



AI Generative Prompts For Business English Teachers: Incorporating Chatgpt In An Entrepreneurship Course

HOUAT NASSIRA

Mohammed First University, Oujda, Morocco

n.houat@ump.ac.ma

Abstract.

Artificial Intelligence is truly disrupting the way we teach. ChatGPT is an AI tool that offers a range of benefits, researchers result that it will have a profound effect on education. However, it also raises concerns regarding academic honesty and plagiarism, its successful implementation requires teachers to be familiar with its operation. In this respect, this article targets two things, first, to explore the potential benefits of using ChatGPT in a business English course through guiding students of how to prompt an AI effectively and second, it provides teachers with a set of instructional design strategies that can be appropriate to this new learning and teaching environment. A survey was conducted to explore student's perception and satisfaction of this innovative experience. The study results that although ChatGPT is useful and effective, it cannot replace the teacher but complement his tasks.

Keywords: Generative AI, ChatGPT, Prompts.

1 Introduction

In today rapidly evolving world, the world of technology in shaping our educational landscape is evolving rapidly. The digital age has provided educators and learners with countless tools designed to make teaching more engaging and learning more accessible. Artificial intelligence AI is being considered as one of the most groundbreaking developments in technology and its applications have already found their ways into various sectors like healthcare, transportation, and finance. AI's potential to produce dramatic changes in education may be equally profound.

ChatGPT is a natural language processing NLP model that was developed by OpenAI. It is based on the GPT (Generative pretrained Transformer) architecture, which was originally developed for language generation tasks such as machine translation and summarization. It was released on November 30, 2022. Now, about two years later it seems clear that it will have a profound disruptive effect on many facets of society. Perhaps one of the largest effects has been in education. Students suddenly found that they had a kind of homework service at their disposal, a set of systems that could easily complete their writing assignments and other tasks.

My decision to integrate ChatGPT in my class is to explore its potential to complement the practical side of my course of entrepreneurship and to assess its ability to engage students in critical thinking, problem solving and creativity rather than simply retrieving information mechanically. Thus, students should be equipped with the skills to choose the right question and keywords, craft the right prompt, evaluate and compare results and references and make judgments.

In Morocco, some university teachers are largely fixated on the potential problems created by the possibilities of plagiarism and copyright infringement, they express their worries about the academic honesty and the problems of assessments, particularly when it comes to writing reports, essays and theses. However, attempting to prevent its use will not be effective, students are going to depend on it more and more, in contrast we should guide them and train them of how to use it wisely and citing it appropriately. Thus, this study aims two things: first, to demonstrate an effective course design strategy that incorporate ChatGPT into an entrepreneurship course using six formula prompts, including Business plan, elevator speech, Market analysis and ect Second, the study aims also to explore student's perception of ChatGPT's usage.

In this regard, the following research questions are addressed:

- What are the students perceived usefulness and satisfaction of chatGPT integration in class activities?
- Was the solution of the six formula to craft the prompts efficient and helpful to produce output of a high quality that can be optimized and personalized to each student's needs?

2 Recent research on Generative AI in education

Recently research on AI in education has revealed that AI tools and particularly ChatGPT and many other types of generative AI tools has some promises as well as some perils. A study done by M Rueda, J Cerero, J Batanero, e menese (2023) resulted that the implementation of ChatGPT in the educational environment has a positive impact on the teaching-learning process, however, the results, also highlight the importance of teachers being trained to use the tool properly. They also resulted that no research on the usage of generative AI have been done in Africa. They a reported that most research articles focused on the impact and use of AI in the classroom, this incorporation of AI as a complementary tool in the teaching-learning process has shown promise and has generated a variety of research. In this regard, AI and particularly ChatGPT can adapt to each student individual learning pace, allowing them to progress at their own pace and receive personalized support based on their needs.

The reaction of the educational community around the usage of generative AI tools was mixed (Jimenez, 2023). Some educators, concerned that students would generate AI to cheat, advocated denying students' access to generative AI and detecting if they did. Some of international schools in United States of America already blocked students from accessing generative AI systems on their networks and a number of tools emerged that attempted to determine whether a body of text had been produced by generative AI or human (Caufield, 2023, Walters, 2023).

Other educators, believing that generative AI is efficient, argue that generative AI should be embraced, and the education process itself needs to be modified to accommodate it. Further, in making those modifications it might be possible to provide an enhanced educational experience.

Atlas (2023) has argued that, it is a myth that disclosing the use of GPT 3 would be considered plagiarism, he indicated that plagiarism actually refers to presenting someone else's idea as your own without giving proper credit to sources.

