

# **Classroom Realities of AI Integration: Lessons from Teaching Urdu as a Less Commonly Taught Language**

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## **Abstract**

This action research study explores the integration of artificial intelligence (AI) tools in Urdu, a Less Commonly Taught Language, to build proficiency in listening, speaking, reading, and writing. Conducted in Year 1 and Year 2 Urdu courses at a U.S. university, the study implemented five AI-supported classroom activities. Data from student work, classroom observations, and teacher reflections were thematically analyzed to identify patterns in learner engagement, communicative growth, and motivation.

Findings indicate that AI supported differentiated practice, simulated authentic communicative contexts, and provided timely feedback, leading to stronger retention of vocabulary and syntax. Challenges included occasional inaccuracies, limited cultural nuance, and instances where AI produced language beyond learners' proficiency levels. The

study demonstrates that with clear pedagogical goals and teacher oversight, AI can supplement Urdu instruction and address gaps related to the underrepresentation of LCTLs, limited focus on reading and listening skills, and the shortage of classroom-based qualitative research.

**Keywords:** Artificial Intelligence (AI); Urdu language teaching; Less Commonly Taught Languages (LCTLs); action research; multimodal learning; teacher role; AI-assisted language learning; qualitative research

## **Introduction**

Urdu is among the most widely spoken languages in the world, used as a first or second language by over 250 million people. When considered alongside Hindi, its mutually intelligible counterpart, the global speaker population rises to approximately 843 million, making Hindi-Urdu or Hindustani, one of the most significant language groups worldwide (Eberhard, Simons, & Fennig, 2024; World Population Review, 2025). Urdu functions not only as a national language in Pakistan and an officially recognized language in several Indian states, but also as a heritage and diasporic language across the United States, the United Kingdom, the Middle East, and many other parts of the world. Despite this expansive global presence, Urdu is still categorized as a Less Commonly Taught Language (LCTL) in the United States, where institutional offerings are limited, enrollments remain small, and faculty resources are scarce (CARLA, 2014).

This gap between Urdu's global importance and its limited academic status is also evident in areas such as Information Retrieval (IR). Despite being spoken by millions, Urdu continues to be treated as a low-resource language. The first large-scale Urdu IR dataset was created by translating the Microsoft Machine Reading Comprehension (MS MARCO) dataset through machine translation rather than developing original Urdu corpora, highlighting how Urdu's role in global AI research remains dependent on adaptation rather than direct representation (Butt, Varanasi, & Neumann, 2024).

The contrast between Urdu's vast global presence and its limited representation in both pedagogy and technology underscores the urgent need for innovative and sustainable approaches to its teaching and learning in the 21st century. Since the public release of large language models (LLMs) such as ChatGPT in late 2022, AI integration has been observed in classrooms for writing support, conversational practice, automated assessment, and differentiated

instruction. These tools hold significant promises for transforming how languages are taught and learned; however, significant gaps in their integration and research remain.

### **Gap 1: Geographic and Linguistic Biases**

A major gap in the field is the limited research on Less Commonly Taught Languages (LCTLs), which remain both under-resourced and under-studied. Programs offering LCTLs are typically small, staffed by fewer faculty members carrying heavy teaching loads, leaving them with limited time and institutional support for research. LCTLs also face distinct technological challenges. Teachers are often not trained in the latest tools, may avoid technology because they rely on older curricula with little room for digital integration, and are further constrained by the fact that many platforms do not support these languages. As Winke and Koné (2025) note, LCTLs are disproportionately offered online through cross-institutional course sharing and often depend on fully digital textbooks. Moreover, their unique linguistic and

cultural features, along with their structural distance from widely studied languages such as English, make it difficult to generalize research findings from more commonly taught languages.

This neglect is further evident in publication trends. A review of empirical articles published in four special issues of *Language Learning & Technology*, along with other issues from the past three years, shows that research continues to be overwhelmingly centered on English (Winke & Koné, 2025). Of the 103 empirical studies published during this period, 71 examined English, while only 30 focused on non-English languages. Among these, the majority (19) addressed a limited set of widely taught languages, including Spanish, Mandarin Chinese, Dutch, Arabic, Austrian Sign Language, French, German, Japanese, Korean, and Latvian. There is a striking absence of research on technology-enhanced learning for underrepresented languages from sub-Saharan Africa, South or West Asia, including Urdu (Winke & Koné, 2025).

## **Gap 2: Skill Imbalance and Methodological Limitations**

While research on AI in language education has grown rapidly, its scope remains uneven. Zhu and Wang's (2025) systematic review of 125 studies shows that AI applications have been disproportionately emphasizing writing and speaking, particularly through Automated Writing Evaluation (AWE) and conversational bots, while receptive skills such as reading and listening remain underexplored. Integrated and multimodal skill development, despite the new affordances of generative AI, has also received little empirical attention. This imbalance is especially significant for languages like Urdu, where receptive and productive skills must be taught in tandem to capture the socio-cultural and contextual richness of the language.

Equally important are the methodological limitations of the current body of research. Most studies are short-term, quantitative, or mixed methods, offering useful but narrow insights into cognitive outcomes. There is a marked scarcity of qualitative, ethnographic, or longitudinal studies that can

illuminate how learners experience AI in authentic, culturally embedded contexts.

As Zhu and Wang's (2025) review notes, studies by Ji et al. (2023) and Liang et al. (2023) also highlight the lack of empirical evidence detailing strategies for teacher–AI collaboration., while Zhu and Wang (2025) themselves call for more qualitative work that explores the socio-cultural and affective dimensions of AI-assisted learning. Addressing this gap is particularly urgent for LCTLs such as Urdu, where identity, community engagement, and cultural nuance are central to the learning process but remain largely absent from current research paradigms.

