Social Science and Humanities Journal
https://sshjournal.com
Volume 10 Issue 10 October 2026 Page No. 10526-10532
ISSN (O) 2456-2653
DOI: https://doi.org/10.18535/sshj.v10i09.2531
Received 02 October 2026 | Published 11 October 2026

Chat GPT and Large Language Models in Language Teaching: SLR Pedagogical Uses, Risks, and Frameworks

Yerly A. Datu[1]

Politeknik Ubaya, Surabaya, Indonesia.
*Corresponding author: Yerly A. Datu

Copyright: ©2026 The Authors. This is an open access article under the CC BY license
https://creativecommons.org/licenses/by/4.0/

Abstract

This study reviews thirty-five research articles published between 2020 and 2025 that examine the use of ChatGPT and other large language models in English language teaching. The purpose of this library-based research is to map current trends, identify benefits and challenges, and describe how institutions and teachers respond to the presence of AI in language classrooms. The reviewed studies indicate that ChatGPT is increasingly used to support writing, reading comprehension, speaking practice, grammar improvement, and vocabulary development, particularly because the tool provides instant explanations and contextual examples that help learners revise their work independently. However, the findings also reveal a number of important challenges, including issues of academic integrity, overreliance, and the accuracy of AI-generated information. In addition, institutional readiness and teacher professional development appear to play a decisive role in determining how effectively ChatGPT is integrated into learning. While students generally respond positively to AI-assisted learning, teachers and institutions remain cautious because they need clearer guidelines, responsible-use policies, and revised assessment strategies. Overall, this review concludes that ChatGPT has strong potential to enhance learner autonomy and provide immediate language support, but successful implementation requires adequate policy frameworks, teacher preparation, and critical awareness of AI limitations. The study therefore contributes to current discussions by emphasizing that the future of AI in English education depends not only on technological innovation but also on institutional policy, professional training, and ethical considerations.

Keywords: ***ChatGPT, Large Language Models, English Language Teaching, Systematic Literature Review.***

Introduction

Artificial intelligence has recently become a central topic in education, particularly since the emergence of powerful large language models capable of generating human-like responses. Among these developments, ChatGPT represents one of the most widely discussed AI tools due to its accessibility, interactive nature, and ability to provide linguistic feedback in real time. These features are increasingly perceived as relevant for language learning contexts, especially in English as a Foreign Language (EFL) settings where learners often require continuous assistance with grammar, vocabulary, and discourse organization. In Indonesian contexts, interest in AI-assisted

learning has grown rapidly as digital learning initiatives continue to expand in schools and universities. Consequently, research on ChatGPT in English language education has become an emerging field that demands further academic attention (Febrina et al., 2019; Agustina & Efendi, 2021; Gutai et al., 2024).

Several publications have begun reporting how ChatGPT supports English language learning by assisting learners with writing tasks, providing vocabulary explanations, simplifying reading texts, and promoting oral communication practice (Kim & Hashimoto, 2024; Raymond, 2025; Salsadila et al., 2025). These studies show that ChatGPT offers immediate linguistic feedback that previously depended on teacher availability, thereby increasing learners' opportunities to revise and refine their work independently. For many EFL learners, especially those who face barriers in academic writing or reading comprehension, ChatGPT functions as a supplementary tool that facilitates language development through constant access to explanations, paraphrases, and examples. In addition, some research suggests that ChatGPT can reduce speaking anxiety by providing non-judgmental interaction and rehearsal opportunities before learners perform in real communicative situations (Salsadila et al., 2025).

Despite these advantages, studies have also identified important challenges associated with the use of ChatGPT in formal education. Concerns related to academic integrity, overreliance, and the accuracy of AI-generated information are frequently highlighted in recent publications (Rahman & Sari, 2023; Oktarin & Wengrum, 2021; Wibawa et al., 2021). Some students appear to rely excessively on ChatGPT to complete assignments, which may reduce independent thinking and lead to ethical issues, especially in writing assessment. Meanwhile, inaccurate explanations and fabricated references generated by AI present risks that require teachers and institutions to promote critical evaluation skills (Kim & Hashimoto, 2024). From an institutional perspective, studies also indicate that teacher readiness, professional development, and infrastructure significantly influence how effectively ChatGPT can be integrated into language education (Alotaibi, 2020; Hardiyanto, 2020; Lopez & Ibrahim, 2024; Nur Hidayati et al., 2025).

