

A Systematic Review of How ChatGPT is Perceived and Utilized in EFL Writing Classes: Implications for Vietnam

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ABSTRACT

Keywords: ChatGPT, AI, systematic review, perception, integration, digital pedagogy

Since its debut, ChatGPT has emerged in heated discussions among language teachers and educators. This paper presents a systematic literature review of teachers' perceptions on integrating ChatGPT, which is an OpenAI-developed large-scale generative language model used in English as a Foreign Language (EFL) writing classes in higher education. The study aims to provide a comprehensive overview of current research on how ChatGPT is perceived and utilized in writing classes. For the systematic review, a total of 118 research articles published from November 2022 to April 2024 were collected based on specific keywords. After applying inclusion and exclusion criteria, 29 publications were selected for review. Findings indicate diverse perspectives among higher education teachers regarding ChatGPT's utility. Additionally, its integration in higher education EFL writing classes is still in its early stages, with the current emphasis on content revision, proofreading, prompt creation, idea generation, and providing personalized feedback. These results underscore the need for ongoing research, urging Vietnamese teachers to carefully consider ChatGPT's integration. There is a pressing demand for training both teachers and students in higher education in the Vietnamese EFL context to address the issues of academic integrity, critical thinking, and the challenges associated with home-based assessments.

Introduction

English has been taught as a foreign language in Vietnam for decades, with various scholars (Hoang, 2010; Pham, 2007) contributing diverse perspectives on policies, methodologies, and sociocultural factors in English as a Foreign Language (EFL) writing instruction. When it comes to writing teaching pedagogy, a shift has been noted from product-focused to process-focused and genre-based approaches (Santoso, 2010), which reflects broader pedagogical

trends toward student-centered learning in the world in general and in Vietnam in specific.

With the global rise of technology integration in education, tools like ChatGPT have sparked interest for their potential to transform EFL writing instruction. AI tools provide opportunities to enhance learning experiences by delivering personalized feedback, evaluating writing proficiency, and supporting various stages of the writing process (Baskara, 2023; Marzuki et al., 2023). In fact, research in countries such as Denmark has shown positive student learning outcomes with the employment of ChatGPT in EFL classes.

Despite global advancements, research on the use of AI tools like ChatGPT in Vietnamese EFL contexts is limited. This study aims to explore how ChatGPT is perceived and utilized in EFL writing instruction globally and assess its potential for integration in Vietnamese higher education. By examining strengths, limitations, and adaptations, this research seeks to fill a critical gap in understanding how AI tools can enhance writing outcomes in Vietnam's EFL classrooms.

Research Questions

To fulfill the purpose of the study, the survey was seeking to answer the following research questions:

1. How is ChatGPT perceived in EFL writing instruction globally?
2. How is ChatGPT being used in EFL writing instruction globally?

Methods

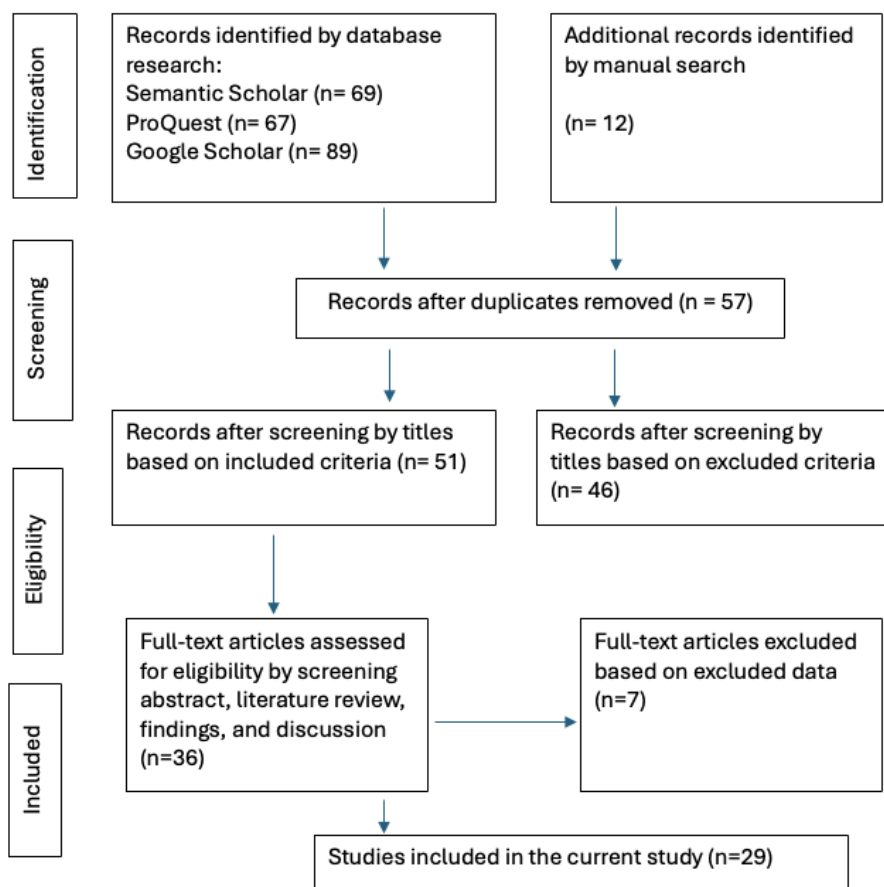
This review paper follows the preferred Reporting Items for Systematic Reviews and Meta-Analyses Framework - Adapted version for Scoping review (PRISMA-ScR) guidelines (Figure 1). The PRISMA-ScR gives guidelines for a transparent and comprehensive report that helps the authors map key concepts and the scope of the study systematically. It also helps cohesively identify the extent of the existing literature.

