The Impact of ChatGPT on English Language Teaching, Learning, and Assessment: A Rapid Review of Literature

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Abstract
This study aimed to explore the impact of ChatGPT on English language teaching, learning, and assessment. Specifically, it aimed to answer the following questions: 1) How can ChatGPT enhance English language learning, teaching, and assessment? and 2) What are the issues associated with ChatGPT in terms of language teaching, learning, and assessment? Utilizing Rapid Literature Review as a methodology guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, this study found that ChatGPT can support and enhance English language learning by providing meaning-focused inputs, offering scaffoldings during the production of meaning-focused outputs, giving feedback on the accuracy of learners’ language outputs, and facilitating fluency development through extensive language practice. Moreover, this study also found that ChatGPT can enhance English language teaching by assisting teachers in designing bespoke lesson plans, facilitating language learning inside and outside language classrooms, developing customized instructional materials, assessing L2 learning, and giving immediate, individualized feedback. However, despite the benefits it can provide to English language teachers and learners, its use in the classroom is faced with many issues such as inaccurate responses, academic dishonesty and plagiarism, skills deterioration, generic responses, inherent biases, privacy breaches, non-emotionality, technical limitations, educational inequity, and teacher job security threat. Detailed results and implications for policymaking and language teacher development are discussed.

Keywords: ChatGPT in English language teaching (ELT), ChatGPT and language assessment, generative Artificial Intelligence, impact of ChatGPT on L2 learning, issues of ChatGPT

Introduction

One of the most popular text-based generative AI is the ChatGPT. Trained on billions of human-generated texts, it has the capability to predict the next word in a given sequence and generate a coherent and contextually appropriate text (Bonner, et al., 2023). It also has the ability to interpret human written and oral requests and predict and generate a natural human-like response, like essays, reports, letters, emails, speeches, etc. (Health, 2023; Roumeliotis & Tselikas, 2023). In addition, it has the capability to solve verbal insight problems comparable to human subjects (Orrù et al., 2023). Lastly, it has the capability to translate language, summarize texts, answer questions, write poems, stories, or movie scripts, write articles, blog posts, or emails, respond to prompts in conversations, explain complex topics or concepts, fix errors in existing codes or generate new codes, and describe images in detail (Adiguzel et al., 2023).

The United Nations Educational, Scientific, and Cultural Organization [UNESCO] (2023) has outlined various applications of ChatGPT in higher education, particularly in the areas of teaching and learning, research, administration, and community engagement. As outlined, ChatGPT can help enhance the teaching-learning process by assuming various roles such as possibility engine, Socratic opponent, collaboration coach, guide on the side, personal tutor, co-designer, Exploratorium, study buddy, motivator, and dynamic assessor (UNESCO, 2023). It can also help expedite the research process by helping researchers generate ideas for research questions, identify data sources, gather and process data from various sources, code and analyze data, and write the research report following the appropriate language and style. Moreover, it can improve the efficiency of institutions’ administrative services by helping carry out tasks 24/7 across various platforms and can help respond to queries from current and prospective students, send reminders or notifications to various stakeholders, and translate information for international students. Lastly, it can support institutions in exploring ideas, developing strategies, and implementing relevant activities for community involvement (UNESCO, 2023).

In the study by Rudolph et al. (2023), it was found that ChatGPT had a positive impact on teaching and learning in higher education. Though it had some limitations and issues, it opened opportunities for teachers and school leaders to leverage the tool for more effective teaching, learning, and assessment. In another study by Kovačević (2023), it was also found that ChatGPT could personalize the learning experiences of students studying English for specific purposes (ESP), hence facilitating better language acquisition and successful learning. A quantitative study by Ali et al. (2023) also found that ChatGPT could generally motivate learners to develop reading and writing skills. Lastly, in the exploratory study by Koraishi (2023), it was revealed that ChatGPT was a valuable tool for EFL materials development and assessment. It could streamline the process of developing engaging and contextually relevant resources tailored to the needs of individual learners and could offer real-time, personalized feedback on learners’ performance, thereby enhancing the overall learning experience of L2 learners.