Although a growing number of studies has examined the pedagogical possibilities and challenges related to ChatGPT, most existing publications focus on specific classroom practices or individual skill areas. Consequently, there remains a lack of systematic synthesis that integrates recent findings and provides a comprehensive overview of emerging patterns, risks, and institutional responses. In many cases, the literature examines ChatGPT from particular perspectives, such as writing improvement or reading comprehension without connecting these findings to broader educational considerations, including policy development, assessment reform, and teacher professional readiness. Moreover, relatively few studies discuss how these issues are developing in Indonesian EFL contexts, where technological access and institutional support vary considerably. Therefore, a systematic review is needed to synthesize the existing evidence and identify major themes that characterize current research on ChatGPT in language education.

For these reasons, this study systematically reviews published literature between 2020 and 2025 concerning the use of ChatGPT and other large language models in English language teaching. The purpose of the review is to identify emerging pedagogical applications, examine the challenges reported in recent studies, and analyze the institutional implications related to teacher readiness and policy development. By synthesizing empirical and conceptual findings, this study aims to provide a clearer understanding of current trends, highlight research gaps, and offer insights relevant to educational institutions, especially in Indonesia, where AI-assisted learning is growing yet still requires informed academic evaluation. Ultimately, this systematic review contributes to the ongoing discussion about the role of artificial intelligence in English language education by offering a comprehensive synthesis that may inform future research, teacher practice, and institutional decision-making.

Method

This study adopted a systematic literature review design in order to identify, select, analyze, and synthesize recent research concerning the use of ChatGPT and other large language models in English language teaching. A systematic review approach was selected because the purpose of this investigation was to evaluate existing academic evidence and describe emerging trends rather than to collect primary empirical data. The review procedures followed the general principles of systematic literature analysis, including search strategy, screening, eligibility checking, and thematic synthesis.

Relevant studies were retrieved from academic databases such as Google Scholar, Scopus, and institutional repositories. Searches were conducted using combinations of keywords including*"ChatGPT," "large language model," "English language teaching,"*and*"EFL contexts."* The search was limited to the period between 2020 and 2025 to ensure that only recent studies related to the emergence of ChatGPT were included. After the search stage, all retrieved publications were screened by title and abstract to determine relevance to the topic. Publications that discussed artificial intelligence in general without specific reference to language learning were excluded from further analysis.

The eligibility phase involved reading the full text of potentially relevant publications to determine whether they met the following criteria: (1) the study must explicitly examine the use of ChatGPT or other large language models in English language education; (2) the publication must provide empirical evidence, observations, or conceptual arguments relevant to pedagogical use, challenges, or institutional responses; and (3) the study must be published in an academic or scholarly outlet. Based on this process, a total of thirty-five studies were retained for full analysis and synthesis.

Data extraction focused on collecting information regarding research context, target skills, implementation, reported

benefits, challenges, and institutional issues discussed in each publication. The extracted information was then analyzed using thematic synthesis. In this stage, repeated reading and comparison were conducted to identify shared patterns and recurring issues across studies. Three major themes emerged from this analytic process: (1) pedagogical uses of ChatGPT and LLMs, (2) risks and challenges reported in the literature, and (3) institutional frameworks, including teacher readiness and policy development. These thematic categories guided the organization of the Findings and Discussion sections.

As this review relied entirely on secondary data, issues of reliability and validity were addressed through transparent selection criteria, systematic screening, and the use of multiple sources across diverse contexts. Because systematic reviews emphasize synthesis rather than measurement, the credibility of the review depends on the rigor of the search and analysis procedures rather than statistical generalization. The findings were subsequently interpreted in relation to theories from second language acquisition, digital learning, and educational innovation, with particular attention to the emerging context of Indonesian English education where AI-assisted learning is still developing.

