Anindita Dewangga Puri

Enhancing Pragmatic Knowledge

Turnitin Artikel Anindita Part 1 (Moodle TT)

Bimbingan Tugas Akhir - Anindita Dewangga Puri (Moodle TT)

Universitas Sanata Dharma

Document Details

Submission ID

trn:oid:::1:3188697861

Submission Date

Mar 20, 2025, 12:17 PM GMT+7

Download Date

Mar 20, 2025, 12:23 PM GMT+7

File Name

6181_Anindita_Dewangga_Puri_Enhancing_Pragmatic_Knowledge_1052566_1456056842.pdf

File Size

254.9 KB

6 Pages

4,434 Words

25,359 Characters

4% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

▸ Bibliography
▸ Quoted Text
▸ Submitted works
▸ Publications

Exclusions

▸ 7 Excluded Sources
▸ 30 Excluded Matches

Match Groups

20 Not Cited or Quoted 4%
Matches with neither in-text citation nor quotation marks

0 Missing Quotations 0%
Matches that are still very similar to source material

0 Missing Citation 0%
Matches that have quotation marks, but no in-text citation

0 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

4%   🌐 Internet sources

0%   📖 Publications

0%   👤 Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

> Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.
>
> A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Match Groups

🔖 **20** Not Cited or Quoted 4%
Matches with neither in-text citation nor quotation marks

💬 **0** Missing Quotations 0%
Matches that are still very similar to source material

📑 **0** Missing Citation 0%
Matches that have quotation marks, but no in-text citation

📑 **0** Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

4% 🌐 Internet sources

0% 📖 Publications

0% 👤 Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Internet	
developers.oxwall.com		<1%

2	Internet	
files.eric.ed.gov		<1%

3	Internet	
www.econstor.eu		<1%

4	Internet	
www.b12.io		<1%

5	Internet	
bizecons.5profz.com		<1%

6	Internet	
repository.stkippacitan.ac.id		<1%

7	Internet	
www.qeios.com		<1%

8	Internet	
aleph.edinum.org		<1%

9	Internet	
ejournal.uinsaid.ac.id		<1%

10	Internet	
index.j-ets.net		<1%

11	Internet	
peerj.com		<1%

12	Internet	
scholar.harvard.edu		<1%

13	Internet	
www-emerald-com-443.webvpn.sxu.edu.cn		<1%

14	Internet	
www.diva-portal.org		<1%

15	Internet	
www.growingscience.com		<1%

16	Internet	
www.pjsel.jehanf.com		<1%

17	Internet	
www.frontiersin.org		<1%

ENHANCING PRAGMATIC KNOWLEDGE WITH CHATGPT: BENEFITS AND CONSIDERATIONS

Anindita Dewangga Puri[1], FX. Risang Baskara[2]
[1,2]English Letters Department, Universitas Sanata Dharma
aninditapuri@usd.ac.id

ABSTRACT

Pragmatic knowledge, or the ability to use language appropriately in social situations, is a crucial aspect of effective communication. ChatGPT, a chatbot based on the GPT-3 language model, has the potential to serve as a tool for improving pragmatic knowledge. ChatGPT is trained on a large dataset of human conversation and can generate responses that are coherent, diverse, and context-specific. By providing opportunities for users to practice their language use in a variety of contexts and real-time feedback, ChatGPT can help language learners to develop their pragmatic skills. However, the use of ChatGPT also raises several challenges and ethical considerations. Understanding the benefits and challenges of using ChatGPT for pragmatic language learning will be crucial in determining its potential as a tool for language learning.

The purpose of this paper is to evaluate the benefits and challenges of using ChatGPT for pragmatic language learning. To understand the potential of ChatGPT for pragmatic language learning, the researchers review the main features and capabilities of ChatGPT. This includes its ability to generate a response in different styles and registers and how it can be used for pragmatic language acquisition. The challenges and limitations of ChatGPT are also examined, including its imperfect simulation of human conversation, reliance on large amounts of data, and potential to reinforce stereotypes or biases.

The researchers discuss the potential benefits of ChatGPT, including its ability to simulate natural conversation, generate diverse and context-specific responses, and adapt to the user's language level and learning goals. In addition, to providing valuable practice in simulating natural conversation, ChatGPT's ability to generate coherent and context-specific responses can also help the user to develop their pragmatic skills, such as understanding and interpreting the intended meanings of others.

