

## ChatGPT and EFL: A thorough exploration through literature

### ChatGPT y EFL: Un análisis exhaustivo a través de la literatura

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## Resumen

La revisión de la literatura se realizó con un enfoque en la integración de ChatGPT en el aprendizaje y la enseñanza del inglés como lengua extranjera (EFL), subrayando los problemas no resueltos respecto a su impacto y desafíos. Se destacó la importancia de mantenerse al tanto de los desarrollos en el cambiante panorama de EFL. En consecuencia, la revisión se estructuró en torno a dos clusters temáticos principales: la integración de ChatGPT en EFL y los desafíos y barreras que enfrentan los profesores. A través de procesos de selección transparentes y agrupamiento temático, la revisión tuvo como objetivo sintetizar hallazgos clave y tendencias, ofreciendo valiosas perspectivas sobre el potencial transformador de ChatGPT en la educación de EFL. Este estudio contribuye al cuerpo de conocimiento existente e informa directamente sobre la investigación futura y las prácticas docentes en el campo de EFL.

**Palabras clave:** Inteligencia Artificial; Enseñanza de una segunda lengua; Aprendizaje de lenguas; Investigación pedagógica



## Abstract

This literature review was focused on the integration of ChatGPT in the teaching and learning of English as a Foreign Language (EFL). It underscored the unresolved issues and challenges associated with its impact on language education. The review also emphasized the importance of staying updated with the latest developments in the constantly evolving EFL landscape, highlighting the need for educators and learners to adapt to new technologies and methodologies. Accordingly, the review was structured around two primary thematic clusters: the integration of ChatGPT in EFL and the challenges and barriers that teachers encounter. Through transparent screening processes and thematic clustering the review aimed to synthesize key findings and trends, offering valuable insights into the transformative potential of ChatGPT in EFL education. This study contributes to the existing knowledge base and directly informs future research and teaching practices in the EFL field.

**Keywords to be used for the search:** Artificial Intelligence; Foreign Languages; Language Instruction; Evaluation



## Introduction

Using ChatGPT in an EFL classroom brings in a dynamic and fast-growing landscape within language education. The development speed with which OpenAI, the developers behind ChatGPT, keep bringing forth new changes is unprecedented and, at its core, significantly impacts language learning and teaching. ChatGPT, a language model that can produce text that sounds like it was written by a human and makes sense in context after being trained on a wide range of data, has transformed industries like customer service, content creation, and language translation since it was first introduced.

The literature review “ChatGPT and EFL: A thorough exploration through literature” looks for an in-depth study into the scientific context and current state of ChatGPT's integration in EFL. The scientific background of this research topic highlights the transformative potential of ChatGPT in language education. The advancement of ChatGPT has paved new paths for personalized learning experiences, diverging from traditional language education methods. This research is important due to its potential to fundamentally alter language learning and teaching practices, tailoring them to the evolving needs and expectations of students. The discussions in this review aim to address key questions focusing on how ChatGPT might improve EFL teaching and the challenges educators face in implementing it.

What follows is an introduction to a literature review that aims to do much more than summarize existing knowledge. Instead, it highlights the potential for significant change and the importance of staying up-to-date with advancements in language education. The main aim of this study is to investigate how ChatGPT can be used in teaching English as a Foreign Language (EFL), its benefits to teaching methods, and the obstacles teachers face when incorporating it. Although the integration of technology in EFL teaching has shown positive impacts on student engagement and learning experiences, ChatGPT represents a new tool, and its full potential requires further exploration. This research aims to bridge the gaps in the literature regarding ChatGPT's specific effects on EFL education, providing comprehensive overviews of its impact on teaching and learning, and considering both the benefits and challenges of integration. As ChatGPT evolves, new opportunities and challenges arise, with the overarching goal being to understand how these developments could improve language learning and teaching practices holistically to meet the dynamic needs of students. This study seeks to synthesize key findings from existing literature to inform the development of effective teaching practices and policies within EFL education.

### Specific objectives:

- 1) Examine the diverse ways in which Artificial Intelligence, particularly ChatGPT, can contribute to and enhance the teaching of EFL.
- 2) Identify and analyze the challenges and barriers encountered by educators in the integration of Artificial Intelligence, including ChatGPT,



## Methodology

The methodology for this literature review was structured to ensure an understanding of ChatGPT's role in EFL teaching, taking into account the relatively new field of study that ChatGPT represents. Out of an expansive initial selection of scholarly articles identified through Google Scholar, only some articles were chosen for the analysis. This selectivity was justified by the new status of ChatGPT research, which, while growing, remains limited, and the observation that existing studies largely have similar outcomes and challenges, therefore diminishing the incremental value of a broader sample. Prioritizing quality over quantity allowed for a detailed analysis of the most insightful research to date, ensuring that the review captures the current consensus and outlines clear directions for future exploration.