Based on the criteria, related research papers were collected. Twenty-nine peer-reviewed papers meeting the inclusion criteria were thoroughly examined and analyzed for trends and patterns. Specifically, several academic databases including Semantic Scholar, Proquest, and Google Scholar were searched for peer-reviewed papers about ChatGPT. The needed keywords were then searched on the grounds of the titles. Records after duplicate removal showed that there were approximately 60 articles published between 2023 and 2024, indicating a widespread interest in the perception and use of ChatGPT in second language (L2) learning context. Embracing the overarching research questions for this paper, the researchers included papers about how ChatGPT is perceived and utilised in EFL writing classes only. Those that do not satisfy this criterion will be excluded.

In each paper, besides keywords in the titles, we scanned for the year of publication, the context of the studies, the research problems, the sources (or the databases) and the study's findings. We also looked into the discussion sections for further implications. Grey literature was excluded from the total count.

Figure 1.

PRISMA-ScR Flowchart for the Scoping Review



Findings and discussion

This section presents the background information on the topic and the selected articles, including citations, titles, journals and the distribution of countries where the studies were implemented (see Appendix 1). Appendix 1 provides an overview of 29 research articles that explore the role of ChatGPT in English as a Foreign Language (EFL) writing and related educational contexts. The table includes key details such as the authors, publication years, article titles, journal sources, and study contexts or countries where the research was conducted.

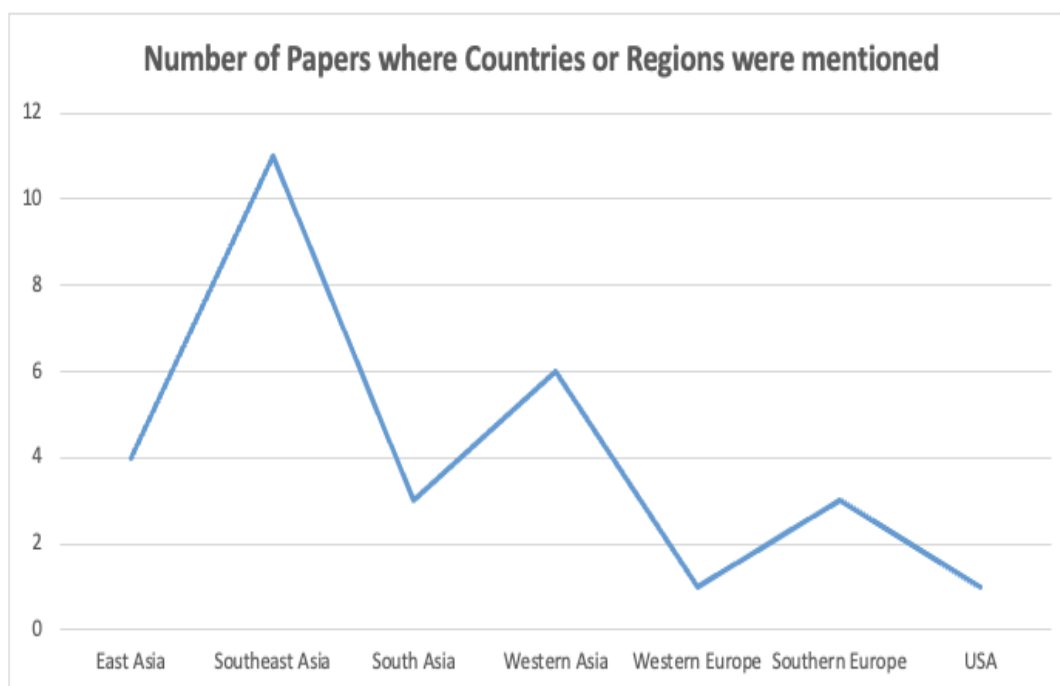
The studies cover diverse themes, including the impact of ChatGPT on writing skills, motivation, teacher and student perceptions, error analysis, and the integration of AI tools in classroom settings. The research is drawn from a wide geographical spread, with significant contributions from Asia, the Middle East, Europe, and the Americas.

