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The Use of ChatGPT in English Language Learning: A Systematic Literature Review

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Abstract

The integration of Artificial Intelligence (AI) in education has accelerated significantly, yet there remains a gap in systematic research exploring its role in English language learning. This systematic review examines 21 studies (2022–2024) on ChatGPT's role in English learning, focusing on its use by students and teachers, as well as its benefits and challenges. Following PRISMA guidelines, this review analyzes data from Scopus, ERIC, and Google Scholar using thematic analysis to identify key themes. The findings reveal that students employ ChatGPT for academic writing assistance, vocabulary development, and idea generation, while teachers leverage it for lesson planning, instructional material preparation, and student assessment. The advantages include enhanced motivation, improved writing proficiency, and personalized learning experiences. However, concerns such as over-reliance on AI, ethical dilemmas, and data privacy risks persist. This study underscores the potential of ChatGPT in fostering interactive and engaging language learning environments, advocating for a balanced integration of AI and traditional pedagogical approaches. The investigation of the sustained implication of ChatGPT use and approach to maximize the application in educational settings should be conducted for the future research.

Keywords: ChatGPT; English Learning; Students' Practices; Teachers' Practices

Introduction

AI is designed to simplify human tasks. As AI technologies become more prevalent in the 21st century, education must prepare students to critically assess their outputs and develop technological literacy within a tech-driven environment. AI significantly impacts teaching by improving efficiency, reducing workloads, and providing timely feedback, which is crucial in educational contexts (Lee et al., 2024). Ng et al. (2024) note that artificial intelligence enables educators to enhance their proficiency in managing various administrative tasks, such as effectively evaluating and grading student work, leading to a marked improvement in the overall quality of their teaching methods. Furthermore, AI serves as a beneficial resource for students, helping them enhance their vocabulary, grammar, and both oral and written communication skills (Malik et al., 2023). Additionally, AI-driven language learning applications boost English learning outcomes and motivation for second language learners through engaging and personalized educational experiences. One popular AI technology in education is the chatbot (Okonkwo & Ade-Ibijola, 2020). A chatbot is a web interface or software that mimics human communication in text or voice format, utilizing generative AI systems and natural language processing (NLP) techniques (Dwivedi et al., 2023). This study focuses on ChatGPT, which has quickly become one of the most recognized chatbots, amassing over a million users shortly after its launch. This swift uptake reflects an increasing demand for AI-powered tools in both professional and academic settings.

ChatGPT is a chatbot driven by AI that is capable of reacting to various stimulation, including languages, instructions, and inquiries, and communicating in human-like dialogue (Javier & Moorhouse, 2024). ChatGPT leverages AI to facilitate natural interaction with humans. ChatGPT is a language model based on deep learning that generates human-like text

and allows users to interact with it (Mondal et al., 2023). It operates by means of analysis of massive training data compiled from books, articles, and web pages. The key capability of ChatGPT is producing text with respect to a prompt, i.e., a question or statement, founded on linguistic structures and forms (Karataş et al., 2024). Further, prompts can even be customized according to language capacity, subject matter expertise, historical figure voices, argumentative tone, and formats (Koška et al., 2023). It is able to continue writing text according to previous context. Since the launch of ChatGPT, people have experimented with its AI capabilities, including paper writing and coding (Ausat et al., 2023). These attempts have unveiled the power of AI in facilitating various tasks in academic and professional lives, offering novel approaches to problem-solving, content generation, and automation of complex processes.

ChatGPT has gained much attention from researchers and the media, evidenced by millions of Google search results (Limna, et al, 2023). ChatGPT's advent has also caused fear and excitement among academics (Rajabi et al., 2024). Integration of ChatGPT in teaching English as a language is also becoming more and more prevalent. The capabilities of this chatbot are remarkable, particularly in its human-like conversation such as skills exceeding most student and researcher-accessible tools. The academic community and the media have also noticed, with millions of Google search results on ChatGPT (Strzelecki et al., 2024). The use of ChatGPT in instruction has created both enthusiasm and worry due to its efficiency for rapidly producing high-quality content (Al Shloul et al., 2024). ChatGPT is suggested to be incorporated in English language classes in order to encourage learners and motivation to learn independently and under the guidance of teachers. Through instant feedback, language suggestions, and personalized cues, AI tools like ChatGPT can foster learner autonomy, with students taking ownership of their learning processes.

ChatGPT has the potential to provide personalized language instruction and create authentic language materials for learners (Baskara & Mukarto, 2023). Baek et al. (2024) noted that it has changed learning patterns and language acquisition by significantly cutting down the time needed to gather information. Another research indicated that ChatGPT can boost English language learning autonomy among students (Dwivedi et al., 2023). Additionally, Stojanov et al. (2024) emphasize ChatGPT can assist students in various ways: 1) improving writing skills by offering correction suggestions, generating writing ideas, and expanding vocabulary, 2) providing immediate feedback, which is particularly useful for writing tasks where timely responses are crucial, and 3) incorporating a variety of learning materials and resources, making the learning experience more engaging and comprehensive.

