Students' Perceptions and Experiences of ChatGPT-Assisted Writing in EFL Contexts: A Literature Review

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Abstract

The development of artificial intelligence (AI) technology, particularly ChatGPT, has a significant impact on English as a Foreign Language (EFL) learning. The method used in this research is a Systematic Literature Review (SLR) that employs the Publish or Perish application to search for articles related to the topic discussing the perceptions and experiences of EFL students in using ChatGPT as a writing aid from 2019-2024 through the Scopus and Google Scholar scientific databases. Filtering articles according to the relevant topic was done using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method. The result yielded 15 related articles, which provided various student perceptions regarding their experiences in writing articles with the help of ChatGPT. In general, students consider ChatGPT to be an effective and flexible tool in improving writing quality, enriching vocabulary, correcting sentence structure, and providing instant feedback that supports independent learning. However, the challenges that arise include technological dependence, a decline in critical thinking skills, concerns about plagiarism, as well as a lack of digital literacy and ethical guidelines. This article also highlights the importance of the teacher's role in guiding the use of AI to ensure that the learning process remains meaningful and ethical. The results of this review are expected to serve as a basis for designing language learning strategies that are adaptive to technological developments. Moreover, there is still limited research specifically investigating the use of ChatGPT by EFL students in various aspects of the academic writing process, such as planning, idea development, revision, and self-reflection, both in and out of school. Therefore, further research is needed.

Introduction

In the past ten years, artificial intelligence (AI) has made significant progress in various fields, including education. The use of artificial intelligence (AI) in education aims to make educational resources smarter, more effective, and optimized to achieve curriculum goals. The purpose of creating AI is to develop machines that can mimic human intelligence (Asadi et al., 2025; Dogan et al., 2023). AI has the ability to analyze large amounts of data to identify student learning patterns, evaluate their performance, and provide insights to teachers while adhering to ethical data mining standards (Bahroun et al., 2023; Chiu, 2024; Jauhiainen & Garagorry Guerra, 2024).

The application of artificial intelligence (AI) in the field of education has changed the perspective on language learning and teaching, especially in the area of writing instruction (Han & Mimi Li, 2024). The integration of artificial intelligence (AI) into education also presents many challenges because it can disrupt creativity and critical thinking, and there are also concerns about biased AI algorithms and the potential loss of originality in students' work (Alghamdy, 2023). Therefore, it is very important to integrate AI carefully, ensuring that AI is merely a complement or substitute for traditional teaching methods.

Educators should help students evaluate and integrate AI feedback into their writing process (Al Fraidan, 2025). The emergence of large-scale generative AI language models such as Chat Generative Pre-Trained Transformer (ChatGPT), developed by OpenAI, is one of the most significant advancements. ChatGPT was introduced in November 2022 as an open Artificial Intelligence (AI) tool that can be used to facilitate the process of starting conversations (Chukwuere, 2023; Rawas, 2024). In just 1 week, ChatGPT immediately gained 1 million users who registered to access its usage (Cox & Tzoc, 2023).

ChatGPT helps with natural language understanding by generating text responses that resemble human-like responses (Cheung et al., 2023; Johnson et al., 2024). ChatGPT has evolved into an excellent replacement for Google or Wikipedia, reducing the need for multiple websites. Allowing for clear explanations and easy-to-understand responses to questions, it is essential for effective communication (Baig & Yadegaridehkordi, 2024; Ding et al., 2023).

In the context of education, more than 90% of students in some surveys reported having used ChatGPT to help with academic tasks, especially in writing essays, finding references, or analyzing texts. In the higher education sector, a report from UNESCO (2024) shows that more than 60% of global educational

institutions are evaluating or have integrated AI technologies such as ChatGPT into the teaching-learning process.

Based on a transformer architecture and trained with millions of natural language data, ChatGPT is able to generate coherent, grammatical and contextually relevant text in a variety of styles and topics. In addition, ChatGPT can maintain the context of a conversation, which allows it to leverage previous exchanges to inform subsequent interactions and respond to users' requests for modification or clarification of their speech. This iterative training and refinement process also enhances ChatGPT's ability to understand natural language, process very long inputs, and link conversations (Adamopoulou & Moussiades, 2020; Floridi, 2023; Su et al., 2023).

ChatGPT can customize learning materials and pace to individual skills and progress (Baidoo-anu & Ansah, 2023), thus providing a balance between challenge and skill. ChatGPT can provide learners with clear learning objectives and generate appropriate learning materials (Kohnke et al., 2023). Sometimes, however, there are small mistakes that ChatGPT makes due to lack of context and limited data that can lead to incorrect or inappropriate responses. For example, because it hasn't been trained using data up to 2021, ChatGPT doesn't know much about events that happen after 2021 (Hamamra et al., 2024). The negative effects of using ChatGPT are inevitable. According to (Karataş, et al., 2024) stated that students have different attitudes towards the use of ChatGPT, and (Niloy, et al., 2023) found that the use of ChatGPT has a negative impact on students' writing ability (Shi et al., 2025).

The use of ChatGPT tools is becoming increasingly important in scientific writing (Golan et al., 2023). Whether we like it or not, the fact is that many others use ChatGPT to produce many manuscripts nowadays. Instead of rejecting it or wasting time blaming it, it is better to use this powerful tool as a writing assistant ethically. It will help you be more productive and better at your job (Esmaeil et al., 2023). In the context of English as a Foreign Language (EFL) teaching, ChatGPT has great potential to help learners' writing skills. Currently, many studies and experiences have shown that ChatGPT is very effective in various natural language-related tasks, such as translation, answering questions, summarizing, writing good essays, and computer programming (Vázquez-Cano et al., 2023).

