



Exploring ChatGPT prompts used by Thai EFL elderly students to promote community products and their attitudes towards ChatGPT: Case study of Sakon Nakhon School for the elderly, Thailand

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Abstract

This study investigated the purpose of elderly students using ChatGPT prompts together with the linguistic features involved and examined their attitudes towards using ChatGPT to learn English at Sakon Nakhon School for the Elderly (SNES), in Sakon Nakhon Municipality, in Thailand. Twenty-four students aged 60 to 70 were divided into three groups based on their respective community products, namely, Hand-Sewing Cloth, coconut shell pots, and bottle caps. These groups used ChatGPT to generate scripts and advertisements for their products. Questionnaires, semi-structured interviews, and a ChatGPT training workshop were used as the main research instruments. The results revealed that the three groups used a total of 249 prompts. These were analysed into frequencies and categorised into their linguistic features and according to their purpose based on the students' ChatGPT prompt history. Regarding the linguistic features, those found were mainly imperative forms (239). These linguistic features were mainly used for the purposes of translating (166), simplifying (42), creating (24), and explaining (10). It was noticeable that the functions of the imperative words could overlap. The results indicated that the students demonstrated good attitudes towards the use of ChatGPT as an English learning tool and towards the SNES-provided workshop. They indicated that they could use ChatGPT in the future to create content for their own businesses and to acquire additional English language skills. The findings indicated that students might use additional resources, such as Grammarly, to assist them with instructional tasks. This study highlights how to implement pedagogical AI workshops for elderly students.

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Introduction

AI has transformed education, notably English language learning, through various tools like Anki, Elsa Speak, Grammarly, and others (Cao & Zhong, 2023; Halaweh, 2023; Kim et al., 2023). ChatGPT, however, provides a unique and interactive method of language learning. Research indicates AI resources, including chatbots, can significantly improve language education (Chun et al., 2021). Studies by Ahmed et al. (2023); Shaikh et al. (2023) demonstrate ChatGPT's effectiveness in teaching specialized English and enhancing writing, grammar, and vocabulary skills. These findings highlight the growing importance and benefits of ChatGPT in foreign language education.

ChatGPT's role in English language learning has been significant, offering personalized assistance to students, making learning more interactive and tailored to individual needs (Kohnke, 2023). It is especially useful for specialized language skills. Zhang et al. (2023) noted its capacity for personalized teaching and authentic content creation. However, this progress comes with challenges like potential biases and ethical concerns (Baskara & Mukarto, 2023). Despite these issues, ChatGPT's integration into language learning represents a notable advancement in AI application, bringing opportunities and necessitating cautious consideration.

Murray (2023) emphasizes the need for thorough training in using ChatGPT for both educators and students, particularly in creating effective prompts. The study recommends integrating ChatGPT into classrooms under teacher guidance, aware of its potential benefits and pitfalls. This underscores the importance of regular training to maximize ChatGPT's use, combining excitement with awareness. Proper training will enable teachers to craft impactful prompts and help students interact with ChatGPT, enriching their language learning journey.

ChatGPT's role in English learning has been studied across different ages and levels, showcasing its ability to personalize learning. Yet, research on its use by elderly learners is limited. Cacicio and Riggs (2023) examined its adaptability in adult literacy, revealing a research gap for elderly learners and underscoring the need for more studies in this group to fully tap into ChatGPT's educational potential. Our study delves into the elderly's use and perception of ChatGPT, suggesting that it could boost self-esteem, promote lifelong learning, enhance social ties, and foster community spirit. We also propose that the skills gained from ChatGPT might be valuable in

business, keeping older adults active and relevant in the digital era.

Consequently, this study examined elderly students' use of ChatGPT prompts and their attitudes towards learning English with ChatGPT at Sakon Nakhon School for the Elderly (SNES) in Thailand. Thus, the study posed the following questions:

1. What are the ChatGPT prompts used by elderly students at SNES?
2. What are their attitudes regarding the use of ChatGPT for English language learning purposes?

Literature Review

Recent research presents varied views on ChatGPT in English learning. Bonner et al. (2023) appreciated its role in grammar and summarization but highlighted the importance of comprehensive understanding for its effective use. Kim et al. (2023) recognized its utility in structuring lessons but recommended integrating it with conventional teaching due to limited interactive capabilities. Ngo (2023) noted student satisfaction with ChatGPT's time-saving and custom support, yet pointed out concerns about its reliability, advocating for ethical practices and a blend of AI with traditional teaching methods. The studies involved surveys and interviews to assess student perspectives on ChatGPT, examining factors like their background, digital proficiency, ChatGPT's perceived benefits, and its role in daily tech use. The research analyzed data quantitatively and qualitatively to ensure credibility.

