

# Leveraging AI-Driven ChatGPT for Pedagogical Personalization

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*This article explores how AI-powered tools like generative AI chatbots, including ChatGPT, can transform tailored instruction during the Special Assistance hour (7th-hour) at the Defense Language Institute Foreign Language Center. I share how I have used ChatGPT to create interactive, relevant materials, including grammar and vocabulary exercises and comprehension activities tailored to individual learning needs. By providing strategies for crafting precise and pedagogically sound prompts, the article highlights how instructors can optimize Generative AI (GenAI) tools to create customized interventions that enhance engagement and student success.*

**Keywords:** Generative AI Tools, ChatGPT, Pedagogical Personalization, Tailored Instruction, Learner Success, Educational Technology

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## INTRODUCTION

While AI cannot replace the role of the instructor, it can provide materials, tasks, and activities tailored to individual student needs in key skill areas addressed during 7th-hour remediation. For example, it can generate *leveled reading passages* with comprehension questions to strengthen reading skills, *context-based vocabulary quizzes* to reinforce retention, and *listening comprehension activities* to improve auditory processing. By producing these targeted resources in minutes, AI streamlines the creation of instructional materials, allowing educators to focus more time on quality instruction and individualized support.

When I first began teaching Persian at the Defense Language Institute Foreign Language Center (DLIFLC), developing such tailored materials for individualized sessions often required several hours each day. Today, with the integration of Generative AI (GenAI), the same work can be accomplished much more efficiently, without compromising quality. These outputs supplement,

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rather than replace, existing textbooks and lesson plans, making instruction more responsive and adaptable to diverse learner needs. The effectiveness of GenAI depends on the precision of its application. Well-crafted prompts can transform generic outputs into targeted, pedagogically valuable resources. For instance, instead of requesting “a vocabulary quiz,” a more effective prompt might be: *Create a multiple-choice quiz with five questions testing intermediate Persian learners on military-related vocabulary in context, using authentic sentence examples.* This level of specificity ensures that AI-generated materials align closely with instructional goals.

Among the various GenAI tools available, I focus primarily on ChatGPT, as it is effective for producing near-authentic materials, such as leveled reading passages, and it can produce grammar tutorials and vocabulary exercises that address individual learning gaps. It can also find authentic materials that meet user-specified criteria. Many GenAI tools are now available, and users are encouraged to try different ones and compare results. All applicable Department of Defense (DoD) and DLIFLC policies regarding the use of Generative AI by faculty, staff, and students were strictly followed. Students used DLIFLC-issued laptops, and, in compliance with cybersecurity policy, no browser extensions were installed.

In this article, I offer examples of how GenAI can be used for material and activity development for 7th-hour instruction in order to save time and also maximize opportunities to tailor instruction. By applying GenAI strategically, 7th-hour sessions can shift from repetitive review to personalized, high-impact practice that keeps students engaged and addresses their unique learning gaps.

## **ENHANCING LANGUAGE TEACHING THROUGH GENERATIVE AI**

In order to enhance language teaching and create high-quality instructional materials with generative AI for language classes, it is essential to provide AI with well-designed prompts. The quality of the output directly depends on the clarity, specificity, and structure of the input. When instructors craft precise prompts that clearly define the purpose, audience, and desired format, AI is more likely to generate accurate, relevant, and pedagogically useful content. Therefore, prompt design becomes a key skill for teachers seeking to effectively integrate AI into language teaching and ensure that the materials produced truly enhance learning outcomes.

When I create a prompt for AI, I treat it almost like lesson design itself: it requires forethought, precision, and clarity. One of the first things I consider is the prompt formula, that is, breaking down what I want into its key components so that the AI can follow the same logic a human colleague would need if I were delegating the task. A good formula often includes the purpose, the task, the audience level, the context, the format, and any constraints. For example, if I want an activity sheet, I specify not just “make a reading activity,” but rather “create a 30–45 minute interactive reading activity for ILR 2 learners that practices fluency and scanning skills using an authentic passage, with pre-reading, during-reading, and post-reading tasks.” This formula ensures that the AI has enough information to produce something useful and aligned with my teaching goals.

Another key principle I keep in mind is that AI is only useful if I am clear about what I want. Ambiguous prompts will lead to vague or generic results, and I have to take responsibility for that. If I cannot clearly articulate the learning outcome or the structure I envision, then I cannot expect AI to guess my intent. The more precise I am, about level, time frame, task type, or even word count, the more targeted the AI's output will be. This requires me to think carefully before I type: What exactly do I want the students to do? What skill am I targeting? What constraints matter most (time, word length, complexity, context)? That level of planning is as important for prompting as it is for lesson design.