The researchers consider the ethical implications of using ChatGPT for pragmatic language learning and the need for further research in this area. Overall, this paper provides a nuanced perspective on the potential and limitations of ChatGPT as a tool for enhancing pragmatic knowledge.
Keywords: *pragmatic, pragmatic knowledge, ChatGPT*

INTRODUCTION

Effective communication requires pragmatic knowledge, and the skill of using language suitably in various social contexts (Abdulrahman & Ayyash, 2019). Comprehending and implementing language usage rules contingent on factors such as audience, communication goals, and language community's social norms is integral to pragmatic knowledge. The mastery of pragmatic competence is a crucial component for effective communication in both oral and written modes and is a fundamental aspect of acquiring a second language. In the absence of pragmatic competence, individuals may employ language that lacks appropriateness or clarity, resulting in the potential for misunderstandings or breakdowns in communication between speakers and their audience.

The ability to recognize and utilize social and contextual cues conveyed through language is essential for pragmatic competence. This competence is significant not only in the comprehension and production of language but also in interpreting and understanding others' language (Abdulrahman & Ayyash, 2019). Individuals must respond appropriately to these cues to facilitate effective communication. The aptitude to identify and employ social and contextual signals expressed through language is a vital aspect of pragmatic proficiency. This proficiency holds importance not only in comprehending and generating language but also in comprehending and interpreting the language of others. Individuals must react suitably to such signals to enable efficacious communication.

As a chatbot designed to simulate natural conversation, ChatGPT has the potential to serve as a useful tool for improving pragmatic knowledge. By providing opportunities for users to practice their language use in various contexts and receive real-time feedback, ChatGPT can help language learners develop their pragmatic skills and improve their ability to use language appropriately in social situations. However, as discussed in this paper, the use of ChatGPT also raises several challenges and ethical considerations that need to be carefully considered to fully understand its potential and limitations as a tool for pragmatic language learning (Tlili et al., 2023). These include its imperfect simulation of human conversation, reliance on large amounts of data, and potential to reinforce stereotypes or biases present in

the training data. Understanding the benefits and challenges of using ChatGPT for pragmatic language learning will be crucial in determining its potential as a tool for language education.

ChatGPT is a chatbot based on the GPT-3 language model developed by OpenAI (Lund & Wang, 2023). It is designed to generate human-like responses to text input, simulating natural conversation and providing real-time feedback. ChatGPT is trained on a large dataset of human conversation and can generate responses that are coherent, diverse, and context-specific. One of the main potential benefits of ChatGPT is its ability to simulate natural conversation. The chatbot is capable of generating responses that are coherent and context-specific, which can provide users with valuable practice in simulating real-world communication. This can be particularly useful for learners who may not have access to native speakers or other language partners for conversation practice. Simulated conversation with ChatGPT can provide learners with opportunities to practice their pragmatic skills in a variety of contexts and situations, such as formal or casual conversations, and to receive feedback on their use of language in different situations.

ChatGPT has the potential to not only simulate natural conversation but also serve as a beneficial tool for enhancing pragmatic knowledge. This is achieved by providing users with various opportunities to practice their language skills in different contexts while receiving real-time feedback. The chatbot's diverse and context-specific responses can be particularly useful for learners who are acquiring a language for specific purposes, such as professional or academic communication (Chen et al., 2023). Moreover, its ability to adapt to the user's language level and learning objectives offers a personalized learning experience that caters to individualized needs.

The purpose of this paper is to evaluate the benefits and challenges of using ChatGPT for pragmatic language learning. We will review the main features and capabilities of ChatGPT and how it can be used for pragmatic language acquisition (Haleem et al., 2022). We will also examine the challenges and limitations of ChatGPT, including its imperfect simulation of human conversation, reliance on large amounts of data, and potential to reinforce stereotypes or biases. Finally, we will consider the ethical implications of using ChatGPT for pragmatic language learning and the need for further research in this area. Overall, this paper aims to provide a nuanced perspective on the potential and limitations of ChatGPT as a tool for enhancing pragmatic knowledge.