However, despite the advantages of ChatGPT, many teachers hold negative views about its application in English teaching (Iqbal et al., 2022). They often lack training support and struggle to understand how to effectively use ChatGPT. Iqbal et al. (2022) also found that teachers were not planning to incorporate ChatGPT into their teaching in the near future; they were merely experimenting with the technology without frequent use. Furthermore, significant challenges include concerns about over-reliance on AI, cultural and contextual mismatches, integration with existing teaching methods, issues with language accuracy, effects on creativity, technical difficulties, and ethical considerations, as ChatGPT may hinder students' creativity and emotional development (Hieu & Thao, 2024). These challenges highlight the necessity for a balanced approach to integrating AI in educational settings. For example, excessive dependence on AI could diminish critical thinking and problem-solving abilities, as students might become passive consumers of generated content instead of active creators.

The rapid advancement of AI has transformed various sectors, including education. AI-powered tools, like chatbots, have become increasingly

popular in language learning because they offer personalized and interactive experiences. Among these tools, ChatGPT is notable for its ability to generate responses that resemble human conversation, assist with academic writing, and enhance classroom engagement. However, even with its rising usage, there is still limited research exploring its educational implications. This systematic review seeks to address this gap by examining the existing literature on ChatGPT's role in English language learning, focusing on students' and teachers' perspectives, benefits, and challenges. In this regard, the following research questions are addressed:

1. How are the practices of using ChatGPT by students in learning English?
2. How are the practices of using ChatGPT by teachers in learning English?
3. What are the benefits and challenges in integrating ChatGPT into English language learning?

Method

This study employed a qualitative systematic review to explore ChatGPT's role in English learning. This systematic followed a five-step systematic review process from (Khan et al., 2003), these steps include (1) Formulating the research question: the first step is to formulate the research questions. The research questions of this study are "How are the practices of using ChatGPT by students in learning English?", "How are the practices of using ChatGPT by teachers in learning English?", and "What are the challenges in integrating in English language classroom?"; (2) Discovering related work: study selection criteria should align with review questions and be specified. The researcher utilized the query to select the related studies; (3) Evaluating the quality of studies: This step evaluates whether

the studies coincide the inclusion criteria for the review; (4) Summarizing the evidence: The process involves tabulating research characteristics, quality, and effects and also using statistical methods to identify variations between studies; (5) Interpreting the findings: the last step is to interpret the result of the findings.

The search strategy in this study used two databases which included Scopus, Eric and Google Scholar. The search keywords included "ChatGPT", "the use of ChatGPT in English Language Learning", "language teaching", "language education", and "language acquisition". Furthermore, the researchers combined these keywords with operators such as AND and OR to narrow down the search and produce more relevant results. The search was limited to articles published within the last two years to ensure the inclusion of up-to-date research. The researchers also applied filters to select journal articles publication and excluded conference papers, book chapters, and non-academic sources to maintain a high level of academic integrity. Furthermore, the inclusion and exclusion criteria were established to select the appropriate articles that fulfilled the review objectives.

Table 1. Inclusion and Exclusion Criteria

	Inclusion Criteria	Exclusion Criteria
Publication period	Published between 2022—present (September 2024)	Published before 2022
Type of publication	Journal article	Not journal article
Language	English	Not in English
Population	English Language Learning	No focus on English Language Learning
Research topic	Use of ChatGPT in English Language Learning	Does not use ChatGPT

The researchers screened abstracts using Rayyan, a web-based application for systematic reviews. Rayyan aided the screening process by (1) identifying duplicates, (2) effectively managing numerous references by providing features for tagging and organizing articles, (4) allowing both

researchers to independently review abstracts for inclusion or exclusion, and (5) keeping screening records. Furthermore, the three electronic databases analyzed generated 158 records. After removing duplicate records ($n = 23$), a total of 135 studies were excluded based on their titles and abstracts and resulted 94 articles. The remaining 41 studies were then full text articles evaluated for eligibility, with 20 articles were being eliminated because they failed to meet the established inclusion and exclusion criteria. Finally, 21 studies fulfilled the criteria for inclusion in the review. Figure 1 demonstrates a flow chart of the record selection process using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Page et al., 2021).