Numerous studies have been conducted on ChatGPT in English language learning including conceptual analysis studies (e.g., Baskara & Mukarto, 2023; Pack & Maloney, 2023), and studies on undergraduate university students (e.g., Murray, 2023; Wang, 2023). Baskara and Mukarto (2023) examined ChatGPT in language learning, highlighting its custom teaching and content creation, but also noting ethical and complexity concerns. Pack and Maloney (2023) assessed ChatGPT's effectiveness in developing educational content and proposed a framework for its ethical, culture-aware use. Murray (2023) found ChatGPT reduced student anxiety and improved organization, yet questioned its reliability and potential bias. Wang (2023) observed that ChatGPT made students' writing more complex and academic, though the study had limited human editing for comparison. These studies collectively emphasize ChatGPT's potential in language learning alongside the need for careful, ethical integration in educational settings.

Studies generally indicate positive responses to ChatGPT in language education. Kohnke (2023) noted students at a Hong Kong university valued the chatbot for its convenience and impact on English skills, suggesting its support in traditional teaching. Ngo's (2023) research revealed Vietnamese students liked ChatGPT's time-saving and personalized features but raised concerns about its precision and reliability, advocating for its responsible classroom use. Shaikh et al. (2023) also observed a favorable view of ChatGPT among university students for improving English skills, especially in conversation and writing. These findings highlight ChatGPT's benefits in language learning but also the importance of its careful and ethical implementation, with a focus on content accuracy.

Global research on ChatGPT's educational role shows mixed results, with scarce studies in Thailand. Alexander et al. (2023) in Cyprus observed difficulties in distinguishing AI-written texts, highlighting the need for enhanced detection and teacher education. In China, Cao and Zhong (2023) found ChatGPT improved lexical richness and cohesiveness in translations, although traditional feedback was better for grammar. Kohnke (2023) from Hong Kong noted students appreciated chatbots for English learning, especially writing, valuing their convenience but also feeling inundated by the array of available tools.

In summary, research has shown ChatGPT's advantages in English language teaching, including text summarization, writing enhancement, grammar instruction, and customized learning. Yet, issues related to interactivity, reliability, bias, ethical considerations, and content depth persist, emphasizing the need for human oversight. Further investigation is also required on ChatGPT's use with elderly learners and in particular regions like Thailand.

Methodology

This study used a mixed-methods approach to analyse the ChatGPT prompts used by senior citizens while also determining their opinions regarding using ChatGPT for English language learning. The research findings were investigated using a mixed-methods design, incorporating both quantitative and qualitative data in order to enhance the understanding of the phenomenon being studied (Friedman, 2012; Mackey & Gass, 2022). A workshop introducing ChatGPT was held for 24 elderly students, followed by a questionnaire. Semi-structured interviews provided detailed feedback on the workshop and ChatGPT use.

Participants

The participants comprised 24 students from a school for the elderly in Thailand's Sakon Nakhon province (see Table 1). All students filled out the questionnaires. Of them, 21 were aged 60–70, and three were over 70, mostly women. Their education varied: eleven without a bachelor's degree, six with one, and seven with higher education. As can also be seen, the group had diverse previous occupations.

As can be seen from Table 2 below, six were selected to attend an individual semi-structured interview containing four items. Regarding criteria, six volunteers were chosen from focus groups for their varied educational backgrounds and willingness to share diverse views on learning English. Interviews lasted 15–20 minutes, ensuring confidentiality and withdrawal rights. These students were picked as they showed interest in more interviews and shared their contact details in the survey.

Table 1 Demographic characteristics of the subjects

(n = 24)		
Characteristics	Categories	Number of Subjects
Age	60–70 years old	21
	Over 70	3
Gender	Female	23
	Male	1
Educational Level	Below bachelor's degree	11
	Higher than a bachelor's degree	7
	Bachelor's degree	6
Career	Housekeeper/Butler	8
	Pensioner	6
	Personal business	6
	Freelancer	3
	General employee	1

Table 2 Demographic profile of the interviewers

Pseudonym	Age	Career	Highest Degree
Wiriya (S1)	65	Pensioner	Master’s
Warunee (S2)	65	Pensioner	Master’s
Panee (S3)	66	Pensioner	Bachelor’s
Rabiab (S4)	65	Freelancer	Primary school
Kittiya (S5)	67	Pensioner	Bachelor’s
Naiyana (S6)	61	Freelancer	Bachelor’s

Instruments

The study used questionnaires, interviews, and ChatGPT chat histories to explore how elderly students use ChatGPT for learning English. The main tool, the questionnaire, collected information on their background, digital habits, views on ChatGPT, its advantages, and potential future use. It also sought their suggestions for improvement. To ensure the questionnaire was clear and aligned with the study’s goals, three instructors reviewed and refined it.

