Implications of integrating ChatGPT into higher education for developing writing skills in EFL contexts in Latin America

Implicaciones de la integración de ChatGPT en la educación superior para el desarrollo de habilidades de escritura en contextos EFL en América Latina

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Resumen

Technology integration in education has transformed learning, highlighting tools such as ChatGPT in teaching English. Thus, this study aimed to analyze the integration of ChatGPT in Latin America's Higher Education. The methodology was qualitative and descriptive, with a literature review design. It shows that students and teachers value ChatGPT in English teaching, highlighting its potential to improve writing, feedback, and academic engagement. However, ethical challenges, technological dependence, the digital divide, and contextual limitations are identified in Latin America. The studies suggest the need for formative strategies and regulatory frameworks that ensure responsible use adapted to cultural and institutional particularities to maximize significant educational benefits. It is concluded that, despite the remarkable interest and potential of ChatGPT to improve English language learning, there are challenges in integration, training, digital divide, and regulation, particularly in Latin American contexts.

Keywords: ChatGPT; Writing; Foreign language instruction; Higher education.

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Revista de Filosofía de la Historia
Revista de Filosofía da História

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Resumen

La integración de la tecnología en la educación ha transformado el aprendizaje, destacándose herramientas como ChatGPT en la enseñanza del inglés. Así, este estudio tuvo como objetivo analizar la integración de ChatGPT en la Educación Superior de América Latina. La metodología fue cualitativa y descriptiva, con un diseño de revisión de literatura. Muestra que estudiantes y profesores valoran ChatGPT en la enseñanza del inglés, destacando su potencial para mejorar la escritura, la retroalimentación y el compromiso académico. Sin embargo, se identifican desafíos éticos, dependencia tecnológica, brecha digital y limitaciones contextuales en América Latina. Los estudios sugieren la necesidad de estrategias formativas y marcos regulatorios que aseguren un uso responsable adaptado a las particularidades culturales e institucionales para maximizar los beneficios educativos significativos. Se concluye que, a pesar del notable interés y potencial de ChatGPT para mejorar el aprendizaje del inglés, existen desafíos en materia de integración, formación, brecha digital y regulación, particularmente en contextos latinoamericanos.

Palabras clave: ChatGPT; Escritura; Enseñanza de lenguas extranjeras; Educación superior.

Introduction

Today, technological dynamism has mobilized by leaps and bounds in all possible contexts of society, and education is no exception (Sailer et al., 2021; Solovei et al., 2023). The transformation of education and pedagogy has been dynamized vertiginously, and students are the most prominent entity in these processes. In fact, from the technological perspective, they are immersed or mobilized within the digital environment, characterized by being critical, reflective, open-minded, determined, and responsible in everything that involves their personal development. However, they are also stereotyped as unsympathetic and unreasonable subjects (O'Farrell & Weaver, 2024). They are recognized as the new generation of students who do not know a time without the Internet and, as a result, have used various types of technology from a very early age (Miliou & Angeli, 2021).

This aspect, the interconnection between the use of technologies and learning, is reflected in the very development of education. Thus, integrating technology into learning has been crucial in the 21st century (Shireen & Shireen, 2020; Tomaron et al., 2024). Today, education and technology underlie the harmonious integration between human intelligence and technology, where AI supports and collaborates with learners (Rane et al., 2023). Facilitates versatile teaching environments, adjusting to the particularities of each student and stimulating critical analysis, innovation and challenge solving skills through immersive technologies such as augmented and virtual reality (Khandelwal et al., 2022). The highly recognized ChatGPT is one of the most widely used tools by learners since it allows them to generate reasonable quality texts and answers in a conversational style that makes it attractive for tasks such as summarizing and answering questions (Aithal & Aithal, 2023).

From this perspective, ChatGPT can personalize students' learning experiences, particularly in a language such as English, facilitating better language acquisition and successful learning (Me-

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niado, 2023; Kohnke et al., 2023; Nazeer et al., 2024). Certainly, Koraishi (2023), ChatGPT is one of the essential resources in terms of creating and evaluating EFL materials. This tool safeguards optimization in terms of engaging and relevant learning materials for the learning experience at hand. For that reason, materials are customizable according to the interests and needs of each learner. Consequently, ChatGPT has made it possible to extend the quality of the learning experience for its EFL audience. According to a research by Ali et al. (2023), ChatGPT motivates students and is powerful in terms of re-training and writing in English language situations. Similarly, the lack of digital operability on the part of the teacher and traditionalist persistence on the part of university teachers. Similarly, Altamimi (2024) does not allow the proper development of the EFL writing process by the learner. ChatGPT allows the student to make corrections in real time and obtain suggestions on terminology, grammar and coherence without the presence of the teacher.

