A SYSTEMATIC REVIEW OF CHATGPT IN ENGLISH LANGUAGE TEACHING: OPPORTUNITIES AND CHALLENGES

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ABSTRACT

Advances in artificial intelligence (AI) have brought about significant changes in English Language Teaching (ELT). ChatGPT, as a language-based AI model, offers various benefits to students, such as improving writing skills, providing instant feedback, as well as supporting independent learning. However, its use also presents challenges, such as the risk of dependency, potential plagiarism, as well as a lack of digital literacy in assessing the credibility of information. This study aims to analyze students' and lecturers' perspectives on the use of ChatGPT in ELT. The method used was Systematic Literature Review (SLR) with PRISMA approach, analyzing 17 articles from Mendeley, ERIC, and Taylor & Francis databases. The results showed that ChatGPT changes the role of lecturers from material deliverers to facilitators who guide students in using AI critically and ethically. Although it can help with the preparation of teaching materials and evaluation, the implementation of this technology requires clear academic policies and digital literacy training for educators. The findings provide insights for educators and institutions in optimizing the use of ChatGPT in ELT to be more effective and ethical.

Key words: Artificial Intelligence, ChatGPT, English Language Teaching

INTRODUCTION

Artificial intelligence (AI) has a very rapid development and has a big impact in all sectors of life, including education. The use of Artificial Intelligence (KA) or AI technology can improve work efficiency, especially in the fields of education and research which are part of Indonesia's artificial intelligence priority sectors, because education is a basic human need (BPPT, 2020). One AI that is now widely used in the world of Education is ChatGPT, developed by openAI which is based on the Language model (Forum, 2023). ChatGPT is built to mimic human-like conversations and provide text responses according to the commands that use it (Mabuan et al., 2024). The presence of ChatGPT especially in ELT is expected to encourage students in achieving 21st century learning targets. However, behind the advantages of ChatGPT, there are still shortcomings that raise doubts among ChatGPT users (Anastassia et al., 2024). This has certainly led to a long debate about the opportunities and obstacles of using ChatGPT. So in some educational institutions such as the Los Angeles Unified School District and the New York City Department of Education, the use of ChatGPT was banned in its learning. This ban came about because ChatGPT was deemed unhelpful in improving students' problem-solving and critical thinking, which are essential skills for academic success and future life (Suharmawan, 2022). Similar concerns were expressed in the research results (Kusumaningrum et al., 2023) that most lecturers felt concerns about academic integrity and the potential for misuse of this technology for unethical purposes, such as cheating on assignments or writing papers.

Until now, many studies have discussed the use of ChatGPT, especially in education. As in the research conducted by (Klimova et al., 2024) who explored students' perceptions of the use of ChatGPT in an academic setting, according to him, the reliability of information, the possibility of over-dependence, as well as the lack of awareness of ethical guidelines for the use of AI are the main concerns of using ChatGPT in an academic setting. In addition, this was also conveyed by (Bender, 2024) The main concerns of using ChatGPT in Education include plagiarism, AI bias, and how AI changes the way students understand texts. In addition, a contrary point was made by (Polakova et al., 2024) examined the effectiveness of ChatGPT feedback in improving EFL students' writing skills, which found that most students found ChatGPT feedback useful and ChatGPT can be an effective learning tool. In contrast to previous research, this study adopts a systematic review approach to analyze the challenges, opportunities and how lecturers perceive the use of ChatGPT in English Language Teaching (ELT) across different educational contexts at the university level.

Based on the background, this study aims to analyze lecturers' perceptions, challenges, as well as opportunities in the use of ChatGPT in English Language Teaching (ELT). Specifically, this study seeks to answer the following questions: (1) What challenges arise in the use of ChatGPT in ELT? (2) What opportunities can be utilized to increase the effectiveness of ChatGPT in the ELT process? (3) How do lecturers perceive the use of ChatGPT in ELT? The results of this study are expected to provide deeper insights into how ChatGPT can be optimized in education, overcome various obstacles that may occur, and understand how lecturers perceive and respond to its use in ELT.