At the same time, I know that AI doesn't always provide clarification questions. Unlike a colleague who might ask, "Do you want this activity for pair work or individual work?" AI tools often assume and fill in gaps. That is why review and revision are critical. My process involves looking at the first draft, asking myself whether it aligns with my instructional objectives, and then either editing it myself or revising the prompt to request adjustments. This iterative process mirrors what I do with lesson plans more generally: draft, evaluate, refine.

There are also things I look for carefully in the AI tool's output. I check whether the activities are pedagogically sound, does the sequence build skills step by step? Are the tasks realistic in terms of time and difficulty? I also check language accuracy because AI occasionally makes errors in Persian verb forms, politeness markers, or idiomatic usage. I pay attention to cultural appropriateness as well, since AI sometimes generates examples that might not fit Persian norms. In short, I view AI as a capable assistant, but not as a flawless expert; it can save me time generating drafts, but I must still bring my expertise to evaluate and refine.

Finally, I try to be cautious about a few things. In addition to avoiding overly broad prompts like "make a grammar lesson," I am careful not to overburden AI with conflicting instructions; too many tasks or constraints in one request can lead to confusion. Instead, I break complex projects into smaller prompts. Also, I remind myself not to accept AI's first draft uncritically. It is tempting to think of it as a finished product, but the best results always come after I review, revise, and sometimes combine multiple outputs.

In essence, creating a good prompt is an act of communication and instructional design. The clearer and more structured I am in telling AI what I need, the better the result. If I think of AI as a new kind of teaching assistant, capable, fast, but dependent on precise instructions, I can use it effectively. The process is not about replacing the teacher's judgment, but about saving time on first drafts so that the teacher can invest energy where it matters most: ensuring accuracy, cultural fit, and pedagogical quality. That being said, AI can be employed as a pedagogical tool to enhance language instruction through the development of materials that support the acquisition of vocabulary, grammar, listening comprehension, reading comprehension, and speaking skills.

Over time, I have developed some tips for effective prompting to maximize these benefits.

- First, I make sure to anchor the prompt in a real context. This keeps the lesson grounded and realistic.

- Second, I try to sequence tasks clearly in the prompt so that the AI organizes the activities in a logical progression.
- Third, I always include learner level because what works for ILR 1 students will not work for ILR 2. It is also important to check that the passage produced by the tool is actually at the right level.
- Finally, I request variety in activity types (recognition, controlled practice, free production) so that the AI does not produce only comprehension questions or only speaking prompts.

The following section provides illustrative examples of how AI can be integrated into instructional practice to achieve these objectives.

### **Facilitating Vocabulary Acquisition through Generative AI**

Vocabulary is essential for language learning, as it underpins reading comprehension, listening, and grammar. Students may have varying levels of vocabulary knowledge even at the same proficiency level, leading to gaps that must be addressed. This inconsistency requires teachers to focus on specific vocabulary relevant to each student's needs or proficiency level, making vocabulary instruction complex and time-consuming. AI-driven tools like ChatGPT can help instructors tailor to this need.

Below is a ChatGPT prompt for teaching vocabulary in context, appropriate for the 2nd semester (week 30 out of 48). I designed this prompt for the 7th-hour tailored instruction, focusing on a set of vocabulary that my student has been struggling with. The vocabulary relates to tourism and is intended for intermediate Persian learners (ILR Level 2) in a one-on-one setting. This activity supports my instructional goals for students to: 1) recognize and recall challenging and frequently-appearing domain-specific vocabulary; 2) practice applying these words productively and reinforcing both meaning and spelling; and 3) engage with the vocabulary in an interactive way, encouraging active recall, retention, and communicative use.

**Prompt:** "The purpose is to help an intermediate Persian learner practice and actively recall challenging vocabulary related to tourism. The audience level is intermediate Persian learners (ILR Level 2), and the context is a one-on-one classroom or tailored instruction session. Task 1: Create a vocabulary list with English translations with the vocabulary I provided. Task 2: Then create a fill in the blank activity. For each vocabulary word, write a sentence in Persian and replace the target word with a blank. Ask the student to fill in the blank with the correct vocabulary word. The goal of this activity is to help students practice using new vocabulary in context while reinforcing meaning and spelling. Task 3: Design a matching game using the same vocabulary list. Prepare two columns: Column A with the Persian vocabulary words and Column B with simple Persian definitions. The student's task is to match each vocabulary word to its correct definition. Constraints: Keep instructions clear and suitable for one student, focus on vocabulary recognition, recall, and production in context."

Figure 1 shows a vocabulary list that ChatGPT generated based on the provided vocabulary. While this list was created for use in a 7th hour tailored instruction session, similar lists can be very helpful for any language classroom. The choice of vocabulary, along with the translations provided, can be adapted depending on the student's proficiency level and the themes already introduced in class.