The ability of AI to generate model texts serves as a valuable resource for EFL learners, demonstrating the use of natural language and appropriate writing conventions (Alkamel & Alwagieh, 2024). This scaffolding approach helps students internalize grammatical structures and writing patterns, which improves independent writing skills. AI provides students with linguistic and organizational ideas associated with the students' writing topics, resulting in the building of writing skills through online modeling of structure and related content (Pavlovic et al., 2024). As Kilmova et al. (2024), mention, proper implementation of AI is fundamental for improving writing proficiency in students and confidence in English language use.

However, the integration of ChatGPT into EFL writing teaching is effort-demanding; educators express valid concerns regarding academic integrity, technology dependency, and effective pedagogical frameworks (Abdelhalim, 2024). In the case of higher education, ChatGPT poses significant challenges that impact dimensions beyond academic achievement. They include protection of personal data, reliability of the content created, development of socio-emotional skills, copyright protection and economic feasibility of implementation (Meniado, 2023). Despite the concern in academic spaces, attributed to the prolonged ability to perform a reliable level of writing and sequencing with human complexity, how students might use the technology is of concern to educators especially in terms of making use of it in academic papers and assignments specific to their subject matter (Adıgüzel et al., 2023). According to Abdelhalim (2024), students tend to over-rely on AI and it reduces their critical thinking. In addition, the students lose their critical thinking ability by relying on AI. On the other hand, there is a digital divide and access to resources, as technological mechanisms are not available in all institutions, which has led to limited and non-uniform opportunity in technology implementation (Hossain & Younus, 2024).

It should be added that, unlike other language skills, writing often requires constant feedback and repeated practice, making AI tools like ChatGPT a potentially valuable means for EFL learners by providing immediate corrections and contextualized content. However, according to contributions by Polakova & Ivenz (2024), and Lin et al. (2023), there is still a lot of research to be done on

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how to mitigate its misuses, particularly the risk of students using it to cheat on tests, assignments and essays, that raises questions about its impact on actual learning and learner autonomy. Some studies, by Flanagin et al. (2023); Rane et al. (2024), and Williams (2024), have addressed its pedagogical potential. However, practical strategies for regulating its use and promoting meaningful learning, ensuring that the feedback provided by AI complements rather than replaces the development of EFL writing skills, still need to be investigated. Based on all these contributions, the present study aims to evaluate how the integration of ChatGPT affects the development of writing skills in higher education in the Latin American context.

Latin America constitutes a challenging scenario for analyzing the incorporation of artificial intelligence, due to the heterogeneity of its educational systems, the varied levels of access to technological infrastructure and the cultural and linguistic particularities that distinguish it. This literature review is relevant for several fundamental reasons:

- To analyze the ability of ChatGPT to strengthen linguistic aspects such as grammar, vocabulary and syntactic organization in English as a foreign language (EFL) learner within the Latin American context.

- To investigate regional perceptions about the use of AI-based tools, especially in the face of the limitations of contexts with scarce technological resources.

- To offer useful recommendations for teachers and educational policy makers in Latin America, in order to optimize the use of AI to reduce educational gaps.

- The findings obtained from this review will lay the groundwork for future research and concrete applications, providing a contextualized vision that enriches the international discussion on the role of artificial intelligence in education.

The purpose of this review is to examine 22 articles about the integration of ChatGPT into higher education in Latin America, analyzing its benefits and challenges. It explores the perceptions of EFL students and educators toward ChatGPT, focusing on its application in diverse educational environments, and a comparative analysis of the use of ChatGPT among global trends. By addressing this gap, the study seeks to add to the understanding of AI-assisted instruction, offering perceptions into how such tools can be effectively implemented to reduce disparities and enhance learning outcomes in resource-constrained settings.

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Methods

This study was developed with a qualitative approach, descriptive and systematic scope, under a retrospective observational bibliographic review design, where secondary and primary documents are considered according to the research topic. To this end, an exhaustive search of articles on AI in education for developing writing skills in EFL contexts examines the information collected to fulfill the objectives set.

It is relevant to determine a strategy for the adequate development of this study to find articles that align with the research topic. In this subject, different search engines were selected according to the educational field, so the following were established: Scielo, Redalyc, Scopus, Elsevier, and ResearchGate.