Keywords to be used for the search: ChatGPT, English Teaching, Artificial Intelligence, Non-Native Speakers.

### Selection of articles/journals

Inclusion Criteria:

Relevance to EFL: Only articles directly related to teaching or learning English as a Foreign Language were considered.

Technology Focus: Preference was given to articles that focused on the use of ChatGPT in the context of EFL teaching or learning.

Educational Context: The review included articles that reported the use of ChatGPT within formal educational settings, such as schools and language institutes.

Outcome Measures: Articles that discussed the impact of ChatGPT on learning outcomes, student engagement, or teaching practices in EFL were included.

Exclusion Criteria:

Irrelevant Topics: Articles not related to teaching or learning EFL with ChatGPT were excluded.

Outdated Information: Articles published before 2022 were omitted, given the rapid evolution of ChatGPT technology.

Only English Articles: Articles in languages other than English.



### **Research themes:**

**ChatGPT in EFL:** This theme explored the impact of ChatGPT in EFL learning, discussing its pros and cons, usability, and effectiveness. The aim was to comprehend the applications, impacts, and effectiveness of ChatGPT in language learning environments.

**Teacher Challenges and Barriers:** This theme investigated the challenges and barriers educators encounter when implementing ChatGPT in EFL classrooms, including technical issues, resistance to change, and cultural considerations that may obstruct the successful integration of the technology.

### **Review protocol and data analysis:**

The outcomes of the review were processed and presented systematically, aiming to address the specific research objectives outlined. Initially, a thematic analysis was conducted to organize the findings according to the identified themes, such as the various ways ChatGPT supports EFL teaching and the challenges educators face in integrating technology. This was followed by an in-depth review of the most significant or relevant articles, involving a detailed analysis of their key findings, methodologies, processes, and outcomes. The goal was to provide an understanding overview of the current state of research on the integration of ChatGPT in EFL teaching.

## **Results**

The below literature displays a compilation of sources that discuss ChatGPT and its influence on English language teaching. These studies employ a range of research methodologies to explore the efficacy and possibilities of IA in language education. In the following sections, we will examine the main discoveries and ramifications of these studies.

### **Artificial Intelligence in EFL**

Daulay, S. F., & Ginting, P. (2024). Their study, employing a blend of quantitative and qualitative methods among thirty Indonesian English teachers, uncovers a consensus on the positive ramifications of ChatGPT on bolstering English proficiency and innovating teaching methodologies. Its different applications in the EFL world—ranging from offering personalized learning experiences by tailoring content to individual learners' needs, providing immediate feedback on language use, to streamlining access to an extensive array of educational resources—highlight its potential to significantly enhance the teaching and learning experience. The integration of ChatGPT in EFL is not without its challenges; while it brings to the table advantages such as enhanced personalized learning and immediate feedback mechanisms, it also presents potential drawbacks, such as the risk of undermining



learners' critical thinking skills due to excessive dependence on AI, as well as the challenges associated with implementing AI technologies effectively in various educational environments.

The research findings from Daulay and Ginting reveal significant outcomes, with a notable portion of respondents affirming the positive impact of ChatGPT on teaching efficacy and student engagement. For instance, 63.3% of the educators agreed that using it positively impacted teaching efficacy, while 73.3% concurred that it facilitated balanced learning interactions for students, highlighting the technology's potential to complement traditional teaching methods effectively. The study concludes that ChatGPT holds immense potential to revolutionize language learning and teaching, provided their integration is approached strategically, with active educator facilitation to navigate the pros and cons effectively. This balanced approach is important to fully understand AI's benefits while mitigating its potential drawbacks, emphasizing the need for strategic pedagogical interventions and ongoing research, particularly from the learners' perspective, to refine strategies for its effective integration into educational practices.

