

# ChatGPT and EFL/ESL Writing: A Systematic Review of Advantages and Challenges

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## Abstract

Artificial Intelligence (AI) has initiated a new era in education with significant potential to revolutionize teaching and learning. ChatGPT has attracted scholars' interest in exploring its beneficial aspects and constraints for enhancing teaching methods and learning experiences. This systematic review aims to investigate the advantages and challenges of ChatGPT for EFL/ESL writing. The data was gathered from three databases, namely Web of Science, Science Direct, and ERIC, between November 2022 and January 2024. A total of 182 publications were gathered using precise keywords, and the 15 most pertinent articles were selected following the PRISMA flowchart. Findings show that ChatGPT can enhance writing efficiency and creativity, improve writing proficiency, and personalize learning experiences. It can also reduce teachers' workload by offering automated evaluation, feedback, and support for revision. The results also show that despite its potential advantages for both instructors and learners, it presents some challenges, such as overreliance, decreased motivation, learning loss, identifying errors at the deep level of the language, offering inconsistent and complex feedback, and issues with academic integrity and originality. The detailed findings and their implications for practice and policy are discussed.

**Keywords:** artificial intelligence, ChatGPT, English as a foreign language (EFL), English as a second language (ESL), EFL writing, ESL writing

## 1. Introduction

Artificial intelligence (AI) has led to revolutionary transformations in the educational field. It has gradually transformed the presentation, customization, and evaluation of instructional content. One of the most popular advanced language models is ChatGPT, which was developed by OpenAI. It is designed to produce text responses that resemble human language by forecasting the sequence of words. ChatGPT has the ability to comprehend and generate text on a wide range of subjects in different languages and various formats. ChatGPT's capacity to participate in contextually appropriate and logical dialogues, as well as produce information based on the input it gets, makes it an adaptable tool for many fields, including education (Wu et al., 2023). Currently, the integration of ChatGPT in education and academia is a very debatable topic due to its remarkable support across several writing genres such as research papers, essays, stories, and letters (Dwivedi et al., 2023).

In the field of language learning, research has shown that ChatGPT has the potential to improve language learning and teaching. For example, Japoshvili-Ghvinashvili and Suleman (2023) concentrated on developing activities that leverage ChatGPT to actively engage learners in language and content-related assignments. On the other hand, Kostka and Toncelli (2023) and Kohnke et al. (2023) emphasized the relevance of digital competency for learners and teachers, as well as the potential of ChatGPT to assist them in the process of language learning and teaching. However, these research studies stressed the importance of adopting ChatGPT with other learning methods while also being conscious of its limitations and impact on academic integrity and creativity.

## 2. Research Related to ChatGPT and EFL/ESL Writing

### 2.1 ChatGPT

OpenAI developed the ChatGPT model, an advanced generative pre-trained transformer, initially launched in late 2022 and subsequently enhanced to GPT-4, which was introduced in March 2023. ChatGPT is a prominent figure in artificial intelligence-generated content (AIGC) due to its capacity to facilitate high-quality interactions. It leverages Large Language Models (LLMs) that utilize vast datasets to forecast contextual word sequences, hence improving its efficacy across various domains (Dwivedi et al., 2023; J. Zhou et al., 2023). The model's advanced design includes techniques like code pre-training, instruction tuning, and reinforcement learning from human feedback, enhancing its capacity to understand human intentions and display advanced skills such as complex reasoning and creative writing (Wu et al., 2023). It provides significant benefits and opportunities for instructing and acquiring language skills. Halaweh (2023) emphasized the importance of training both educators and students to maximize the benefits of ChatGPT in educational settings. EFL/ESL students and teachers can benefit from the support provided by ChatGPT, which represents a progression towards tailored assistance to enhance writing pedagogical approaches and students' writing skills, which is the ultimate goal of writing instruction.

### 2.2 EFL/ESL Writing Issues

Researchers have reported that EFL/ESL students often encounter issues in writing due to language barriers. It is a challenging task as it includes many “cognitive and metacognitive activities, for instance, brainstorming, planning, outlining, organizing, drafting and revising” (Alisha et al., 2019, P. 20). In other words, they encounter difficulties ranging from vocabulary, grammar, and punctuation to expressing and organizing ideas, paragraph coherence, and cohesion, along with the fear of making mistakes (Sasmita & Setyowati, 2021; Bisriyah, 2022; Ahmed, 2019). In Bisriyah's (2022) study, EFL students encounter difficulties at all stages of the essay writing process. The students listed these challenges in the following order, from most to least difficult: planning and gathering ideas, engaging in the initial drafting process, then thoroughly revising, and finally choosing a topic and examining content and structure. Researchers have reported that these difficulties arise from different factors, such as a lack of resources, low English proficiency, and limited writing practice opportunities (Aldabbus & Almansouri, 2022; Selvaraj & Aziz, 2019).

