



The Impact of ChatGPT on EFL University Students' Writing Skills

(A Systematic Literature Review)

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Abstract. Writing is an important skill for university students who study English as a Foreign Language (EFL), but it is often difficult to master in academic contexts due to linguistic and cognitive challenges. Recently, Artificial Intelligence (AI) tools, for example like ChatGPT, have gained significant popularity in language learning and academic writing support. Through a Systematic Literature Review (SLR), this study analyses existing research related to the impacts of ChatGPT on writing skills of university students in the EFL context. Using the PRISMA guidelines, the study reviews eleven relevant articles published between 2023–2026 from various academic databases. The results examined that ChatGPT helps students improve different aspects of writing, such as organization, grammar accuracy, vocabulary use, coherence, and overall writing quality. It also increases students' motivation, confidence, and ability to learn independently by providing quick, accessible, and personalized feedback during the writing process. However, the results also examined several challenges of using ChatGPT as a writing tool, such as academic dishonesty, inaccurate or misleading information, and students' overreliance on AI tools, which may reduce critical thinking and writing autonomy.

Keywords: Artificial Intelligence; ChatGPT; EFL Writing; Systematic Literature Review; University Students.

1. INTRODUCTION

The crucial skill in learning English especially for English as a Foreign Language (EFL) students is writing. Along with other language skills of reading, listening, and speaking, writing is essential for developing learners' language abilities and enabling effective communication. In writing there are several processes which are planning that usually about making outline for the text, drafting that is the rough version of the text, then revising that usually about editing the draft and in this process the writer can do it multiple times to edit their draft, and producing the final version of writing. Through writing, learners can express their ideas, experiences, and opinions while showing their knowledge of vocabulary, grammar, and sentence structure (Andriani et al., 2022; Hameed & Ali, 2022; Susanti & Agung, 2023; Hadi et al., 2021). In addition, writing helps learners organize their thoughts in a clear and systematic way and improve their communication skills (Bora, 2023).

Although writing is important, students often think that writing is the most challenging or difficult skills for learners especially EFL students. Previous studies have found several common problems, such as grammar mistakes, limited vocabulary, weak sentence construction, difficult organizing ideas, and a lack of critical thinking skills (Padmadewi & Artini, 2019; Vacalares et al., 2023). Writing is challenging because learners need to create ideas, organize them into clear text, use correct grammar, and choose appropriate vocabulary

at the same time. As a result, it is difficult for the students to create effective texts (Westwood, 2013).

To help students overcome these difficulties, technology has become increasingly important in education especially in teaching and learning English. The technology implementation can support both educators and learners by making the process of teaching and learning more effective or efficient and also interesting for the students (Kusuma, 2023). Recently, Artificial Intelligence (AI) has grown quickly and gained a lot of attention in education. AI has been used in many fields, including education, where it helps students learn through personalized experiences and support (Maha et al., 2024; Diah et al., 2020).

In learning and teaching English, AI tools have shown that it is supportive tools to improve writing skills on students. Some research has reported that AI were able to detect writing errors, provide corrective feedback, and offer personalized support to learners (Kaharuddin, 2021; Olusola et al., 2024). That statement also supported by Tafazoli et al. (2025), that stated well-designed technology-based learning environments can enhance language learning through personalized support and accessible learning opportunities for diverse learners. In addition, technology-based learning environments can increase students' motivation and participation in learning activities (Astrini et al., 2020). Therefore, AI has become a promising tool for supporting EFL learners in developing their writing skills.

Among all the AI tools available today, ChatGPT has received so many attentions from researchers and educators. ChatGPT is a generative AI tool created by Open AI that can understand language and provide human-like responses (Adiguzel et al., 2023). It can answer questions, summarize information, generate texts, translate languages, and provide feedback on writing. In education setting, ChatGPT has been used to assist students with writing drafts, explain concepts, support collaboration, and provide feedback (Lo, 2023). Furthermore, studies have shown that ChatGPT can give immediate feedback, help with paraphrasing, and identify grammar errors, making it a useful tool for writing improvement (Memarian & Doleck, 2023; Kusuma et al., 2024).