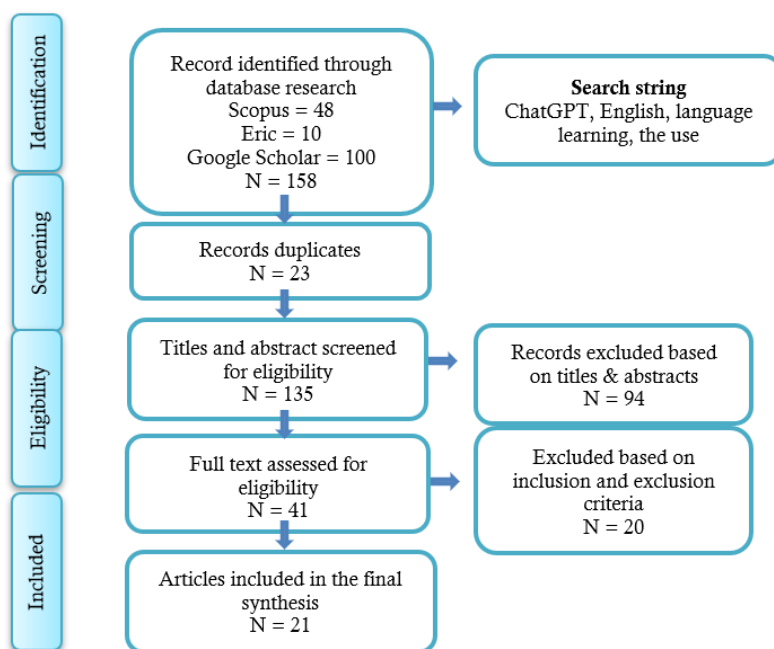


Figure 1. Flow chart of the study selection process.

This study employed a six-step thematic analysis (Braun & Clarke, 2012). The first step, the researchers conducted skimming the content of final selected articles to be familiar with the data. This involves immersing the authors in the data to get a comprehensive understanding and taking

notes the initial impression. Secondly, each paper was read carefully using generated initial codes. It includes breaking down the data into smaller to make them more manageable. Next, the theme was identified and captured the important data related to the research questions. The authors essentially grouped related codes to create a more structured and meaningful framework for analyzing the data. The fourth, the researcher examined and adjusted the themes developed in the previous step. Researchers ensured that the themes work in relation to both the coded data and the entire dataset. The fifth stage, the data was described what each theme entails and how it contributes to the understanding of the data. It included writing detailed descriptions of each theme, articulating the scope and focus of each theme, creating theme names that capture the main essence. The final step involved writing the analysis, which involves presenting the themes and illustrating them with data extracts. To validate this systematic review, four key validity strategies have been identified as fundamental across most qualitative inquiries (Creswell & Creswell, 2017). These include: (a) triangulation, which involves integrating multiple data sources or diverse participant groups to substantiate emerging themes (Richards, 2009); (b) member checking, wherein participants are presented with refined or semi-refined interpretations of the data and given the opportunity to provide feedback on the findings (Creswell & Creswell, 2017); (c) thick description, which entails an in-depth depiction of the research context, the intentions and meanings underpinning actions, the developmental trajectory of events, and an interpretative presentation of actions as textual narratives (Denzin, 1989, as cited in Ponterotto, 2006); and (d) researcher bias clarification, which requires a reflective articulation of potential biases, researcher positioning, or subjectivity that may shape the interpretation of results (Richards, 2009).

Result

In the data analysis, the researchers systematically examined the ChatGPT practices by teachers and students and also the benefits and challenges on the use of ChatGPT in English language learning, which formed the core data of this review. Most reviewed articles focus on ChatGPT's benefits and challenges. However, some articles take a different approach; while some focus on both benefits and challenges, others examine ChatGPT practices by students or teachers while simultaneously exploring the associated advantages and challenges. Additionally, a few studies exclusively address its practical application, either for students or teachers.

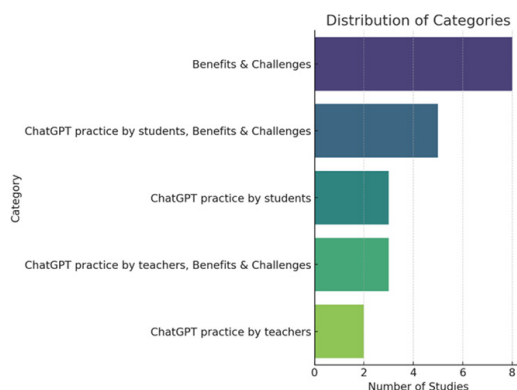


Figure 2. The most common themes explored in the studies

Figure 3 represents the geographical distribution of studies analyzing ChatGPT in educational contexts. Based on the analysis, China has the highest number of studies, showing significant interest and adoption of ChatGPT in this region. Other countries like Saudi Arabia, Indonesia, and Taiwan also have notable contributions, indicating diverse global research. The presence of studies from regions such as the Philippines, Vietnam, and the United States shows that interest in ChatGPT is widespread across different educational systems.

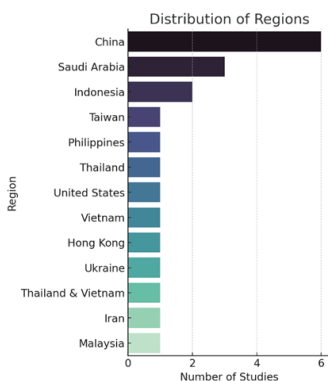


Figure 3. The geographical focus of the research

The researchers also found the types of research methods used in studying ChatGPT's for English language learning. Figure 4 indicates that qualitative research dominates, suggesting an emphasis on understanding user experiences, perceptions, and case studies. Meanwhile, mixed methods approaches are also prevalent, combining qualitative and quantitative insights for a comprehensive analysis. A smaller but significant number of studies employ quantitative research, focusing on measurable impacts and outcomes.