However, despite its affordances and great potential to transform learning, teaching, assessment, research, work productivity, and community engagement, ChatGPT is faced with many issues and challenges. Since its release in November 2022, there have been concerns from the academic community regarding its potential threat to academic integrity, data privacy and security, information accuracy, soft skills development, intellectual property rights, and economic sustainability (UNESCO, 2023). Due to its impressive ability to generate human-like text outputs, academics are worried that students may misuse or abuse it in preparing their course requirements (Adiguzel, et al., 2023). Also, since it collects and keeps whatever the users input when they use...
the tool, it raises a concern about data privacy and security (Adiguzel, et al., 2023). In addition, since its responses to queries are based on whatever data available online, it is not certain whether these responses are complete and accurate (Adiguzel, et al., 2023). Moreover, since it provides responses without even indicating or acknowledging authoritative sources, it may be violating copyright or intellectual property regulations (Adiguzel, et al., 2023). Lastly, since it heavily relies on training data which may be biased in some respects, it may also yield biased responses.

**ChatGPT and the Four Strands of L2 Teaching and Learning**

In English language teaching, learning, and assessment, Nation (2007) describes a framework that outlines the conditions that can ensure meaningful and productive L2 learning. This framework is divided into four strands namely: 1) meaning-focused input; 2) meaning-focused output; 3) language-focused learning; and 4) fluency development. The meaning-focused input strand involves learning the language receptively. In this strand, L2 learners receive language input (usually through reading and listening). They try to focus on trying to find the meaning of the inputs which must be “comprehensible” or not too hard to understand. In the meaning-focused output strand, L2 learners learn the language productively. They are pushed to produce language (e.g. by speaking, writing, or representing) and focus on getting the message (meaning) across. The language-focused learning strand involves the deliberate learning of language features such as pronunciation, spelling, vocabulary, grammar, and discourse. L2 learners focus on using the language accurately. In the fluency development strand, L2 learners engage with all four skills of listening, speaking, reading, and writing without too much difficulty. In this strand, the learners are helped to make the best use of what they already know. They focus on using the language more productively without worrying much about accuracy.

Given the affordances of ChatGPT and the processes involved in second language teaching and learning under the Four Strands Framework, this study aimed to examine how ChatGPT can enhance English language learning, teaching, and assessment within the Four Strands framework. Specifically, it aimed to answer the following questions:

1. How can ChatGPT enhance English language teaching, learning, and assessment?
2. What are the issues associated with ChatGPT in terms of language teaching, learning, and assessment?

Utilizing a systematic rapid review of literature, this study analyzed academic articles published in peer-reviewed journals from November 2022 to August 2023. It focused on identifying the ways ChatGPT impacts English language teaching, learning, and assessment, and the issues involved in using it for language teaching and assessing learning. As the first systematic review of literature on ChatGPT in the field of English language teaching (ELT), the findings of this study can be useful in formulating relevant academic policies in different ELT contexts for more appropriate, ethical, and productive use of generative AI. Findings can also offer pedagogical practices and insights that may guide school leaders and classroom practitioners for better use of the tool to enhance English language teaching and learning in different educational contexts.
Methodology

The Rapid Review Approach

This study utilized the rapid review approach since its purpose was to examine and synthesize findings about the impact of ChatGPT on English language teaching, learning, and assessment based on studies published between November 2022 and August 2023. According to Tricco et al. (2015), “a rapid review is a type of knowledge synthesis in which components of the systematic review process are simplified or omitted to produce information in a short period of time” (p.2). Given that ChatGPT evolves very rapidly and that conducting a comprehensive systematic review can take several months or years, a rapid review of the literature was deemed an appropriate method for this study since it allows faster completion of the review in order to provide timely and valuable insights for ELT practitioners, researchers, and policymakers.