Karataş, F., Yaşar Abedi, F., Ozek Gunyel, F., Karadeniz, D., & Kuzgun, Y. (2024) The main points highlighted by the research include the positive influence of ChatGPT on students' learning experiences, particularly in enhancing writing, grammar, and vocabulary skills. The AI tool's versatility and accessibility were found to bolster motivation and engagement across diverse learning activities. However, the study also identifies areas for improvement, such as the limited impact on speaking and listening skills and occasional technical issues. Examining the applications of ChatGPT in EFL, the study demonstrates its utility in personalized learning experiences, offering real-time feedback and facilitating access to a lot of educational resources. Its application across writing assistance, grammar practice, vocabulary expansion, and cultural exploration, are crucial components of foreign language education. The pros of utilizing it in EFL teaching include its ability to provide immediate and personalized feedback, enhance resource accessibility, and engage students through interactive learning experiences. Conversely, the cons have the potential misuse without proper guidance, the risk of diminishing critical thinking skills due to overreliance on the tool, and challenges related to the resources required for its effective use. Analysis of the research results reveals the collective responses from the 13 participants that provide valuable insights into its effectiveness in foreign language learning. Participants reported improvements in specific language skills such as writing, grammar, and vocabulary acquisition. The engagement with ChatGPT also led to enhanced motivation and engagement in language learning activities among the students. For instance, several students highlighted how it assisted them in crafting more complex sentences, enriching their vocabulary, and understanding grammar rules through interactive exercises. These qualitative findings, while not statistical, underscore the positive reception of ChatGPT among learners and its potential to support various aspects of language learning.



Al-Raimi, M., Mudhsh, B. A., Al-Yafaei, Y., & Al-Maashani, S. (2024) The study, based on responses from 61 students using a 5-point Likert questionnaire, reveals a generally positive reception towards AI writing tools in terms of improving writing skills, grammar, and vocabulary, among other aspects. The study's main points highlight the growing necessity for innovative language learning solutions in the face of technological advancements. AI tools have emerged as a vital component in education, particularly in language learning, offering personalized instruction, immediate feedback, and a wealth of educational resources. The research found that Omani EFL learners utilize AI tools primarily for translating words, phrases, and sentences, as well as for checking spelling and grammatical errors. Furthermore, these tools assist learners in generating ideas and composing essays and paragraphs. The pros of integrating AI tools in language learning include their ability to offer instant feedback, enhance vocabulary and grammatical understanding, and foster creativity in writing through idea generation. They also provide a customizable learning pace, which can accommodate each learner's unique needs. On the downside, potential issues include the risk of learners becoming overly dependent on these tools, possibly to the detriment of their independent learning and critical thinking skills. There is also the concern about the digital divide, where access to such technologies may be unequal among learners. The analysis of the research results showed positive perceptions toward AI tools among the participants, with no significant differences between male and female students regarding their perceptions and practices. This suggests a uniform acknowledgment of AI tools' benefits across genders. Notably, the mean scores for the questionnaire items indicated strong agreement on the benefits of AI tools in various aspects of writing, including spelling and grammar checks, idea generation, and the enhancement of vocabulary and writing styles. Conclusively, the study emphasizes the potential of AI tools in revolutionizing EFL writing instruction, aligning with the educational needs of the 21st century. The authors advocate for the strategic integration of AI tools into language learning curriculums, emphasizing their role in addressing the diverse challenges learners face in writing. They also suggest further research to explore AI's applicability in other language learning domains and a broader sampling for more generalized findings. This study sets a foundation for leveraging AI in educational settings, advocating for a balanced approach that enhances learners' writing skills while nurturing their ability to think critically and learn independently.

Al-Obaydi, L. H., Pikhart, M., & Klimova, B. (2023) the authors explore the relationship between ChatGPT usage and established learning concepts. They aim to understand if ChatGPT can support language learning by comparing its functionalities with well-known definitions of learning. The study focuses on whether ChatGPT aligns with learning definitions, potentially changes behavior, supports language learning, and helps develop linguistic and social skills. The research indicates that ChatGPT's use in language learning lacks conventional student-teacher interaction and tailored learning materials but offers extensive general information. This tool could support language learning and the



development of social skills when integrated with other strategies, emphasizing motivation and engagement. It was noted that ChatGPT use did not lead to immediate behavioral changes in students. However, there's a suggestion that prolonged engagement with it could lead to beneficial learning outcomes, particularly in terms of engagement and the broadening of content knowledge, albeit not necessarily in the traditional sense of language learning. They conclude that while ChatGPT has the potential to support language learning, its integration into the educational process must be strategically managed. The tool's effectiveness should go at the same time as traditional learning strategies, addressing the gaps in student-teacher interactions and personalized learning content. They emphasize the need for future research to explore the effective integration of ChatGPT in educational settings, ensuring that these tools complement rather than replace conventional teaching and learning methods.