Semi-structured interviews, conducted in Thai with four questions, aimed to cross-verify participants’ experiences using ChatGPT for English learning. Researchers crafted open-ended questions based on research aims for deeper insights. The four questions were: ‘What do you think about the ChatGPT workshop?’, ‘What do you like most about this training?’, ‘Did you have any challenges when attending the workshop?’, and ‘How can you use ChatGPT in your daily life?’.

Research Procedures

The ChatGPT training workshop, conducted in late 2023, involved a three-part curriculum. Initially, over three sessions, participants learned basic ICT skills and ChatGPT usage, including email setup and essential tech language. The second part involved demonstrating and practicing various ChatGPT prompts to improve user interaction. The final part, over four sessions, focused on group projects using tools like Canva and Google Translate, culminating in a presentation. Surveys and interviews followed the workshop to evaluate its impact and gather participant feedback.

Data Analysis

Data from ChatGPT prompts and questionnaires were analysed for frequency and percentages. ChatGPT prompts were classified by linguistic features to understand their types and purposes as used by elderly students. Student responses were also organized into

themes, focusing on their experience using ChatGPT for English learning and their intentions for future use.

The responses from semi-structured interviews were transcribed and analysed using Mackey and Gass’s (2022) thematic analysis. This involved preparing, familiarizing with, and reflecting on the data (Creswell, 1994). Next, we coded the data, breaking it down and categorizing it (Creswell, 1994; Mackey & Gass, 2022). This led to generating themes and relating them to linguistic aspects. We reviewed and presented these themes and their descriptions, including narrative quotations from interviews. An external coder checked a set of transcripts to ensure analysis reliability.

Results

Participants’ ICT Skills and Experience in Using ChatGPT

This section details the elderly students’ backgrounds, including their ChatGPT experience, email ownership, and app familiarity. The researchers gathered data on their ICT skills and prior ChatGPT use before analysing the prompts. This information is presented in [Table 3](#) below.

The elderly students were split into three interest groups: bottle caps, coconut shell pots, and hand-sewing cloth. They worked on local products associated with municipal activities.

Results of Analysing the ChatGPT Prompts

This section answers the research question concerning the ChatGPT prompts used by the students. As mentioned earlier, when working on the ChatGPT activities, the students were separated into three groups according to their interests in the local products which they wanted to work on. There were three groups: bottle cap, coconut shell pot, and Hand-Sewing Cloth. As can be seen from [Table 4](#), 249 prompts were used by the three elderly groups, and the overwhelming majority were imperative forms.

Table 3 Participants' ICT skills and experience in using Chat GPT

Characteristics	Categories	<i>n</i>
Experience in ChatGPT use	No	20
	Yes	4
Having an email address before the training	No	17
	Yes	7
Experience of application use	Line	20
	FB	8
	Google Translate	4
	WhatsApp	2
	Twitter	2
	Tiktok	1
	YouTube	1
Group members	Bottle caps	9
	Coconut shell pots	8
	Hand-Sewing Cloth	7

Table 4 Linguistic features and the purpose of ChatGPT prompts

Categories			Group		
			Hand-Sewing Cloth	Coconut shell pot	Bottle cap
Linguistics features and their frequencies	Imperative form (239)	Translate	69	82	15
		Make	24	7	18
		Tell	8	5	6
		Explain	0	2	0
		Write	1	0	0
		Edit	0	0	1
		Do as	1	0	0
	Question form (3)	Modal verbs	0	0	1
		Wh-qs	0	1	1
	Subject-verb phrase (3)	I am	0	0	3
	Others (Noun phrase) (4)	Handicrafts from recycled materials by the elderly at SNES.	0	2	2
	Total number of prompts (249)		103	99	47
Purposes of the ChatGPT prompts	Translating (166)		69	82	15
	Simplifying (42)		29	12	1
	Creating (24)		2	0	22
	Explaining (10)		2	2	6
	Checking for grammatical mistakes / editing (1)		0	0	1
	Asking ChatGPT to spell (1)		0	1	0
	Repeating the instruction (1)		1	0	0
	Unidentified (4)		0	2	2
	Total number of prompts (249)		103	99	47