### **Gap 3: Bibliometric Concentration and Citation Networks**

A third gap emerges from bibliometric and citation analyses which show that a relatively small set of countries and journals play a particularly influential role in shaping the global discourse on AI and language education. Citation analysis, a widely recognized method for identifying

influential publications, indicates that journals like *Computers & Education*, *Computer Assisted Language Learning*, and *Education and Information Technologies* are especially central, with the United States, China, and Taiwan contributing a significant share of publication volume and citation activity (Doğan & Talan, 2025). This bibliometric imbalance mirrors the geographic and linguistic gaps identified earlier. As a result, Urdu remains absent not only from empirical research but also from the scholarly networks that determine which studies are most visible, cited, and ultimately influential in shaping future directions of AI in education.

Taken together, these gaps highlight the urgent need for research that is practical, inclusive, and focused on all four language skills in Less Commonly Taught Languages (LCTLs). Although recent studies suggest an increasing integration of technology into minority and less commonly taught languages (Goodwin-Jones, 2024), Urdu remains almost entirely absent from this scholarship. This absence is

compounded by broader geographic and linguistic biases in AI and language education research. As Zhu & Wang's (2025) systematic review demonstrates, most research is concentrated in East Asia, particularly China and South Korea, and in North America, while South Asia, Africa, and the Middle East remain largely underrepresented. In addition, English dominates as the language of study, leaving LCTLs such as Urdu marginalized in the global discourse on AI and language pedagogy.

To address these limitations, more classroom-based research is needed that shows how AI can be applied in underrepresented contexts and offers clear, practical examples for teachers to follow. Such work would ensure that Urdu is included in wider conversations about inclusivity, representation, and the future of 21st-century language teaching.

### **Research Questions**

This study is guided by the following research questions:

1. How can artificial intelligence (AI) tools be integrated into the teaching of Urdu, a less commonly taught language (LCTL), to support language learning in higher education?
2. What kinds of classroom-based AI activities are most effective in fostering communicative competence and literacy development among Urdu learners?
3. In what ways does the integration of AI in an Urdu classroom address the broader gaps in AI-assisted language education, including the underrepresentation of LCTLs, the limited focus on reading and listening, and the need for more qualitative, classroom-based studies?

## **Methodology**

### **Research Design**

This study employed a **qualitative, classroom-based action research design** to investigate how AI tools can be integrated into the teaching of Urdu, a less commonly taught language (LCTL), in higher education. Action research was chosen because it allows teachers to design, implement, and reflect on classroom interventions in real time, thereby generating insights that are both practical and research informed. The study emphasizes classroom-based practices to address the broader research gaps identified in AI and LCTL scholarship, particularly the lack of context-specific, qualitative investigations.

### **Research Context and Participants**

This study took place in Year 1 and Year 2 Urdu courses at a U.S. university, with both undergraduate and graduate HLL and FLL students ranging from novice-mid to intermediate-high on ACTFL proficiency guidelines. As Urdu is classified as a Less Commonly Taught Language (LCTL) in

the U.S., these classrooms reflected common LCTL challenges like small enrollments, while also creating space for innovative, flexible teaching approaches and AI integration.

### **Data Sources**

Data for this study were drawn from two primary sources.

First source was student work samples from each classroom activity, which provided direct evidence of learner engagement and language use. Second source was teacher reflections which documented classroom dynamics, student responses, and the evolving role of AI in supporting Urdu instruction. Taken together, these data provide a holistic picture of how AI was integrated into classroom practice and how it influenced student learning across the four language skills.

### **AI-Integrated Classroom Activities**

Five AI-based activities were designed and implemented to explore how technology could support Urdu language learning:

#### **Activity 1: Written Role Play with ChatGPT**

In the third quarter of Year 1 Urdu, students engaged in interpersonal writing through a role play in which ChatGPT acted as an immigration officer at Karachi airport and learners played first-time visitors to Pakistan. ChatGPT was instructed to ask five questions in Urdu, one at a time, requiring students to respond in writing before the next question appeared. This created an authentic scenario where students had to read and write in real time, practicing vocabulary, sentence structures, and conversational patterns in a safe, low-pressure environment.

#### **Outcomes**

The written role play activity provided novice-level Urdu students with an authentic, interactive context to practice interpersonal writing in real time within a low-pressure,

text-based environment. It also revealed AI's limitations: in the first year, ChatGPT occasionally produced incorrect vocabulary, flawed syntax, or did not understand cultural nuance. During transcript reviews, students, guided by the instructor, were able to spot these issues, turning the exercise into a collective error-analysis activity that reinforced awareness of form and meaning. By the second year, however, specifying learner proficiency and better training of LLM, led to noticeable improvements in ChatGPT's responses, which became more culturally appropriate, and level aligned. With fewer errors, students were able to focus more on fluency and clarity of expression, while still benefiting from occasional opportunities to analyze and correct AI output. Overall, the activity showed both the promise and the steadily improving reliability of AI in supporting Urdu language learning in an LCTL classroom.

**Activity 2: Guess the Prompt**

This activity was implemented with two different cohorts of Year 1 novice-level Urdu students, in 2023 and 2024. The aim in both cases was to take a traditional presentational task, describing a room or a person, and make it AI-augmented through interactive image generation and peer guessing.