Search Strategies

This rapid review was guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) 2020 statement developed by Page et al. (2021). Searching for articles online was conducted from May 15 to August 22, 2023 (six to nine months after the release of ChatGPT in November 2022). The ChatGPT versions included in the articles were versions 3.5 and 4.0. The two major reputable electronic databases (Web of Science and Scopus) were used in the study to ensure the quality and credibility of the articles. The search strings “ChatGPT and language education”, “ChatGPT and English language education”, “ChatGPT and English language teaching”, “ChatGPT and Second Language Learning”, “ChatGPT and Teaching Writing”, “ChatGPT and Teaching Reading”, “ChatGPT and Teaching Speaking”, “ChatGPT and Teaching Listening”, “ChatGPT and Teaching Vocabulary”, and “ChatGPT and Teaching Grammar” were used in each database to search relevant articles. The publication period specified was November 2022 to August 2023. Given the newness of the topic, only a few relevant articles were found.

Inclusion and Exclusion Criteria

Table 1. Inclusion and exclusion criteria for article selection

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Inclusion</th>
<th>Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article topic</td>
<td>Discuss ChatGPT in English language teaching, learning, and assessment</td>
<td>Does not discuss English language teaching, learning, and assessment</td>
</tr>
<tr>
<td>Article type</td>
<td>Peer-reviewed English academic journal articles</td>
<td>Non-academic articles published in all languages</td>
</tr>
<tr>
<td>Time period</td>
<td>November 30, 2022 to August 22, 2023 (date of the final search for this rapid review)</td>
<td>Articles published outside the time period</td>
</tr>
</tbody>
</table>

Table 1 shows the inclusion and exclusion criteria for selecting articles to review. As shown, only peer-reviewed English academic journal articles (print and online) published between November 30, 2022 and August 22, 2023 were included. Non-academic articles published on mainstream and social media, blog posts from personal and institutional/corporate websites, review articles from technology magazines, etc. were excluded. To be included in the review,
articles had to discuss ChatGPT in English language teaching, learning, and assessment. Retrieved articles pertaining to ChatGPT in education, in general, were used as background references and were excluded from the rapid review.

**Analysis of Data**

The raw data (findings and conclusions of articles reviewed) were manually analyzed and interpreted following the deductive and inductive analysis approaches. For research question 1, the deductive approach was used following the Four Strands of Second Language Teaching and Learning by Nation (2007) as the framework of analysis. For research question 2, the inductive analysis was used which involved the stages of organization, description, and interpretation (Mertler, 2019). In the organization stage, the raw data were outlined and were condensed into brief summary format. A coding scheme was used to group data that provided similar types of information. In the description stage, the main features or characteristics of the categories resulting from the coding of data were described, and the connections between the data and the original research questions were made. In the final stage (interpretation), relationships, similarities, and contradictions between and among the coded categories were examined.

In manually analyzing the data, the following steps were followed: 1) coding the raw data on a Microsoft Word document; 2) organizing and cleaning up the codes to ensure consistency throughout the process; and 3) developing a thematic framework based on the codes generated during the analysis. To ensure validity and reliability in data analysis, a second coder was hired. The second coder was briefed on the purpose, research questions, research method, and codes and coding scheme of the study. A calibration session was also conducted to discuss ways to consistently analyze the raw data.

**Findings**

**Results of the Search and Selection Process**

![Figure 1. PRISMA flow diagram of article selection](image-url)
Figure 1 shows the results of the search and selection process, from the number of records identified in the database search to the number of studies included in the review, following the PRISMA flow diagram. As reflected, there were 235 records identified from the Web of Science and Scopus databases. After removing duplicates, the records were trimmed down to 223 for screening. After scanning the records, 208 articles were excluded as all of them fell outside the scope of this review. Many fell under other disciplines (e.g., nursing, medicine, engineering, etc.) and broadly discussed ChatGPT’s application to education in general. Some of the excluded articles but closely relevant to the topic of this study were used as references for the background of the study. Using the inclusion criteria, 15 articles were eventually included in the review.