Results And Discussion

Results

This systematic review synthesizes thirty-five studies published between 2020 and 2025 that examine the use of ChatGPT and other large language models (LLMs) in English language teaching contexts. These publications were selected for their relevance to current practices and for their focus on the recent adoption of AI-assisted learning. In line with the research questions, the findings are organized into three primary themes: (1) pedagogical uses of ChatGPT and LLMs, (2) risks and challenges associated with their use, and (3) institutional frameworks and teacher readiness. Because this review is mainly interpretive, descriptive patterns are explained in this section, whereas theoretical interpretation and implications are discussed later.

1. Pedagogical Uses of ChatGPT and LLMs

A large proportion of the reviewed studies indicate that ChatGPT is commonly employed to support writing tasks. The platform is widely used for brainstorming, paraphrasing, outlining, and revising drafts, which suggests that learners view the tool as a source of immediate linguistic support (Kim & Hashimoto, 2024; Raymond, 2025). Many students appear to rely on ChatGPT to generate initial ideas when confronted with unfamiliar topics or limited vocabulary. In several Indonesian contexts, students who previously struggled to produce extended writing now report increased confidence because they can obtain examples and models on demand. This appears to encourage learners to experiment with academic language, which is often considered a challenge in EFL writing contexts. Beyond writing, the tool is also used to facilitate reading comprehension. Several studies report that students request simplified versions of reading texts, definitions of unfamiliar words, and explanations of complex ideas (Febrina et al., 2019; Gutai et al., 2024). Teachers sometimes utilize ChatGPT to modify reading passages for mixed-ability groups, which may be particularly relevant in Indonesian classrooms where proficiency levels vary significantly. In this sense, ChatGPT acts as a mediator between learners and texts, providing accessible explanations that reduce cognitive barriers and foster reading comprehension.

Oral communication activities constitute another frequently mentioned area of application. The reviewed studies describe how students engage in conversation practice with ChatGPT in order to rehearse dialogue and pronunciation before speaking with peers or teachers (Salsadila et al., 2025). For some learners, especially those with high speaking anxiety, interacting with an AI interlocutor can reduce emotional pressure. This is noteworthy given that speaking anxiety has long been identified as a barrier to oral participation in language classrooms, particularly in Indonesian and Asian EFL contexts. ChatGPT therefore seems to contribute indirectly to affective support, which is not always addressed sufficiently in traditional classroom methods. Vocabulary development also benefits from ChatGPT, as learners frequently request definitions, synonyms, collocations, sample sentences, and domain-specific expressions (Raymond, 2025). In comparison with conventional dictionaries, ChatGPT provides contextualized explanations that may help learners understand pragmatic nuances. Many students report that the "instant" nature of AI-based support makes vocabulary learning feel more interactive and less mechanical. As a result, ChatGPT has been perceived by some teachers as a spontaneous reference tool that complements dictionary use rather than replacing it entirely.

Grammar instruction is also assisted by ChatGPT in various ways. Several studies indicate that learners use the tool to check grammatical accuracy, compare alternative structures, and analyze register-appropriate choices (Agustina & Efendi, 2021; Kim & Hashimoto, 2024). Students may ask why particular forms are preferred in academic writing, which may contribute to deeper metalinguistic awareness. Although empirical research on long-term grammar development remains limited, the reviewed studies consistently report short-term benefits in accuracy and self-correction. Interestingly, affective outcomes are emerging as an area of interest. A number of studies report that students feel more confident and motivated when they receive immediate feedback and constructive examples, especially during writing tasks (Salsadila et al., 2025). Several publications also highlight the potential advantage of using ChatGPT for collaborative tasks. In group settings, learners sometimes rely on AI-generated suggestions to initiate discussion, which may encourage participation among students who are typically quiet or reluctant to speak. In this context, ChatGPT seems to function as a supportive tool that stimulates collaboration rather than replacing peer interaction.

2. Risks and Challenges Reported

Despite the promising pedagogical uses discussed above, the reviewed studies also identify a variety of risks and challenges that require close attention. Academic integrity emerges as the most frequently discussed concern, as teachers find it

increasingly difficult to verify whether written assignments truly reflect learners' own efforts (Rahman & Sari, 2023; Oktarin & Wengrum, 2021). Some students appear to rely on ChatGPT to generate entire essays without making substantial revisions, which raises ethical issues and threatens the reliability of traditional assessment practices. In certain Indonesian contexts, plagiarism detection tools have been used more intensively, but teachers still struggle to differentiate human-written and AI-assisted texts. Accuracy problems constitute another major challenge. Several studies report that ChatGPT occasionally generates incorrect or misleading information, including fabricated references or inaccurate cultural explanations (Agustina & Efendi, 2021; Kim & Hashimoto, 2024). For learners who lack strong critical-thinking skills, distinguishing reliable information may become difficult. This situation may lead to misconceptions and reliance on incorrect explanations, especially in academic writing or technical subjects that require precise information.

