



The Meritorious Learning Rewards Promoted by Chat GPT in Academic Writing Classroom Contexts

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ABSTRACT

One of the most conspicuous and serious hindrances oftentimes confronted in these presently-situated academic writing learning dynamics is the constant presence of an emotionally-exhausting and anxiety-inducing learning environment in which EFL learners experience the absence of writing enjoyment. To better lessen this debilitating hurdle, second language educators are highly recommended to start activating the proper usage of artificial intelligence platforms in their regular academic writing learning enterprises. By carrying out this initiative, EFL learners will be mentally constructed upon facing the possible occurrence of taxing academic writing learning obstructions. This small-scale library investigation was initiated by the researcher to profoundly explore the potential meritorious learning rewards promoted by ChatGPT in modern academic writing classroom contexts. To achieve this major study objective, the researcher made use of a thematic analysis approach in analyzing the identical research results yielded

by 20 previously-published ChatGPT scientific journals. The main purpose of embedding this research methodology is to ascertain the relevancy, applicability, and robustness of impendent research outcomes. Two major reasons underlined worldwide second language educationalists to internalize the ChatGPT tool at the onset of variegated academic writing classroom settings namely the significant reduction of writing errors and the realization of proficient academic writers.

Keywords: Academic writing; ChatGPT; EFL learners; Library investigation; thematic analysis

Introduction

To be able to thoroughly master advanced academic writing skills, globalized second language learners are required to possess a more comprehensive understanding of various indispensable writing conventions, structures, and terminologies. Campbell (2019) emphasized that it is of crucial importance for EFL learners to infuse a more profound mindfulness on varied writing elements before unleashing high-quality academic writing products. By becoming more proficient in academic writing competencies, EFL learners will have broader opportunities to experience more gratifying academic success in their long academic journeys. This holistic learning outcome is not happening by the incident as competent academic writers exactly know how to deliver their particular ideas clearly to their targeted readers. The aforesaid belief is closely interlinked with Song and Song (2023) believing that with an incessant accompaniment of decent academic writing skills, EFL learners can progressively transform into more highly-achieving academicians who are capable of delineating various kinds of complex ideas successfully. In reverse, realizing qualified academic writers is not an easy mission. Worldwide second language writing learning instructors are oftentimes crammed with a wide variety of taxing writing challenges while attempting to address meaningful feedback for the betterment of their learners' writing performances. This unintended drawback occurs as a tangible result of restricted writing teaching-learning period constraints. The above-acknowledged writing learning obstacle is affirmed by Li and Chen (2023) who avowed that second-language educationalists have a lack of opportunities to impart a vast variety of constructive writing suggestions for the continual advancement of their learners' writing quality because of the limited writing learning time. As a result of this writing learning shortfall, second language learners frequently confront serious writing obstacles demotivating them to make an earlier departure from their existing writing dynamics. Zhang et al. (2021) advocated second language educators to insistently promote

supportive writing learning assistance to their learners by which they will become more confident in overcoming the presently-situated writing learning obstructions.

To better assist EFL teachers and learners in experiencing better-facilitated academic writing learning enterprises, the further utilization of artificial intelligence is undeniably essential to be continuously integrated in this ever-changing educational era. By definition, artificial intelligence is the apparent composure of computer-based technological platforms that are beneficial to mitigate a wide array of complex issues faced by humans. Zhai and Ma (2023) defined artificial intelligence as a tangible invention made by scientists to efficiently give more holistic responses, robust working empowerment, and supportive assistance for human beings who are aiming to settle unresolved hindrances. With the ceaseless existence of artificial intelligence, EFL learners can forge their desired academic writing proficiency levels to the fullest growth since they expand their writing perspectives based on the insightful writing provisions given by this technological tool and infuse a higher degree of writing learning desire. These advantageous values are parallel with Meunier et al. (2022) stating that it is pivotal for second language writing learning instructors to start equipping their learners with the proper internalization of artificial intelligence at the onset of regular writing activities where they can significantly broaden their writing insights and elevate their writing endeavor in a long-term manner.

