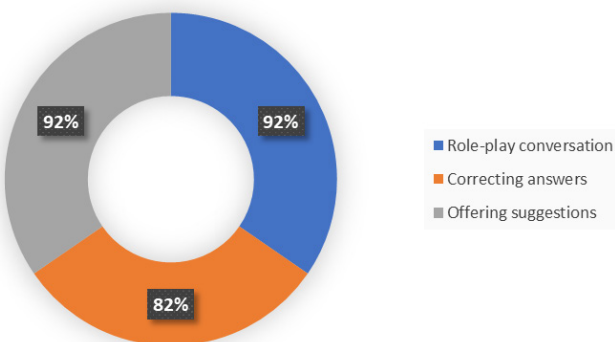
Figure 3
Collocation exercises (Valid Responses)



Role-play activities

The results shown in Figure 4 illustrate that ChatGPT was able to maintain a role-play conversation with the students and offer suggestions to improve their texts on most occasions.

Figure 4
Role-play activity (Valid Responses)



DISCUSSION

This paper addresses the applicability of ChatGPT to ESP teaching through the analysis of the results of implementing an ESP methodology with the assistance of ChatGPT. The first research question queried the efficacy of ChatGPT as an educational tool in the ESP domain. The results of the current research highlight that, despite current limitations, ChatGPT demonstrates effectiveness for the generation of exercises and providing information in ETP methodologies both in and out of the classroom. The exercises explained in the Instruments and Methods section, which can be complemented with other activities depending on the characteristics of the course, allow students to hone reading comprehension and written expression skills and to acquire vocabulary necessary for their professional development. Furthermore, ChatGPT’s capability to create tasks from any

text type offers endless opportunities for selecting authentic materials for reading comprehension without burdening teachers or students with excessive time demands. This feature presents a significant advantage in ETP learning.

ChatGPT excels in task creation; however, its effectiveness in correcting student answers hovers around 60%, making it unreliable for autonomous learning. Nevertheless, the results obtained provide insight into ChatGPT’s potential to enhance the effectiveness of autonomous learning processes in the future. Considering its current capabilities and limitations, ChatGPT can be viewed as a valuable teaching complement rather than a substitute for teachers in task preparation and correction. A balanced approach, combining human interaction with machine potential should be advocated.

The findings of this research align with previous studies on the applications of ChatGPT in education. For example, several studies (Hallaweh, 2020; Montenegro-Rueda et al., 2023; Saz-Pérez & Pizà-Mir, 2024) affirm that this tool enables the customization of content and activities to meet the specific needs of each student, thereby improving the effectiveness of the teaching-learning process and boosting student motivation and engagement. Additionally, Zhu et al. (2023) and Lo (2023) emphasize ChatGPT’s potential as a virtual tutor capable of answering student questions, improving group dynamics, and providing real-time feedback. However, they also caution about possible inaccuracies in the information generated by ChatGPT. For this reason, Saz-Pérez and Pizà-Mir (2024) conclude that ChatGPT can be a useful tool for designing teaching-learning processes, as long as its limitations are acknowledged, and that teachers or guides are present to supervise tasks. Our findings also highlight the versatility of ChatGPT in generating texts and activities tailored to the needs and circumstances of the students. Similarly, through our study, it was observed that while the immediacy of ChatGPT’s responses enhances student workflow, a cautious use of this tool is still recommended, as the answers are not always accurate.

Regarding the second research question, namely, how can educators effectively utilize ChatGPT to enhance the ESP learning process, it has been proven that ChatGPT holds promise as a valuable tool for creating authentic learning environments, especially in second language teaching and ETP. It effectively simulates real conversations, allowing students to participate in role-playing games that mimic professional tourism scenarios. Additionally, its ability to generate original texts enables interaction with materials similar to those encountered in future professional settings. For instance, ChatGPT can be assigned to compose an email where a customer expresses a complaint or seeks information about a trip organized by a tourism agency. Subsequently, students must respond to the email, which will then be evaluated by ChatGPT, focusing on both content

and formal structure. Similar approaches could be extended to cover various textual genres and professional contexts.