After the selection, free search terms were chosen for English and Spanish languages, considering the following: "ChatGPT in higher education," "EFL writing skills in Latin America," "Development of writing with ChatGPT in Latin America," "Perceptions of AI in EFL contexts," and its variants in Spanish.

The review followed Snyder's (2019), systematic approach, applying clear inclusion/exclusion criteria (e.g., studies from 2017 to 2024 in English or Spanish, peer-reviewed, and relevant to Latin America). To ensure rigor and reliability, I coded the data and identified the topics, which reduced bias. Descriptive statistics and thematic summaries presented the findings clearly, supporting the conclusions that inform educational practices and policies for integrating AI into EFL teaching.
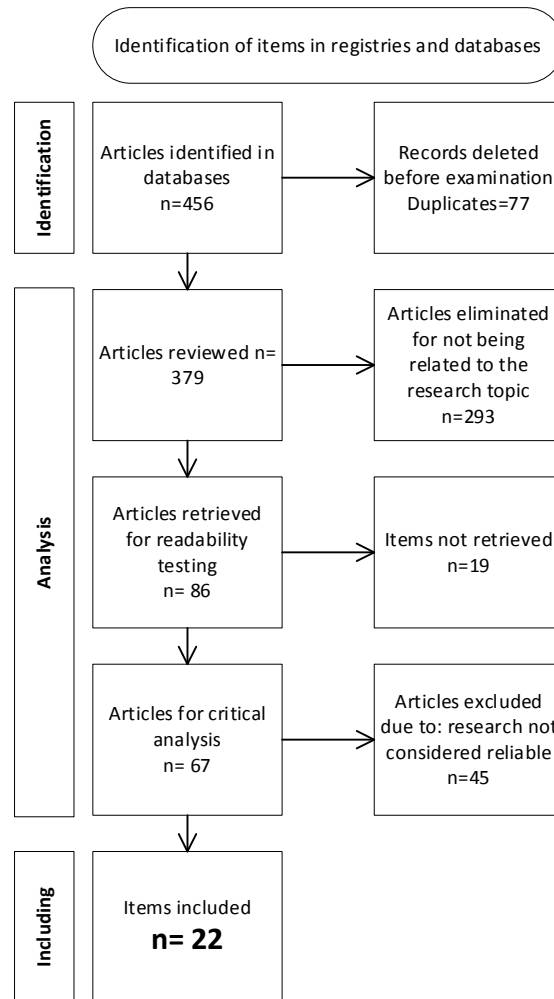
Table 1. Selection Criteria

Criteria	Inclusion	Exclusion
Approach	Studies conducted in Latin American contexts or addressing similar challenges in EFL instruction.	Articles unrelated to AI in education or lacking empirical evidence.
Publication Date	2017–2024	2016 or before
Publication Type	Peer-reviewed articles	Non-peer-reviewed articles; books; Websites
Language	Research available in English or Spanish.	Non-English or Spanish Articles

Source: own elaboration

Lastly, to treat the information, thematic analysis was used to identify and interpret key patterns and themes in the literature, categorizing the studies by topics such as perceptions of AI, the benefits of writing development, and implementation challenges.

Figure 1. Selection diagram

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                    ┌─────────────────────────────────────────┐
                    │ Identification of items in registries     │
                    │ and databases                             │
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  ┌────────────┐   ┌──────────────────┐      ┌──────────────────┐
  │            │   │ Articles         │      │ Records deleted  │
  │ Identifi-  │   │ identified in    │─────▶│ before           │
  │ cation     │   │ databases        │      │ examination      │
  │            │   │ n=456            │      │ Duplicates=77    │
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  │            │   │                  │      │ Articles         │
  │            │   │ Articles         │      │ eliminated for   │
  │            │   │ reviewed n=      │─────▶│ not being        │
  │            │   │ 379              │      │ related to the   │
  │            │   │                  │      │ research topic   │
  │            │   │                  │      │ n=293            │
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  │            │            ▼
  │ Analysis   │   ┌──────────────────┐      ┌──────────────────┐
  │            │   │ Articles         │      │                  │
  │            │   │ retrieved for    │─────▶│ Items not        │
  │            │   │ readability      │      │ retrieved        │
  │            │   │ testing          │      │ n=19             │
  │            │   │ n= 86            │      │                  │
  │            │   └──────────────────┘      └──────────────────┘
  │            │            │
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  │            │   ┌──────────────────┐      ┌──────────────────┐
  │            │   │                  │      │ Articles         │
  │            │   │ Articles for     │      │ excluded due to: │
  │            │   │ critical         │─────▶│ research not     │
  │            │   │ analysis         │      │ considered       │
  │            │   │ n= 67            │      │ reliable         │
  │            │   │                  │      │ n=45             │
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  ┌────────────┐   ┌──────────────────┐
  │            │   │ Items included   │
  │ Including  │   │                  │
  │            │   │ n= 22            │
  └────────────┘   └──────────────────┘
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Source: adapted from Prisma 2020 Statement (2024).