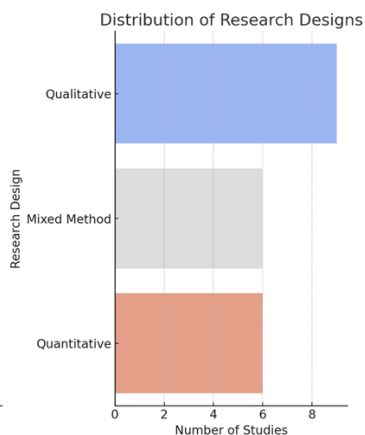


Figure 4. The predominance of different research methodologies

Furthermore, after gathering, analyzing, and coding the 21 selected articles, the findings are divided into three categories: "practices

"benefits," and "challenges". These findings directly address the research questions, offering a comprehensive understanding of ChatGPT's role and implementation in English language learning contexts (as shown in Table 2). The general features of the 21 papers in this evaluation are outlined in Appendix A.

Table 2. Summary of the findings related to the research questions

Practices	Benefits	Challenges
Practices by Students <ul style="list-style-type: none"> • Peer tutoring and individualized assistance • Assisting in academic writing • Exploring English vocabulary • Translating English words • Brainstorming and refining outlines • Utilizing informal English learning • Asking academic feedback and ongoing support • Editing drafts for appropriateness and accuracy • Organizing content ideas and clarifying concepts • Generating new ideas and finding information 	<ul style="list-style-type: none"> • Positive learning atmosphere • Vocabulary acquisition • Fluency improvement • Motivation • Curiosity enhancement • Immediate feedback • Writing motivation • Enhanced student engagement • Self-efficacy • Support for collaborative writing • Improved academic writing skills • Comprehension of research trends • Writing outline generation • Content enrichment • Refining papers • Enhanced learning motivation • Improved writing and reading skills • Reduced teacher workload • Enhanced time management • Improved teaching efficiency • Personalized learning experience 	<ul style="list-style-type: none"> • Plagiarism risks • Over-reliance on AI • Minimal learner effort • Data privacy concerns • Inaccurate outputs • Improper citations • Digital gap issues • Accuracy concerns with older AI versions • Cultural/contextual misalignment • Language accuracy issues • Technical barriers • Ethical considerations • Need for meticulous proofreading • Risk of biased information • Insufficient task complexity • Privacy concerns • Referencing and citation issues • Bias in English writing • Pressure to pay
Practices by Teachers <ul style="list-style-type: none"> • Lesson planning and material development • Exploring teaching strategies and activity ideas • Designing assessment tasks • Scaffolding academic literacy 		

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- | | |
|--|--|
| <ul style="list-style-type: none">• Generating texts, dialogues or listening materials• Designing rubrics• Generating learning material and grading students' work | <ul style="list-style-type: none">• Teacher professional development• Critical thinking and creativity improvement• Better understanding of English language and culture• Valuable for L2 writing• Improved grammar accuracy• Structured essays• Time-saving for teachers• Enriches learning environments• Feedback effectiveness• Improved materials and texts• Academic writing scaffolding• Improved pronunciation• Interactive practice• Writing fluency improvement• Enhanced content knowledge |
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Table 2 provides a summary of the synthesized results based on the categories identified during the coding process and data extraction. The researchers carefully discussed the findings during the synthesis process. Different groups utilize ChatGPT for various purposes in learning English. Students frequently turn to ChatGPT for personalized language learning, generating ideas, and acting as a peer tutor. In China, Xu and Jumaat (2024) found that ChatGPT helps students enhance their academic writing skills by generating content ideas, synthesizing literature, and improving paper structure. On the other hand, teachers employ it for tasks such as lesson planning, developing materials, and providing feedback. For example, Kopuz (2024) in the United States discovered that ChatGPT can significantly lighten teachers' workloads by assisting in lesson planning and content creation.

A common theme across these studies is that ChatGPT positively influences students' motivation and engagement in learning. In Thailand, Songsingchai et al. (2023) reported that using ChatGPT improved students' vocabulary and writing skills while boosting their motivation to learn English. Similarly, Meniado et al. (2024) noted that ChatGPT enhances students' abilities to brainstorm, organize ideas, and refine outlines, making it particularly useful for second language (L2) writing tasks. However, despite these advantages, the studies also highlight notable challenges. Concerns such as plagiarism, data privacy, and over-reliance on AI are significant issues. Teng (2024) in China pointed out that while ChatGPT can enhance student motivation and self-efficacy in writing, it also raises risks related to plagiarism and data privacy. In addition, Hieu and Thao (2024) in Vietnam emphasize cultural misalignments and ethical considerations as potential obstacles, underscoring the necessity for responsible and context-sensitive use of ChatGPT.