While not advisable for independent study, ChatGPT serves as an invaluable classroom resource, which can be implemented under teachers' supervision for collaborative work among students, including those with a higher level of English who can offer guidance to their peers. For instance, written expression practice is often limited in the classroom environment due to the time-consuming nature of correcting students' texts. However, with ChatGPT's assistance, teachers can allocate class time to prepare a text and then use the chatbot to identify errors. This enables students to practice written expression more frequently and receive immediate feedback, overseen by the teacher.

The results of our study are similar to the findings of previous research in this field. Bin-Hady et al. (2023) have shown that ChatGPT helps students in reading, writing, grammar, and vocabulary, making it a valuable tool for language skill development. According to Kohnke et al. (2023) ChatGPT's ability to generate authentic interactions and provide personalized feedback enables teachers to develop tailored lesson plans and materials for individual student needs. Furthermore, ChatGPT can simulate real-life dialogues, create texts in various genres, and produce quizzes and comprehension questions, thereby supporting a wide range of teaching activities (Baskara, 2023). However, to ensure successful implementation, it is crucial to provide teachers with adequate training on the use and limitations of this technology, and to address related ethical and pedagogical challenges (Hallaweh, 2020; Montenegro-Rueda et al., 2023; Saz-Pérez & Pizà-Mir, 2024).

The previous findings meet our expectations, as although we were aware of ChatGPT's ability to work with texts of all kinds and effectively respond to user prompts, the fact that it is a tool in development led us to expect lower effectiveness when performing tasks such as correcting and analysing texts entered by students.

Since the release of ChatGPT, several studies have been published on the applicability of this tool in the educational field, particularly in English language teaching. De Winter (2023) answered an official English reading comprehension test using both ChatGPT 3.5 and ChatGPT 4. The results indicated that the earlier version of ChatGPT scored just above the average of Dutch students, while the latest version surpassed the students' scores by almost 1.5 points. This highlights ChatGPT's capability in answering reading comprehension questions. On the other hand, Wang et al. (2024) created a methodology that utilized ChatGPT to generate open-ended reading comprehension questions tailored to a variety of levels. Their assessment showed that the questions produced by ChatGPT were considered more appropriate than those created by humans.

Multiple studies (Dueñas et al., 2023; Shin & Lee, 2023; Lin & Chen, 2024) have compared the formulation of multiple-choice reading comprehension questions by ChatGPT and human authors. The outcomes revealed that ChatGPT's questions were on par with those developed by humans. The results of these studies align with our research findings by highlighting ChatGPT's effectiveness in generating reading comprehension questions, both on texts created by itself and on existing texts extracted from various sources. However, none of these studies evaluates the quality of ChatGPT's corrections of student responses. Furthermore, none of these studies explored the possibility of requesting additional information from ChatGPT about the text in general or its specific contents. According to our findings, ChatGPT is very effective in providing complementary information to the text and generating questions. However, its effectiveness decreases in correcting students' responses. This may be partly due to how students worded their answers, which can be confusing for ChatGPT. Nonetheless, this limitation is mitigated by the fact that when correcting the exercise, ChatGPT evaluates the answers as "correct," "incorrect", or "partially correct" and offers the correct answers to the questions posed.

There is also a variety of publications about the applicability of ChatGPT to vocabulary acquisition. Kohnke et al. (2023) highlight the advantages of employing chatbots such as ChatGPT for vocabulary instruction. They note these chatbots' ability to offer a broad array of expressions, questions, and vocabulary, aspects that may not always be readily available from human language partners. This feature contributes to fostering an authentic and engaging environment for language learning. Practical suggestions from the study include prompting ChatGPT to define words, generate sentences using specific vocabulary, or provide commonly used business phrases.

