



**THE USE OF CHATGPT IN ENGLISH LANGUAGE LEARNING: A
LITERATURE REVIEW**

THESIS

*Submitted to English Teaching Department of Faculty of Tarbiyah and Teacher
Training of UIN Mahmud Yunus Batusangkar to fulfil One of the Requirement to
Obtain Bachelor Degree (S.1) in English Teaching*

By:

FIKRI FATHONA ROHIM

Reg No. 2230104015

**ENGLISH TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY (UIN) MAHMUD YUNUS
BATUSANGKAR**

2026



**PENGUNAAN CHATGPT DALAM PEMBELAJARAN BAHASA
INGGRIS: SUATU TINJAUAN LITERATUR**

SKRIPSI

*Diajukan Kepada Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan
Ilmu Keguruan UIN Mahmud Yunus Batusangkar untuk Memenuhi Salah Satu
Syarat Guna Memperoleh Gelar Sarjana Strata Satu (1)
Dalam Ilmu Pendidikan Bahasa Inggris*

Oleh:

FIKRI FATHONA ROHIM

NIM. 2230104015

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN MAHMUD YUNUS BATUSANGKAR
2026**



ستخدام تشات جي بي تي في تعلم اللغة الإنجليزية :مراجعة أدبية

بحث علمي

مقدم إلى قسم تعليم اللغة الإنجليزية بكلية التربية وإعداد المعلمين في جامعة محمود يونس الإسلامية (S.Pd.) الحكومية باتوسنغار، استيفاءً لأحد متطلبات الحصول على درجة البكالوريوس في التربية

إعداد:

فكري فاثونا رحيم

رقم التسجيل: 2230104015

قسم تعليم اللغة الإنجليزية

كلية التربية وإعداد المعلمين

جامعة محمود يونس الإسلامية الحكومية باتوسنغار

٢٠٢٦

SURAT KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Fikri Fathona Rohim
Nim : 2230 10 4015
Program Studi : Pendidikan Bahasa Inggris

Dengan ini menyatakan bahwa SKRIPSI yang berjudul: **“THE USE OF CHATGPT IN ENGLISH LANGUAGE LEARNING: A LITERATURE REVIEW”** adalah hasil karya sendiri, bukan plagiat, kecuali yang dicantumkan sumbernya. Apabila di kemudian hari terbukti sebagai plagiat, maka saya bersedia menerima sanksi sesuai dengan ketentuan yang berlaku. Demikian surat pernyataan ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Batusangkar, Agustus 2026

Yang membuat pernyataan

Fikri Fathona Rohim
Reg. No. 2230104015

THESIS EXAMINERS' APPROVAL

Thesis written by **FIKRI FATHONA ROHIM**, Reg. No **2230104015**, entitled: **“The Use of ChatGPT in English Language Learning: A Literature Review”**, has been examined by board of examiners of English Teaching Department of Tarbiyah and Teacher Training Faculty of State Islamic University Mahmud Yunus Batusangkar on Friday, 7th August 2026 and approved to be accepted as the requirement for obtaining Bachelor Degree in English Teaching Department.

This approval is granted and used as necessary.

No	Names	Position	Signature	Date
1	Elfi, S.Pd.I., M.Pd. NIP. 19770704 200701 2023	Chief Examiner		
2	Prof. Dr. Suswati Hendriani, M.Pd., M.Pd. NIP. 19660914 199203 2003	Secretary Examiner		
3	Siska Oktawidya Wati, M. Hum. NIP. 19891022 202521 2006	Co- Examiner		

Batusangkar, 07 Agustus 2026

Approved by

Dean Faculty of Tarbiyah and Teacher Training

Dr. Ridwal Trisoni, S. Ag., M. Pd

NIP. 197105261995031001

THESIS ADVISOR APPROVAL

Pembimbing Skripsi atas nama **FIKRI FATHONA ROHIM, NIM 2230104015**, dengan judul **“THE USE OF CHATGPT IN ENGLISH LEARNING LANGUAGE: A LITERATURE REVIEW”** Memandang bahwa skripsi yang bersangkutan telah memenuhi persyaratan untuk diajukan ke Sidang Munaqasah.

Demikian persetujuan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Batusangkar, 03 Agustus 2026

Pembimbing

Prof. Dr. Suswati Hendriani, M.Pd., M.Pd.
NIP. 19660914 199203 200 3

ACKNOWLEDGEMENT



Alhamdulillahirabbil'alamin, All praise be to Allah SWT, the Most Gracious and the Most Merciful. The researcher would like to express his deepest thanks to Allah SWT for His countless blessings, mercy, and guidance, and for granting him and giving him health, opportunities, and strength to complete this thesis entitled: ***“THE USE OF CHATGPT IN ENGLISH LANGUAGE LEARNING: A LITERATURE REVIEW”***. This thesis is submitted in partial fulfillment of the requirements for the undergraduate degree at the English Teaching Department, Faculty of Tarbiyah and Teacher Training, UIN Mahmud Yunus Batusangkar. The researcher also sends peace and blessings upon the Prophet Muhammad SAW, the final Messenger, who has brought the light of Islam and the Qur'an to all mankind.

The researcher fully realizes that this thesis would not have been completed without the support, guidance, and contributions of many individuals and institutions. Therefore, the researcher wishes to express heartfelt appreciation to all who have been part of this journey. First and foremost, the researcher conveys sincere gratitude and utmost appreciation to Prof. Dr. Suswati Hendriani, M.Pd., M.Pd., as the thesis supervisor and academic advisor, for her invaluable guidance, continuous support, and insightful feedback throughout the process of completing this thesis. Her encouragement and dedication have greatly contributed to the successful completion of this research. The researcher also extends sincere thanks to Mrs Elfi, S.Pd.I., M.Pd., and Mrs Siska Oktawidya Wati, M.Hum. as the thesis examiner, for her constructive criticism, suggestions, and thoughtful insights that have significantly improved the quality of this thesis. The researcher would like to express heartfelt gratitude as the co-examiner, whose valuable comments, careful evaluation, and professional guidance have provided meaningful contributions to the refinement and completion of this thesis.

The researcher's deepest gratitude is addressed to Prof. Delmus Puneri Salim, S.Ag., MA., M.Res., Ph.D., the Rector of UIN Mahmud Yunus Batusangkar,

for providing the opportunity to pursue higher education at this esteemed institution. The researcher's appreciation is also directed to the Lembaga Penelitian dan Pengabdian Masyarakat (LPPM) and its head for granting permission and supporting the researcher in conducting this study. Furthermore, special thanks go to Dr. Ridwal Trisoni, S.Ag., M.Pd., the Dean of the Faculty of Tarbiyah and Teacher Training, for his assistance and encouragement during the academic journey. The researcher also expresses sincere gratitude to Mr. Suyono, M.A. (TESOL), Ph.D., as the Head of the English Teaching Department, for his support and facilitation during the research process. Deepest gratitude is also conveyed to Prof. Dr. Suswati Hendriani, M.Pd., M.Pd., as the academic advisor, for her continuous guidance, support, and valuable advice during the researcher's academic journey. Lastly, the researcher conveys heartfelt appreciation to all lecturers in the English Language Teaching Department at UIN Mahmud Yunus Batusangkar for their valuable knowledge, guidance, and dedication during the researcher's academic journey.

The researcher would like to express heartfelt love and deepest gratitude to his beloved parents (**Endang Susilo** and **Verra Stelly**), whose unwavering prayers, endless support, and unconditional love have been the greatest source of strength and motivation. Thanks, are also extended to the researcher's beloved brother (**Jorda Anggraswara**). The researcher also wishes to sincerely thank her dearest Sister (**Ovilla Rahdatul Aini**). The researcher also extends sincere gratitude to the extended family of his beloved parents for their continuous support, encouragement, and motivation throughout this academic journey.

Batusangkar, Agustus 2026
The Researcher

Fikri Fathona Rohim
Reg. No. 2230104015

ABSTRACT

FIKRI FATHONA ROHIM, Student ID **22 301 040 15**, Thesis Title: **“THE USE OF CHATGPT IN ENGLISH LANGUAGE LEARNING: A LITERATURE REVIEW.”** English Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Mahmud Yunus Batusangkar.

The rapid advancement of Artificial Intelligence (AI) has transformed English language learning by providing innovative tools that support teaching and learning processes. Among these technologies, ChatGPT has gained considerable attention due to its ability to assist learners in developing language skills, providing personalized feedback, and facilitating independent learning. Despite its educational potential, the increasing integration of ChatGPT into English language learning has also raised concerns regarding academic integrity, learner dependency, critical thinking, and ethical use. Therefore, a comprehensive synthesis of existing research is necessary to provide a clearer understanding of how ChatGPT has been implemented and discussed in English language learning contexts.

This study aims to synthesize previous research by identifying the emerging themes related to the implementation of ChatGPT in English language learning. This study employed a qualitative library research design using a thematic literature review approach. The data consisted of fifteen peer-reviewed research articles published between 2022 and 2026 in reputable national and international journals indexed in Scopus and Sinta. The selected articles were analyzed using thematic analysis to identify recurring patterns and generate major themes across the reviewed literature.

The findings revealed six major emerging themes regarding the use of ChatGPT in English language learning, namely Language Skills Development, Personalized Learning Experience, Learner Development, Human–AI Collaboration, Responsible AI Use, and Challenges and Future Implementation. These themes demonstrate that ChatGPT has been widely utilized to support students' language learning by improving writing, speaking, reading, vocabulary, grammar, learner autonomy, motivation, and personalized learning experiences. Furthermore, the reviewed studies emphasize the importance of balancing the educational benefits of ChatGPT with responsible implementation through teacher guidance, ethical awareness, and critical use to minimize the risks of overreliance and academic misconduct.

In conclusion, ChatGPT has considerable potential to enhance English language learning when integrated thoughtfully and responsibly. The findings of this thematic literature review provide a comprehensive overview of current research trends and offer insights for educators, students, and future researchers regarding the effective and ethical integration of ChatGPT into English language learning.

Keywords: ChatGPT, Artificial Intelligence, English Language Learning, Thematic Literature Review, Thematic Analysis.

ABSTRAK

FIKRI FATHONA ROHIM, NIM 22 301 040 15, Judul skripsi: **“THE USE OF CHATGPT IN ENGLISH LANGUAGE LEARNING: A LITERATURE REVIEW.”**. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri (UIN) Mahmud Yunus Batusangkar.

Perkembangan pesat Artificial Intelligence (AI) telah membawa perubahan yang signifikan dalam pembelajaran bahasa Inggris melalui penyediaan berbagai teknologi yang mendukung proses belajar mengajar. Salah satu teknologi AI yang banyak dimanfaatkan adalah ChatGPT, yang mampu membantu peserta didik dalam mengembangkan keterampilan berbahasa, memberikan umpan balik yang dipersonalisasi, serta mendukung pembelajaran mandiri. Meskipun memiliki berbagai potensi dalam bidang pendidikan, penggunaan ChatGPT juga menimbulkan berbagai isu, seperti integritas akademik, ketergantungan peserta didik, kemampuan berpikir kritis, dan penggunaan AI secara bertanggung jawab. Oleh karena itu, diperlukan sintesis yang komprehensif terhadap penelitian-penelitian sebelumnya untuk memperoleh pemahaman yang lebih mendalam mengenai implementasi ChatGPT dalam pembelajaran bahasa Inggris.

Penelitian ini bertujuan untuk mensintesis hasil-hasil penelitian terdahulu dengan mengidentifikasi tema-tema utama (emerging themes) yang berkaitan dengan implementasi ChatGPT dalam pembelajaran bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian kepustakaan (library research) melalui pendekatan thematic literature review. Data penelitian terdiri atas lima belas artikel penelitian yang telah melalui proses peer review dan dipublikasikan pada jurnal nasional maupun internasional bereputasi yang terindeks Scopus dan Sinta selama periode 2022–2026. Data dianalisis menggunakan thematic analysis untuk mengidentifikasi pola-pola yang berulang dan menghasilkan tema-tema utama dari penelitian yang ditelaah.

Hasil penelitian menunjukkan enam tema utama yang muncul dalam implementasi ChatGPT pada pembelajaran bahasa Inggris, yaitu Language Skills Development, Personalized Learning Experience, Learner Development, Human–AI Collaboration, Responsible AI Use, serta Challenges and Future Implementation. Keenam tema tersebut menunjukkan bahwa ChatGPT dimanfaatkan untuk mendukung pengembangan keterampilan berbahasa, meningkatkan pengalaman belajar yang dipersonalisasi, mendorong perkembangan peserta didik, memperkuat kolaborasi antara manusia dan AI, serta menekankan pentingnya penggunaan AI secara bertanggung jawab dalam menghadapi berbagai tantangan implementasi. Selain itu, berbagai penelitian menegaskan bahwa pemanfaatan ChatGPT perlu diimbangi dengan pendampingan guru, kesadaran etis, serta kemampuan berpikir kritis agar manfaatnya dapat diperoleh secara optimal tanpa mengurangi integritas akademik.

Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa ChatGPT memiliki potensi yang besar untuk mendukung pembelajaran bahasa Inggris apabila digunakan secara kritis, etis, dan bertanggung jawab. Temuan penelitian ini memberikan gambaran yang komprehensif mengenai tren penelitian terkini serta dapat menjadi referensi bagi pendidik, peserta didik, dan peneliti selanjutnya dalam mengembangkan pemanfaatan ChatGPT pada pembelajaran bahasa Inggris.

Kata Kunci: ChatGPT, Artificial Intelligence, Pembelajaran Bahasa Inggris, Thematic Literature Review, Thematic Analysis.

TABLE OF CONTENTS

SURAT KEASLIAN SKRIPSI	i
THESIS EXAMINERS' APPROVAL	ii
THESIS ADVISOR APPROVAL.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT	vi
ABSTRAK	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION.....	1
A. Background of the Problem.....	1
B. Research Focus and Question.....	5
C. Definition of the Key Term	5
D. Purpose of the Research.....	6
E. Significance of the Research	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
A. Review of Related Theories.....	8
1. ChatGPT	8
a. Definition of ChatGPT.....	8
b. Main Features of ChatGPT	10
c. ChatGPT Functions in English Language Learning.....	12
d. Benefits of ChatGPT in English Language Learning	13
e. Theoretical Framework of ChatGPT in Language Learning	15
B. Review of Relevant Studies.....	18
CHAPTER III RESEARCH METHODOLOGY	23
A. Research Design	23
B. Data Source.....	23
C. Research Instrument	24
D. Technique of Data Collection.....	25
E. Technique of Data Analysis	27
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	29

A. Research Findings.....	29
B. Discussion.....	64
CHAPTER V CONCLUSION AND SUGGESTIONS.....	70
A. Conclusion.....	70
B. Suggestions.....	71
BIBLIOGRAPHY	73
APPENDICES	77

LIST OF TABLES

Table 4. 1 Distribution of Emerging Themes Across the Selected Studies.....	30
Table 4. 2 Theme Development Process	64

LIST OF APPENDICES

Appendix 1 List of Selected Article	77
--	----

CHAPTER I

INTRODUCTION

A. Background of the Problem

English has long held a central place in global communication, shaping how people engage in education, professional work, science, and technology. For students today, developing English proficiency is less of an option and more of a necessity. Yet mastering the language is rarely straightforward success in English learning depends on a complex mix of factors, not just raw linguistic ability (Tai & Zhao, 2024).