**2023 Cohort: Describing a Room**

In the 2023-2024 cohort, students had recently learned vocabulary related to rooms in a house, numbers, colors, and postpositions. Rather than simply presenting a room from their house to classmates, they wrote or spoke (depending on ability) a few sentences describing their favorite room. These sentences were then entered into ChatGPT, which generated an image of the room. Students compared the AI-generated image with their original description, noticing where the AI followed directions correctly and where errors appeared. Students' misuse of postpositions, for example, often showed up clearly in the image, giving students instant feedback. To complete the activity, each student showed their image to a

peer, who then tried to guess the original prompt in Urdu by forming simple sentences.

### **2024 Cohort: Describing People**

In the 2024-2025 cohort, the same activity structure was adapted for a new theme. Instead of describing a room, they wrote short sentences describing people doing an action. These sentences were entered into ChatGPT, which generated images based on their descriptions. Students compared the images with their intended prompts, noticing where the AI captured their meaning accurately and where mistakes revealed gaps in syntax or vocabulary use. Students then shared the images with their peers, who attempted to reconstruct the original prompts. As in describing a room activity, errors in syntax or vocabulary often showed up clearly in the images, providing a natural opportunity for correction.

**Outcomes**

Across both Year 1 groups, the activity proved highly engaging and effective. Students practiced new vocabulary and sentence structures in meaningful, real-world contexts, and the peer-guessing component turned the task into a collaborative game, motivating students to use Urdu actively.

One clear difference was observed between the two versions of the activity. When students described rooms, AI often made mistakes with numbers or colors, which students quickly identified. This process of spotting AI's inaccuracies reinforced the students' vocabulary. By contrast, when describing people, the AI produced more accurate images with fewer errors. However, the images of people revealed cultural biases, as men were sometimes depicted with beards and women with headscarves, and little girls in traditional Pakistani clothes with a scarf. In both cases, comparing prompts with AI outputs turned the activity into a form of error correction that deepened students' awareness of language use. Students reported that the activity helped them

retain vocabulary and sentence patterns more effectively, while also giving them a sense of purpose in using Urdu. The novelty of AI boosted motivation, but the main value lay in repeated, contextualized practice that felt meaningful and interactive.

### **Activity 3: Comparing Student and AI Translations**

This activity was conducted in two stages with intermediate students. In the first stage, students translated a set of English sentences into Urdu. They then submitted their translations to ChatGPT for correction, which allowed them to see exactly where they had made errors and how their sentences could be improved. In the second stage, students gave ChatGPT the same English sentences and asked it to generate independent Urdu translations. This provided them with two sets of responses: their corrected sentences alongside the AI's own translations. By comparing these versions, students were able to identify mistakes, analyze alternative ways of phrasing, and reflect on the variety of possible expressions in Urdu.

**Outcomes**

The activity proved especially helpful for students to recognize their individual errors and to observe how sentences could be written in different, often more natural ways. The side-by-side comparison not only reinforced grammatical accuracy but also broadened their sense of stylistic and lexical choice in Urdu.

**Activity 4: Story Rewriting and Podcast Creation**

Over three class sessions, Year 2 students completed a scaffolded activity that integrated reading, writing, and listening. The process began with students reading an adapted version of a story from *Alif Laila (One Thousand and One Nights)* and annotating it in Canvas, each taking on a role such as summarizer, character analyst, language detective, or theme spotter.

Building on these annotations and classroom discussions of the story, students then rewrote the story from the perspective of a character of their choice. The instructor made changes to some of the details in these rewritten

versions and converted them into audio podcasts using NotebookLM for heritage learners, and into a simple audio using ElevenLab for foreign language learners.

Students read a peer's rewritten story, then listened to its corresponding audio to identify differences, practicing comprehension and listening for detail.

### **Outcomes**

This activity deepened comprehension by requiring students to compare two versions of the same story. Students often replayed the podcast or audio multiple times, revealing their developing listening proficiency. The longer, more advanced NotebookLM podcast worked well for heritage learners, while the shorter ElevenLabs audio was more accessible to intermediate-level learners, demonstrating the need for differentiated AI use.

At the same time, technical issues emerged. Both NotebookLM and Eleven Lab occasionally mispronounced words, requiring the instructor to step in for clarification.

Another challenge was that, without careful customization, NotebookLM sometimes introduced more advanced sentence structures and vocabulary than students could reasonably handle at the intermediate level. To address this, the instructor had to provide explicit instructions to NotebookLM to keep the vocabulary level aligned with the original student texts and keep the podcasts short, but the issues persisted.

Overall, the activity highlighted both the promise and the challenges of integrating AI into listening-focused tasks. On the one hand, it provided an authentic, multimodal experience that combined reading, writing, and listening in meaningful ways. On the other hand, it underscored the need for teachers to be trained in customizing AI tools so that the generated outputs are pedagogically appropriate for learners.

### **Activity 5: Creating Poems from Prose with AI**

In the Year 2 intermediate-level Urdu class consisting of graduate students, an AI-augmented reading activity was designed to deepen comprehension and foster creativity. The task began with a close reading of a simple Urdu poem “*Jab Do*” (When you give). Each student rewrote the poem in prose, focusing on capturing its core ideas in simple narrative form. This prose version was then uploaded into ChatGPT with the prompt: “*Create a poem from this prose. Use only the words in this text.*” ChatGPT generated new poems based directly on the students’ rewritten texts.

The next step required students to critically compare the AI-generated poem with both their prose and the original poem. They examined what ideas and vocabulary carried over, and where the AI shifted tone, imagery, or structure. This comparison prompted rich discussion on how meaning changes across genres and formats, as well as how AI processes and reshapes human input.