Discussion

Practices of Using ChatGPT by Students in Learning English

Previous study by Lo et al., (2024) primarily focused on studies conducted in higher education settings. In contrast, this analysis shifts attention to practices at the elementary, middle, and high school levels, which is crucial for several reasons. First, the widespread use of smartphones among students means that tools like ChatGPT are readily available to many of them. Most students are familiar with ChatGPT, but they might not yet see its potential as a resource for learning English. By highlighting its applications in these earlier educational stages, we can guide students to use ChatGPT effectively for language learning. This awareness can also encourage parents to take an active role in guiding and motivating their children to use technology for educational purposes. By recognizing the educational advantages of

ChatGPT, parents can assist their children in incorporating this tool into their learning routines, thereby fostering both language skills and digital literacy from an early age. Emphasizing these practices also highlights the importance of equipping students at all educational levels to leverage AI tools for lifelong learning in an increasingly digital landscape.

Additionally, students can use ChatGPT as a peer tutor to receive personalized assistance, generate new ideas, and help find information (Xiao & Zhi, 2023). This tailored support allows students to delve deeper into subjects, fill knowledge gaps, and take a more active role in their learning journey, which can be particularly beneficial in fostering self-directed study habits. Moreover, ChatGPT is invaluable in speeding up students' writing processes (Tseng and Lin, 2024). By providing immediate feedback and generating content, ChatGPT helps students brainstorm, organize, and refine their writing more easily and efficiently. This capability to speed up writing tasks allows students to concentrate on developing their arguments and ideas, ultimately improving the quality of their written work without the pressure of time constraints. ChatGPT plays a significant role in assisting with writing, demonstrating its ability to help students enhance coherence, clarity, and stylistic elements in their academic assignments (Teng, 2024).

In addition to writing, ChatGPT acts as a valuable resource for gathering information, generating fresh ideas, and offering real-time feedback (Javier & Moorhouse, 2023). Students utilize ChatGPT's extensive knowledge base to quickly access relevant information, which aids in research tasks and promotes a deeper understanding of complex subjects. This ability to access information and receive feedback instantly supports an iterative learning process, allowing students to refine their grasp and application of new concepts. Furthermore, ChatGPT is advantageous for language learning, including vocabulary enhancement and translation assistance. Students turn to ChatGPT for translating words, acquiring new vocabulary,

and obtaining immediate feedback (Songsingchai et al., 2023). It helps them improve their language skills in a more engaging and supportive setting. This practical language support is crucial for learners looking to broaden their vocabulary and enhance their comprehension in real time, without the delays often found in traditional language support tools.

The use of ChatGPT also reaches into higher-order thinking tasks, including critical evaluation, peer consultation, and the incorporation of primary research sources (Werdiningsih et al., 2024). By utilizing ChatGPT, students can engage in more profound analysis and enhance their academic rigor through the consultation and comparison of various sources, fostering a more research-oriented and critically reflective learning approach. Furthermore, ChatGPT's assistance in informal English language learning makes it a valuable tool for students to improve their language proficiency independently (Liu, 2023). It also helps students in structuring and refining their work, from brainstorming and organizing ideas to editing drafts for clarity and accuracy. ChatGPT guides students through the processes of idea generation, outline refinement, and content editing, aiding in the clarification of concepts and ensuring precision (Meniado et al., 2024). This all-encompassing support enables students to create well-organized and enhanced work, equipping them with vital skills for academic success and boosting their confidence in handling complex tasks.

Practices of Using ChatGPT by Teachers in Teaching English

The utilization of ChatGPT in teaching practices has shown various applications within the educational framework, especially for tasks like lesson planning, material creation, and student assessment. Teachers are leveraging ChatGPT to streamline the development of learning materials and assist with grading, which lessens their administrative workload and allows for more personalized interactions with students (Al-khresheh, 2024). This method underscores ChatGPT's ability to improve educational

efficiency by equipping teachers with a dependable tool for quickly generating customized content and maintaining consistent evaluation standards. Beyond basic classroom assistance, ChatGPT is also being increasingly utilized for thorough lesson planning, material development, and crafting personalized feedback for students. Educators who integrate ChatGPT in these areas gain structured lesson plans, customized educational resources, and comprehensive feedback for their students (Kopuz, 2024). This versatile role enables teachers to meet various student needs while maximizing their time, especially in larger classrooms where providing individual feedback can be more difficult.

Beyond traditional instructional design, ChatGPT acts as a catalyst for innovation in teaching strategies. It offers educators fresh ideas for classroom activities and presents alternative approaches to achieving curriculum objectives (Hieu & Thao, 2024). Teachers who use ChatGPT for brainstorming have reported an improved ability to engage students through unique and varied learning experiences, allowing them to adapt content in ways that sustain interest and promote active learning. Additionally, ChatGPT's usefulness extends to designing tasks and assessments that emphasize language skills, including vocabulary, grammar, and writing. Its role as a teaching assistant is significant, as it helps educators create content, design exercises, and develop assessment tasks tailored to specific language competencies (Zaiarna et al., 2024). This integration enriches the learning experience by offering students structured practice opportunities and assessments that align with targeted language skills. ChatGPT is also valuable in producing spoken language resources and formative assessment tools. Educators utilize ChatGPT to create texts, dialogues, and listening materials that support students in honing their spoken language abilities (Ma et al., 2024). Furthermore, it assists in crafting formative assessment tasks and rubrics, providing a systematic approach to evaluating student progress. Through these applications, ChatGPT empowers teachers to

deliver a well-rounded language education that fosters both receptive and productive skill development, ultimately improving the quality of English language learning experiences.