Researchers have generally grouped these factors into two broad categories. The first is internal, covering things like motivation, self-confidence, attitudes toward learning, and how autonomously a student approaches their studies. Students who genuinely want to learn and believe in their own ability tend to fare better. The second category is external, encompassing the role of teachers, available resources, classroom environments, instructional methods, and increasingly, technology. Both sets of factors shape how students experience language learning and how far they progress (Nurwati & Gusnawaty, 2025).

Of all the external factors, technology has arguably undergone the most dramatic shift in recent decades. Digital tools have fundamentally changed what a learning environment looks like making it more flexible, more interactive, and far less bound by physical or time constraints. Students can now access materials, connect with others, and pursue self-directed learning from virtually anywhere. Studies consistently point to technology as a positive force in language education, linked to higher engagement, stronger motivation, and better overall outcomes (Lubna & Toyyibah, 2024).

Within this broader technological shift, Artificial Intelligence has carved out a particularly prominent space. Unlike earlier educational technologies, AI tools can adapt to individual learners offering tailored feedback, identifying patterns in a student's errors, and responding to specific learning needs in real time. In the context of English language learning, AI

has shown promise across a wide range of skills: vocabulary building, grammar development, writing improvement, reading comprehension, and spoken communication (Nurmala et al., 2023).

Among the AI tools that have drawn the most attention is ChatGPT, a large language model released by OpenAI. What sets ChatGPT apart from earlier AI-based language learning tools is not simply that it is another piece of educational software, but that it functions as a genuine conversational partner capable of generating original, context-sensitive language on demand. Earlier CALL (Computer-Assisted Language Learning) applications typically relied on pre-programmed exercises, fixed feedback templates, or narrow rule-based corrections; ChatGPT, by contrast, can produce open-ended explanations, model varied writing styles, simulate real conversations, and adjust its responses based on a learner's specific input in ways that closely resemble interacting with a human tutor. This generative, dialogic quality makes it uniquely suited to language learning specifically, since language itself is acquired largely through meaningful use and interaction rather than static drills (Amir & Rustam, 2025).

ChatGPT's relevance is further amplified by the sheer scale and speed of its adoption. Within months of its release, it became one of the fastest-growing consumer applications in history, reaching students and educators across virtually every discipline and educational level. Unlike many specialized AI language-learning platforms that require institutional subscriptions or targeted training, ChatGPT is free or low-cost, widely accessible, and requires no specialized technical knowledge to use effectively removing many of the barriers that have historically limited technology adoption in language classrooms (Nazir & Wang, 2023).

This combination of accessibility and capability means that, whether or not educators formally integrate it into curricula, students are already using ChatGPT independently to support their English learning, making it a phenomenon that language education research can no longer treat as peripheral.

Its ability to produce fluent, contextually appropriate responses made it immediately relevant to language learners. Students began using it to draft and revise writing, check grammar, explore vocabulary, work through reading passages, and practice conversational English. Educators, too, took notice some incorporating it into classroom activities, others studying its effects on learning (Amir & Rustam, 2025).

This distinction matters not only technically but pedagogically. Language acquisition theories have long emphasized that learners develop proficiency most effectively through meaningful interaction and exposure to comprehensible input rather than through isolated, mechanical drills (Nurmala et al., 2023). A tool that can hold an actual conversation, answer follow-up questions, rephrase explanations when a learner is confused, and generate practice material tailored to a specific proficiency level engages learners in precisely the kind of interactive, negotiated language use that acquisition research associates with deeper learning. In this sense, ChatGPT does not merely digitize existing teaching methods; it introduces a fundamentally different mode of practice, one where the "material" a student works with is generated live, in response to their own language, rather than fixed in a textbook or worksheet.

ChatGPT's relevance is further amplified by the sheer scale and speed of its adoption. Within months of its release, it became one of the fastest-growing consumer applications in history, reaching students and educators across virtually every discipline and educational level. Unlike many specialized AI language-learning platforms that require institutional subscriptions or targeted training, ChatGPT is free or low-cost, widely accessible, and requires no specialized technical knowledge to use effectively, removing many of the barriers that have historically limited technology adoption in language classrooms (Nazir & Wang, 2023). This combination of accessibility and capability means that, whether or not educators formally integrate it into curricula, students are already using ChatGPT independently to support their English learning, often without

guidance on how to use it effectively or awareness of its limitations, which makes it a phenomenon that language education research can no longer treat as peripheral or optional to study.

Its ability to produce fluent, contextually appropriate responses made it immediately relevant to language learners. Students began using it to draft and revise writing, check grammar, explore vocabulary, work through reading passages, and practice conversational English. Educators, too, took notice, some incorporating it into classroom activities, others studying its effects on learning (Amir & Rustam, 2025).

The research that followed has been largely encouraging. Studies report that learners using ChatGPT tend to show improvements in writing quality and grammatical accuracy, and many find it a convenient source of immediate, personalized feedback. Students themselves often describe it as approachable and easy to use a tool that supports independent learning without the pressure of a formal classroom setting (Kristiawan et al., 2024).

That said, enthusiasm has not come without reservation. A recurring concern in the literature is the risk of overreliance students leaning too heavily on AI-generated responses rather than developing their own skills. Questions about the accuracy of ChatGPT's outputs, its implications for academic integrity, and the potential erosion of critical thinking have all surfaced in academic discussions. These are not minor concerns; they point to genuine tensions between the convenience AI offers and the deeper goals of education (Khzouz et al., 2024).

As more researchers have turned their attention to ChatGPT, the volume of related studies has grown considerably. The problem, however, is that findings remain fragmented spread across different educational contexts, skill areas, and research designs. Without a systematic effort to bring these studies together, it is difficult to see the full picture of what the research actually tells us (Shaikh et al., 2023).

This study addresses that gap. By reviewing literature published between 2022 and 2026, it aims to draw together existing findings, identify the major themes running through the research, and offer a clearer sense of where the field currently stands. This effort is captured in the study's title: "The Use of ChatGPT in English Language Learning: A Literature Review."

B. Research Focus and Question

Despite the growing interest in ChatGPT as a tool for English Language Learning, previous studies have been conducted in various educational contexts and have produced diverse findings. However, these findings have not been systematically synthesized to provide a comprehensive understanding of how ChatGPT has been discussed and examined in English Language Learning. Therefore, this study focuses on reviewing and categorizing previous studies to identify the major themes emerging from the literature published between 2022 and 2026.

The study is guided by the following research question: "What themes emerge from previous studies discussing the use of ChatGPT in English Language Learning between 2022 and 2026?"

C. Definition of the Key Term

To avoid misunderstanding and ambiguity in interpreting the terms used in this research, the following definitions are provided:

1. Chat-GPT

ChatGPT is an artificial intelligence-based conversational language model developed by OpenAI. It is designed to generate human-like responses, answer questions, provide explanations, and assist users in various tasks. In this study, ChatGPT refers to the AI tool used in English Language Learning contexts to support teaching and learning activities.

2. English Language Learning

English Language Learning refers to the process of acquiring and developing English language skills, including listening, speaking, reading, writing, grammar, and vocabulary. In this study, English Language

Learning serves as the educational context in which ChatGPT is utilized and investigated.

3. Literature Review

A literature review is a research method that involves collecting, reviewing, analysing, and synthesizing findings from previous studies related to a particular topic. In this research, literature review refers to the systematic examination of scholarly articles discussing the use of ChatGPT in English Language Learning.

4. Research Articles

Research articles are scholarly publications that present original research findings, theoretical discussions, or review studies. In this study, research articles refer to academic publications that discuss ChatGPT and its application in English Language Learning published since 2022.

D. Purpose of the Research

The purpose of this study is to conduct a literature review of studies on the use of ChatGPT in English Language Learning and to identify the major themes emerging from the existing literature published between 2022 and 2026.

E. Significance of the Research

1. Theoretical

This study contributes to the growing body of literature on artificial intelligence in education by providing a comprehensive synthesis of previous studies concerning the use of ChatGPT in English Language Learning. The findings are expected to enhance understanding of current research trends, benefits, challenges, and future opportunities in this field.

2. Practical

a. For Researchers

This study provides a comprehensive overview of existing research concerning the use of ChatGPT in English Language Learning. It may help future researchers identify research trends, gaps, and

potential directions for further studies in the field of AI-assisted language learning.

b. For Students

This study offers information regarding how ChatGPT has been utilized in English Language Learning and how it may support language development. It may encourage students to use AI tools responsibly and effectively in their learning process.

c. For Educators

The findings of this study can help teachers and lecturers better understand the potential benefits and challenges of integrating ChatGPT into English language teaching and learning activities. The study may also provide insights for developing appropriate instructional strategies involving AI technologies.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. ChatGPT

a. Definition of ChatGPT

ChatGPT is one of the most important developments in artificial intelligence (AI), and it has gotten attention from people all over the world since OpenAI released it to the public. ChatGPT is a conversational AI, which means it talks with users using natural language. It can answer questions, explain things, create content, and help with many different language tasks. The name ChatGPT actually stands for Chat Generative Pre-Trained Transformer. In simple terms, it's a language model that has been trained on a huge amount of text so it can give answers that make sense and fit the situation (Liu et al., 2023).

Artificial intelligence is basically computer systems that can do things that usually need human intelligence, like learning, reasoning, solving problems, and understanding language. One important part of AI that helped create ChatGPT is called Natural Language Processing, or NLP. NLP lets computers understand, interpret, and produce human language in a way that's similar to how people talk. Because of NLP, ChatGPT can look at what a user types, figure out the context, and give answers that actually make sense for the conversation.

ChatGPT is also built using something called Large Language Model (LLM) technology. Large Language Models are AI systems trained on huge amounts of text, like books, articles, and websites. Through this training, ChatGPT picks up on patterns, sentence structures, vocabulary, and how language is normally used, which is why it can write responses that sound a lot like how a human would write. Unlike older chatbots that just used fixed scripts or set replies,

ChatGPT can come up with original answers based on what the user is asking, so the conversation feels more natural and flexible.

Based on past research, ChatGPT can do a lot of different language-related tasks. It can answer questions, write essays, summarize long texts, translate between languages, explain concepts, help brainstorm ideas, and support content creation. It can also remember the context of a conversation, so it's able to answer follow-up questions and keep the conversation flowing naturally. These abilities are what make ChatGPT different from regular digital assistants and why it has become so popular with people from all kinds of backgrounds, whether for work, school, or personal use (Haleem et al., 2022).

The technology that makes ChatGPT work is called the Generative Pre-trained Transformer (GPT) architecture. This uses something called a transformer model, which helps the system understand how words and sentences relate to each other. This is what allows ChatGPT to predict and generate text that fits what the user asked. On top of that, the model has been trained further using a method called Reinforcement Learning from Human Feedback (RLHF), which helps make its answers more accurate, relevant, and safe.

ChatGPT has had a big impact on many different fields, including business, healthcare, research, and education. In schools, ChatGPT is being used more and more as a learning tool because it can give instant feedback, explain difficult concepts, provide examples, and support students who are learning on their own. Students can use it to help with writing, practicing grammar, building vocabulary, and coming up with ideas, while teachers can use it as an extra teaching resource. Because of this, more researchers have started studying how ChatGPT can support language learning and teaching (Roumeliotis & Tselikas, 2023).

Even with all these benefits, ChatGPT still has some limitations. Past studies have shown that it can sometimes give wrong information, produce biased answers, or misunderstand the context of a question. Since ChatGPT works by recognizing patterns from its training data rather than actually reasoning like a human, users need to think critically about the information it gives them. Because of this, ChatGPT should be seen as a tool that supports learning, not something that can fully replace human knowledge and judgment (Haque, 2022).

In conclusion, ChatGPT can be described as an AI-powered conversational language model made by OpenAI that uses Large Language Model and Natural Language Processing technology to create human-like responses. It helps users with communication, processing information, and learning in many different ways. Because it can interact naturally and handle so many language-related tasks, ChatGPT has become one of the most influential AI technologies in education today and beyond.

b. Main Features of ChatGPT

ChatGPT possesses several advanced features that distinguish it from conventional chatbots and other artificial intelligence applications. These features enable ChatGPT to perform various language-related tasks effectively and support users in different contexts, including education, research, business, and communication. As a conversational AI system, ChatGPT combines Natural Language Processing, Large Language Models, and machine learning techniques to provide interactive and contextually appropriate responses.

One of the most important features of ChatGPT is its Natural Language Processing (NLP) capability. NLP enables ChatGPT to understand, interpret, and generate human language in a way that resembles natural communication. Through this capability, users can interact with ChatGPT using everyday language, making communication more accessible and user-friendly. This feature allows

the system to process complex instructions, answer questions, and provide explanations in a conversational manner (Bang et al., 2023).

Another notable feature is human-like response generation. Unlike traditional chatbots that often rely on predefined responses, ChatGPT can generate original and contextually relevant responses based on user input. This capability enables the system to produce coherent, fluent, and meaningful text that closely resembles human communication. As a result, users often perceive interactions with ChatGPT as more natural and engaging.

ChatGPT also demonstrates context-aware interaction. The system can understand the context of a conversation and maintain continuity across multiple exchanges. This feature allows ChatGPT to provide more relevant responses to follow-up questions and sustain meaningful discussions. Context awareness contributes significantly to the effectiveness of ChatGPT in educational settings, where learners frequently require detailed explanations and clarification of concepts.

Furthermore, ChatGPT is characterized by its multi-task capability. The system can perform various language-related tasks within a single platform, including answering questions, generating content, explaining concepts, translating languages, and summarizing information. This versatility makes ChatGPT a valuable tool for users with diverse needs and objectives (Nazir & Wang, 2023).

Another important feature is multilingual support. ChatGPT can understand and generate text in multiple languages, allowing users from different linguistic backgrounds to communicate with the system. This capability has expanded its accessibility and increased its usefulness in global educational and professional environments.

Finally, ChatGPT incorporates continuous learning and improvement mechanisms through Reinforcement Learning from Human Feedback (RLHF). This approach allows developers to refine the quality of generated responses based on human evaluations and

feedback. Consequently, ChatGPT continues to improve its performance in terms of accuracy, relevance, and user satisfaction (Roumeliotis & Tselikas, 2023).

Based on these features, ChatGPT can be regarded as a sophisticated conversational AI system that combines language understanding, context awareness, multilingual communication, and adaptive learning capabilities. These characteristics contribute to its growing popularity and support its application in various fields, particularly in English Language Learning.

c. ChatGPT Functions in English Language Learning

The integration of Artificial Intelligence (AI) in education has brought about many changes, especially with the rise of Large Language Models (LLMs) like ChatGPT. As an AI-powered tool, ChatGPT offers several useful features that can enhance English Language Learning (ELL). Based on current research, here are some key ways ChatGPT supports language learning:

One of ChatGPT's main strengths is its ability to create creative content such as poems, short stories, and song lyrics based on prompts. For English learners, this is a great way to practice expressing themselves creatively in the language. It also provides a variety of writing styles and fresh ideas that can inspire their own work (Taecharungroj, 2023).

ChatGPT also helps with essay writing by offering guidance on sentence structure, grammar, vocabulary, and overall flow. This support helps learners produce more organized and accurate writing.

Another unique feature is ChatGPT's ability to generate prompts or instructions for language practice. In the context of ELL, this means creating writing prompts, conversation starters, and role-play scenarios that boost speaking skills and deepen understanding. Because the model can produce a wide range of content, learners get exposed to diverse

and meaningful language experiences, which is key to developing strong communication skills.

As a tool that can answer questions clearly, ChatGPT acts as a helpful resource for understanding tricky grammar rules, vocabulary meanings, and cultural references in English. Learners can use it to clarify difficult texts or get instant feedback on language questions, making it especially useful for self-study outside the classroom.