Algaraady, J., & Mahyoob, M. (2023) investigate the efficiency of ChatGPT, in identifying and analyzing writing errors among English as a Foreign Language (EFL) learners. This study contrasts its abilities with those of human instructors, focusing on grammar, syntax, and spelling mistakes, alongside sentence structure and word choice improvements. The study highlights ChatGPT's success in identifying surface-level errors but its limitations in recognizing deep structure and pragmatic errors, a domain where human instructors excel. This finding suggests that while it can assist in improving EFL learners' writing by identifying common errors, it cannot fully replace the nuanced understanding and expertise of human teachers. ChatGPT demonstrates a significant capacity for improving sentence structure, word choice, and clarity in EFL writing. It provides instant feedback on grammatical errors and spelling mistakes, offering suggestions for enhancement. However, its application is mainly effective for surface-level errors and lacks depth in understanding more complex writing issues like context and pragmatism. For instance, while ChatGPT scored an F-score of 1.5, indicating moderate effectiveness in error identification, its p-value of 0.23 suggests limitations in its accuracy and depth of analysis compared to human evaluation. Algaraady and Mahyoob conclude that ChatGPT offers valuable assistance in identifying and correcting basic EFL writing errors. However, its capabilities are not sufficient to fully understand and correct errors related to deeper linguistic structures and pragmatics, where human instructors' expertise remains indispensable. This study underscores the importance of combining the strengths of ChatGPT with the nuanced understanding of human instructors to provide a comprehensive approach to improving EFL writing skills.

Shalevska, E. (2023) the focus is on the transformative potential of Artificial Intelligence (AI) in the field of Teaching English to Speakers of Other Languages (TESOL). Shalevska delves into how ChatGPT, is altering the educational landscape for English language learners and educators. The main points of the article highlight the revolutionary changes AI-powered tools bring to TESOL, emphasizing both the opportunities for enhanced learning experiences and the challenges, such as the risk of academic dishonesty. Shalevska points out the growth



in AI use in education, with a prediction of a 43% increase in the next years, underlining the inevitability of AI's role in future educational methodologies. The integration of AI in EFL education presents a mix of advantages and challenges. On the plus side, ChatGPT can offer personalized instruction, automate feedback on assignments, and support the development of speaking, listening, reading, and writing skills. However, potential downsides include issues related to academic dishonesty, as students might misuse these tools to plagiarize work. Additionally, there are concerns about ensuring that all students have equal access to these advanced technological resources. The article concludes that ChatGPT offers promising avenues for enhancing TESOL. These technologies can support personalized learning, improve language proficiency, and make the learning process more engaging and effective. However, Shalevska also cautions against overreliance on AI, underscoring the importance of balancing technological innovation with traditional teaching methodologies and addressing potential challenges such as academic dishonesty. The future of EFL education will likely involve a hybrid approach, combining the best aspects of AI with the irreplaceable value of human instruction.

### **Teachers' Challenges and Barriers**

Islam, B., & Mumu, S. H. (2024). The authors examine English teachers in Bangladesh's attitudes towards using ChatGPT in their teaching practices. This research, conducted in August 2023 with 31 English teachers from diverse educational settings, sought to understand the potential integration of ChatGPT into English language learning through a structured questionnaire focusing on socio-demographic information, perceptions, and hesitancy. The study reveals a broad range of teacher perceptions regarding ChatGPT's integration into English language teaching. Despite a high willingness among teachers to recommend ChatGPT to colleagues, there exists a notable hesitancy rooted in concerns about diminishing human interaction in teaching and an overreliance on technology. The research highlights a critical gap between recognizing ChatGPT's potential benefits and apprehensions regarding its practical integration into classroom pedagogy. The advantages of ChatGPT in EFL teaching include offering instant feedback, aiding in lesson planning, and facilitating interactive learning experiences. However, the cons are significant, with teachers expressing concerns about students' potential over-dependence on technology, the loss of human touch in language teaching, and the integrity of academic work. These concerns highlight the delicate balance between leveraging AI's benefits and preserving the core values of educational engagement and integrity.

The study's analysis showed that familiarity and confidence in using ChatGPT positively correlate with teachers' attitudes toward its integration. Almost 80% of participants expressed a willingness to recommend ChatGPT to other English teachers, with reservations though. Teachers less inclined to encourage ChatGPT's use outside the classroom showed more



hesitancy towards incorporating it into their teaching practices. The research underscores the need for professional training on ChatGPT, with a strong consensus among teachers for such educational initiatives. Islam and Mumu conclude that while English teachers in Bangladesh see the potential of ChatGPT in language learning, their hesitancy stems from valid concerns about its impact on traditional teaching methods and student interaction. The study calls for a balanced approach to integrating ChatGPT into educational settings, emphasizing the importance of professional development and training for teachers to navigate the challenges and opportunities presented by AI technologies effectively.