By the end of the selection process, 22 studies were included in the thematic analysis.

Development

This literature review examines a total of 22 publications focused on the opinions and evaluations of English as a foreign language (EFL) teachers and students in Latin America, as well as in comparable educational environments, regarding the use of ChatGPT at the university level. Special attention is given to the impact of this tool in strengthening academic writing skills, highlighting its influence on the teaching-learning process and on the improvement of written skills in English as a second language. In this sense, it examines both the advantages and challenges involved in integrating this technology in academic environments, highlighting its influence on the level of student engagement and the evolution of teachers' teaching strategies.

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The study uses a narrative and descriptive approach to present the findings, a suitable method for a semi-systematic literature review. Rather than focusing on quantitative analysis of effect size to synthesize research trends, this review aims to identify, analyze, and interpret all research streams that may be relevant to the topic. In this way, it seeks to provide a comprehensive vision of the different theoretical and empirical perspectives that have addressed the relationship between artificial intelligence and the teaching of writing. This perspective will facilitate a more detailed appreciation of the educational effects of its implementation within the field of university education, promoting a deeper analysis of the pedagogical consequences derived from its use in teaching-learning processes at the higher education level.

Perceptions of AI in Education

Table 2. Perceptions about ChatGPT

Author/s, year	Title	Findings
Rodriguez & Naranjo (2024).	ChatGPT and EFL: A Comprehensive Analysis Through the Literature	Highlights challenges, barriers, and the need for adaptation in EFL contexts.
Sosa et al. (2024).	ChatGPT-Based Didactic Strategies To Improve Students' English Language Reading And Writing Skills	Design didactic strategies in school environments that identify difficulties in reading and writing in English, showing a high interest in using ChatGPT.
Acosta et al. (2024).	Knowledge, attitudes, and perceived Ethics regarding the use of ChatGPT among generation Z university students	Evidence of positive attitudes among Generation Z students in Peru and knowledge does not guarantee effective adoption.
Acosta et al. (2024).	Exploring attitudes toward ChatGPT among college students: An empirical analysis of cognitive, affective, and behavioral components using path analysis	Through a structural equation model analysis, it was established that both affective and cognitive factors exert a positive impact on the behavioral disposition to use ChatGPT, without gender or age exerting a relevant moderating effect.
Acosta et al. (2024).	Analysis of college students' attitudes toward the use of ChatGPT in their academic activities: effect of intent to use, verification of information, and responsible use	Frequent use intention, information verification, and responsible use were identified as strong predictors of positive attitudes toward ChatGPT.

Source: Bloom (2020).

The table presents a diverse overview of perceptions of ChatGPT in the field of teaching English as a foreign language, highlighting studies that explore both the ethical attitudes and concerns of university students in Latin American contexts. In the analysis by Rodríguez and Naranjo (2024), identifying challenges and barriers in integrating AI is evident. On the other hand, Sosa et al. (2024), propose innovative teaching strategies to improve reading and writing in English, reflecting a high interest in using ChatGPT. However, its effectiveness could vary depending on the context and infrastructure available in each institution.

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The research by Acosta et al. (2024), offers an empirical examination of attitudes towards the tool, highlighting that the cognitive and affective dimensions favor the intention to use it. However, they caution that having positive knowledge and attitudes does not ensure successful implementation. These findings highlight the complexity inherent in the incorporation of emerging technologies in education.