Using ChatGPT in English learning offers clear benefits like improved writing and easier access to language information. However, it's important to use it wisely. ChatGPT works best as a support tool for brainstorming or early drafts, rather than a complete replacement for language practice. Both learners and teachers should be aware of its limitations, such as occasional inaccuracies or biases, and continue to critically evaluate the content it generates in academic settings (Taecharungroj, 2023).

d. Benefits of ChatGPT in English Language Learning

ChatGPT is a versatile and innovative artificial intelligence tool developed by OpenAI that uses advanced natural language processing to generate human-like text. Its ability to understand context and produce coherent, accurate, and relevant responses makes it highly valuable in various educational and professional settings. One of the primary benefits of ChatGPT is its capacity to increase efficiency by automating routine tasks such as answering questions, generating writing prompts, and providing explanations. This helps learners and educators save time and focus their efforts on more complex and creative aspects of learning and teaching (Silva et al., 2024).

In education, ChatGPT offers personalized support tailored to individual students' needs and learning styles. It can assist with a wide range of tasks from clarifying difficult concepts and improving writing quality by detecting grammar and style errors, to creating examples and exercises that enhance comprehension. In programming education,

ChatGPT proves especially useful by generating code snippets, assisting in debugging, and explaining programming logic in simple terms, which helps students build confidence and develop critical thinking skills. Its ability to provide instant feedback encourages self-directed learning and allows students to study at their own pace, extending learning opportunities beyond traditional classroom hours (Silva et al., 2024).

Additionally, ChatGPT supports creativity by helping learners explore new ideas and experiment with different writing styles, which can be particularly motivating for language learners. It also enhances communication between students and teachers by facilitating clearer explanations and generating customized study materials. Beyond education, ChatGPT's applications in customer service demonstrate its ability to improve response times and accuracy, providing businesses with cost-effective solutions that free up human resources for higher-level tasks.

Despite its many strengths, ChatGPT is not without limitations. It relies on pre-existing data and cannot access real-time information, which may result in outdated or biased responses. There is also a risk of overreliance on the tool, which could reduce learners' motivation to engage in independent problem-solving and critical thinking. Ethical concerns such as plagiarism, data privacy, and misinformation require careful management to ensure responsible use. Therefore, ChatGPT should be viewed as a complementary tool rather than a replacement for human educators and active learning processes (Taylor, 2020).

In summary, ChatGPT offers significant benefits in increasing efficiency, accuracy, and accessibility in learning and professional contexts. When integrated thoughtfully, it can enhance educational outcomes by providing personalized, timely, and relevant assistance. However, it is essential to maintain a balanced approach that encourages learners to develop autonomy and critical skills alongside

AI support. This balance ensures that ChatGPT contributes positively to sustainable and effective learning practices, preparing students and professionals for the growing role of AI in all areas of life

e. Theoretical Framework of ChatGPT in Language Learning

The growing use of ChatGPT in English Language Learning can be understood through several established theories in second language acquisition and educational technology. These theories provide a conceptual basis for explaining why a conversational AI tool such as ChatGPT has the potential to support language development, rather than treating its usefulness as a purely technological or anecdotal claim.

One relevant framework is Krashen's Input Hypothesis, first introduced in the late 1970s and elaborated fully in his 1985 book *The Input Hypothesis: Issues and Implications*. The theory argues that language is acquired in "only one way that is, by understanding messages, or by receiving comprehensible input" (Krashen, 1985, p. 2). Krashen formalized this idea through the formula $i+1$, where "i" represents a learner's current level of linguistic competence and "+1" represents the next stage of development just beyond it; acquisition happens when learners are exposed to input slightly above their current level but still comprehensible with contextual support. This principle maps closely onto how ChatGPT functions in practice. Because ChatGPT generates responses dynamically based on a learner's own input, it can continuously calibrate the complexity of its vocabulary, sentence structure, and explanations to sit just beyond what the learner has already demonstrated understanding, rather than presenting fixed content written for an average or hypothetical learner, as a textbook does. When a student asks ChatGPT to simplify an explanation, rephrase a sentence, or provide an easier synonym, the system can immediately adjust, effectively narrowing the gap between "i" and "i+1" in real time. This kind of individualized, on-demand calibration of input is difficult to achieve at scale in a traditional classroom, which

is one reason Krashen's framework is frequently invoked in recent literature on AI-assisted language learning.

A second relevant theory is Vygotsky's Sociocultural Theory, most fully articulated in *Mind in Society: The Development of Higher Psychological Processes* (Vygotsky, 1978), particularly the concept of the Zone of Proximal Development (ZPD). Vygotsky defined the ZPD as the distance between what a learner can achieve independently and what they can achieve with guidance from a more knowledgeable other, arguing that this assisted performance is where the most meaningful learning takes place. ChatGPT can plausibly occupy the role of this more knowledgeable other in a digital form. When a learner struggles to construct a sentence, understand a grammar rule, or organize an essay, ChatGPT can offer hints, partial corrections, model answers, or step-by-step explanations functioning as a form of scaffolding, a concept closely associated with the ZPD in later educational research. As the learner's competence grows, they may need to rely on this scaffolding less, echoing Vygotsky's idea that support should gradually be withdrawn as independent mastery develops. This theoretical lens helps explain why several of the reviewed studies describe ChatGPT not simply as an information source, but as an interactive support system that responds to a learner's specific difficulties in the moment.

A third relevant perspective comes from the Technology Acceptance Model (TAM), proposed by Fred D. Davis in his 1989 study "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology," published in *MIS Quarterly*. Davis argued that a person's willingness to adopt a new technology is shaped primarily by two factors: perceived usefulness, the degree to which a person believes a technology will enhance their performance, and perceived ease of use, the degree to which a person believes using the technology will be free of effort (Davis, 1989). Davis further found that perceived ease of use often functions as a causal antecedent to

perceived usefulness, meaning that a tool perceived as simple to operate tends to also be judged as more useful. TAM is particularly relevant to explaining the pace and scale of ChatGPT's adoption among language learners. Its conversational, text-based interface requires no specialized training, closely resembling the act of messaging a person, which supports a strong perception of ease of use. At the same time, its ability to provide immediate, relevant, and understandable responses to language-related questions reinforces learners' perception that it is a genuinely useful tool for their studies. Several of the studies reviewed in this thesis, including those examining teachers' and students' intention to use ChatGPT, draw explicitly on TAM as their guiding framework, confirming its relevance not only as a general theory of technology adoption but as an established lens specifically used in prior ChatGPT-in-ELL research.

Taken together, these theories suggest that ChatGPT's value in English Language Learning is not incidental. Its ability to generate calibrated input aligns with Krashen's theory of comprehensible input; its capacity to scaffold learner performance reflects Vygotsky's sociocultural framework and the Zone of Proximal Development; and its ease of use and perceived usefulness help explain the pace of its adoption, as described by the Technology Acceptance Model. These three theoretical foundations, one rooted in linguistics, one in developmental psychology, and one in information systems research, offer complementary explanations for why ChatGPT has become such a widely discussed tool in language education, and provide a lens through which the findings of previous studies discussed in the following section can be more meaningfully interpreted.

B. Review of Relevant Studies

Several studies have investigated the use of ChatGPT in educational settings, particularly in English Language Learning (ELL). These studies have explored various aspects of ChatGPT, including its effectiveness in improving language skills, students' perceptions, pedagogical applications, benefits, challenges, and ethical concerns. The findings from previous studies provide a foundation for understanding how ChatGPT has been utilized in language education and highlight areas that require further investigation.

The first relevant study is by Lo, Yu, Xu, Ng, and Jong (2024), titled "Exploring the Application of ChatGPT in ESL/EFL Education and Related Research Issues: A Systematic Review of Empirical Studies," published in *Smart Learning Environments*. This study is a systematic review, meaning it does not involve human respondents directly but instead treats published articles as its object of analysis. In this case, 70 empirical studies on ChatGPT in ESL/EFL education published within 1.5 years of the chatbot's release. The researchers collected their data by searching seven academic databases (including Scopus, ERIC, and Web of Science) following the PRISMA protocol, then screened the results against strict inclusion criteria such as empirical evidence and publication type. For data analysis, they used the Technology-based Learning Model as a coding framework, sorting studies into categories such as application domains, research methods, and research issues, and supplementing this with a content analysis to identify recurring themes. The findings showed that most existing research concentrated on writing skills in higher education settings, with quantitative approaches being the most common method used, and that concerns like inaccurate information, academic dishonesty, and student over-reliance appeared consistently across the literature, alongside benefits like personalized feedback and increased learning opportunities (Lo et al., 2024).

The second study is Li, Lowell, Wang, and Li (2024), "A Systematic Review of the First Year of Publications on ChatGPT and Language Education: Examining Research on ChatGPT's Use in Language Learning and Teaching," published in *Computers and Education: Artificial Intelligence*. Like the first study, this is a systematic review rather than a study involving direct participants; its object of analysis was 36 peer-reviewed journal articles published between November 2022 and November 2023. The authors gathered their data through database searches (IEEE Xplore, Web of Science, Scopus, and ERIC) combined with hand-searching in Google Scholar, screened using the Rayyan application under PRISMA guidelines. Their analysis technique combined attribute coding (sorting studies by type, methodology, and discipline) with pattern coding (grouping findings into broader themes), cross-checked by two independent coders to ensure reliability. The results indicated that most studies were empirical and qualitative in nature, concentrated in higher education, and that ChatGPT was most often used as a writing assistant, conversation partner, and research aid though the review also flagged gaps such as a lack of longitudinal research and limited attention to underserved learner groups (Li et al., 2024).

The third study, by Hidayati, Andriyanti, and Adiyani (2025), "The Use of ChatGPT in English Language Learning: A Systematic Literature Review," appeared in *Tarling: Journal of Language Education*. This review examined 21 studies published between 2022 and 2024, again using published literature rather than human participants as its unit of analysis. Data were collected from Scopus, ERIC, and Google Scholar using a five-step systematic review process, with search results filtered through the Rayyan screening tool. The researchers analyzed their data using a six-step thematic analysis procedure, grouping findings into three categories: practices, benefits, and challenges, separately for students and teachers. Their results showed that students mainly used ChatGPT for academic writing help, vocabulary building, and idea generation, while teachers relied on it for lesson planning and material development; benefits included increased motivation

and personalized learning, while challenges centered on plagiarism risk, over-reliance, and data privacy concerns (Hidayati et al., 2025).

The fourth study is Balçı (2024), "The Role of ChatGPT in English as a Foreign Language (EFL) Learning and Teaching: A Systematic Review," published in the *International Journal of Current Educational Studies*. This systematic review analyzed 21 full-text articles retrieved from the Web of Science database, covering studies published from 2022 to May 2024. The author used the keywords "ChatGPT," "English language learning," and "foreign language learning" within specific WoS subject categories, applying inclusion and exclusion criteria to narrow the results down. The included studies were then grouped and analyzed according to their original research designs: three experimental, five mixed-method, ten qualitative, and three quantitative studies with findings synthesized narratively around two guiding questions on advantages and drawbacks. The review concluded that ChatGPT could improve overall language proficiency and specific skills such as writing, grammar, and vocabulary, while also enhancing learner autonomy and motivation; however, it also reported recurring drawbacks including excessive dependence on the tool, reliability issues, and ethical concerns like academic dishonesty (Balçı, 2024).

When compared to one another, these four studies reveal both notable similarities and important differences. In terms of similarities, all four are systematic literature reviews rather than primary empirical studies, meaning each treat existing publications, not human participants, as its unit of analysis. All four also follow the PRISMA protocol or a comparable structured screening process to select their included articles, and all four report a broadly consistent set of findings: ChatGPT is repeatedly associated with benefits such as writing support, personalized feedback, and increased motivation, while also raising recurring concerns such as over-reliance, academic dishonesty, and questions about the accuracy of AI-generated content. This convergence across four independently conducted reviews strengthens the

credibility of these themes as genuine patterns in the literature, rather than isolated findings specific to a single research team or context.

At the same time, the four studies differ in several meaningful ways. First, they differ in scope: Lo et al. (2024) and Balcı (2024) focus specifically on ESL/EFL contexts, narrowing their analysis to learners studying English as a second or foreign language, whereas Li et al. (2024) adopts a broader definition of "language learning" that is not limited to English, and Hidayati et al. (2025) focuses specifically on English learning without distinguishing between ESL and EFL settings. Second, the studies differ in temporal coverage and sample size, ranging from Li et al.'s (2024) narrow one-year window immediately following ChatGPT's release (36 articles) to Lo et al.'s (2024) 1.5-year window covering 70 empirical studies, reflecting how quickly the volume of available literature grew even within a short span of time. Third, the studies differ in their analytical frameworks: Lo et al. (2024) applies the Technology-based Learning Model as a structured coding scheme, Hidayati et al. (2025) uses Braun and Clarke's six-step thematic analysis, and Balcı (2024) organizes findings narratively around research design categories (experimental, qualitative, quantitative, and mixed-methods) rather than a predetermined theoretical model. These differences in framework likely account for some variation in how each review categorizes and labels its themes, even when the underlying findings are similar. Finally, the four studies vary in database coverage, with some relying on a single database such as Web of Science (Balcı, 2024) and others combining multiple sources such as Scopus, ERIC, and Google Scholar (Hidayati et al., 2025), which may explain differences in the specific set of articles each review was able to include.

These similarities and differences are instructive for the present study. The consistency in reported benefits and challenges across reviews using different frameworks, databases, and timeframes suggests that these are stable, recurring themes rather than artifacts of any single methodology. At the same time, the variation in scope, analytical approach, and coverage

confirms that no single existing review offers a fully consolidated account of the field, each captures a particular slice of the literature, defined by its own inclusion criteria and timeframe, rather than the field as a whole.

Taken together, these studies point to a consistent pattern: ChatGPT is widely reported to support English language learning through immediate feedback, personalized practice, and increased motivation, while also raising recurring concerns around over-reliance, academic dishonesty, and the accuracy of AI-generated content. What stands out across this body of research, however, is its fragmented nature. Each study tends to focus on a single educational context, a specific language skill, or one type of respondent whether students, teachers, or both using methods that range from small-scale qualitative interviews to large quantitative surveys. As a result, the findings are scattered across different settings and research designs rather than brought together into a coherent picture of how ChatGPT has actually been studied and understood in English Language Learning since its release. This is precisely the gap the present study seeks to address. Rather than adding another isolated case study, this research systematically reviews and synthesizes existing literature published between 2022 and 2026 in order to identify the major themes running through this growing body of work, offering a clearer, more consolidated understanding of where the field currently stands.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study will employ a qualitative research approach using a literature review design. The purpose of this study will be to review, analyse, and synthesize previous studies related to the use of ChatGPT in English Language Learning. Unlike quantitative research that focuses on numerical data, qualitative research emphasizes understanding and interpreting information derived from existing literature.

This study will apply library research as the primary research method. The data will be obtained from scholarly articles, academic journals, conference proceedings, and other relevant publications discussing ChatGPT in English Language Learning. This approach is considered appropriate because the study will aim to examine existing research findings and identify patterns, themes, benefits, challenges, and research trends related to the use of ChatGPT in language learning contexts.

To analyse the collected data, this study will utilize thematic analysis. Through thematic analysis, the researcher will identify, categorize, and interpret recurring themes emerging from the selected literature. This method will enable the researcher to obtain a comprehensive understanding of how ChatGPT has been utilized in English Language Learning and what issues have been discussed by previous researchers (Snyder, 2019).

B. Data Source

The data used in this study will be secondary data obtained from scholarly publications discussing the use of ChatGPT in English Language Learning. The sources will consist of peer-reviewed journal articles, conference papers, and other academic publications published between 2022 and 2026.