RQ1: How can ChatGPT enhance English language learning, teaching, and assessment?

The following tables outline how ChatGPT can support and enhance English language learning, teaching, and assessment. Table 2 shows how ChatGPT can enhance language learning in alignment with the established L2 learning theories and principles, while Table 3 demonstrates how ChatGPT can support English language teachers in the discharge of their varied roles and responsibilities. Table 4 illustrates how ChatGPT can facilitate language assessment processes and how it can help in giving feedback.

Table 2. How ChatGPT can support English language learning

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub-theme</th>
<th>Sample Findings</th>
<th>Reviewed articles</th>
</tr>
</thead>
</table>
| Meaning-focused input        | Interesting and easy-to-understand language inputs | ▪ Creates meaningful texts in various genres that can be used as samples and inspiration for writing  
▪ Identifies the meaning of a word in context and adjusts the complexity of a text to make it more suitable for learners from different proficiency levels  
▪ Annotates texts and offers dictionary definitions, example sentences, and translations.  
▪ Generates short texts based on the words entered by a user to help students memorize the words  
▪ Summarizes long texts/articles with level-appropriate language and key information  
▪ Helps generate topics and questions for academic writing and research | Barrot (2023)  
Bonner, Lege, & Frazier (2023)  
Chan & Hu (2023)  
Dergaa, Chamari, Zmijewski, & Saad (2023)  
Khonke, Moorhouse, & Zhou (2023)  
Ross (2023)  
Yan (2023) |
| Personalized learning resources | | ▪ Provides learning resources tailored to students’ specific needs and interests  
▪ Operates as a prompt generator, creating unique/bespoke prompts that fit the instructional needs of a task  
▪ Creates appropriately-leveled topical texts based on the existing level of proficiency of the students | Barrot (2023)  
Bonner, Lege, & Frazier (2023)  
Chan & Hu (2023) |
| Authentic and interactive learning activities | | ▪ Provides interactive language learning experience by simulating authentic interactions/conversations and answering learner queries in real-time | Chan & Hu (2023)  
Khonke, Moorhouse, & Zhou (2023) |
<table>
<thead>
<tr>
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<th>Sub-theme</th>
<th>Sample Findings</th>
<th>Reviewed articles</th>
</tr>
</thead>
</table>
| Meaning-focused output   | Guided production of language outputs         | ▪ As a virtual learning partner, it allows social interaction and reduces communication hurdles such as social anxiety  
▪ Assists students with tasks such as outline preparation, content revision, proofreading, and post-writing reflection  
▪ Assists students in coping with the structural and linguistic challenges in producing language outputs | Mohammed (2023)   |
|                           | Cognitive offloading during the process of language production | ▪ It reduces the cognitive demands required by a task by providing support/scaffolding during the process  
▪ Creates presentation notes and can convert student scripts into presentation notes or outlines to guide learners so that they do not need to rely on verbatim scripts.  
▪ It can break a text into core components | Bonner, Lege, & Frazier (2023) Su, Lin, & Lai (2023) Perkins (2023) |
| Language-focused learning| Noticing language errors                      | ▪ Can identify most surface-level errors in a student’s written output  
▪ Allows learners to notice their errors and improve their written outputs  
▪ Offers learners precise and prompt feedback on the accuracy of their language use (performance) | Mohammed (2023) Perkins (2023) |
|                           | Language error correction                     | ▪ Corrects and explains language mistakes (vocabulary, grammar, syntax, and mechanics)  
|                           | Guidance on language, structure, and style of a specific genre | ▪ Provides feedback to scaffold the structural and language aspects of argumentative essays  
▪ Troubleshoots the writing process, and offers tips to strengthen the dialogic aspect of the argumentative writing  
▪ Helps learners improve their metalinguistic knowledge in writing about a particular topic;  
▪ Can suggest appropriate words or phrases during writing | Perkins (2023) Su, Lin, & Lai (2023) |
| Fluency development      | Meaningful language use in varied contexts    | ▪ Provides students with many opportunities for language exposure and practice (e.g., listening, speaking, reading, and writing), irrespective of their location and schedule. | Bin-Hady, Al-Kadim Hazaea, & Ali (2023) Jeon, Lee, & Choi (2023) |
As shown in Table 2, ChatGPT can support L2 learning following the four strands framework of Nation (2007). It can provide meaning-focused inputs by generating interesting and easy-to-understand texts, personalized learning resources, and authentic, interactive learning activities. It can also help in the production of meaning-focused language outputs by providing scaffoldings and support throughout the language production process. In addition, it can also facilitate the language-focused learning process by helping learners notice language errors and by providing language error corrections. Lastly, it can facilitate language fluency development by providing meaningful language use in varied contexts, guided language practice, and a friendly space to interact or communicate. While ChatGPT seems to function in alignment with the L2 learning theories and principles, it is important to note that the academic articles reviewed were within the context of higher education. Researchers/authors of the articles were mainly teaching in universities and they reported their personal experiences and results of studies that were conducted within university settings.