**Figure 1**

*Example of a Vocabulary List Prepared by ChatGPT on Tourist Attractions*

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 **Task 1 – Vocabulary List**

- صنایع دستی — Handicrafts
  - معماری — Architecture
  - بنای تاریخی — Historic monument
  - مجموعه — Complex
  - گنجینه — Treasure
  - میراث فرهنگی — Cultural heritage
  - جاذبه‌های گردشگری — Tourist attractions
  - عمارت — Mansion
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Figure 2 presents a fill-in-the-blank activity designed by ChatGPT using the same set of vocabulary. Although created for one-on-one practice during 7th hour, this type of exercise is widely applicable in group instruction as well. The format reinforces both comprehension and recall, but the difficulty of sentences and choice of words should be aligned with the students' prior exposure and learning objectives.

## Figure 2

Example of a Fill-in-the-Blank Activity Using Persian Vocabulary on Tourist Attractions Prepared by ChatGPT

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### Task 2 — Fill in the Blank Activity

Fill in the blanks with the correct vocabulary word from the list above.

1. میدان نقش جهان یک \_\_\_\_\_ بزرگ از آثار تاریخی و فرهنگی اصفهان است.  
(Naqsh-e Jahan Square is a big \_\_\_\_\_ of Isfahan's historical and cultural works.)
  2. مسجد امام نمونه‌ای برجسته از \_\_\_\_\_ ایرانی و اسلامی است.  
(Imam Mosque is a prominent example of Iranian and Islamic \_\_\_\_\_.)
  3. بسیاری از گردشگران برای دیدن \_\_\_\_\_ اصفهان به این شهر سفر می‌کنند.  
(Many tourists travel to this city to see Isfahan's \_\_\_\_\_.)
  4. بازار قیصریه یکی از مهم‌ترین مراکز فروش \_\_\_\_\_ در ایران است.  
(Qeysarieh Bazaar is one of the most important places to buy \_\_\_\_\_ in Iran.)
  5. تخت جمشید یک \_\_\_\_\_ مهم و معروف در ایران است.  
(Persepolis is an important and famous \_\_\_\_\_ in Iran.)
  6. موزه ملی ایران یک \_\_\_\_\_ ارزشمند از تاریخ ایران را در خود جای داده است.  
(National Museum of Iran holds a valuable \_\_\_\_\_ of Iran's history.)
  7. مسئولان به حفظ و ترویج \_\_\_\_\_ کشور اهمیت زیادی می‌دهند.  
(Authorities attach great importance to preserving and promoting the country's \_\_\_\_\_.)
  8. عمارت عالی قاپو یک \_\_\_\_\_ تاریخی در میدان نقش جهان است.  
(Ali Qapu Mansion is a historical \_\_\_\_\_ in Naqsh-e Jahan Square.)
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Figure 3 shows a Matching Game activity that ChatGPT designed to reinforce comprehension and active recall of the target vocabulary. While the game is intended for tailored instruction, it can also be adapted as a flexible classroom tool to make vocabulary practice more interactive and engaging. Most DLIFLC students find that matching games help them connect words with meanings more effectively. The design of the sample columns can be adjusted according to the student's proficiency level, the chosen vocabulary set, and the specific learning objectives. The words and definitions the student sees in the same row are not meant to match each other. The student is supposed to draw the correct connections themselves.

**Figure 3**

Example of a Matching Game Activity Designed by ChatGPT to Practice the Vocabulary

 **Task 3 – Matching Game**

Instructions: Match the Persian vocabulary in Column A with the correct Persian definition in Column B. Write the correct letter next to each vocabulary word.

Column A (Vocabulary)	Column B (Persian Definition)	Column C (English Translation)
گنجینه (Treasure)	آثار ساخته شده به دست انسان با مهارت‌های سنتی	Handmade works created with traditional skills
عمارت (Mansion)	مکان‌ها یا بناهایی که برای گردشگران جذابیت دارند	Places or buildings attractive to tourists
صنایع دستی (Handicrafts)	میراث، آثار و سنت‌های فرهنگی یک ملت 	The heritage, artifacts, and traditions of a nation
مجموعه (Complex)	مجموعه‌ای ارزشمند از آثار فرهنگی و تاریخی	A valuable collection of cultural and historical works
بنای تاریخی (Historic monument)	مجموعه‌ای از بناها یا فضاهای مرتبط با یک هدف مشترک	A set of buildings or spaces connected by a purpose
معماری (Architecture)	ساختمانی با اهمیت تاریخی و فرهنگی	A building of historical and cultural significance
جاذبه‌های گردشگری (Tourist attractions)	طراحی و ساخت ساختمان‌ها و سازه‌ها	The design and construction of buildings
میراث فرهنگی (Cultural heritage)	ساختمانی بزرگ و مجلل 	A large and luxurious building

After completing the three vocabulary activities, students will have established a solid foundation for understanding and using the target words. These preparatory exercises engage students actively with the vocabulary, enhance retention, and build confidence. With these skills in place, students are now ready to read a short authentic passage that incorporates all the target words. I used ChatGPT to locate an authentic text containing the vocabulary list I designed activities around. Reading this passage allows students to encounter the vocabulary in context, reinforcing their understanding and application.