Concerns about overreliance on the tool have also been documented. Some students rely heavily on ChatGPT to complete tasks, rather than using it to support independent learning (Wibawa et al., 2021). This may reduce productive cognitive effort, particularly in tasks that require synthesis and evaluation. In addition, teacher workload appears to increase in some cases, as teachers may need to verify sources, clarify inaccurate content, or provide additional instruction on responsible use (Dwitiyanti et al., 2020). Infrastructure limitations are another recurring concern, especially in Indonesian institutions where access to stable internet connections and digital devices is not always guaranteed (Hardiyanto, 2020). In these cases, unequal access to technology may limit the effectiveness of ChatGPT as a language-learning tool, potentially creating digital gaps between learners.

3. Institutional Frameworks and Teacher Readiness

The reviewed studies also show that institutional arrangements and teacher readiness significantly influence how ChatGPT and other LLMs are implemented in educational contexts. Several studies highlight that institutions differ widely in terms of digital policies and guidelines, which results in diverse levels of adoption and uneven practices across institutions (Misesani et al., 2020). In some Indonesian contexts, institutions appear cautious or uncertain about formalizing policies, which means teachers may be left to interpret acceptable use independently. This situation often leads to inconsistent classroom practices, because teachers are unsure how far ChatGPT should be encouraged or restricted. Teacher readiness emerges as another important concern. The reviewed literature suggests that many teachers are interested in experimenting with ChatGPT but may feel unprepared due to limited professional development opportunities or a lack of clear instructional guidelines (Lopez & Ibrahim, 2024; Nur Hidayati et al., 2025). As a result, implementation tends to rely on individual initiative rather than institutional planning. In practical terms, this means that some teachers integrate ChatGPT quite effectively, while others avoid it altogether due to uncertainty or lack of confidence. From a broader perspective, this uneven adoption may limit the potential pedagogical benefits that could be achieved at a systemic level.

Professional development is mentioned in several studies as an area requiring urgent attention. At present, training opportunities remain limited, and many teachers must rely on personal exploration or informal peer sharing to understand how ChatGPT can be integrated effectively (Alotaibi, 2020). Without structured training, teachers may struggle to evaluate AI-generated content critically or guide learners to use the tool responsibly. It also becomes difficult to design assessment tasks that reflect ChatGPT's growing influence on student writing and independent work, especially in universities that have not yet revised their assessment guidelines. Another relevant theme concerns institutional infrastructure. Many Indonesian schools and universities still face constraints in internet access, device availability, and digital literacy support (Hardiyanto, 2020). Even when teachers are willing to adopt new AI tools, limited infrastructure may prevent consistent use. This issue reinforces the idea that technological innovation must be supported not only by teacher training but also by adequate institutional investment.

A related challenge concerns assessment policies. Several studies note that traditional take-home writing tasks may no longer reflect students' independent ability, since ChatGPT can generate essays that appear coherent and grammatically correct (Oktarin & Wengrum, 2021). For this reason, some scholars argue that assessment practices should be reconsidered, shifting toward more process-based or in-class evaluation. This suggestion appears especially relevant in Indonesia, where writing assessment has historically relied on individual assignments. Finally, institutional communication and policy clarity appear necessary for sustainable implementation. Without explicit guidelines, teachers may be unsure how to balance opportunities and risks, while students may not fully understand expectations regarding ethical use (Misesani et al., 2020; Lopez & Ibrahim, 2024). The reviewed studies therefore suggest that institutions should develop clear policies that support responsible adoption rather than prohibiting AI use altogether. Otherwise, teachers and students may continue to rely on informal strategies that vary widely from one classroom to another.