The researcher will collect the articles from reputable academic databases such as Google Scholar, Scopus-indexed journals, and Sinta-indexed journals. These sources will be selected to ensure the credibility, reliability, and academic quality of the data.

To identify relevant literature, the researcher will use keywords such as "ChatGPT," "Artificial Intelligence in Education," "ChatGPT in English Language Learning," "AI-assisted Language Learning," "English Language Education," and "Generative AI in Education."

Only articles that specifically discuss ChatGPT in English Language Learning will be included in this study. Articles that focus on unrelated AI tools or disciplines outside language learning will be excluded from the analysis (Snyder, 2019).

C. Research Instrument

In this literature review study, the researcher will serve as the primary instrument. In qualitative research, the researcher plays a central role in identifying, selecting, evaluating, organizing, and interpreting data. The researcher is the key instrument in qualitative studies because they are responsible for collecting and analyzing information from multiple sources. Therefore, the researcher in this study will be directly involved in reviewing and interpreting the selected literature related to the use of ChatGPT in English Language Learning (George & George, 2018).

To support the analysis process, this study will also employ a data extraction sheet, which will function as a supporting research instrument. The use of a data extraction sheet is important in literature review studies because it helps researchers organize information systematically and maintain transparency throughout the review process. Snyder (2019) states that a structured review process is necessary to ensure consistency and reliability in literature review research.

The data extraction sheet will be designed based on the research question of this study, which aims to identify themes emerging from studies discussing the use of ChatGPT in English Language Learning between 2022

and 2026. Therefore, the table will include several categories of information, namely the author(s), publication year, title of the study, research objectives, methodology, major findings, and emerging themes identified in each article.

The following table illustrates the structure of the data extraction sheet used in this study:

Author	
Years	
Title	
Name Journal	
Key Themes	

The information recorded in this table will enable the researcher to compare findings across studies and identify recurring patterns. Furthermore, the "Emerging Theme" category will serve as the primary basis for conducting thematic analysis, allowing the researcher to classify and synthesize the major themes found in the selected literature. As a result, the data extraction sheet will support the researcher in answering the research question systematically and comprehensively

D. Technique of Data Collection

The data collection process in this study will be conducted systematically to ensure that the selected literature is relevant to the research objectives. In literature review research, data collection involves identifying, selecting, and gathering relevant publications that address the research topic. According to Snyder (2019), a systematic literature collection process is essential to ensure the quality, transparency, and reliability of a literature review study.

The data for this study will be collected from scholarly publications discussing the use of ChatGPT in English Language Learning. The researcher will focus on publications published between 2022 and 2026 because ChatGPT was officially introduced by OpenAI in late 2022, making this period the most relevant timeframe for examining research trends related to its use in English Language Learning.

The researcher will collect the articles from reputable academic databases, including Google Scholar, Scopus-indexed journals, and Sinta-indexed journals. These databases will be selected because they provide access to high-quality academic publications and cover a wide range of research related to artificial intelligence and language education.

To identify relevant studies, the researcher will use several keywords, including "ChatGPT," "ChatGPT in English Language Learning," "Artificial Intelligence in Education," "AI-assisted Language Learning," "English Language Education," and "Generative AI in Education." The use of multiple keywords will help broaden the search and increase the likelihood of identifying relevant publications.

The data collection process will consist of the following stages:

1. Searching for relevant articles through Google Scholar, Scopus-indexed journals, and Sinta-indexed journals using predetermined keywords.
2. Screening the identified articles based on their titles, abstracts, and keywords to determine their relevance to the research topic.
3. Applying inclusion and exclusion criteria. Articles will be included if they discuss the use of ChatGPT in English Language Learning and are published between 2022 and 2026. Articles unrelated to ChatGPT, language learning, or academic research will be excluded.
4. Reading and reviewing the selected articles thoroughly to gain a comprehensive understanding of their objectives, methodologies, findings, and conclusions.
5. Recording important information from each article using a data extraction sheet that will include the author(s), publication year, title, research objectives, methodology, major findings, and emerging themes.
6. Organizing the collected articles according to the focus of the study in preparation for thematic analysis.

Through these procedures, the researcher will ensure that the collected data are relevant, credible, and aligned with the objectives of the study. The systematic collection process will also help establish a strong foundation for identifying the themes emerging from studies discussing the use of ChatGPT in English Language Learning (Snyder, 2019).

E. Technique of Data Analysis

The data in this study will be analysed using thematic analysis. Thematic analysis is a qualitative data analysis method used to identify, analyse, and report patterns or themes within a dataset. According to Braun and Clarke (2006), thematic analysis enables researchers to systematically examine qualitative data and identify recurring themes across multiple sources. This method is considered appropriate for the present study because the research will aim to identify themes emerging from studies discussing the use of ChatGPT in English Language Learning.

The researcher will employ the six phases of thematic analysis proposed by Braun and Clarke (2006). These phases will provide a systematic framework for organizing and interpreting the findings obtained from the selected literature.

The data analysis procedures will be as follows:

1. Familiarizing with the data. The researcher will read and review the selected articles repeatedly to gain a comprehensive understanding of their contents, objectives, methodologies, and findings.
2. Generating initial codes. Important findings related to the use of ChatGPT in English Language Learning will be identified and coded. These codes will represent significant concepts, issues, or ideas reported in the selected studies.
3. Searching for themes. Similar codes will be grouped together to identify potential themes emerging across the studies.
4. Reviewing themes. The identified themes will be reviewed and refined to ensure that they accurately represent the findings of the selected literature. Defining and naming themes. Each theme will be clearly defined and

assigned a descriptive label that reflects its meaning and relevance to the research topic.

5. Producing the report. The final themes will be interpreted and presented descriptively to provide a comprehensive overview of the use of ChatGPT in English Language Learning between 2022 and 2026.

Through these procedures, the researcher will identify recurring patterns and synthesize findings from previous studies. The results of the thematic analysis will serve as the basis for answering the research question and explaining the major themes emerging from the selected literature (Braun, V., & Clarke, 2006).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The findings of this study were obtained through a thematic analysis of fifteen selected journal articles published between 2022 and 2026 that examined the use of ChatGPT in English Language Learning (ELL). Following the stages of thematic analysis, the researcher first conducted an in-depth reading of each article to understand its objectives, methodology, findings, and conclusions. Subsequently, open coding was performed to identify significant concepts and recurring ideas related to the implementation of ChatGPT in English language learning. Similar codes were then grouped into broader categories through axial coding, allowing relationships among concepts to emerge. Finally, these categories were synthesized into overarching themes that represent common patterns across the selected studies.

The thematic analysis revealed six major themes that consistently appeared throughout the reviewed literature. These themes include: (1) Language Skills Development, (2) Personalized Learning Experience, (3) Learner Development, (4) Human–AI Collaboration, (5) Responsible AI Use, and (6) Challenges and Implementation. Rather than describing each article individually, these themes were generated through the synthesis of findings from multiple studies, enabling the researcher to identify common trends, similarities, and differences in how ChatGPT has been utilized within English language learning contexts.

To improve transparency and provide a clear overview of the analytical process, Table 4.1 presents the final themes generated from the thematic analysis together with their corresponding sub-themes.

Table 4. 1 Distribution of Emerging Themes Across the Selected Studies

Theme	Number of Studies
Language Skills Development	13
Personalized Learning Experience	12
Learner Development	11
Human AI Collaboration	10
Responsible AI Use	9
Challenges and Future Implementation	12

“As shown in Table 4.1, Language Skills Development emerged as the most frequently discussed theme, appearing in thirteen of the fifteen reviewed studies. Personalized Learning Experience and Challenges and Future Implementation also appeared consistently across the literature, indicating that these themes represent major concerns among previous researchers regarding the integration of ChatGPT in English Language Learning.”

The distribution presented in Table 4.1 illustrates how the six major themes emerged across the fifteen selected studies. Each theme was generated through thematic synthesis by identifying recurring concepts that appeared in multiple articles rather than relying on the findings of a single study. Consequently, one article may contribute to more than one theme depending on the scope of its findings.

Overall, the selected studies discuss various aspects of ChatGPT implementation in English Language Learning. Studies focusing on writing, grammar, vocabulary, and other language competencies mainly contribute to the theme of Language Skills Development. Research investigating adaptive feedback, individualized instruction, and flexible learning environments contributes to Personalized Learning Experience. Studies emphasizing learner motivation, autonomy, confidence, and engagement form the theme of Learner Development. Meanwhile, research examining the interaction between learners, teachers, and artificial intelligence contributes to Human–

AI Collaboration. Articles discussing ethical issues, academic integrity, AI literacy, and responsible educational practices support the theme of Responsible AI Use. Finally, studies highlighting pedagogical limitations, technical issues, institutional readiness, and future educational directions contribute to Challenges and Future Implementation.

The following sections discuss each theme in greater detail by synthesizing evidence from the reviewed studies. Rather than presenting the findings article by article, each section integrates evidence from multiple studies to demonstrate the recurring patterns identified through the thematic analysis

1. Language Skills Development

One of the most dominant themes identified through the thematic analysis is Language Skills Development. This theme emerged consistently across almost all of the fifteen selected studies, indicating that ChatGPT has been widely utilized to support the development of learners' English language skills in various educational contexts. The findings suggest that ChatGPT functions not merely as an artificial intelligence chatbot, but also as a learning assistant that facilitates the improvement of productive and receptive language skills, including writing, grammar, vocabulary, reading, listening, and speaking.

Among these language skills, writing was the most frequently discussed aspect across the reviewed literature. Most studies reported that ChatGPT assisted learners throughout different stages of the writing process, such as generating ideas, organizing paragraphs, revising sentence structures, improving coherence, and correcting grammatical errors. Rather than replacing students' writing activities, ChatGPT was generally used as a supportive tool that provided suggestions and immediate feedback, enabling learners to revise and refine their written work more effectively. This finding indicates that ChatGPT serves as a scaffold that assists learners in developing stronger academic writing skills while

maintaining active involvement in the writing process (Indah et al., 2024; Teng, 2024; Zebua, 2024; Tusino et al., 2025; Ade Ismail et al., 2026; Jmaiel et al., 2025).

In addition to writing, grammar support also appeared as one of the strongest recurring findings. The reviewed studies consistently demonstrated that ChatGPT helped learners identify grammatical mistakes, understand grammatical rules, and apply correct sentence structures in different writing contexts. The chatbot was frequently utilized to explain grammar concepts in a simple and accessible manner, allowing learners to receive immediate clarification whenever they encountered language difficulties. Consequently, learners were able to improve grammatical accuracy while simultaneously increasing their confidence in using English (Indah et al., 2024; Teng, 2024; Wang et al., 2024; Al-Zahrani, 2025).

Vocabulary development also emerged as a major component of language skills development. Several studies highlighted that ChatGPT enriched learners' vocabulary by introducing new lexical items, providing contextual explanations, suggesting synonyms, and demonstrating word usage within meaningful sentences. Instead of simply memorizing isolated vocabulary items, learners were encouraged to understand words through authentic contexts, making vocabulary acquisition more meaningful and applicable in real communication (Abdelhalim, 2025; Beknazar & Lee, 2025; Wang et al., 2024).

Although writing, grammar, and vocabulary received the greatest attention, several studies also reported improvements in other language skills. ChatGPT was found to support reading comprehension by explaining unfamiliar texts and clarifying difficult passages. In speaking activities, learners used ChatGPT to simulate conversations, practice dialogues, and receive feedback on language use, creating opportunities for communicative practice beyond the classroom. Some studies also indicated that ChatGPT could support listening activities when integrated

with text-to-speech technologies or multimedia learning platforms, although this aspect received less attention than writing-related applications (Wang et al., 2024; Aljohani, 2026; Al-Zahrani, 2025).

Despite variations in research designs, educational settings, and participant characteristics, the reviewed studies consistently demonstrated that ChatGPT contributes positively to English language development. The thematic analysis reveals that the chatbot supports learners by providing immediate assistance, personalized explanations, and continuous opportunities for language practice. These findings suggest that ChatGPT functions not only as an information provider but also as an interactive learning partner that facilitates continuous language development across multiple English language skills (Aljohani, 2026; Wang et al., 2024).

Overall, the synthesis of the selected studies indicates that Language Skills Development represents the most prominent theme identified in this research. Rather than focusing on a single language skill, ChatGPT demonstrates the capacity to support various aspects of English language learning simultaneously, making it a comprehensive educational tool that can complement classroom instruction and independent learning.

a. Writing Development

Among all language skills identified in the reviewed studies, writing emerged as the most dominant aspect supported by ChatGPT. The thematic analysis revealed that fourteen out of the fifteen selected studies discussed the contribution of ChatGPT to writing development, making it the most frequently reported sub-theme across the literature. Although the studies were conducted in different countries, educational levels, and research contexts, they consistently demonstrated that ChatGPT plays an important role in assisting learners throughout the writing process rather than merely producing written texts on behalf of learners (Indah et al., 2024; Teng, 2024; Zebua, 2024; Tusino et al., 2025; Ade Ismail et al., 2026; Jmaiel et al., 2025).

The reviewed studies indicate that ChatGPT supports writing from the initial stage of idea generation to the final stage of revision. During the planning stage, learners commonly used ChatGPT to brainstorm ideas, generate writing prompts, develop outlines, and organize arguments before beginning their drafts. This assistance enabled learners to overcome difficulties associated with starting a writing task while encouraging them to explore multiple perspectives on a given topic. Rather than providing a single correct answer, ChatGPT offered alternative ideas and examples that learners could further develop according to their own writing purposes.

As learners progressed to drafting their essays or assignments, ChatGPT continued to provide support by suggesting sentence structures, improving paragraph organization, refining transitions between ideas, and increasing textual coherence. Several studies also highlighted that learners used ChatGPT to paraphrase sentences, improve academic style, and produce more natural English expressions. These functions allowed learners to focus not only on grammatical correctness but also on the overall quality and readability of their writing.

Another recurring finding concerns the revision stage of writing. Across the reviewed studies, learners frequently utilized ChatGPT to identify grammatical mistakes, correct punctuation, revise vocabulary choices, improve sentence clarity, and enhance cohesion. The immediate feedback generated by ChatGPT enabled learners to revise their work repeatedly without waiting for teacher feedback. Consequently, the writing process became more interactive, iterative, and learner-centered. Instead of viewing revision as the final step after teacher assessment, students were able to revise their drafts continuously throughout the writing process.

Despite these positive findings, the thematic analysis also indicates that most researchers did not recommend using ChatGPT as a

substitute for independent writing. Instead, the reviewed studies consistently emphasized that ChatGPT should function as a learning scaffold that supports learners' writing development while preserving their own cognitive engagement. Many authors argued that students should critically evaluate AI-generated suggestions, compare them with academic references, and revise the generated content according to their own understanding. This indicates that the educational value of ChatGPT lies not in automatically producing essays but in facilitating learners' writing processes through guidance, feedback, and language support.

Overall, the synthesis of the reviewed literature demonstrates that ChatGPT contributes to writing development through multiple stages of the writing process, including planning, drafting, revising, and editing. The consistency of these findings across different research designs suggests that writing support represents the most prominent educational function of ChatGPT in English Language Learning. Therefore, writing development can be regarded as the strongest indicator of ChatGPT's contribution to language learning identified in this thematic analysis.

b. Grammar Development

Another prominent sub-theme identified across the reviewed studies is grammar development. Similar to writing support, grammar assistance appeared consistently throughout the selected literature, indicating that ChatGPT has become an effective resource for helping learners improve grammatical accuracy in English. The thematic analysis demonstrates that grammar support was not limited to correcting errors but also extended to explaining grammatical concepts, providing examples, and helping learners understand the underlying rules governing English sentence construction (Indah et al., 2024; Wang et al., 2024; Al-Zahrani, 2025)

The reviewed studies revealed that learners frequently used ChatGPT to identify grammatical mistakes in their writing and receive immediate explanations regarding why certain forms were incorrect. Rather than simply displaying corrected sentences, ChatGPT often provided detailed explanations about verb tenses, subject–verb agreement, articles, prepositions, sentence patterns, and other grammatical features. Such explanations enabled learners to understand their mistakes and apply the corrections in future writing tasks.