To address these difficulties, Ferris and Hedgcock (2014) emphasized that EFL/ESL learners need substantial support to master writing skills. Therefore, EFL/ESL writing instructors should dedicate additional time to activities such as developing reading skills, brainstorming and generating ideas, using planning strategies, practicing drafting, and incorporating feedback, as EFL/ESL students need more assistance compared to native speakers. Similarly, Ahmed (2019) and Sasmita and Setyowati (2021) suggested that instructors need to provide additional writing sessions and offer positive reinforcement to build students' confidence in their writing skills. Thus, teacher feedback is crucial, as researchers have shown that both EFL/ESL students and instructors perceive it as a fundamental aspect of writing instruction (Ferris & Hedgcock, 2014; Hyland & Hyland, 2019; Palanisamy & Abdul Aziz, 2021).

Ferris and Hedgcock (2014) pointed out that teacher feedback allows for personalized instruction and takes time and effort, exceeding the time spent on preparing for or conducting classroom sessions. Hyland and Hyland (2019) also emphasized the significance of teacher feedback for creating a personalized learning experience. They suggested that teachers should give clear guidance on grammar and vocabulary and assign writing tasks that are relevant to students' personal experiences. Additionally, Palanisamy and Abdul Aziz (2021) concluded in their systematic review that teachers can significantly assist ESL students by providing guidance in writing tasks through feedback, offering sample essays as models, providing clear task explanations, and using scaffolding techniques. Teacher feedback should direct EFL/ESL writers' attention toward macro- as well as micro-level textual elements such as audience expectations, rhetorical structures, and formal accuracy to enhance the effectiveness of writing tasks (Ferris & Hedgcock, 2014). Consequently, to assist EFL/ESL learners in advancing through the "zone of proximal development" (Vygotsky, 1978) and enhancing their EFL/ESL writing skills, it is crucial to provide personalized feedback (Hyland & Hyland, 2012).

### 2.3 ChatGPT and EFL/ESL Writing

Since the release of ChatGPT, researchers have been reporting on the potential and challenges of utilizing it in education. In the realm of EFL/ESL writing, limited research has been conducted on the application of ChatGPT owing to its recent emergence. ChatGPT's incorporation shows considerable promise for enhancing teaching methodologies and student learning experiences. It can assist students in brainstorming writing ideas, creating outlines, improving vocabulary and grammatical competencies, and learning various writing styles (Tlili et al., 2023). ChatGPT offers interactive language practice for EFL/ESL learners to engage in live interactions, creating

a dynamic learning environment. Shahid et al. (2023) found that ChatGPT outperforms traditional teaching techniques in EFL instructions due to its capacity to offer a dynamic learning environment that surpasses other approaches in terms of engagement as well as efficacy in writing activities. ChatGPT's capability to provide prompt and individualized feedback is a valuable tool in EFL/ESL writing instruction. Moreover, ChatGPT's capacities have been shown to boost students' interest and engagement in writing activities, thereby enhancing their writing skills, which is the main objective of EFL/ESL writing instruction (Ali et al., 2023).

Although the researchers emphasized ChatGPT's promise in EFL/ESL writing, they also identified associated challenges. Researchers have shown that EFL/ESL learners may rely too heavily on ChatGPT, which may impair their creativity and critical thinking skills (Harunasari, 2023; Irzawati et al., 2024). Furthermore, Carlson et al. (2023) observed that ChatGPT-generated feedback may be overly verbose or complex for students, reducing motivation and engagement. As a result, teachers must provide opportunities for students to meet in person to discuss concerns and obtain further assistance. Furthermore, several research papers raise concerns about plagiarism and academic integrity (Eke, 2023; Perkins, 2023). According to Eke (2023), the academic community should transparently clarify the ethical use of ChatGPT rather than outright prohibiting it, as well as update academic policies to address new challenges posed by AI in education, advocating for a balanced approach to leveraging ChatGPT's benefits while upholding academic standards. Carlson et al. (2023) addressed concerns about privacy in the generated feedback, emphasizing the need for teachers to be aware of its potential biases. To this end, the current systematic review aims to explore ChatGPT's advantages and challenges in EFL/ESL writing. Specifically, it aims to answer the following research question:

(1) What are the advantages and challenges of incorporating ChatGPT in teaching and learning EFL/ESL writing?