Many studies have examined the use of ChatGPT in EFL writing classes. The findings show that ChatGPT can help students improve several areas of writing, including grammar, coherence, clarity, motivation, participation, and confidence (Teng, 2024; Polakova & Ivenz, 2024). Many students also find ChatGPT easy to use because it gives detailed feedback that helps them revise their work and learn on their own. However, some studies have also identified several drawbacks. Researchers have reported problems such as incorrect feedback, suggestions that are not always suitable, overly formal language, and fewer opportunities for

students to interact with teachers and classmates (Teng, 2024; Steiss et al., 2024). In addition, some researchers worry that students may become too dependent on AI tools. If students use ChatGPT without proper guidance, they may have fewer chances to develop critical thinking skills and solve writing tasks independently (Graham & Milan, 2025). Therefore, both the advantages and disadvantages of ChatGPT should be considered when using it in education.

Although many researchers have investigated how ChatGPT influences EFL writing, the results vary across different learning settings and research designs. Few studies have brought together and reviewed these findings, especially those related to university students' writing. As a result, there is still limited knowledge about how ChatGPT affects students' writing performance and what similarities can be found across previous studies. To address this issue, this study carries out a Systematic Literature Review (SLR) on the use of ChatGPT in EFL university students' writing. By reviewing and analysing relevant studies, this research aims to provide a broader understanding of the role of ChatGPT in developing university students' writing skills. Therefore, this study seeks to answer the following research question: What is the impact of ChatGPT on EFL university students' writing skills?

2. THEORETICAL STUDY

Writing Skills

Writing is one of the key skills in EFL learning because it allows students to express their ideas, thoughts, and experiences through written communication. According to Rivers (1981), writing involves sharing information and ideas in a clear and organized way by using the target language. Brown & Lee (2015) explained that writing is not a single action but a process that includes planning ideas, creating draft, revising the text, and producing a final version. To become better writers, students need to improve several writing components, such as vocabulary, grammar, text organization, spelling, and writing mechanics (Wau, 2022).

Harmer (2004) described writing as a series of connected activities that help writers create a complete text. The process usually begins with planning, where writers generate and organize their ideas. Next, they write a draft to develop those ideas into sentences and paragraphs. During revision, writers check and improve both the content and language of their work. Because writers often return to earlier stages to make changes, writing is best understood as an ongoing and flexible process rather than a strict sequence of steps.

The quality of writing can be assessed through several important elements. Hughes (2003) states that effective writing includes content, organization, vocabulary, grammar, and mechanics. Content refers to the ideas and information presented in a piece of writing and how

well they support the topic. Organization focuses on the arrangement of ideas so that readers can follow them easily. Vocabulary involves the selection of suitable words to express meaning clearly. Grammar concerns the correct use of language forms and sentence structure. Mechanics include technical aspects of writing, such as spelling, punctuation, and capitalization. All of these elements help create clear and effective written communication.

Artificial Intelligence (AI)

Artificial Intelligence (AI) is a technology that allows computers to carry out tasks that normally need human intelligence, such as learning, thinking, solving problems, and making decisions. Shah (2023) explains that AI allows machines to process information, adapt to new situations, and improve their performance through experience over time. According to Shah (2023), AI can be divided into four main categories. The first is text-generation AI, which can produce written content that resembles human writing, such as ChatGPT and Claude. The second is image-generation AI, which is designed to create visual content, such as DALL-E and Midjourney. The third is speech and audio AI, which can convert spoken language into text and generate audio outputs, such as Whisper. The fourth is multimodal AI, which combines different capabilities, including text, image, and other forms of content generation, as seen in Microsoft Copilot and Canva AI.

