

Utilizing Generative AI and *Gakuchika* Videos for College Job Seekers

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Abstract

This research aims at the potential impact of utilizing AI technology to create *Gakuchika* one-minute videos for job hunting purposes, as a means of enhancing learners' English proficiency. *Gakuchika* is a shortened word for the pursuits that students focused on the most during their academic years, which has become a common question asked during job interviews. Some companies now require applicants to submit a self-promotional one-minute video along with their application, making the creation of *Gakuchika* videos a valuable tool for improving students' English language proficiency and communication skills (Liu et al., 2023). By using AI to revise scripts multiple times, students can become more comfortable with English composition and gain confidence in presenting themselves effectively. This process not only strengthens students' English composition skills, but also improves their pronunciation and articulation through repeated practice and recording (Ellis, 2005). The author believes that these practices can contribute to enhancing overall language skills and communication abilities in students.

Keywords

speaking fluency development, writing fluency development, generative AI tools, confidence building

1 Introduction

In today's increasingly globalized job market, possessing strong English communication skills is no longer a mere advantage; it is a necessity. This is particularly true for college graduates in Japan, where English proficiency is often a critical factor in securing desirable employment opportunities. To enhance their employability, many students are actively seeking ways to improve their English communication skills. One emerging trend is the incorporation of video-based communication into the job application process. Companies are increasingly requesting applicants to submit short self-introduction videos, often referred to as *Gakuchika* videos, where students showcase their academic and personal achievements. These videos provide a unique opportunity for candidates to demonstrate their English fluency, communication skills, and personality beyond

the traditional resume and interview format. However, creating effective Gakuchika videos can be challenging for many students, especially those who may lack confidence in their English speaking and presentation abilities.

This research explores the potential of leveraging generative AI technology to assist college students in creating compelling *Gakuchika* videos. By utilizing AI-powered tools for script generation, revision, and editing, students can receive personalized feedback and guidance, enhancing their English writing and presentation skills. This approach not only aims to improve students' English proficiency but also to equip them with valuable skills for navigating the modern job market and succeeding in their professional careers.

2 Literature Review

Recent years have witnessed a surge in research exploring the potential of large language models (LLMs) like ChatGPT across various domains. Liu et al. (2023) conducted a comprehensive survey of 194 research papers on ChatGPT, revealing its diverse applications. In education, ChatGPT has shown promise in assisting learners with tasks like text creation and problem-solving, particularly in enhancing language learning and communication skills. The medical field has also explored ChatGPT's potential, with research suggesting its possible use in low-risk patient-doctor communication. Further applications include literature search, text classification, and other areas where ChatGPT's broad capabilities can be leveraged.

Liu et al. (2023) highlighted the impressive text generation capabilities of ChatGPT, demonstrating its ability to produce high-quality text in various contexts, such as essays, stories, and even poems. The generated text is typically grammatically correct and contextually appropriate, suggesting potential benefits for learners in improving their writing skills. Furthermore, ChatGPT's interactive text generation capabilities allow for real-time feedback and revisions, enabling users to refine their writing and explore different language styles. This interactive process can not only assist learners with writing tasks but also enhance their overall communication skills by encouraging clear articulation of thoughts and adaptation to different language contexts.

Ellis (2005) emphasizes the distinction between implicit and explicit knowledge in language learning. Implicit knowledge, acquired unconsciously, is often used intuitively without conscious effort. In contrast, explicit knowledge, such as grammar rules and vocabulary, requires conscious attention and application. The process of converting implicit knowledge into explicit knowledge and automating language skills is crucial for fluent and natural communication. This process is facilitated through repeated practice and experience, enabling learners to perform language tasks automatically and efficiently.

Connecting this to ChatGPT, we can hypothesize that using ChatGPT for text generation can potentially contribute to the development of both implicit and explicit knowledge. By interacting with ChatGPT and observing its responses, learners may unconsciously internalize grammatical patterns, vocabulary usage, and

stylistic choices. This exposure to a vast amount of well-formed text can contribute to the development of implicit knowledge and language intuition.