Educational Environments

Table 3. Educational environments with ChatGPT

Author/s, year	Title	Findings
Quintero et al. (2023).	ChatGPT's transformative role in education excellence	They highlight its complementary use in academic development and in the optimization of time and learning processes.
Gil (2024).	Use of ChatGPT by university students: a relational analysis	It demonstrates a positive relationship between usability and student satisfaction when using ChatGPT in higher education settings.
Rivadeneira et al. (2024).	Exploring the Role of ChatGPT in Higher Education Institutions: Where does Latin America Stand?	Identify variations in ChatGPT usage between academic and administrative functions.
Torres et al. (2024).	Updating Calculus Teaching with AI: A Classroom Experience	AI tools in the teaching of calculus improve the understanding of mathematical concepts and foster an interactive and motivating learning environment.
Rivera et al. (2024).	Exploring the potential of ChatGPT to create multiple-choice question exams	Positive results in terms of clarity and conciseness as perceived by students.
Avello et al. (2024).	Is ChatGPT helpful for graduate students in acquiring knowledge about digital storytelling and reducing their cognitive load? An experiment	Significant reduction in cognitive load, despite not achieving notable improvements in short-term narrative writing skills.
Díaz et al. (2024).	Artificial intelligence, applications, and challenges in simulation-based education	Analysis of the heterogeneous insertion of AI in simulation-based education in health sciences, highlighting opportunities and challenges in its implementation.
Huesca et al. (2024).	Effectiveness of Using ChatGPT as a Tool to Strengthen the Benefits of the Flipped Learning Strategy	Incorporating ChatGPT into the flipped classroom strategy significantly improves academic performance by offering an interactive and personalized approach to the teaching-learning process.
Navas et al. (2024).	Exploring the Effectiveness of Advanced Chatbots in Educational Settings: A Mixed-Methods Study in Statistics	Identified different types of errors in the evaluation of the effectiveness of ChatGPT (versions 3.5 and 4.0) and Chatbot Bing and provided recommendations for optimizing their use in educational contexts.
Arbulú et al. (2024).	The Sustainable Integration of AI in Higher Education: Analyzing ChatGPT Acceptance Factors Through an Extended UTAUT2 Framework in Peruvian Universities	They found that variables such as dedication expectations, behavioral predisposition and knowledge exchange have a favorable impact on the incorporation of ChatGPT, underlining its lasting implementation in Peruvian universities.

Source: Bloom (2020).

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The table shows a diversity of approaches to using ChatGPT in different educational settings in Latin America, covering public and private universities and hybrid contexts. Quintero et al. (2023), highlight ChatGPT's complementary role in optimizing study habits and improving the efficiency of learning processes.

On the other hand, Gil (2024), shows a positive relationship between the usability of ChatGPT and student satisfaction, suggesting that ease of use may be a determining factor in adopting this technology. Similarly, Rivadeneira et al. (2024), present a qualitative study in Ecuador, Chile, and Costa Rica´s institutions, which identifies variations in the adoption of ChatGPT according to academic and administrative functions. This contrast reveals that, despite its potential, the integration of AI can be conditioned by institutional and contextual factors.

In addition, Torres et al. (2024), show how the implementation of ChatGPT in the teaching of calculus fosters an interactive and motivating environment, improving the understanding of mathematical concepts. Meanwhile, Rivera et al. (2024), highlight the use of the tool for the generation of multiple-choice questions, obtaining favorable results in clarity and conciseness. Avello et al. (2024), provide a critical perspective by demonstrating that, although a significant reduction in cognitive load is achieved in graduate students, no notable improvements in narrative skills are observed in the short term.

Díaz et al. (2024), and Navas et al. (2024), delve into the analysis of the integration of AI in specific contexts, such as simulation-based education and statistical problem-solving, respectively, highlighting both opportunities and challenges. Finally, Arbulú et al. (2024), stress that factors such as the expectation of effort and knowledge sharing are crucial for a sustainable adoption of ChatGPT. Together, these studies reflect AI's complexity and transformative potential in various educational settings in the region.

Building on this understanding of educational environments, it is now essential to examine the potential benefits that ChatGPT can offer within higher education.

Benefits in the Development of Writing

Table 4. Benefits in the Development of Writing with ChatGPT

Author/s, year	Title	Findings
Salas & Amador (2023).	Uses of ChatGPT® for Academic Text Review: Some Considerations	It proposes recommendations for the use of ChatGPT in the revision of academic texts, highlighting its complementary role in improving cohesion and the writing process.
Roman et al. (2024).	ChatGPT and its use to perfect academic writing in graduate students	It highlights how ChatGPT contributes to improving academic writing, evidencing the need for ethical training and training programs for its proper use.

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Author/s, year	Title	Findings
Sosa et al. (2024).	Chatgpt-Based Didactic Strategies To Improve Students' English Language Reading And Writing Skills	It identifies improvements in grammar, vocabulary, fluency, and participation in written production in English through ChatGPT-based teaching strategies.

Source: Bloom (2020).

