THE MERITORIOUS LEARNING REWARDS PROMOTED BY CHATGPT IN ACADEMIC WRITING CLASSROOM CONTEXTS

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Abstract
Most EFL learners often feel encumbered while doing academic writing tasks as they struggle with grammar, the ideation process, and proper language expression use. 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. With this self-initiated action, language learners can potentially possess more robust readiness while confronting challenging academic writing tasks. 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 independent research outcomes. Two major reasons underlie 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, thematic analysis

Introduction
To be able to thoroughly master advanced academic writing skills, globalized second language learners infuse well-developed knowledge, competencies, and experiences in writing. 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. Song and Song (2023) believed 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, training learners to be more advanced in academic writing is not an easy mission. Taking for instance, while educators attempt to address comprehensive, meaningful, and supportive feedback for learners, they endure tough moments in selecting the most appropriate words or sentences to avoid causing unintended misunderstanding among their learners. This unwanted drawback occurs as a tangible result of limited writing teaching-learning period constraints. Li and Chen (2023) 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.

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 artificial intelligence tools, which in turn heighten their writing motivation. 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 in regular writing activities to foster their writing skills and volition.

One of the most renowned artificial intelligence tools 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 particular writing weaknesses. Chawla et al. (2022) informed 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 should be accompanied 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 to locate the targeted 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 similar writing mistakes. Al-Garaady and Mahyoob (2023) postulated 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 use of ChatGPT can enables them to conduct more effective writing assessment. As a result, learners have noticed the specific writing areas they need to further improve. 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 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?

EFL teachers' and learners' personal viewpoints concerning the use of chatbots in regular second language learning enterprises

It is worth accentuating that the full actualization of an enjoyable, emotionally supportive, and better facilitated second language learning atmosphere can be potentially induced by the appropriate usage of chatbots. During the activation of Chatbots, learners feel encouraged to hone their writing competencies to the utmost potential. This happen since they gradually transfigure into more purposeful, mindful, and watchful writers. Adams et al. (2023) averred that with the guidance of chatbots, EFL learners will feel more motivated to explore a wide variety of language learning resources and values sustaining the further advancement of their language proficiency skills where they are willing to embrace every single learning difficulty enabling them to become more competent academicians. In a similar vein, chatbots are also useful for promoting less anxious writing learning atmosphere through which learners are willing to redouble their writing efforts to reach their fullest writing proficiency potential. Yang and Chen (2023) who uncovered that an overwhelming majority of second language learners have exponentially transfigured into lifelong knowledge discoverers after being captivated by various interesting chatbot features introduced by their teachers.

Furthermore, chatbot incorporation can concurrently enable EFL learners to turn into more broad-minded academicians who are highly desirous of establishing more mutual, solid, and collaborative networking nurturance with other diverse learning counterparts. All of these valuable learning features bring about more influential educational impacts for the impending EFL learners' learning journeys as they believe that terrific knowledge and skills construction can be fully attained through socially constructed learning dynamics. These conceptions align with Sagre and Ahlawat (2023) asserting that with the proper use of chatbots, EFL learners can potentially gain a more comprehensive understanding of specifically discussed learning topics being delivered by their teachers in which they feel more encouraged to set up a more robust, collective, and supportive group dynamics with other learning community members to accordingly navigate their approaching learning processes.

The potential debilitating educational outcomes awaiting EFL educators and learners when they agreed to utilize ChatGPT

If not implemented with conscientious care, the constant internalization of ChatGPT in modern ELT enterprises can potentially prompt debilitating educational outcomes for the entire learning community members. One of the salient devastating factors prompted by this artificial intelligence tool is EFL learners will lack confidence, critical thinking skills, and creativity upon accomplishing their specifically given learning assignments. These shortcomings emanated from learners' personal beliefs that ChatGPT's responses are more credible and high-quality than their knowledge, skills, and experiences. Lund and Wang (2023) advise second language educationalists to intensively accompany their learners who have become addicted to a wide variety of artificial intelligence tools by patiently giving a new perspective to them that these artificial learning supports are the accompanying strategies to support their learning processes, not to nullify their learning skills.