METHODS

ChatGPT is a chatbot with the potential to help learners develop their pragmatic language skills. It can generate responses in different styles and registers, adapt to the user's language level and learning goals, and provide real-time feedback (Kasneci et al., 2023). ChatGPT can also simulate natural conversation and provide diverse and context-specific responses, which can be beneficial for pragmatic language acquisition.

In addition to reviewing the benefits of ChatGPT, we will also examine the challenges and limitations of the chatbot (Huang et al., 2022). This includes its imperfect simulation of human conversation, reliance on large amounts of data, and potential to reinforce stereotypes or biases present in the training data. We will consider how these challenges and limitations may impact the effectiveness of ChatGPT as a tool for pragmatic language learning.

RESULTS AND DISCUSSIONS

1. Review of the main features and capabilities of ChatGPT

ChatGPT is a computer program that can talk to people. It is based on the GPT-3 language model developed by OpenAI. Trained on huge datasets of human conversations, ChatGPT can produce coherent, diverse and context-specific responses. One of the best things about ChatGPT is that it can generate responses in different styles and registers based on your requirements (Sallam, 2023). This means that ChatGPT can be adapted to different situations and purposes, and can give you multiple opportunities to practice your practical skills.

For example, ChatGPT can generate formal or random responses depending on the context and target audience (Floridi, 2023). In a professional setting, a chatbot may use more formal language and follow the conventions of the professional community, producing more formal responses. In everyday settings, a chatbot can produce more relaxed responses using more conversational language and a casual tone.

This ability to adapt to different language levels and styles makes ChatGPT a potentially useful tool for practicing practical skills such as politeness, formality and tone. By using chatbots in different contexts and purposes, language learners can practice correct language use in different situations and

receive feedback on language use (Huang et al., 2022). It helps them develop practical skills and improves their ability to use the language correctly in social situations.

Another key feature of ChatGPT is its ability to adapt to the user's language level and learning goals. This is a major advantage for language learners, as it enables them to progress in their language learning at their own pace and focus on specific areas of improvement. The chatbot is trained on a large dataset of human conversation and can generate responses that are tailored to the user's specific needs, providing a personalized learning experience. For example, if a user is a beginner language learner, ChatGPT might generate responses that are more basic and focus on foundational language skills. If a user is an advanced language learner, ChatGPT might generate responses that are more complex and challenge the user to use more advanced language skills (Dwivedi et al., 2023).

ChatGPT is more than just a language learning tool that adapts to your level. It can also target specific pragmatic skills or language goals (Kocoń et al., 2023). For example, if you want to improve your politeness skills, ChatGPT can generate responses that focus on politeness strategies such as using indirect language or hedging. If you want to improve your written communication skills, ChatGPT can generate responses that focus on language conventions for written communication, such as paragraph structure and the use of transitional words. ChatGPT's ability to provide immediate feedback is a key feature that makes it a valuable tool for learning pragmatic language skills. This is especially beneficial for people who want to improve their pragmatic skills and practice using language in different situations.

The chatbot's ability to respond to user input in a timely manner allows users to practice their language skills and receive feedback on their use of language in a variety of contexts. For example, if a user inputs a sentence in a foreign language, ChatGPT can generate a response that is coherent and context-specific, providing the user with an opportunity to practice their language skills and receive feedback on their use of language. The chatbot's real-time feedback can help users identify and address any errors or weaknesses in their pragmatic competence, facilitating language learning and improvement.

ChatGPT is an effective tool for mastering new languages, particularly when it comes to practical language skills. It offers immediate feedback and customized learning experiences that cater to your language proficiency and learning objectives. This enables you to advance at your own pace and concentrate on specific areas you need to enhance, such as politeness, formality, or tone. The real-time feedback feature of ChatGPT is especially valuable as it allows you to practice your language abilities and receive feedback on your language usage in different contexts (Farrokhnia et al., 2023). This can aid in identifying and correcting any errors or weaknesses in your practical language skills, resulting in quicker and more efficient language acquisition.

2. Examination of the challenges and limitations of ChatGPT

While ChatGPT has the potential to serve as a useful tool for pragmatic language learning, it also has several challenges and limitations that need to be carefully considered. One of the main limitations of ChatGPT is its imperfect simulation of human conversation. Despite its ability to generate coherent and context-specific responses, the chatbot is not capable of replicating all the nuances and complexities of human communication. For example, the chatbot may produce responses that are unnatural or inappropriate in certain contexts, or it may not be able to fully replicate the social cues and contextual information that are important for effective communication (Chaves et al., 2019).