As ChatGPT is increasingly used for writing-related tasks, a better understanding and assessment of the similarities and differences between AI-generated text and human-written text is needed. This assessment is also needed to determine how the use of AI as an educational tool can improve students' academic writing skills (Tudino & Qin, 2024). Such capabilities of chatGPT are easy to use and effective, saving time and effort for both learners and educators (Gayed et al., 2022; Jeanjaroonsri, 2023; Zhao, 2023).

ChatGPT is also useful for EFL learners who are deficient in English. Learners can quickly improve their writing skills with the help and feedback of this tool (Marzuki et al., 2023). ChatGPT can offer a variety of logic learning strategies and encourage learners' ability to analyze the logic of original writing by breaking down the writing from the necessary perspectives and providing relevant comments (Kohnke et al., 2023). In addition, ChatGPT can respond to learners' efforts in making logical connections by providing personalized comments and suggestions on learners' output. In this way, ChatGPT can offer various logic learning strategies and promote the development of logic knowledge and quality in English writing (Zhang et al., 2025).

Writing in English is a complex skill that requires linguistic skills, rhetorical strategies, and critical thinking processes. Providing formative feedback to learners during the writing process is an important teaching practice to help learners improve their writing as well as explaining to learners what quality performance looks like and how to achieve it, formative feedback directs learners to take productive action or improve specific writing skills (Steiss et al., 2024). For EFL learners in China, writing is a very important skill. For example, excellent writing skills are necessary in pursuing academic qualifications at university.

The ability to write well can express oneself accurately and precisely determine a learner's performance in university (Liu et al., 2024). EFL learners often have difficulty when writing due to issues such as limited vocabulary, complex grammatical structures, and difficulty organizing ideas logically. ChatGPT can serve as a writing tool in these situations, helping learners create an outline, providing appropriate vocabulary suggestions, and even modeling texts appropriate to a particular genre and context. However, in the research conducted (Yan, 2023), found that students were more concerned about AI's threats to academic equity and academic integrity than AI's benefits. These interesting results may be due to the short duration of the study and the teacher's emphasis on academic integrity.

Although ChatGPT can impact writing in informal, professional and academic contexts, there has been little empirical research so far showing how learners actually use it to support their writing learning (Wang et al., 2024). Nevertheless, the use of ChatGPT in learning to write is not free from many epistemological, pedagogical, and ethical problems. On the contrary, many learners say that they can create better texts and better understand discourse structures with the help of this technology. Conversely, in the era of artificial intelligence-based learning, concerns about plagiarism, authenticity of writing, and possible dependence on technology are increasing (Yin et al., 2023).

The line between legitimate assistance and violation of academic integrity is becoming increasingly blurred, especially when learners are unable to distinguish between creatively crafted and machine-generated ideas. It is crucial to look at how learners view ChatGPT and how it is used in EFL to understand the impact and role of this technology in the development of writing skills. Learners' experiences show how this technology is used in the real world and how it affects learning processes and outcomes. The study of these two components can provide a conceptual and empirical foundation for the creation of technology-based, moral, and learner-oriented education for the 21st century.

The purpose of this literature review is to examine and synthesize empirical results on learners' perceptions and experiences when using ChatGPT as an EFL writing aid. The main focus of this review is to discover the main themes that emerge in the literature, assess the reported benefits and difficulties, and find any unmet research gaps. In addition, this review will address the pedagogical and ethical ramifications of applying generative artificial intelligence technologies in foreign language learning.

Thus, it is expected that this study will make theoretical and practical contributions to building language learning strategies that are responsive and adaptive to current technological advances. In addition, this literature review is necessary because there is a surge in the use of AI among learners so that a critical evaluation of its impact is needed to address this, then the absence of clear ethical guidelines in the use of AI for academic activities, the lack of local and contextual studies, and the role of teachers in guiding the ethical and pedagogical use of AI technology needs to be done.

Method

This study uses Literature Review (SLR) as a research method, starting with finding a problem to discuss. And in this research, the topic to be discussed is about learners' perceptions and experiences of ChatGPT-assisted writing in an EFL context. The first step is to select relevant literature that discusses the topic, with specific boundaries according to predetermined conditions. The search for journal literature in this study used the help of the Publish or Perish (PoP) application. If the literature has been collected, the next step is to identify the details of some of the literature to get information related to the topic being sought.

The first step was to determine the theme to be studied. The theme of this research was "Students' Perceptions and Experiences of ChatGPT-assisted Writing in EFL Contexts" as the topic to be used in the research. Literature study data collection was carried out by searching for scopus articles through the Publish or Perish (PoP) application using the keyword "Students' Perceptions and Experiences of ChatGPT-Assisted Writing in EFL Contexts". Articles were limited to

200 articles from 2019 to 2024.