METHODOLOGY
Description of the Sample

This study uses a Systematic Literature Review (SLR) approach that is guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). The data in this study were obtained from three academic databases, namely Mendeley, ERIC, and Taylor & Francis, with a publication year range of 2020-2025. The keywords used in the article search have been determined according to the topic of study in this systematic literature review, namely "ChatGPT in ELT," "AI in ELT," and "Technology in English Language Teaching." The articles selected focused on EFL student populations at different levels of education and were written in English.

Procedure

The research team conducted an initial search process in a predetermined database using pre-defined keywords. After that, a series of selection stages were carried out to determine articles relevant to this research. First, title screening was conducted, where articles with titles that did not match the research topic were eliminated. Secondly, abstract selection, where articles that did not provide sufficient information according to the inclusion criteria were excluded from the study. Next, full text selection was conducted, which is reading and evaluating articles that passed the previous stage to determine the finalization of articles to be included in the systematic review. If after in-depth evaluation it was found that the article was not relevant to the topic, it was excluded from the final analysis.

Study Selection Criteria

This study used several inclusion and exclusion criteria to ensure that only articles relevant to the study objectives were included in the systematic review. The inclusion criteria in this study were as follows: (1) Articles published in Mendeley, ERIC, and Taylor & Francis databases within the last five years (2020-2025), (2) Articles covering the use of ChatGPT in the context of English Language Teaching (ELT), (3) Articles addressing English as a Foreign Language (EFL) student populations at various levels of education, (4) Articles written in English, and (5) Articles available in full text. Meanwhile, the exclusion criteria included: (1) Studies that did not address the use of ChatGPT in ELT, (2) Articles that addressed non-EFL student populations, (3) Articles that fell under the category of literature review or meta-analysis, and (4) Articles that were not available in full text.

In the initial search process, 3,040 publications were found that matched the specified keywords. After screening based on title, abstract,

and duplication detection, 324 articles were left for further review. These articles were then evaluated based on their full text to ensure compliance with the predefined inclusion and exclusion criteria. After final selection, 17 articles met the criteria and were included in this systematic review.
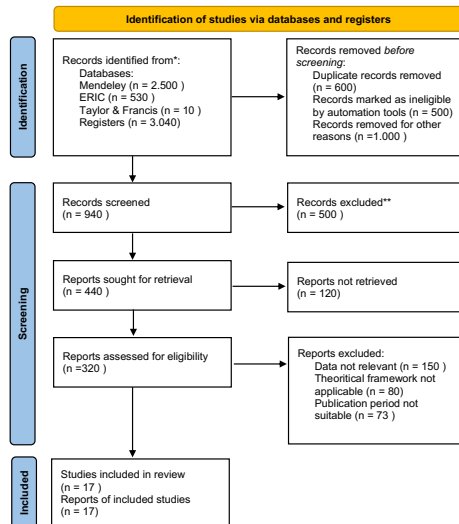
Figure 1. PRISMA Flowchart of the selection process

RESULTS AND DISCUSSION

Table 1 presents the distribution of selected studies based on their year of publication. The data indicate a significant increase in research on ChatGPT in English Language Teaching (ELT) in 2024, with 14 articles published compared to only 3 articles in 2023.

This trend suggests a growing academic interest in the integration of ChatGPT within ELT, likely driven by the rapid development of artificial intelligence (AI) and its increasing adoption in education. The surge in publications in 2024 may also be attributed to the advancements in AI literacy, the refinement of ChatGPT's capabilities, and the rising awareness of its potential benefits and challenges in language learning.

The relatively lower number of studies in 2023 reflects the early stage of ChatGPT's implementation in ELT, where researchers were still exploring its feasibility. However, the significant rise in 2024 demonstrates that more scholars are actively investigating its pedagogical

implications, effectiveness, and ethical considerations.

This increase highlights the necessity for continued research to assess the long-term impact of ChatGPT in ELT, particularly in addressing issues such as academic integrity, AI bias, and the role of educators in facilitating AI-assisted learning.

Table 1. Distribution of Selected Studies by Year of Publication.

Year of Publication	Total Articles
2024	14
2023	3

Regional Distributions of ELT Research

Table 2 presents the regional distribution of the studies analyzed in this research. The data reveal that research on the use of ChatGPT in English Language Teaching (ELT) has been conducted across various countries worldwide, with each country contributing one or two articles.

