

# A Chat with ChatGPT: The potential impact of Generative AI in higher education learning, teaching and assessment, with specific reference to EAL/D students

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Generative AI tools, such as ChatGPT, have the capacity to support both learners and teachers in higher education by providing quality prose with a requested specific focus. How that prose is appropriately utilised to support teaching, learning and the assessment of learning is currently being debated, with diverse opinions impacting Gen AI engagement policies across HE institutions. This paper is a personal reflection on using ChatGPT to support both my teaching and lecturing, and my students' academic and professional communication competencies. Examples are provided where my teaching and lecturing resources, specifically in health sciences, have been created and enhanced through the use of ChatGPT. As many of my students have English as an additional language or dialect, I include reflections on how these AI resources can enhance their learning, both linguistically and topically. This reflection also includes my own thoughts on how embracing Gen AI in learning can be assessed effectively and appropriately. Everything is provided with the understanding that all is open for debate and I welcome future comments and correspondence.

**Key words:** Generative AI; Learning and teaching; Assessment design; EAL/D Learners.

## 1. Introduction

[ChatGPT](#) is a natural language-based Generative AI (Gen AI) Chatbot tool able to repeatedly produce unique grammatically accurate English prose on any given topic within seconds, and can do so repeatedly. It is presently in a developmental phase and free to users, however, it only uses data up until 2021. [GPT4](#) is the 'engine' behind '[ChatGPT Plus](#)', the subscription version of ChatGPT which can be integrated into many other application software. Such integrations, for example, include apps which can effectively help visually impaired people ([Be my eyes](#)) by providing instantaneous descriptions of images, support language learning and translation ([DuoLingo](#)), provide first-class mathematics tutoring ([Khan Academy](#)), and assist business organisation and communication ([Chatsonic](#)). [LaMDA](#) (Language Model for Dialogue Applications) by Google, will also be launched in 2023, and is based upon multiple metrics such as a 'groundness' metric providing validated responses based upon reliable outside sources and its 'quality meter' evaluating responses according to sensibleness, specificity and interest (SSI), ensuring answers are non-generic and authentic. Meta is also in the process of building [BlenderBot 3](#), another well-funded and resourced AI Chatbot, although presently only available in the USA. These Gen AI

tools are already having an impact on higher education learning, teaching and assessment, and therefore require prompt consideration on how to incorporate them into the future of higher education. To help understand the implications of Gen AI tools for higher education from the AI source itself, and to provide a perspective gained through engaging with ChatGPT's 3.5 algorithm, I have included responses from ChatGPT along with my own acquired understandings in the following discussion. I believe it is also valuable to demonstrate that what ChatGPT provides is an algorithmically generated synthesis of what is available online and reveals its ability to provide a rational narrative, or not. As such, this paper is offered as an English language teacher's reflection on their present understandings of Gen AI in a higher education context, with some practical examples of its use in supporting learning and teaching.

## **2. Generative AI in Learning & Teaching**

### **2.1. The use of Gen AI in assignment writing**

Presently, and as far as I understand, the use of Gen AI in assignment writing is contentious, with some universities completely banning its use while others are attempting to embrace its potential value for learning. A few universities are vacillating and are presently allowing course and unit coordinators to determine its use. If allowing, or even encouraging, Gen AI's engagement, we (academic language and learning (ALL) educators) need ourselves to determine how to effectively use these resources to enhance students' writing, learning and understanding. And in many cases, this will be achieved by collaborating with each other and our students. When teaching academic literacy, I inform my students that Gen AI should be treated like any other source of information, that is, through a critical lens, making comparisons, discussing convergencies and divergences, and providing a written synthesis from multiple sources of information. Equally, and at present, students need to understand anything provided by Gen AI has not been through the same academic scrutiny as peer-reviewed articles and therefore cannot be used as a primary source of information.

I advocate students' depths of understanding can be enhanced when Gen AI has been used to write an assignment. In my limited experience, a student who deeply understands a topic or concept will produce an assignment of high quality using Gen AI as they will know what to ask, what to include, what to add and how to critically engage with Gen AI's output along with multiple other sources of information. But as will be discussed in more detail next, a student operating at a more superficial level will not be able to engage Gen AI at the same level and to an appropriate extent and therefore will provide an assignment of lesser quality. Therefore, if students are allowed to use Gen AI, assessing learning through the lens of task and topic comprehension, explanation and suitable criticality can still be achieved. Although not as yet researched, the concept that a highly competent student will produce an assignment of higher quality when compared to other assignments must be considered. In this case, final results (Fail to High Distinction) could be determined through analysis of collated percentage scores for all assignments.