The significance of the findings related to ChatGPT's integration into teaching practices is further validated by other systematic literature reviews on AI and education, offering additional insights and contrasts. For instance, Holmes et al. (2023) focused on the possibilities offered by AI-based tools for educational purposes through the lens of the increasing concern about the ability to optimize AI for reducing the administrative tasks of teachers and allocating more time for teaching students as opposed to administrative works. This trend was also encountered in this review, thus making it evident that Aikhresheh (2024) and Kopuz (2024) support such a finding as they both feature in the works presented. However, both authors did observe how AI-created content may not be culturally appropriate or adequate for the given context.

Further supports comes from Xu and Wang's (2023) concerning AI in language education where ChatGPT and similar tools were described as most useful when a certain language skill necessitating writing and grammar is needed. The review pointed out similar advantages when AI is used for task creation, evaluation, and delivery of feedback as it appears in the studies discussed in this paper (Zaiarna et al., 2024; Ma et al., 2024). The two reviews emphasize controlled exposure of AI to practice opportunities with distinct features. However, Xu and Wang highlighted that AI tools other than ChatGPT exhibit more engagement with gamification and have the potential to advance ChatGPT.

On the other hand, a systematic review by Xu and Ouyang (2022) on AI in STEM education found different results, which revealed a major goal in the fostering the problem-solving and critical thinking skills rather than focusing on making things easier administratively. This divergence

could be due to the domain-specific features of AI tools, as STEM for instance narrows down to an experiential and inquiry-based education. While ChatGPT can assist language acquisition development by making formative assessments and feedback stronger, its impact on the methods utilized for STEM instruction is yet to be addressed.

These comparisons raise the question of when further research should be conducted to study the potential of ChatGPT in the classroom beyond language instruction. Addressing this question could reveal valuable insights into how AI tools like ChatGPT might enhance various aspects of the educational process. Expanding on the findings from systematic literature reviews across various fields can lead to a deeper understanding of AI's role in education. There is a clear need for more focused reviews on the use of ChatGPT in English language learning, as existing research tends to overlook specific AI tools like ChatGPT in favor of broader discussions about AI in education.

In summary, incorporating ChatGPT into teaching practices presents significant advantages for different aspects of English instruction. Educators utilize ChatGPT for lesson planning, creating materials, and assessing students. This tool can help lessen teachers' administrative burdens and foster more personalized interactions with students. Beyond classroom management, ChatGPT supports innovative teaching methods by providing new ideas for class activities and alternative strategies to meet curriculum objectives. Furthermore, its application in crafting language-focused exercises and assessments bolsters the development of essential linguistic skills, including vocabulary, grammar, and writing. By producing customized content and formative assessments, ChatGPT enhances structured learning experiences and elevates the overall quality of English language education, promoting both receptive and productive skills.

Benefits and Challenges in Integrating in English Language Classroom

His systematic literature review examines the influence of ChatGPT on English language learning, highlighting both its advantages and challenges. The findings demonstrate how ChatGPT fosters engagement, motivation, and language proficiency. However, it also presents concerns such as over-reliance and ethical implications.

Incorporating ChatGPT into English language learning provides various benefits that enhance students' engagement, motivation, and language skills. It creates a positive learning atmosphere, aids in vocabulary acquisition, and sparks curiosity for deeper understanding (Ali, 2023). The platform's capacity to deliver timely feedback supports ongoing improvement and encourages active participation in language learning. Additionally, its role in vocabulary enhancement, grammar improvement, and assistance with academic writing makes it a vital resource for language learners. Students utilizing ChatGPT often experience increased motivation, a sense of accomplishment, and collaborative engagement in their studies, leading to improved comprehension and language application (Teng, 2024; Songsiengchai et al., 2023). Another key benefit is ChatGPT's ability to provide personalized learning experiences, allowing students to interact with customized content that aligns with their individual learning pace and requirements. Its adaptive feedback and real-time practice options create an interactive language environment that promotes critical thinking and creativity (Rezai et al., 2024). Furthermore, ChatGPT aids in enhancing academic writing skills, offering support in content generation, literature synthesis, and structural guidance for writing projects, which boosts students' confidence and productivity in their writing tasks (Xu and Jumaat, 2024). Teachers also gain advantages as ChatGPT helps lighten their workload by assisting with lesson planning, content creation, and assessments. This allows them to focus more on student-centered interactions and innovative teaching strategies (Kopuz, 2024).