Notably, countries like China, Vietnam, and Indonesia feature prominently, reflecting a strong regional interest in applying AI in language education. The journals listed range from specialized technology and education publications to broader interdisciplinary platforms, indicating the growing relevance of AI in various academic fields.

Figure 2 below indicates that articles that used Southeast Asian countries as the context of the studies outweighed other contexts. However, the table also shows that this topic has gained worldwide attention.

Figure 2.

Distribution of countries where rooted the contexts of the selected studies



Source: Compiled by researchers

Figure 2 illustrates the geographical distribution of countries where the contexts of the selected studies are rooted. It shows that research on ChatGPT in EFL writing is concentrated primarily in Asia, with notable contributions from countries such as China, Vietnam, and Indonesia. Other regions, including the Middle East, Europe, and the Americas, are also represented, reflecting global interest in integrating AI tools into language education. This distribution highlights regional engagement and varying perspectives on the use of ChatGPT in educational contexts.

Perceptions of ChatGPT in EFL writing instruction around the globe

The advent of artificial intelligence (AI) has significantly impacted various fields, including education. ChatGPT, a powerful language model, has emerged as a promising tool for language learning, particularly EFL. Themes have emerged via the literature review exploring the perspectives of EFL or ESL teachers and learners on the use of ChatGPT in writing classes. Four themes highlight the multifaceted impact of ChatGPT on EFL education ranging from perceived effectiveness and benefits in teaching, learning and assessment; perceived challenges and limitations in teaching, learning and assessment; perceived teacher roles and professional development; and perceived necessary acts in policy and training.

Table 1.

Themed perceptions of users on ChatGPT in EFL writing instructions

Theme	Author	Pattern codes
Perceived effectiveness and benefits in teaching, learning, and assessment	Nguyen (2023) Nguyen (2023) Woo et al. (2023) Song & Song (2023) Alafnan et al. (2023) Ningrum (2023) Harunasari (2023) Marzuki (2023) Hawanti & Zubaydulloevna (2023) Le et al. (2023) Kostka & Toncelli (2023)	Improved writing skills: enhance writing skills (grammar, vocabulary, and overall coherence) Increased motivation and engagement higher levels of motivation and engagement when using ChatGPT as a writing tool. Personalized feedback and practice: tailored & feedback and practice opportunities, catering to individual needs.
Perceived challenges and limitations in teaching learning and assessment	Alafnan et al. (2023) Nguyen (2023) Kostka & Toncelli (2023) Le et al (2023)	Overreliance on AI overly dependent on ChatGPT, a decline in independent thinking and creativity Inaccurate or inappropriate suggestions generate incorrect or inappropriate content Privacy and data security concerns: data privacy and security.
Perceived teacher roles professional development and	Nguyen (2023) Imran & Almusharraf (2023) Zhang (2024) Wang (2024)	Guidance and scaffolding Teachers play a crucial role in guiding students on how to effectively use ChatGPT as a tool Professional training Teachers need adequate training to understand ChatGPT's capabilities and limitations.
Perceived necessary acts in policy and training	Woo et al. (2023) Nguyen (2023) Algaraady & Malyoob, (2023) Koraiishi (2023)	Ethical Considerations Originality and creativity. The use of & ChatGPT may raise concerns about the originality and creativity of student work Plagiarism: There is a risk of plagiarism if students rely too heavily on ChatGPT-generated content Integration into curriculum Further research is needed to explore how ChatGPT can be effectively integrated into EFL writing curricula Addressing challenges: Strategies for overcoming the challenges associated with ChatGPT use should be developed.

