Chapter 13
Utilizing a ChatGPT Workshop to Foster Ethical Awareness and Enhance L2 English Writing Revision Processes in University Academic Settings:
ChatGPT Workshop for Effective and Ethical L2 English Writing

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ABSTRACT

This chapter explores the design and implementation of a ChatGPT workshop for multilingual university students, focusing on enhancing their L2 English academic writing skills. Utilizing the analyze, design, evaluate (ADE) model, the workshop incorporates practical activities to guide effective, critical, and ethical use of ChatGPT. It addresses challenges faced by L2 learners, emphasizing the tool's role in providing personalized feedback and improving revision processes. Ethical considerations, particularly in maintaining academic integrity, are highlighted. Insights reveal ChatGPT's value as an aid in the writing process, encouraging its use as a facilitator rather than a substitute for students' work. The chapter concludes with recommendations for educators and future research directions in AI and language education.

In recent years, the advent of artificial intelligence (AI) has ushered in a transformative wave across various sectors of society, and academia is no exception. One noteworthy AI application that has been making waves in the realm of education is ChatGPT, a powerful language model developed by OpenAI. This AI-driven tool has garnered attention for its potential to enhance educational practices, particularly in the field of academic writing and second language (L2) writing practices (Godwin-Jones, 2022; Grassini, 2023). However, its integration into the classroom is not without its fair share of concerns and challenges.

ChatGPT's entry into academia has ignited discussions about the implications of using AI in educational settings, especially when it comes to the nuanced and complex domain of L2 English writing (Yan, 2023). While its capabilities are impressive, there are genuine apprehensions about the ethical considerations, potential biases, and limitations inherent in large language models like ChatGPT (Barrot, 2023). It is imperative, therefore, that educators and students alike take a proactive approach to understanding these AI tools comprehensively.

This chapter delves into the evolving landscape of AI in education, with a specific focus on how a workshop on ChatGPT for academic writing is being leveraged to foster ethical awareness and enhance the L2 English writing revision processes in university academic settings. I recognize that the road to harnessing AI for pedagogical purposes is not devoid of challenges, but it also presents a plethora of opportunities for students as well as instructors. By examining the responsible use of AI, we can turn these tools into effective instruments for both learning and teaching.

To achieve this balance through the implementation of a workshop to acquaint students with the intricacies of ChatGPT and to cultivate their critical thinking skills in its usage, I designed and conducted a 75-minute instructional workshop for L2 English learners at an American University, focusing on responsible and critical usage of ChatGPT to improve their L2 English academic writing skills. I evaluated the workshop's impact through pre- and post-workshop questionnaires, assessing shifts in students' perceptions of ChatGPT. In my research based on the workshop, I aspired to understand how the perceptions of multilingual university students regarding the use of ChatGPT for academic English writing evolve before and after participating in a 75-minute instructional workshop.

Hopefully, the workshop can serve as a crucial bridge between the potential of AI and its ethical and practical application within the academic context. It may also empower students to navigate the AI landscape with proficiency, enabling them to make informed decisions while composing and revising their academic writing. This study can lead to a significant pedagogical implication as well in that ChatGPT can provide targeted assistance for individual learners with different needs when used responsibly.

Consequently, this chapter aims to shed light on the dual nature of AI in education, acknowledging its transformative potential while addressing concerns that accompany its adoption. Through an exploration of a ChatGPT workshop, I endeavor to provide educators and learners with valuable insights, strategies, and best practices for harnessing the power of AI responsibly and ethically. Ultimately, by embracing AI as a tool for learning and teaching, we can pave the way for a future where academic writing becomes more approachable, meaningful, and effective for students in L2 English language programs within university academic settings.

CHALLENGES OF L2 ENGLISH WRITERS AT AMERICAN UNIVERSITIES

Academic writing, particularly at the university level, is a multifaceted endeavor that demands a high degree of cognitive thinking and language proficiency, which can be one of the fundamental challenges

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