Table 3. How ChatGPT can support English language teaching

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub-theme</th>
<th>Sample findings</th>
<th>Reviewed articles</th>
</tr>
</thead>
</table>
| Lesson planning      | Lesson planner                     | ▪ Assists in creating lesson plans and designing activities suited to the individual learning needs/styles and proficiency levels of learners  
▪ Helps generate new lesson ideas for a wide range of topics.  
▪ Helps teachers ensure that their lessons are educational, meet learning goals, and are engaging. | Bonner, Lege, & Frazier (2023)  
Mohammed (2023)  |
| Facilitating learning| Teaching Assistant or Virtual Tutor| ▪ Can assist teachers in providing personalized learning support and answering questions from students  
▪ Can check grammar errors and provide meanings of difficult words | Chan & Hu (2023)  
Jeon & Lee (2023) |
Table 3 shows how ChatGPT can support English language teachers in performing their key roles and responsibilities. It can help plan lessons appropriate for a specific type, level, and group of learners. It can also help facilitate the teaching-learning process inside or outside the classroom by acting as a teaching assistant, virtual tutor, or virtual writing tutor. As a teaching assistant or tutor, it can provide an immediate response to a learner’s question, provide personalized feedback, and offer some suggestions on how to improve a certain work. Lastly, it can help the teacher find or develop appropriate teaching materials for specific groups of learners. Evidently, ChatGPT can help teachers save time and effort, hence making their work less burdensome. However, it is important to note that the studies reviewed are within higher education contexts where findings were derived from the experiences and insights of university professors and students.

Table 4. How ChatGPT can facilitate language assessment

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub-theme</th>
<th>Sample Findings</th>
<th>Reviewed articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam development</td>
<td>Question / prompt generator</td>
<td>▪ Can produce testing materials</td>
<td>Bonner, Lege, &amp; Frazier (2023)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Can generate comprehension questions and expansion questions to accompany reading tasks.</td>
<td>Jeon &amp; Lee (2023)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Assists teachers to generate bespoke writing prompts that fit learners’ contexts and proficiency levels</td>
<td>Khonke, Moorhouse, &amp; Zhou (2023)</td>
</tr>
<tr>
<td>Marking / Scoring</td>
<td>Automated scorer</td>
<td>▪ Can be used to provide initial grading of students’ writing</td>
<td>Barrot (2023)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Can automatically grade students’ written work based on predefined criteria and provide specific comments to support the assigned score</td>
<td>Jeon &amp; Lee (2023)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Has a certain level of accuracy and reliability and can provide valuable support for human evaluations</td>
<td>Mizumoto &amp; Eguchi (2023)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Can be effectively utilized as an automatic essay-scoring tool, potentially revolutionizing methods of writing evaluation and feedback in both research and practice</td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td>Feedback provider</td>
<td>▪ Helps teachers provide more accurate and immediate feedback to the students</td>
<td>Barrot (2023)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Can provide feedback highlighting the strengths and weaknesses of the text and</td>
<td>Chan &amp; Hu (2023)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mohammed (2023)</td>
</tr>
</tbody>
</table>
offer recommendations on how the paper can be improved.
- Can evaluate the richness and relevance of content, clarity of audience, clarity of purpose, depth of analysis, focus, and organization.