The growth of AI has greatly influenced education. This technology can assist with various tasks, including writing and summarizing information, which has changed how teaching and learning are commonly carried out. In addition, AI supports the development of educational materials by helping teachers and students develop content and receive feedback more efficiently. AI also supports personalized learning by adapting learning materials, so it can meet students' individual needs and abilities. However, the use of AI in education has also led to several concerns, including academic integrity, possible bias in AI-generated outputs, privacy issues, and the need to use AI-generated content in an ethical and responsible manner (Shah, 2023).

ChatGPT

ChatGPT, which stands for Chat Generative Pre-Trained Transformer, is a generative artificial intelligence model created by OpenAI that is designed to understand human language and produce outputs that resemble human communication (Anders, 2023). In educational setting, ChatGPT may be used for various purposes, such as answering questions, explaining learning materials, creating summaries, generating texts, providing feedback, and assisting with programming tasks. These capabilities have made ChatGPT a widely used tool to support teaching and learning activities.

Despite its many benefits, ChatGPT also has several limitations. According to Anders (2023), the system does not always produce completely accurate information and may sometimes reflect biases found in the data used during its training process. In addition, the responses generated by ChatGPT need to be critically evaluated by users. Therefore, it is important for users to review and verify the information obtained from ChatGPT before using it.

The quality of ChatGPT's responses is highly influenced by the way of users create their instructions. Carlson et al. (2024) emphasize that clear, detailed, and focuses prompts can lead to more accurate and useful feedback. Furthermore, Steiss et al. (2024) suggest several strategies to improve the quality of ChatGPT in giving response, such as assigning a specific role to the AI, clearly stating the purpose or aspect to be evaluated, and providing sufficient context. By applying these strategies, the responses generated by ChatGPT can become more relevant and better aligned with students' learning needs and educational objectives.

3. RESEARCH METHOD

This study used a Systematic Literature Review (SLR) to investigate previous studies on the impact of ChatGPT on the writing skills of EFL university students. An SLR is a research method that gathers, reviews, and combines findings from earlier studies to answer a specific research question in a clear and organized way (Lame, 2019). To make the article selection process more systematic and transparent, this study applied PRISMA guidelines.

The search for relevant studies was mainly conducted through Google Scholar. Several keywords were used, such as "ChatGPT", "EFL writing skills", and "higher education". To make sure that only relevant studies were included, several selection requirements were established. The chosen studies had to be journal articles published in English between 2023 and 2026, focus on the use of ChatGPT in EFL writing, and involve university students as the participants. Studies were not included if they focused on topics other than writing skills, were conducted outside higher education, were review papers, conference papers, or theses, or if the full text could not be accessed.

The article selection process followed the four stages of the PRISMA framework: identification, screening, eligibility checking, and inclusion. After the selected studies were gathered, the data were examined using narrative synthesis and descriptive analysis. Narrative synthesis was used to identify and explain major themes, trends, benefits, and challenges related to the use of ChatGPT in EFL writing. Descriptive analysis was used to summarize

important information from each study, including the year of publication, research design, number and type participants, and the main findings.

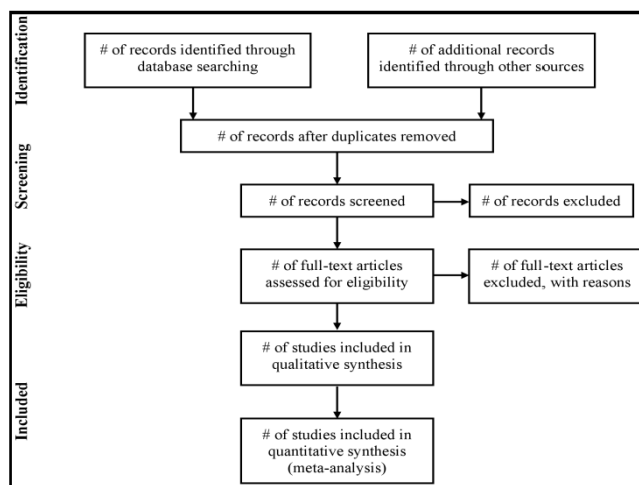


Figure 1. The Diagram of PRISMA Guidelines.