To screen the collected articles, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method was used. After initial screening of similar articles (n=181), 149 suitable articles were found based on the title and abstract of the article. Then excluded articles that did not match the research topic and also articles in the form of thesis reports / final assignments / theses to 25 articles. Furthermore, from 25 articles, 18 articles were excluded again because 7 articles were not in the scope of EFL learners. From the 18 articles, 15 articles were selected to be reviewed, analyzed, and reviewed in detail and related to the theme under study. The following is a chart of the steps taken in conducting a literature study through PoP.
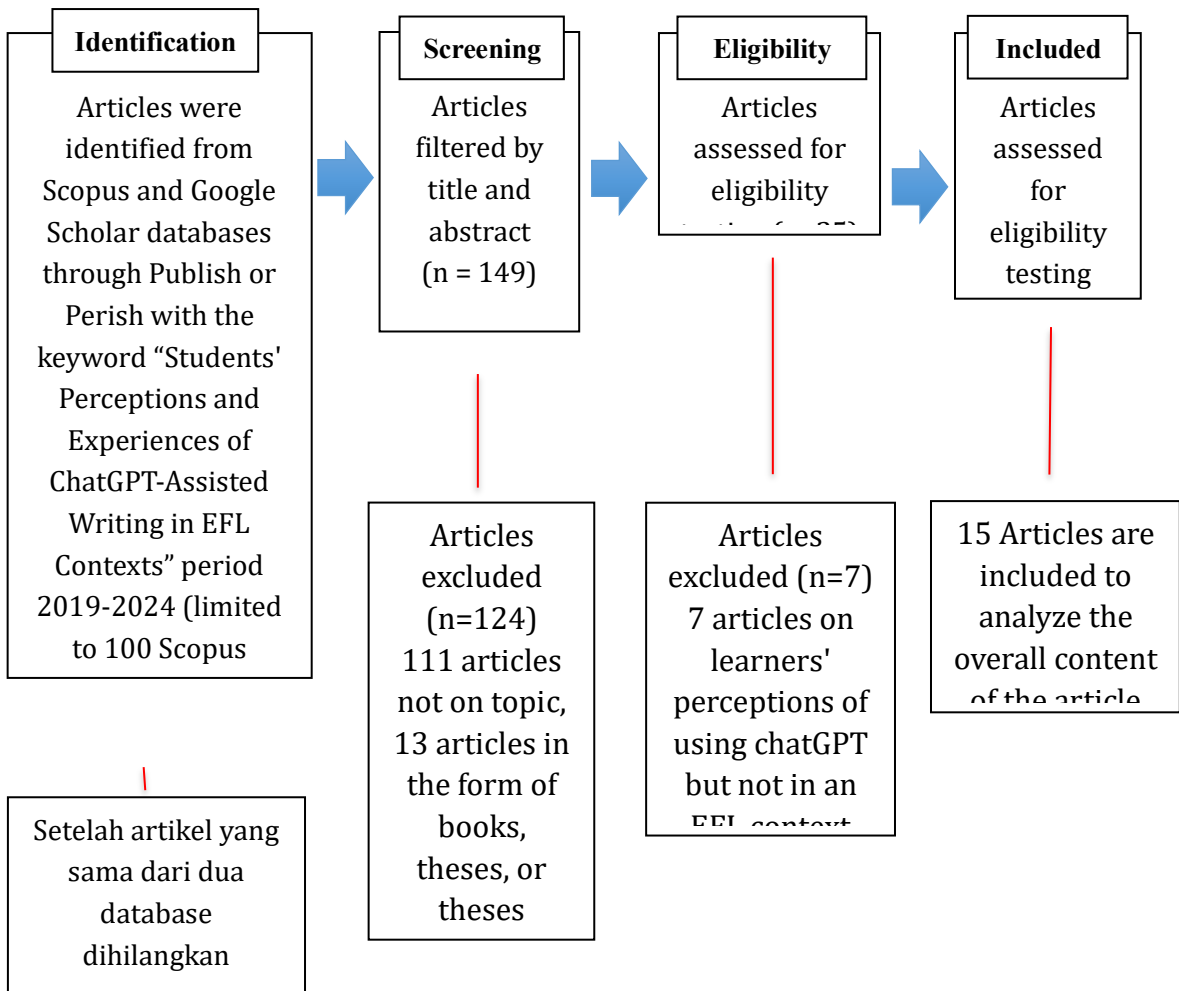

Identification

Articles were identified from Scopus and Google Scholar databases through Publish or Perish with the keyword "Students' Perceptions and Experiences of ChatGPT-Assisted Writing in EFL Contexts" period 2019-2024 (limited to 100 Scopus

Setelah artikel yang sama dari dua database dihilangkan

Screening

Articles filtered by title and abstract (n = 149)

Articles excluded (n=124) 111 articles not on topic, 13 articles in the form of books, theses, or theses

Eligibility

Articles assessed for eligibility

Articles excluded (n=7) 7 articles on learners' perceptions of using chatGPT but not in an EFL context

Included

Articles assessed for eligibility testing

15 Articles are included to analyze the overall content of the article

Figure 1. Flowchart of the Article Screening Process in the Systematic Literature Review Stage (n = number of articles) (Musdary Et Al., 2021).

Results

Screening using the PRISMA method yielded 15 journal articles related to the topic of learners' perceptions and experiences of chatGPT-assisted writing in EFL contexts.