**Outcomes**

The outcomes highlighted several pedagogical benefits. Students reread and reengaged with the original poem multiple times, strengthening comprehension and reinforcing vocabulary. They also became more attentive to how word choice, syntax, and imagery function differently in prose versus poetry. The reflective comparison sharpened their analytical skills and fostered critical engagement with both the text and the AI output. Importantly, the activity showed how AI can be used not only for writing support but also as a tool to scaffold reading and interpretation in Urdu, a less commonly taught language that is largely absent from existing AI-assisted language learning research.

**Teacher's Role**

Throughout the activities, the teacher's role was central in guiding how AI was used and understood. Careful scaffolding of each task ensured that students could engage with AI at their proficiency level while still being challenged to extend their skills. By adapting prompts and addressing AI errors as

teachable moments, the teacher turned limitations into opportunities for deeper learning and helped students build confidence in using Urdu across all four skills.

### **Data Analysis**

As an action research project, analysis was conducted thematically across student work samples, classroom observations, and teacher reflections. The goal was to trace how AI-supported activities engaged the four skills (listening, speaking, reading, writing), influenced communicative growth, and shaped learner motivation. Comparing outcomes across activities revealed recurring benefits, such as higher engagement and contextualized practice, alongside challenges like AI errors, cultural nuance gaps, and occasional mismatches in proficiency level. This iterative approach kept the analysis grounded in classroom realities while contributing to broader discussions of AI in Less Commonly Taught Languages (LCTLs).

### **Conclusion and Limitations**

This study examined the integration of artificial intelligence (AI) in Urdu language education, situating it within the broader global research on AI-assisted language learning. By drawing on classroom-based activities from Year 1 and Year 2 Urdu instruction, the study demonstrates both the potential and the practical realities of implementing AI in a Less Commonly Taught Language (LCTL) context. These examples show that AI can address long-standing challenges in Urdu pedagogy, including limited access to authentic resources, small class sizes, and the need for differentiated instruction. Activities such as written role play, image-based “Guess the Prompt,” and poetry generation illustrate how AI can support all four skills while providing students with immediate feedback and engaging, low-stakes opportunities for practice.

At the same time, the findings highlight challenges that echo broader concerns in the literature. AI occasionally produced syntactic errors, cultural misrepresentations, or

inaccurate visual outputs, requiring teacher oversight and classroom-based error correction. For Urdu and other LCTLs, it is not sufficient to import AI applications designed primarily for English; instead, pedagogical frameworks and teacher training must be adapted to account for local linguistic, cultural, and educational contexts. The results reinforce that successful AI integration depends not on technology alone but on thoughtful instructional design and sustained teacher mediation.

This research is not without limitations. The study was exploratory in nature, as it marked the first formal integration of AI into Urdu teaching. The small number of participants, six students in Year 1 and four in Year 2, limits generalizability, and the findings are based primarily on immediate classroom observations rather than long-term data. Future research with larger cohorts, longitudinal tracking, and cross-institutional collaboration will be essential to deepen understanding of AI's role in LCTL education.

In sum, the study suggests that AI, when applied critically and with clear pedagogical goals, can enhance learner engagement, build proficiency, and diversify instruction in Urdu classrooms. At the same time, it calls for ongoing teacher training, curricular alignment, and qualitative research that can capture the socio-cultural dimensions of AI in practice. Addressing these needs will ensure that the benefits of AI in language education are extended equitably to Urdu and other underrepresented languages.

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## Appendix A: Classroom Examples of the five activities

### !مدد کی جائے

March 19, 2024

Anonymous

میں شکاگو کے کراچی آیا ہوں۔ اگر آپ ہوائی اڈے میں سرکاری ہوں تو کیا آپ کے پاس میرے لیے کوئی سوال ہیں؟

ChatGPT

ChatGPT

میرے پاس آپ کے لئے کچھ سوالات ہیں۔ آپ کا سفر کیسا رہا؟ شکاگو کن موسم کیسا تھا؟ کراچی میں آپ کیسے محسوس ہو رہی ہے؟ کوئی خاص تجربہ یا دلچسپ واقعہ جو آپ شیئر کرنا چاہیں؟

Incorrect gender agreement

Anonymous

میرے پاس بہت سے ممنوع اشیاء ہیں۔

ChatGPT

ChatGPT

آپ کا مطلب ہے کہ آپ کی باری بڑی کمرشل ائیرپورٹ پر ہے اور آپ کے پاس بہت سی اشیاء ہیں جو حکومتی حکم کے مطابق پابند ہیں۔ یہ اشیاء عموماً ایمنیشن، تیزابی مواد، سوئیچ بلنڈرز، فیدی سامان، حادثی دھاتیں، اور دیگر ممنوعہ چیزیں ہو سکتی ہیں۔ آپ کی ایسی صورتحال میں عموماً وہ اشیاء آپ سے ضبط کر لی جاتی ہیں یا آپ کو واپس کر دی جاتی ہیں۔ کیا آپ کو ان ممنوع اشیاء کی واضح کرنے یا ان کی پھر پور سورسنگ کرنے کی ضرورت ہے؟

Not sure what it means by these sentences.

Anonymous

کیا میں آپ کی چائے پانی خیال کر سکتا ہوں؟

ChatGPT

ChatGPT

بالکل، آپ چائے پانی کے بارے میں سوال کر سکتے ہیں۔ چائے پانی کا موضوع بہت ہی عام ہے اور میں آپ کی خدمت میں ہوں۔ آپ کو کوئی مخصوص سوال ہو تو براہ کرم پوچھیں۔

AI does not know the cultural nuance of using "chai panna" as bribe.