One of the most renowned artificial intelligences that can be constantly incorporated to respond to these above-explicated writing hurdles is ChatGPT. In light of this technological platform, EFL learners can effortlessly discover the writing errors forming in their writing compositions. Anchoring on this useful writing learning support, EFL learners can revise their writing drafts accordingly since they have unearthed some specific writing shortages to be superseded by better wordings and expressions. This coveted writing learning value is in agreement with Chawla et al. (2022) confirming that with the mutual supervision of ChatGPT, EFL learners will not only produce more thoughtful writing ideas but also conduct more meaningful writing revisions in concord with their specifically chosen topics. This independent academic writing learning process is suggested to be concatenated with the presence of constructive feedback addressed by second language writing learning instructors. After spotting the particularly discovered writing mistakes with the help of ChatGPT, second language educators need to modify their writing learning instructions directly to locate all of these specific writing errors. By embodying this action, EFL learners will gradually transform into more effective writers in future writing learning events since they do not repeat the already-pinpointed writing deficiencies. The above-elucidated contention has lent further support to Al-Garaady and Mahyoob (2023) postulating that

EFL learners will have wider chances to progressively transfigure into more skilled, strategic, and efficient writers amidst the exposure to enriching writing feedback along with ChatGPT as they have entirely noticed unnecessary writing errors to not be iteratively repeated in their forthcoming writing learning processes. From the language teachers' side, the compatible usage of ChatGPT can potentially enable them to preserve their valuable writing teaching-learning periods by training their learners on how to become more mindful, thoughtful, and insightful writers. Simply speaking, ChatGPT allows more positive trajectories for second language writing learning instructors to provide eligible scoring systems to their learners' writing products. Instead of evaluating specific learners' writing products that may be time-consuming and energy-draining, ChatGPT offers an instantaneous solution to second language educators that some finalized writing compositions deserve a certain degree of scoring and all these produced scoring lists will be more objective as they have discerned an in-depth writing content being reviewed by this artificial intelligence. Mizumoto and Eguchi (2023) articulated that after being supported with ChatGPT, EFL educationalists and learners have gained a higher level of satisfaction concerning the particularly produced writing scores in which the whole quality of writing compositions are objectively reflected by its content, structure, and conventions.

In the recent 2 years, the massive publication of studies has been initiated to critically explore the significance of ChatGPT in varied ELT enterprises. However, none of these previously conducted studies has exhaustively investigated the meritorious learning merits brought about by ChatGPT in nowadays academic writing classroom circumstances. Thus, the researcher succinctly reviewed some particular research results produced by these ChatGPT studies. The first study conducted by Bin-Hady et al. (2023) revealed that the majority of Arabian EFL learners have terrifically escalated their target language skills to greater development after being exposed to ChatGPT wherein they obtained more supportive learning assistance in terms of suggested language expressions they should further utilize. Ivanovska (2023) highly recommended worldwide second language educationalists start prioritizing the continual usage of ChatGPT in their daily teaching-learning basis by which EFL learners will wholly notice a wide variety of mistakes having been made during their language learning progressions. Godwin-Jones (2022) highlighted that through the integration of teacher mediation and ChatGPT existence, EFL learners have become more judicious in orchestrating their specifically chosen learning strategies in harmony with their current learning situations, which enabled them to shift into more well-rounded knowledge seekers. Li and Chen (2023) unearthed that the predominant number of Chinese university EFL educators and learners gained a higher level of

satisfaction in the support of ChatGPT where more flexible, interactive, and efficient language learning exposure enabled them to experience more positively-sound classroom vicinities. Xiao and Zhi (2023) contended that during an insistent immersion of ChatGPT, Chinese EFL learners start turning into more self-reliant, critical, mature, and analytical academicians who are adept at resolving their currently-situated learning hindrances without depending too extensively on learning instructors or learning companions' help. This small-scale library study was initiated to compensate for the above-said prior investigation shortages by addressing suitable responses to this single research problem: What are the meritorious learning rewards that can be promoted by ChatGPT in academic writing classroom contexts?