This table groups together three studies that examine the impact of ChatGPT on the development of writing in learners of English as a foreign language. Salas and Amador (2023), propose recommendations for revising academic texts, highlighting the complementary role of ChatGPT in improving textual cohesion and clarity. Roman et al. (2024), analyze the use of ChatGPT in the academic writing of graduate students, highlighting that, although the tool contributes to improving writing, ethical training programs and specific training are essential to ensure its responsible use.

Lastly, Sosa et al. (2024), focus on ChatGPT-based teaching strategies that have been shown to improve fundamental aspects such as grammar, vocabulary, fluency, and participation in English. Together, these studies show that ChatGPT has the potential to enrich the writing process in EFL environments, provided that it is properly integrated and complemented with training that enhances benefits and mitigates limitations.

Having explored the benefits, the next step is to examine the challenges associated with integrating ChatGPT into higher education.

Challenges in implementation

Table 5. Challenges in the implementation of ChatGPT

Author/s, year	Title	Findings
Solano et al. (2024).	Quantitative Analysis of the Perception of the Use of ChatGPT Artificial Intelligence in the Teaching and Learning of Undergraduate Students in the Colombian Caribbean	Positive perception in understanding the content, but it also highlights a moderate concern regarding possible over-reliance on AI in the educational process.
Santiago (2023).	Writing with ChatGPT in the context of educational inequality and the digital divide	It highlights the limited understanding of ChatGPT among students and teachers, evidencing problems derived from the digital divide and the inadequate ability to correct textual errors.
Díaz et al. (2024).	Artificial intelligence, applications, and challenges in simulation-based education	It exposes ethical and regulatory challenges in incorporating AI into simulation education in health sciences, highlighting the heterogeneity of its application and the fears associated with its use.
Rivadeneira et al. (2024).	Exploring the Role of ChatGPT in Higher Education Institutions: Where does Latin America Stand?	Identifies challenges such as the differentiation between human and AI-generated content and the need for training to mitigate risks associated with its use in education.

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Author/s, year	Title	Findings
Michel et al. (2023).	Challenges and Opportunities of Generative AI for Higher Education as Explained by ChatGPT	It highlights challenges related to academic integrity, plagiarism detection, and the impact on critical thinking.
García et al. (2024).	Assessing Ethical Implications of ChatGPT in Higher Education: A Focus on Students	There are risks of dishonest practices and the generation of content that could promote unethical behavior among students.

Source: Bloom (2020).

The critical analysis of the presented studies reveals multiple challenges in implementing ChatGPT in educational settings, especially in Latin American contexts, where technological disparities and ethical concerns are evident. Solano et al. (2024), indicate that, although a positive perception is observed in the understanding of the content, there is a moderate concern regarding the possible excessive dependence on artificial intelligence.

On the other hand, Santiago (2023), exposes students' and teachers' limited understanding of ChatGPT, derived from the digital divide, and an inadequate ability to correct textual errors. Likewise, Díaz et al. (2024), address ethical and regulatory challenges in inserting AI in simulation education in health sciences, highlighting the heterogeneity in its application and the fears associated with its use.

Rivadeneira et al. (2024), point out complementary challenges, among which the difficulty of distinguishing between texts produced by artificial intelligence and those produced by humans stands out, which represents an additional barrier in educational and academic contexts, which raises concerns about authenticity and originality in academic work. In parallel, Michel et al. (2023), and García et al. (2024), emphasize the urgency of developing policies and guidelines that regulate the use of ChatGPT in order to mitigate the risks of dishonest practices and preserve academic integrity. Together, these studies show that although ChatGPT offers benefits in the teaching-learning process, its implementation faces significant challenges that require comprehensive strategies and continuous training to achieve responsible and equitable integration.

Based on previous results, there arises a necessity to compare different contexts in Latin America to identify the potential implications of using ChatGPT in EFL within higher education.

Comparative analysis

Table 6. Comparative analysis of ChatGPT

Author/s, year	Title	Findings
Rodriguez & Naranjo (2024).	ChatGPT and EFL: A Comprehensive Analysis Through the Literature	The review compares various currents of research on the integration of ChatGPT in teaching English, highlighting similarities and differences with global studies and its implications for the Latin American context.