One of the challenges posed by ChatGPT is its dependence on extensive data. The chatbot is trained using a vast collection of human conversation, enabling it to produce responses that closely resemble those generated by humans. Nevertheless, the chatbot's ability to generate responses is restricted to the patterns and information present in the training data, potentially rendering it incapable of generating responses to fresh or atypical input.

The potential to reinforce stereotypes or biases present in the training data is a significant challenge for ChatGPT (Dwivedi et al., 2023). Since the chatbot is trained on a large dataset of human conversation, any biases or stereotypes present in the data may be reflected. This can pose a serious problem, especially if ChatGPT is employed as a tool for language learning, as it could perpetuate negative stereotypical beliefs or biases present in the data.

One of the main challenges of ChatGPT is its reliance on large amounts of data for training (Hassani & Silva, 2023). The chatbot is only as good as the data it has been trained on, and it may produce responses that are biased or stereotypical if the training data contains such biases. For example, if the training data contains negative stereotypes or biases about certain groups of people, the chatbot may generate responses that reflect these biases. This can be a limitation for pragmatic language learning, as users may be exposed to and potentially reinforced by biases present in the chatbot's responses. This can be particularly

problematic if the chatbot is used as a tool for language learning, as it may reinforce negative stereotypes or biases that are present in the data.

To mitigate this challenge, it is important to carefully consider the source and quality of the data used to train the chatbot. Ensuring that the training data is diverse and representative of a wide range of perspectives and experiences can help to reduce the risk of biases or stereotypes being present in the chatbot's responses. Additionally, regularly reviewing and updating the training data can help to ensure that the chatbot's responses remain relevant and free of biases.

Finally, ChatGPT may also have the potential to reinforce stereotypes or biases present in the training data. If the chatbot has been trained on data that contains stereotypes or biases, it may reproduce these in its responses, which could have negative consequences for users who are exposed to such biases. This is a significant ethical consideration that needs to be carefully considered when using ChatGPT for pragmatic language learning.

3. Product

One of the main benefits of ChatGPT is its ability to simulate natural conversation (Shahriar & Hayawi, 2023). The chatbot is capable of generating responses that are coherent and context-specific, which can provide users with valuable practice in simulating real-world communication. This can be particularly useful for learners who may not have access to native speakers or other language partners for conversation practice.

By using ChatGPT for conversation practice, language learners can gain valuable experience in using language appropriately in social situations. They can practice using language for different purposes, such as making small talk, engaging in discussions, or expressing opinions. They can also practice adapting their language use to different audiences and contexts, such as being more formal in a professional setting or using humor and irony in a casual conversation.

In addition to providing valuable practice in simulating natural conversation, ChatGPT's ability to generate coherent and context-specific responses can also help users develop their pragmatic skills, such as understanding and interpreting the intended meanings of others, and adapting their language use to different audiences and purposes (Dwivedi et al., 2023).

Another benefit of ChatGPT is its ability to generate diverse and context-specific responses. The chatbot is trained on a large dataset of human conversation and can generate responses that are tailored to the user's specific needs and language level. This can provide users with opportunities to practice their pragmatic skills in a variety of contexts and situations, such as formal or casual conversations, and to receive feedback on their use of language in different situations.

ChatGPT exhibits the capability to form coherent and context-specific responses when presented with foreign language sentences, allowing users to practice their language skills and obtain feedback on their language usage (Hong, 2023). Furthermore, the chatbot's adaptability to varying levels and styles of language may aid users in developing their pragmatic skills across various contexts, such as the use of politeness strategies in formal settings or humor in casual conversations. ChatGPT's ability to generate diverse and context-specific responses can also assist users in sharpening their ability to adjust their language use to suit different audiences and objectives, a vital aspect of pragmatic competence that enhances communication efficacy across multiple settings.

The personalized learning experiences provided by ChatGPT are a significant benefit for language learners, as they can adapt to the user's language level and learning goals. This chatbot generates responses that are suitable for the user's language level and targets specific pragmatic skills or language objectives, enabling users to progress at their own pace and focus on areas of improvement. For instance, if a beginner learner inputs a sentence in their foreign language, ChatGPT generates a response that is appropriate for their language level and focuses on specific language skills or objectives.