### 3. Methodology

This section provides a comprehensive analysis of the methods employed to acquire the published articles pertaining to ChatGPT and EFL/ESL writing. This systematic review follows the guidelines provided by the recommended Reporting Items for Systematic Review and Meta-analysis (PRISMA) as outlined by Page et al. (2021). To ascertain the literature pertaining to ChatGPT and EFL/ESL writing, three databases were queried to locate primary studies relevant to the subject under examination. In order to ensure the quality and reliability of the publications, we examined well-established databases: ERIC, Science Direct, and Web of Science (WoS). The literature evaluation was conducted in four distinct phases: identification, screening, eligibility, and inclusion.

The development of a systematic literature evaluation on the advantages and challenges of integrating ChatGPT in EFL/ESL writing has been segmented into four primary phases. The initial phase involves the identification of pertinent articles, utilizing specified keywords as a search string to conduct the systemic review. The selection of these keywords was based on a careful examination of the primary study question regarding the advantages and challenges of incorporating ChatGPT in EFL/ESL writing (see Table 1 for details). In addition, the search technique was developed by employing Boolean search operators to enhance the precision, efficiency of the searches (Booth et al., 2012). The total number of identified articles in this phase was 182 from the three databases.

Table 1. Keywords used as search sting

Database	Keywords related to ChatGPT and EFL/ ESL writing
Web of Science	(TS=(“ChatGPT” OR “GPT” OR “Chatbots” OR “artificial intelligence” OR “AI”)) AND TS=(“Teaching writing” OR “learning writing” OR “ESL writing” OR “EFL writing” OR “L2 writing” OR “Second language writing”)
Science Direct	ChatGPT and learning L2 Writing OR ChatGPT and teaching L2 Writing OR ChatGPT and L2 writing OR ChatGPT and EFL writing
Eric	ChatGPT or chat gpt or chatbot OR artificial intelligence or AI AND ESL writing or EFL writing or learning writing or Teaching Writing

In the second phase, a screening process was conducted to identify and eliminate duplicate publications from the specified databases. As a result, three duplicate publications were eliminated from the initially gathered documents. Furthermore, the 160 documents that failed to match the required criteria were eliminated (see Table 2 for details). These included publications such as articles that did not highlight the use of ChatGPT in EFL/ESL writing learning and teaching, dissertations, book reviews, conference papers, and articles that did not address the predetermined keywords. Thus, only the studies that specifically focused on ChatGPT and EFL/ESL writing were chosen for further evaluation.

Table 2. Inclusion and exclusion criteria for article selection

Criterion	Inclusion	Exclusion
Article topic	Discuss ChatGPT in ESL/EFL writing learning and teaching	Does not discuss ChatGPT in ESL/EFL writing learning and teaching
Literature type	Journal articles and review articles	Dissertations, Reports , Book review, Conference Papers
Time period	November, 2022 to January, 2024	Articles published outside the time period
Access	Full access	No Full access available

Following the screening process, a total of 19 articles were chosen for the eligibility test. This involved a thorough evaluation of the titles, abstracts, keywords, and main contents to ensure they met the specific criteria outlined in Table 2. During the eligibility stage, four additional documents were excluded due to their failure to meet the research inclusion requirements and their lack of relevance to EFL/ESL writing. Ultimately, a total of 15 relevant publications were deemed eligible for further examination and analysis.

#### 4. Results

Figure 1 illustrates the outcomes of the search and selection process, starting from the total number of articles identified in the database search to the number of studies included in the review, as presented in the PRISMA flow diagram. A total of 182 publications were found in the Web of Science, ERIC, and Science Direct databases. After eliminating redundant articles, the total number of documents was reduced to 179 for screening. Upon examination of the records, it was determined that 160 articles were deemed irrelevant due to their lack of alignment with the focus of this review. Four other publications were excluded due to their close relevance to the examined issue, but they did not fit the requirements for inclusion. Ultimately, the review encompassed a total of 15 articles. These articles were analyzed to address the main inquiry of identifying the advantages and challenges of utilizing ChatGPT for teaching and learning EFL/ESL writing.