However, learning needs to be effective, and there will always be the risk that some students will not engage deeply in assignment writing if they are confident that with ChatGPT's help, they will achieve at least a "pass". To counter this potential issue, and to encourage deeper learning and allow lecturers to gauge the depth of understanding achieved, students could be asked to provide a form of a 'live' oral description or analysis, a videoed presentation individually or in groups, or engage in a question-and-answer session with lecturers in relation to their assignment. These kinds of activities would require students to analyse their own Gen AI supported textual submission so as to provide the required oral presentations or responses. However, the cost of

implementing such activities, added student stress, and appropriate training for lecturers and assessors, would need to be carefully considered.

## 2.2. How can ChatGPT help EAL/D (Health Science) students

To discover how (the algorithms used by) ChatGPT suggests it can support the learning and teaching of International and English is an additional language or dialect (EAL/D) university students, representing the majority of students I work with, I had a “chat” with ChatGPT over a coffee. I wished to gain its digitally-generated “insights” into how it can help our students develop competencies in academic literacy and professional communication in English, so asked how ChatGPT might support the learning and teaching of International and EAL/D university students. The following is an edited version of our conversation. My prompts are in bold face while ChatGPT’s responses are in a sans serif font. My comments on ChatGPT’s responses are provided in italics inside [...] brackets.

### **How can ChatGPT assist HE English language learners?**

As an AI language model, ChatGPT can assist English language learners in a variety of ways. Here are some examples:

Conversational Practice: ChatGPT can engage in conversations with English language learners, providing them with opportunities to practice their English language skills. By chatting with ChatGPT, or using a voice/text/voice app [*such as [Google Cloud/speech to text](#)*] learners can practice their listening, speaking, reading, and writing skills in a low-pressure environment.

*[I recently required professional scenarios for 1<sup>st</sup> year (EAL) physiotherapists and occupational therapists to develop their interactional skills, so asked ChatGPT to provide exactly that. I asked, “create a scenario between a physiotherapist and an occupational therapist and a client”, and it created five suitable dialogues of which I used the first half as prompts ([Appendix 1](#)). This is an excellent example of how ChatGPT can support Language Assistants/Developers in economically creating language learning resources specific to the needs of their students. This topic is further discussed at length in *The Washington Post*'s article: [Artificial intelligence is already changing how teachers teach](#) ]*

Vocabulary Building: ChatGPT can help learners build their vocabulary by suggesting new words and providing definitions and examples of how to use them in sentences.

*[On another occasion, I asked ChatGPT to provide 15 common Australian terms that might be found when dealing with health professionals. The question was “provide 15 common Australian terms that might be found when dealing with health professionals” here is its response:*

1. Doc: Doctor or medical practitioner.
2. Meds: Medications or prescription drugs.
3. GP: General practitioner, a primary care doctor.
4. Chemist: Pharmacy or drugstore.
5. Script: Prescription.
6. Patho: Pathologist, a specialist who examines body tissues and fluids for diagnoses.
7. ICU: Intensive care unit, a specialized department for critically ill patients.
8. ED: Emergency department or emergency room.
9. Ambos: Ambulance officers or paramedics.
10. MICA: Mobile Intensive Care Ambulance, specialized ambulance unit for critical care.

11. Ward: Hospital unit or department where patients are housed.
12. OT: Occupational therapist, a healthcare professional who helps patients with daily activities.
13. PT: Physiotherapist, a healthcare professional who treats physical conditions and injuries through exercise and movement.
14. Scrubs: Clothing worn by healthcare professionals in hospitals or clinics.
15. Triage: The process of sorting patients based on the severity of their condition to determine priority for treatment].

Grammar Correction: ChatGPT can also help learners improve their grammar by identifying and correcting errors in their writing. ChatGPT can explain the rules of grammar and provide examples to help learners understand how to use grammar correctly. [Using the prompt “Can you identify grammatical mistakes in the following text:” Chat GPT will respond “Certainly! Here are the grammatical mistakes in the text”: and in my experience, does so effectively]

Cultural Knowledge: ChatGPT can help learners understand English-speaking cultures by providing information about customs, traditions, and daily life. By learning about English-speaking cultures, learners can improve their understanding of the language and communicate more effectively with native speakers. [I asked ChatGPT, “How do you greet people in Australia?”; its somewhat complementary response can be found in [Appendix 2.](#)]

### **2.3. How can ChatGPT help university students write academic essays?**

According to ChatGPT, as an AI language model, it can help students in several ways to write an academic essay:

Brainstorming: ChatGPT can help students generate ideas for their essay by providing them with relevant keywords and concepts related to the topic.