The imperative form was most frequently used across all groups. In terms of the linguistic features, the words translate (166), make (49), and tell (19) were found to be most frequently used by the three groups. Other imperatives had very low frequencies. As can be seen in Table 4, other linguistic features such as question forms (3) and subject-verb phrases (3) were also used by the three groups. It was found that these linguistic

features were mainly used for the purposes of translating (166), simplifying (42), creating (24), and explaining (10). Within the three groups, translation was the most frequent function. The Coconut Shell Pot (82), the Hand Sewing Cloth (69) and Bottle Cap (15) used the word 'translate' frequently for the purpose of translation, either translating from Thai to English or English into Thai, as shown from the ChatGPT prompts 67 and 169 below.

‘Translate into English by a simple sentence 4. แดะการปราสาทผึ้ง ปราสาทผึ้งจังหวัดกาฬสินธุ์คือการหนึ่งเดียวในโลก ประเพณีการแห่ปราสาทผึ้งของชาวอีสานเป็นการทำบุญถวายต้นไม้ผึ้ง เป็นกุศลสูงส่ง...’ (Prompt 67, Coconut Shell Pot Group)

‘Translate into English by a simple sentence. เย็บเสื้อเข้าด้วยกันทั้งตัวโดยการถักหางสิงห์.’ (Prompt 169, Hand-Sewing Cloth Group)

For simplifying (42), the Hand-Sewing Cloth (29) and Coconut Shell Pot (12) Groups sometimes used prompts for this purpose, but not the Bottle Cap Group (1). The following prompts exemplify simplifying.

‘make this into simple sentences making Sakon Nakhon Province a highly attractive tourist destination’ (Prompt 79, Coconut Shell Pot Group)

‘make this into procedures and make it easy for 5-year-olds to understand’ 8. Attach the blouse sleeves to the shoulders and then sew them together...’ (Prompt 195, Hand-Sewing Cloth Group)

Regarding creating (24), the Bottle Cap Group (22) had a notable focus on creating, followed by the Hand-Sewing Cloth Group (2). The following prompts represent the use of creating.

‘Can you help me design the invention out of the bottle cap?’ (Prompt 34, Bottle Cap Group)

‘Write the promotion script from this ‘Ready-made blouses that are hand-sewn and embroidered Long sleeves are priced at 2,300 to 2,500 baht each...’ (Prompt 202, Hand-Sewing Cloth Group)

Explaining (10) was used less by the three groups, and mainly by the Bottle Cap Group (6). The following prompts exemplify the use of explaining.

‘Explain me 10 sentences please. Thin Man Nai Phutthatham Firmly rooted in Buddhist principles, the people of Sakon Nakhon province have a strong faith and devotion to Buddhism...’ (Prompt 73, Coconut Shell Pot Group)

‘Tell me about Sakon Nakhon festival’ (Prompt 232, Hand-Sewing Cloth Group)

The rest of the functions were infrequently used i.e., checking for grammatical mistakes/editing (1), asking ChatGPT to spell (1), and redoing (1).

Student Attitudes

Students’ perspectives on ChatGPT and the workshop were gathered through the use of interviews and questionnaires. The survey examined viewpoints on the use of ChatGPT for English language learning. It inquired about demographic information, technological proficiency, engagement with digital tools, email ownership, familiarity with the ChatGPT application, attitudes towards it, and opinions on its advantages. It examined in detail benefits of ChatGPT applications, future use intentions, and its intended daily technological function. The data went through both quantitative (frequency, mean, and standard deviation) and qualitative analysis to ensure reliability in the context of quality assurance (Table 5).

The results showed students’ attitudes towards ChatGPT fall into three main themes: usefulness, application, and confidence. They highly valued ChatGPT’s usefulness for out-of-classroom learning, appreciating its support in independent research and broadening knowledge beyond English. This reflects elderly learners’ adaptability and willingness to use new technology for learning enhancement.