Methodology

With the luminescence of a library analysis approach, the researcher ran this small-scale qualitative study to profoundly investigate the potential advantageous values brought about by ChatGPT in nowadays academic writing classroom contexts. Based on the lenses of qualitative research nature, the immersion of a library analysis method enabled the researchers to generate more trustworthy, relevant, and contextual research findings since repeated, critical, and comprehensive data analysis is a must-action to be carried out in this research cycle. Klassen et al. (2012) affirmed that with the constant enlightenment of a library analysis model, the researchers will have wider opportunities to yield more robust, relatable, and applicable research outcomes as an iterative and in-depth data overview is conducted during the data analysis stage. To ascertain the relevancy of approaching research results, the researcher specifically selected already-published ChatGPT studies from 2022 to 2024 year. The majority of these specifically-selected studies were quite novel as the ChatGPT platform was invented by the end of the 2022 year. Two major reasons propelled the researcher to initiate this library investigation. Firstly, the mutual concatenation between sophisticated technological tools and these ever-evolving educational revolutions is inescapable. Hence, the particularly generated research results disseminated by this library study were expectantly hoped to enlighten educational stakeholders' perspectives that the suitable incorporation of varied technological platforms can potentially kindle their regular teaching-learning processes in a better purpose. Secondly, some above-reviewed scientific works highlighted the serious second language learning impediments imparted by the improper use of ChatGPT. To that end, the approaching research results forming in this library research are more likely to embolden globalized EFL educationalists to start applying various kinds of artificial intelligence learning tools in their daily classroom contexts without feeling extremely

worried or anxious since they have fully comprehended how to maximize the utmost utilization of these technological learning platforms without disrupting learners' learning processes. For the data analysis processes, the researcher made use of a thematic analysis approach. A thematic analysis approach was specifically chosen to accordingly categorize the most identical research results into some major pertinent themes. By realizing this research step, the thematically categorized research outcomes will be presented comprehensibly to the targeted research stakeholders. In the last research stage, the researcher expounded the previously subdivided research themes in conformance with relatable theoretical frameworks and findings as a further attempt to yield reliable research results that will be beneficial for the continual development of ELT enterprises worldwide.

Findings and Discussions

In this part, the researcher attempted to impart comprehensive elaborations concerning two main research themes generated by the thematic analysis having been conducted before namely: (1) ChatGPT helped academic writers to significantly diminish their unnecessary writing errors and (2) ChatGPT shifted EFL learners into more excellent academic writers. To better sustain the robustness of these two specifically generated research themes, the researcher borrowed further support from some relatable research results and theories concerning the advantageous values promoted by ChatGPT in nowadays academic writing learning enterprises.

Theme 1: Chat GPT Helped Academic Writers to Significantly Diminish Their Unnecessary Writing Errors

Theme 1	Authors
Chat GPT helped academic writers to significantly diminish their unnecessary writing errors	Al-Garaady and Mahyoob (2023); Ko et al. (2023); Han et al. (2023); Hwang et al. (2023); Ismail (2023); Raheem et al. (2023); Song and Song (2023); Man et al. (2023); Yan (2023); Yoon et al. (2023).

The significant reduction of writing errors can be potentially ensured when second language writing learning instructors and learners are willing to work hand-in-hand in maximizing the fullest benefits of this chatbot application in their daily writing classroom circumstances. One of the advantageous values obtained from ChatGPT is EFL learners obtain a wide variety of supportive, constructive, and positive feedback upon conducting their forthcoming academic writing revisions. Resultantly, they will be more successful in generating more qualified academic writing products that are free

from unnecessary writing drawbacks. This crucial standpoint is substantiated by the finding of Ko et al. (2023) who unveiled that the majority of Korean university EFL learners have gained a more significant awareness of their writing shortfalls to be revised after being introduced to the ChatGPT platform resulting in the terrific enhancement of their academic writing products quality. One of the salient ChatGPT features enabling EFL learners to progressively transfigure into more efficient and proficient academic writers is the trace of their writing errors history. By conscientiously pondering on all these previously conducted writing shortcomings, EFL learners can make a significant reduction of these unintended errors to not be iteratively repeated in the approaching academic writing tasks. In a similar vein, Han et al. (2023) strongly suggested globalized second language educators start prioritizing an incessant incorporation of the ChatGPT tool in their academic writing classroom learning vicinities wherein EFL learners can significantly mitigate their prior writing deficiencies to not be repeated in the prospective academic writing learning enterprises. After becoming more skillful at alleviating various kinds of writing errors in their academic writing compositions, the accurate utilization of ChatGPT is more likely to allow more enlightening academic writing learning activities for EFL learners to enjoy. This praiseworthy learning behaviour takes place since EFL learners have become more adept at organizing their intended thoughts with more well-organized paragraphs and internalizing a vast variety of useful language expressions in line with their existing academic writing task contexts. Hwang et al. (2023) theorized that with an incessant accompaniment of ChatGPT, EFL learners can accurately identify the proper language conventions, dictions, and elements to be further inserted in their impending academic writing drafts enabling them to turn into more strategic writers who can fine-tune their particular writing strategies in conformance with the presently-situated academic writing contexts.