Anonymous

اچھا ٹھیک ہے، کیا ایک ہزار روپے کافی ہیں؟

ChatGPT

ChatGPT

میرے پاس آپ کے سوال کا مخصوص سوال کا علم نہیں ہے کہ آپ کسی باہت بات کر رہے ہیں۔ کسی خصوصی مقصد کے لئے ایک ہزار روپے کافی ہو سکتے ہیں، جبکہ کسی دوسرے مقصد کے لئے وہ کافی نہیں ہو سکتے۔

مثلاً، ایک ہزار روپے ایک شخص کے لئے بہت کم ہو سکتے ہیں اگر وہ بڑی شہر میں رہتے ہیں اور معیشتی مسائل کا سامنا کر رہے ہیں۔ لیکن ایک دوسرے شخص کے لئے یہ رقم بہت زیادہ بھی ہو سکتی ہے اگر وہ چھوٹے شہر یا گاؤں میں رہتے ہیں اور ان کے لئے یہ بہترین معیشتی حالت ہو سکتی ہے۔

آپ مجھ سے مزید تفصیلات فراہم کریں تو میں آپ کو بہتر مشورہ دے سکتا ہوں۔

AI does not know the nuances and cannot interpret "chai panna" as an offer of bribe.

User  
Have a written exchange with me in Urdu where you are an immigration officer at Karachi airport. Ask a question in Urdu script and once I answer, ask me another question. Ask a total of 5 or 6 questions.

ChatGPT  
آپ کا خوش آمدید! آپ کا نام کیا ہے؟

User  
میرا نام دیان ہے۔

ChatGPT  
آپ کا پاسپورٹ نمبر کیا ہے؟

User  
123456

ChatGPT  
آپ کا مقامی مقام کیا ہے؟

User  
میں کلکتہ میں ٹروں گا۔

ChatGPT  
آپ کا سفر کا مقصد کیا ہے؟

User  
مجھے پاکستان کی خوب صورت دیکھنا چاہیے۔

ChatGPT  
آپ کا مقررہ کتنے دن کا ہے؟

User  
میں پاکستان میں شاید پانچ دن کے لیے ہوں۔

ChatGPT  
آپ کو پاکستان میں رہنے کے لیے کس شہر کا منتخب کیا گیا ہے؟

User  
I don't think that sentence made sense, what were you trying to say?

ChatGPT  
معاف کریں، میرا مطلب یہ تھا کہ آپ کو پاکستان میں کس شہر میں رہنے کا انتخاب کیا گیا ہے؟

User  
کراچی

*Example 1. First written role with ChatGPT, May 2024 – ChatGPT errors are highlighted*

This is the prompt: Have a written exchange with me in Urdu where you are an immigration officer at Karachi airport. Ask a question in Urdu script and after I answer, ask me another question. Ask a total of 5-6 questions. I'm a beginner in Urdu, so please use beginner Urdu.

ChatGPT said:

امیگریشن آفیسر: آپ کا نام کیا ہے؟

You said:

میرا نام لورٹیس ہے۔

ChatGPT said:

امیگریشن آفیسر: آپ کہاں سے آئے ہیں؟

You said:

میں امریکی ہوں۔

ChatGPT said:

امیگریشن آفیسر: آپ پاکستان کیوں آئے ہیں؟

You said:

کیونکہ مجھے پاکستانی کہانا پسند ہے اور میرے دوست پاکستان میں رہتے ہیں۔



Example 2. Second written role play with ChatGPT, April 2025 – No errors by ChatGPT

دو بچے کرکٹ کھیل رہے ہیں۔ ایک کے پاس عینک ہے، بھورے بال ہیں، اور وہ لمبا ہے۔ دوسرا چھوٹا ہے، لمبے بال ہیں، اور وہ ہمت خوش ہے۔ دونوں نے نیلا شرٹ پہنا ہے۔



Ajer's Picture

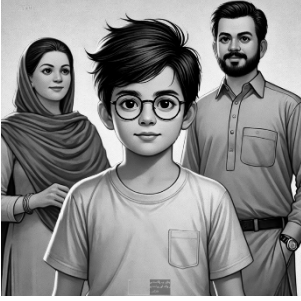
tuesday, December 14, 2024 1:35 PM

اک لڑکا اور لڑکی کے ششخصی رہینے۔ لڑکا گورا ہے  
 اور لڑکی لہوری ہے۔ لڑکا کے ساتو اور ساتو  
 لڑکی ہے۔ وہ خوش ہیں۔ ان کے کماہز اور خوٹے  
 نالیے ہیں۔

*Example 3.*

**Original prompt:** Two children are playing cricket. One does not have glasses, hair are brown and he is tall. The second has long hair and is very happy, (The pronoun “vo” is not gender specific). Both are wearing blue shirt.

**Peer's guess:** Make an image of a girl and a boy. The boy is light skinned, and girl is brown. The girl is with and in front of the boy. They are happy. Their shirt and shoes are blue.



ایک دس سال کا بچہ تصویر بنائے۔ یہ پاکستانی ہے۔ اس کے بال کالے اور چھوٹے ہیں۔ اس کے پیچھے اس کے والد اور والدہ ہیں۔ وہ عینک اور طی شرت اور شرتس پہنتا ہیں۔ وہ تھوڑا سا موٹا ہے

ایک بچہ عینک کے ساتھ، جس کے بال چھوٹے ہیں، اُس کے چچھے اُس کی والد اور والدہ کھڑے ہیں۔ تینوں کا رنگ وس {سفید} ہے۔

*Example 4.*

**Original prompt:** Make an image of a ten-year-old boy. He is Pakistani. His hair is black and short. His father and mother are behind him. He wears glasses and t-shirt. He is a little chubby.