Ali, J. K. M. (2023). This study carried out in the nascent stages of ChatGPT's introduction, combines quantitative and qualitative methodologies to assess the perceived advantages and challenges of employing ChatGPT in EFL education. Ali's research gathered data from 58 faculty members, using a questionnaire to solicit their views on ChatGPT's role in the EFL domain. The study's principal findings underscore a generally optimistic view among EFL teachers regarding ChatGPT's contribution to English language teaching and learning, though it also uncovers apprehensions about potential issues like plagiarism and an excessive dependency on chatbots by learners. The study identifies several barriers to ChatGPT's integration into EFL teaching, including concerns about its potential to diminish learners' originality and encourage superficial engagement with reading materials. Despite recognizing these challenges, the respondents did not significantly differ in their perceptions based on gender. However, teachers with 6-10 years of experience exhibited a more favorable outlook towards ChatGPT compared to their counterparts with differing lengths of experience. The educators' responses indicate a recognition of ChatGPT's ability to provide extensive material, save time, and potentially improve students' writing skills and grammatical understanding. The study concludes that despite the positive outlook on ChatGPT's capabilities in enriching EFL education, there's a critical need for strategic implementation to mitigate the identified challenges. The study advocates for further research with a larger sample size to delve deeper into ChatGPT's actual application and its effects on EFL learning and teaching. Additionally, it calls for training programs to equip teachers with the necessary skills to integrate ChatGPT effectively into their pedagogical practices, emphasizing a balanced approach to utilizing technology in language education.

Alenizi, M. A. K., Mohamed, A. M., & Shaaban, T. S. (2023) explore the integration of ChatGPT in English as a Foreign Language (EFL) special education. The quantitative part of the study utilized a questionnaire consisting of 21 items designed to explore teachers' attitudes toward the effectiveness of ChatGPT, perceived barriers to its use, and its potential future application in language learning. The survey was administered to 199 EFL special education teachers, with the results analyzed using descriptive statistics (means, medians, modes, and standard deviations) and inferential statistics (Mann-Whitney U test) to examine gender differences in attitudes. The findings showed that teachers held moderate attitudes



towards using ChatGPT, recognizing its moderate effectiveness in aiding language learning. This suggests that while teachers see the value in ChatGPT, they also perceive limitations in its capabilities or implementation. The research identified moderate barriers to ChatGPT's integration into language learning. This indicates that while obstacles exist, they are not impossible, suggesting potential areas for intervention and support. The Mann-Whitney U test revealed no significant differences between male and female teachers in their attitudes and perceived effectiveness of ChatGPT. However, a significant gender difference emerged in the willingness to use ChatGPT in the future, with female teachers more open to its adoption. This highlights the importance of considering gender when planning professional development and support for ChatGPT integration. Follow-up email interviews with five teachers provided deeper insights into their experiences and perspectives on using ChatGPT in language instruction for special education students. The qualitative data were analyzed through thematic analysis, identifying key themes such as effective strategies for ChatGPT integration, assessment of its effectiveness, encountered challenges, and approaches to ensure inclusivity. Teachers shared various strategies for effectively integrating ChatGPT into language instruction, emphasizing the importance of scaffolding, differentiation, and personalized learning experiences. Teachers discussed challenges such as technological issues, the need for additional training, and concerns about overreliance on AI. They also suggested solutions, including professional development opportunities and integrating ChatGPT as a complementary tool rather than a replacement for traditional teaching methods. Alenizi, Mohamed, and Shaaban conclude that while EFL special education teachers perceive ChatGPT as a potentially valuable tool for language learning, there are moderate barriers to its effective integration. The study calls for targeted professional development and institutional support to overcome these barriers, emphasizing the need for a gender-inclusive approach to technology adoption in education. By addressing the practical challenges of integrating ChatGPT into EFL special education, this research contributes to the broader discourse on leveraging AI to enhance educational outcomes for special education students.