Below is a ChatGPT prompt for finding an authentic text that contains the vocabulary that my student was struggling with.

**Prompt:** “Find a text on the internet that contains the following vocabulary words: صنایع (Handicrafts), معماری (Architecture), بنای تاریخی (Historic monument), مجموعه (Complex), گنجینه (Treasure), میراث فرهنگی (Cultural heritage), گردشگرهای جاذبه‌های گردشگری (Tourist attractions), عمارت (Mansion). The text should be in Persian language, ILR level 2 and the total word count should be around 150 words or more.”

I chose these key vocabulary words for the prompt based on my students' needs. ChatGPT provided me with several articles and links containing the list of vocabulary words I provided, and I chose this article from IRNA News (<https://www.irna.ir/news/85066283/>-مقصد-جهان-نقش-میدان-نقش-جهان-مقصد) as the source to work with.

Here is the Persian text:

### میدان نقش جهان، مقصد نخست گردشگری مسافران نوروزی در اصفهان

به گزارش ایرنا، میدان تاریخی نقش جهان اصفهان، نماد شکوه و معماری ایرانی و اسلامی، شامل بناهای مهمی چون بازار قیصریه، مسجد امام، عمارت عالی قاپو و مسجد شیخ لطف‌الله است. این مجموعه زیبا گنجینه‌ای از تاریخ و هنر اصفهان بوده و مهم‌ترین جاذبه گردشگری ایران به شمار می‌آید که چشم هر بیننده‌ای را خیره می‌کند. کمتر گردشگری است که تاکنون از این مکان بازدید نکرده باشد.

به گفته مدیرکل میراث فرهنگی، گردشگری و صنایع دستی اصفهان، تا روز گذشته بیش از ۱۵۰ هزار نفر از گردشگران نوروزی از میدان نقش جهان دیدن کرده‌اند. علیرضا ایزدی افزود با پایان دور اول سفرهای نوروزی و آغاز دور دوم، حضور گردشگران در بناهای تاریخی استان همچنان رو به افزایش است. وی همچنین گفت روز گذشته و با گرم شدن دوباره هوا، گردشگران زیادی از محوطه عظیم میدان نقش جهان با وسعت بیش از ۸۵ هزار مترمربع بازدید کردند.

Here's the English translation:

### **Naqsh-e Jahan Square: Top Destination for Nowruz Travelers in Isfahan**

According to IRNA, historic Naqsh-e Jahan Square in Isfahan—a symbol of the grandeur of Iranian and Islamic architecture—includes landmarks such as Qeysarieh Bazaar, Imam Mosque, Ali Qapu Palace, and Sheikh Lotfollah Mosque. This magnificent complex is a treasure of Isfahan's history and art, and Iran's most important tourist attraction, captivating every visitor. Few domestic or international travelers visit Isfahan without experiencing it.

The Director General of Cultural Heritage, Tourism, and Handicrafts of Isfahan reported that over 150,000 Nowruz travelers have visited Naqsh-e Jahan Square as of yesterday. Alireza Izadi noted that with the end of the first phase of Nowruz travels and the start of the second, tourist presence at Isfahan's historical sites continues to grow. Yesterday, with warmer weather, a large number of visitors explored the vast 85,000-square-meter complex.

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After the student reads this passage, the teacher can discuss main ideas, gauge comprehension, review any vocabulary or grammar structures, or discuss the topic in general for further review.

### **Facilitating Grammar Learning through Generative AI**

Grammar instruction and practice is crucial in any language class. Generative AI can assist teachers by offering personalized, on-demand grammar explanations and practice, effectively addressing individual needs and maximizing limited instruction time. Using grammar activities like this during Tailored Instruction (7th hour) at DLIFLC is highly beneficial because many students struggle with applying correct grammar, particularly for speaking tasks. One of the recurring challenges we face in the classroom is that students often receive extensive exposure to reading and listening, but they do not get enough structured opportunities to actively apply grammar in speaking. This gap becomes most evident in high-stakes assessments such as the Oral Proficiency Interview (OPI), where students are required to perform practical speaking tasks, such as giving directions. In Persian, the imperative tense plays a central role in giving clear instructions or guiding someone from one location to another. However, because the imperative forms in Persian differ from English in construction, learners find it difficult to use in spontaneous speech. When confronted with a navigation prompt in an OPI, they often hesitate, rely on circumlocution, or use incomplete or inaccurate forms. This not only lowers their confidence but also prevents them from demonstrating the full range of their communicative ability. I chose to focus on this in depth because it directly addresses what students need most, confidence in spontaneous communication and grammatical accuracy.