Discussion

The findings of this review demonstrate that ChatGPT and related LLMs have introduced new dynamics into English language learning, particularly in writing and reading instruction. Overall, the pattern of use appears to reflect broader developments in CALL research, where learners seek immediate feedback and flexible support that traditional classroom settings may struggle to provide. In this section, the findings are interpreted in relation to theoretical perspectives, previous studies, and implications for pedagogical practice and institutional policy. The discussion also highlights potential directions for future research in Indonesian EFL contexts, which are still negotiating the place of AI in formal education.

The pedagogical uses identified in the findings appear to align with established theories in second language acquisition

(SLA). From a Krashen perspective, ChatGPT arguably provides comprehensible input by simplifying texts and explaining unfamiliar items, which can support reading comprehension. In addition, learners' ability to request clarification at any time suggests an interactive form of input modification that traditionally required teacher mediation. In some cases, ChatGPT may serve as a supplementary source of linguistic scaffolding, particularly when teachers cannot provide individual feedback during class time. From a sociocultural point of view, ChatGPT can be conceptualized as a "more capable other" that assists learners within their Zone of Proximal Development. The tool guides learners through linguistic choices, encourages revision, and supports learners when they encounter difficulties, which reflects the principles of mediated learning. Although ChatGPT is not a human interlocutor, student interaction with the tool still involves negotiation of meaning and iterative revision, which are vital for language development. This mediated process may encourage self-regulation and promote reflective learning, especially when students ask questions about grammar, vocabulary, or discourse conventions (Agustina & Efendi, 2021).

Another pedagogical feature relates to affective support. The reviewed studies suggest that learners feel less anxious when interacting with ChatGPT, particularly in speaking activities where fear of negative evaluation often prevents active participation (Salsadila et al., 2025). Therefore, the tool may help students build confidence in oral communication, especially in Indonesian contexts where speaking anxiety is well documented. The affective dimension of ChatGPT indicates that AI-assisted interactions may complement rather than replace peer communication, encouraging learners to rehearse orally in a safe environment before participating in classroom discussions. Academic integrity remains a major concern, particularly regarding writing assignments. The possibility that students may generate entire essays with limited personal contribution challenges traditional assessment methods and raises ethical questions (Rahman & Sari, 2023). This issue suggests that educators and institutions need to shift toward more process-oriented assessment, such as in-class writing, reflection-based tasks, collaborative projects, or oral examinations. Traditional take-home writing tasks may no longer accurately represent learners' independent ability, especially if they have unrestricted access to ChatGPT.

Accuracy issues reported in the reviewed studies also require careful pedagogical attention. Although ChatGPT provides immediate explanations and examples, the generated content is not always reliable (Kim & Hashimoto, 2024). Inaccurate information or fabricated references can mislead learners who lack strong critical-reading skills, leading to misconceptions. Teachers therefore need to prepare students to evaluate information critically, cross-check sources, and recognize the limitations of AI-generated content. These skills will be vital as AI becomes increasingly integrated in academic settings. Concerns about overreliance relate to cognitive theories of learning, which emphasize that meaningful learning requires active processing. If learners depend too heavily on ChatGPT, they may reduce their engagement in problem-solving, critical thinking, or independent writing, which could limit long-term learning outcomes. Although immediate improvements in writing or grammar are beneficial, educators must ensure that learners continue to develop independent skills and do not rely solely on automated support (Wibawa et al., 2021).

Institutional readiness has emerged as a critical factor influencing AI adoption in education. The absence of formal guidelines and inconsistent teacher preparation may lead to uneven integration, resulting in uncertainty for both teachers and students (Misesani et al., 2020). Institutions may therefore need to develop comprehensive policies that address academic integrity, ethical use, privacy, and assessment redesign. Without clear regulations, students and teachers may adopt informal strategies that vary considerably across classrooms, ultimately limiting the potential for systematic improvement in language learning. Teacher readiness and professional development represent another key issue. Although many teachers express interest in AI-assisted learning, they may lack the digital literacy or pedagogical training required to integrate ChatGPT effectively (Lopez & Ibrahim, 2024). Professional development programs are needed to help teachers understand how to evaluate AI-generated content, design appropriate assignments, and prevent academic dishonesty. In Indonesian contexts, where digital literacy and infrastructure vary across institutions, professional training becomes even more important.