As results shown in Table 1 above, research on students' and teachers' perceptions of ChatGPT highlights both benefits and challenges. Studies (e.g., Nguyen, 2023; Woo et al., 2023) suggest that ChatGPT enhances writing skills, boosts motivation, and provides personalized feedback. However, concerns include overreliance on AI, reduced independent thinking, inaccurate responses, and data privacy risks (Alafnan et al., 2023; Le et al., 2023).

Teachers play a key role in guiding students and require proper training to use ChatGPT effectively (Nguyen, 2023; Imran & Almusharraf, 2023). Ethical concerns, plagiarism risks,

and curriculum integration challenges call for further research and policy development (Woo et al., 2023; Algaraady & Malyoob, 2023).

The implementations of ChatGPT in the writing classrooms

The qualitative data elicited from a variety of articles lays a foundation for the assertion that the employment of ChatGPT is an inevitable trend in Education, including writing skills, and how the AI tool can be utilized in writing classes. As Shaikh et al. (2023) concluded, ChatGPT “is an effective tool for language learning”.

Table 2.

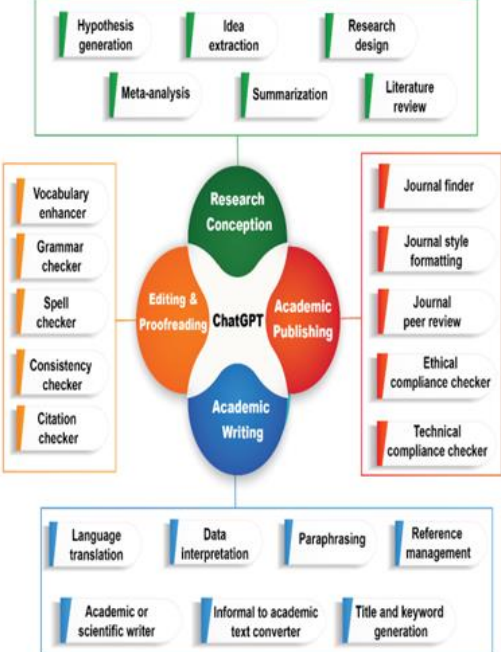
ChatGPT’s effectiveness in the education of writing

Main statements	Population/subjects
Being the latest part of artificial intelligence (AI), which is the ongoing development process in education, ChatGPT offers both opportunities and challenges in enhancing academic writing (Imran & Almusharraf 2023)	Review of 30 most relevant articles
ChatGPT - a language learning tool- supports the teaching procedure” (Athanasopoulos et al., 2023 pp.818-824)	Foreign language writing, immigrant background students
After incorporating ChatGPT as well as observing pre and post-instruction, English writing performance showed a large distinguishing (Sawangwan, 2024)	EFL Thai learners
“diverse perspectives are highlighted including acknowledgement of AI’s innovative role and its positive influence on writing skills and motivation.” (Song & Song, 2023)	EFL students

As illustrated in table 2, ChatGPT could be used by educators to enhance their academic writing instructions. The effectiveness of ChatGPT to writing classes has been confirmed by quite a number of other authors and has been proved to be an essential supplement for teachers’ instruction and students’ acquisition of writing skills. As can be seen from the table below, the integration of ChatGPT in teachers’ instructions helps to enhance students' writing proficiency. According to the authors, this chatbot helps to improve students’ efficiency in numerous aspects of writing, including the ideas in the writing product, idea organization and connection, uses and accuracy of lexical and grammatical items, as illustrated below. Writing educators could also employ ChatGPT to provide quick feedback or formative assessment for students’ writing work. Apart from the provision of formative feedback, the employment of ChatGPT could involve the teachers’ giving their students model essays generated by ChatGPT as models for them to rewrite their essays previously written, as implemented by (Strobl et al., 2024, pp.1-19).

Table 3.