**Peer's guess:** A boy with glasses, his hair is short. His parents are standing behind him. All three are fair skinned.

ایک لڑکی بستر پر ہے۔ اس کے بال لمبے اور چھوٹے ہیں۔ بستر پر بھی ایک سافد کتا اور ایک کالی بلی ہیں۔ لڑکی کتاب پڑھتا ہے۔ اس کے کپڑے نارنجی ہیں۔



Prompt:

ایک چھوٹی پاکستانی لڑکی کتاب پڑھ رہی ہے  
اس کی قمیض پیلی ہے  
وہ بستر پر ایک بلی اور کتے کے ساتھ ہے  
بلی کالی ہے اور کتا سفید ہے  
اس کے بال کال اور بھوری آنکھیں ہیں

*Example 5.*

**Original prompt:** A small/young Pakistani girl is reading a book. Her shirt is yellow. She is on the bed with a cat and a dog. The cat is black and the dog is white. Her hair is black and eyes are brown.

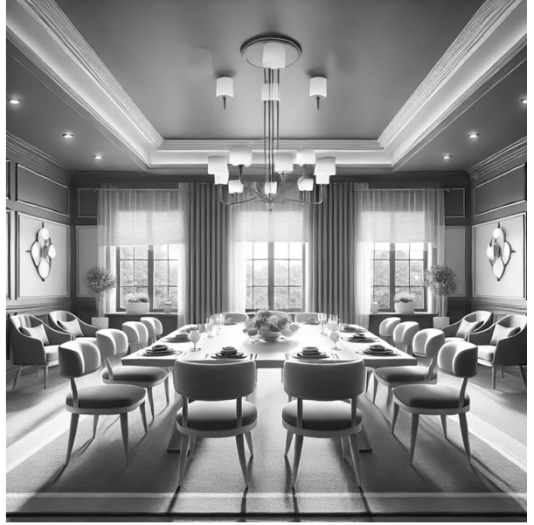
**Peer's guess:** A girl is sitting on the bed. Her hair is long and short. On the bed there is a white dog and a black cat too. Girl reads a book. Her clothes are orange.

Example from my class

- Generate an image based on the following prompt in Urdu:

کھانا کا کمرہ ہے۔ ایک میز ہے۔ دس کرسی  
 ہے۔ دیوار نیلا ہے اور پیلا ہے۔ چھت پر  
 دس بتیاں، چار کھڑکیاں اور فرش کے اوپر  
 قالین ہے

A dining room. One table. 10 chairs. Wall is blue and yellow. 10 lights on the ceiling, four windows and on the floor, there is a carpet.



Example 6. The image generated does not have 10 lights, 10 chairs, and 4 windows as prompted.

Original Sentence	Student Translation	Student's AI corrected sentences
The government should make clean drinking water available for the people.	ضروری ہے کہ حکومت عوام کے لئے پانی تک رسائی دیتے ہے	ضروری ہے کہ حکومت عوام کو پانی تک رسائی فراہم کرے
People can get hepatitis B if they drink polluted water.	اگر لوگ آلودہ پانی پیتے ہیں تو وہ ہیپاٹائٹس بی ہو سکتے ہیں	اگر لوگ آلودہ پانی پیتے ہیں تو انہیں ہیپاٹائٹس بی ہو سکتا ہے
One of the major causes of air pollution in Lahore is the burning of the crops.	لاہور میں فضائی آلودگی کے وجہات میں ایک وجہ فصلوں کا جلاتا ہے	لاہور میں فضائی آلودگی کی وجہات میں ایک وجہ فصلوں کا جلاتا ہے
Electric cars can reduce pollution in the air.	بجلی گاڑیاں فضائی آلودگی پر کم ہو جا سکتے ہیں	بجلی کی گاڑیاں فضائی آلودگی کو کم کر سکتی ہیں
Air pollution is a big problem in America too.	امریکا میں بھی فضائی آلودگی ایک بڑا مسئلہ ہے	امریکا میں بھی فضائی آلودگی ایک بڑا مسئلہ ہے
Environmental Pollution is a very important topic these days.	آج ماحولیاتی آلودگی ایک بہت اہم موضوع ہے	آج ماحولیاتی آلودگی ایک بہت اہم موضوع ہے

Example 7. Student errors in red, AI corrections in green.