These are the inclusion and exclusion criteria used during the study selection process to make sure only relevant studies were included in the review.

Table 1. Inclusion and Exclusion Criteria.

Inclusion Criteria	Exclusion Criteria
The focus of the studies is on ChatGPT or Generative AI tools used <i>as</i> ChatGPT.	Studies focusing on other AI tools like Grammarly, Google Translate, automated essay scorers (AES), or general non-generative AI.
Studies examining any role of ChatGPT in writing (e.g., brainstorming, outlining, drafting, proofreading, translating, or editing).	Studies where ChatGPT is used for non-writing purposes (e.g., speaking practice, listening comprehension, or general coding/math).
English as a Foreign Language (EFL) University students / students in higher educational level (undergraduates, postgraduates).	K-12 students (elementary, middle, or high school), general adult learners, or native English speakers.
Studies measuring the impact on Writing Skills (e.g., writing quality, vocabulary, grammar, coherence, writing process, or student perceptions/attitudes toward writing with AI).	Studies focusing entirely on other language skills (e.g., reading, speaking, listening).
Journal articles written in English.	Book reviews, thesis/dissertations, blog posts, opinion pieces, editorials, or papers written in languages other than English.
Published between 2023 and 2026.	Published in the year of 2022 or earlier.

4. RESULTS AND DISCUSSION

Based on the Systematic Literature Review (SLR) process, this study found eleven journal articles that matched the set inclusion criteria. The chosen articles discussed the use of ChatGPT in EFL writing classes, especially those involving university students. These studies were carried out in different countries, including Indonesia, Saudi Arabia, Yemen, South Korea, China, and Macau. The variety of locations shows that the use of AI to help EFL writing classes has gained growing interest in many parts of the world.

The studies reviewed in this research used different research methods, including experimental, quasi-experimental, survey, and mixed-methods designs. These methods were applied to examine how effective ChatGPT is in supporting the writing process and to understand students' opinions and experiences when using it. A summary of the selected studies is provided in Table 2, which presents information about the research methods, key results, and suggestion for future studies.

Table 2. The Summary of Reviewed Studies.

No	Author	Finding	Method	Future Study
1	Allehyani (2026)	The study found a significant effect of the intervention, with the ChatGPT group demonstrating a much lower error rate in the post-test compared to the group that received conventional feedback ($p < .001$). In terms of the interaction effect, the ChatGPT group demonstrated a much sharper and statistically greater reduction in grammatical errors over time. Furthermore, the study found significant improvements in writing accuracy related to inflectional morphemes, especially in applying third-person singular present forms, past tense forms, and progressive forms.	This study used quasi-experimental design using a quantitative approach. It was involving 84 Saudi EFL undergraduate students.	Future research should examine whether writing improvements achieved through ChatGPT-assisted feedback are sustained over longer periods, such as an academic year. Further studies could explore the effectiveness of ChatGPT in comparison with other AI tools, including Google Gemini and Claude, to determine the most effective feedback system. Additionally, researchers may explore ChatGPT's effectiveness across various writing genres, such as argumentative essays and research reports. Finally, investigating blended approaches that combine AI-generated feedback with teacher support could provide insights into optimizing writing instruction.
2	Alsofyani & Barzanji (2025)	The findings showed that students who received ChatGPT-generated feedback performed similarly to those who received teacher-generated feedback, with no statistically significant difference between the two groups, indicating that ChatGPT was as effective as teacher feedback. Students also viewed ChatGPT positively as a tool for writing feedback.	Mixed-methods experimental study involving 102 Saudi EFL university students; comparison between ChatGPT and teacher feedback over 8 weeks.	Further research should examine the effects of AI-generated feedback in long term condition, compare ChatGPT with other AI systems, explore its effectiveness across different writing genres, and examine blended approaches combining AI feedback with teacher guidance.
3	Chairiah et al. (2025)	Students generally showed a moderate to positive perception of ChatGPT ($M =$	Descriptive qualitative study with quantitative	Further studies could identify the actual effect of ChatGPT on writing