Within the field of vocabulary acquisition, Yildiz (2023) explores how ChatGPT can enhance this process by not only helping to understand the meaning of words but also providing explanations and examples of how and when to use them. Octavio et al. (2024) also emphasizes the versatility of ChatGPT to improve students' vocabulary and analyse the application of ChatGPT by educators for designing classroom materials and tasks. In the realm of ESP, Kovačević (2023) examines ChatGPT's application in creating personalized exercises. Through meticulous calibration on specific ESL datasets, educators can devise exercises that target specific grammar structures and vocabulary.

Our findings also support the applicability of ChatGPT to vocabulary acquisition. Its ability to generate activities and provide vocabulary lists and explanations makes it a suitable instrument in this field. Our study differs from previous research by analysing the quality of ChatGPT's responses when correcting students' answers to the vocabulary exercises that it had previously created.

There have been few studies examining ChatGPT's capability to generate role-play activities as an educational resource for teaching English. Stampfl et al. (2024) introduced role-play exercises in the classroom to cultivate a more engaging and relaxed learning environment. Students engage in diverse conversations with ChatGPT, thereby practicing English language skills. Mitra et al. (2023) generated role-play simulations tailored for professional preparation in the cybersecurity sector with ChatGPT. While not primarily educational in nature, this research underscores ChatGPT's capacity to simulate human interactions across different contexts. None of these articles evaluates the quality of ChatGPT's interaction nor its capability to correct students' texts or provide them with comments on their performance.

Several limitations of the current research should be mentioned that need to be addressed in future studies. Firstly, it is necessary to conduct studies with a larger number of participants, including students with diverse levels of English proficiency, as our study participants had relatively similar levels. Research in other fields of ESP beyond tourism is also essential. Furthermore, studies should encompass a broader range of language skills activities and include different types of exercises.

CONCLUSION

The development of AI, particularly through conversational interfaces like ChatGPT, represents a significant advancement in technology with broad implications for education. This paper presents the results of a case study on the potential applications of ChatGPT in ESP and its effectiveness when used by students. The findings indicate that currently, ChatGPT can be a helpful tool for ESP learning, despite its limitations as a developing technology. The lack of accuracy in a significant percentage of interactions still poses an obstacle to its unsupervised implementation in language learning. However, its current capabilities are sufficient to recommend its use as a tool for teachers and advanced learners who can detect its inconsistencies. The current ver-

sion of ChatGPT allows for creating activities based on any text type with minimal time investment, facilitating the provision of real-world scenarios for practicing communication skills. Therefore, ChatGPT can serve as an educational resource for learning English both in the classroom and in autonomous learning contexts, although its current limitations highlighted by our study must be considered. In essence, ChatGPT is useful for generating activities, obtaining additional information about a text, and working on vocabulary, but its effectiveness in correcting these activities cannot yet be relied upon.

While there is ample literature on AI, further research into its educational applications is essential. This study has highlighted some limitations of ChatGPT when used as a language-learning assistant. It is crucial to continue researching in this area, expanding both the scope of study and the number of research participants. Additionally, experimental studies should analyse the results of implementing methodologies based on ChatGPT to determine whether this tool enhances student motivation and learning effectiveness. Furthermore, it is important to conduct studies proposing specific methodologies for using ChatGPT and other AI-based tools in the classroom environment under the guidance and supervision of teachers.

DISCLAIMER

When writing this article, ChatGPT was used as a language reviewer, corrector and, on occasion, translator. The content was generated by the author, and all sources used have been cited and included in the reference list and footnotes.

DECLARATION OF COMPETING INTEREST

None declared.