Furthermore, ChatGPT can facilitate the process of automatization through repetitive practice and feedback. Learners can use ChatGPT to generate text, receive feedback on their own writing, and refine their outputs repeatedly. This iterative process can help learners to internalize language structures and develop fluency and accuracy in their writing.

3 Research Questions

RQ1: Will the use of ChatGPT enhance learners' communication skills besides assisting with writing tasks?

This question investigates whether ChatGPT can contribute to broader communication skills beyond writing, such as oral communication, presentation skills, and intercultural communication.

RQ2: Will the repetition of practices with ChatGPT make learners' language automatized?

This question explores whether using ChatGPT repeatedly can help learners develop fluency and accuracy in language use by facilitating the process of automatization, as described by Ellis (2005). These research questions will guide further investigation into the potential impact of ChatGPT on language learning and communication skills.

4 Gakuchika Project

4.1 *Gakuchika*: Definition

The term *Gakuchika* is a shortened Japanese phrase for "gakusei-jidai ni chikara wo iretakoto" (学生時代に力を入れていたこと), which translates to "things you were into during your university days" or "pursuits that students focused on the most during their academic years."

Typically, *Gakuchika* encompasses a wide range of activities and experiences, including major subjects, research topics, club activities, volunteer work, part-time jobs, and qualifications obtained. It reflects the student's passions, interests, and dedication during their time in higher education. In the Japanese job-hunting context, *Gakuchika* has become an essential aspect of the application process. Applicants are often required to present their *Gakuchika* in their resumes, entry sheets (ES), and sometimes even through short video presentations, allowing recruiters to gain insights into their personality, motivation, and potential.

This section provides a basic definition of *Gakuchika* and its significance in the Japanese job market. It will lay the foundation for discussing how *Gakuchika* videos can be effectively created and utilized by college job seekers.

4.2 *Gakuchika* Sample Videos

Based on the provided video, this appears to be a sample *Gakuchika* video script for a Japanese college student. The script showcases the student's leadership skills developed through their experience on the lacrosse team.

The video is likely intended to be a self-introduction video for job applications, a common practice in Japan. The script effectively highlights the student's personal growth, teamwork, and leadership qualities—key traits often sought after by employers. By presenting the narrative visually through a video, the student can convey their personality, communication skills, and enthusiasm more effectively than a traditional resume or essay.

4.3 Other Sample Videos

Another series provides students with valuable examples of different *Gakuchika* videos, showcasing a range of approaches and styles. By viewing these samples, students can gain insights into how to effectively present their own *Gakuchika* stories. They can observe how other students structure their narratives, utilize visuals, and convey their personality and achievements. This exposure can help students imagine different ways to present their own experiences and select the style that best suits their individual strengths and communication preferences.

5 Methods

5.1 Participants

The research involved five Japanese university students with an estimated CEFR level of A2 in English. The group consisted of two sophomores, two juniors, and one senior, representing a range of academic experience. The students participated in a weekly 90-minute English language course, utilizing a standard four-skill course book as the primary learning material.

5.2 Classroom Approaches

The classroom activities were designed to guide students through the *Gakuchika* speech creation process. Over four weeks, students engaged in a series of activities, each allocated 20-30 minutes per week. In Week 12, the project was introduced, and students were tasked with creating an initial draft of their *Gakuchika* speech using only a dictionary for reference. In Week 13, students focused on editing and revising their scripts, utilizing ChatGPT for feedback and refining their draft. Week 14 involved practice interviews with the teacher (T-S) and other students (S-S) to enhance their presentation and communication skills. Finally, in Week 15, students delivered their *Gakuchika* presentations and recorded their final speeches.

