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TESTING CHATGPT'S MULTILINGUAL ABILITIES

In linguistic terms, ChatGPT is characterized as a natural-language system capable to define, respond, and generate content in multiple languages (Stikel-Walker, 2022). Over the course of two years, it has aroused immense interest among scientists of various fields and its proficiency in specific languages (e.g. Norwegian, Bulgarian etc.) has been tested (Rettberg, 2022).

The objective of the presentation is to demonstrate ChatGPT's multilingual abilities in the context of understanding multilingualism and plurilingualism as presented by the Common European Framework of Reference (CEFR). Multilingualism is defined as the coexistence of different languages at the social or individual level while plurilingualism is viewed as the dynamic and developing linguistic repertoire of an individual user/learner (Council of Europe, 2020).

The capability of language systems like ChatGPT to interpret and respond in various languages raises intriguing questions. The tool offers translation facilities, assistance in foreign language learning, facilitation in cross-cultural communication, content generation in different languages with various level of complexity and high degree of adaptability. While ChatGPT evolves constantly, supporting over 85 languages by 2023, its proficiency varies across languages, with English being a primary strength due to its English-based system. In practical testing, ChatGPT demonstrates adaptability in generating responses in different languages upon request. However, challenges occur when assessing the naturalness of responses, especially in complex language mixtures and intercomprehension scenarios.

The presentation focuses on the benefits and challenges of using ChatGPT in the context of multilingualism in foreign language teaching. ChatGPT can be viewed as beneficial for multilingual learners as well as for fostering learners' multilingualism. For instance, it offers translation facilities, assistance in foreign language learning, facilitation in cross-cultural communication, content generation in different languages with various level of complexity and high degree of adaptability.

Although ChatGPT is able to produce natural patterns of speech, it tends to fabricate facts and express biased statements. Considering close connection between language and culture, there are issues regarding tool's responses in relation to cultural norms and ethical consideration. FL teachers are concerned about the balance between assistance and thoughtless utilizing of ChatGPT's responses.

For multilingual learners, ChatGPT's ability to provide functional phrases across languages simultaneously is beneficial, aiding in language awareness and cultural understanding. Yet, limitations like linguistic inaccuracies and the tendency to offer translated responses rather than authentic language generation persist.

The presentation will include examples of ChatGPT's abilities in code-switching, multilingual response generating, as well as their comparison and evaluation regarding five different languages.

In conclusion, while ChatGPT presents significant benefits in promoting multilingualism and cross-cultural communication, it also highlights the need for critical evaluation and recognition of its role as a supportive tool in language education, complementing traditional language instruction methods.

By delving into the complexities of multilingual interactions and the evolving landscape of AI language tools, this study sheds light on the opportunities and challenges inherent in leveraging technologies like ChatGPT for language learning and cross-cultural communication.

REFERENCES

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APP (APPRENTISSAGE PAR PROBLÈME / PAR PROJET) – UN TECHNIQUE PÉDAGOGIQUE À UTILISER EN FORMATION POUR METTRE LES ÉTUDIANTS EN ACTIVITÉ

Parmi les nombreuses méthodes susceptibles d'améliorer la motivation des élèves, la pédagogie par projet est souvent citée, depuis plusieurs décennies. Elle est devenue une pratique quotidienne dans les enseignements professionnels et technologiques et dans l'enseignement supérieur, elle a également été introduite dans d'autres types de filières de certains pays.

Apprentissage par Problème / par Projet est "une stratégie pédagogique visant à faire participer les étudiants à des tâches authentiques du "monde réel", afin d'améliorer l'apprentissage. Les étudiants se voient confier des projets ou des problèmes ouverts comportant plusieurs approches ou réponses, destinés à simuler des situations professionnelles.

Cette approche s'appuie sur des situations variées, contextualisées et présentant un défi. Centrée sur l'étudiant, elle met l'accent sur les activités initiées par l'apprenant et permet l'acquisition de compétences transversales : travail en équipe, autonomie, responsabilisation, raisonnement critique, approche logique et analytique d'un problème, communication, ou encore conduite de projet.

Cette technique démarre par la réalisation d'une ou plusieurs tâches et se termine par la production d'un produit final (modèle, dessin, dispositif etc.). A la fin du projet, les étudiants se soumettent à une restitution écrite et/ou orale présentant le processus et le résultat du projet.