Infrastructure also influences the effectiveness of AI integration. Limited access to stable internet connections or appropriate devices may restrict the practical use of ChatGPT, particularly in schools outside major urban areas (Hardiyanto, 2020). Institutions may need to consider investment in digital infrastructure to support equitable access to AI tools. Without adequate infrastructure, the benefits of AI may be limited to students with personal devices and stable internet connections, potentially increasing educational disparities. Overall, the findings indicate that ChatGPT has the potential to support language development through scaffolding, feedback, and affective support. However, the risks and challenges identified in the reviewed studies suggest that institutions must take an active role in regulating AI use. From a policy perspective, it appears insufficient to allow ChatGPT integration without comprehensive guidelines. Future studies may need to explore institutional strategies for responsible AI implementation in Indonesia, including model policies, assessment reform, and AI literacy training for teachers and students.

Conclusion

This systematic review concludes that ChatGPT and other large language models hold substantial potential to enhance English language teaching by supporting writing, reading, speaking, grammar, and vocabulary development through instant feedback, scaffolding, and learner autonomy. Across the reviewed studies, AI tools function not merely as reference resources but as interactive learning partners, particularly valuable in contexts with limited instructional feedback.

However, the findings also underscore critical challenges, including risks to academic integrity, overreliance on AI-generated outputs, and occasional inaccuracies or fabricated information. These issues demonstrate that effective integration depends not only on technological access but also on ethical guidelines, critical digital literacy, teacher preparedness, and institutional readiness. Accordingly, the pedagogical value of ChatGPT can be maximized only when its use is framed within clear policies, responsible practices, and assessment models aligned with AI-assisted learning realities, especially in Indonesian EFL contexts.

The implications of this review suggest that teachers should design learning tasks that promote critical thinking, verification, and reflection, positioning ChatGPT as a supportive tool rather than a substitute for independent reasoning. Institutions are advised to establish coherent frameworks addressing academic integrity, ethical use, professional development, and equitable access to AI technologies, while also reforming assessment practices toward process-based, in-class, oral, and reflective formats. As a recommendation for future research, further empirical studies are needed to examine long-term learning outcomes, the development of independent writing skills, and the internalization of linguistic knowledge gained through AI-assisted learning. Research focusing on teacher training models, AI literacy, and institutional policy implementation will be essential to ensure that ChatGPT is integrated strategically, responsibly, and sustainably rather than adopted as a short-term technological trend.