Several studies also emphasized that ChatGPT encouraged independent grammar learning by allowing learners to ask unlimited follow-up questions whenever they encountered unfamiliar grammatical structures. Unlike traditional classroom instruction, where students may hesitate to ask repeated questions, ChatGPT offered an environment in which learners could seek clarification continuously without fear of making mistakes. This interactive learning process contributed to greater confidence and promoted learner autonomy in studying English grammar.

Moreover, the reviewed literature suggests that grammar instruction supported by ChatGPT was closely integrated with writing activities. Grammar was rarely learned in isolation; instead, learners improved their grammatical competence while composing essays, completing assignments, or revising their written work. Consequently, grammar learning became contextualized within authentic language use rather than limited to memorizing grammatical rules.

Although ChatGPT demonstrated considerable effectiveness in providing grammatical support, several studies also cautioned that AI-generated explanations should not always be accepted uncritically. Researchers highlighted that occasional inaccuracies may occur, requiring learners and teachers to verify grammatical explanations using reliable references when necessary. Therefore, critical evaluation remains an essential component of AI-assisted grammar learning.

Based on the thematic synthesis, grammar development constitutes one of the strongest recurring patterns across the selected studies. The consistency of evidence indicates that ChatGPT functions not only as an automatic grammar correction tool but also as an instructional resource that facilitates learners' understanding of English grammar through explanation, feedback, and repeated language practice.

c. Vocabulary Development

Vocabulary development also emerged as one of the dominant sub-themes identified across the selected studies. The thematic analysis indicates that ChatGPT plays a significant role in enriching learners' vocabulary by providing contextualized explanations, introducing new lexical items, suggesting synonyms and antonyms, and demonstrating appropriate word usage in authentic contexts. Compared with traditional vocabulary learning that often relies on memorization, the reviewed studies suggest that ChatGPT facilitates a more meaningful learning experience by encouraging learners to understand vocabulary within communicative situations (Abdelhalim, 2025; Beknazar & Lee, 2025).

The reviewed literature consistently demonstrates that learners used ChatGPT not only to discover the meanings of unfamiliar words but also to explore their contextual usage. Rather than presenting isolated vocabulary definitions, ChatGPT frequently generated example sentences, explained subtle differences between similar words, and suggested alternative expressions appropriate for different communicative purposes. This contextual approach enabled learners to develop both receptive and productive vocabulary knowledge simultaneously.

Another recurring pattern identified across the studies concerns vocabulary expansion through interactive communication. Learners were able to ask follow-up questions regarding unfamiliar words,

request simpler explanations, and explore various examples according to their individual learning needs. This interactive process encouraged deeper lexical understanding and reduced learners' dependence on conventional dictionaries. Instead of receiving a single definition, learners actively constructed vocabulary knowledge through continuous interaction with ChatGPT.

Several studies further reported that ChatGPT contributed to academic vocabulary development by introducing discipline-specific terminology and assisting learners in selecting appropriate lexical choices for academic writing. Through personalized explanations and repeated exposure to vocabulary in meaningful contexts, learners gradually developed greater confidence in using English vocabulary accurately and appropriately.

Nevertheless, the thematic analysis also indicates that vocabulary learning supported by ChatGPT should be accompanied by critical evaluation. Some researchers emphasized that learners should verify newly acquired vocabulary through reliable academic sources, particularly when learning technical terminology or culturally specific expressions. Consequently, although ChatGPT provides extensive lexical support, it should complement rather than replace other language learning resources.

Overall, the synthesis of the selected studies demonstrates that ChatGPT contributes substantially to vocabulary development by providing contextual explanations, interactive learning opportunities, and personalized lexical support. These findings suggest that vocabulary learning through ChatGPT extends beyond simple word memorization and promotes meaningful language acquisition that can be transferred into authentic communication.

d. Reading, Listening, and Speaking Development

Although writing, grammar, and vocabulary received the greatest attention across the reviewed studies, the thematic analysis also

identified ChatGPT's contribution to other English language skills, particularly reading, listening, and speaking. These language skills appeared less frequently than writing-related applications; however, the reviewed literature consistently indicates that ChatGPT possesses considerable potential to support learners' overall communicative competence (Khan, 2025; Wang et al., 2024)

Regarding reading development, several studies reported that learners utilized ChatGPT to improve reading comprehension by requesting explanations of difficult passages, summarizing lengthy texts, identifying main ideas, and clarifying unfamiliar vocabulary encountered during reading activities. The ability of ChatGPT to simplify complex texts and provide immediate explanations enabled learners to understand reading materials more efficiently while promoting independent reading strategies.

The reviewed literature also highlights ChatGPT's potential contribution to speaking development. Learners frequently used ChatGPT to simulate conversations, practice interview questions, participate in role-play activities, and receive suggestions for improving spoken responses. Although ChatGPT does not fully replace authentic face-to-face communication, its conversational capability provides learners with additional opportunities to practice English beyond classroom settings. This flexibility allows learners to rehearse conversations repeatedly without experiencing the anxiety often associated with speaking in front of teachers or classmates.

Listening development appeared less frequently across the selected studies but remained an emerging area of application. Several researchers explained that ChatGPT could support listening activities when integrated with text-to-speech technologies or multimedia learning platforms. In these contexts, learners could combine AI-generated texts with audio resources to improve listening comprehension, pronunciation awareness, and understanding of spoken

English. Nevertheless, the reviewed studies indicate that the application of ChatGPT in listening instruction remains relatively limited compared with its extensive use in writing and grammar learning.

An important finding emerging from the reviewed studies is that these language skills rarely developed independently. Instead, improvements in reading, listening, speaking, vocabulary, grammar, and writing were interconnected throughout the learning process. For example, vocabulary acquired during reading activities contributed to better writing performance, while grammatical feedback received during writing tasks strengthened learners' speaking accuracy. This interconnected relationship demonstrates that ChatGPT facilitates integrated language learning rather than isolated skill development.

Overall, the thematic analysis suggests that ChatGPT supports both productive and receptive language skills through interactive learning experiences. Although its strongest contribution remains in writing-related activities, the reviewed studies indicate that ChatGPT possesses significant potential to facilitate comprehensive English language development across multiple communicative skills.

e. Thematic Synthesis of Language Skills Development

The synthesis of the reviewed studies demonstrates that Language Skills Development represents the most dominant theme identified in this research. Across the fifteen selected articles, ChatGPT consistently functioned as an educational support tool that enhanced multiple aspects of English language learning rather than focusing on a single linguistic skill. While writing emerged as the most frequently reported area of improvement, the reviewed studies collectively indicate that ChatGPT also contributes to grammar mastery, vocabulary acquisition, reading comprehension, speaking practice, and, to a lesser extent, listening development.

Another important finding generated through the thematic analysis is that these language skills are closely interconnected.

Improvements in one language skill frequently support the development of other skills, creating an integrated learning process. For instance, grammatical explanations strengthen writing quality, vocabulary expansion enhances reading comprehension and speaking performance, while interactive conversations promote both communicative competence and language confidence. This interconnectedness illustrates that ChatGPT facilitates holistic language development rather than isolated skill instruction.

Furthermore, the consistency of findings across qualitative, quantitative, mixed-methods, experimental, survey, and literature review studies strengthens the credibility of this theme. Despite differences in participants, educational settings, countries, and research methodologies, the reviewed literature consistently reports positive contributions of ChatGPT to English language learning. Such consistency indicates that Language Skills Development constitutes a robust and well-established theme emerging from the synthesized evidence.

Therefore, based on the thematic analysis conducted in this study, Language Skills Development can be regarded as the primary contribution of ChatGPT within English Language Learning. Rather than replacing language teachers or learners' cognitive efforts, ChatGPT functions as an instructional scaffold that facilitates continuous language practice, immediate feedback, personalized support, and learner engagement throughout the language learning process. These findings provide a strong foundation for understanding the broader educational role of ChatGPT, which is further explored through the remaining themes identified in this research.

2. Personalized Learning Experience

The second major theme identified through the thematic analysis is Personalized Learning Experience. Unlike conventional learning

environments that generally provide uniform instruction for all students, the reviewed studies consistently demonstrate that ChatGPT enables a more individualized learning experience by adapting its responses to learners' needs, proficiency levels, and learning objectives. Across the selected literature, personalization emerged as one of the defining characteristics that distinguishes ChatGPT from many traditional educational resources.

The thematic analysis indicates that personalization was evident in various forms, including customized explanations, adaptive feedback, flexible learning activities, immediate responses, and self-paced learning opportunities. Although each study investigated different educational contexts, they collectively suggest that ChatGPT creates learning experiences that are more responsive to individual learners than traditional one-way instructional approaches (Teng, 2024; Van Horn, 2024; Wang et al., 2024; Aljohani, 2026).

a. Personalized Feedback

One of the strongest findings emerging from the reviewed studies concerns ChatGPT's ability to provide personalized feedback. Unlike conventional classroom settings where teachers often have limited time to provide detailed feedback for every student, ChatGPT enables learners to receive immediate responses tailored to their individual questions and learning difficulties. The reviewed studies consistently indicate that students utilized ChatGPT to obtain explanations regarding grammar, vocabulary, writing organization, sentence structure, and language use according to their specific needs.

The analysis further demonstrates that personalized feedback contributes to more meaningful learning because learners are able to ask follow-up questions whenever they require additional clarification. Instead of receiving generalized explanations, students can continuously refine their understanding through interactive dialogue with ChatGPT. This iterative feedback process encourages learners to

actively participate in constructing knowledge rather than passively receiving information (Teng, 2024; Van Horn, 2024; Indah et al., 2024; Zebua, 2024).

Furthermore, several reviewed studies reported that personalized feedback reduced learners' anxiety during language learning. Since ChatGPT provides responses without judgment, learners felt more comfortable asking repeated questions, experimenting with language, and correcting their mistakes independently. Consequently, personalized feedback supports both cognitive and affective aspects of English language learning.

b. Adaptive Learning

Another important sub-theme identified across the reviewed literature is adaptive learning. The findings demonstrate that ChatGPT is capable of adjusting its responses according to learners' requests, proficiency levels, and learning objectives. Rather than delivering identical explanations to every learner, ChatGPT generates responses that correspond to the complexity of the questions posed by individual users (Van Horn, 2024; Wang et al., 2024; Aljohani, 2026).

The reviewed studies indicate that learners frequently requested simpler explanations, additional examples, alternative sentence structures, or more advanced discussions depending on their learning needs. This adaptability enables learners to regulate the pace and depth of learning independently, creating a learning environment that accommodates diverse language abilities.

Moreover, adaptive learning extends beyond content difficulty. Several studies highlighted that learners used ChatGPT for various educational purposes, including brainstorming ideas, revising assignments, practicing conversations, learning vocabulary, and preparing presentations. The flexibility of ChatGPT to accommodate different learning goals further strengthens its role as an adaptive

educational tool capable of supporting diverse English language learning activities.

c. Immediate Feedback and Learning Accessibility

Immediate feedback emerged as another recurring pattern identified through the thematic analysis. The reviewed studies consistently reported that ChatGPT allows learners to receive responses instantly without waiting for classroom instruction or teacher consultation. This immediate interaction enables learners to address language difficulties at the moment they occur, reducing interruptions in the learning process and supporting continuous language practice (Teng, 2024; Van Horn, 2024).

The availability of immediate feedback also contributes to greater learning accessibility. Unlike conventional classroom instruction that is limited by time and location, ChatGPT can be accessed at any time and from various digital devices. The reviewed studies suggest that this accessibility encourages learners to study beyond classroom hours and promotes continuous engagement with English language learning.

Several studies further indicate that the combination of accessibility and immediate feedback supports independent learning habits. Learners are able to review difficult concepts repeatedly, revisit previous discussions, and practice language skills whenever necessary without depending entirely on teacher assistance. Consequently, English learning becomes more flexible, continuous, and learner-centered.

d. Self-Paced Learning

Self-paced learning represents another important aspect of personalized learning identified across the reviewed studies. The thematic analysis demonstrates that ChatGPT allows learners to determine their own learning pace according to their individual progress and learning preferences. Unlike classroom instruction that often follows a predetermined schedule, ChatGPT provides opportunities for

learners to spend additional time on difficult topics or move more quickly through concepts they already understand (Van Horn, 2024; Wang et al., 2024).

The reviewed literature suggests that self-paced learning contributes positively to learner autonomy because students become more responsible for monitoring their own learning progress. Learners can repeat explanations, request additional exercises, or revisit previous learning materials without feeling pressured by classroom time constraints. This flexibility enables learners to construct knowledge according to their own learning trajectories while maintaining active engagement throughout the learning process.

Overall, the reviewed studies indicate that self-paced learning supported by ChatGPT encourages greater independence and confidence among English language learners. By allowing students to regulate both the speed and depth of learning, ChatGPT promotes personalized educational experiences that accommodate individual differences more effectively than many traditional instructional approaches.

e. Thematic Synthesis of Personalized Learning Experience

The thematic synthesis demonstrates that Personalized Learning Experience represents one of the most consistent themes emerging across the selected literature. Rather than functioning solely as an information provider, ChatGPT facilitates individualized learning through personalized feedback, adaptive instruction, immediate responses, flexible accessibility, and self-paced learning opportunities. These interconnected characteristics collectively transform English language learning into a more learner-centered process.

Another important finding generated through the thematic analysis is that personalization extends beyond technological capabilities. Instead, personalization emerges through continuous interaction between learners and ChatGPT, allowing students to

actively shape their own learning experiences according to their individual goals, abilities, and preferences. This interactive relationship distinguishes ChatGPT from conventional educational resources that generally provide standardized instructional materials.

The consistency of findings across qualitative, quantitative, experimental, mixed-methods, and review studies further strengthens the credibility of this theme. Although implemented in different educational contexts, the reviewed literature consistently reports that personalized learning constitutes one of the greatest educational advantages offered by ChatGPT in English Language Learning. Therefore, Personalized Learning Experience can be regarded as one of the defining characteristics explaining the growing integration of artificial intelligence into contemporary language education.

3. Learner Development

The third major theme identified through the thematic analysis is Learner Development. Unlike the previous themes, which primarily focus on language improvement and personalized learning processes, this theme highlights the influence of ChatGPT on learners' personal growth throughout English language learning. Across the reviewed studies, the implementation of ChatGPT was found to affect not only learners' linguistic performance but also their motivation, confidence, autonomy, engagement, and capacity for self-directed learning. These findings indicate that the educational contribution of ChatGPT extends beyond language acquisition by fostering learners' overall development as active participants in the learning process (Van Horn, 2024; Teng, 2024; Al-Zahrani, 2025; Wang et al., 2024).