The reason I turn to ChatGPT for designing such a lesson is that it saves a significant amount of preparation time. By using ChatGPT, I can generate a first draft of a lesson plan that already includes structured tasks, authentic dialogues, and scaffolded activities. The teacher's role then becomes one of reviewing, adjusting, and ensuring accuracy and cultural appropriateness. This collaboration between AI-generated content and teacher expertise ensures both efficiency and quality. To address this issue, I designed a specific prompt for ChatGPT to generate a 30–45 minute interactive Persian lesson that focuses on the imperative tense in real-world navigation contexts. In crafting the prompt, I made sure to structure the lesson so that it would move from recognition of the form to controlled practice, and finally to independent production in a realistic scenario. This gradual progression helps learners internalize the imperative forms and gives them repeated opportunities to practice in both collaborative and individual modes of speaking.

The process of creating the prompt itself is a deliberate one. I first identified the specific grammatical area where learners struggle, in this case, the imperative tense in Persian. I then chose a context that was meaningful, realistic, and immediately relevant to learners' daily environment: giving directions between real-world locations in Monterey, such as from Bolio Gate to the Monterey Bay Aquarium. By grounding the activity in familiar landmarks, I ensured that students would focus on practicing the target grammar rather than being distracted by unfamiliar content. After that, I broke the lesson into sequenced tasks. I asked for an authentic dialogue of 120–150 words (see Figure 4) that would naturally model imperatives, and I requested that the imperative forms be highlighted so that students could clearly see how they are used in context.

Here's a prompt for Grammar Activity.

**Prompt:** "Create a 30–45 minute interactive Persian lesson for intermediate learners (ILR 2) to practice the imperative tense in real-world navigation contexts. Include: (1) a 120–150 word dialogue in Persian giving directions between two real locations (e.g., Bolio Gate to Monterey Bay Aquarium), with key imperative verbs highlighted; (2) an identification task for the imperatives; (3) a collaborative speaking role-play where students give and follow directions using at least 3 imperatives per turn; and (4) a mini OPI-style individual speaking task with politeness markers. Use simple, everyday vocabulary and realistic city landmarks."

Figure 4 shows an example of a dialogue that the students can see as an example to learn how to give directions from one location to another location. Note: the requested highlights of verbs are not shown here.

#### Figure 4

##### Example of Short Dialogue Prepared by ChatGPT

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###### Short Dialogue (Persian):

**Scenario:** Asking for directions from Bolio Gate to Monterey Bay Aquarium

- سلام! می‌خواهم به آکواریوم مانتری بروم (Tourist): الف
- از در بولیو به سمت شرق برو و به خیابان کیت کارسون برس (Local): ب
- الف: بعدش چه کار کنم؟
- ب: به سمت راست بپیچ و وارد خیابان لایت‌هاوس شو
- الف: و بعد؟
- ب: مستقیم در خیابان تیلر ادامه بده و سپس از لاین دوم کمی به چپ بپیچ تا دوباره به خیابان لایت‌هاوس برسی
- الف: فهمیدم، سپس چه کار کنم؟
- ب: مستقیم در خیابان فوم ادامه بده و وارد کنیری رو شو، آکواریوم مانتری در شماره ۸۸۶ قرار دارد
- الف: ممنونم!



###### Key Vocabulary:

- برو — go
- بپیچ — turn
- وارد شو — enter / go into
- مستقیم ادامه بده — continue straight

###### Short Dialogue (English):

**Scenario:** Asking for directions from Bolio Gate to Monterey Bay Aquarium

- **A (Tourist):** Hello! I want to go to the Monterey Bay Aquarium.
- **B (Local):** Head east on Bolio Gate toward Kit Carson Road.
- **A:** What next?
- **B:** Turn right onto Lighthouse Avenue.
- **A:** And then?
- **B:** Continue straight on Tyler Street, then slightly turn left onto Lighthouse Avenue.
- **A:** Got it. What after that?
- **B:** Continue straight on Foam Street and enter Cannery Row. The Aquarium is at 886 Cannery Row.
- **A:** Thank you!



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Figure 5 is an identification task. The reason for including this step is that learners need to first recognize the imperative forms before they can confidently produce them. By scanning the dialogue and underlining or circling imperatives, they develop an awareness of the forms in a natural context.