Table 4 shows how ChatGPT can support the language assessment process. It can assist in developing summative and formative assessment tools by generating different types of questions, prompts, or tasks. It can also help in scoring or marking essays, which teachers usually find laborious and time-consuming. By using pre-defined criteria, ChatGPT can efficiently grade essays with a certain level of accuracy and reliability. This was particularly found in the study by Mizumoto & Eguchi (2023). Lastly, ChatGPT can also help teachers in providing immediate feedback on written work. Using pre-defined criteria, it can provide feedback on different aspects of writing (e.g., richness and relevance of the content, clarity, depth, focus, language, organization, etc.). The samples of assessments involved in the reviewed academic articles were high-stakes English tests and classroom-based summative tests (essays) for college/university students. Evidently, ChatGPT can be a great help for teachers in designing and marking exams.

**RQ2: What are the issues associated with ChatGPT in terms of language teaching, learning, and assessment?**

Table 5. Issues associated with the use of ChatGPT in language teaching, learning, and assessment

<table>
<thead>
<tr>
<th>Themes</th>
<th>Sample Findings</th>
<th>Reviewed articles</th>
</tr>
</thead>
</table>
| Inaccurate responses            | ▪ Gives a very impressive-sounding answer that’s just dead wrong  
▪ Guesses the meaning of users’ ambiguous expressions rather than asking for clarification  
▪ Produces plausible-sounding but incorrect or nonsensical content or generates fake or misleading responses  
▪ Hallucinates and provides wrong or misleading information.  
▪ Produces a list of references that are inaccurate or nonexistent                                                                                                                                                                                                              | Barrot (2023)  
Chan & Hu (2023)  
Khonke, Moorhouse, & Zhou (2023)  
Mohammed (2023)  
Su, Lin, & Lai (2023) |
| Academic dishonesty and Plagiarism | ▪ Can be used as a cheating tool as it can generate original content that may not be detected by online plagiarism checkers  
▪ Does not provide any sources or citations; its responses are not entirely original but paraphrases of sources that have not been appropriately cited                                                                                                                                                                                                 | Barrot (2023)  
Chan & Hu (2023)  
Khonke, Moorhouse, & Zhou (2023)  
Mohammed (2023) |
| Simplistic responses            | ▪ Produces texts that may lack semantic coherence and lexical diversity  
▪ Can identify most surface-level errors but cannot detect writing errors related to deep structures and pragmatics  
▪ Lacks expertise and nuanced understanding in detecting errors related to the more complex aspects of writing                                                                                                                                                                                                                       | Perkins (2023)                                      |
The tools experience several issues that can affect its effectiveness and reliability in language teaching. The table below summarizes these issues:

| Skills deterioration | Over-reliance on AI may hinder people’s growth, skills, and intellectual development over time. | Chan & Hu (2023)  
Barrot (2023)  
Yan (2023)  
| Inherent biases | Contains a language that may perpetuate biases and stereotypes  
Unwanted biased texts related to violence, sexism, and racism may be generated | Khonke, Moorhouse, & Zhou (2023)  
Mohammed (2023)  
| Privacy breach | Collects personal information from messages to improve the system  
Carries potential privacy violations and data protection concerns | Chan & Hu (2023)  
Mohammed (2023)  
| Technical limitations | Hangs and lags when many users are using it at the same time  
Limitations in pronunciation and intonation feedback  
Limited capabilities when checking for potentially plagiarized texts and adjusting the text to a specific group of audience | Mohammed (2023)  
| Non-emotionality | Lack of human connection and personalization  
Lack of emotional depth, writing voice and identity | Barrot (2023)  
Mohammed (2023)  
| Educational inequity | Students who have access to and knowledge of using ChatGPT can have an enormous advantage to outperform their peers who do not have access and knowledge/skill of using it  
Written works generated with the help of ChatGPT can lead to an unfair evaluation | Yan (2023)  
| Job threat | Can replace teachers for some roles | Chan & Hu (2023)  