4. Discussion of the potential benefits of ChatGPT

One of the main potential benefits of ChatGPT is its ability to simulate natural conversation. The chatbot is capable of generating responses that are coherent and context-specific, which can provide users with valuable practice in simulating real-world communication (Sreelakshmi et al., 2019). This can be particularly useful for learners who may not have access to native speakers or other language partners for conversation practice.

Simulated conversation with ChatGPT can provide learners with opportunities to practice their pragmatic skills in a variety of contexts and situations, such as formal or casual conversations, and to receive feedback on their use of language in different situations. For example, if a learner inputs a sentence in their

foreign language, ChatGPT can generate a response that is coherent and context-specific, providing the learner with an opportunity to practice their language skills and receive feedback on their use of language.

In addition to providing valuable practice in simulating natural conversation, ChatGPT's ability to generate coherent and context-specific responses can also help learners develop their pragmatic skills, such as understanding and interpreting the intended meanings of others, and adapting their language use to different audiences and purposes. These are crucial aspects of pragmatic competence and are essential for successful communication in a variety of settings.

Another potential benefit of ChatGPT is its ability to generate diverse and context-specific responses. The chatbot can adapt its responses to different language levels and styles, depending on the input it receives (Chen et al., 2023). This can provide users with a range of responses to practice with, helping them to develop their pragmatic skills in different contexts and situations. When a learner inputs a sentence in their foreign language and indicates their desire to train in formal language, ChatGPT can produce an appropriate and formal response. This offers an opportunity for learners to practice using language aptly in formal settings and obtain feedback on their language usage.

The chatbot's ability to generate context-specific responses can also be useful for learners who are learning a language for a specific purpose, such as professional or academic communication (Levy, 2009). By generating responses that are appropriate for the context and the intended audience, ChatGPT can help learners to practice using language effectively in these contexts and to develop their pragmatic skills for these purposes.

Finally, ChatGPT's ability to adapt to the user's language level and learning goals is a significant potential benefit for language learning (Kasneci et al., 2023). The chatbot can provide personalized learning experiences by generating responses that are appropriate for the user's language level and targeting specific pragmatic skills or language objectives. This can help users to progress in their language learning at their own pace and focus on specific areas of improvement.

For example, if a learner inputs a sentence in their foreign language and specifies that they want to practice using the past tense, ChatGPT can generate a response that focuses on the past tense and provides the learner with an opportunity to practice using the past tense in a variety of contexts. This can help the learner to make progress in their language learning and to focus on specific areas of improvement.

By adapting to the user's language level and learning goals, ChatGPT can provide a tailored learning experience that is customized to the individual learner's needs. This can be particularly useful for learners who may have different learning styles or who may need to focus on specific language skills or objectives. By providing a personalized learning experience, ChatGPT can help learners feel more motivated and engaged in their language learning, which can facilitate language learning and improvement (Kasneci et al., 2023).

ChatGPT's ability to adapt to the user's language level and learning goals is a significant potential benefit that makes it a useful tool for pragmatic language learning. By providing personalized learning experiences and helping users feel more motivated and engaged in their language learning, ChatGPT can facilitate language learning and improvement.

CONCLUSION

Using ChatGPT for pragmatic language learning raises ethical considerations, one of which pertains to its inability to perfectly simulate human conversation. Although it can generate coherent and contextually appropriate responses, the chatbot falls short in replicating the nuances and intricacies of human communication. It may produce unnatural or unsuitable responses in certain contexts and cannot fully replicate social cues and contextual information that are essential for effective communication. This calls into question whether ChatGPT is an appropriate tool for pragmatic language learning since it may not capture the complexity and variability of real-world communication. Another ethical consideration is ChatGPT's reliance on vast amounts of training data. The quality of the response generated by the chatbot is directly proportional to the data it has been trained on, and if such data contains biases or stereotypes, ChatGPT may produce responses that are biased or stereotypical, perpetuating or reinforcing such biases.

In conclusion, ChatGPT presents promising prospects for pragmatic language acquisition by enabling learners to rehearse their pragmatic abilities through simulated dialogues while receiving instantaneous feedback. Nevertheless, the application of ChatGPT poses various complexities and ethical concerns that must be thoroughly examined to ascertain its full potential and limitations as a tool for pragmatic language learning. Additional exploration is required to comprehend the advantages and

difficulties of utilizing ChatGPT for pragmatic language learning and to determine the most effective approaches for incorporating this chatbot in language education.