### Figure 5

Example of Explanation of Identification Task Prepared by ChatGPT

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#### Identification Task

##### Instructions:

- Read the dialogue carefully.
  - **Task 1:** Underline all imperative verbs.
  - **Task 2:** Answer the following questions:
    1. Which verbs give instructions? (کدام افعال به شخص مخاطب دستور می‌دهند؟)
    2. What is the first action I should do? (اولین کاری که باید انجام دهم چیست؟)
    3. What should I do after reaching the bridge? (بعد از رسیدن به پل چه کار کنم؟)
- **Optional Discussion:** Why do Persian speakers often use **لطفاً** (please)? How does it change the tone?



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This awareness then serves as the foundation for the next step, which is collaborative speaking practice.

Figure 6 shows directions for a role-play, where students are required to give each other directions using at least three imperatives per turn. This requirement ensures that students cannot fall back on minimal language use; instead, they must stretch themselves and practice the form multiple times in one exchange. It is a controlled but interactive way to practice fluency.

### Figure 6

Example of Collaborative Speaking Activity (Role-Play) Prepared by ChatGPT

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#### Collaborative Speaking Activity

##### Role-play:

- Students work in pairs:
  - o **Student A:** Tourist asking for directions to a familiar place (e.g., library, café, classroom).
  - o **Student B:** Local giving directions using imperative verbs.
- Encourage complete instructions using **at least 3 imperative verbs per turn**.
- Rotate roles so each student practices both asking and giving directions.

**Extension:** Students can add extra details, such as landmarks ("از کنار مجسمه رد شو" – pass the statue) to make instructions more realistic.

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Figure 7 is the final task that mirrors OPI conditions more directly. It is a mini-individual speaking task where the student is asked to give directions, this time including politeness markers such as "lotfan" (please), which are essential in Persian communication. This final step serves two purposes: it familiarizes students with the assessment format they will face, and it integrates the

cultural dimension of politeness, which is just as important as grammatical accuracy in real communication.

### **Figure 7**

*Example of Mini OPI Speaking Practice Prepared by ChatGPT*

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#### **OPI Speaking Practice**

**Task:** Students individually give directions from one location to another using imperatives.

- Encourage **politeness markers** (لطفاً / please) and **3–4 imperative verbs** per description.
  - Instructor provides **feedback** on clarity and correctness.
- 

Together, these activities demonstrate the power of scaffolding with ChatGPT.

### **Enhancing Reading Instruction with Generative AI: Text Generation**

Selecting a reading passage that matches the appropriate ILR level is crucial for effective language development, as it should align with students' proficiency, needs, and interests while providing manageable challenges and key language exposure. At DLIFLC, time constraints complicate this task. Generative AI can assist by quickly generating tailored reading passages and follow-up activities based on ILR levels and relevant topics. In addition, these AI-generated activities allow students to practice essential reading skills that are often missing from textbook comprehension check questions, such as finding the main idea, skimming, and scanning. This focused practice better prepares students for the DLPT test and strengthens their overall reading proficiency.

Here's a prompt prepared by ChatGPT for creating a reading passage for ILR Level 2+ along with tailored activities, which is appropriate for the 2<sup>nd</sup> semester (week 31 out of 48):

**Prompt:** "Create a reading passage in Persian for ILR Level 2+ on the topic of the influence of social media on society. Create a comprehensive reading activity sheet for the passage. The activity sheet should be designed to enhance reading skills including fluency, automaticity, and include challenging exercises that also develop skimming and scanning abilities. Include pre-reading, during-reading, and post-reading activities, such as prediction tasks, vocabulary exercises. Ensure the sheet is structured, engaging, and suitable for intermediate to advanced Persian language learners, and allows for both individual and group use."

It is important to check the reading passage before giving it to students, to ensure that the level is correct and key vocabulary are included.

Figure 8 shows the ChatGPT output with the English translation provided for context.

Figure 8

Example of a Reading Text with Activities Prepared by ChatGPT

### متن خواندن – Reading Passage

**Persian:** تأثیر رسانه‌های اجتماعی بر جامعه

در سال‌های اخیر، رسانه‌های اجتماعی به بخشی جدایی‌ناپذیر از زندگی مردم تبدیل شده‌اند. مردم از طریق برنامه‌هایی مانند اینستاگرام، تلگرام و توئیتر با یکدیگر ارتباط برقرار می‌کنند، اخبار را دنبال می‌کنند و افکار و نظرات خود را به اشتراک می‌گذارند. رسانه‌های اجتماعی باعث افزایش آگاهی عمومی شده‌اند و به مردم این امکان را داده‌اند که درباره‌ی مسائل مهم جامعه، مانند محیط زیست و حقوق بشر، بیشتر بدانند. اما در عین حال، برخی کارشناسان نگران تأثیرات منفی این پدیده هستند. به‌طور مثال، گسترش اطلاعات نادرست و شایعات می‌تواند باعث سردرگمی مردم شود. از سوی دیگر، استفاده‌ی بیش از حد از رسانه‌های اجتماعی ممکن است بر روابط خانوادگی و اجتماعی تأثیر منفی بگذارد. برخی افراد وقت زیادی را در فضای مجازی می‌گذرانند و از ارتباط واقعی با اطرافیان خود غافل می‌شوند. با وجود این چالش‌ها، بسیاری معتقدند که اگر از رسانه‌های اجتماعی به‌درستی استفاده شود، می‌توانند ابزاری قدرتمند برای آموزش، آگاهی‌بخشی و پیشرفت جامعه باشند.