The country with the highest number of studies is Portugal, contributing two articles, while other countries such as Indonesia, Australia, the Czech Republic, South Africa, the United States, the Philippines, Saudi Arabia, Spain, Vietnam, and others each contributed one article. This indicates that research on ChatGPT in ELT is widely distributed but not yet concentrated in a specific region or country.

This even distribution reflects that the adoption of ChatGPT in English language education is a global concern rather than being confined to a particular geographical area. The diversity of studies from different countries also suggests that each region may have distinct approaches and challenges in integrating AI into their education systems.

Although research on ChatGPT in ELT continues to grow, the relatively small number of publications per country indicates that this field is still in its early exploratory stages. Therefore, more cross-national research is needed to gain deeper insights into how cultural factors, educational policies, and technological readiness influence the effectiveness of ChatGPT in English language teaching.

Table 2. Regional Distributions of Studies

Countries	Total Articles
Indonesia	1
Australia	1
Czech Republic	1
Portugal	2
South Africa	1
Finland & Estonia	1
Hong Kong	1
United Arab Emirates	1
United Kingdom	1
USA	1
Philippines	1
Saudi Arabia	1
Spain	1
Vietnam	1
Pakistan	1

Network Analysis of ELT Research Trends Based on VOSviewer
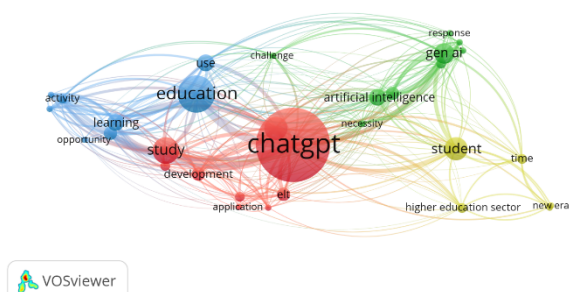
Figure 2. Keyword Co-occurrence Visualization using VOSviewer

This visualization confirms that research on ChatGPT in education is growing rapidly, with a strong focus on its applications, benefits, challenges, and impact on students and academia. The close relationship between ChatGPT and terms like education, learning, and artificial intelligence reinforces the idea that this technology is increasingly being adopted in educational and research contexts.

Moreover, the presence of terms such as challenge and necessity suggest that while ChatGPT offers numerous benefits in education, there are still challenges to address, such as ethical concerns, academic integrity, and the readiness of educators and students to use it effectively.

Therefore, these findings indicate the need for further research to explore optimal strategies for utilizing ChatGPT in education, as well as how this technology can be responsibly implemented to enhance learning quality.

Opportunities of using ChatGPT in English Language Teaching

The integration of ChatGPT in English Language Learning (ELT) opens many opportunities, especially in developing critical thinking skills and digital literacy (Bender, 2024) and (Costa et al., 2024) emphasized that ChatGPT encourages students to carefully evaluate the answers provided by the AI, which in turn can improve their critical thinking ability. Research conducted at Georgia Gwinnett College showed that students felt more confident in analyzing information, assessing the credibility of sources, and drawing logical conclusions when using ChatGPT in learning (Guo & Lee, 2023). This is in line with the critical thinking approach described by (Paul & Elder, 2005), where students are encouraged not only to take information for granted, but also to question and analyze it in depth.

In addition, the need to verify information provided by AI also contributes to the improvement of students' digital literacy, as they learn to distinguish between trustworthy and misleading content (Sharples & Sharples, 2023). This is in line with the concept of digital literacy described by (Lankshear & Knobel, 2006) where understanding digital information sources is an important skill in the technological era. However, (Klimova et al., 2024) caution that not all students have good enough digital literacy skills, which may hinder their ability to evaluate AI-generated content. This suggests that while ChatGPT can support the development of critical thinking, its effectiveness largely depends on students' prior understanding as well as their ability to critically interact with AI. Therefore, AI literacy training is crucial for students to make the most of ChatGPT in language learning.

