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# Examining the Comparability of ChatGPT with Human Raters in Assessing Intercultural Competence in the East Asian Context

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## Résumé

This ongoing study investigates the comparability of Chat Generative Pre-trained Transformer (ChatGPT)-4o with native speakers (NSs) and East Asian language learners (EALLs) in evaluating intercultural competence in the East Asian Context. Generally, intercultural competence is defined as an ability to effectively and appropriately understand other people from different cultural backgrounds. There is a growing need to focus on intercultural competence in foreign language classrooms (Chapelle, 2016; Moller & Nugent, 2014) and prevalence of using AI tools in learning a language (McCallum, 2024; Solak, 2022). Little research, however, has explored the affordance of ChatGPT in evaluating intercultural competence across different languages. This study aims to address the following two research questions: 1) To what extent do ratings generated by NSs and EALLs align with those generated by ChatGPT-4o across three different East Asian contexts (China, Japan, and Korea)?; and 2) Do different aspects of intercultural competence affect these alignments differently? The participants in this study include 60 NSs, 210 intermediate and advanced EALLs, and the ChatGPT-4o model. Survey questionnaire of intercultural competence of cultural attitudes and behaviors includes a 30-item self-assessment instrument with a five-point Likert scale. The questionnaire was developed based on the cyclic intercultural competence model (Deardorff, 2009). An additional survey questionnaire was developed to collect data regarding learners' engagement in the target language within and beyond the language classroom. The survey results of NSs, all three EALL groups, and ChatGPT-4o will be analyzed using the analyses of variance (ANOVA) to answer the research questions. It is expected that there could be differences among groups projecting a positive relationship between EALLs and their proficiency and considerate degree of intercultural competence in ChatGPT-4o. This study provides potential AI-assisted pedagogical insights to promote language learners' intercultural competence and contributes to the field of intercultural competence in foreign language classrooms, informing both future studies and instructional practices.

(2225 characters)

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