 Reading Passage – English

#### The Influence of Social Media on Society

In recent years, social media has become an inseparable part of people's lives. People connect with each other through apps like Instagram, Telegram, and Twitter, follow the news, and share their thoughts and opinions. Social media has increased public awareness and allowed people to learn more about important societal issues such as the environment and human rights. However, some experts are concerned about the negative effects of this phenomenon. For example, the spread of misinformation and rumors can lead to confusion among people. On the other hand, excessive use of social media may negatively affect family and social relationships. Some people spend too much time in virtual space and neglect real-life connections with those around them. Despite these challenges, many believe that if used correctly, social media can be a powerful tool for education, awareness, and the progress of society.

This ready-to-use Reading Activity Sheet is designed to develop fluency, automaticity, skimming, scanning, and reading speed. The activities gradually increase in difficulty to engage learners effectively, with the objective of improving reading fluency, automaticity, skimming, scanning, and overall comprehension through focused, progressive tasks.

Figure 9 shows a pre-reading activity designed by ChatGPT to activate background knowledge before reading a passage. I included this figure because it helps students connect prior knowledge to new content, which is especially important for Persian learners who may struggle with comprehension of authentic texts. By predicting topics and listing familiar social media platforms, students engage in meaningful, contextualized thinking, preparing them for better understanding. This task also encourages spontaneous writing in Persian, confirms the student's

level, and provides a low-stakes opportunity to practice forming sentences before tackling more challenging reading exercises.

### **Figure 9**

*Example of a Pre-Reading Activity Designed by ChatGPT to Activate Background Knowledge*

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#### **Pre-Reading – Activate Background Knowledge**

- 1** Look at the title. Predict what topics you might read about in the passage. Write 2–3 sentences in **Persian**.
  - 2** List **3 social media platforms** that you use or know. Write **one sentence for each** about how people use them.
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Figure 10 shows a main idea activity designed by ChatGPT to help students identify the central idea of a passage efficiently. I included this activity because recognizing the main idea is a critical reading skill that allows intermediate Persian Farsi learners to focus on the overall meaning without getting distracted by details, and the questions created by ChatGPT about the text are not obvious ones. Students must read and understand the passage. This task encourages students to process text strategically, supports comprehension, and builds confidence in distinguishing essential information. It also provides a structured opportunity for critical thinking in English, allowing learners to justify their choices and prepare for more complex reading and discussion tasks.

### **Figure 10**

*Example of a Skimming Activity Designed by ChatGPT to Identify the Main Idea*

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#### **Find the Main Idea**

**Instructions:** Read the passage quickly (1–2 minutes). Don't worry about details. **Circle the main idea** of the text.

**Question:** What is the main idea of this passage?

#### **Multiple-Choice Options:**

- A) Social media has a complex impact, shaping both awareness and behavior in society.
- B) Social media can influence society in multiple ways, both positively and negatively.
- C) Social media primarily misleads people and causes confusion.
- D) Social media is an essential educational tool and should replace traditional learning.

**Extra Task:** After choosing the main idea, underline two sentences or phrases in the passage that helped you determine your answer.

✔ **Answer:** B) Social media can influence society in multiple ways, both positively and negatively.

**Supporting Details:**

1. "Social media has increased public awareness and allowed people to learn more about important societal issues such as the environment and human rights." → positive influence
2. "The spread of misinformation and rumors can lead to confusion among people." → negative influence
3. "Excessive use of social media may negatively affect family and social relationships." → negative influence



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Figure 11 shows a scanning activity designed by ChatGPT to help students locate specific information within a passage efficiently. I included this figure because scanning is an essential reading skill for Persian learners that complements skimming by focusing on keywords and details. This activity trains students to find precise answers quickly, reinforces comprehension, and encourages active engagement with the text. By answering questions about apps, societal issues, and effects of social media, learners practice connecting vocabulary and context, building both recognition and productive skills necessary for authentic communication and higher-level reading tasks. The key with scanning activities is that teachers must ensure that students don't carefully read the passage or just use their memory—they need to move their eyes quickly across the text and find the words they are looking for. Teacher support here is crucial.