Moreover, the continual usage of ChatGPT can potentially hinder the noble development of EFL learners' academic writing integrity. This event may potentially occur as they merely type the keywords to generate any kind of academic writing products they aim for. This act of plagiarism not only violates academic writing rules but also degrades their writing skills gradually. Dempere et al. (2023) who unfolded that a great number of globalized second language educators experienced a higher degree of worry and restlessness upon commencing their daily writing learning activities with the support of ChatGPT where EFL learners were more liable to embody plagiarism actions. ChatGPT is liable to hinder learners' problem-solving and higher-order thinking skills as various readily-made solutions already proposed by this artificial intelligence tool. Kasneci et al. (2023) admitted that the lack of a profound understanding concerning ChatGPT meaningful utilization could potentially render negative second language learning nuance where EFL learners gradually became more passive information receivers and indolent thinkers due to the comfort imparted by this artificial intelligence tool.

Method

With the support 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. The majority of these specifically selected studies were quite novel as the ChatGPT platform was invented by the end of 2022. 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 way. 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 Discussion

In this part, the researcher expounded these generated research themes: (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 academic writing learning enterprises.

Theme 1. ChatGPT helped academic writers to significantly diminish their unnecessary writing errors

Theme 1	Authors
ChatGPT 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. ChatGPT supportively assisted EFL learners to produce qualified writing products with the presence of scant errors. Ko et al. (2023) 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 transform into more efficient and proficient academic writers is the trace of their writing errors history. By referring to all these pinpointed writing errors, learners will actualize more effortful actions to avoid similar drawbacks in the forthcoming writing events. 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 skilled at alleviating various kinds of writing errors in their academic writing compositions, ChatGPT is influential in helping second language learners to become more well-organized and proficient writers as they can internalize their thoughts accordingly to the targeted readers. Hwang et al. (2023) theorized that with an incessant accompaniment of ChatGPT, EFL learners can accurately identify the proper language conventions, diction, and elements to be

further inserted in their impending academic writing drafts, enabling them to yield comprehensible writing compositions.

Through the precise utilization of ChatGPT, EFL learners will have broader opportunities to attain more satisfying academic writing learning achievements as they are capable of producing qualified thoughts in their compositions. Ismail (2023) averred 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. ChatGPT is expedient to help lessen EFL learners' writing blocks when they feel perplexed during the ideation process. This positive writing learning outcome took place since language learners are committed to forging their writing skills outside the regular classroom contexts. Raheem et al. (2023) asserted 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 empowering their academic writing learning dynamics.

Theme 2. ChatGPT shifted EFL learners into more excellent academic writers

Theme 2	Authors
ChatGPT 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. It is due to the expedient growth of higher-order thinking skills. Through ChatGPT, EFL learners will not merely learn how to compose qualified academic writing compositions but also train their critical writing skills, such as analytical, summarizing, and paraphrasing. 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.

ChatGPT is beneficial for escalating EFL learners' understanding of their writing topics. With this rejuvenated understanding, language learners are believed to endure more seamless writing text composition process as they can express their ideas with the presence of compatible writing expressions. As a result, they can maximize their writing strengths and minimize their writing weaknesses. Hawanti and Munisa (2023) asserted that with the consistent supervision of ChatGPT, EFL learners become more strategic, prudent, and resourceful writers, determining the most feasible writing learning trajectories useful for them. ChatGPT enables language learners to transform into more knowledgeable writers since they can establish mutual group discussions with heterogeneous learning community members. By insistently participating in these online collaborative discussion dynamics, EFL learners can potentially gain richer insights, experiences, and strategies disseminated by other academic writers. As a result, they learn gradually

how to situate themselves as skilled and adaptable writers. Huang (2023) 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 expert in mastering a wide variety of subject-specific fields being discussed through mutual group discussions.

ChatGPT enables EFL learners to become more confident writers as they constantly learn from various exemplary writing models provided by this artificial intelligence tool. This action should be actualized in EFL learners' regular academic writing learning settings as they will become more accustomed to widely accepted academic writing conventions 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.

Lastly, speaking, the proper utilization of ChatGPT can pave more enlightening academic writing learning pathways for EFL learners to endure a smoother ideation process. 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 to be applied in the designated academic writing tasks. This can be one of the convincing avenues for EFL learners to become more seasoned academic writers as they transform into more self-sufficient writers. Mahyoob 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, smooth writing ideation processes, and resilient writing motivation.

Conclusion

The thematically categorized research results disclosed that the ChatGPT platform could provide a robust foundation for EFL learners to progressively foster their designated academic writing proficiency skills. This holistic learning outcome took place since the ChatGPT tool ensured less stressful academic writing classroom learning environments. All these impactful academic writing learning values were endorsed by supportive, constructive, and positive suggestions addressed by ChatGPT. Through this 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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