Using ChatGPT for Text Readability in Language Teaching: Does It Work?

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Abstract

Assessing the readability of texts is a critical factor in foreign language teaching, as it directly impacts how effectively learning materials can be understood by students. This raises the question of whether modern technologies like ChatGPT are capable of accurately determining text readability.

Readability is traditionally defined as the ability to understand a text and depends on factors such as vocabulary, sentence structure, syllable count, and sentence length. Traditional readability formulas often rely on data from native speakers and rarely consider the unique needs of foreign language learners. This discrepancy highlights a gap in tailored solutions for evaluating text readability in foreign language education.

This study explores whether ChatGPT can serve as a tool for analyzing the readability of texts in foreign language teaching. For this purpose, a selected textbook is analyzed, with its texts being evaluated for readability using ChatGPT. The results are then compared with existing approaches and traditional readability formulas. The goal is to determine whether ChatGPT adds value to text analysis in the context of foreign language education.

The analysis focuses not only on the technical capabilities of ChatGPT but also on its potential impact in an educational setting. If ChatGPT proves to be effective in assessing readability, it could open new possibilities for designing learning materials and provide sustainable support for teaching practices.

Keywords: Educational technology; Foreign language education; Learning materials; Readability assessment; Text analysis