Table 1. Learners' Perceptions and Experiences of Chatgpt-assisted Writing in EFL Contexts

Penulis/Tahun	Judul	Tujuan	Hasil
Junifer Leal Bucol and Napattanissa Sangkawong / 2024	Exploring ChatGPT as a Writing Assessment Tool	Examines how English language learners perceive the use of ChatGPT as an aid in writing and assess their own writing, and how this technology affects their learning process and attitudes towards writing	Students see ChatGPT in a different way. Although they find it easy and quick, they realize that it may threaten their learning and academic autonomy in the long run. They also realize that ChatGPT is better used as an auxiliary tool rather than as a substitute for teachers or independent thinking processes
Indah Werdiningsih, Marzuki, dan Diyenti Rusdin / 2024	Balancing AI and Authenticity: EFL Students' Experiences with ChatGPT in Academic Writing	Explore EFL learners' experiences and strategies in using ChatGPT as an aid in writing academic essays, as well as the challenges they face regarding authenticity in the AI era.	The benefits of ChatGPT are clear in helping EFL learners write better, but judicious use is essential and ethical guidelines, training for lecturers and learners, and the development of AI that is more sensitive to cultural context and individual expression are needed.
Maha B. Alghasab / 2025	English as a Foreign Language (EFL) Secondary School Students' Use of Artificial Intelligent (AI) Tools for Developing	Exploring Kuwaiti secondary school students' practices and perceptions towards the use of artificial intelligence (AI)-based writing tools in developing English as a foreign	Although AI writing tools (Google Translate, Grammarly, and ChatGPT) directly improve text quality, their effect on long-term writing skill development is questionable. To produce independent and critical writers, a wise teaching approach should combine AI

	Writing Skills: Unveiling Practices and Perceptions	language (EFL) writing skill.	support and active learning.
Atsushi Mizumoto, Sachiko Yasuda, and Yu Tamura / 2024	Identifying ChatGPT-generated texts in EFL students' writing: Through comparative analysis of linguistic fingerprints	Examines whether essays written by EFL (English as a Foreign Language) learners can be distinguished from essays created by ChatGPT and uses linguistic analysis and machine learning approaches to identify the distinctive characteristics of AI vs. human writing.	ChatGPT produced more technically "neat" writing, but tended to be neutral, without personal expression, human essays were more varied, reflective, and expressive, with more discourse modalities and connectors, and AI detectors were not reliable enough, and linguistic feature-based detection proved more accurate.
Petra Polakova and Petra Ivenz / 2024	The impact of ChatGPT feedback on the development of EFL students' writing skills	Analyzing the effectiveness of ChatGPT feedback in improving the writing skills of Generation Z EFL (English as a Foreign Language) learners, as well as evaluating their subjective experience of using this AI in a foreign language learning context.	ChatGPT is proven to be effective in improving EFL learners' writing skills based on their own data and perceptions. In addition, ChatGPT serves as a flexible, responsive and individualized learning companion, which encourages learners to learn on their own and think critically. However, educator supervision is necessary to avoid dependency and possible plagiarism.
Cansel Kıvrak / 2024	Exploring Different Proficiency Level EFL Students' Perceptions of Using ChatGPT	Describes how A1 and B1 level EFL (English as a Foreign Language) learners in Turkey utilize ChatGPT as a supplementary tool	ChatGPT is a great tool to help with L2 writing, but its benefits depend on the learner's proficiency level. More advanced learners benefit from advanced features such as structure and coherence,

	as a Complementary Tool in Writing Classes	in L2 writing classes, and analyzes the differences in perception and usage based on language proficiency level	whereas novice learners need teacher support to understand and make full use of AI feedback
Algrin Hayadi, Dedi Sofyan, Syafryadin / 2025	EFL Students' Perceptions Toward ChatGPT as a Writing Instrument	Exploring EFL learners' perceptions of using ChatGPT as a writing aid, as well as identifying the benefits and challenges they experience during use	Students have a positive perception of ChatGPT for its contribution to improving writing skills. However, care needs to be taken to avoid dependency and decreased independence of thought
Awatif Alshammri / 2024	ChatGPT in English writing: Experiences and perceptions of Saudi EFL students	Exploring the experiences and perceptions of EFL learners in Saudi Arabia towards the use of ChatGPT in English writing tasks, particularly regarding the benefits, challenges and ethical implications of its use	ChatGPT is a great help for EFL learners writing English. However, there needs to be teacher supervision, ethical policies, and learner awareness of the dangers. This study enhances the understanding of the role of ChatGPT in language learning, especially in Saudi Arabia
Andrew Richards and Stuart Jones / 2024	Student Perceptions of ChatGPT in Mandatory EFL Writing Classes at a Korean University: A Case Study	Explores learners' perceptions of the usefulness of ChatGPT in a compulsory English writing (EFL) class at a Korean university, as well as comparisons with	Students appreciate the role of ChatGPT as a supplement in EFL writing, especially in vocabulary and grammar. As the element of hands-on learning experience and human interaction is considered very important, face-to-face EFL classes are still