ChatGPT enhancing educators’ work in the teaching and learning of writing

Main statements	Population
ChatGPT enhances teachers’ role as a facilitator by handling time consumption tasks resulting in generating focus ideas, coherence and monitoring content, organization, grammar accuracy, and lexical use in students’ performance (Mahapatra, 2024).	ESL students
“organization, coherence, grammar, and vocabulary were enhanced in writing proficiency .” (Song & Song, 2023)	EFL students
<div data-bbox="215 862 443 1064" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Graphical Abstract: ChatGPT's applications in academic writing and publishing</p> </div>  <p>(Zohery, M., 2023)</p>	Academic and scientific writing

When it comes to how the employment of ChatGPT could help psychologically reassure students, research literature shows that the generative AI tool could facilitate students’ writing process, offering comfort and assistance by providing immediate feedback and individualized or self-directed learning strategies. These sources of facilitation and assistance entail students’ engagement, motivation, anxiety reduction, development of higher order of thinking, of linguistic and even social skills if the educators make use of collaborative learning activities.

Table 4.

ChatGPT facilitating students’ acquisition of writing competence

Main statements	Population/subjects
The chatbot serves as source of beneficial facilitation for both learners and instructors in the academic process (Imran & Almusharraf, 2023).	Review of 30 most relevant articles
Chat GPT helps to make students’ learning process more self-paced because they have flexible time for concept comprehension, writing practice and instant feedback without pressure caused by the deadlines of traditional classroom settings (Hawanti & Zubayduloevna, 2023, pp.182-192).	English-majored students
The experience of repeatedly using ChatGPT could promote learning, especially when it comes to motivation and engagement. Apart from this language learning support, when combined with other learning strategies, Chat GPT could help learners develop linguistic and social skills (Habe Al-Obaydi et al., 2023, pp.39-50).	University students
Advanced L2 students’ use of ChatGPT contributes to their development of higher-order thinking during the process of writing and revising their texts,	Advanced L2 Writing Class

thanks to their increased awareness of its deficiencies in content supply and their skillful employment of the models for text enhancement (Strobl et al., 2024, pp.1-19).

Despite those advantages of ChatGPT in the writing classes, it is of cosmic significance for the educational practitioners to be well aware of its downside.

Table 5.

ChatGPT drawbacks in the teaching and learning of writing skills

Main statements	Population/Field
Despite its systematic characteristic, precision and originality, the responses generated by Chat GPT failed to meet the requirements concerning the quality and profundity of academic writing (Kumar, 2023, pp.24-30).	Academic Writing in the Biomedical Domain
Concerns were raised about inaccuracies caused by irrelevant settings and excessive dependence. Also, the data highlights reservations about permanent impact and sustainability of AI-driven educational approaches, necessitating the demand for continuous enhancement and adaptation of the AI tools (Song & Song, 2023).	EFL students
The achievement of the needed responses requires the formulation of appropriate and effective prompts (Parker et al., 2023, pp.721-727).	Nursing students
ChatGPT exhibits such limitations as the so-called hallucinations, where information is created with fictitious sources, necessitating teachers' sufficient intervention and feedback for effective implementation in educational contexts (Koraishi, 2023, pp.55-72).	EFL

As revealed by the review of research dataset, concerns could be articulated over ChatGPT's responses being short of the quality and depth of a typical piece of academic writing, students' heavily depending on this chatbot for their writing products and processes without realizing the hazards of hallucinations being created in the responses.

In order to deal with those potential shortcomings of the prominent AI tool, numerous recommendations have been proposed by a variety of researchers, whose representatives are included in the following table.

Table 6.

Implications of how to employ ChatGPT in the teaching and learning of writing skills

Main statements	Population/Field
Such knowledge of AI's potential and skills of using AI for educational purposes such as prompt design should be integrated in official teacher education courses or programs (Koraishi, 2023, pp.55-72)	EFL
Three recommendations for ChatGPT use in the teaching and learning of writing skills include (1) the teacher-supervised incorporation of the AI tool in the English writing syllabus, (2) teachers' proper instructions, including the preparation and adoption of writing criteria, technical support provision and guidance on principles of conduct, and (3) the establishment of a teacher's forum (Sawangwan, 2024).	EFL Thai learners
The incorporation of AI-driven approaches in teaching and learning requires teachers' collaboration and learning, teachers' and students' reflections on AI use and the redesigning of learning activities. First of all, educational	English Language Teaching