Outline Creation: ChatGPT can assist students in creating a structured outline for their essay, which can serve as a roadmap for their writing.

Research Assistance: ChatGPT can suggest credible sources that students can use to gather information and data to support their arguments. [This claim is assessed below in ‘ChatGPT as a Research Assistant’].

Grammar and Spelling: ChatGPT can help students with grammar and spelling errors, ensuring that their essay is free of any grammatical mistakes.

### **2.4. ChatGPT as a research assistant**

I decided to experiment with the idea of a ‘research assistant’ and asked ChatGPT to cite me credible academic sources of research focused on work-place triggered anxiety and depression; it provided me with six references:

Harvey, S. B., Modini, M., Joyce, S., Milligan-Saville, J. S., Tan, L., Mykletun, A., & Mitchell, P. B. (2017). Can work make you mentally ill? A systematic meta-review of work-related risk factors for common mental health problems. *Occupational and Environmental Medicine*, 74(4), 301-310. doi: 10.1136/oemed-2016-104015

Wang, J., & Schmitz, N. (2016). Occupational stress and depression among Canadian physicians. *International Journal of Behavioral Medicine*, 23(3), 285-293. doi: 10.1007/s12529-015-9518-6

Harvey, S. B., Joyce, S., Tan, L., Johnson, A., Nguyen, H., Modini, M., Groth, M., & Milligan-Saville, J. S. (2018). Developing a mentally healthy workplace: A review of the literature. Melbourne, Australia: National Mental Health Commission.

*Koyuncu, M., Burke, R. J., & Fiksenbaum, L. (2018). Work-related stress, burn-out, and depression in dentistry. The Journal of Contemporary Dental Practice, 19(10), 1198-1205. doi: 10.5005/jp-journals-10024-2355*

Stansfeld, S. A., Shipley, M. J., Head, J., Fuhrer, R., & Kivimäki, M. (2012). Work characteristics and psychological distress in midlife: Results from the Whitehall II study. *Journal of Occupational Health Psychology, 17(4), 327-338. doi: 10.1037/a0028815*

*"Work-Related Stress, Burnout, and Depression in Teachers" by Hakan İlhan et al. published in International Journal of Mental Health Systems (2014): <https://ijmhs.biomedcentral.com/articles/10.1186/1752-4458-8-15>*

Three citations were accurate, the others (in italics) look appropriate but, for example, the DOI does not function and/or they had relevant authors but the titles/journals were non-existent. However, I am convinced this will not be the case by next year and the citations will be close to 100% accurate through GPT4 or other Gen AI Chatbots and I look forward to assessing this further in the coming months.

## 2.5. ChatGPT supporting teaching, an authentic experience.

Recently, I was asked to provide an online lecture on, 'The Art of Idea Pitching: A Guide to Pitching Products, Ideas, and Policies', by colleagues at Universiti Teknologi MARA (UiTM), Malaysia. I was very happy to agree albeit with, what I initially believed to be, limited experience on the subject. I decided to ask ChatGPT the questions: a) why pitch a product or idea, and b) how to pitch a product or idea. Its response was:

Pitching a product or idea is an essential aspect of business and communication because it helps to convey the benefits and value of the product or idea to potential investors, customers, or partners. Pitching is a way of persuading others to buy into a vision, whether it is a new product, service, or business concept.

The goal of a pitch is to capture the attention of the audience and to convince them that the product or idea being presented is worth investing in, buying, or supporting. A good pitch should be clear, concise, and compelling, highlighting the unique features and benefits of the product or idea.

Pitching is also a way of testing the viability and market potential of an idea. Through the process of pitching, entrepreneurs can receive feedback, refine their ideas, and gain insight into what their target audience is looking for in a product or service.

Ultimately, pitching is a way to create interest and generate momentum around a product or idea, which can lead to funding, partnerships, and increased sales.