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APPENDIX 1

List of tourism webpages

<https://delhitourism.gov.in/delhitourism/index.jsp>

<https://edinburghtips.com/>

<https://en.wikivoyage.org/wiki/Kinshasa>

<https://paristouristinformation.fr/>

<https://www.nyctourism.com/>

<https://www.srilanka.travel/>

<http://www.saint-petersburg.com/>

<https://www.sydney.com/>

<https://www.travelalberta.com/>

<https://www.visitberlin.de/en>

<https://www.visitbritain.com/en>

<https://www.visitdublin.com/>

<https://www.wien.info/es>

APPENDIX 2

Example 1

Student: Can you create some reading comprehension questions for the following text? (The text selected by the student can be consulted through the following link: <https://www.visitbritain.com/en/things-to-do/spectacular-scottish-festivals>)

ChatGPT: Certainly! Here are some reading comprehension questions based on the provided text about Scottish festivals and events:

1. Describe the scene at the Edinburgh Military Tattoo. What elements and performances are mentioned in this description?
2. What is the central theme of the text, and how does it emphasize the importance of music in Scotland's culture?
3. What event concludes the Edinburgh International Festival, and what musical ensemble performs during this conclusion?
4. According to the text, what are some of the unique features of Scotland's music scene, and how does it celebrate its heritage?
5. Name at least three festivals or events mentioned in the text, along with their distinctive characteristics or locations.
6. What are some of the musical genres and performance types featured at the Edinburgh International Festival?

(...)

These questions are designed to test your understanding of the information provided in the text, including details about the festivals, their cultural significance, and the types of music and activities associated with them. Principio del formulario

Example 2

Student: Can you tell me if the following answers are correct or not and if they aren't, can you provide me with the right answer? (the text selected by the student can be consulted through the following link: <https://www.nyctourism.com/articles/guide-to-the-statue-of-liberty>) (...).

ChatGPT: Sure, I can provide feedback on your answers:

1. Your answer is correct. Some people may miss visiting the Statue of Liberty because it is on an island in New York Harbor and can only be accessed by boat. Planning ahead and booking tickets in advance is necessary for a visit.
2. Your answer is correct. The American Family Immigration History Center contains records of passengers who arrived in America, making it valuable for families with ancestors who arrived through Ellis Island and for anyone interested in immigrant history.
3. Your answer is partially correct. The Statue of Liberty was indeed a gift from France to commemorate the centennial of the USA's independence. However, it's worth noting that it was also meant to convey a message of goodwill and freedom from France to the United States.
4. Your answer is correct. The creators of the Statue of Liberty wanted it to symbolize liberty as a guiding light for people's lives, emphasizing peaceful and lawful principles.

Your answer is somewhat vague. The question is about why the creators were careful not to make Liberty appear to be «leading an uprising.» The correct answer should elaborate on how they wanted to represent liberty as a guiding light rather than a symbol of rebellion or upheaval

Example 3:

Student: Can you extract the most relevant nouns from the following text, offer a definition of each one and organise them in semantic fields? (The text selected by the student can be consulted through the following link: <https://www.srilanka.travel/adventure-sports>).

ChatGPT:

National Parks and Wildlife Sanctuaries:

- Yala: A national park and wildlife sanctuary in Sri Lanka, known for its diverse ecosystems and abundant wildlife.
- Lunugamvehera National Park: A large national park located in Sri Lanka, characterized by its dry semi-arid climate and rich biodiversity.
- Important Bird Areas (IBAs): Designated areas recognized for their significance in supporting bird populations and biodiversity conservation.
- (...)

Geography and Location:

- Yala: A region in the southeast of Sri Lanka, encompassing parts of the Southern Province and Uva Province.
- Southeast region: The geographical area situated in the southeastern part of Sri Lanka.
- Southern Province: One of the nine provinces of Sri Lanka, located in the southern part of the island.
- (...)

Marine Life and Diving:

- Indian Ocean: The oceanic expanse bordered by Africa to the west, Asia to the north, Australia to the east, and the Southern Ocean to the south.
- Visibility: The distance at which objects can be clearly seen underwater, affected by factors such as water clarity and light conditions.
- Diving: The activity of swimming underwater using breathing equipment, such as scuba gear, to explore underwater environments.
- (...)

Maritime History and Activities:

- Ocean: A vast body of saltwater that covers much of the Earth's surface.
- Maritime visits: Historical visits made by ships or vessels to coastal regions and ports.
- Bandits, Pirates: Individuals or groups engaged in maritime piracy, involving robbery, theft, and violence on the high seas.
- (...)