Author/s, year	Title	Findings
Rivadeneira et al. (2024).	Exploring the Role of ChatGPT in Higher Education Institutions: Where does Latin America Stand?	It conducts a comparative analysis of the adoption of ChatGPT in different Latin American countries, contrasting it with international trends and proposing a strategic agenda for its integration into the educational field.
Vargas et al. (2023).	Challenges and Opportunities of AI-Assisted Learning: A Systematic Literature Review on the Impact of ChatGPT Usage in Higher Education	Compare global trends with the situation in higher education, emphasizing the need for a responsible and contextualized use in Latin America.

Source: Bloom (2020).

The comparative analysis of the studies shows an interesting convergence and divergence between global trends and the reality of Latin America in the adoption of ChatGPT. Rodríguez and Naranjo (2024), offer an exhaustive review in which various currents of research on the integration of ChatGPT in the teaching of English are confronted. Its approach highlights both similarities and differences in relation to international studies, underscoring that, despite sharing standard foundations, the Latin American context presents particularities that require adaptive strategies to make the most of the tool in teaching EFL.

For their part, Rivadeneira et al. (2024), carried out a comparative analysis focused on the adoption of ChatGPT in different institutions in countries such as Ecuador, Chile, and Costa Rica. Their study contrasts the trends observed in Latin America with those internationally, allowing us to glimpse a gap in resources, infrastructure, and training policies. The authors propose a strategic agenda that, if implemented, could facilitate a more homogeneous and effective integration of artificial intelligence in the Latin American educational field.

Finally, Vargas et al. (2023), complement this vision by conducting a systematic review highlighting ChatGPT's potential to enhance academic and library processes. However, they emphasize the need to rigorously address the ethical issues and challenges inherent in transforming academic roles, which becomes even more critical in contexts with limited resources and less developed regulatory frameworks. These studies show that although adopting ChatGPT in education presents significant opportunities, it is imperative to consider regional particularities. The coincidence between the results obtained at the international level and the regional reality highlights the importance of implementing this technology in an ethical manner, adapted to the context and carefully structured, in order to maximize its advantages and minimize the possible disadvantages derived from its incorporation in Latin American educational environments.

Discussion

The studies analyzed present a broad view of the use of ChatGPT in education, highlighting its impact on English teaching, academic development, and learning management in university

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environments. These results focus on teachers´ and students´ perceptions are significantly consistent with the contributions of Durazno et al. (2025); Wang (2025), by fostering an effective pedagogical dynamic, ChatGPT-4 boosts the progress of students' English skills and, at the same time, stimulates their motivation, guiding them in learning the language and its appropriate application. In another aspect, the present study identifies integration challenges within the context of EFL while didactic strategies seek to improve language skills. At the university level, its potential to optimize study, generate evaluations, and improve teaching in specific areas such as calculus and programming is recognized. However, its adoption depends on institutional and contextual factors. In addition, the need for training for responsible and sustainable use is evident.

This perspective is prominently knotted with the position of Lo et al. (2024), given that ChatGPT improves language skills, however, concerns arise about the accuracy of the answers and the risks to academic integrity, which requires adequate training for its responsible and effective use. In addition, as he maintains, Yu et al. (2024), its adoption depends on institutional and contextual factors, such as the available technological infrastructure and the willingness of teachers to integrate new tools into their pedagogical practices. Similarly, Hossain & Al Younus (2024), emphasize that sustainable and responsible use should be based on continuous training of teachers and students to ensure responsible and sustainable use of artificial intelligence in education. Training in the ethical and effective use of tools such as ChatGPT is crucial to maximizing its benefits and minimizing potential inconveniences.

On the other hand, the contributions of the present study highlight that ChatGPT has a positive impact on the development of writing in students of English as a foreign language, improving key aspects such as cohesion, textual clarity, grammar, vocabulary, and fluency. These findings are significantly consistent with the contributions of Díaz et al. (2025), denoting that ChatGPT has optimal effects on the development of writing in students of English as a foreign language, improving key aspects such as cohesion, textual clarity, grammar, vocabulary, and fluency. A significant correlation was revealed between the use of ChatGPT and the improvement in students' language skills, highlighting the high effectiveness of the tool in the English learning process. In addition, Rivero (2024), has shown that integrating ChatGPT in language teaching can improve interaction and communicative practice in the classroom, contributing to the integral development of students.

It should be added that this study also points out the importance of integrating it properly and complementing it with specific training, both to optimize its benefits and to guarantee ethical and responsible use. In this sense, according to the contributions of Lin & Chen (2024), there is a significant correlation with these results because artificial intelligence offers advantages such as constant availability and automation of repetitive tasks. However, it can also reduce critical skills and present biases. That is why the need for teachers and students to receive adequate training

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to use these tools safely and ethically is emphasized, avoiding excessive dependence on AI in the educational process.