Octavio, M. M., Argüello, V. G., & Pujolà, J.-T. (2024) The researchers explore the utilization of ChatGPT by an EFL teacher over seven months, from January to June 2023, to support English language teaching at a private language school in Spain. This qualitative study delves into how ChatGPT was integrated into various teaching tasks, including lesson planning, class implementation, and student assessment. Initially, the teacher's prompts to ChatGPT were simple, often requesting singular tasks like generating a lesson topic or providing vocabulary exercises. Over time, these prompts became more sophisticated, incorporating multiple actions and detailed context to elicit more targeted and useful responses from ChatGPT. For example, early prompts might request "suggest vocabulary exercises," while later prompts would specify "generate a vocabulary list related to travel for B1 level students, including phrases for asking directions. ChatGPT provided support in various areas, including generating creative writing prompts, developing grammar exercises,



and offering cultural insights for lesson content. The thematic analysis revealed that ChatGPT was particularly effective in offering diverse content and examples that the teacher could adapt to fit her students' needs and interests. ChatGPT was used in real-time Q&A sessions and interactive language practice, such as role-plays and simulated conversations. This facilitated more dynamic and engaging classroom interactions, providing students with immediate language use opportunities and feedback. The teacher utilized ChatGPT to create educational materials such as worksheets, quizzes, and vocabulary lists tailored to different student levels. The analysis showed that these materials enriched the learning experience by introducing varied and novel content that textbooks did not always offer. ChatGPT was employed to assist in the grading of student assignments and providing feedback. The teacher found that, while ChatGPT could efficiently generate initial feedback on grammar and structure, her expertise was crucial in ensuring the feedback's accuracy and appropriateness. ChatGPT helped design creative assessment tasks that encouraged students to use language in imaginative ways. These tasks were not only enjoyable but also fostered critical thinking and creativity in language use. The case study concludes that ChatGPT can serve as a powerful support tool for EFL teachers, enhancing the teaching and learning process by providing personalized content, automating routine tasks, and offering new pedagogical possibilities. However, its effective integration into EFL teaching requires teachers to develop specific skills in AI literacy, prompt crafting, and critical evaluation of AI-generated content. The study emphasizes the need for ongoing research to further explore the potential of AI tools like ChatGPT in language education and to develop best practices for their integration into the classroom.

Wang, C., Wang, Y., & Zou, B. (2024). The authors propose a range of innovative strategies for employing ChatGPT in EFL pedagogy, spanning pre-class preparation, in-class activities, and post-class feedback mechanisms. By leveraging ChatGPT, teachers can access customized materials, streamline lesson planning, and engage students more effectively in language learning processes. The article underlines the transformative potential of ChatGPT in revolutionizing traditional teaching practices and advancing digital literacy among educators. The advantages of integrating ChatGPT into EFL teaching include the tool's ability to generate a diverse array of instructional content, provide immediate feedback, and facilitate a more interactive learning environment. However, the authors also caution against potential downsides, such as the risk of academic dishonesty, the possible erosion of critical thinking skills due to over-reliance on AI-generated content, and the need for teachers to develop new digital competencies to effectively use these technologies. Through theoretical analysis and the synthesis of existing literature, the authors identify key areas where ChatGPT can support EFL teaching and learning. The authors suggest that ChatGPT can significantly assist in lesson planning by generating content ideas, designing curriculum structures, and offering examples for class activities. The tool's ability to provide instant responses allows for more dynamic and flexible planning, enabling teachers to tailor their



lessons to meet diverse student needs effectively. Post-class, ChatGPT's potential to assist in evaluating student work and providing feedback is discussed. The AI tool can offer suggestions for improvement on written assignments, helping students refine their language skills through iterative learning processes. Beyond teaching, ChatGPT is also recognized as a valuable resource for academic research, aiding in topic selection, literature review, and the drafting of research proposals. This underscores the multifaceted utility of ChatGPT in educational settings, extending beyond classroom instruction to support scholarly activities. Wang, Wang, and Zou conclude that while ChatGPT and similar GAI tools present significant opportunities to enhance EFL pedagogy, their successful integration requires careful consideration of both the technological and pedagogical implications. Educators are encouraged to adopt a balanced approach, harnessing the potential of GAI to innovate language teaching while remaining mindful of its limitations. The article advocates for ongoing research and professional development to equip teachers with the necessary skills and knowledge to navigate the evolving landscape of AI in education effectively.