		traditional learning methods and views on the future of such classes in the ChatGPT era	very much needed. It is recommended that ChatGPT be integrated in a limited way as an optional aid rather than a substitute for conventional teaching
Waad Aljohani / 2024	ChatGPT for EFL: Usage and Perceptions among BA and MA Students	Examines how undergraduate (BA) and postgraduate (MA) EFL (English as a Foreign Language) students in Saudi Arabia use and perceive ChatGPT in English language learning, and evaluates its impact on language skills and learning independence	ChatGPT is a flexible and useful language learning tool that supports undergraduate and postgraduate learners. As such, it has great potential to support independent learning and academic literacy; however, ethics and risks of dependency should be considered when using it
Abdul Syahid, Rizki Novia Darma, Ahmad Basahil, Ayu Putriana Lestari, Fatma, dan Rini Listiya Ningrum / 2024	The Student's Perception of Using ChatGPT for EFL Students	Assessing English language education learners' perceptions of the use of ChatGPT as a learning tool in an English as a Foreign Language (EFL) context, specifically in terms of benefits, challenges, and influence on academic performance	ChatGPT is considered a helpful tool in EFL education to improve critical thinking, problem-solving and language skills. However, the application of this technology should be done carefully, taking into account academic ethics and supervision of its use. These results are crucial to serve as a basis for policies governing the use of AI in higher education institutions
Peter Launonen, Ekaterina Talalakina, dan Galyna Dubova /	Students' Perceptions of Using ChatGPT for Academic Writing in English: Insights	Explores students' use and perceptions of ChatGPT as a tool in English academic writing, with a focus on effectiveness,	ChatGPT is considered helpful and easy to use by most students. However, for reasons of ethics, necessity, and understanding, few people still use it. Therefore, training on

2024	from a Finnish University	usability, and reasons for use or non-use	the use of AI should be incorporated into teaching academic writing morally. Further studies are also needed to understand the differences in perceptions across faculties and countries
Arsen Nahum Pasaribu, Sondang Manik, Tiara Kristina Pasaribu, Ruth Olga Sibagariang, & Yohana Insani Saragih / 2025	EFL Students' Perception of Ethical Concerns on Using ChatGPT in Academic Writing	Exploring EFL learners' perceptions of ethical issues in the use of ChatGPT for academic writing, including concerns about plagiarism, academic integrity, over-reliance, bias, and lack of clear guidelines	Most students are aware of the ethical issues with using ChatGPT while writing school assignments. Digital ethics education is necessary, and clear institutional guidelines on the use of artificial intelligence in academia are also indispensable. To maintain academic integrity and prevent ethical violations, the use of ChatGPT should be supervised and directed
Uswatun Hasanah and Ivan Achmad Nurcholis / 2024	English Education Students' Perception of the Use of ChatGPT in Writing Article	Knowing the perceptions of English Education students towards the use of ChatGPT in writing scientific articles, especially among 7th semester graduates who have published articles.	Students have a positive perception of using ChatGPT as a tool for writing scientific articles. ChatGPT is considered to simplify the writing process, speed up work, and increase technological awareness. However, some people who answered were still not fully convinced of its benefits or were not used to using it properly
Zamzam Bibi and Aqsa Atta / 2024	The Role of ChatGPT as an AI English Writing Assistant: A Study of Students' Perceptions,	Researching learners' perceptions, experiences, and satisfaction levels in using ChatGPT as an English writing assistant, and	Students have a positive perception of ChatGPT as an English writing assistant as it enhances their creativity, productivity and writing quality. However, training and moral guidelines are needed to avoid dependency and

Experiences, and Satisfaction Level	evaluating its role in improving EFL (English as a Foreign Language) learners' writing skills.	optimize the academic benefits of AI technology

The results of the analysis provided an overview of some of the learners' perceptions and experiences of chatGPT-assisted writing in EFL contexts.

Pedagogical Benefits of ChatGPT

A total of 13 out of 15 studies (87%) showed positive perceptions towards the use of ChatGPT in academic writing. The main benefits include improved writing structure and coherence. In addition, ChatGPT proved to be effective in improving EFL learners' writing skills based on their own data and perceptions. ChatGPT also serves as a flexible, responsive and individualized learning companion, which encourages learners to self-learn and think critically. However, teacher supervision is required to avoid dependency and possible plagiarism (Polakova & Ivenz, 2024). Other benefits according to (Syahid et al., 2023) is for vocabulary enrichment and automatic grammar correction. ChatGPT is also considered a helpful tool in EFL education to improve critical thinking, problem-solving and language skills.

However, the application of this technology should be done carefully, taking into account academic ethics and supervision of its use. These results are essential to serve as a basis for policies governing the use of AI in higher education institutions. Then chatGPT can also produce more technically "presentable" writing, but it tends to be neutral, impersonal, less varied, reflective, and expressive, with more discourse modalities and connectors, and the AI detectors are not reliable enough (compared to linguistic feature-based detection which proved more accurate) (Mizumoto et al., 2024).

ChatGPT is considered a good tool to help with L2 writing, but its benefits depend on the learner's proficiency level. More advanced learners benefit from advanced features such as structure and coherence, whereas novice learners need teacher support to understand and fully utilize AI feedback (Kivrak, 2024). Although AI writing tools (Google Translate, Grammarly, and ChatGPT) directly improve text quality, their effect on long-term writing skill development is questionable. To produce independent and critical writers, a wise teaching approach should combine AI support and active learning (Alghasab, 2025).

Challenges and Concerns

Half of the studies (8 out of 15 or 53%) explicitly highlighted the key challenge of over-dependence (Hayadi et al., 2025), risk of plagiarism and academic integrity violations (Pasaribu et al., 2025), decreased critical thinking skills (Bucol & Sangkawong, 2024), lack of understanding of ethical use of technology (Launonen & Talalakina, 2024). ChatGPT is often perceived as producing texts that are "too perfect" and causing students to no longer develop ideas independently.