Table 5 shows the issues associated with the use of ChatGPT in language teaching, learning, and assessment. As revealed, the tool may generate responses with information that is inaccurate or non-existent. It has also the capability to facilitate academic dishonesty and plagiarism, as it can generate written outputs without acknowledging the sources of information and can complete writing tasks on behalf of the users (i.e., students and teachers). At times, the AI tool generates information, which is too generic or simplistic, hence, affecting the quality of its responses. In some instances, it generates written outputs that lack complexity in terms of meaning, language, and structure. Since it has the capability to respond to queries in real-time and can generate written outputs in seconds, users tend to over-rely on it to perform their roles and tasks. This over-reliance can lead to skills deterioration among users, especially those skills that are essential in the 21st century (e.g., creative thinking, critical thinking, and problem-solving skills). The tool also carries inherent biases since it is trained on billions of data which may contain different types of biases. Consequently, it may reproduce these biases as part of its responses to queries or prompts. In addition, the tool can also breach users’ data privacy as it can capture and store their data and make them part of its training data. Moreover, the tool also has some technical limitations such as the capacity to serve massive simultaneous users and the ability to check pronunciation and detect AI-generated texts. Lastly, the tool also lacks emotionality, can foster educational inequity, and can threaten teachers’ job security. These issues presented in the articles
The findings reveal that ChatGPT can support English language learners in various aspects and stages of their learning process. Based on the results, ChatGPT can generate meaningful language inputs and can facilitate the processing of such inputs. It can also support learners in various stages of producing meaningful language outputs by providing various forms of scaffoldings. Moreover, it can also help L2 learners enhance the quality of their outputs in terms of meaning, language, and structure by providing relevant feedback on the outputs’ contents, organization, and language and grammatical accuracy. Lastly, it can also support L2 learners’ fluency development by providing many opportunities to practice using the language in structured or self-directed ways.

These findings support the claims outlined by UNESCO (2023) in its quick start guide on ChatGPT and artificial intelligence in higher education, stating that the tool can help enhance the teaching-learning process by assuming various roles such as collaboration coach, guide on the side, personal tutor, co-designer, study buddy, motivator, and dynamic assessor. The findings also support earlier claims that ChatGPT has a positive impact on teaching and learning in higher education (Rudolph et al., 2023) by being able to personalize L2 acquisition/learning (Kovačević, 2023) and by being able to increase language learners’ motivation (Ali et al., 2023). Considering its ability to support and transform language learning experiences, learners should be taught/trained how to properly and ethically use the tool to gain optimum benefits.

The findings of the study also indicate that ChatGPT can be useful for teachers. It can help them in various aspects of their job – from designing learning or lesson planning, facilitating learning, instructional materials development, assessing learning, and giving feedback. This is related to the findings of Koraishi (2023) where it was found that ChatGPT is useful in ELT materials development and assessment. It can help teachers develop engaging and contextually relevant resources and give immediate, personalized feedback on learners’ performance. Given all the support the tool can extend to English language teachers as they carry out their various roles and responsibilities in the English language classroom, it is important that the teachers are given proper training on how to leverage the tool to unburden themselves from the many tasks and responsibilities assigned to them.