This research also showed that, although ChatGPT has a favorable effect on the assimilation of academic content, relevant concerns persist, such as the excessive use of artificial intelligence, unequal access to technology and the lack of specific training to effectively use its capabilities. This is prominently emphasized against the view of Zhai et al. (2024), who point out that students can become dependent on artificial intelligence, which could affect the development of critical skills and the ability to solve problems independently in learning English. Another notably relevant aspect is the contributions of Ajani et al. (2024), since it is tied to the possibility of correcting textual errors, so that the lack or no accessibility to technology are aspects that limit the effectiveness of ChatGPT, exacerbating the existing educational gap.

In addition, the present research underscores the importance of developing clear regulatory frameworks and educational policies that regulate the use of ChatGPT to ensure its responsible integration, preserve academic integrity, and avoid ethical risks. This perspective is congruently knotted with the point of view of Kovari (2025), given that as policies, it points to the requirement of work summaries from students, which helps to identify AI-generated content from the beginning, which allows for timely feedback and prevention of plagiarism. In addition, as a regulatory framework, Cotton et al. (2024), notes that it is important to carry out regular checks on student work, such as detailed readings and oral presentations, and to incorporate tools to detect suspicious content. Zeb et al. (2024), highlight that dividing large tasks into sub-tasks with clear deadlines encourages the gradual development of the work, while oral exams ensure originality since students must defend their arguments in a personal way. In addition, the contribution of Evangelist (2025), coincides with the findings of this study, pointing out that, as a preventive measure to regulate the use of ChatGPT, the design of tests with more complex and analytical formats is proposed. In addition, the implementation of advanced software for the detection of artificial intelligence is suggested as a strategy to prevent the misleading use of these tools, as well as the creation of institutional policies that encourage an ethical use of AI.

Conclusion

In the first instance, it can be concluded that students' and teachers' perceptions of the ChatGPT tool show a remarkable interest in its use; however, barriers and challenges are associated with their effective integration into educational environments. While improving learning efficiency, optimizing study habits, and generally increasing student satisfaction are positive elements, it is clear that implementing ChatGPT has a certain degree of difficulty. There are also other aspects of concern, such as the need for adequate preparation for its correct use and the importance of considering the particularities of each institutional and cultural environment. Although ChatGPT

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has the capacity to revolutionize teaching and learning processes, its successful implementation depends to a large extent on an accessible interface for users, as well as the design of effective pedagogical strategies that appropriately guide the development of English language skills. In addition, it can be determined that it is essential to contextualize the tool's implementation and provide training programs on its responsible use, focused on promoting an implementation that contemplates both the cognitive and emotional dimensions.

On the other hand, it can also be concluded that ChatGPT can improve textual cohesion, strengthen grammar, and enrich learners' vocabulary. However, these methods of effective use are possible only through proper training and well-structured teaching strategies. At the same time, potential challenges, such as the digital divide, over-reliance on AI technology, and ethical concerns about the authenticity of content, reinforce the need to frame the introduction to the platform with strict regulations. In this sense, the integration of ChatGPT in education must be carried out in a balanced way, which will ensure that its benefits positively complement the learning process but will not compromise the development of skills in students.

On the other hand, it can be determined that the integration of ChatGPT in education in Latin America offers a significant opportunity. However, its practical use requires planning its implementation in a way that considers different regional characteristics and challenges. While the research adds chatbots regarding students' academic achievements in English and institutional processes, it also identifies infrastructure, training, and ethical control barriers that may prevent this technology from positively impacting students. Compared to global trends, an adaptive response would be appropriate. Given the context in Latin America, equitable access and responsible control of ChatGPT should be focused on a detailed regulatory scope. In this regard, developing a regulatory framework and a teacher training plan are essential. In this way, ChatGPT may be an asset that improves education rather than limiting it due to unresolved technological issues and educational differences.

Therefore, there are certain limitations to the present study, such as the lack of a detailed analysis of students' digital access and competence and their perception of their and their teachers' readiness for ChatGPT integration. Furthermore, such factors, although mentioned as problems, should be addressed through appropriate strategies, but no strategies are identified to address specific concrete problems, such as the digital divide or ethical issues for the use of AI in education, in the Latin American context. It will also be valuable to investigate the long-term impact of ChatGPT on learning, test its training models and, finally, create regulatory frameworks that balance innovation and ethics among educational systems by comparing their effectiveness.

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