Based on research (Hayadi et al., 2025), students have a positive perception of ChatGPT because of its contribution to improving writing skills. However, care needs to be taken to avoid dependency and decreased independence of thought. The benefits of ChatGPT are clear in helping EFL learners write better, but judicious use is essential and ethical guidelines, training for lecturers and learners, and the development of AI that is more sensitive to cultural context and individual expression are needed (Werdiningsih et al., 2024).

In Saudi Arabia, research on undergraduate (BA) and postgraduate (MA) EFL learners using and viewing ChatGPT for English language learning, and evaluating its impact on language skills and learning independence. The results were similar to others in that ChatGPT is quite flexible and useful in supporting undergraduate and postgraduate learners. Thus, AI has great potential to support learning independence and academic literacy. However, ethics and the risk of dependency should be considered when using it (Aljohani, 2024).

(Pasaribu et al., 2025) also conducted a study on EFL learners in Indonesia especially university students in Medan City regarding concerns about plagiarism, academic integrity, over-reliance, bias, and lack of clear guidelines when using ChatGPT in article writing. The results stated that most learners were aware of the ethical issues with using ChatGPT when writing assignments. Digital ethics education is indispensable, and clear institutional guidelines on the use of artificial intelligence in academia are also indispensable.

To maintain academic integrity and prevent ethical violations, the use of ChatGPT should be supervised and directed. (Bucol & Sangkawong, 2024) conducted a similar study in Thailand with students at a university in Thailand. According to them, students see ChatGPT in a different way. Although they found it easy and fast, they realized that it could threaten their learning and academic autonomy in the long run. They also realized that ChatGPT is better used as an auxiliary tool rather than as a substitute for teachers or independent thought process.

Meanwhile, (Launonen & Talalakina, 2024) conducted the same research at Finnish University and found that ChatGPT was considered helpful and easy to use by most students. However, for reasons of ethics, necessity, and understanding, there are still few people using it. Therefore, training on the use of AI should be

incorporated into the teaching of academic writing morally. Further studies are also needed to understand the differences in perceptions across faculties and countries.

(Khoso et al., 2023) also mentioned some common problems that learners face when using ChatGPT, such as over-dependence and distraction, information quality, unethical use and plagiarism, privacy, and security issues need to be addressed. This confirms that the role of teachers is still needed in supervision in using this technology. Teachers should be equipped with the ability to understand AI and encouraged to guide the use of AI wisely. This can be done by creating special classes that study AI technology in theory and practice so that teachers can still monitor and supervise their students directly. The goal of integrating activities involving ChatGPT and similar AI tools into the classroom is to provide learners with a basic understanding of how to utilize these technologies in the areas of reading, analyzing, and writing.

The goal of integration is to not only improve learners' critical evaluation skills but allow them to check and compare their work with the results produced by artificial intelligence but also build the ability to use these tools for more than functional knowledge. The purpose of this activity is to prepare learners for a future where artificial intelligence may become part of the world of work and education. This means they must be prepared to make informed, moral and practical decisions about the use of artificial intelligence. (Youn et al., 2024).

Contextual and Cultural Factors

Cultural context greatly influences the way ChatGPT is used. In countries with a collective culture and strong teacher control such as Korea and Saudi Arabia, ChatGPT is seen as a tool that needs strict guidance from the teacher (Richards & Jones, 2024; Alshammri, 2024). According to (Richards & Jones, 2024), learners appreciate ChatGPT's role as a supplement in EFL writing, especially in vocabulary and grammar. As the element of hands-on learning experience and human interaction is considered very important, face-to-face EFL classes are still very much needed.

It is recommended that ChatGPT be integrated in a limited way as an optional aid rather than a substitute for conventional teaching. Awatif Alshammri also conducted a similar study with five students majoring in English at Hail University, reflecting the cultural context in Saudi Arabia, where gender segregation is prevalent in educational institutions. It was found that ChatGPT was very helpful for EFL learners writing English. However, there is a need for teacher supervision, ethical policies, and learner awareness of the dangers of excessive unsupervised use of ChatGPT. This study enhances the understanding of the role of ChatGPT in language learning, especially in Saudi Arabia (Alshammri, 2024).

In countries with egalitarian academic cultures such as Finland, ethical discourse is more prominent, and the use of more cautious (Launonen & Talalakina, 2024). In Indonesia, perceptions tend to be pragmatic: ChatGPT is seen as a tool for efficiency and accelerated writing, although it is still not accompanied by a mature understanding of ethics (Syahid et al., 2023; Hasanah & Nurcholis, 2024). According to (Syahid et al., 2023) chatGPT is considered a helpful tool in EFL education to improve critical thinking, problem-solving and language skills.

However, the application of this technology should be done carefully, taking into account academic ethics and supervision of its use. These results are crucial to serve as a basis for policies governing the use of AI in higher education institutions. Meanwhile, according to (Hasanah & Nurcholis, 2024) that students have a positive perception of the use of ChatGPT as a tool for writing scientific articles. ChatGPT is considered to facilitate the writing process, speed up work, and increase technological awareness. However, some people who answered were still not fully convinced of its benefits or were not used to using it properly.