However, relying on ChatGPT brings challenges related to academic integrity, language accuracy, and an over-reliance on AI tools. Several studies, including those by Yuan et al. (2024) and Werdiningsih et al. (2024), have highlighted issues with plagiarism, as students may depend too much on AI-generated responses without engaging in critical analysis or making authentic contributions. This dependency can hinder students' ability to generate original ideas, posing a risk to their critical thinking skills and understanding of academic ethics. Furthermore, ChatGPT's limitations in ensuring language accuracy and contextual relevance can sometimes lead to evaluation issues, making it necessary to prevent the misuse of information (Slamet, 2024; Zaiarna et al., 2024). There are also ongoing concerns about data privacy, digital equity, and ethical considerations, which complicate the integration of ChatGPT in educational settings. Liu (2023) and Solak (2024) emphasized the risks related to data privacy, particularly given the sensitive nature of personal information shared during interactions with AI platforms. Additionally, issues surrounding digital access highlight a disparity between users who can effectively utilize ChatGPT and those who cannot, creating a digital divide in educational equity. Educators and institutions face the challenge of addressing these ethical concerns while upholding data protection standards and managing the effects of AI on traditional educational methods, such as promoting independent problem-solving and creativity (Hieu and Thao, 2024).

To sum up, it's crucial to find a balance between integrating AI and using traditional learning methods. Chung and Jeong (2024) pointed out that while ChatGPT can be a helpful tool for improving grammar and writing skills, it's still vital to preserve authenticity and human interaction. Relying solely on AI tools like ChatGPT could hinder the growth of critical thinking, creativity, and communication skills that are fostered through direct human engagement in the learning process. Furthermore, Kovalenko and Baranivska (2024) highlighted the importance of teachers

managing AI use strategically to enhance, rather than replace, the learning experience. The key elements of language learning involve encouraging independent problem-solving and ensuring contextual relevance. Teachers are essential in guiding students to think critically, solve problems on their own, and apply their language skills in real-world situations, all of which are important for effective language development.

Conclusion

This study looks into how ChatGPT is used in learning English, highlighting its practices, benefits, and challenges. It investigates the ways students and teachers interact with ChatGPT, showcasing its potential to improve both learning and teaching experiences. ChatGPT assists students with academic writing, vocabulary building, idea generation, and informal learning, encouraging self-directed study and boosting engagement. For teachers, it helps with lesson planning, creating materials, and assessment tasks, which lessens administrative burdens while allowing for innovative teaching methods. The use of ChatGPT in education brings several benefits, such as increased student motivation, better academic writing, and tailored learning experiences. It creates a positive learning environment, encourages critical thinking, and offers immediate feedback, all of which significantly enhance English language skills. Nonetheless, challenges like over-dependence on AI, risks of plagiarism, data privacy issues, and ethical dilemmas remain. While ChatGPT enriches education, it should be used alongside traditional methods to nurture creativity and critical thinking. The findings underscore the importance of future research to examine the long-term effects of ChatGPT on education and to investigate interdisciplinary strategies for maximizing its effectiveness in various learning settings.

Appendix

No	Reference	Regions	Research Design	Sample Size	Category	Finding
1	Al-khresheh (2024)	Saudi Arabia	Qualitative	46 teachers	ChatGPT practice by teachers	Integrating ChatGPT into the pedagogical framework, use ChatGPT for generating learning material and grading students' work.
2	Ali (2023)	Saudi Arabia	Mixed Method	58 teachers	Benefits & Challenges	Benefits: ChatGPT contributes to a positive learning atmosphere, aiding in vocabulary acquisition, fluency, and other aspects of learning, including motivation, curiosity for further learning, and receiving timely feedback. Challenges: Plagiarism and overreliance on chatbots, with minimal effort from the learners themselves.

3	Slamet (2024)	Indonesia	Quantitative	80 teachers 46 students	Benefits & Challenges	Benefits: Better language competency and individualized learning experiences. Challenges: Language accuracy and technological dependence.
4	Xu and Jumaat (2024)	China	Mixed Method	60 students	Benefits & Challenges	Benefits: ChatGPT can help students apply academic WS more effectively by comprehending research trends, generating writing outlines, enriching writing content, synthesizing literature, and refining papers. Challenges: potential plagiarism, inaccurate output, improper citations, and the digital gap between users and non-users must be addressed.

o	Xiao and Zhi (2023)	China	Qualitative	5 students	ChatGPT practice by students	Use ChatGPT as a Peer Tutor for Providing Individualized Assistance, Generating New Ideas, finding information
6	Tseng and Lin (2024)	Taiwan	Qualitative	15 students	ChatGPT practice by students	To get immediate feedback and generate content ideas, accelerate the writing process.
7	Teng (2024)	China	Quantitative	45 students	ChatGPT practice by students, Benefits & Challenges	Practice: ChatGPT as an assistance on writing. Benefits: Writing motivation, self-efficacy, engagement, and collaborative writing tendency. Challenges: Data privacy issue and plagiarism risk.
8	Javier and Moorhouse (2023)	Philippines	Mixed Method	49 students	ChatGPT practice by students	To get information, generate ideas and real time feedback