Relatedly, researchers find that ChatGPT is going to be more popular in the academia because the tool is an effective accurate writer, it is not just a compiler of information, but it has some rhetorical fitness that most of professors and students appreciate. Additionally, ChatGPT can also be an exceptionally competent and a thoughtful peer reviewer because it can delve deeply into user-generated content, including capturing redundancies, repetition, form and evaluating clarity.

Work such as Hsiao, Klijn, & Chiu (2023) consider Large Language Models use from the standpoint of assessment, so their focus is more on the scope of use (e.g. limiting use to a few elements of an assignment) rather than the specific activities.

Generative AI errors have also been suggested as examples to encourage critical thinking about bias and misinformation (e.g., Mills & Goodlad, 2023). Moreover, activities have also been designed to teach students how to prompt an AI effectively and use that to help students think about the nature and process of writing (Marino, 2023).

Recently, Dr. Gale Sinatra and Dr. Barbara Hofer from USC Institute for creative technologies commented on the use of ChatGPT, they suggest that when thinking about how to use ChatGPT, the following concerns should be considered by users :

- Fabricated sources: ChatGPT usually does not provide sources of information to its responses.
- Challenges to sourcing accurate information: The fact that ChatGPT potentially mixes accurate and inaccurate information together makes it challenging for students to identify inaccurate information and find accurate information.
- Imbedded limitations: Generative AI tools, like ChatGPT, provide responses based on what they have learned from training data.
- Erosion of trust: because of the concern that misinformation may be returned by generative AI tools, students will have to be careful about the information obtained

from these tools. If AI returns more and more misinformation, that will create an erosion of trust in these platforms and information find online in general.

Additionally, Dr Hale explains that when using tools like ChatGPT, the following suggestions will help users make the most out of generative AI without necessarily falling victim to its limitations.

- Be vigilant: students should be aware that information generated by AI tools may not be trustworthy, so they must be vigilant when using these tools.
- Perform fact-checks: When searching for information, always open a second window to conduct a fact-check.
- Perform plausibility: When reading about claims generated by ChatGPT, consider the plausibility of the claim. Make a tentative judgement and then be open to revising your thinking once you have checked the evidence.
- Evaluate the evidence. More importantly, students should evaluate the evidence provided to support the claim.
- Promote digital literacy. Higher education teachers need to improve their own digital literacy to better support their students use of these tools in AI-driven world.

3 Instructional design and prompts implementation

Instructional design does not use a one size fits all approach, designing a course with AI integration requires a sort of mind-shift to discover the hidden potentials of these new tools. In this respect, teacher has to devise a comprehensive course design that can combine diverse elements, namely: the content, the skills, the pedagogical approach as well as the activities types and the selected technological tool. Teacher, then becomes as an advisor, creator and manager of feasible activities. Students also, are involved in the design process to take responsibility as active agents. Moreover, while designing the process, teachers should be mindful of student's goals, experience and job requirements. As matter of a fact, accommodating generative AI will require changes to how we educate our students through setting clear guidelines for use of GPT 3, giving them directives on how to use the input and the prompts and also highlighting some ethics on prompts usage. Following this line of thought, the following section demonstrate in detail all the elements of the design framework that is appropriate to this new learning and teaching environment.

3.1 Course design strategies of an entrepreneurship course

This section describes how ChatGPT can be incorporated into an entrepreneurship course using six formulas prompts through devising a comprehensive framework that combine the 4-dimensional model framework of competencies,¹ microlearning, pro-

¹ Overview of the 4D framework as a PDF Download, <http://bit.ly/3j7EFYf>, RON Morrain <https://bit.ly/3ddjq30>

ject-based learning, ChatGPT 3 in class, Graphic organizer and other multimedia tools.

The four-dimensional model for skills and competencies

The four-dimensional model is a framework that include knowledge, skills, character and meta-learning. knowledge includes interdisciplinarity, skills include creativity, critical thinking, communication and collaboration, as for the character it includes mindfulness, curiosity, resilience and ethics and finally meta-learning is reflection on learning and how we adapt to new learning environment. Concerning the class activities, it requires students to engage in group discussions, class presentations, quizzes, debating and critical thinking and other interactive activities that involve the application of their knowledge and skills.

Microlearning

Microlearning is a method for delivery content in small segments that can easily be consumed by learners. I focused on a single learning topic “entrepreneurship” through using variety of tools such as short videos, infographics, quizzes and case studies to enhance engagement. Additionally, learners have to apply what they have learned immediately through interactive exercises and real-world application.

The notion of prompts

The notion of prompt is not new. This idea of offering a prompt permeates many disciplines, arts, science, computer programming, interacting with large language model is not different. You engineer the best prompt to generate the best response.