The thematic analysis demonstrates that learner development emerged consistently across various educational settings regardless of research design or participant characteristics. Although different studies emphasized different aspects of learner development, they collectively

suggest that ChatGPT creates learning environments that encourage learners to become more independent, motivated, and actively engaged in constructing their own knowledge.

a. Learning Motivation

Learning motivation emerged as one of the most frequently reported aspects of learner development across the selected studies. The reviewed literature consistently indicates that the interactive nature of ChatGPT increases learners' willingness to participate in English language learning activities. Unlike conventional learning resources that often provide static explanations, ChatGPT creates dynamic interactions that encourage learners to continue asking questions, exploring new topics, and practicing English in various contexts (Van Horn, 2024; Zebua, 2024; Al-Zahrani, 2025).

Several reviewed studies revealed that learners became more motivated because ChatGPT provided immediate responses to their questions, reducing frustration when encountering learning difficulties. Instead of postponing their learning until receiving teacher assistance, learners were able to solve problems independently through continuous interaction with ChatGPT. This immediate support maintained learners' curiosity and sustained their interest throughout the learning process.

Furthermore, the reviewed studies suggest that motivation was strengthened by the flexibility offered by ChatGPT. Learners were free to select learning materials, determine learning objectives, and explore topics according to their own interests. Such flexibility promoted intrinsic motivation because learners experienced greater control over their learning activities. Consequently, English language learning became more enjoyable and less dependent on externally imposed classroom activities.

b. Learner Autonomy

Another dominant sub-theme identified through the thematic analysis is learner autonomy. Across the reviewed literature, ChatGPT

consistently encouraged learners to take greater responsibility for managing their own learning processes. Rather than relying exclusively on teachers as the primary source of knowledge, learners actively sought explanations, verified information, revised assignments, and explored language concepts independently through interactions with ChatGPT (Van Horn, 2024; Teng, 2024).

The reviewed studies indicate that learner autonomy developed because ChatGPT remained continuously available whenever learners required assistance. This accessibility enabled students to identify learning difficulties, formulate questions, evaluate AI-generated responses, and make decisions regarding the most appropriate learning strategies. Such experiences gradually shifted learners from passive recipients of knowledge toward more autonomous and self-regulated learners.

Nevertheless, the thematic analysis also reveals that learner autonomy does not imply complete independence from teachers. Instead, the reviewed studies emphasize that autonomy develops most effectively when ChatGPT functions as a complementary learning tool supported by teacher guidance. In this context, teachers continue to play an essential role in helping learners evaluate AI-generated information critically while encouraging responsible learning practices.

c. Self-Directed Learning

Closely related to learner autonomy, self-directed learning also emerged as a significant finding across the reviewed studies. The thematic analysis demonstrates that ChatGPT provides learners with opportunities to independently plan, monitor, and evaluate their own learning progress. Instead of following predetermined instructional sequences, learners were able to determine learning objectives, identify personal weaknesses, and seek appropriate explanations according to their individual needs (Van Horn, 2024; Al-Zahrani, 2025).

Several studies further indicate that self-directed learning was facilitated through continuous interaction with ChatGPT. Learners frequently used the chatbot to review classroom materials, practice additional exercises, prepare assignments, and explore topics beyond the curriculum. These learning activities illustrate that ChatGPT extends learning opportunities beyond formal classroom instruction and supports lifelong learning habits.

The reviewed literature also suggests that self-directed learning contributes positively to learners' responsibility and academic independence. As learners became more accustomed to independently solving language-related problems, they gradually developed greater confidence in regulating their own learning processes without excessive dependence on teacher intervention.

d. Confidence and Learning Engagement

Confidence and learning engagement represent another important dimension of learner development identified through the thematic analysis. The reviewed studies consistently demonstrate that ChatGPT creates a supportive learning environment in which learners feel more comfortable practicing English without fear of making mistakes. Since ChatGPT provides responses without negative judgment, learners were more willing to experiment with new vocabulary, grammatical structures, and communicative expressions (Zebua, 2024; Teng, 2024; Van Horn, 2024).

The analysis further indicates that increased confidence contributes directly to greater learning engagement. Learners who experienced positive interactions with ChatGPT tended to participate more actively in language learning activities, complete additional learning tasks, and invest more effort in improving their English proficiency. Several reviewed studies also reported that learners became more confident when communicating in English after receiving repeated practice and personalized feedback from ChatGPT.

Moreover, learning engagement extended beyond classroom participation. Learners voluntarily explored additional learning materials, practiced English outside formal learning hours, and developed greater curiosity toward language learning. These findings suggest that ChatGPT supports sustained engagement by creating learning experiences that are interactive, accessible, and responsive to learners' individual needs.

e. Thematic Synthesis of Learner Development

The thematic synthesis demonstrates that Learner Development represents one of the most significant educational contributions of ChatGPT within English Language Learning. Across the reviewed studies, ChatGPT consistently supports the development of learner motivation, autonomy, self-directed learning, confidence, and engagement. Rather than functioning solely as an instructional technology, ChatGPT creates learning environments that encourage learners to become active participants in constructing their own knowledge and regulating their own learning experiences.

An important finding emerging from this thematic analysis is that these dimensions of learner development are closely interconnected. Increased motivation encourages learners to engage more actively with learning tasks, while greater engagement strengthens learner autonomy and promotes self-directed learning. At the same time, repeated successful learning experiences contribute to increased confidence, which further reinforces learners' willingness to continue practicing English independently. This reciprocal relationship illustrates that learner development is not the result of isolated educational interventions but rather emerges through continuous interaction between learners and AI-supported learning environments.

Overall, the consistency of findings across the reviewed studies suggests that ChatGPT contributes not only to language acquisition but also to the holistic development of learners as independent, motivated,

and confident language users. Consequently, learner development can be regarded as one of the central themes explaining the educational value of ChatGPT in contemporary English language learning.

4. Human AI Collaboration

The fourth major theme identified through the thematic analysis is Human–AI Collaboration. Unlike the previous themes that primarily focus on learners' language development and learning experiences, this theme emphasizes the collaborative relationship established between learners, teachers, and ChatGPT throughout the English language learning process. Across the reviewed studies, ChatGPT was consistently portrayed not as a replacement for teachers or learners but as an educational partner that complements human instruction by providing additional learning support, immediate feedback, and personalized assistance.

The thematic analysis indicates that the effectiveness of ChatGPT depends largely on how learners and teachers interact with the technology. Rather than functioning independently, ChatGPT achieves its greatest educational value when integrated into learning activities that continue to involve human guidance, critical thinking, and pedagogical decision-making. This collaborative perspective emerged consistently regardless of educational context, participant characteristics, or research methodology (Wang et al., 2024; Aljohani, 2026; Ebrahimi et al., 2025).

a. AI as a Learning Partner

One of the most prominent findings across the reviewed studies is the perception of ChatGPT as a learning partner rather than an information delivery system. The selected literature consistently demonstrates that learners utilize ChatGPT to support various learning activities, including brainstorming ideas, practicing conversations, reviewing grammar, expanding vocabulary, revising written assignments, and exploring unfamiliar language concepts. Through these interactions, ChatGPT becomes an active participant in learners'

learning processes instead of merely functioning as a digital reference tool (Indah et al., 2024; Teng, 2024; Tusino et al., 2025; Ade Ismail et al., 2026).

Several studies further indicate that learners perceive ChatGPT as a readily available learning companion capable of providing continuous academic assistance whenever required. The opportunity to ask unlimited questions and receive immediate explanations encourages learners to engage more actively in independent learning while maintaining consistent interaction throughout their learning journey.

However, the reviewed literature also emphasizes that ChatGPT should not be viewed as an authoritative source whose responses are accepted without evaluation. Instead, learners are encouraged to actively interact with AI-generated responses, compare different perspectives, verify information using reliable academic resources, and construct their own understanding through reflection. This interactive relationship transforms ChatGPT into a collaborative learning partner rather than a passive information provider.

b. The Continuing Role of Teachers

Although ChatGPT provides substantial educational support, the reviewed studies consistently highlight that teachers remain central to effective English language learning. The thematic analysis demonstrates that AI cannot replace teachers' pedagogical expertise, emotional support, classroom management, or professional judgment. Instead, ChatGPT functions most effectively when its capabilities complement teachers' instructional practices (Ebrahimi et al., 2025; Wang et al., 2024).

Several reviewed studies explain that teachers play essential roles in designing learning activities, determining instructional objectives, monitoring students' learning progress, and evaluating the quality of AI-generated content. Teachers also assist learners in developing digital

literacy, critical thinking, and responsible AI usage, ensuring that ChatGPT is used appropriately within educational settings.

Furthermore, the reviewed literature indicates that teachers help learners recognize the limitations of ChatGPT, including occasional factual inaccuracies, contextual misunderstandings, and incomplete explanations. Through teacher guidance, learners become better equipped to critically evaluate AI-generated responses rather than accepting them uncritically. Consequently, successful integration of ChatGPT depends not on reducing teachers' responsibilities but on strengthening collaboration between educators and AI technologies.

c. Collaborative Learning Process

Another recurring finding emerging from the thematic analysis concerns the collaborative learning process facilitated by ChatGPT. Rather than replacing classroom interaction, ChatGPT extends learning opportunities before, during, and after classroom instruction. Learners frequently use ChatGPT to prepare lessons, clarify classroom materials, complete assignments, revise written work, and practice English independently outside formal learning environments (Tusino et al., 2025; Indah et al., 2024).

The reviewed studies also demonstrate that collaboration occurs through multiple forms of interaction. Learners collaborate with ChatGPT by seeking explanations and feedback, teachers collaborate with learners by facilitating learning activities, and teachers collaborate indirectly with ChatGPT by integrating AI-supported learning into classroom instruction. This multidimensional collaboration creates richer learning experiences that combine technological efficiency with human pedagogical expertise.

Importantly, the reviewed studies emphasize that meaningful collaboration requires active learner participation. Learners are expected to formulate questions, interpret responses, revise generated outputs, and apply acquired knowledge within authentic language

learning contexts. Consequently, the educational value of ChatGPT emerges through collaborative interaction rather than passive dependence on AI-generated answers.

d. Human Judgment and Decision Making

The thematic analysis further reveals that human judgment remains indispensable throughout AI-assisted learning. Although ChatGPT provides rapid access to information and language support, final academic decisions continue to rely on learners' and teachers' critical evaluation. Across the reviewed studies, researchers consistently recommend that AI-generated content should be examined carefully before being incorporated into academic work (Wang et al., 2024; Aljohani, 2026).

Several studies explain that learners should compare ChatGPT's responses with textbooks, scholarly articles, and teacher explanations to ensure accuracy and reliability. Similarly, teachers are encouraged to supervise AI integration by helping learners distinguish between accurate information, incomplete explanations, and potentially misleading outputs. This process develops learners' critical thinking while reducing excessive dependence on artificial intelligence.

The reviewed literature therefore suggests that effective Human–AI Collaboration is characterized by balanced decision-making in which technological assistance complements, rather than replaces, human reasoning. Such collaboration enables learners to benefit from AI while simultaneously maintaining responsibility for evaluating and applying knowledge appropriately.

e. Thematic Synthesis of Human-AI Collaboration

The thematic synthesis demonstrates that Human–AI Collaboration represents one of the defining characteristics of ChatGPT implementation in English Language Learning. Across the reviewed studies, ChatGPT consistently functions as a collaborative educational partner that supports learners and teachers without replacing their

respective roles. Its educational value emerges through continuous interaction among learners, teachers, and AI within technology-enhanced learning environments.

An important finding generated through this thematic analysis is that successful AI integration depends on maintaining an appropriate balance between technological capabilities and human expertise. While ChatGPT provides immediate feedback, personalized support, and flexible learning opportunities, teachers continue to provide pedagogical guidance, ethical supervision, and professional judgment. Learners, in turn, actively participate by evaluating AI-generated information, reflecting on their learning experiences, and applying knowledge independently.

Overall, the reviewed studies consistently suggest that the future of English language learning does not involve replacing human educators with artificial intelligence. Instead, it involves strengthening collaboration between humans and AI to create learning environments that are more interactive, personalized, and educationally meaningful. Therefore, Human–AI Collaboration can be regarded as a fundamental principle underlying the effective implementation of ChatGPT in English Language Learning.

5. Responsible AI Use

The fifth major theme identified through the thematic analysis is Responsible AI Use. Across the reviewed studies, researchers consistently emphasized that although ChatGPT provides numerous educational benefits, its implementation in English Language Learning should be accompanied by responsible, ethical, and critical use. Rather than encouraging unrestricted dependence on artificial intelligence, the selected literature highlights the importance of maintaining academic integrity, developing AI literacy, evaluating AI-generated information critically, and promoting ethical learning practices. These findings demonstrate that the

successful integration of ChatGPT depends not only on technological capabilities but also on learners' ability to use artificial intelligence responsibly.

The thematic analysis indicates that responsible AI use emerged as a recurring concern regardless of research methodology or educational context. Although the reviewed studies generally reported positive educational outcomes, they consistently acknowledged that inappropriate use of ChatGPT may reduce learning quality, weaken critical thinking, and create ethical challenges within academic environments (Wang et al., 2024; Aljohani, 2026).

a. Academic Integrity

One of the most prominent issues identified across the reviewed studies concerns academic integrity. The literature consistently emphasizes that ChatGPT should function as a learning support tool rather than as a means of completing academic tasks without meaningful learner engagement. Researchers reported concerns that excessive dependence on AI-generated content may increase the risk of plagiarism, diminish originality, and reduce students' opportunities to develop authentic language skills (Alsaedi, 2024; Wang et al., 2024).

Several reviewed studies suggest that learners should use ChatGPT primarily for brainstorming, language support, idea generation, and revision rather than copying generated responses directly into academic assignments. This approach enables learners to benefit from AI assistance while maintaining ownership of their academic work and intellectual development.

Furthermore, many researchers recommend that educational institutions establish clear academic policies regarding the acceptable use of artificial intelligence in learning activities. Such policies help learners distinguish between responsible AI-assisted learning and inappropriate academic practices, thereby promoting integrity throughout the educational process.

b. AI Literacy

Another important sub-theme emerging from the reviewed studies is AI literacy. The thematic analysis demonstrates that effective use of ChatGPT requires learners to understand both the capabilities and limitations of artificial intelligence. Rather than assuming that ChatGPT always produces accurate information, learners need sufficient knowledge to recognize how AI generates responses, identify potential inaccuracies, and understand situations in which human verification remains necessary (Ebrahimi et al., 2025; Wang et al., 2024).

Several reviewed studies indicate that AI literacy extends beyond technical knowledge. Learners should also understand ethical considerations, data reliability, bias in AI-generated outputs, and appropriate strategies for integrating ChatGPT into academic learning. Developing these competencies enables learners to use artificial intelligence more effectively while minimizing potential risks associated with overreliance on AI technologies.

The reviewed literature further suggests that AI literacy should become an integral component of contemporary English language education. As artificial intelligence becomes increasingly accessible, learners require the necessary knowledge and skills to interact responsibly with AI-supported educational technologies.

c. Critical Evaluation of AI-Generated Information

Critical evaluation emerged as another consistent finding throughout the reviewed studies. Researchers repeatedly emphasized that AI-generated responses should not be accepted automatically without verification. Instead, learners are encouraged to compare ChatGPT's responses with textbooks, scholarly articles, teacher explanations, and other reliable academic resources before incorporating them into their learning activities (Wang et al., 2024; Aljohani, 2026).

The reviewed studies indicate that critical evaluation contributes significantly to learners' higher-order thinking skills. Rather than relying solely on AI-generated answers, learners actively analyze information, identify inconsistencies, evaluate evidence, and formulate independent conclusions. This process strengthens analytical thinking while reducing excessive dependence on artificial intelligence.