1. Start with a clear and concise description of your product or idea. Summarize what it does, why it's unique, and what problem it solves.
2. Identify your target audience and explain why they need your product or idea. Focus on the benefits it provides and the value it brings.

3. Share your vision and mission. Explain why you are passionate about your product or idea and what you hope to achieve.
4. Provide evidence to back up your claims. Use data, statistics, and customer testimonials to demonstrate the effectiveness and value of your product or idea.
5. Address potential objections and challenges. Anticipate the questions and concerns that your audience may have and provide thoughtful responses.
6. Conclude with a clear call to action. Explain what you want your audience to do next, such as invest in your idea, purchase your product, or collaborate with you.

Practice your pitch and refine it over time. Practice delivering your pitch to friends, family, and colleagues, and ask for their feedback. Use their feedback to make improvements and refine your pitch until it's compelling and persuasive.

This gave me a sound framework for my presentation, and I then used Google search for sources of suitable information to develop my own understanding of the topic and populate the slides for the presentation, which can be viewed here: [https://youtu.be/GBI3\\_QveMpE](https://youtu.be/GBI3_QveMpE)

### 3. Assessment: The impact of Gen AI on two forms of assessment in Higher Education (HE)

Assessment in HE is designed to measure the extent of a student's learning and is achieved in multiple ways. In this paper, I will concentrate on two forms of assessment, examinations and written assignments.

#### 3.1. Assessment and examinations

Contemporary assessment through an 'examination' process embraces what digital technology offers and is effectively provided through an online environment. With the advent of AI Chatbots, examinations are now compromised, unless provided in a specific, digital-free environment (i.e. pen and paper). Although digital tools to counter cheating are readily available, including cameras and screen-sharing to detect engagement with external sources of information, the use of AI Chatbots and their ability to provide unique text will be difficult to detect. I have recently been involved in a number of constructive, cross-institutional conversations around the topic (e.g. AALL, WA), however, I was interested in how ChatGPT itself suggests universities counter the use of AI Chatbots in online testing. Its responses [with my comments are provided below](#).

ChatGPT's suggestions to counter the use of AI Chatbots in online testing	My Comments
Use of AI-detection software: This software can detect when a student's answers appear to have been generated by an AI, and flag them for further review.	<i>At present, there is no clear proof this is achievable. Turnitin is offering the same facility, but also with no current empirical substantiation. However, whether this situation will change as companies develop more sophisticated software is contentious, for example, see: 1. <a href="#">James Zou, et al. warn on the objectivity of AI detectors</a> and 2. <a href="#">International students and researchers concerned tools to detect AI-generated text may be inaccurate</a></i>
Use of randomised questions: By using a pool of questions	<i>A simple analysis of this concept immediately renders the idea implausible as ChatGPT would provide an answer for</i>

that are randomly selected for each student, it becomes more difficult for students to share answers or use AI to generate answers.	<i>each question, allowing a student to respond to randomised questions. This response also shows ChatGPT is at present unable to consistently provide plausible replies.</i>
Use of live proctoring: Live proctoring can be used to monitor students during an online assessment, and can detect when a student is using AI to cheat.	<i>The use of online monitoring has been around for a while and to a certain level of effectiveness, although there are some associated ethical questions related to its use, such as the use of cameras.</i>
Use of timed assessments: By setting a time limit on assessments and making sure students are not able to pause or stop the assessment, it becomes more difficult for students to use AI to generate answers.	<i>Using ChatGPT to generate an answer to uploaded questions would be a more efficient approach compared to a student writing the response themselves. While imposing a time limit could be suitable for extensive multiple-choice question (MCQ) exams, it may not be appropriate for shorter essay-based assessments.</i>
Use of anti-cheating software and browser lockdown: using anti-cheating software and browser lockdown will prevent the student from having access to external websites, apps, and resources during the test.	<i>The idea of a timed internet lock-out would appear to be effective, that is, internet access to the test and submission of the test would be provided, but the period of time required to respond to the questions could be locked. However, in practical terms, students could have their own independent internet access, unless mobile devices were somehow prohibited from the examination setting.</i>

The responses above clearly indicate ChatGPT's present limitations, however, we must be cognisant of the speed at which Gen AI will develop. It is also important to consider that no method is foolproof, however, perhaps by using a combination of the above strategies, it may be possible to detect when Gen AI has been used or to limit or control its use.