**Figure 11**

*Example of a Scanning Activity Designed by ChatGPT to Locate Specific Information*

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 **Scanning – Locate Specific Information**

**Instructions:** Read the passage again quickly and answer the questions by scanning for keywords.

- 1 Name three apps mentioned in the passage.
  - 2 What societal issues are mentioned that social media helps raise awareness about?
  - 3 What are two negative effects of social media mentioned by experts?
  - 4 According to the text, how can social media be used positively?
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Figure 12 shows a vocabulary and automaticity activity designed by ChatGPT to help students practice and internalize target words from the passage. I included this activity because completing fill-in-the-blank exercises strengthens both recognition and productive use of vocabulary, which is critical for Persian learners. This activity reinforces meaning, spelling, and contextual usage while promoting active recall. By working with words in sentences directly

related to the reading passage, students build automaticity, gain confidence in using new terms spontaneously, and develop the ability to integrate vocabulary into speaking and writing tasks effectively.

### Figure 12

Example of a Vocabulary and Automaticity Activity Designed by ChatGPT for Targeted Persian Words

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#### Vocabulary and Automaticity

**Instructions:** Fill in the blanks using words from the passage:

1. مردم از طریق برنامه‌هایی مانند \_\_\_\_\_، تلگرام و توییتر با یکدیگر ارتباط برقرار می‌کنند.  
*People communicate with each other through applications such as \_\_\_\_\_, Telegram, and Twitter.*
2. رسانه‌های اجتماعی باعث افزایش \_\_\_\_\_ عمومی شده‌اند.  
*Social media has led to an increase in public \_\_\_\_\_.*
3. گسترش اطلاعات نادرست و شایعات می‌تواند باعث \_\_\_\_\_ مردم شود.  
*The spread of misinformation and rumors can cause people to \_\_\_\_\_.*
4. استفاده‌ی بیش از حد از رسانه‌های اجتماعی ممکن است بر روابط \_\_\_\_\_ و اجتماعی تأثیر منفی بگذارد.  
*Excessive use of social media may negatively affect \_\_\_\_\_ and social relationships.*
5. اگر از رسانه‌های اجتماعی به‌درستی استفاده شود، می‌تواند ابزاری قدرتمند برای \_\_\_\_\_ باشند.  
*If used properly, social media can be a \_\_\_\_\_ erful tool for \_\_\_\_\_.*

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This example of how I have used ChatGPT as a type of teaching assistant also showcases how well the tool can help build activities that are tailored and scaffolded for student learning.

## LIMITATIONS OF GENAI TOOLS

While generative AI offers promising opportunities for language educators, teachers must understand the limitations of ChatGPT while using it in their classrooms (Zhang & Hyland, 2021). Generative AI tools like ChatGPT excel at providing information and generating language-based responses but struggle with nuanced qualitative judgments and may replicate the biases and stereotypes from the data it was trained with (Smith, 2025). These tools have difficulty assessing subjective aspects, such as whether the content it generates is offensive or appropriate (e.g., it may contain gender stereotypes). There have been instances when ChatGPT has created culturally inappropriate passages based on my prompts. For instance, in Persian culture, especially in formal or educational contexts, the tone of conversation is often more respectful. The phrase “تو چه می‌کنی؟” (What are you doing?) is very informal and might be perceived as too direct or impolite, especially if addressed to someone older or in a more formal setting. A more culturally sensitive and respectful phrase could be: “چطور هستید؟ برنامه‌ای برای امروز دارید؟” (How are you? Do you have any plans for today?). The key takeaway is that in Persian culture, the use of

language tends to be more formal and respectful, especially in educational and social contexts. GenAI tools can also create information that is not factually accurate (termed “hallucinations”). For this reason, I always read the AI generated texts before presenting them to class. I can then either revise the passage or ask ChatGPT to revise it before I use it. As other scholars have noted (Slamet, 2024), we can’t blindly put our confidence in ChatGPT.

DLIFLC policy guidance emphasizes that faculty must ensure that their use of these tools complies with professional and ethical responsibilities, including meeting learning objectives and fulfilling mission requirements. This policy emphasizes a responsible integration of GenAI while safeguarding the Institute’s educational standards and ethical commitments.

## CONCLUSION

In conclusion, Generative AI tools offer a valuable partnership for language educators at DLIFLC, where innovative instructional methods are essential due to the program’s fast-paced nature. These tools can assist in creating tailored instructional materials and enhancing the effectiveness of the 7th hour by providing quick content generation, adaptive learning activities, and multiple instructional pathways. This collaboration between AI and educators allows for more efficient use of time and resources, improving learning outcomes and student success. However, Generative AI should complement, not replace, the human elements of teaching, such as building relationships and providing mentorship. Educators should remain mindful of AI’s limitations while leveraging its strengths to enhance teaching and support students’ success effectively.

## REFERENCES

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