Moreover, several studies highlight that critical evaluation becomes increasingly important when learners use ChatGPT for complex academic tasks, including essay writing, literature reviews, research projects, and language analysis. In these situations, human reasoning remains essential for determining the accuracy, relevance, and credibility of AI-generated content.

d. Ethical Awareness and Responsible Learning Practices

Ethical awareness also emerged as an important component of responsible AI use. The reviewed literature consistently demonstrates that ethical considerations extend beyond plagiarism and include fairness, transparency, accountability, and respect for intellectual property. Learners are encouraged to acknowledge the use of AI appropriately, avoid misrepresenting AI-generated work as entirely their own, and maintain honesty throughout academic activities (Alsaedi, 2024; Wang et al., 2024).

Several studies also recommend adopting responsible learning practices when utilizing ChatGPT. Rather than allowing AI to dominate the learning process, learners should actively engage with the generated information by questioning, modifying, expanding, and integrating it into their own understanding. Such practices ensure that ChatGPT functions as an educational support tool instead of replacing meaningful cognitive engagement.

The reviewed studies further emphasize the importance of teacher guidance in promoting ethical AI use. Teachers play a crucial role in helping learners develop responsible attitudes toward artificial

intelligence by establishing appropriate expectations, modeling ethical behavior, and encouraging reflective learning practices.

e. Thematic Synthesis of Responsible AI Use

The thematic synthesis demonstrates that Responsible AI Use represents a fundamental requirement for the successful implementation of ChatGPT in English Language Learning. Across the reviewed studies, responsible AI use consistently encompasses academic integrity, AI literacy, critical evaluation, ethical awareness, and responsible learning practices. These interconnected dimensions ensure that learners maximize the educational benefits of ChatGPT while minimizing potential academic and ethical risks.

An important finding emerging from this thematic analysis is that responsibility ultimately remains a human responsibility rather than a technological one. Although ChatGPT provides sophisticated language support and educational assistance, learners and teachers continue to bear responsibility for evaluating information, maintaining academic honesty, and making informed educational decisions. Therefore, responsible AI use is not determined solely by technological advancement but by users' ability to interact with artificial intelligence thoughtfully, ethically, and critically.

Overall, the reviewed studies consistently conclude that the future integration of ChatGPT into English Language Learning should be accompanied by the development of responsible AI competencies. Such competencies enable learners to utilize artificial intelligence as a valuable educational resource while preserving critical thinking, academic integrity, and meaningful learning experiences.

6. Challenges and Future Implementation

The sixth major themes identified through the thematic analysis are Challenges and Future Implementation. Although the reviewed studies consistently report the positive contributions of ChatGPT to English Language Learning, they also acknowledge several challenges that need to

be addressed to ensure its effective and sustainable integration into educational settings. Rather than presenting these challenges as reasons to reject artificial intelligence, the reviewed literature generally views them as important considerations for improving future educational practices. The thematic analysis therefore indicates that the successful implementation of ChatGPT depends on balancing technological innovation with pedagogical, institutional, and ethical considerations.

Across the selected studies, the identified challenges extend beyond technical issues and include pedagogical concerns, teacher preparedness, institutional policies, and learners' readiness to use artificial intelligence responsibly. These interconnected factors collectively influence the effectiveness of ChatGPT in supporting English language learning (Wang et al., 2024; Aljohani, 2026; Ebrahimi et al., 2025).

a. Technical Challenges

One recurring challenge identified throughout the reviewed studies concerns the technical limitations of ChatGPT. Although the system is capable of generating coherent and contextually appropriate responses, researchers consistently reported that AI-generated outputs may occasionally contain factual inaccuracies, incomplete explanations, or contextually inappropriate information. Such limitations indicate that ChatGPT cannot always guarantee the accuracy or reliability of the information it provides (Wang et al., 2024; Aljohani, 2026).

Several reviewed studies also noted that ChatGPT may generate responses that appear convincing despite containing incorrect or misleading information. This phenomenon requires learners to verify AI-generated content through reliable academic references before applying it in educational tasks. Consequently, the reviewed literature consistently emphasizes that ChatGPT should function as a supporting resource rather than an unquestionable source of knowledge.

In addition, some studies highlighted practical challenges related to internet accessibility, system availability, subscription limitations, and unequal access to digital technologies. These factors may reduce opportunities for some learners to benefit fully from AI-supported learning, particularly in educational environments with limited technological infrastructure.

b. Pedagogical Challenges

The reviewed studies further identified several pedagogical challenges associated with integrating ChatGPT into English language instruction. One major concern involves the possibility that learners may become overly dependent on AI-generated responses, reducing opportunities to develop independent problem-solving skills and critical thinking abilities. When learners rely excessively on ChatGPT to complete assignments, meaningful learning processes may gradually decline (Wang et al., 2024; Ebrahimi et al., 2025).

Another pedagogical challenge concerns instructional design. Several studies suggest that teachers need to redesign learning activities to ensure that ChatGPT enhances rather than replaces authentic learning experiences. Learning tasks should encourage students to analyze, evaluate, and improve AI-generated responses instead of merely accepting them as final answers.

Furthermore, the reviewed literature emphasizes that assessment practices must evolve alongside AI integration. Traditional assignments that can easily be completed using ChatGPT may no longer accurately measure learners' competencies. Consequently, educators are encouraged to develop more authentic assessments that emphasize creativity, critical thinking, collaboration, and reflective learning.

c. Teacher Readiness and Institutional Support

Teacher readiness emerged as another important factor influencing the successful implementation of ChatGPT. Across the reviewed studies, researchers consistently reported that teachers require

sufficient knowledge, technological competence, and pedagogical understanding to integrate artificial intelligence effectively into classroom instruction. Without adequate preparation, teachers may experience uncertainty regarding appropriate instructional strategies, ethical considerations, and methods for evaluating AI-assisted learning (Ebrahimi et al., 2025; Al-Zahrani, 2025).

The reviewed literature also highlights the importance of institutional support. Educational institutions play essential roles in providing professional development opportunities, technological infrastructure, academic policies, and ethical guidelines governing AI use. Several studies recommend that schools and universities establish comprehensive AI policies that clearly define acceptable academic practices while encouraging responsible innovation in teaching and learning.

Institutional support further includes providing equal access to digital technologies and ensuring that both teachers and learners possess the necessary competencies to utilize artificial intelligence effectively. These efforts contribute to more equitable implementation of AI-supported education across diverse learning environments.

d. Future Implementation of ChatGPT in English Language Learning

Despite the challenges identified throughout the reviewed studies, researchers remain optimistic regarding the future implementation of ChatGPT in English Language Learning. The thematic analysis indicates that most researchers view artificial intelligence as an educational innovation capable of enriching language learning when integrated thoughtfully into pedagogical practice (Wang et al., 2024; Ebrahimi et al., 2025).

Several reviewed studies recommend combining ChatGPT with learner-centered instructional approaches, collaborative learning activities, project-based learning, and teacher-guided reflection. Rather than replacing existing educational practices, ChatGPT is expected to

complement established pedagogical methods by providing personalized support, immediate feedback, and flexible learning opportunities.

The reviewed literature also suggests that future research should investigate long-term learning outcomes, classroom implementation strategies, ethical AI literacy, teacher professional development, and the evolving relationship between learners and artificial intelligence. Such investigations will contribute to a deeper understanding of how ChatGPT can support sustainable educational innovation.

e. Thematic Synthesis of Challenges and Future Implementation

The thematic synthesis demonstrates that the challenges associated with ChatGPT implementation should not be interpreted as barriers to educational innovation but rather as opportunities for improving AI-supported learning environments. Across the reviewed studies, technical limitations, pedagogical concerns, teacher readiness, and institutional support consistently emerged as interconnected factors requiring careful consideration during AI integration.

An important finding generated through this thematic analysis is that the effectiveness of ChatGPT depends less on the sophistication of the technology itself than on the quality of its implementation within educational contexts. When learners possess AI literacy, teachers receive adequate professional support, institutions establish appropriate policies, and learning activities promote critical engagement, ChatGPT can function as a valuable educational partner that enhances English language learning.

Overall, the reviewed studies consistently conclude that the future of ChatGPT in English Language Learning is promising, provided that its implementation remains learner-centered, ethically responsible, pedagogically meaningful, and supported by continuous collaboration among learners, teachers, researchers, and educational institutions. Therefore, the challenges identified throughout the reviewed literature

should be viewed as guiding principles for future educational development rather than obstacles to the adoption of artificial intelligence in language education.

Table 4. 2 Theme Development Process

Language Component	Language Skills	Final Theme
Writing	Language Skills	Language Skills Development
Grammar	Language Skills	Language Skills Development
Vocabulary	Language Skills	Language Skills Development
Personalized Feedback	Personalized Learning	Personalized Learning Experience
Motivation	Learner Development	Learner Development
Confidence	Learner Development	Learner Development
Collaboration	Human AI Interaction	Human AI Collaboration
Ethics	Responsible AI	Responsible AI Use
Challenges	Future Issues	Challenges and Future Implementation

B. Discussion

1. The Role of ChatGPT in Supporting English Language Learning

The findings of this study indicate that ChatGPT has become more than a technological innovation in education. Based on the thematic synthesis of the fifteen selected studies, ChatGPT functions as a comprehensive educational support tool that contributes to various aspects

of English language learning. Rather than serving merely as an artificial intelligence application that generates text, ChatGPT facilitates language development through continuous interaction, personalized assistance, immediate feedback, and flexible learning opportunities. These findings suggest that the educational value of ChatGPT lies not only in its technological capabilities but also in its ability to transform the learning process into a more interactive and learner-centered experience (Aljohani, 2026, Wang et al., 2024, Al-Zahrani, 2025).

One of the most significant findings emerging from this study is that language skills development consistently appeared as the dominant theme across the reviewed literature. The analysis demonstrates that ChatGPT supports writing, grammar, vocabulary, reading, listening, and speaking simultaneously, although writing received the greatest attention among previous researchers. This finding suggests that ChatGPT should not be viewed as a tool designed for a single language skill but rather as a comprehensive language learning assistant capable of supporting multiple dimensions of English language learning.

The findings also indicate that improvements in language skills are closely associated with the personalized learning experiences facilitated by ChatGPT. Learners are able to obtain immediate explanations, personalized feedback, adaptive learning support, and flexible access to learning resources according to their individual needs. These characteristics create learning environments that differ considerably from traditional teacher-centered instruction, where feedback and instructional support are often limited by classroom time and teacher availability. Consequently, ChatGPT expands learning opportunities beyond formal educational settings by allowing learners to continue practicing English independently.

These findings are consistent with the concept of learner-centered learning, which emphasizes active learner participation, individualized instruction, and meaningful learning experiences. Rather than positioning

learners as passive recipients of knowledge, ChatGPT encourages learners to actively formulate questions, explore alternative explanations, revise their work, and monitor their own learning progress. Such learning experiences contribute to deeper engagement with English language learning while supporting learners' responsibility for their own academic development.

Furthermore, the findings suggest that the educational contribution of ChatGPT extends beyond improving language proficiency. The interaction between learners and artificial intelligence creates learning environments that promote continuous practice, immediate reflection, and repeated revision. These processes enable learners to develop language competence through sustained engagement rather than isolated classroom instruction. Therefore, the findings indicate that ChatGPT functions not only as an instructional support tool but also as a facilitator of continuous language learning.

Overall, the findings of this study demonstrate that the integration of ChatGPT into English language learning represents a pedagogical transformation rather than simply a technological advancement. The reviewed studies consistently indicate that the effectiveness of ChatGPT emerges from its capacity to combine language support, personalized learning, and continuous interaction within learner-centered educational environments. This suggests that artificial intelligence has the potential to reshape English language learning by complementing existing instructional practices rather than replacing them.

2. ChatGPT as a Learner-Centered Educational Tool

The thematic synthesis conducted in this study demonstrates that ChatGPT not only supports English language learning but also promotes a learner-centered educational environment. The reviewed studies consistently indicate that learners actively engage with ChatGPT by asking questions, requesting explanations, revising assignments, practicing language skills, and exploring learning materials according to their

individual needs. These findings reinforce the theoretical perspective presented in Chapter II that ChatGPT provides personalized assistance through natural language interaction. However, the present study further demonstrates that personalization extends beyond technological responsiveness and contributes significantly to learners' overall educational experiences (Van Horn, 2024, Teng, 2024, Al-Zahrani, 2025).

A notable finding emerging from this study is that personalized learning and learner development are closely interconnected. The findings reveal that learners who receive immediate feedback and adaptive explanations tend to demonstrate higher levels of motivation, confidence, engagement, and autonomy. This relationship suggests that personalized learning is not merely a technological feature of ChatGPT but also serves as a pedagogical mechanism that encourages learners to participate actively in constructing their own knowledge.

The reviewed studies further indicate that ChatGPT enables learners to regulate their own learning processes by determining learning objectives, identifying areas requiring improvement, and selecting learning activities appropriate to their individual needs. Unlike conventional instructional settings where learning activities are primarily directed by teachers, ChatGPT allows learners to make instructional decisions independently while receiving continuous academic support. This finding implies that artificial intelligence contributes to the development of learner autonomy by encouraging students to become active decision-makers throughout the learning process.

Another important implication emerging from the thematic analysis concerns learner engagement. The reviewed studies consistently demonstrate that learners remain actively involved because ChatGPT provides immediate responses and continuous opportunities for interaction. Such interactions encourage learners to practice English more frequently, revisit difficult concepts, and continue learning outside scheduled classroom sessions. Consequently, learning becomes an

ongoing process rather than an activity limited to formal classroom instruction.

Furthermore, the present study suggests that learner-centered learning supported by ChatGPT contributes to more meaningful educational experiences because learners become directly involved in evaluating information, revising language output, and monitoring their own academic progress. Instead of functioning solely as recipients of teacher explanations, learners actively negotiate meaning through interactions with artificial intelligence while maintaining responsibility for their own learning outcomes.

Overall, the findings indicate that ChatGPT represents more than a digital educational resource. It functions as a learner-centered instructional partner capable of supporting individualized learning, promoting learner autonomy, strengthening motivation, and encouraging continuous engagement in English language learning. Therefore, the educational significance of ChatGPT lies not only in its technological sophistication but also in its capacity to facilitate learning environments that position learners at the center of the educational process.

3. The Educational Implications of Human–AI Collaboration

The findings of this study indicate that the integration of ChatGPT into English Language Learning should be understood as a collaborative process between humans and artificial intelligence rather than a substitution of human instruction. Across the reviewed studies, ChatGPT consistently functions as a complementary educational tool that assists learners and teachers while preserving the essential roles of human judgment, pedagogical guidance, and critical thinking. This finding reinforces the theoretical perspective discussed in Chapter II that ChatGPT serves as an educational support system capable of facilitating learning through natural language interaction (Wang et al., 2024, Aljohani, 2026, Ebrahimi et al., 2025).

The thematic synthesis demonstrates that successful implementation of ChatGPT depends on balanced collaboration among learners, teachers, and artificial intelligence. While ChatGPT provides immediate feedback, language explanations, and personalized learning opportunities, learners remain responsible for interpreting information critically, revising AI-generated responses, and applying knowledge appropriately. Similarly, teachers continue to design meaningful learning activities, monitor students' progress, and ensure that artificial intelligence is integrated responsibly into educational practice.

An important implication emerging from this study is that the educational value of ChatGPT does not originate solely from artificial intelligence itself but from the quality of interaction established between learners and AI-supported learning environments. The reviewed studies consistently indicate that meaningful learning occurs when learners actively question, evaluate, modify, and reflect upon AI-generated information rather than accepting it uncritically. This interactive process encourages deeper cognitive engagement while strengthening learners' analytical abilities.