		3.57). Perceived Ease of Use received the highest score, while Output Quality received the lowest. Students viewed ChatGPT as a helpful, accessible, and motivating writing assistant; however, concerns remained regarding accuracy, originality, critical thinking, and overreliance on AI.	support involving 53 Indonesian EFL university students using questionnaires and interviews.	performance, compare perceptions across educational levels and contexts, and explore strategies for promoting the use of AI in ethical and responsible way in academic writing.
4	Wahyuddin et al. (2023)	Students showed better essay writing performance after using ChatGPT. Their average score increased from 65.08 to 81.00, indicating improvements in content, organization, vocabulary, language use, and mechanics. Most students used ChatGPT to help generate ideas, check grammar, and organize their essays.	The research used a quantitative descriptive design with pre-test and post-test assessments and included 13 Indonesian EFL university students.	Future studies should explore how ChatGPT affects academic writing over time and investigate effective methods for integrating AI tools while ensuring academic honesty and ethical use.
5	Abdulkareem et al. (2024)	In general, students had positive perceptions toward ChatGPT. They reported improvements in the areas of writing including fluency, accuracy, grammar, paraphrasing, idea generation, coherence, and overall writing quality. However, concerns were raised regarding academic integrity, plagiarism, inaccurate information, loss of originality, and overreliance on AI.	Quantitative survey study involving 144 Yemeni EFL university students using questionnaires and descriptive statistical analysis.	Future studies should examine the best ways to use ChatGPT in EFL writing classes while balancing its benefits with concerns about academic honesty, critical thinking, and responsible use of AI.
6	Mun (2024)	Students who used ChatGPT showed greater progress in their writing performance than students who received feedback from their peers. ChatGPT reduced grammatical and lexical errors and improved content organization and overall writing quality. Students also reported positive perceptions, citing its usefulness, convenience, and support for grammar, vocabulary, and content development. However, concerns were raised regarding reliability, overreliance, and the possibility of reduced independent learning.	Quasi-experimental study involving 43 Korean EFL university students. The experimental group received ChatGPT-assisted feedback, while the peer feedback received by the control group. Data were collected from writing tests conducted before and after the study and questionnaires.	Future studies should conduct more detailed analyses of revisions across different writing domains, investigate personalized feedback mechanisms, and explore how ChatGPT can support long-term language development without fostering learner dependence.
7	Oktarin et al. (2024)	Students who used ChatGPT showed better writing	Mixed-methods study involving 50	Future research should further investigate AI

		performance than those who learned through conventional methods. ChatGPT also helped improve students' understanding of feedback and increased their engagement. Students used ChatGPT for interactive writing practice, personalized learning, using feedback, peer feedback, and gamified learning activities.	Indonesian university EFL students (25 experimental, 25 control). Data were collected through writing tests, questionnaires, and interviews.	chatbots in diverse EFL contexts and explore how chatbot-assisted feedback literacy can be developed and implemented across different educational settings.
8	Polakova & Ivenz (2024)	ChatGPT feedback helped students improve their writing skills, especially in writing more concisely, using grammar correctly, including important information, and applying passive voice appropriately. Students also had positive opinions about ChatGPT, stating that it increased their engagement and confidence in writing.	The research used a mixed-methods quasi-experimental design with 110 university EFL students. Data were obtained through pre-tests, post-tests, questionnaires, and focus-group interviews.	Future studies should involve broader demographic groups, examine long-term effects of ChatGPT feedback, use additional qualitative methods, and investigate ethical issues such as plagiarism and overreliance on AI.
9	Soelistiyowati et al. (2024)	ChatGPT helped students develop ideas, improve grammar, sentence structure, coherence, vocabulary, confidence, and writing quality. However, students and researchers also expressed concerns about plagiarism, relying too much on ChatGPT, and losing the originality of their writing.	One-cycle action research with 7 Indonesian undergraduate students. Data were obtained from students' essay portfolios, reflections, and in-depth interviews.	Future research should conduct longitudinal studies on dependency effects, develop ethical guidelines for AI use, investigate ways to maintain writing authenticity, and examine ChatGPT's effectiveness across different writing genres and contexts.
10	Song & Song (2023)	Using ChatGPT as an instructional tool significantly improved students' writing skills and motivation. Students showed progress in organizing ideas, creating coherent texts, using grammar correctly, and expanding their vocabulary. Students appreciated personalized feedback but expressed concerns about contextual accuracy and overreliance.	Using a mixed-methods approach, the study investigated 50 Chinese EFL university students who were randomly allocated to experimental and control groups. Data collection included pre-test and post-test assessments together with semi-structured interviews.	Future studies should use larger and more diverse samples and explore the long-term effect of the intervention, examine sustainability of improvement, address plagiarism concerns, and implement follow-up evaluations to assess lasting impacts.
11	Teng (2024)	ChatGPT helped improve students' motivation, confidence, engagement, and interest in collaborative writing. Students considered it a useful writing partner	Mixed-methods study of 45 EFL students comparing AI-assisted (ChatGPT) and	Future studies should implement this kind of research in a larger sample, compare ChatGPT with the other AI or feedback methods,