Translation of student's story	Translation of student's story with changes
<p>My father is a very good carpenter. I was made with five large compartments, all of which could be locked. Among the other cupboards, I was the biggest one. When I realized this, I asked my father why I was made so large. He told me that a very beautiful woman had come, and she probably had many clothes or valuable belongings that she wanted to keep safe. I spent two or three days in that woman's house, but she did not use me at all. I thought this was very strange. Then one day, a judge came to her house, and when another knock came at the door, the woman looked at me and said that the judge should hide inside me. She opened my first door, put the man inside, and locked it. I thought this was very odd, but after all, I am only a cupboard, I cannot speak. After that, another man came, and then another, and another. Whenever someone new arrived, the woman would put them inside me and lock the door. Finally, even my father came, and I thought perhaps I was some kind of prison and that he had come to take me away. But the woman put him too inside the fifth compartment and shut the door. For three days, cries and sounds of beatings came from within me. I could do nothing because I am only a cupboard. Some people came into the house and talked about burning me, which frightened me very much. Then the judge explained to the people outside what had happened, and they opened my doors and everyone came out. I felt as though a heavy burden inside me had been lifted, and after that incident, no one ever placed anything inside me again.</p>	<p>My father is a very good carpenter. I was made with seven small compartments, all of which could be locked. Among the other cupboards, I was the smallest. When I realized this, I asked my father why I was made so small. Father said that an old man had come, and he probably had many clothes or books that he wanted to keep safe. I spent 10-11 days in that man's house, but he did not use me at all. I thought this was very strange. Then one day, a judge came to the man's house, and when another knock came at the door, the man looked at me and said that the judge should hide inside me. He opened my third door, put the man inside, and locked it. I thought this was very strange, but after all, I am only a box, I cannot speak. After that, another man came, and then another, and another. Whenever someone new arrived, this man would put them inside me and lock the door. Finally, even my brother came, and I thought perhaps I was some kind of prison and that he had come to take me away. But the man put him too into the seventh compartment and shut the door. For four days, cries and sounds of beatings came from inside me. I could do nothing because I am only a cupboard. Some people came outside the house and talked about burning me, and this frightened me very much. Then the carpenter explained to the people outside what had happened, and they opened my doors and everyone came inside. I felt as though the burden inside me had been lifted, and after this incident, no one ever put anything inside me again.</p>

Student's story	Student's story with changes
<p>میرے ابو ایک بہت اچھے چرائی ہیں۔ میں پانچ ڈبوں کے ساتھ پیدا ہوا تھا جو سب ڈبوں کے ساتھ بند ہو سکتے تھے۔ دوسری ڈبوں کے ساتھ سب سے بڑا تھا۔ جب مجھے اس بات کا احساس ہوا تو میں نے اپنے ابو سے پوچھا کہ میں اتنا بڑا کیوں ہوں؟ ابو نے ہلکا کر کہا کہ بہت ضرورت سمجھ آئی تھی اور اس کے پاس بہت کپڑے یا کتابیں تھیں جو بڑے دو حفاظت سے رکھا جاتا تھا۔</p> <p>میں نے ۱۰-۱۱ دن گوارے اس آدمی کے گھر میں گزارے اس عورت نے مجھے ہانگی بھی استعمال نہیں کیا۔ میں نے سوچا یہ بہت عجیب ہے، پھر ایک دن قاضی آیا آدمی کے گھر میں اور جب دروازے پر ایک اور آواز آئی تو مجھے دکھا اور پوچھا کہ قاضی میرے اندر چھپ جائے۔ اس نے میرا بڑا دروازہ کھولا اور صاحب کو اندر کر کے جلا گاڑا۔ میں نے سوچا یہ کتنی عجیب بات ہے مگر میں تو صرف ڈب ہوں۔ کچھ بولی تو نہیں سکتی۔</p> <p>اس کے بعد ایک اور صاحب آئے اور ان کے بعد اور۔ جب بھی کوئی جاتا تھا یہ آدمی ان کو میرے اندر ڈال کے جلا گاڑتا تھا۔ آخر میرے ابو بھی آئے اور میں نے سوچا کہ شاید میں کوئی قید خانہ ہوں اور وہ مجھے پھینکے آئے ہیں۔ مگر اس آدمی نے ان کو بھی ماٹوں مانگے میں اندر کر کے دروازہ بند کر دیا۔</p> <p>چار دن تک میرے ابو سے چھٹوں کی آڑوں آئیں اور ابو سے مارنے۔ میں کچھ بھی نہیں کر سکا کیونکہ میں صرف ڈب ہوں۔ کچھ لوگ کر کے باہر آئے مجھے جاننے کی باتیں کر رہے تھے اور اس سے مجھے حسرت بڑھ رہی تھی۔ اس نے باہر سے لوگوں کو سمجھایا کہ کیا ہوا اور پھر میرے دروازے کھول کے سب لوگ باہر آئے۔ مجھے اچھے لگا کہ میرے ابو کا پوچھ بگاڑ ہوا اور اس بار ڈبوں کے بعد کسی نے بھی میرے اندر کچھ بھی نہیں رکھا۔</p>	<p>میرے ابو ایک بہت اچھے چرائی ہیں۔ میں سات چھوٹے ڈبوں کے ساتھ پیدا ہوا تھا جو سب ڈبوں کے ساتھ بند ہو سکتے تھے۔ دوسری ڈبوں کے ساتھ سب سے چھوٹا تھا۔ جب مجھے اس بات کا احساس ہوا تو میں نے اپنے ابو سے پوچھا کہ میں اتنا چھوٹا کیوں ہوں؟ ابو نے ہلکا کر کہا کہ بہت ضرورت سمجھ آئی تھی اور اس کے پاس بہت کپڑے یا کتابیں تھیں جو بڑے دو حفاظت سے رکھا جاتا تھا۔</p> <p>میں نے ۱۰-۱۱ دن گوارے اس آدمی کے گھر میں گزارے اس عورت نے مجھے ہانگی بھی استعمال نہیں کیا۔ میں نے سوچا یہ بہت عجیب ہے، پھر ایک دن قاضی آیا آدمی کے گھر میں اور جب دروازے پر ایک اور آواز آئی تو مجھے دکھا اور پوچھا کہ قاضی میرے اندر چھپ جائے۔ اس نے میرا بڑا دروازہ کھولا اور صاحب کو اندر کر کے جلا گاڑا۔ میں نے سوچا یہ کتنی عجیب بات ہے مگر میں تو صرف ڈب ہوں۔ کچھ بولی تو نہیں سکتی۔</p> <p>اس کے بعد ایک اور صاحب آئے اور ان کے بعد اور۔ جب بھی کوئی جاتا تھا یہ آدمی ان کو میرے اندر ڈال کے جلا گاڑتا تھا۔ آخر میرے ابو بھی آئے اور میں نے سوچا کہ شاید میں کوئی قید خانہ ہوں اور وہ مجھے پھینکے آئے ہیں۔ مگر اس آدمی نے ان کو بھی ماٹوں مانگے میں اندر کر کے دروازہ بند کر دیا۔</p> <p>چار دن تک میرے ابو سے چھٹوں کی آڑوں آئیں اور ابو سے مارنے۔ میں کچھ بھی نہیں کر سکا کیونکہ میں صرف ڈب ہوں۔ کچھ لوگ کر کے باہر آئے مجھے جاننے کی باتیں کر رہے تھے اور اس سے مجھے حسرت بڑھ رہی تھی۔ اس نے باہر سے لوگوں کو سمجھایا کہ کیا ہوا اور پھر میرے دروازے کھول کے سب لوگ باہر آئے۔ مجھے اچھے لگا کہ میرے ابو کا پوچھ بگاڑ ہوا اور اس بار ڈبوں کے بعد کسی نے بھی میرے اندر کچھ بھی نہیں رکھا۔</p>