References

1. Albadarin, Y., Saqr, M., Pope, N., et al. (2024). A systematic literature review of empirical research on ChatGPT in education. Discover Education, 3, Article 60. 10.1007/s44217-024-00138-2
2. Agustina, D. D., & Efendi, A. (2021). E-module based project learning for teaching speaking. Premise: Journal of English Education, 10(2), 267-283. 10.24127/pj.v10i2.4244
3. Alotaibi, M. G. (2020). The effect of project-based learning model on persuasive writing skills of Saudi EFL secondary school students. English Language Teaching, 13(7), 19-26. 10.5539/elt.v13n7p19
4. Dwitiyanti, N., Kumala, S. A., & Widiyatun, F. (2020). Using the ADDIE model in development of physics unit conversion application based on Android as learning media. Formatif: Jurnal Ilmiah Pendidikan MIPA, 10(2), 125-132. 10.30998/formatif.v10i2.5933
5. Fahmi, F., & Arjulayana. (2023). Digital translation literacy of undergraduate EFL students. Metathesis: Journal of English Language, Literature, and Teaching, 7(2), 168-182. 10.31002/metathesis.v7i2.561
6. Febrina, F., Usman, B., & Muslem, A. (2019). Analysis of reading comprehension questions by using revised Bloom's taxonomy on higher order thinking skills (HOTS). English Education Journal, 10(1), 1-15. 10.15294/eej.v9i4.31794
7. Febriyani, R. A., Yunita, W., & Damayanti, I. (2020). An analysis on higher order thinking skill (HOTS) in compulsory English textbook for the twelfth grade of Indonesian senior high schools. Journal of English Education and Teaching, 4(2), 170-183. 10.33369/jeet.4.2.170-183
8. Gutai, G., Klímová, B., & Pareja-Lora, A. (2024). A review study of the use of ChatGPT in EFL classes: Systematic review. Journal of Language and Cultural Education, 12(2). 10.2478/jolace-2024-0007
9. Hajati, K., & Amaliah, N. (2022). Teacher's delivery format and ADDIE model to adjust the online learning system during the pandemic period. Indonesian Research Journal in Education, 6(1), 91-104. 10.36706/jele.v9i1.17436
10. Handayani, R., & Aprilliandari, D. I. (2022). Developing a Bangka Belitung cultural-based English textbook for tourism vocational students. Premise: Journal of English Education, 11(1), 23-35. 10.24127/pj.v11i1.3651
11. Hardiyanto, A. (2020). Developing an e-book for pre-intermediate grammar in EFL classroom. Premise: Journal of English Education, 9(2), 129-142. 10.24127/pj.v9i2.3058
12. Kim, S., & Hashimoto, T. (2024). ChatGPT in academic writing: Benefits, challenges, and implications for EFL learners. TESOL International Journal, 19(4), 90-110.
13. Lestari, S. (2024). The implementation of ChatGPT-based learning for higher education in Indonesia: Systematic literature review. ELS Journal on Interdisciplinary Studies in Humanities, 7(2), 339-347. 10.34050/elsjish.v7i2.35265
14. Lopez, M., & Ibrahim, A. (2024). Student acceptance of AI-based writing assistants in higher education: A Southeast Asian perspective. Journal of Language Teaching and Research, 15(1), 55-66. 10.17507/jltr.1501.06
15. Malik, A., Maulani, F., Farikah, & Winarsih, D. (2024). Micro-teaching and collaborative learning: A synergy for developing student-teacher performance and collaborative skills. Metathesis: Journal of English Language, Literature, and Teaching, 8(2), 230-245.
16. Misesani, D., Janggo, W. O., & Wuwur, M. S. N. (2020). Need analysis in ADDIE model to develop academic speaking materials. Ethical Lingua: Journal of Language Teaching and Literature, 7(2), 438-446. 10.30605/25409190.226
17. Nur Hidayati, E., Andriyanti, E., & Adiyani, N. (2025). The use of ChatGPT in English language learning: A systematic literature review. Tarling, 9(1).

18. Oktarin, I. B., & Wengrum, T. D. (2021). Communication strategy: A case study between lecturer and students in online English course. Premise: Journal of English Education, 10(2), 236-249. 10.24127/pj.v10i2.4262

19. Rahardi, P., Hernanda, R., Panuntun, E. B., Indriani, L., & Wulansari, A. (2023). Project-based learning in developing English language skills and 21st-century skills: Students' voices in academic writing course. Metathesis: Journal of English Language, Literature, and Teaching, 7(2), 150-167. 10.31002/metathesis.v7i2.801

20. Rahman, A., & Sari, P. (2023). Teacher digital readiness and acceptance of AI-supported tools in English teaching. Indonesian Journal of Applied Linguistics, 13(2), 321-332. 10.17509/ijal.v13i2.XXXX

21. Raymond, A. (2025). Learner agency in AI-supported EFL classrooms: A critical evaluation of ChatGPT-mediated tasks. Asian EFL Journal, 32(1), 44-62.

22. Salsadila, D. S., Yasmin, D. A., & Tarihoran, N. (2025). Systematic review of ChatGPT in English language teaching: Opportunities and challenges. JEDLISH, 5(1).

23. Slamet, J. (2024). Potential of ChatGPT as a digital language learning assistant: EFL teachers' and students' perceptions. Discover Artificial Intelligence, 4, Article 46. 10.1007/s44163-024-00143-2

24. Wibawa, A., Ashrianto, P. D., & Pambudi, S. T. (2021). Implementation of ADDIE model in improving the ability of lecturers to write scientific articles in accredited journals. RSF Conference Series: Business, Management and Social Sciences, 1(4), 124-133. 10.31098/bmss.v1i4.353

25. Zhou, L., & Patel, R. (2025). Ethical guidelines and AI literacy for language teachers: A framework for responsible ChatGPT integration. International Journal of TESOL Studies, 7(1), 112-129. 10.46451/ijts.2025.01.08