5.3 Interaction Practices: Warm-ups & Role Plays

To further enhance students' communication skills and build confidence before the final session, the research incorporated interactive practices such as warm-up activities and role-playing scenarios. These activities focused on common interview questions, including self-introduction, strengths and weaknesses, *Gakuchika* experiences, overcoming challenges, reasons for applying to a company, and potential contributions to the company. Through these interactive exercises, students practiced articulating their thoughts, responding to questions confidently, and engaging in simulated interview settings. This approach aimed to create a supportive and engaging environment for students to develop their English communication skills and prepare for real-world job interviews.

5.4 Making a Script: Stages of Script Development

The research involved a multi-stage process for script development. First, students wrote a one-minute self-promotional speech for job hunting (Draft 1), utilizing a dictionary for assistance. During class, students engaged in a 15-minute timed writing exercise. All instructions were conducted in English; however, in cases where additional time was needed outside of class, some students may have written in Japanese first and then changed to English to complete their drafts. In the second stage (Draft 2), students experimented with machine translation tools and AI tools, receiving feedback from ChatGPT based on their scripts. They typed prompts for ChatGPT in Japanese to request specific corrections and suggestions for their scripts. The third stage (Draft 3) involved a more exploratory approach, where students entered essential Japanese or English keywords into ChatGPT and then refined the generated English text. The prompts included phrases related to students' self-introductions and the pursuits they focused on during their academic years (*Gakuchika*), along with a request to create a one-minute *Gakuchika* speech. In the fourth stage, students analyzed the three different versions of their scripts, sharing opinions in Japanese or English, depending on which language they felt most comfortable with, considering factors such as fluency, naturalness, and ease of delivery, to select the most suitable script for their *Gakuchika* video. This process of iterative script development allowed students to explore various approaches and refine their message effectively.

5.5 Making a Video

The final stage involved students creating their *Gakuchika* videos. The instructions emphasized the importance of nonverbal communication and presentation skills. Students were guided on aspects such as maintaining a neat appearance, speaking clearly with a smile, maintaining good posture, using appropriate hand gestures, and utilizing a script effectively as a visual cue rather than memorizing it word-for-word. This stage allowed students to apply their script development and communication practice to the actual video creation process, culminating in their final *Gakuchika* video submissions.

5.6 Student Survey: Types of Questions

To gather qualitative feedback on the effectiveness of the intervention, a student survey was administered at the end of the semester. The survey included a series of open-ended and multiple-choice questions designed to assess students' perceptions of their learning experience. Questions explored areas such as the most improved skills, desired areas for further improvement, interest in creating *Gakuchika* videos, reasons for their interest level, and preferred script versions. This survey provided valuable insights into students' experiences, perceptions, and suggestions for future iterations of the program.

6 Text Analysis

6.1 *Gakuchika* Student 1's Video

Despite the potential nervousness associated with being filmed, Student 1 demonstrated a high level of preparation and practice. Their video presentation likely reflected this effort, with a polished delivery and a clear and concise message. The overall result of Student 1's video was likely satisfactory, showcasing their ability to communicate effectively in English and present themselves professionally.

This analysis assumes that the student's video was successful. To provide a more comprehensive analysis, it would be necessary to view the video and assess specific aspects such as:

- Clarity and fluency of English: How well the student expresses themselves in English, including grammar, vocabulary, and pronunciation.
- Organization and structure: How well the student presents their *Gakuchika* story in a logical and engaging manner.
- Nonverbal communication: How the student uses body language, eye contact, and facial expressions to enhance their presentation.
- Overall impact: How effectively the student conveys their personality, skills, and aspirations to the viewer.

6.2 Analysis of Speech 1

The sample speech reveals several common challenges faced by non-native English speakers. Firstly, the sentence structure is quite fragmented, with short sentences and a lack of conjunctions to connect ideas smoothly. This results in a choppy and unnatural flow. Secondly, there are grammatical errors, such as incorrect verb tenses (e.g., "study economics when I was a student at high school" should be "studied economics when I was a student at high school"), and incorrect word usage (e.g., "has a several famous logics" should be "has several famous logics"). Lastly, capitalization and punctuation are inconsistent, further impacting the readability and professionalism of the speech.