Lastly, the findings of the study also disclose the key issues related to the use of ChaGPT in English language learning, teaching, and assessment. These include the inaccuracy of its responses, facilitating academic dishonesty and plagiarism, giving very generic responses, allowing skills deterioration among language learners and teachers, proliferating many forms of biases, breaching data privacy of users, technical limitations during peak hours, inability to emotionally connect with the users, facilitating educational inequity, and posing a job security threat to some teachers. These findings support the issues outlined in UNESCO’s (2023) quick start guide on ChatGPT and AI in higher education, such as potential threats to academic integrity, data privacy and security, information accuracy, soft skills development, intellectual property rights, and economic sustainability (UNESCO, 2023). Results of this study also support the findings of Adiguzel, et al.(2023) highlighting the concerns on academic integrity, data privacy and security, accuracy and completeness of information, and cultural biases. These issues are serious and need immediate and long-term solutions. The use of ChatGPT in English language teaching and learning must be carefully planned and managed to ensure ethical and effective use.
education is a new reality and a new challenge that needs concerted efforts from different stakeholders in order to optimize its benefits and mitigate its risks to language teachers and learners.

**Conclusion**

This study aimed to explore the impact of ChatGPT on English language teaching, learning, and assessment through a rapid review of the literature. Specifically, it aimed to answer the following questions: 1) How can ChatGPT enhance English language teaching, learning, and assessment? and 2) What are the issues associated with ChatGPT in terms of language teaching, learning, and assessment? Based on the findings of the study, ChatGPT can support and enhance English language learning by providing meaning-focused inputs, assisting language learners in producing meaning-focused outputs, providing feedback on the accuracy of learners’ language outputs, and facilitating fluency development through extensive language practice. Moreover, ChatGPT can also enhance language teaching by assisting teachers in designing bespoke lesson plans, facilitating language learning inside and outside language classrooms, developing customized instructional materials, assessing L2 learning, and giving immediate, individualized feedback. However, despite all the support it can provide to English language teachers and learners, it is surrounded by many issues such as inaccurate responses, academic dishonesty and plagiarism, simplistic responses, skills deterioration, inherent biases, data privacy breaches, technical limitations, non-emotionality, educational inequity, and job security threat.

Given the kinds and amounts of support it gives to English language learners and teachers, it is important that its use is adopted or adapted in various ESL/EFL contexts. Teachers and learners should be properly trained to use the tool judiciously and ethically to gain maximum and sustainable results (Meniado, 2023a; Meniado, 2023b). For example, Generative AI literacy programs should be conducted at the beginning of the school year or semester to orient the students on the proper use of ChatGPT and the risks of misusing/abusing it. Teachers should also be trained on how to properly integrate the tool in various stages of language instruction through a series of hands-on workshops. As generative AI is the currency of today’s ELT landscape, pre-service and in-service teachers should be trained on different AI-inspired curricula, pedagogies, and resources. To address the identified issues related to the use of ChatGPT in language teaching, learning, and assessment, relevant national and institutional policies should be formulated and implemented. The issues identified are serious and can be devastating for the future of humanity. They can impede the growth and proliferation of new knowledge and can hamper progress if humans cannot and will not develop the essential skills needed in the 21st century and beyond. The policies to be formulated should be based on research and should serve as bases for formulating specific guidelines and procedures to guide the behaviors of English language learners and teachers in using the tool. These policies should clearly stipulate whether or not generative AI is allowed, when it is allowed and not allowed, and how it should be used as a tool/aid in language learning, teaching, and assessment. As ChatGPT has become an integral part of human existence, all stakeholders of the educational system should be involved in policymaking.

This study is particularly useful for English language teachers, curriculum developers, education leaders, and policymakers as it gives them a holistic view and insights on how to leverage ChatGPT in transforming the English language education landscape. However, it should be noted that the findings and conclusion of this study might be limited considering the limited number of studies examined. Future systematic reviews should include more studies representing...
different ESL/EFL contexts from different continents or regions to establish a broader picture of the impact of ChatGPT on English language learning, teaching, and assessment.

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