12. Ali, J. K. M., Shamsan, M. A., Hezam, T. A., & Mohammed, A. A. Q. (2023) This study gathered data via an online questionnaire from 80 participants, comprising both teachers and students familiar with ChatGPT's early phase. This study contributes to the understanding of ChatGPT's potential to motivate English language learners and offers insights into how teachers and students perceive its utility in language learning contexts, the study found that ChatGPT generally motivates learners to develop their reading and writing skills. However, participants had neutral attitudes toward the effect of ChatGPT on developing listening and speaking skills. Participants perceived that grammar and vocabulary learning could be enhanced through the use of ChatGPT, with vocabulary learning showing particularly strong motivation scores. ChatGPT was found to foster various types of motivation among learners, including autonomy, self-confidence, intrinsic motivation (fun and enjoyment), and extrinsic motivation (interest in learning English, interaction with others, and eagerness to get a job). There were significant differences in perceptions among participants with different levels of teaching experience regarding the effectiveness of ChatGPT in motivating learners to develop listening skills and in creating interest in learning English. The authors conclude that ChatGPT should be integrated into English language programs to promote learner motivation both autonomously and under teacher supervision. Teachers are encouraged to guide students on how to positively benefit from ChatGPT and also there is a need for further research to explore ChatGPT's advantages for other language aspects and to identify and mitigate any negative effects it may have on English language programs.

## Analysis of Results

Table 1: Analysis of Results

No	Source	Research Method	Results	Thematic	References
1	Transforming English Language Teaching Through AI: Evaluation of the Strategies and Potential of Artificial Intelligence Applications in EFL	Quantitative and Qualitative	Indonesian teachers saw improved English proficiency with ChatGPT, but noted the importance of monitoring its use to prevent misuse.	ChatGPT in EFL	Daulay, S. F., & Ginting, P. (2024)
2	Incorporating AI in Foreign Language Education: An Investigation into ChatGPT's Effect on Foreign Language Learners.	Qualitative	Turkish students benefited from ChatGPT in writing, grammar, and vocabulary, but it had little impact on speaking and listening skills.	ChatGPT in EFL	Karataş, F., Yaşar Abedi, F., Ozek Gunyel, F., Karadeniz, D., & Kuzgun, Y. (2024)
3	Utilizing artificial intelligence tools for improving writing skills: Exploring Omani EFL learners' perspectives	Quantitative	Omani students appreciated AI for writing assistance, while highlighting the risk of over-reliance on technology.	ChatGPT in EFL	Al-Raimi, M., Mudsh, B. A., Al-Yafaei, Y., & Al-Maashani, S. (2024)
4	ChatGPT and the General Concepts of Education: Can Artificial Intelligence-Driven Chatbots Support the Process of Language Learning	Qualitative	Iraqi students were more engaged with ChatGPT, though it lacked direct student-teacher interactions and traditional materials.	ChatGPT in EFL	Al-Obaydi, L. H., Pikhart, M., & Klimova, B. (2023)
5	ChatGPT's Capabilities in Spotting and Analyzing Writing Errors Experienced by EFL Learners	Quantitative and Qualitative	ChatGPT spotted basic writing errors for English and Computer Science students, but struggled with more complex language issues.	ChatGPT in EFL	Algaraady, J., & Mahyoob, M. (2023)
6	English Teaching just got an upgrade: How AI is revolutionizing TESOL	Qualitative	AI showed promise for ESL/EFL enhancement, with ethical implications and the importance of balancing with traditional teaching noted.	ChatGPT in EFL	Shalevska, E. (2023)
7	Teacher's Perceptions and Hesitancy: Integrating ChatGPT as a Tool in English Language Learning	Quantitative	A large majority supported recommending ChatGPT, amidst hesitancy about its practical classroom integration.	Challenges and Barriers Teachers	Islam, B., & Mumu, S. H. (2024)
8	Benefits and Challenges of Using ChatGPT: An Exploratory Study on English Language Program	Quantitative	Saudi Arabian EFL teachers valued ChatGPT for language support, with some concerns over plagiarism and the erosion of student originality.	Challenges and Barriers Teachers	Ali, J. K. M. (2023).
9	Revolutionizing EFL special education: How ChatGPT is transforming the way teachers approach language learning	Quantitative and Qualitative	The potential of ChatGPT in EFL special education was recognized, but challenges included barriers to its effective use.	Challenges and Barriers Teachers	Alenizi, M. A. K., Mohamed, A. M., & Shaaban, T. S. (2023)
10	ChatGPT as an AI L2 teaching support: A case study of an EFL teacher	Qualitative	A Spanish EFL teacher integrated ChatGPT, indicating a need for AI literacy and critical evaluation skills in teachers.	Challenges and Barriers Teachers	Octavio, M. M., Argüello, V. G., & Pujolà, J.-T. (2024)
11	Revolutionising EFL pedagogy: Innovative strategies for integrating GAI (ChatGPT) into language teaching	Quantitative and Qualitative	Saudi teachers showed moderate attitudes toward ChatGPT, with challenges in its integration and inclusivity in special education settings.	Challenges and Barriers Teachers	Wang, C., Wang, Y., & Zou, B. (2024)
12	Impact of ChatGPT on Learning Motivation: Teachers and Students' Voices	Quantitative	ChatGPT motivated English language learning but showed less effect on listening and speaking, raising concerns about comprehensive language development.	ChatGPT in EFL and Challenges and Barriers Teachers	Ali, J. K. M., Shamsan, M. A. A. . . , Hezam, T. A., & Mohammed, A. A. Q. (2023)