Thus, to get the desired response a new discipline has emerged which is prompt engineering known as the process and practice of structuring text that can be understood and interpreted by a generative AI model. Prompt engineering is the art of communicating with generative large language Model.

Recently, Mark Anderson (2023) suggest many helpful prompts for all teachers and all types of curriculum that teachers can follow during their implementation of Chat GPT. He results that the most important factor in any classroom that makes the difference to learning and progress is the teacher. Thus, while working with prompts, teachers should consider the ²STAIR approach which should help teachers getting the most out of their work with generative AI.

² STAIR Approach: Specificity, telling, activity and Iteration

Table 1. Instructional design framework

Content	Pedagogical model	Skill and competencies	Activity types	Technology	Visualizer
Business English	Microlearning	The 4 dimensional framework	Project based & inquiry	AI prompts ChatGPT	Graphic organizer
Entrepreneurship	Career design	Critical thinking, problem solving	Real world application	The formula 6 of prompts	Mindmap of character

This table outlines the instructional design for an entrepreneurship course

This comprehensive instructional design provides a structured framework for designing and delivering an entrepreneurship course that fosters skill development, critical thinking, and real world application.

3.2 Prompt implementation

The preparatory phase consists of informing students about the new learning environment and a clear explanation and guidance about the notion of prompts and how they ought to use their input to ChatGPT. The formulas adapted in the course is the one which has been advanced by Rick Taylor in November 2023³. He proposes the 6 key steps, and claims that prompts components are hierarchical and that not all parts of the prompts are equal. The six formulas are the following:

Task: The action verb, goal, start prompts with a clear task (this is mandatory)

Context: background information to constrain possibilities

Exemplars: Examples to guide AI

Persona: who you want the AI to be

Format: visualize and specify desired structure

³<https://medium.com/@RickTaylor/master-prompt-engineering-for-chatgpt-and-large-language-models-d2b54c196662>

Tone: casual, formal, excited, etc.

Sample 1:

The task: Generate a job interview

Context: I am university student in business school in Morocco

Exemplar: Structure the interview questions using the STAR method (Situation, task, Action, Result)

Persona : Generate a generic role as recruiter

Format : Conversational format

Tone : Use clear concise language, show optimism and enthusiasm, show confidence.

Sample 2 :

Task : Generate an elevator speech

Context: I am a Moroccan University student / business school/goal.: Job as a financial analyst

Exemplar: Structure the speech following the SMART method, problem solution Value framework

Persona: generate a generic role of speaker in an elevator pitch searching a financial analyst job

Format : communicate the message within a short timeframe

Tone: Capture interest, show optimism and enthusiasm

Sample 3:

Task: Generate a Business Plan

Context: Moroccan University student, Business school/goal: Coffee shop in Casablanca Morocco

Exemplar: Structure from executive summary to evaluation

Persona: Generate a role of Coffee shop owner

Format: Division of each step and respect of chronological order

Tone: Formal and linear

These above complete formula for crafting prompts can produce exceptional AI output tailored to both teacher and student's needs. This method of ChatGPT optimization and personalization improves my student's motivation and engagement, and facilitate for them the process of inquiry and understanding of complex concepts and topics. Additionally, it frees up time for teacher to focus on more interactive and creative tasks.

4 Method

Through a multi method investigation encompassing quantitative surveys, qualitative interviews, classroom observations, and content analysis, this study aims to provide a holistic understanding of how business school students perceive the usage of ChatGPT in their class assignments.

- Quantitative Survey. A structured questionnaire was designed to collect quantitative data on student's frequency of using ChatGPT, types of assignments where it is employed, perceived usefulness, and overall satisfaction.
- Include Likert scale questions to measure attitudes towards the tool such as its impact on productivity, learning outcomes, and confidence in completing assignments.
- Qualitative interviews with a select group of students to delve deeper into their experiences with Chat GPT, exploring nuances, motivation and challenges.
- The use of open-ended questions to gather qualitative insights on students' strategies perceptions of its advantages and limitations.

Classroom observation: Observation of my students' interaction with ChatGPT during class assignments, noting their workflow and usage patterns and collaborative dynamics.

5 Results and discussion

The finding suggests a generally positive reception of ChatGPT usage among students. Specifically, 92 % of the responses expressed satisfaction with the integration of ChatGPT into their academic activities.

According to the qualitative survey conducted among students who have utilized ChatGPT in their class assignments quizzes, class presentations, and report writing significant proportion reported satisfaction with its usage, where as other students raises lot of issues and problems over its use.