Mountaineering and Adventure:

- Mountains: Elevated landforms with steep slopes and peaks, typically rising higher than hills.
- Ranges: A series of mountains or hills grouped closely together, often forming a continuous chain.
- Climbing: The activity of ascending steep or vertical surfaces, such as mountains or cliffs, using hands, feet, and specialized equipment.
- (...)

Example 4:

Student: Can you extract all the collocations from the following text? (The text selected by the student can be consulted through the following link: <https://www.paristouristinformation.fr/things-to-do/church/notre-dame/>)

ChatGPT: Here are some collocations extracted from the text:

1. Notre-Dame Cathedral Fire
2. Timeline of the Renovation
3. Massive fire
4. Cathedral in 2019
5. Big panels
6. Prevent any access
7. Scaffoldings are in place
8. Start of rebuild
9. Magnificent architecture
10. Devastating fire
11. Medieval roof structure
12. High altar
13. Valuable religious treasures
14. Valuable treasures
15. Louvre Museum
16. Restoration of Notre Dame
17. Start of the renovation work
18. Covid-19 lockdown
19. Renovation Fund
20. Architectural masterpiece

21. Official Foundations
22. Donation Fund
23. Guided Tours

24. Entrance to Notre Dame
25. Twin bell towers
26. Self-guided audio tours

Example 5:

Student: Hello. I'd like to have a role-play conversation with you. You'll be a tourist agent and I'll be a client

ChatGPT: Sure, I can be a tourist agent. Where would you like to go on your vacation, and what kind of trip are you interested in planning?

Student: I'd like to go to a place with beaches and I want to do scubadiving activities

ChatGPT: That sounds like a fantastic choice for a vacation! There are many beautiful destinations known for their beaches and great scuba diving opportunities. Could you please specify a region or country you have in mind, or would you like me to suggest some popular options based on your preferences?

Student: Can you suggest some places?

ChatGPT: Certainly! Here are a few fantastic destinations known for their beautiful beaches and excellent scuba diving opportunities:

1. Bali, Indonesia: Bali offers stunning beaches, vibrant underwater life, and a variety of dive sites suitable for all levels of divers. You can explore coral reefs, shipwrecks, and encounter a wide range of marine species.
2. Thailand: Destinations like Phuket and Koh Tao in Thailand are known for affordable yet spectacular diving experiences. You can dive alongside colorful fish, explore underwater caves, and complete your scuba certifications. (...)

These are just a few options to consider for your beach and scuba diving vacation. Depending on your preferences and budget, we can explore these options further or discuss any other specific requirements you may have. Is there a particular destination that caught your interest?

Student: I'd like to go to Thailand

ChatGPT: Thailand is an excellent choice for a beach and scuba diving vacation! There are several beautiful destinations within Thailand that offer fantastic diving experiences. (...)

Example 6:

Student: Can you proofread my part of the conversation and tell me if I have made any mistakes?

ChatGPT: Of course, I'd be happy to proofread your part of the conversation and check for any mistakes.

1. «I'd like to go to a place with beaches and I want to do scubadiving activities» - This sentence is mostly correct, but «scubadiving» should be written as «scuba diving» with a space.
2. «Can you suggest some places?» - This sentence is grammatically correct.
3. «I'd like to go to Thailand» - This sentence is grammatically correct.
4. «Which of the above destinations do you recommend me?» - This sentence should be written as «Which of the above destinations do you recommend for me?» or «Which of the above destinations do you recommend?»
5. «I have little experience and I want to go to a place where I can do other activities» - This sentence is grammatically correct.
6. «Ok, thanks» - This is a casual and common way to express gratitude, but it's often written as «Okay, thanks» or «Okay, thank you.»
7. «Can we talk about the budget now?» - This sentence is grammatically correct.
8. «I'd like to spend a maximum of 2000 dollars» - This sentence is grammatically correct.

Overall, your conversation is clear and well-structured. There are only minor corrections needed, as noted above. If you have any specific questions about any part of the conversation or need further assistance, please let me know!