because it provided quick and helpful feedback. However, some were concerned about relying too much on ChatGPT and having less interaction with teachers and peers.	traditional writing instruction over 15 weeks using questionnaires and interviews.	and examine additional feedback dimensions such as creativity, coherence, and argumentation quality.
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The results of the reviewed studies show a common view that ChatGPT has a positive effect on EFL writing instruction. In different educational settings, such as Saudi Arabia, Indonesia, Yemen, South Korea, China, and Macau, using ChatGPT helped students develop their writing skills. These improvements were seen in many areas of writing, such as grammar, word choice, coherence, the way ideas are arranged, sentence structure, content development, and overall writing quality. Several experimental studies also found that students who learned with ChatGPT achieved better results than those who learned through traditional methods. In one study, the effectiveness of ChatGPT was similar to teacher feedback. The results indicate that ChatGPT may be used as another learning resource for teaching EFL writing (Allehyani, 2026; Alsofyani & Barzanji, 2025; Mun, 2024; Oktarin et al., 2024; Polakova & Ivenz, 2024; Song & Song, 2023).

Furthermore, to improve the quality of students' written products, ChatGPT also supports the writing process as a whole. Students used ChatGPT to help generate ideas, conduct brainstorming activities, organize and develop content, edit their work, identify errors, and revise their writing. Therefore, the functions of ChatGPT was not only as an evaluation tool but also as a learning companion that assists students throughout the writing process. These findings support the principles of process-bases writing instruction, which emphasize the importance of continuous feedback and revision in developing writing skills (Wahyuddin et al., 2023; Oktarin et al., 2024; Soelistiyowati et al., 2024).

A comparison of the reviewed studies reveals that experimental and quasi experimental research (Allehyani, 2026; Mun, 2024; Polakova & Ivenz, 2024; Song & Song, 2023) consistently reported measurable improvements in writing performance, particularly in grammar accuracy, vocabulary use, and text organization, whereas survey based studies (Chairiah et al., 2025; Abdulkareem et al., 2024) mainly emphasized students positive perceptions of ChatGPT, including its accessibility, ease of use, and motivational value. These findings suggest that ChatGPT is more effective when implemented as structured instructional tool rather than merely evaluated through students' perceptions. Its impact appears to be stronger on lower and mid-level writing skills, such as grammar and vocabulary, than on higher order skills including critical thinking, originality, and argument development. Several studies also highlighted concerns regarding overreliance on AI generate feedback, which may limit

students independent reasoning and authorial voice. Therefore, while ChatGPT shows considerable potential in supporting EFL writing development, its effectiveness in fostering advanced academic writing competencies remains inconclusive and warrants further investigation.