- Perceived benefits of prompts usage,

91 % of respondents find the six formulas of prompts very useful, this high satisfaction rate can be attributed to several perceived benefits associated with ChatGPT prompt usage. Overall students highlighted usefulness of the six formulas prompts with a mean rating ranging from 4.0 to 4.5 across all prompts during the entrepreneurship course. The mode for each prompt is "Agree" indicating that most students tend to agree or strongly agree with the statements related to the effectiveness of ChatGPT

in various aspects of the course. Chat-GPT likely contributed to student's efficiency in completing class assignments and quizzes.

Moreover, the interview with students indicated that students has different opinions over ChatGPT usage. Some students reported that ChatGPT positively impacted their learning outcomes. By assisting in the formulation of responses for quizzes and entrepreneurship assignments, ChatGPT helped students to customize the outcome to their needs particularly in delivering an elevator speech during the entrepreneurship competitions or during the job interview.

One student reported the following:

“ChatGPT has contributed effectively to my ability to apply the concept of entrepreneurship in real world scenarios and because of the tips it gives me and also the methodologies that were applied by great business men: Elon Musk, Bill Gates etc.”

While other respondents perceive it differently:

“I think that applying Chatgpt to real-world scenarios for business english is less effective because it's a thing that goes back to human beings.

“It should incorporate interactive role-playing scenarios where students can practice real-world business situations such as negotiations, meetings, presentations, and customer interactions. ChatGPT could simulate different roles, providing feedback and suggestions based on students' responses”.

- Challenges and limitations,

Despite the overall satisfaction with ChatGPT usage, some challenges and limitations were reported. Students identified concerns regarding the accuracy and reliability of the information generated by ChatGPT. Additionally, issues related to ethical considerations, such as ensuring originality and avoiding plagiarism, were raised. Students also express their fear from other teachers in the school who prohibit them from using Chat GPT. During the interview, some students reported clearly that

“chatGPT-3 can't generate images, you should buy premium version to activate these features of image and voice generator”

“I need more information after 2022”

“I think that using ChatGPT for any usage is an insult or as an academic crime”

These challenges highlight the importance of implementing appropriate strategies to address ethical concerns and guide students on the responsible usage of it.

- Comparison with traditional Methods,

When comparing ChatGPT usage with traditional methods of completing assignments, students acknowledged both strengths and weaknesses. While ChatGPT offered the advantage of facilitating the research and writing process, some students noted that it might not always produce content of the same quality as manually crafted responses. They add that ChatGPT may not fully replace traditional methods, they cannot replace the teacher.

- Future perspectives

Looking ahead, the positive feedback from my students indicates the potential for ChatGPT to continue playing a significant role in business English subject. As AI technologies evolve and become more sophisticated, there is possibility of further integration into academic settings, offering new opportunities for enhancing learning experiences. However, during the interview, some of my students clearly claim that we stop using ChatGPT, because there are other efficient AI tools which are emerging and will surely compete with ChatGPT such as Aithor and jenni and many others, and when I asked them for the difference between them, they explain that they can deliver and customize articles and essays through offering students lot of options such as number of pages, table of content, academic style and references.

In Conclusion, the result of the survey indicate that a majority of students are satisfied with the usage AI prompts and ChatGPT in their business English class assignments. But through examining the results of the interview, we conclude that the future ahead is uncertain in terms of the future use of these AI tools. But one thing we should be sure of is that these tools can never replace the teacher, but it can complement his tasks and reduce his workload.

6 Implication for future research

As more research is conducted and knowledge about the use of ChatGPT in higher education expands globally, it will be useful for University Moroccan educators and researchers to conduct more empirical studies and experiments in this area, to gain a more complete understanding of its impact and benefits at this specific educational level. Moreover, a key recommendation from this study is that teachers and researchers should not be afraid of change, they should be active and experiment with AI tools, share their prompts and activity structures diligently. These should help other

instructors to re-use these activities, as well as provide examples that AI researchers could help improve or optimize. These lessons taken from the field inform the types of tools that we should be building in future to help students develop ideate, reflect on their own learning.

Conclusion

Educational Technologies (AI based or otherwise) are only useful if they are successfully incorporated in the everyday practice of teachers. While many things go into teachers use of educational technologies (eg. ease of use, appropriateness for a task's supportive infrastructure) generative AI and ChatGPT will certainly add value and introduces new ethical dimension which can only be improved by raising an AI literacy. To address the challenges of AI, Moroccan universities should ensure that these tools are used as supplement to, not replacement for human interaction. Institutions should also develop guidelines and ethical frameworks for the use of these tools, ensuring that students' privacy is protected and that bias is minimized. Along these lines, the implementation of this tool should be approached in a reflective manner to ensure a responsible classroom environment.

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