Methodology Detail and Quality

Of the 15 studies analyzed in this review, 9 used the survey method as the primary method to collect data on students' perceptions and experiences when using ChatGPT. While the survey method allows for significant data collection from a wide population of respondents, most of these studies did not provide a detailed explanation of the validity and reliability of the instruments used. Only a minority of studies mentioned piloting or expert validation methods, and many studies only provided descriptive statistics without inferential tests or more in-depth correlational analysis.

One study (Mizumoto et al., 2024) stands out with its experimental design based on linguistic analysis and machine learning, which compares student-generated text with ChatGPT output objectively using linguistic features such as cohesion and modality. This study was the only one to use algorithm-based measurements with a large sample and empirical validity tests. Meanwhile, one other study (Bibi & Atta, 2024) adopted a mixed-methods approach, combining surveys and interviews to enrich understanding, but reporting on the integration of both data is limited.

These six studies overall add depth of understanding, but show variations in the quality of methodological reporting and analytical rigor. This disparity in the quality of methodological reporting suggests an urgent need for increased transparency, instrument validity and diversity of research approaches in studies examining the role of ChatGPT in language learning, particularly academic writing in EFL contexts.

Although various studies have shown that ChatGPT is helpful for EFL learners in improving their writing skills. However, most studies still focus on the general perception, functional effectiveness, or technical aspects of this technology. In contrast, few studies have comprehensively studied the dynamics of ChatGPT integration in a broader pedagogical context, including how students' learning experiences are shaped by the interactions between the instructor, the technology, and their learning environment.

In addition, most of the existing research focuses only on description, so there are not many studies that critically examine the local, pedagogical and cultural contexts. Most studies use descriptive and survey-based approaches with a limited number of respondents, without data triangulation or longitudinal analysis. The lack of experimental or mixed-method approaches limits the generalizability of the findings.

In addition, many studies do not explicitly explain how the reliability and validity of their instruments were tested, which casts doubt on the strength of their analysis. Not many studies address issues such as whether educational institutions are prepared, whether students know about academic ethics, and how teachers help guide the wise use of AI. In addition, there are still few studies that specifically investigate EFL students' use of ChatGPT in different aspects of the academic writing process, such as planning, idea development, revision, and self-reflection, both at the school level and beyond. Therefore, further research is needed. This research should look at the benefits of ChatGPT and how people use it as well as the ethical, psychosocial, and pedagogical implications of this technology in the context of foreign language learning.

Discussion

The results of the analysis of the 15 articles selected for analysis can be summarized in detail as in Table 2 below.

Table 2: Key Findings of the Analysis of Learners' Perceptions and Experiences of Chatgpt-assisted Writing in EFL Contexts

No	The authors (Years)	Country	Methods	Participants	Key findings
1	Bucol & Sangkawong (2024)	Thailand	Qualitative	23 students	Aids are efficient, but trigger autonomy concerns
2	Werdiningsih et al. (2024)	Indonesia	Qualitative	5 students	Need ethical guidance and

					contextual adaptation
3	Alghasab (2025)	Kuwait	Survey + Interview	69 students	AI aids text, but long-term effects questioned
4	Mizumoto et al. (2024)	Jepang	Linguistic experiment	140 students	AI is neater, humans are more expressive
5	Polakova & Ivenz (2024)	Slovakia	Survei + Analisis teks	45 students	Feedback improves writing quality
6	Kıvrak (2024)	Turkey	Qualitative	24 students A1–B1	B1 students are more effective in using ChatGPT
7	Hayadi et al. (2025)	Indonesia	Case study	5 students	Positive perception, but dependency alert
8	Alshammri (2024)	Saudi Arabia	Interview	5 students	Need ethical guidance and policies
9	Richards & Jones (2024)	South Korea	Survey	30 students	Most effective AI + face-to-face combination
10	Aljohani (2024)	Saudi Arabia	Survey	70 BA/MA	Supports independence, risks dependency
11	Syahid et al. (2024)	Indonesia	Survey	120 students	Improve critical thinking skills
12	Launonen et al. (2024)	Finlandia	Interview	17 students	High ethics, limited usage
13	Pasaribu et al. (2025)	Indonesia	Survey	101 students	Need institutional guidelines & digital ethics
14	Hasanah & Nurcholis (2024)	Indonesia	Survey	30 students	Speed up the writing process, but not used to it
15	Bibi & Atta (2024)	Pakistan	Survey + Interview	60 students	High level of satisfaction, need moral guideline

A review of 15 studies showed that the majority of EFL students had positive perceptions of ChatGPT as an aid in academic writing. ChatGPT was found to be helpful in improving writing structure, enriching vocabulary, providing instant feedback, and encouraging independent learning. However, these benefits are not free from the risks of dependency, degradation of critical thinking, and potential violation of academic integrity.

These findings suggest that ChatGPT is not a substitute for teachers, but rather a digital partner that needs appropriate pedagogical and ethical assistance. Theoretical frameworks such as Vygotsky's sociocultural theory and self-regulated learning (Zimmerman, 2000) are highly relevant to understanding this phenomenon. ChatGPT can be understood as a "mediation tool" within the zone of proximal development (ZPD) that helps students develop writing skills through digital scaffolding. In the context of learning autonomy, ChatGPT can be a trigger for self-reflection, if used in the right context.