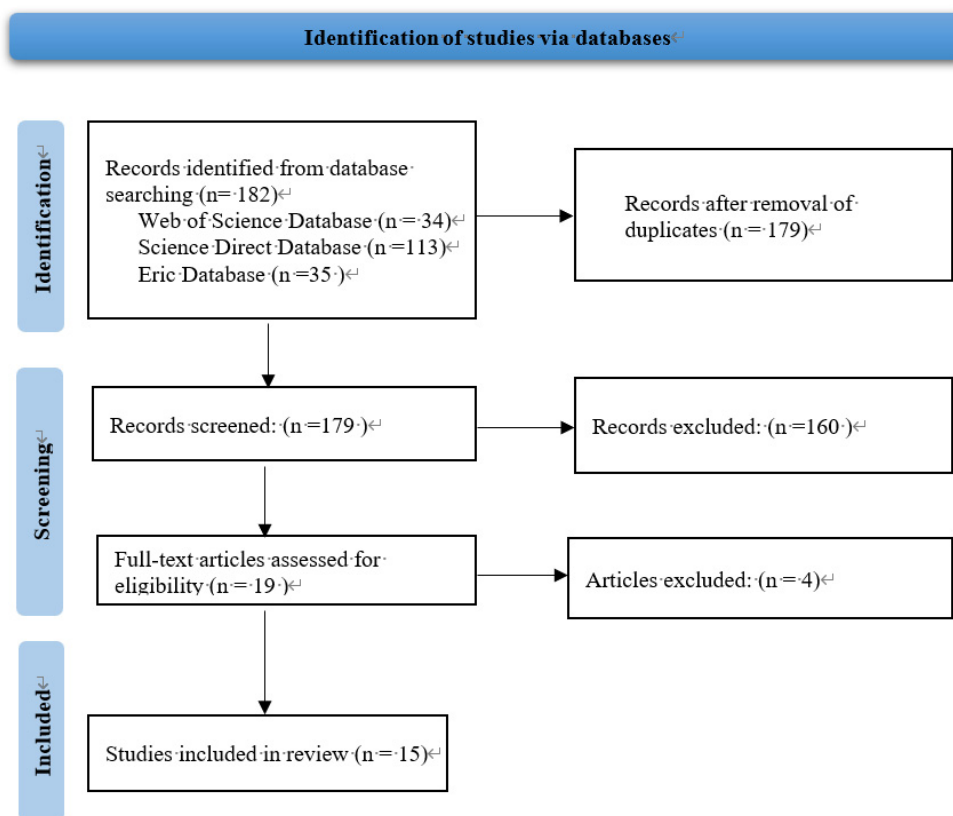


Figure 1. PRISMA flow diagram of article selection

Regarding the advantages, the following table (Table 3) presents the main benefits of using ChatGPT for EFL/ESL writing. It organizes these advantages into themes and emphasizes the key findings from the sources.