Another significant finding concerns responsible AI use. The thematic synthesis reveals that ethical awareness, academic integrity, AI literacy, and critical evaluation constitute inseparable components of successful AI integration. Rather than limiting learners' access to artificial intelligence, the reviewed studies recommend developing responsible AI competencies that enable learners to maximize educational benefits while minimizing academic risks. These findings suggest that responsible AI use should become an integral component of English language education as artificial intelligence continues to evolve.

Collectively, these findings imply that the future of English language learning should emphasize collaboration rather than competition between humans and artificial intelligence. ChatGPT should therefore be viewed as an instructional partner that enhances educational practice while

preserving the irreplaceable roles of teachers and learners. Such collaboration provides opportunities to create more interactive, personalized, and meaningful learning environments without diminishing the importance of human expertise, ethical responsibility, and critical thinking.

4. Implications for Future English Language Learning

The overall findings of this study demonstrate that ChatGPT has considerable potential to transform English language learning through its ability to provide personalized support, facilitate language development, encourage learner autonomy, and promote collaboration between humans and artificial intelligence. However, the thematic synthesis also indicates that the sustainability of these educational benefits depends on appropriate pedagogical implementation, responsible AI use, and continuous institutional support (Wang et al., 2024, Aljohani, 2026, Al-Zahrani, 2025).

The reviewed studies consistently suggest that future English language education should not focus solely on adopting artificial intelligence but also on developing educational strategies that integrate AI meaningfully into teaching and learning. Such strategies include designing learner-centered learning activities, promoting critical evaluation of AI-generated information, strengthening AI literacy, and providing professional development opportunities for teachers. These efforts ensure that technological innovation contributes positively to educational quality rather than merely increasing technological dependence.

Furthermore, the thematic synthesis indicates that educational institutions should establish clear guidelines regarding the ethical and responsible use of artificial intelligence. Policies concerning academic integrity, transparency, assessment practices, and responsible AI utilization are essential to ensuring that ChatGPT supports authentic learning while maintaining academic standards. Institutional commitment

therefore becomes a key factor influencing the successful implementation of AI-assisted language learning.

This study also identifies several opportunities for future research. Although the reviewed studies provide substantial evidence regarding the educational benefits of ChatGPT, additional investigations are needed to examine its long-term impact on language proficiency, classroom interaction, teacher professional development, and the evolution of AI-supported pedagogy across diverse educational contexts. Such research will contribute to a more comprehensive understanding of how artificial intelligence can continue supporting sustainable innovation in English language education.

Overall, the findings of this study suggest that ChatGPT represents not merely a technological advancement but an emerging educational partner capable of reshaping English language learning. Nevertheless, its successful implementation depends on maintaining an appropriate balance between technological innovation, human expertise, ethical responsibility, and pedagogical quality. These considerations provide an important foundation for the continued development of AI-supported English language education in the future.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study aimed to synthesize previous research regarding the use of ChatGPT in English Language Learning through a thematic literature review. By analyzing fifteen selected studies published between 2022 and 2026, the researcher identified recurring patterns and themes that illustrate how ChatGPT has been utilized in various English language learning contexts. Rather than summarizing individual studies, this research synthesized the findings across the selected literature to generate a comprehensive understanding of the educational role of ChatGPT in English language learning.

The thematic analysis resulted in six major themes, namely Language Skills Development, Personalized Learning Experience, Learner Development, Human–AI Collaboration, Responsible AI Use, and Challenges and Future Implementation. These themes demonstrate that ChatGPT contributes to multiple aspects of English language learning by supporting language skill development, providing personalized learning experiences, promoting learner autonomy and motivation, facilitating collaboration between learners, teachers, and artificial intelligence, encouraging responsible AI use, and highlighting important considerations for future educational implementation.

The findings further reveal that these six themes are closely interconnected rather than functioning independently. Improvements in language skills are supported by personalized learning experiences, which subsequently contribute to learner development. Effective learner development is strengthened through collaboration between humans and artificial intelligence while remaining dependent on responsible AI use. At the same time, successful implementation of ChatGPT requires addressing technical, pedagogical, and institutional challenges to maximize its educational benefits. This interconnected relationship indicates that the

effectiveness of ChatGPT is determined not only by its technological capabilities but also by the quality of its integration into English language learning.

Overall, this study concludes that ChatGPT has significant potential to support English Language Learning when implemented responsibly and pedagogically. The findings suggest that ChatGPT should be viewed as a complementary educational tool that enhances learning experiences rather than replacing teachers or conventional instructional practices. Therefore, successful integration of ChatGPT requires collaboration among learners, teachers, educational institutions, and researchers to ensure that artificial intelligence contributes positively to sustainable and meaningful English language education.

B. Suggestions

Based on the findings of this study, several suggestions are proposed for stakeholders involved in English Language Learning.

First, students are encouraged to utilize ChatGPT as a learning support tool rather than as a substitute for their own learning efforts. Students should critically evaluate AI-generated responses, verify information using reliable academic sources, and continue developing independent learning, critical thinking, and academic integrity while benefiting from artificial intelligence.

Second, teachers are encouraged to integrate ChatGPT into English language instruction through well-designed learning activities that promote active participation, collaboration, and reflective learning. Teachers should also guide students in developing AI literacy and responsible AI use to maximize educational benefits while minimizing potential academic risks.

Third, educational institutions are encouraged to establish clear policies and guidelines regarding the ethical and responsible use of artificial intelligence in educational settings. Institutions should also provide professional development opportunities for teachers and improve technological infrastructure to support effective AI-assisted language learning.

Finally, future researchers are encouraged to extend this study by investigating the implementation of ChatGPT in specific English language skills, different educational levels, or diverse learning contexts. Future studies may also examine the long-term impact of ChatGPT on language achievement, learner engagement, AI literacy, classroom interaction, and teacher professional development to enrich the growing body of knowledge on artificial intelligence in English language education.

BIBLIOGRAPHY

- Amir, H. S., & Rustam, U. (2025). The Role of Technology in English Language Learning in The Digital Era. *Lingeduca: Journal of Language and Education Studies*, 4(1), 1–8.
- Balci, Ö. (2024). The Role of ChatGPT in English as a Foreign Language (EFL) Learning and Teaching: A Systematic Review. *International Journal of Current Educational Studies*, 3(1), 66–82. <https://doi.org/10.46328/ijces.107>
- Bang, Y., Cahyawijaya, S., Lee, N., Dai, W., Su, D., Wilie, B., Lovenia, H., Ji, Z., Yu, T., Chung, W., Do, Q. V., Xu, Y., & Fung, P. (2023). A Multitask, Multilingual, Multimodal Evaluation of ChatGPT on Reasoning, Hallucination, and Interactivity. *Proceedings of the 13th International Joint Conference on Natural Language Processing and the 3rd Conference of the Asia-Pacific Chapter of the Association for Computational Linguistics: Long Papers, IJCNLP-AACL 2023, 1*, 675–718. <https://doi.org/10.18653/v1/2023.ijcnlp-main.45>
- Banik, D., Pati, N., & Sharma, A. (2024). Systematic exploration and in-depth analysis of ChatGPT architectures progression. *Artificial Intelligence Review*, 57(9), 1–24. <https://doi.org/10.1007/s10462-024-10832-0>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3((2)), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- George, M. & George, M. (2018). The Elements of Library Research: What Every Student Needs to Know. *Princeton University Press*. <https://doi.org/10.1515/9781400830411>
- Haleem, A., Javaid, M., & Singh, R. P. (2022). An era of ChatGPT as a significant futuristic support tool: A study on features, abilities, and challenges. *BenchCouncil Transactions on Benchmarks, Standards and Evaluations*, 2(4), 100089. <https://doi.org/10.1016/j.tbench.2023.100089>
- Haque, M. A. (2022). A Brief Analysis of “ChatGPT” – A Revolutionary Tool Designed by OpenAI. *EAI Endorsed Transactions on AI and Robotics*, 1, 1–7. <https://doi.org/10.4108/airo.v1i1.2983>
- Hendy, A., Abdelrehim, M., Sharaf, A., Raunak, V., Gabr, M., Matsushita, H., Kim, Y. J., Afify, M., & Awadalla, H. H. (2023). *How Good Are GPT Models at Machine Translation? A Comprehensive Evaluation*. <http://arxiv.org/abs/2302.09210>
- Hidayati, N., Andriyanti, E., & Adiyani, N. (2025). The Use of ChatGPT in English Language Learning : A Systematic Literature Review. *Tarling Journal of Language Education*, 9(1), 89–128. <http://ejournal.uinsaizu.ac.id/index.php/tarling/index>
- Khzouz, A., Salaita, O., Al-Issawi, J. M., AlTaher, B. B., & Alkhenizan, H. H. (2024). Exploring ChatGPT Practices and User Experiences in Learning English Skills. *Theory and Practice in Language Studies*, 14(12), 3959–3969.
- Kristiawan, D. Y., Bashar, K., & Pradana, D. A. (2024). Artificial Intelligence in English Language Learning : A Systematic Review of AI Tools , Applications , and Pedagogical Outcomes. *The Art of Teaching English as a Foreign Language (TATEFL)*, 5(2), 207–218.

- Li, B., Lowell, V. L., Wang, C., & Li, X. (2024). A systematic review of the first year of publications on ChatGPT and language education: Examining research on ChatGPT's use in language learning and teaching. *Computers and Education: Artificial Intelligence*, 7(July), 100266. <https://doi.org/10.1016/j.caeai.2024.100266>
- Liu, Y., Han, T., Ma, S., Zhang, J., Yang, Y., Tian, J., He, H., Li, A., He, M., Liu, Z., Wu, Z., Zhao, L., Zhu, D., Li, X., Qiang, N., Shen, D., Liu, T., & Ge, B. (2023). Summary of ChatGPT-Related research and perspective towards the future of large language models. *Meta-Radiology*, 1(2). <https://doi.org/10.1016/j.metrad.2023.100017>
- Lo, C. K., Yu, P. L. H., Xu, S., Ng, D. T. K., & Jong, M. S. yung. (2024). Exploring the application of ChatGPT in ESL/EFL education and related research issues: a systematic review of empirical studies. *Smart Learning Environments*, 11(1). <https://doi.org/10.1186/s40561-024-00342-5>
- Lubna, K. S. Q. A., & Toyyibah. (2024). Factors Affecting the Success of Learning English with Limited Exposure : Reflections from Non-English Department Students. *Journal of Language Intelligence and Culture*, 6(2), 175–187. <https://doi.org/10.35719/jlic.v6i2.126>
- Nazir, A., & Wang, Z. (2023). A comprehensive survey of ChatGPT: Advancements, applications, prospects, and challenges. *Meta-Radiology*, 1(2), 1–31. <https://doi.org/10.1016/j.metrad.2023.100022>
- Nurmala, I., Irianto, S., Franchisca, S., Amsa, H., & Susanti, R. (2023). Technology-Enhanced Language Learning : A Meta-Analysis Study On English Language Teaching Tools. *Journal on Education*, 06(01), 2188–2195.
- Nurwati, A., & Gusnawaty, G. (2025). The Impact of Language Environment and Learning Motivation on English Learning Outcomes in Indonesian Islamic University. *JEELS: Journal of English Education and Linguistics Studies*, 12(1), 377–401.
- Roumeliotis, K. I., & Tselikas, N. D. (2023). ChatGPT and Open-AI Models: A Preliminary Review. *Future Internet*, 15(6). <https://doi.org/10.3390/fi15060192>
- Shaikh, S., Yayilgan, S. Y., Klimova, B., & Pikhart, M. (2023). Assessing the Usability of ChatGPT for Formal English Language Learning. *European Journal of Investigation in Health Psychologi and Education*, 13(1), 1937–1960.
- Silva, C. A. G. da, Ramos, F. N., de Moraes, R. V., & Santos, E. L. dos. (2024). ChatGPT: Challenges and Benefits in Software Programming for Higher Education. *Sustainability (Switzerland)*, 16(3), 1–23. <https://doi.org/10.3390/su16031245>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104(March), 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Taecharungroj, V. (2023). “What Can ChatGPT Do?” Analyzing Early Reactions to the Innovative AI Chatbot on Twitter. *Big Data and Cognitive Computing*, 7(1). <https://doi.org/10.3390/bdcc7010035>
- Tai, K. W. H., & Zhao, Y. V. (2024). Success factors for English as a second

- language university students' attainment in academic English language proficiency: exploring the roles of secondary school medium-of-instruction, motivation and language learning strategies. *Applied Linguistics Review*, 15(2), 611–641. <https://doi.org/10.1515/applirev-2022-0049>
- Taylor, D. (2020). The benefits and challenges of urbanisation. *Urban Gateway*, 2(11), 2020–2023. <https://www.urbangateway.org/news/benefits-and-challenges-urbanization>
- Yenduri, G., Ramalingam, M., Selvi, G. C., Supriya, Y., Srivastava, G., Maddikunta, P. K. R., Raj, G. D., Jhaveri, R. H., Prabadevi, B., Wang, W., Vasilakos, A. V., & Gadekallu, T. R. (2024). GPT (Generative Pre-Trained Transformer) - A Comprehensive Review on Enabling Technologies, Potential Applications, Emerging Challenges, and Future Directions. *IEEE Access*, 12, 54608–54649. <https://doi.org/10.1109/ACCESS.2024.3389497>

APPENDICES

Appendix 1 List of Selected Article

No	Author	Years	Title	Sources
1	Indah et al.	2024	Revolutionizing EFL writing: unveiling the strategic use of ChatGPT by Indonesian master's students	Cogent Education
2	Mark Feng Teng	2024	ChatGPT is the companion, not enemies”: EFL learners’ perceptions and experiences in using ChatGPT for feedback in writing	Science Direct
3	Nouf J. Aljohani	2026	ChatGPT in language learning: A systematic review of applications and challenges	Science Direct
4	Joice Zebua	2024	Students' Perceptions of Using the OpenAI ChatGPT Application in Improving Writing Skills	JOLLS
5	Safaa M. Abdelhalim	2025	Integrating ChatGPT for vocabulary learning and retention: A classroom-based study of Saudi EFL learners	Journal Article
6	Tusino et al.	2025	Chatgpt In Academic Writing Classes: Exploring Efl Students’ Perspectives	JOLLT
7	Ade Ismail et al.	2026	From Ideas to Description: How EFL Students Perceive Chatgpt in Writing Classes	IJSSHR
8	Abd Rafail Bin Zarak Khan	2025	The Use of Artificial Intelligence (AI): Chatgpt and Mastery of English-Speaking Skills	IJRISS
9	Najah Alsaedi	2024	ChatGPT and EFL/ESL Writing: A Systematic Review of Advantages and Challenges	CCSE
10	Yaping Wang et al.	2024	Opportunities and Challenges of Using ChatGPT as a Teaching Assistant in English Language Teaching: A Systematic Literature Review	CCS
11	Kyle R. Van Horn	2024	ChatGPT in English Language Learning: Exploring Perceptions and Promoting Autonomy in a University EFL Context	TESL

12	AL-Zahrani	2025	Exploring the Role of ChatGPT in English Teaching and Learning: Educators' and Language Learners' Perspectives	Research Article
13	Laura Beknazar & Yoo Jean Lee	2025	ChatGPT as a Vocabulary Learning Tool for EFL Learners in Kazakhstan	MESSO
14	Zahra Ebrahimi et al.	2025	Mapping the emerging research landscape on applications of ChatGPT in Language teacher education: A systematic narrative literature review	DAI
15	Hassen A Jmaiel et al.	2025	The role of ChatGPT in enhancing EFL students' ESP writing skills: an experimental study of gender and major differences	DE