Thematic analysis shows that cultural factors and institutional structures strongly influence the way students and teachers use ChatGPT. In countries with high academic hierarchy (e.g. Saudi Arabia, Korea), ChatGPT use is still dependent on teacher guidance and based on strict ethical considerations. In developing countries like Indonesia and Pakistan, the motivation for use is more pragmatic: speeding up tasks, reducing the burden of manual writing. In egalitarian developed countries like Finland, there is more critical and cautious discourse towards the ethical and reflective use of AI. The implication is that a one-size-fits-all approach cannot be applied.

Guidelines and curricula should be contextualized according to the cultural norms and digital readiness of the institution. The integration of ChatGPT in EFL education should be done pedagogically, ethically, and strategically, with steps such as adding AI literacy and academic ethics modules in the writing curriculum, designing human vs. AI comparison tasks to enable students to differentiate and evaluate the quality of writing, encouraging reflective writing practices, such as keeping a "learning journal" of how students use and assess input from ChatGPT, involving teachers as facilitators, not just evaluators, in the technology integration process. The findings show that students' perceptions of ChatGPT are not static.

Initially, many learners were amazed and helped by the capabilities of ChatGPT, but over time and with increased awareness of issues of plagiarism, ethics and critical thinking qualities, perceptions became more cautious. This shows the importance of providing an open dialog space for students to reflect on their experiences periodically. Some studies suggest that ChatGPT helps to enhance creativity (Bibi & Atta, 2024), while other studies (Niloy et al., 2023) found that the use of ChatGPT actually decreased creative writing ability. This difference could be

due to differences in task type (narrative vs. academic), variations in participants' EFL proficiency levels, as well as the lack of control over how ChatGPT was used.

This suggests that the impact of ChatGPT is highly contextualized, and needs appropriate monitoring and framing. The results of the studies reviewed show that EFL learners' perceptions and experiences of using ChatGPT in writing activities are diverse and complex, influenced by factors such as linguistic background, language proficiency level, digital literacy, and purpose of use. These findings can be categorized into three main themes, namely the pedagogical benefits of ChatGPT in writing skill development, the challenges and concerns that arise during use, and the implications for learning autonomy and academic ethics.

How ChatGPT changes agency learner dynamics during the writing process is one of the interesting findings in the study. The use of ChatGPT gives students more freedom in learning as they can write and revise materials at any time without waiting for teacher feedback. However, other students said they did not know how to use this model strategically, especially without any initial instruction or training. This shows how important digital literacy and AI are in contemporary education.

If students lack the critical ability to evaluate, revise and understand the output of models like ChatGPT, they risk using these tools impulsively and thoughtlessly. As a result, the quality of their learning may suffer in the long run. Studies suggest that teachers should be involved in assisting the use of AI in the classroom. The study emphasizes the importance of teacher engagement in facilitating the use of AI in the classroom.

The teacher's role in designing AI-engaged writing tasks, providing ethical boundaries, and guiding the learner's reflection process is crucial to ensure that this technology truly supports - not replaces - meaningful learning. To support this, there are several recommendations for educators such as the need to provide explicit training on how to use ChatGPT strategically and ethically, design collaborative and reflective activities using the results from ChatGPT for discussion or re-evaluation, use rubrics that assess the thinking and revision process, not just the final piece of writing. In addition, policymakers also need to develop institutional policies on the limits of AI use in academic work, integrate AI digital literacy and ethics curricula in all programs of study, especially in language and literacy, and ensure equitable access and technical training to avoid a digital divide among students.

From the literature that has been analyzed, there are several research gaps that can be recommendations for future research to complement existing research data. Among them are the lack of long-term studies where students' perceptions of this may change after 1-2 semesters of active use, there has not been much exploration of metacognition such as students' level of understanding of how AI works fully or only as a copy-paste tool, and the role of teachers has not been

sufficiently explored in mediating the use of ChatGPT even though the role of teachers here is quite vital as supervisors who can direct students in using technology correctly.

Therefore, there are several recommendations for further research such as experimental studies based on different writing tasks, ethnographic analysis or design studies based on curriculum implementation, integrative evaluation models based on self-regulated learning and AI ethics literacy theories, longitudinal studies to monitor the evolution of students' learning strategies while using ChatGPT in the long term, controlled experiments to assess the impact of ChatGPT on specific learning outcomes (structure, argumentation, creativity), institutional context-based studies to develop practical guidelines based on local needs, and metacognitive studies on how students assess, filter, and revise ChatGPT-assisted texts.

Conclusion

The use of ChatGPT in writing instruction for EFL (English as a Foreign Language) learners has become an increasingly prominent topic in various global educational contexts. Based on various studies from various countries, it can be concluded that ChatGPT is generally seen as an effective and flexible tool in improving writing quality, enriching vocabulary, improving sentence structure, and providing instant feedback that supports self-learning. However, the use of ChatGPT also comes with challenges and concerns, especially regarding the potential for over-dependence, weakening of critical thinking skills, and the risk of violating academic ethics, such as plagiarism and misuse of information.

In addition, low digital literacy and lack of guidance from teachers or institutions can make the use of ChatGPT suboptimal, even counterproductive. Thus, the role of teachers remains crucial, not only as deliverers of materials, but also as critical and ethical facilitators who guide learners to use AI technologies wisely and responsibly. The integration of ChatGPT in EFL education should be done strategically, through a curriculum that involves training, understanding digital ethics, and pedagogical reflection, in order to optimize its benefits without neglecting essential educational values. integrating AI results into academic papers without violating the principles of scientific honesty.

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