9	Songsiengchai et al. (2023)	Thailand	Quantitative	120 students	ChatGPT practice by students, Benefits & Challenges	Practice: To translate English words, to get new vocabularies and to get immediate feedback. Benefits: To enhance learning motivation, improve writing and reading skills, and support for learning english. Challenges: Over-reliance on ChatGPT and plagiarism
10	Kopuz (2024)	United States	Qualitative	6 teachers	ChatGPT practice by teachers, Benefits & Challenges	Practice: To make lesson plan, material development, and student feedback. Benefits: Reduced teachers' workload, enhanced time management, and improved teaching efficiency, enabling educators to focus more on student interaction

						and innovative aspects of teaching. Challenges: Potential over-reliance on AI, as well as the accuracy of information generated by ChatGPT's older versions.
11	Allehyani and Algamdi (2023)	Saudi Arabia	Quantitative	543 teachers	Benefits & Challenges	Benefits: Useful pedagogical tool in teaching English for Early Childhood settings. Challenges: Less digital competences and awarness of applying ChatGPT in English teaching practices.
12	Hieu and Thao (2024)	Vietnam	Qualitative	9 teachers	ChatGPT practice by teachers, Benefits & Challenges	Practice: Use ChatGPT to explore new teaching strategies and to get new ideas for class activities. Benefits: Enhanced student engagement, personalized learning, professional

					development for teachers, improvement in language proficiency, reduction in teacher workload, encouragement of technological adoption, and fostering of critical thinking and creativity. Challenges: Over-reliance on AI, cultural and contextual misalignments, integration with existing teaching methods, language accuracy issues, impact on creativity, technical barriers, and ethical considerations.
13	Werdiningsih et al. (2024)	Indonesia	Qualitative	16 students	ChatGPT practice by students, Benefits & Challenges
					Practice: Use ChatGPT to get critical evaluation, peer consultation, and the use of primary research sources. Benefits: Improving vocabulary,

						grammar, idea generation, essay structuring, and language refinement. Challenges: Over reliance and plagiarism.
14	Liu (2023)	Hong Kong	Quantitative	405 students	ChatGPT practice by students, Benefits & Challenges	Practice: ChatGPT is utilized to facilitate learners' informal English language learning. Benefits: Engage in various English learning activities beyond the classroom such as enhancing English reading and writing abilities, better understand the English language and culture. Challenges: Risk in data privacy, plagiarism and over-reliance on ChatGPT
15	Zaiarna et al. (2024)	Ukraine	Mixed Method	36 teachers	ChatGPT practice by teachers, Benefits & Challenges	Practice: Use ChatGPT as an assistant in lesson planning,

						content creation, task design, and assessment, especially for vocabulary, grammar, and writing. Benefits: time saving for teachers Challenges: the need for meticulous proofreading, issues with biased information, and insufficient task complexity.
16	Chung and Jeong (2024)	China	Quantitative	134 teachers	Benefits & Challenges	Benefits: To enhance teaching efficiency, particularly in grammar and writing, there are concerns about over reliance on AI, its impact on critical thinking, and the authenticity of AI-facilitated interactions. Challenges: Ethical considerations including data privacy and

						academic integrity, are highlighted as critical areas requiring attention.
17	Ma et al. (2024)	China	Mixed Method	492 teachers	ChatGPT practice by teachers	ChatGPT is used for generating texts, dialogues or listening materials to facilitate students' learning and practice of spoken language, and designing assessment tasks or rubrics, particularly formative assessment tasks.
18	Meniado et al. (2024)	Thailand & Vietnam	Mixed Method	357 students	ChatGPT practice by students, Benefits & Challenges	Practice: Use ChatGPT for brainstorming, organizing ideas, refining outlines, clarifying concepts, and editing their drafts for appropriateness and accuracy. Benefits: A valuable tool for L2 writing, where its ability to generate ideas,

						provide examples, and gather necessary information is highly valued. Challenges: plagiarism and over-reliance on ChatGPT.
19	Rezai et al. (2024)	Iran	Qualitative	21 students	Benefits & Challenges	Benefits: Expanded vocabulary, promoted grammar accuracy, and improved pronunciation, interactive language practice, personalized learning experience, and enriched learning environments. Challenges: ethical dilemmas and privacy concerns
20	Yuan et al. (2024)	Malaysia	Qualitative	7 students	Benefits & Challenges	Benefits: It is convenient and caters to academic English writing needs, it scaffolds literacy in terms of writing fluency, content, and knowledge.

						<p>Challenges: 1) possible academic plagiarism and a lack of critical thinking due to their over-reliance on the information provided by ChatGPT; 2) bias in English academic writing from the English-dominant context and pressure to pay; 3) considering and scrutinizing the authenticity of information generated in academic contexts.</p>
21	Solak (2024)	China	Qualitative	8 students 3 teachers	Benefits & Challenges	<p>Benefits: The effectiveness in providing feedback, materials, texts, and ongoing services. Challenges: privacy, ethical considerations, referencing, and citation.</p>

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