### 3.2. Assessing written assignments

Academic integrity and the use of Gen AI Bots becomes that more complex when discussing assignment writing. If students can access online AI tools that will write an authentic assignment for them, it will be utilised extensively. This complexity will also depend to what degree the use of Gen AI will be 'allowed' or how its use will be portrayed, in terms of academic integrity, by an institution. At the beginning of semester 1, 2023, lecturers at Curtin University were informed its use would be considered an academic integrity issue, however, within a few weeks that notion was altered to its use deemed acceptable if unit coordinators specified how it was to be used, and if it was, how it would be cited or acknowledged (e.g. APA guidelines). For example, if students are using ChatGPT to generate text from which the final assignment is formed, a few unit coordinators now require both the original Gen AI document to be submitted along with the final assignment. However, a problem then arises when Turnitin provides a high score (>30%) for AI use as the assessor then needs to determine whether this score includes the use of Grammarly or other Gen AI support systems. Equally, if students are using ChatGPT as a proof-reader, particularly EAL/D students, its detection is more compounded as students would presumably need to provide documentation from both pre- and post-ChatGPT engagements.

As discussed previously, I believe Gen AI can enhance assignment writing when utilised appropriately. How we assess what has been learned then becomes crucial. If we are to allow its use in assignment writing, we need to know how and to what extent it has been used. This could be achieved through the use of an assignment wiki recording each chronological stage of an assignment's formation. Using wiki-like software such as 'EditMe', or even the wiki provided with BlackBoard, would show chronologically how a student has built an assignment and would indicate the student's engagement with all resources available. Assessing the assignment would then require engaging with both the process and the product. When assessing the final product, the marker would need to access the chronological text formation, when required, and I suggest this would be no more onerous than checking other in-text citations. I would also argue that the formation of this written text does not need to be the measured outcome of the assignment, but another step in the learning process. The final assessment could be achieved through an examination process requiring students to answer specific questions designed to measure the extent of their learning and understanding. This could be conducted in an off-line environment and supported by the use of their created document.

With AI Chatbots' potential ability to provide authentic text utilising reliable academic sources, the capacity to detect academic integrity contraventions will become even more problematic. I believe many students will, at the very least, engage with an AI Chatbot to generate text on which to build their final submission and use it again for its proof-reading qualities. This will be a highly attractive process for EAL/D students who will be able to formulate grammatically and academically accurate text focused upon the required topic. A positive aspect of such an approach is this has the potential to support EAL/D students in developing academic literacy competency as they would be able to learn from engaging with the produced academically accurate text, especially if they were encouraged to do so through a designed learning and teaching process. However, there is the potential that EAL/D students could rely too heavily on the resource, especially if passing assessments with ease, and if that happened, the disparity between what the student submits and what is learned would be highly concerning.

#### **4. In conclusion**

Universities will need to decide to what extent they will accept Gen AI technology in learning, teaching and assessment, knowing its detection is highly complex. If a university decides the technology is an asset to students' learning, how this is applied in teaching requires careful consideration. Lecturers will need to develop a clear understanding of what the technology offers their learners and how it can be embraced to develop a deep learning environment. However, how this learning is measured is of greatest concern. Processes of assessment will need to be designed so student learning can be accurately measured, providing reliability and validity to any result and subsequent qualification. AI Chatbots are here to stay and will become increasingly sophisticated. Their use will be difficult to detect; however, if viewed as a tool to enhance learning and understanding, embracing their use can have a positive impact both academically and professionally. Measuring the level of learning and understanding that is academically acceptable is the most challenging aspect of Gen AI Chatbot use and requires careful consideration and further discussion. Looking forward to it!

#### **Appendix 1. Physiotherapist & Occupational Therapist/Client Dialogues from Chat GPT**

The dialogues provided by ChatGPT below are to be used to initiate a professional conversation and do not have to be provided verbatim. The teaching requirement was to provide students with stimuli that align with the Occupational English Test's (OET) speaking component. This is an example of how Language Assistants (AIs) and lecturers can use ChatGPT to provide learning



and teaching support materials, as discussed further by [Mollick and Mollick \(2023\)](#) and [St. George and Svrluga \(2023\)](#).

1. Physiotherapist: Hi there, how are you feeling today?

Client: I've been having some pain in my lower back for the past few days.

Physiotherapist: Okay, let's take a look at that. Can you show me where the pain is and how it feels?

Client: Sure, it's mostly in my lower back, and it's a dull ache. Sometimes it feels like a sharp pain when I move a certain way.