Table 5 Students’ attitudes toward the use of ChatGPT

Statements	Mean	St.D	Interpretation
I think ChatGPT is useful in studying outside of the classroom.	4.6	0.58	Strongly agree
I think ChatGPT gave me the opportunity to learn things besides English.	4.5	0.66	Strongly agree
I can use the prompt to find information, such as the sentence “Tell me about Sakon Nakhon Province”.	4.5	0.59	Strongly agree
I feel proud of myself that I can use ChatGPT to explore things.	4.4	0.78	Strongly agree
I can use questions prompt to find information, such as the sentence “Where is Sakon Nakhon Province?”	4.3	0.64	Strongly agree
I think I will use ChatGPT to learn English.	4.3	0.69	Strongly agree
I think I will use ChatGPT to study in other areas.	4.2	0.72	Strongly agree
I can use ChatGPT prompts that specify roles, such as “You are a restaurant owner; give me information about Sakon Nakhon’s street food.”	4.1	0.72	Strongly agree

Student 6

I found it useful, and it is pretty new for me. I have heard about AI but not ChatGPT. The first time I would say it was hard for me since I forgot the password and username of my current email, so I had to go through the recovery process.

Secondly, the participants demonstrated practical applications of ChatGPT, stating that they used it for tasks such as translating between English and Thai, searching for information, and learning about a variety of topics. The responses to these questions indicate that the participants are both willing to integrate ChatGPT into their everyday learning routines as well as understand its practical applications in real-world situations. By utilizing AI technology for language learning and information retrieval, the students demonstrated their ability to apply new tools effectively.

Student 4

I will use it to create my product logo. To make the logo, I want to do the logo for our product that the municipality asked us to develop.

After using ChatGPT, participants grew more confident and proud of their learning abilities with the tool. This boost in confidence is vital for older learners, often wary of new technologies. The finding highlights ChatGPT's role in supporting and familiarizing older learners with AI tools. The following excerpts demonstrate the elderly students' confidence in the ChatGPT workshop, owing to its instructional materials, learning atmosphere, and workshop facilitator.

Student 1

The teacher's awesome, really friendly and patient, especially since we're all over the place with our computer and English skills. She's been amazing at walking us through ChatGPT from square one. Honestly, we've gotten the hang of it and feel pretty confident, all thanks to her easy and fun teaching approach.

These themes collectively depict a positive and adaptive attitude on the part of elderly students towards using ChatGPT, indicating its potential as an effective tool in facilitating lifelong learning and technology integration for older learners.

Discussion

This study examines how elderly learners at SNES use ChatGPT for English language learning, shedding light on AI's role in language education. Despite being mostly women over 60 with diverse education levels and limited tech familiarity, participants adapted well to ChatGPT. The research aims to reshape language teaching for the elderly by analyzing their use, views on ChatGPT, and its linguistic functions, educational potential, and user perceptions.

Multiple Functions of the Linguistic Features

This study delves into how older students use specific linguistic elements, especially imperatives, when interacting with chatbots. It particularly examines the imperative verbs 'tell' and 'make', noting that 'tell' is commonly used for simplification and explanation. The consistent use of 'tell' for simplification suggests older learners prefer clear, straightforward communication. This preference may stem from their cognitive processing or a general desire for clarity in learning. Moreover, 'tell' is not just for simplifying; it's also for understanding subjects in-depth, showing that students want not just answers but comprehensive knowledge, using the imperative form to actively engage in learning and understanding.

Similarly, the imperative 'make' serves dual purposes: aiding in content creation and ensuring clarity, indicating a preference for practical learning methods. This reveals a functional language use in digital education, where verbs facilitate both learning and practical application.

Pedagogical Implications of ChatGPT Prompts

Students used ChatGPT strategically for language learning, often using 'translate' prompts to deepen understanding of linguistic structures and vocabulary, beneficial for learners at various levels for English-Thai translations (Athanasopoulos, Lavidas, & Komis, 2023; Samarasinghe & Prasangani, 2023). 'Make' prompts, also common, encouraged creative language use. Additionally, the verb 'make' is significant in academic English, indicating creation or establishment in scholarly discussions. Hyland (2002) highlights 'make' as a core element in academic English, fostering creativity and complex expression, suitable for learners at different levels. 'Tell' prompts, widely used, enhance learners' ability to clearly explain concepts, aligning with Soter et al. (2008)'s findings that frequent 'Tell' use

indicates English proficiency, stimulating clarifications and enriching academic discussions. These prompts aid both spoken and written skills. Additionally, ChatGPT prompts like ‘simplifying’ promote iterative learning, vital for refining language skills and achieving fluency, despite their lower frequency.

The students’ use of specific prompts in ChatGPT highlights a comprehensive approach to language learning, blending common prompts for basic skills with rarer ones for in-depth understanding. This variety addresses different learning needs, enabling personalized education. ChatGPT’s flexibility supports a broad spectrum of language skills, aligning with research (Bonner et al., 2023; Kim et al., 2023; Samarasinghe & Prasangani, 2023) on its effectiveness in teaching English. This tailored approach suits individual learning styles, effectively narrowing skill gaps and bolstering language proficiency.

