ChatGPT 在中文课堂中提供的辅助学习机会与师生的使用反馈

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摘要：这篇论文报告了一个探索性项目，重点研究 ChatGPT 为两组学习中文的大学生提供的辅助学习机会：1）初、中年级课程的汉语学习者；2）学习中文学术写作的母语者。ChatGPT 是一种人工智能（AI）聊天机器人，由 OpenAI 于 2018 年提出的 GPT (Generative Pre-trained Transformer) 语言模型，利用 AI 模拟与用户进行类似于人类的对话（OpenAI，2022）的软件应用程序。Huang 等人（2022）在针对 25 项有关聊天机器人在语言学习使用经验研究的元分析综述中，发现了 ChatGPT 在技术、教学和社交机会方面，能辅助学习者，但也有一些限制。由于 Huang 等人（2022）的研究没有包括 ChatGPT，因此本项目希望通过探索 ChatGPT 为上述两组学习者提供的辅助学习机会，以及师生们使用 ChatGPT 之后的反馈，供同行们在考虑使用 ChatGPT 时作为参考。在设计 ChatGPT 支持的学习活动时，我们参考本校在课堂中使用人工智能的建议，并采用反向设计法(backward design)。本项目使用 ChatGPT 的教学活动包括：1）初级汉语班：借着学生与 ChatGPT 之间的互动，进行自我纠错，以此来提高学生自我汉语学习的能力；2）中级汉语班：透过 ChatGPT 的辅助，让学生自主学习来理解语法点，向其他学生解释该语法点，提高口语表述能力；3）中文母语者的学术论文写作班：请 ChatGPT 针对学生写的论文前言结构、词语选择和行文特点进行评价，再让学生在对比、反思、评价两个版本的基础上，改进草稿，完成前言的修订。根据 ChatGPT 活动后的反馈调查，大部分学生乐于使用 ChatGPT，并肯定了 ChatGPT 辅助他们学习中文的能力，但他们也发现 ChatGPT 有时无法按照指示提供理想的结果，甚至出现错误。授课教师们则认为虽然 ChatGPT 有其限制，但如能掌握学习目标和适当的活动设计，ChatGPT 还是能发挥其优势，帮助学生达到他们的学习目标。

关键字：ChatGPT，人工智能与语言学习，对外汉语教学、中文学术写作

ChatGPT for language learning: affordances and challenges

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Abstract: This paper reports an exploratory project on the affordances and challenges that ChatGPT provided for two streams of university students: 1) Chinese as a Foreign Language (CFL, henceforth) learners in the first- to third-year Chinese language courses; 2) native speakers of Chinese in an academic writing course. ChatGPT, an artificial intelligence (AI) chatbot, released in November 2022 by OpenAI, is a software application that uses AI to simulate human-like conversations with its users (OpenAI, 2022). In their meta-analysis review of 25 empirical studies on the use of chatbots in language learning, Huang et.al. (2022) found favorable outcomes in technological, pedagogical and social affordances, as well as limitations. As ChatGPT was not included in Huang et al (2022), the current project wishes to contribute to this line of research by exploring the affordances and challenges that ChatGPT could provide for the two streams of the learners mentioned above. When designing ChatGPT-supported learning activities, we followed the backward design approach, identifying learning outcomes, creating assessments that gauge learning effectiveness, and designing ChatGPT-supported activities that help students achieve the learning outcomes. The ChatGPT-supported activities in this project included: 1) interactions between students and ChatGPT on discussing the grammatical mistakes that the students made in their assessments; 2) comparing students' own assignments with the ones written by ChatGPT; 3) critique opinions or arguments generated by ChatGPT on discussion topics or essay structures, choices of word, and tones. Preliminary results indicated that while the students enjoyed the novelty and convenience brought forth by ChatGPT and felt motivated when they were able to communicate with ChatGPT (the CFL learner stream), they also found that ChatGPT could not follow their instructions in delivering desirable outcomes (both streams), and also made mistakes and awkward sentence structures (the native speaker stream). Pedagogical implications on the results will be discussed.

Key words: ChatGPT, technology and affordances in language learning, CFL, academic writing for native speakers of Chinese