It is worth pinpointing that through the precise utilization of ChatGPT, EFL learners will have broader opportunities to attain more satisfying academic writing learning achievements wherein they can apply varied sophisticated writing expressions, cohesion, and coherence. Resultantly, they will be more successful in conveying their specific thoughts, ideas, and conceptions to the targeted readers. The above-explained contentions are positively linked to Ismail (2023) averring that with the continuous endorsement of ChatGPT, EFL learners can broaden their existing understanding of indispensable academic writing features allowing them to yield more high-quality academic writing compositions arousing readers' reading interest. In a similar line of argumentation, the proper usage of ChatGPT is proved to degrade EFL learners' writing blocks while they feel perplexed during the ideation processes. This positive

writing learning outlook matters most to increase EFL learners' academic writing interest and motivation since they are highly desirous of fostering their designated academic writing proficiency growth by inculcating a higher level of intellectual curiosity towards their specifically elaborated writing topics. This aforementioned standpoint is harmonious with Raheem et al. (2023) asserting that it is becoming indispensably pivotal for worldwide second language educationalists to equip EFL learners with a more comprehensive understanding of rewarding academic writing elements through the use of ChatGPT by which they can attain various fresh, novel, and contextual ideas, which empower their entire academic writing dynamics.

Theme 2: Chat GPT Shifted EFL Learners into More Excellent Academic Writers

Theme 2	Authors
Chat GPT shifted EFL learners into more excellent academic writers	Haggag (2023); Han et al. (2023); Han and Kim (2023); Nguyen (2023); Hawanti and Munisa (2023); Huang (2023); Mahama et al. (2023); Mahyoob et al. (2023); Roe et al. (2023); Zadorozhnyy (2024).

ChatGPT can act as one of the major driving forces for EFL learners to gradually transform into more excellent academic writers. One of the salient beneficial advantages promoted by ChatGPT during nowadays academic writing learning processes is the robust cultivation of EFL learners' higher-order thinking skills. Amidst the integration of ChatGPT, EFL learners will not merely learn how to compose widely accepted academic writing compositions or minimize their unnecessary writing errors but also actualize a wide array of higher-order thinking skills in their academic writing tasks comprising of analytical, summarizing, and paraphrasing skills. Haggag (2023) mentioned that EFL learners have gained many kinds of valuable higher-order thinking competencies when being armed with the ChatGPT platform in which they start feeling more comfortable in elaborating their specific writing ideas with an enlightenment of advanced summarizing, paraphrasing, and analytical skills. It is worth stating that ChatGPT can potentially induce more emotionally supportive and positively sound academic writing learning enterprises wherein EFL learners can heed their personalized learning time to gain a more in-depth understanding of the specifically-discussed topics. When EFL learners have been successful in enriching their current perspectives on their particularly chosen writing topics, they can forge their targeted academic writing competencies based on their writing pace. The solid integration between academic writing learning enjoyment and conducive writing learning practices will bring about influential impacts for the further advancement of EFL learners' writing