Table 3. The advantages of ChatGPT in EFL/ESL writing

Theme	Main Findings	Reviewed articles
<b>Enhanced Writing Efficiency and Creativity</b>	<ul style="list-style-type: none"> <li>Faster drafting and editing saves time for students and educators, streamlining the writing process.</li> <li>Effectively summarizes texts.</li> <li>Develops content to support lesson preparation and writing activities.</li> <li>Encourages student creativity by brainstorming ideas, teaching paraphrasing, and producing written texts in various styles.</li> </ul>	Liu et al. (2024) Bonner et al. (2023) Marzuki et al. (2023)
<b>Improved writing proficiency</b>	<ul style="list-style-type: none"> <li>Generates well-structured essays and outlines, guiding students on organizational structures, which is crucial for improving writing skills.</li> <li>Facilitates the detection and correction of grammatical errors, thereby improving writing mechanics.</li> <li>Helps in refining sentence structure, vocabulary, and overall coherence, promoting a better understanding of language nuances.</li> <li>Improves the quality of writing by enhancing content, organization, and the ability to identify logical fallacies, leading to better reasoning in writing.</li> </ul>	Liu et al. (2024) Marzuki et al. (2023) Zhang et al. (2023a) Bonner et al., (2023) Algaraady & Mahyoob, (2023) Baskara (2023)
<b>Personalized learning experience</b>	<ul style="list-style-type: none"> <li>Perceived as a "personal tutor" and "learning partner" in writing.</li> <li>Encourages self-regulation and fosters autonomy and confidence in learning.</li> <li>Provides extensive exposure to language learning and writing practice.</li> </ul>	Wei (2023) Zou & Huang, (2023a)
<b>Automated and efficient evaluation</b>	<ul style="list-style-type: none"> <li>Capable of evaluating a large number of essays in a timely and efficient manner, thereby reducing time and introducing a degree of objectivity and consistency that would be challenging to attain solely through human scoring.</li> </ul>	Mizumoto & Eguchi (2023)
<b>Support for feedback and revision</b>	<ul style="list-style-type: none"> <li>Provides real-time, tailored feedback on students' writing exercises.</li> <li>It effectively identifies surface-level errors, offering targeted feedback to enhance language proficiency and writing skills.</li> <li>The supportive feedback mechanism boosts learners' confidence in their writing abilities and reduces anxiety associated with writing assignments.</li> </ul>	Wei (2023) Guo & Wang (2023) Barrot (2023) Algaraady & Mahyoob, (2023) Zou & Huang, (2023b)

As Table 3 shows, the incorporation of ChatGPT into EFL/ESL writing instruction presents significant advantages, radically altering the EFL/ESL writing learning experience and outcomes. It provides a variety of features that help both learners and educators with the writing process. One of the most significant advantages of using ChatGPT is its ability to improve writing skills and enhance efficiency and creativity. The instructions supplied contribute to noticeable advancements in writing skills. According to Bonner et al. (2023), ChatGPT helps create well-structured essays and creative writing prompts. This feature saves teachers and students time by providing writing tasks tailored to students' levels of proficiency, thereby improving their EFL writing skills. Furthermore, Zhang et al. (2023a) pointed out that ChatGPT enhances students' reasoning and EFL writing quality by increasing their comprehension and identification of logical fallacies. Additionally, ChatGPT's interactive and adaptive

features provide a personalized learning experience that can significantly enhance learners' writing skills to construct written texts in English. It provides real-time feedback that is specifically tailored to address individual weaknesses, surpassing the effectiveness of traditional teaching methods. This immediacy and personalization enable learners to quickly recognize and fix their flaws, creating a favorable learning environment that drives continual growth and engagement. According to Guo and Wang (2023), ChatGPT distinguishes itself from conventional Automated Writing Evaluation (AWE) systems by providing customizable and explanatory feedback, allowing students to better grasp and implement the comments.

Table 4 lists the challenges associated with incorporating ChatGPT into EFL/ESL writing. It indicates that ChatGPT has the capacity to impede the writing proficiency of EFL/ESL learners by the potential of promoting excessive dependence, which can ultimately result in decreased motivation to learn writing and hinder critical thinking (Zhang et al., 2023b; Barrot, 2023; Zou & Huang, 2023a).

Table 4. The challenges of ChatGPT in EFL/ESL writing

Theme	Main Findings	Reviewed articles
<b>Risk of Over-reliance, Reduced Motivation, and Learning Loss</b>	<ul style="list-style-type: none"> <li>• Relying on ChatGPT to complete writing assignments may hinder the development of independent writing skills.</li> <li>• Might reduce students' motivation to actively participate in the writing process and engage in critical analysis.</li> <li>• Raising the risk of decreased learning and creativity, as well as undermining the primary aims of writing instruction.</li> </ul>	Barrot (2023) Yan (2023) Zhang et al. (2023b) Zou & Huang (2023a)
<b>Inadequate Error Analysis</b>	<ul style="list-style-type: none"> <li>• ChatGPT lacks deep error analysis since it struggles to grasp and understand the underlying context of errors.</li> </ul>	Algaraady & Mahyoob (2023) T. Zhou et al. (2023)
<b>Language Barrier in Feedback</b>	<ul style="list-style-type: none"> <li>• ChatGPT's feedback might not be entirely pertinent or understandable to non-native speakers.</li> <li>• ChatGPT's feedback might be challenging for students to understand and apply due to issues with language barriers and feedback relevance.</li> </ul>	Baskara (2023) Guo & Wang (2023) T. Zhou et al. (2023) Zhang et al. (2023b)
<b>Inconsistencies in Content Quality</b>	<ul style="list-style-type: none"> <li>• The feedback and content generated by ChatGPT exhibit inconsistencies in quality, which may hinder learners' ability to rely on such tools for steady improvement.</li> </ul>	Guo & Wang (2023) Liu et al. (2024)
<b>Academic Integrity and Originality</b>	<ul style="list-style-type: none"> <li>• Challenges in maintaining academic honesty; risks associated with plagiarism; and the originality of student work.</li> </ul>	Yan (2023) Barrot (2023)
<b>Concern Over Educational Equity</b>	<ul style="list-style-type: none"> <li>• ChatGPT may engender disparities by conferring an unjust advantage upon certain students in comparison to those who employ conventional writing methods.</li> </ul>	Yan (2023) Guo & Wang (2023)