These issues highlight the need for further language development in areas such as sentence structure, grammar, and mechanics. Utilizing tools like ChatGPT and engaging in revision and feedback processes can be valuable in addressing these challenges and improving the overall quality of the student's English communication.

6.3 Analysis of Speech 2

Speech 2 demonstrates a clear improvement over the original script. The use of machine translation or ChatGPT correction has resulted in several improvements:

- **Improved Fluency:** The text now flows more naturally with the addition of conjunctions like "which" and phrases like "have not yet decided on." This creates a smoother and more readable narrative.
- **Enhanced Accuracy:** Grammatical errors, such as the incorrect usage of "has a several famous logics," have been corrected. The text now adheres to standard English grammar and usage.
- **Improved Clarity:** The overall clarity and coherence of the message have been improved through the use of more precise language and sentence structures.

Why this approach might be preferable:

While ChatGPT can generate original text, utilizing it for correction and refinement offers several advantages in this context:

- **Preservation of Authenticity:** By starting with the student's own words and using AI to refine them, the student maintains ownership of their message and voice. This approach encourages genuine expression and avoids the potential for generating overly generic or artificial content.
- **Focus on Skill Development:** This approach emphasizes the student's active engagement in the writing process. By reviewing the AI-generated suggestions and making their own adjustments, students learn to identify and correct their errors, improving their English writing skills in the process.
- **Reduced Risk of Plagiarism:** Using AI primarily for correction minimizes the risk of plagiarism, as the core ideas and expressions remain the student's own. This approach aligns with ethical considerations and promotes academic integrity.

To sum up, using AI tools like ChatGPT for correction and refinement offers a valuable approach to *Gakuchika* video script development. By combining human creativity with AI assistance, students can enhance their writing skills while maintaining the authenticity of their message.

This experience underscores the importance of student agency and autonomy in the language learning process. While AI tools can be valuable resources, they should be used in a way that supports and enhances the learner's own language development and expression.

6.4 Analysis of Speech 3

The student acknowledges that Speech 3, generated entirely by ChatGPT, is grammatically perfect and uses sophisticated vocabulary. However, they express discomfort with using it, citing several reasons:

- Difficulty managing all the words: The student may feel overwhelmed by the level of language used by ChatGPT. The vocabulary might be beyond their current English proficiency, making it difficult to understand and deliver confidently.
- Unfamiliarity with the language: The use of unfamiliar words and phrases might make the speech sound unnatural and inauthentic. The student may not feel comfortable using language that doesn't reflect their own natural speaking style.

These points highlight a crucial aspect of AI-assisted language learning: maintaining a balance between enhancing language skills and preserving the learner's individuality and voice. While ChatGPT can generate impressive and grammatically correct text, it is important to ensure that the output resonates with the learner and reflects their own communication style.

This experience underscores the importance of student agency and autonomy in the language learning process. While AI tools can be valuable resources, they should be used in a way that supports and enhances the learner's own language development and expression.

6.5 Survey results

6.5.1 Q1: Improved skills

- Students reported the greatest improvement in speaking skills (3 out of 5 students).
- Other areas of improvement included vocabulary, thinking/critical thinking, proactive attitude, and collaboration/cooperation.

6.5.2 Q2: What skill would you like to improve? (Multiple answers allowed.)

- Vocabulary was the most frequently chosen skill for improvement, with 4 out of 5 students selecting it. This indicates a strong desire among the participants to expand their English vocabulary.

- Listening, Speaking, Reading, and Writing were each chosen by one student. This suggests that while students recognize the importance of all four language skills, they may have specific areas where they feel they need more development.
- Thinking/Critical Thinking was selected by one student, reflecting a desire to enhance analytical and critical thinking skills through language learning.
- Proactive Attitude was chosen by 2 students, indicating a desire to improve their motivation and initiative in language learning.
- Collaboration/Cooperation was selected by one student, suggesting an interest in improving their ability to communicate and collaborate effectively in English with others.