<p>practitioners can collaborate and learn from each other to enhance their teaching competence. Those collaborative activities could include syllabus planning, development of teaching materials and assessment approaches, co-teaching, etc.</p> <p>Concerning reflections, students could be involved in discussions about ChatGPT's potential use and overuse; teachers engaged in all phases of AI implementation and use. To establish appropriate principles about the use of the AI tool, educational institutions are suggested by Miao & Holmes, 2023 to publicise transparent guidance on how and when to use the tool, based on the negotiations with these two stakeholders rather than the imposition.</p> <p>After all, educational practitioners are encouraged to positively take advantage of the emergence of AI tools to make innovative modifications to their students' learning (Kostka & Toncelli, 2023).</p>	
<p>With respect to the use of such AI tools as ChatGPT in educational contexts, especially when it comes to academic assessment, seven interrelated aspects are suggested for consideration.</p> <p>The first aspect is concerned with policy development, with consistency achieved even at regional level, across universities thanks to collaborative work.</p> <p>The second area of AI use in education involves student training, where students are well informed about acceptable uses, ethically academic behaviours and potential dangers of misuse.</p> <p>Another stakeholder to be trained about the integration of AI in education is staff, ranging from the support staff and teaching staff to senior leaders so that they all are aware that chatbots like ChatGPT are neither magical tools nor dangerous obscurity. More importantly, these educational professionals need to acknowledge that essential changes need to be made in order that education in the new era could be more relevant to the modern contexts.</p> <p>Additionally, appropriate interventions relating to AI use for different disciplines should be made so that the field-specific requirements are met</p> <p>Once AI tools have been accepted in teaching and learning, it is of immense importance to redesign assessment activities so that academic assessments remain valid, reliable and relevant; as a result, students are kept actively engaged.</p> <p>Beside suitable assessment methods, detection is the aspect which should not be overlooked. Instead of relying on a certain third party, whose detection technique may be of limited appropriacy to specific educational contexts, or looking at the overview at a high level, educators should examine the documents under consideration in detail.</p> <p>Last but not least, whatever modifications are made to the educational policies, students' perspectives and circumstances should never fail to be taken into account.</p> <p style="text-align: center;">- (Lancaster, 2023)</p>	<p>Academic assessment</p>

As suggested by the authors, the implementation of ChatGPT in the teaching and learning of writing skills, in a foreign language could be initiated with the formulation of appropriate policies. It is crucial to note that the policies should be developed as a result of collaborative efforts of several institutions rather than of a single educational unit. Also, the development of the policies should involve educators and students as indispensable stakeholders instead of alienating them, especially students, or imposing the rules.

The second implication for the employment of ChatGPT is the training to be provided. Those who need to be trained how to use the chatbot include the staff, regardless of the academic or

managerial, and students. Those training sessions could help raise these stakeholders' awareness of changes that need to be initiated to accommodate the demands of reality. Part of the training session could be spent on how to create appropriate and effective prompts, how or when to use the prompts and how to detect AI-suspected writing pieces. As proposed by the researchers, educators could be proactive in cooperating with each other to enhance their use of the chatbot for various purposes, ranging from curriculum design to instructional material development, teaching and learning activity design, assessment method selection, co-teaching, and professional development.

After the utilization of ChatGPT, both teachers and learners are proposed to be engaged in reflections in order to be better aware of the benefits ChatGPT brings about and potential deficiencies or even dangers of overuse of the AI tool. Those reflections could serve as a source of input for the following cycle of improvement of teaching and learning approaches, as well as assessment.

Potential implications for EFL writing instructions in Vietnamese higher education context

The findings highlight both opportunities and challenges in integrating ChatGPT into EFL teaching and learning of writing skills. It emphasizes the need for a structured pedagogical framework, continuous professional development (CPD) for educators, and the formulation of clear policies to guide AI integration in classrooms.

One of the central points raised is the absence of well-established pedagogical practices for integrating ChatGPT. This gap underscores the potential risk of inconsistent use or underutilization of AI tools, which could hinder their effectiveness. Therefore, developing a structured pedagogy through research, experimentation, and collaboration among educators is necessary. Without this, the technology's educational potential might not be fully realized, and students' learning outcomes could be uneven across different classrooms.