## Discussion

The conversation around how ChatGPT is changing English language teaching and learning covers a lot of ground. Daulay and Ginting (2024) and Karataş et al. (2024) emphasize ChatGPT's positive impact on English proficiency and student motivation, particularly in writing, grammar, and vocabulary development. However, concerns about its effectiveness in improving speaking and listening skills, potential over-reliance, and diminishing critical thinking skills have been raised by several researchers, including Al-Raimi et al. (2024) and Ali et al. (2023). A significant gap in the current research is the lack of long-term studies examining ChatGPT's impact on language growth over time and its adaptability across different educational and cultural contexts. Al-Obaydi et al. (2023) and Shalevska (2023) highlight the importance of understanding how ChatGPT can support traditional learning methods while navigating the challenges of integrating AI into education.

ChatGPT has a lot of positives, like making learning more personalized, giving quick feedback, and providing a lot of resources. The potential for ChatGPT to revolutionize language learning through more personalized, interactive, and accessible lessons is widely acknowledged. However, successfully integrating this technology requires addressing ethical considerations, ensuring equitable access, and developing teaching methods that balance AI use with human instruction (Wang et al., 2024; Shalevska, 2023).

One big area that hasn't got enough attention is how ChatGPT is helping (or not helping) Spanish speakers learning English, especially in places like Ecuador or other parts of South America. It feels like a missed opportunity because every group of learners is different, and understanding ChatGPT's impact in these specific situations could give us valuable insights. There's a real need for research that looks into how Spanish-speaking students are getting on with ChatGPT in their English classes. This isn't just about adding data to research; it's about ensuring that the advantages of technology in education are accessible to everyone, regardless of their location or language. As we progress, it's clear that ChatGPT could revolutionize the way we learn languages. However, achieving this requires a careful balance of the positives and negatives, ensuring that as we introduce new technology, we also consider everyone's opportunity to learn in a manner that suits them best. Further research, particularly in underexplored areas and communities, will ensure that the potential of ChatGPT becomes a reality for learners around the world.

## Conclusions

The thorough investigation of ChatGPT's impact on the community of people studying English as a foreign language (EFL) reveals its complex effects on a range of language



acquisition domains. Without a doubt, ChatGPT is a powerful instrument for improving writing ability, honing grammatical nuances, broadening vocabulary, and increasing student involvement. Through its integration, a new era of tailored learning experiences, rapid feedback systems, and unrestricted access to educational resources is brought about.

Nevertheless, among the praises are subtle issues that require consideration. An overreliance on ChatGPT carries a significant danger that could undermine the development of critical thinking skills and weaken the authenticity of student work. Furthermore, significant obstacles stand in the way of the smooth integration of AI-driven approaches in a variety of educational contexts, including technological limitations and the ongoing digital divide.

The lack of agreement among educators about ChatGPT's integration emphasizes the need for a careful and progressive approach. Teachers recognize the benefits, but many also express concerns about less human interaction and potential teaching hazards. This emphasizes how urgently strong professional development programs are needed to improve teachers' AI literacy and provide them with the necessary tools to fully utilize ChatGPT's potential in EFL classrooms.

The study emphasizes how crucial it is for educators to take a diligent and proactive approach to ChatGPT integration as they are the front-runners in educational innovation. The proposed course involves a symbiotic integration of AI-enabled interventions with traditional pedagogical approaches to create an educational ecosystem that enhances the learning process. Moreover, research indicates areas that warrant further investigation, such as long-term studies of ChatGPT's long-term effects on language learning, its effectiveness in enhancing oral proficiency, studies conducted in educational settings with limited resources, and targeted interventions designed to address the issues raised.

Essentially, the integration of existing material advances our knowledge of ChatGPT's role in changing the face of EFL education. Equipped with the knowledge gained from this discussion, interested parties are ready to design a course that takes the use of artificial intelligence's transformative potential while staying firmly rooted in the best practices for language instruction. We must guide learners with diligence, creativity, and a steadfast dedication to empowering them in their pursuit of language proficiency as the journey progresses.

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