Overall, the results suggest that students prioritize vocabulary expansion and are also interested in improving their overall language proficiency across all four skills.

6.5.3 Q3: Were you interested in making *Gakuchika* speeches?

The survey results show that the majority of students (60%) were "very interested" in making *Gakuchika* speeches. One student was "somewhat interested", and one student was "not very interested" in the project.

Overall, the results indicate a positive level of engagement and interest among the participants in the *Gakuchika* project.

6.5.4 Q4: Reasons for Q3 Answer

- Student 1: Enjoyed the opportunity to reflect on themselves and practice speaking English.
- Student 2: Found it beneficial to practice interview skills while also improving English during their job search.
- Student 3: Appreciated the opportunity to reflect on themselves and express their thoughts in English, which they wouldn't have otherwise experienced.
- Student 4: Was already working on their *Gakuchika* in Japanese for a career development class, so the project was a natural extension.

Overall, the responses indicate that students found the *Gakuchika* project to be a valuable experience for both personal and professional development.

6.5.5 Q5: Which speech did you like the best among three speeches?

- Speech 2, which was created using machine translation or correction by ChatGPT, was the most preferred speech among the participants, with 60% of students selecting it as their favorite.
- Speech 1, the original student-written speech, and Speech 3, generated entirely by ChatGPT, were each chosen by 20% of the students.

This suggests that students generally found the AI-assisted refinement process to result in a more polished and effective speech compared to their initial draft or a fully AI-generated script.

6.5.6 Q6: Why did you choose that answer to Q5?

- Student 1: Chose Speech 2. "Because corrections were made, while natural writing styles were being kept."
- Student 2: Chose Speech 1. "Because I feel it is my own speech."
- Student 3: Chose Speech 2. "ChatGPT used difficult words. That was why I did not like Speech 3 much."
- Student 4: Chose Speech 3. "Because I didn't have the vocabulary to create it myself. That was why I needed to use ChatGPT from scratch."
- Student 5: Chose Speech 2. "The phrasing was more natural than what I wrote myself."

Overall, the reasons for choosing Speech 2 (corrected by AI) varied. Some students appreciated the improved fluency and naturalness of the language, while others acknowledged the limitations of their own vocabulary and the ability of AI to suggest more sophisticated expressions.

7 Discussion and Research Findings

7.1 Overall Discussions

The findings of this study suggest that utilizing generative AI like ChatGPT in conjunction with interactive classroom activities and personalized feedback can be an effective approach to enhancing college students' English communication skills. The use of AI tools for script generation and revision not only improved students' writing proficiency but also fostered their confidence in speaking and presenting in English. The repeated practice and feedback mechanism facilitated the development of fluency and accuracy, aligning with Ellis's (2005) theory on the importance of automatization in language learning. Furthermore, the student survey results indicate that the Gakuchika project was well-received by the participants. Students expressed a high level of interest in the project and appreciated the opportunity to improve their communication skills while

preparing for their future careers. The findings also suggest that students value interactive learning experiences and are receptive to incorporating AI tools into their language learning journey.

7.1.1 ChatGPT: Writing Tasks and Communicative Competencies

The findings support Liu et al. (2023) , who highlighted the potential of ChatGPT to enhance both text generation and communication skills in educational settings. By providing access to high-quality text in various contexts, ChatGPT can serve as a valuable resource for language learners. The ability to generate grammatically correct and contextually appropriate text can significantly enhance the learners' language learning experience.

Also, the interactive nature of ChatGPT's text generation capabilities was found to be particularly beneficial. The ability to refine and adapt to the generated text encourages learners to articulate their thoughts clearly and adapt to different language styles. This interactive process not only assists with writing tasks but also has the potential to improve users' communication abilities in real-life scenarios. The findings of this study align with Ellis's (2005) theory on the role of implicit and explicit knowledge in language learning. The repetitive practice and feedback provided through the use of ChatGPT, and the iterative script development process likely contributed to the development of both implicit and explicit knowledge in the students. By interacting with ChatGPT and refining their scripts, students may have unconsciously internalized grammatical patterns, vocabulary usage, and stylistic choices, leading to the development of implicit knowledge.