Another critical implication is the need for ongoing CPD to ensure educators are well-equipped to integrate ChatGPT into their teaching. The analysis rightly emphasizes the importance of TPACK (Technological Pedagogical Content Knowledge) training, which would enable educators to understand both the technology and its pedagogical applications. CPD can also raise awareness of ethical considerations and ensure that teachers promote critical digital literacy. Without this, educators might face difficulties in guiding students effectively, or worse, misuse AI tools in ways that harm academic integrity.

ChatGPT's ability to offer personalized feedback and support is highlighted as a major benefit, fostering greater learner autonomy. This aligns with research showing that tools like ChatGPT allow students to correct their mistakes independently, thus promoting self-regulated learning. By providing instant and tailored feedback, ChatGPT can also enhance continuous learning and discovery learning outside of the classroom. This is a key opportunity for improving students' writing skills and fostering independent thinking.

The analysis also recognizes the importance of creating policies that ensure the responsible use of ChatGPT in education. This includes preventing academic dishonesty (e.g., plagiarism), ensuring data privacy, and promoting equitable access to technology. Without clear policies, there is a risk that students and educators might misuse ChatGPT or rely too heavily on AI-

generated content, compromising academic integrity and fairness. Additionally, institutions must ensure that students with limited access to technology are not disadvantaged, emphasizing equity in AI adoption.

Plus, ChatGPT challenges traditional assessment models, necessitating innovative approaches to evaluating student learning. The implication suggests that educators should adopt formative, authentic, and hybrid assessments to fully leverage ChatGPT's benefits. For example, formative assessments using AI-generated feedback can enhance the learning process by focusing on continuous improvement. Authentic assessments can evaluate higher-order skills like critical thinking and creativity, thus reducing the chances of students simply using AI to generate content without understanding it. Hybrid models, combining traditional and AI-supported assessments, could provide a more comprehensive view of student progress.

In conclusion, this analysis offers a balanced view of how ChatGPT can transform EFL teaching and learning of writing skills. However, it also cautions that without clear pedagogical frameworks, ongoing CPD, robust policies, and thoughtful assessment methods, the integration of AI in education may face significant challenges. By addressing these areas, educators in Vietnam and elsewhere can maximize the potential of ChatGPT while minimizing risks.

Conclusion

This systematic review explored how ChatGPT is perceived and utilized in EFL writing instruction, focusing on global trends and implications for Vietnamese higher education. The research highlights both the benefits and challenges of incorporating AI tools like ChatGPT into writing classes. Globally, four key themes emerged: the perceived effectiveness of ChatGPT, its challenges, the evolving role of teachers, and the need for policy and training. Similarly, the implementation of ChatGPT in teaching and learning of writing skills revealed six areas of impact, including its effectiveness in improving teaching and learning of writing skills, enhancing teaching, facilitating students' writing skills, and its limitations.

For Vietnam, this study suggests that effective integration of ChatGPT into EFL writing classrooms will require structured orientation for both teachers and students, particularly through the process-oriented approach to writing. This study is in line with several Vietnamese contemporary authors. For instance, Pham (2025) found that using ChatGPT can enhance EFL students' writing skills, emphasizing the importance of ethical considerations and effective implementation with proper guidance from experts. In contrast, Nguyen et al. (2025) argued that the challenges of ChatGPT outweigh its benefits in improving writing skills. By establishing a clear pedagogical framework, ChatGPT can be leveraged to enhance students' learning outcomes in teaching and learning of writing. Further empirical research is needed to explore practical applications of ChatGPT in Vietnamese higher education, with action research offering a pathway for ethical and innovative use of this technology in EFL writing instruction.