Example 8. Student-written story with some changes (in red).

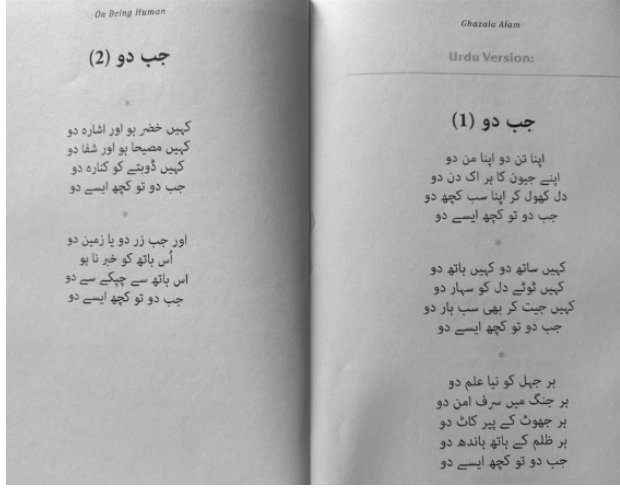
ٹوٹے دلوں کو سہارا دینا ہے  
چاہے سب کچھ ہو، قربانی دینا ہے

جہل سے بھری دنیا کو علم دینا  
لے لوٹی، امن و سکون پاننا ہے

جھوٹ اور ظلم کو ختم کریں مہربانی سے  
یسوع کی طرح شفا دینا، یہ سچائی ہے

مغلوب دلوں کے لیے بندرگاہ بننا  
وقف ہونے کی خوشبو چھپ کر دینا ہے

دینا ہے ہر لمحہ لینا پورا  
دل، جسم، ہاتھوں کا پاننا ہے



آپ دوسرے لوگوں کی مدد کرنا چاہتے ہیں تو کتنی چیزیں ہیں جن کے بارے میں آپ کو سوچنا چاہیے۔ دینے میں آپ کو ہر روز لینا پورا جسم، ہاتھوں اور ایک کھلا دل سمیت، وقف کرنا چاہیے۔ آپ کسی دوسرے شخص کے ساتھ دے سکتے ہیں۔ ہر جگہ میں ٹوٹے دل ہیں جن کو آپ سہارا دے سکتے ہیں، چاہے آپ کے پاس سب کچھ ہو۔ دنیا جہل اور جنگ سے بھری ہوئی ہے، جن کو آپ علم اور امن دینا چاہیے۔ آپ مہربانی کے ساتھ جھوٹ اور ظلم کو ختم کر سکتے ہیں۔ خضر یا یسوع کی طرح آپ اشارہ اور شفا دے سکتے ہیں۔ آپ مغلوب یا ڈوبنے والے لوگوں کے لئے ایک بندرگاہ بن سکتے ہیں۔ دینے میں ہنگامہ نہ کریں بلکہ چھپ کر دیں۔ اگر آپ دینا چاہتے ہیں تو یہ چیزیں سب اہم ہیں۔

<b>Original Poem</b>	<b>Student's prose from the poem</b>	<b>AI Poem from student's prose</b>
<p>The original poem calls for giving of oneself completely, body, mind, and spirit. It emphasizes opening the heart and sharing sincerely, offering comfort to companions, and supporting those in need. True giving, it suggests, also means responding to envy with knowledge, promoting peace instead of conflict, rejecting falsehood, and standing firmly against oppression. In short, when you give, give with integrity, compassion, and courage.</p>	<p>True giving means thinking beyond yourself and offering your time, energy, and an open heart to others. It is about standing with people in their struggles, giving comfort, and lending strength where it is most needed. Giving can take many forms; knowledge, kindness, patience, or support, and it must be offered with sincerity, not for recognition or pride. The highest form of giving is selfless, done purely for the well-being of others.</p>	<p>We have to give support to broken hearts. Even if we have everything, sacrifice must be given. To give knowledge to a world filled with ignorance. Here, we have to distribute peace and tranquility. End lies and oppression with kindness. The truth is to give healing like Jesus. For hearts that are burdened, one should become a seaport. To secretly give the fragrance of dedication. You have to give each moment your whole. Heart, body, hands shared.</p>

*Example 9. AI creating poems from student-written prose.*