Physiotherapist: Alright, I understand. Let's start with some simple stretches to loosen up your muscles. Can you stand up and touch your toes for me?

Client: (tries to touch toes) Ow, that hurts.

Physiotherapist: Okay, we won't push it too much then. Let's try something else. How about you lie on your back and bring your knees up to your chest?

Client: (tries the stretch) That's much better. It still hurts a little, but it's not as bad as before.

Physiotherapist: Great, let's work on that stretch a bit more. You can do it at home as well, it'll help to relieve the tension in your lower back. And we'll schedule another appointment for next week to see how you're progressing.

Client: Okay, sounds good. Thanks for your help.

Physiotherapist: No problem, it's what I'm here for. Remember to take it easy and not push yourself too hard, we'll get you feeling better in no time.

2. Physiotherapist: Hi, how are you feeling today?

Client: I'm feeling okay, but I've been having some trouble with my knee. I injured it a few weeks ago, and it's still bothering me.

Physiotherapist: I see. Can you show me where the pain is and how it feels?

Client: Sure. (Points to the knee) It's mostly here, and it feels like a sharp pain when I try to walk or put pressure on it.

Physiotherapist: Okay, let me take a closer look. (Examines the knee) It looks like you may have strained a ligament in your knee. We'll need to work on some exercises to strengthen the muscles around it and reduce the pain.

Client: Alright, what kind of exercises should I do?

Physiotherapist: We'll start with some simple ones, like straight leg raises and knee bends. You can also use ice to help reduce the swelling and pain. I'll show you how to do the exercises, and we'll practice them together to make sure you're doing them correctly.

Client: Okay, that sounds good.

Physiotherapist: We'll also schedule some follow-up appointments to monitor your progress and adjust the treatment plan as needed. In the meantime, make sure to rest your knee and avoid any activities that could aggravate the pain.

Client: Thank you, I appreciate your help.

Physiotherapist: Of course, it's my pleasure. Our goal is to help you recover as quickly and safely as possible. Don't hesitate to contact me if you have any questions or concerns.

3. Occupational Therapist: Hi, how are you doing today?

Client: I'm doing okay, but I've been struggling with some everyday tasks lately.

Occupational Therapist: I see. Can you tell me more about that?

Client: Sure. I've been having trouble with things like cooking, cleaning, and getting dressed. It's just harder to do things with my hands than it used to be.

Occupational Therapist: Okay, let's take a closer look. Can you show me some of the tasks that you're having trouble with?

Client: Sure. (Demonstrates difficulty with tasks)

Occupational Therapist: I understand. It looks like you may have some limitations in your fine motor skills. We can work on exercises to improve your hand strength and dexterity, as well as find assistive devices to make tasks easier.

Client: That sounds good. What kind of exercises should I do?

Occupational Therapist: We'll start with some simple ones, like squeezing a ball or playing with putty. We can also work on specific tasks that are important to you, like opening jars or buttoning clothes. And we'll explore different assistive devices, like reachers or adaptive utensils, that can make tasks easier for you.

Client: Okay, that makes sense.

Occupational Therapist: We'll also schedule some follow-up appointments to monitor your progress and adjust the treatment plan as needed. In the meantime, make sure to keep practicing the exercises and using the assistive devices as recommended.

Client: Thank you, I appreciate your help.

Occupational Therapist: No problem, it's what I'm here for. Our goal is to help you regain your independence and improve your quality of life. Don't hesitate to contact me if you have any questions or concerns.

## **Appendix 2. Australian greetings**

ChatGPT's guide to greetings in Australia:

In Australia, greetings are generally informal and relaxed. Here are some common ways to greet people in Australia:

G'day: This is a traditional and very Australian way to say "Good day" or "Hello."

Hello: A standard and universal greeting that is widely used.

Hi: Another common and friendly way to say hello.

Hey: Informal and friendly, often used among friends and acquaintances.

How are you going? / How ya going?: A common way to inquire about someone's well-being.

What's up?: An informal way to ask how someone is doing.

Good morning / Good afternoon: More formal greetings used in professional or business settings.

Cheers: Sometimes used as a casual way of saying thanks or goodbye, especially in informal settings.

Remember that Australians are known for their laid-back and easy-going nature, so don't hesitate to use a friendly and relaxed tone when greeting people. Additionally, it's not uncommon to use a person's first name when addressing them, even in professional environments, as a sign of familiarity and friendliness.