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Biodata

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Appendix 1. List of Reviewed Documents

No	Author(s) and year of publication	Article title	Journal	Context of Study/ Country
1	Song & Song, 2023	Enhancing academic writing skills and motivation: assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students	Frontiers in Psychology	China
2	Zohery, M., 2023	ChatGPT in Academic Writing and Publishing: A Comprehensive Guide. Research Gate	Novabret Publishing	Global
3	Nguyen, T.T.H., 2023	EFL Teachers' Perspectives Toward the Use of ChatGPT in Writing Classes: A Case Study at Van Lang University	International Journal of Language Instruction	Vietnam
4	Mukarto, 2023	Exploring the Implications of ChatGPT for Language Learning in Higher Education	Indonesian Journal of English Language Teaching and Applied Linguistics	Vietnam
5	Ningrum & Zakaria, 2023	ChatGPT's Impact: The AI Revolution in EFL Writing	Borneo Engineering & Advanced Multidisciplinary International Journal	Indonesia
6	Hawanti & Zubayduloevna, 2023	AI chatbot-based learning: alleviating students' anxiety in English writing classroom	Bulletin of Social Informatics Theory and Application	Indonesia
7	Algaraady & Mahyoob, 2023	ChatGPT's Capabilities in Spotting and Analyzing Writing Errors Experienced by EFL Learners	Arab World English Journal	Arab
8	(Alafnan et al., 2023)	ChatGPT as an Educational Tool: Opportunities, Challenges, and Recommendations for Communication, Business Writing, and Composition Courses	Journal of Artificial Intelligence and Technology	Middle East
9	Loos & Radicke, 2024	Using ChatGPT-3 as a writing tool: an educational assistant or a moral hazard? Current ChatGPT-3 media representations compared to Plato's critical stance on writing in Phaedrus	AI and Ethics	Western Europe
10	Kostka & Toncelli, 2023	Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations	TESL-EJ	USA
11	Marzuki et al., 2023	The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective	Cogent Education	Indonesia
12	Koraishi, 2023	Teaching English in the Age of AI: Embracing ChatGPT to Optimize EFL Materials and Assessment	Language education and technology journal	Turkey
13	Klimova et al., 2024	ChatGPT and the General Concepts of Education: Can Artificial Intelligence-Driven Chatbots Support the Process of Language Learning?	International Journal of Emerging Technologies in Learning (IJET)	Iraq
14	Le et al., 2023	Exploring the impacts of ChatGPT in EFL writing: student perceptions of opportunities and challenges in Vietnamese higher education	Journal Ilmu Keguruan ISSN	Vietnam

15	Su et al., 2023	Collaborating with ChatGPT in argumentative writing classrooms	Assessing Writing	China
16	Mabuan, 2024	ChatGPT and ELT: Exploring Teachers' Voices	International Journal of Technology in Education	Philippines
17	Tarchi et al., 2024	The Use of ChatGPT in Source-Based Writing Tasks	Artificial Intelligence in Education	Italia
18	Strobl et al., 2024	Adopting ChatGPT as a writing buddy in the advanced L2 writing class	technology in Language Teaching & Learning	Germany
19	Zhao et al., 2024	ChatGPT and the digitization of writing	Humanities and Social Sciences Communications	China
20	Jackaria et al., 2024	A Comparative Analysis of the Rating of College Students' Essays by ChatGPT versus Human Raters	International Journal of Learning, Teaching and Educational Research	Philippines
21	Mahapatra, 2024	Impact of ChatGPT on ESL students' academic writing skills: a mixed methods intervention study	Smart Learning Environments	India
22	Gao et al., 2024	Exploring EFL university teachers' beliefs in integrating ChatGPT and other large language models in language education: a study in China	Asia Pacific Journal of Education	China
23	Mena Octavio et al., 2024	ChatGPT as an AI L2 teaching support: A case study of an EFL teacher	Technology in Language Teaching & Learning	Spain
24	Alzubi, 2024	Generative Artificial Intelligence in the EFL Writing Context: Students' Literacy in Perspective	Qubahan Academic Journal	Saudi Arabia
25	Zhang, 2024	ChatGPT: Enhancing Learner Agency and Multilingual Practices in English Writing Class	Journal of Education, Humanities and Social Sciences	China
26	Wang, 2024	Exploring Students' Generative AI-Assisted Writing Processes: Perceptions and Experiences from Native and Nonnative English Speakers	<i>Tech Know Learn</i>	USA
27	Tran, 2024	AI Tools in Teaching and Learning English Academic Writing Skills	Proceedings of the Asia CALL International Conference	Vietnam
28	Huang, 2023	Engineering ChatGPT Prompts for EFL Writing Classes	International Journal of TESOL Studies	United Kingdom
29	Hong, 2023	The Impact of ChatGPT on Foreign Language Teaching and Learning: Opportunities in Education and Research	Journal of Educational Technology and Innovation	Indonesia