Beyond its academic benefits, the reviewed studies also revealed positive effects in students' learning experiences. Most participants viewed ChatGPT as easy to use, easily accessible, useful, and motivating. Several studies reported improvements in motivation, learning engagement, self-efficacy, confidence, and students' ability to understand and use feedback effectively. The availability of immediate and personalized feedback helped students become more independent and more actively involved in writing activities. Therefore, ChatGPT helps students improve their writing while also encouraging a more positive approach to learning (Chairiah et al., 2025; Oktarin et al., 2024; Polakova & Ivenz, 2024; Song & Song, 2023; Teng, 2024).

Despite these benefits, several challenges were also identified in the implementation of ChatGPT. The most commonly reported issues included plagiarism, violation of academic integrity, overreliance on AI tools, reduced analytical thinking skills, the risk of receiving incorrect information, and a decline in the originality of students' writing. Although many students appreciated the speed and convenience offered by ChatGPT, some expressed concerns that excessive use could limit their capacity to develop ideas and write on their own. Moreover, several studies emphasized that ChatGPT cannot completely replace teachers because it still lacks the ability to fully understand educational contexts and provide deeper pedagogical guidance. Therefore, the use of ChatGPT should be supported by appropriate supervision and instructional support so that students can further strengthen their writing competence and analytical thinking skills (Chairiah et al., 2025; Abdulkareem et al., 2024; Mun, 2024; Soelistiyowati et al., 2024; Song & Song, 2023; Teng, 2024).

This review also identified several suggestions for future research. Many researchers recommended carrying out long-term studies to find out whether the positive influence of ChatGPT continues over time. Future studies are also encouraged to examine how ChatGPT performs when used together with other AI tools, explore its use in different types of writing and educational setting, and create feedback models that integrate AI-generated feedback with feedback from teachers. The frequent recommendation of combined feedback methods indicated that the best use of ChatGPT may come from cooperation between AI technology and teachers rather than relying completely on only one of them (Allehyani, 2026; Alsofyani & Barzanji, 2025; Polakova & Ivenz, 2024; Soelistiyowati et al., 2024; Teng, 2024).

Overall, the results of this review show that ChatGPT has strong potential to support EFL writing classes by helping improve both writing quality and student engagement during the learning activities. However, challenges associated with educational ethical and cognitive issues still need attention. Therefore, the effective use of ChatGPT in EFL writing instruction should include a well-planned method that brings together the strengths of AI technology and the important role of teachers in guiding, monitoring, and supporting students' learning development.

5. CONCLUSION AND SUGGESTION

The systematic literature review investigated how ChatGPT influences the writing abilities of EFL university students by reviewing eleven studies published between 2023 and 2026. The findings demonstrate that ChatGPT contributes positively to several aspects of writing, including grammar accuracy, vocabulary development, organization, content development, and overall writing quality. In addition, ChatGPT supports students throughout the writing process by facilitating brainstorming, drafting, revising, and editing activities. The reviewed studies also indicate positive effects on students' motivation, confidence, engagement, self-efficacy, and ability to utilize feedback effectively. However, some challenges were also identified. Common concerns included plagiarism, academic integrity issues, overreliance on AI, inaccurate information, weaker critical thinking, and reduced originality in students' writing.

Moreover, ChatGPT cannot fully provide the contextual feedback, emotional support, and teaching guidance that teachers offer. Therefore, it should be used with proper supervision rather than as a replacement for teachers. Overall, ChatGPT has strong potential to support EFL students' writing development. Its advantages are most noticeable when it is applied as an educational support tool together with teacher guidance. Schools, universities, and teachers are encouraged to integrate ChatGPT into writing classes while helping students use it responsibly. Future research is recommended to investigate the long-term effects of ChatGPT on writing development, explore its impact on higher order writing skills, compare its effectiveness with other AI tools, and develop pedagogical models that combine AI-assisted feedback with teacher guidance to maximize learning outcomes while minimizing potential risks.

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