REFERENCES

Abdulrahman, N. C., & Ayyash, E. 2019. Linguistic competence, communicative competence and interactional competence. *Journal of Advances in Linguistics*, *10*(1), 1600–1616.

Chaves, A. P., Doerry, E., Egbert, J., & Gerosa, M. 2019. It's how you say it: Identifying appropriate register for chatbot language design. *Proceedings of the 7th International Conference on Human-Agent Interaction*, 102–109.

Chen, X., Cheng, G., Zou, D., Zhong, B., & Xie, H. 2023. Artificial Intelligent Robots for Precision Education. *Educational Technology & Society*, *26*(1), 171–186.

Dwivedi, Y. K., Kshetri, N., Hughes, L., Slade, E. L., Jeyaraj, A., Kar, A. K., Baabdullah, A. M., Koohang, A., Raghavan, V., & Ahuja, M. 2023. "So what if ChatGPT wrote it?" Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy. *International Journal of Information Management*, *71*, 102642.

Farrokhnia, M., Banihashem, S. K., Noroozi, O., & Wals, A. 2023. A SWOT analysis of ChatGPT: Implications for educational practice and research. *Innovations in Education and Teaching International*, 1–15.

Floridi, L. 2023. AI as Agency without Intelligence: On ChatGPT, large language models, and other generative models. *Philosophy & Technology*, *36*(1), 15.

Haleem, A., Javaid, M., & Singh, R. P. 2022. An era of ChatGPT as a significant futuristic support tool: A study on features, abilities, and challenges. *BenchCouncil Transactions on Benchmarks, Standards and Evaluations*, *2*(4), 100089.

Hassani, H., & Silva, E. S. 2023. The role of ChatGPT in data science: How ai-assisted conversational interfaces are revolutionizing the field. *Big Data and Cognitive Computing*, *7*(2), 62.

Hong, W. C. H. 2023. The impact of ChatGPT on foreign language teaching and learning: Opportunities in education and research. *Journal of Educational Technology and Innovation*, *5*(1).

Huang, W., Hew, K. F., & Fryer, L. K. 2022. Chatbots for language learning—Are they really useful? A systematic review of chatbot-supported language learning. *Journal of Computer Assisted Learning*, *38*(1), 237–257.

Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günnemann, S., & Hüllermeier, E. 2023. ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, *103*, 102274.

Kocoń, J., Cichecki, I., Kaszyca, O., Kochanek, M., Szydło, D., Baran, J., Bielaniewicz, J., Gruza, M., Janz, A., & Kanclerz, K. 2023. ChatGPT: Jack of all trades, master of none. *ArXiv Preprint ArXiv:2302.10724*.

Levy, M. 2009. Technologies in use for second language learning. *The Modern Language Journal*, *93*, 769–782.

Lund, B. D., & Wang, T. 2023. Chatting about ChatGPT: how may AI and GPT impact academia and libraries? *Library Hi Tech News*.

Sallam, M. 2023. ChatGPT Utility in Health Care Education, Research, and Practice: Systematic Review on the Promising Perspectives and Valid Concerns. *Healthcare*, *11*(6), 887.

Shahriar, S., & Hayawi, K. 2023. Let's have a chat! A Conversation with ChatGPT: Technology, Applications, and Limitations. *ArXiv Preprint ArXiv:2302.13817*.

Sreelakshmi, A. S., Abhinaya, S. B., Nair, A., & Nirmala, S. J. 2019. A question answering and quiz generation chatbot for education. *2019 Grace Hopper Celebration India (GHCI)*, 1–6.

Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang, B. 2023. What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. *Smart Learning Environments*, *10*(1), 15.

CURRICULUM VITAE

Complete Name	Institution	Education	Research Interests
Anindita Dewangga Puri	Universitas Sanata Dharma	S1 Universitas Sanata Dharma S2 Universitas Gadjah Mada	Pragmatics, Discourse Analysis, Language and Humor
F.X. Risang Baskara		S1, S2 Universitas Sanata Dharma S3 Swinburne University of Technology Sarawak	Technology-enhanced Language Learning, Blended Learning, Flipped Learning