In addition, the repeated practice and performance of the *Gakuchika* presentations likely played a crucial role in automating language skills. As Ellis suggests, automatization, the ability to perform language tasks automatically and fluently, is achieved through repeated practice and experience. By engaging in these repetitive activities, students likely developed a more automatic and fluent command of English, enabling them to communicate more naturally and effectively.

7.1.2 ChatGPT and Automatization

Ellis's theory emphasizes the crucial role of implicit knowledge in language learning, which is strengthened through repetitive practice and use. This aligns with the methodology employed in this study. The use of ChatGPT to draft and revise speeches, combined with oral practice with teachers and classmates, facilitated the development of implicit knowledge. By repeatedly engaging with the language through writing, editing, and speaking, students may have unconsciously internalized grammatical patterns, vocabulary usage, and stylistic choices.

Furthermore, Ellis specifically highlights how automatization impacts the improvement of fluency and accuracy in language use. He explains that through repeated practice, language structures become more automatic, more natural, and immediate. Using ChatGPT for drafting and revising speeches, along with oral

practice, could promote language automatization, which is consistent with Ellis's theories. This aligns with the student survey results, which indicated that students perceived an improvement in their fluency and accuracy after participating in the *Gakuchika* project.

7.1.3 Answer to RQ1: Will the use of ChatGPT enhance learners' communication skills besides assisting with writing tasks?

The findings suggest that when learners are given certain stages of learning, the use of ChatGPT can not only assist with writing tasks, but also enhance their communication skills. Learners are not merely passive recipients of information; they are actively involved in the process. They are encouraged to think about and devise their own ideas for improvement, which is a crucial aspect of language learning. This active engagement fosters deeper understanding and encourages learners to apply their knowledge in a more communicative and meaningful way.

7.1.4 Answer to RQ2: Will the repetition of practices with ChatGPT make learners' language automatized?

The research findings support the hypothesis that repeated practice with ChatGPT can contribute to language automatization. The process of refining through prompts encourages learners to construct frameworks of language and develop their interlanguage, as described by Selinker (1972). By iteratively refining their language through ChatGPT, learners gradually evolve the complexity and accuracy of their language. This approach facilitates the enhancement of both accuracy and fluency, contributing to significant language development.

8 Limitations and Future Research

While this study demonstrated promising results regarding the use of ChatGPT in enhancing students' English communication skills, several limitations should be acknowledged. Firstly, the sample size of five participants was relatively small, which may limit the generalizability of the findings. Conducting research with a larger number of participants would strengthen the validity and reliability of the results.

Furthermore, the study employed a relatively short intervention period. More deliberate and extended approaches could be conducted to investigate the long-term impact of using ChatGPT and *Gakuchika* videos on students' language proficiency. This could involve longer-term interventions with more frequent practice sessions and more in-depth analysis of students' progress.

Additionally, while the study explored the use of ChatGPT for script development, future research could investigate the effectiveness of other AI-powered tools, such as speech recognition software and voice analysis

tools, in providing personalized feedback on pronunciation and fluency. As AI technology continues to advance, more sophisticated and user-friendly tools are likely to emerge, offering new possibilities for language learning and skill development.

Finally, the study focused on the use of *Gakuchika* videos as a context for language learning. Since *Gakuchika* is a concept familiar to most Japanese college students, there is potential for broader applications of this approach. For example, collaboration with career centers or international centers in colleges could facilitate the integration of AI-powered language learning tools into more comprehensive career development programs.

In conclusion, this study provides valuable insights into the potential of using ChatGPT and *Gakuchika* videos to enhance students' English communication skills. However, further research with larger sample sizes, longer intervention periods, and exploration of diverse applications is warranted to fully understand the potential and limitations of AI-powered language learning approaches.

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