proficiency levels as they have been more cognizant of their particular writing weaknesses to be fostered in the prospective writing events. The above-expounded conceptions align with Hawanti and Munisa (2023) Theorizing that with consistent supervision of ChatGPT, EFL learners are more liable to become more mindful academic writers by infusing a more robust academic writing learning motivation to thoroughly create the potential betterment for their future writing compositions. Moreover, EFL learners can fully shift into more well-rounded academic writers amidst the continual exposure of ChatGPT. Their current academic writing perspectives can become broader since ChatGPT features allow them to establish online collaborative group discussions with other learning community members. By insistently participating in these online collaborative discussion dynamics, EFL learners will potentially gain richer insights, experiences, and strategies disseminated by other academic writers. As a result of this beneficial academic writing learning trajectory, EFL learners gradually transform into highly-achieving academic writers. These above-explicated explications concur with Huang (2023) who highly advocated globalized second language educationalists to equip their learners with the proper incorporation of ChatGPT in which they will not solely improve their academic writing proficiency skills to greater development but also become more expertise in mastering a wide variety of subject-specific fields being discussed through mutual group discussions.

The appropriateness of ChatGPT is influential when it comes to EFL learners' persistent and life-long academic writing learning attributes. ChatGPT allows EFL learners to become more confident in confronting a vast range of formidable academic writing hindrances since they are supportively provided with decent exemplary of academic writing products. By habituating themselves to producing the desirable academic writing outcomes in line with these commendable academic writing compositions, EFL learners can dedicate their valuable time to incorporating newly-attained perspectives, knowledge, skills, and strategies in their daily academic writing assignments. This action should be actualized in EFL learners' regular academic writing learning settings as they will become more accustomed to academic writing-eligible systems being applied in their classes. Mahama et al. (2023) accentuated the critical importance for second language teachers to embark on their forthcoming academic writing learning journeys with the supervision of well-accepted academic writing products through the ChatGPT platform by which they can display more constructed and clearer academic writing guidelines for their learners to follow. In the end, the proper utilization of ChatGPT can pave more enlightening academic writing learning pathways for EFL learners to endure seamless writing ideation processes with the

gradual diminution of writing blocks. In ChatGPT, EFL learners will have wider opportunities to escalate their academic writing knowledge, skills, and experiences since they continually encounter relevant writing ideas, applicable writing styles, and novel terminologies that are worthwhile to be applied in the designated academic writing tasks. This learning merit can be one of the convincing avenues for EFL learners to become more seasoned academic writers as they transform into more independent initiators, planners, and decision-makers for their personalized writing learning activities. Mahyooob et al. (2023) propounded that ChatGPT played a new role in diverse wide-ranging academic writing classroom vicinities since it promoted a significant degree of academic writing learning benefits for EFL learners in terms of the renewed writing strategies invention, smooth writing ideation processes, and resilient writing motivation.

Conclusion and Recommendations

As a concluding remark, it is increasingly necessary for globalized second language educationalists to start prioritizing the further incorporation of ChatGPT in their daily academic writing learning basis. The thematically categorized research results unraveled that the ChatGPT platform could provide a robust foundation for EFL learners to significantly foster their designated academic writing proficiency skills. This holistic learning outcome took place since the ChatGPT tool provoked anxiety-free academic writing classroom learning environments where EFL learners will no longer experience a higher level of perturbation while composing their specifically-made academic writing products. All these impactful academic writing learning values were endorsed by supportive, constructive, and positive suggestions addressed by ChatGPT. Through these entire meaningful academic writing feedback, EFL learners instil a higher level of explicitness in delineating their targeted writing ideas resulting in the apparent realization of qualified academic writing products. In the long run, ChatGPT can play a new role as one of the efficient springboards for EFL learners to possess more thought-provoking curiosity by which they gain various precious perspectives, knowledge, skills, experiences, and strategies to be further embedded in their academic writing tasks. For the betterment of this present small-scale library study, prospective researchers are highly advised to conduct a more exhaustive investigation concerning the probable disadvantages of ChatGPT in modern academic writing learning enterprises. By embodying this suggested action, manifold research result perspectives and in-depth data interpretations would potentially enable globalized ELT stakeholders to possess a higher degree of readiness and confidence while dealing with unprecedented academic writing obstructions. Apart from this research shortfall, the

thematically-reviewed research results have paved more promising avenues and insurance for worldwide academic writing learning instructors and learners to capitalize on the ChatGPT tool in their daily-based academic writing classroom surroundings as long as the predetermined academic writing learning objectives shared a solid interconnectedness with second language learners' current learning situations, needs, and skills.

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