The study highlights the educational value of basic prompt patterns like ‘Tell me about a noun phrase’, ‘Translate a noun phrase’, and ‘Make something an adjective’ in language learning with chatbots. These patterns are customizable to meet various learning goals, improving vocabulary, sentence structure, translation, and adjective use. This tailored approach offers a focused and engaging learning experience, meeting students’ specific linguistic needs. By incorporating these patterns into lessons, teachers can create a dynamic, interactive environment that deepens language understanding.

The Elderly Students’ Perception towards Using ChatGPT Prompts in Learning English

Elderly students at SNES held notably positive views on ChatGPT, aligning with research (Kohnke, 2023; Ngo, 2023) that confirms its favorability in English language learning. Their feedback underscores the importance of understanding learner perceptions, as the tool’s effectiveness depends on it. Their readiness to tackle diverse tasks, from translation to composing poems, showcases their adaptability and receptiveness to innovative learning approaches.

The wide use of ChatGPT indicates its comfort and value to students of various backgrounds and tech levels. High ratings for its convenience and effectiveness in language learning, along with positive interviews, show the tool’s strong acceptance and appreciation among elderly learners. This success bridges the tech gap for an audience often seen as less tech-savvy, proving that age is no barrier to learning new languages or technologies. The adaptability of these learners to ChatGPT encourages

more inclusive, diverse language education approaches for older groups.

In summary, the SNES study reveals key insights into elderly learners’ perceptions and usage of AI tools like ChatGPT in language learning. Their positive views and high ratings highlight ChatGPT’s effectiveness and convenience, bridging the gap between elderly students and advanced technology. These findings pave the way for further AI research and use in adult language education.

Recommendations

Recent studies suggest key steps for elderly students using ChatGPT in education. First, select participants with basic computer and English skills, essential for using ChatGPT effectively. Knowing basics like web browsing, typing, and English is crucial. Pre-workshop surveys and training can help bring participants to the needed skill levels in these areas.

Local government lifelong learning programs should integrate ChatGPT courses to support the elderly’s education. ChatGPT’s engaging nature benefits continuous mental engagement. Tailoring courses to elderly learners’ diverse speeds and interests is vital. Instructor training in digital technologies and elder education is crucial, along with prioritizing accessibility, including funding for workshops and venue access.

To continuously improve, an evaluation process gathering feedback from students and teachers is essential. Working with tech firms, academic bodies, and community groups can enrich the curriculum and reach more people. By focusing on incorporating chatbots like ChatGPT into lifelong learning and providing specific training, local governments can greatly boost the digital engagement and education of the elderly.

For future research, the ChatGPT target population should be shifted to younger students, such as high school students, undergraduate students, graduate students, or workers in related fields. The expansion of the study’s target population would provide valuable insight into the effectiveness of the proposed interventions across different age groups and educational levels.

In considering the use of AI technologies like ChatGPT for teaching languages to elderly students, it is essential to protect their privacy and secure any personal data shared during lessons. Moreover, users should be aware of the potential for outdated or incorrect information, as ChatGPT’s knowledge is current only up to early 2023. Despite its benefits in offering accessible and tailored

learning opportunities, ChatGPT may sometimes produce biased or inaccurate responses. Therefore, careful and critical use is advised, with regular checks for accuracy and fairness to maintain ethical standards and improve the learning experience.

Limitations of the Study

This study's findings may be influenced by biases, including participants' prior technology and language learning experience. The specific socio-cultural setting of SNES and the small sample size might affect the broader applicability of the results. The relevance of the study to other age and geographic groups is limited, and its findings may not apply universally in the field of AI-assisted language learning. These considerations are crucial when interpreting the study's outcomes. Regarding the awareness of using ChatGPT as an English learning tool for the elderly, elderly students have restricted skills in using technology, so there should be preparation in the standard of using technology. The elderly should be trained in terms of technology, Internet use, and English skills in order to be able to use ChatGPT prompts effectively.

Conclusion

This study highlights how ChatGPT can aid English language learning for older individuals often seen as technologically or linguistically challenged. It shows that with the right tools and methods, these learners can successfully use ChatGPT, revealing how diverse age and background groups can surpass learning hurdles. Emphasizing the correct approach and tools is crucial for the success of such educational initiatives.

Conflict of Interest

The authors declare that there is no conflict of interest.

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