Another advantage of using ChatGPT in English Language Learning (ELT) is its ability to

support the improvement of writing skills. Students often face various challenges in writing research articles, but these can be overcome with the right strategies and the use of digital technology (Ramadhanti et al., 2023). Various studies have shown that AI feedback helps students improve their writing (Polakova et al., 2024) found that although ChatGPT feedback contributed to the improvement of students' writing quality, some of them had difficulties in effectively implementing the suggestions given. (Phuong, 2024) also added that ChatGPT helps students to expand vocabulary, improve grammar, and paraphrase, making it a very useful tool in English learning. Another study by (Meniado et al., 2024) found that EFL learners in Thailand and Vietnam consider ChatGPT to be an effective tool for writing English, especially in helping brainstorm ideas, create outlines, and edit their writing. However, some students were skeptical about the accuracy and relevance of the advice provided by ChatGPT in English writing (Thanh Thao et al., 2023). Some research participants reported that ChatGPT sometimes provided answers that were inappropriate or did not fit the cultural context, which could lead to errors in language use. In addition, the limitations of ChatGPT in understanding more complicated contexts remains a challenge that affects the accuracy of the advice provided (Polakova et al., 2024). Therefore, the role of teachers remains indispensable to assist students in interpreting and applying feedback from AI more effectively.

In addition to its role in writing skills, ChatGPT also helps to increase students' engagement and motivation in English language learning. (Al-khresheh & Department, 2024) found that the use of AI in language learning made students feel more confident in speaking and writing, as they could practice without the fear of being judged by teachers or classmates. Similarly, (Klimova et al., 2024) reported that most students found ChatGPT a useful academic tool, especially in helping them understand complex concepts and generate ideas for academic assignments. In addition, (Octavio, 2024) showed that the integration of ChatGPT in EFL classes can increase students' engagement in learning activities, especially when AI is used to support discussions and interactive exercises. It also provides a more personalized and flexible learning experience for students. With quick access to resources and instant answers, students can learn at their own pace without the pressure of a classroom environment. This allows them to more actively explore the learning material and develop a deeper understanding of the English language.

Finally, ChatGPT supports independent learning by allowing students to access learning resources at any time and get instant responses to their questions (Al-khresheh & Department, 2024) and (Klimova et al., 2024) also noted how students utilized ChatGPT as a personal tutor to explain complex concepts, thus encouraging independent learning habits. Similarly, (Ma, 2023) found that ChatGPT enhances students' independent learning by providing customized support, access to various learning resources, and instant feedback. In addition, this technology helps students develop self-awareness in learning, including the ability to plan studies, manage time well, and evaluate their own progress. This is in line with the concept of learning independence, where students take control of their learning process without fully relying on the teacher (Little, 2016). According to (Benson, 2016) technology plays an important role in encouraging self-regulated learning, as it provides unlimited access to resources and adaptive feedback. In this context, ChatGPT allows students to independently practice language skills, receive immediate corrections, and explore various linguistic concepts at their own pace. These features make ChatGPT an invaluable tool for enhancing self-directed learning and encouraging greater independence in English language acquisition.

Challenges of using ChatGPT in English Language Teaching

While ChatGPT provides various advantages in English language learning, some challenges also need to be addressed, especially with regards to accuracy, student dependency, and academic integrity. One of the issues that arises is the accuracy and context match in the answers provided by the AI. (Le et al., 2025) revealed that some students doubted the reliability of the information provided by ChatGPT, as the results were often inaccurate or culturally inappropriate. In addition, (Jess, 2024) noted that AI-generated texts tend to lack depth, which can be confusing for students who rely too heavily on ChatGPT to complete academic tasks. These issues raise concerns about students' ability to assess AI-generated content, which calls for efforts to

improve their AI literacy in order to filter out correct and relevant information.

Another challenge is the tendency for students to rely too much on the AI, which can hinder the development of independent thinking skills. (Polakova et al., 2024) found that although ChatGPT provided useful feedback on writing, some students struggled to revise their writing without additional help from the AI. This finding is supported by the research of (Octavio, 2024) which showed that students who frequently used ChatGPT in learning were more likely to rely on the AI to generate ideas, rather than honing their own critical thinking skills. This raise concerns that the use of AI may reduce students' active participation in the learning process, as they prefer to get quick answers rather than explore the topic in more depth.