Regarding the provided feedback, it has been found that even though ChatGPT provides beneficial feedback, it is not without limitations. Algaraady and Mahyoob (2023) and T. Zhou et al. (2023) have observed that ChatGPT's analysis of writing errors tends to be superficial, focusing mainly on surface-level issues such as grammar and punctuation. The findings of their studies indicate that ChatGPT was unable to recognize errors related to the deep structure of the language. Additionally, ChatGPT possesses the capability to offer content and feedback at different levels of proficiency. However, it may present feedback that proves challenging for EFL/ESL learners to incorporate into their writing (Guo & Wang, 2023; T. Zhou et al., 2023; Baskara, 2023; Zhang et al., 2023b). Furthermore, Liu et al. (2024) and Guo and Wang (2023) have expressed concerns regarding the lack of consistency in the quality of the feedback. This inconsistency may hinder the learning process and provide unreliable assistance in writing tasks, where consistent and structured feedback is essential for continuous learning.

Moreover, researchers have raised concerns about academic integrity and the authenticity of student learning. They have emphasized that there should be a requirement for explicit guidelines and ethical considerations to be established for both teachers and students (Yan, 2023; Barrot, 2023). Additionally, they pointed out that students

who have access to ChatGPT might outperform those who still depend on traditional methods of writing, and that creates discrepancies in students' evaluations and raises concerns about educational equity.

## 5. Discussion

The findings reveal that ChatGPT can support EFL/ESL learners as well as instructors in various aspects and stages of the writing process. Regarding EFL/ESL learners, ChatGPT can assist them in developing ideas, outlining, and refining sentence structure, vocabulary, content, organization, and coherence to enhance their knowledge of the language. It also helps in the editing process, as it has been approved to effectively address surface-level errors. This is related to the findings of Tlili et al. (2023), which highlighted ChatGPT's capabilities in assisting students in brainstorming writing ideas, creating outlines, improving vocabulary and grammatical competencies, and learning various writing styles. The findings also show that ChatGPT is portrayed as a personal tutor and learning partner in EFL/ESL writing, in which it provides personalized learning experiences as well as extensive exposure to writing practice, which eventually motivates self-regulation and fosters autonomy and confidence in EFL/ESL writing learning (Wei, 2023; Zou & Huang, 2023a). This is similar to the findings of Ali et al. (2023), in which ChatGPT has been found to boost students' interest and engagement in EFL writing activities. Thus, learners can benefit from ChatGPT to alleviate EFL/ESL writing challenges, which have been documented to be raised by different factors such as a lack of resources and limited writing practice opportunities (Aldabbus & Almansouri, 2022; Selvaraj & Aziz, 2019).

Regarding EFL/ESL teachers, the findings indicate that ChatGPT can help them develop content to support lesson preparation, create writing activities, provide prompt feedback, and assess writing tasks. Scholars have emphasized the importance of personalized and prompt feedback in developing writing skills for EFL/ESL learners in that it helps through the "zone of proximal development" (Vygotsky, 1978). Therefore, Ferris and Hedgcock (2014), Ahmed (2019), and Sasmita and Setyowati (2021) emphasized the necessity for EFL/ESL instructors to provide extra writing sessions, which is a challenging task for most instructors. This difficulty can be mitigated by integrating ChatGPT, which can reduce the workload of writing instructors and serve as a personal tutor to improve EFL/ESL students' writing skills. In short, the results demonstrate that ChatGPT can provide customized and prompt feedback, which is fundamental to improving writing skills as well as boosting learners' confidence (Ali et al., 2023; Ferris & Hedgcock, 2014).