In addition, academic integrity is a major issue in AI-based learning. (Chaudhry et al., 2023) highlighted that many university students admitted to using ChatGPT in their assignments without really understanding the material, leading to superficial learning outcomes. (Maia Japoshvili-Ghvinashvili & Dr. Nazia Suleman, 2023) also noted that although AI-generated writing is grammatically correct, it often lacks depth and personal engagement, which raises concerns about the originality of students' academic work. To address this, educational institutions need to establish clear guidelines regarding the ethical use of AI, as well as encourage students to critically interact with AI-generated content, rather than passively accept it.

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interacting with AI-generated content, rather than just taking it for granted.

Lecturers' perceptions of using ChatGPT in English Language Teaching

The presence of ChatGPT in English Language Teaching (ELT) is beginning to cause some changes to educational practices and lecturers' views. The development of AI technology has changed many aspects of life, including education. The role of lecturers, who previously concentrated on providing educational materials, must now transform into facilitators, mentors, and innovators in the teaching and learning process (Zhai, 2024). A study states that some educators have changed the teaching approach from direct instruction-based to guidance-based teaching methods that guide students in the use of AI especially ChatGPT in a more critical and reflective way (Bender, 2024). In addition, when lecturers shift to the role of facilitator, they need new skills. These skills include an understanding of digital literacy as well as proficiency in prompt engineering, which allows them to teach their students how to use ChatGPT effectively and critically (Fernández-Batanero et al., 2022). Research (Mabuan et al., 2024) also showed that lecturers who were already familiar with AI were better able to incorporate ChatGPT into the teaching and learning process. In addressing the changes in educational practices through the advent of chatGPT, lecturers highlighted the importance of digital literacy on how to use chatGPT. This includes training and better understanding of the functions, advantages and limitations of chatGPT, so that academics can use this technology responsibly (Kusumaningrum et al., 2023).

Lecturers' ability to use ChatGPT is an important part of technology acceptance in an academic setting. Lecturers are likely to welcome the use of ChatGPT if they find it useful and intuitive. On the other hand, adoption may be resisted by those who believe that the technology is cumbersome or harmful to learning (Paso, 2025). Lecturers who are already familiar with digital technology are more confident to use ChatGPT in their learning. The same thing was also said by (Bender, 2024) which states that lecturers with higher levels of digital literacy tend to see AI as a tool that can support their teaching methods. This

is also supported by studies that have shown that educators' perceptions of the usefulness and ease of technology significantly influence how willing educators are to incorporate it into their lessons (Bertagnolli, 2011).

On the other hand, research (Octavio, 2024) showed that most lecturers still face challenges in understanding how AI works and its integration into the curriculum. Other research highlighted the need to provide information and training to academics regarding the ethics of writing, citation, and the risk of plagiarism that can arise from using ChatGPT (Kusumaningrum et al., 2023). Study by (Chaudhry et al., 2023) highlighted that the lack of training and guidance in the use of AI can lead to resistance from lecturers who feel that this technology is more burdensome than helpful. Therefore, universities also need to provide trainings to post-graduate lecturers to continuously improve their competence in using the technology (Saputra & Hidayati, 2023).

CONCLUSION

The integration of ChatGPT in English Language Teaching (ELT) offers both promising opportunities and notable challenges. On the positive side, ChatGPT has been shown to enhance student engagement, encourage independent learning, and assist teachers in lesson planning. Its ability to improve writing skills, foster critical thinking, and support digital literacy makes it a valuable tool in language education.

However, its use also raises several concerns, such as the risk of plagiarism, over-reliance on AI-generated content, and potential biases in the information provided. While ChatGPT offers instant feedback and personalized learning experiences, it still requires human oversight to ensure accuracy and contextual appropriateness.

To make the most of ChatGPT in ELT, educational institutions should establish clear policies and provide AI literacy training for both students and teachers. Striking a balance between AI assistance and human instruction is key to ensuring that ChatGPT serves as a tool that enhances, rather than replaces, critical thinking and meaningful learning. By addressing these challenges, educators can create a more effective and ethical learning environment that harnesses the full potential of AI in language education.

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