The findings also indicate that ChatGPT is not without challenges. It might hinder EFL/ESL writing development due to learners' heavy dependency on it to complete the writing tasks, which may eventually lead them to lose interest in learning and demotivate them to actively engage in the writing process. This is related to the findings of Harunasari (2023) and Irzawati et al. (2024), in which they reported that EFL/ESL learners may rely too heavily on ChatGPT, which may impair their creativity and critical thinking skills. Moreover, the findings show that EFL/ESL learners' overdependency raises concerns about the academic integrity and originality of their writing. This has been a major concern in academia. Scholars including Eke (2023) and Halaweh (2023) have advocated for educational institutions to establish explicit ethical guidelines and conduct training sessions for instructors as well as learners to optimize the advantages of ChatGPT while maintaining the integrity of ethical standards. Another challenge is related to educational equity, where students using ChatGPT may get better results compared to those relying on conventional writing approaches, leading to disparities in students' assessments.

Regarding challenges related to feedback, ChatGPT has limited ability to detect in-depth error analysis. The results also indicate that EFL/ESL students may struggle to comprehend and implement feedback because of language barriers. Additionally, the findings show that the feedback and content generated by ChatGPT vary in quality, which may hinder learners' ability to rely on such tools for consistent improvement. These findings are in line with Carlson et al. (2023), suggesting that feedback generated by ChatGPT is overly long or difficult for students, resulting in reduced motivation and engagement. Therefore, Carlson et al. (2023) highlighted the importance of instructors not relying exclusively on ChatGPT but utilizing it as a supplementary tool. They also recommended providing students with opportunities to schedule meetings to address challenges and receive further support as necessary.

In short, despite the challenges and limitations, the results indicate that ChatGPT has significant potential for EFL/ESL writing instruction. The findings offer important implications for educators, policymakers, and academics to efficiently use ChatGPT in EFL/ESL writing instruction. Educators can optimize writing instruction by integrating ChatGPT into writing activities to improve learning outcomes. This integration also fosters a supportive learning environment that encourages student engagement and autonomy in writing while also catering to individual student needs, hence facilitating a personalized learning experience. Furthermore, in order to maximize the advantages of ChatGPT, policymakers should clearly define and create precise ethical guidelines.

This would enable educators and learners to incorporate ChatGPT while adhering to ethical standards. Finally, academics can benefit from the results' practical significance by developing better knowledge of the relationship between AI technology and EFL/ESL writing instruction. The findings add to the scientific discourse on language learning and educational technology integration.

## 6. Conclusion

This systematic review aims to explore the advantages and challenges of ChatGPT in the context of EFL/ESL writing. The findings indicate that ChatGPT has tremendous potential for EFL/ESL writing instructions. EFL/ESL learners can benefit from its assistance to improve their writing proficiency, as it is capable of providing tailored assistance based on their needs. It can efficiently provide feedback on a surface level as well as offer automated evaluation and support for revision, which will benefit teachers and reduce their workload. However, even though the feedback provided by ChatGPT has been found beneficial, it failed to recognize deep-level errors and might provide complex feedback that is difficult for EFL/ESL learners to comprehend and implement. The results also found that EFL/ESL learners might overrely on ChatGPT, which might result in demotivation, learning loss, plagiarism, and a violation of academic integrity.

Although ChatGPT has limitations, its significant advantages in the EFL/ESL writing setting for both teachers and students are undeniable. Therefore, it is crucial for academic stakeholders and policymakers to clearly define the ethical use of ChatGPT and establish explicit policies to reduce its challenges, rather than banning it in academia. In order to utilize AI tools such as ChatGPT to their utmost potential and incorporate them into instructional activities, it is imperative that both teachers and learners possess digital literacy and receive appropriate training. Additionally, in order to optimize the capabilities of ChatGPT, it is critical to inform them of its constraints.

Even though this systematic review provides valuable insights into the advantages and challenges of ChatGPT in EFL/ESL writing instruction, it has some limitations. This paper includes only research and review articles that are accessible in three databases. As a result, the amount of examination may differ, thus jeopardizing the generalizability of the current findings. Furthermore, the dynamic nature and rapid advancement of AI technology may influence the generalizability of the results, and the existing literature may not accurately reflect the most recent advances. Hence, it is crucial to take into account these limitations.

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