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## **The Application of Chat GPT in English Language Evaluation: A Systematic Literature Review**

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**Abstract:** This comprehensive study of the literature investigated the use, advantages, and drawbacks of the Chat GPT in English language instruction. This article was constructed by using a limited search strategy for relevant databases like Google Scholar, Frontiersin, ResearchGate, Journal of Applied Learning and Teaching, and ScienceDirect using the keywords “Chat GPT” and “ELT Assessment.” The search is limited to articles published between 2019 and 2024, written in English, and containing “Chat GPT” and “English Language Assessment,” open-access, peer-reviewed, and relevant conference papers. This review examined 20 academic research papers on the use of the Chat GPT in English Language Teaching (ELT) assessment. The findings highlighted various benefits, including simplified assessment, customisation, near-real-time automation, removal of geographical restrictions, and cost-effectiveness. Nevertheless, ethical issues and restrictions were discussed, such as the responsible use of AI as a tool and the imbalance that AI can create in the integrity of an the assessment. The outcomes of this review could offer an understanding of the Chat GPT in terms of ELT assessment application and some new opportunities for future research and practice. The novelty of this study lies in the thorough literature review conducted by the author, encompassing a diverse array of research studies. The study elucidated various advantages and obstacles encountered by researchers during the assessment process. Furthermore, the researchers underscored the necessity of human validation for current generational artificial intelligence models in practical applications.

**Keywords:** systematic literature review, Chat GPT, English language assessment.

## **Introduction**

The assessment of English Language With the Chat GPT has been a novelty to the educational process, which has also led to numerous opportunities and threats. Tan (2023) proposed that machine learning in the context of natural language processing involves the utilisation of advanced chatbots which are continuously enhanced for various commercial and non-commercial applications. Moreover, the pre-trained deep neural net representation of chatbots combined with a “programmability level creates a robust foundation for the production of real” language samples (Gao et al., 2018).

Scholars, government officials, and scientists are actively investigating the implications of the Chat GPT, generating numerous inquiries and seeking empirical evidence to support their inquiries. However, one of the areas that has great prospects for the use of the Chat GPT is English language assessment (Song & Song, 2023). English language evaluation in higher education has the potential to be revolutionised by generative AI technologies like the Chat GPT. By completing a thorough literature study on the present uses, opportunities, and challenges of English in assessment, researchers expect to investigate the application of AI-powered Chat GPT in English language evaluation (Amin, 2023; Lubis et al., 2024).

According to Liu (2022) and Semeniuk et al. (2024), artificial intelligence (AI) refers to a collection of information technologies that combine information processing algorithms and scientific research methodologies to accomplish complicated tasks. Given a huge potential in the improvement of students’ performance and providing personalised learning experiences by integrating AI technology into educational contexts. The higher education institutions must pay attention to the rapid development of this technology (Akiba & Fraboni, 2023; Fontenelle-Tereshchuk, 2024). Additionally, the use of these AI tools is expected to improve future educational outcomes and increase the effectiveness of future professional training (Ivanashko et al., 2024; Zhang, 2021).

## **Research Problem**

The rapid advancement of GenAI has permeated into the realm of education. This study provides an in-depth analysis of the progress in natural language processing and machine learning, which have sparked a resurgence in the utilization of chatbots in various industries. This statement is echoed in the opening section by Al-Amin et al. (2024). Another research study focuses on the specific application of the Chat GPT in English language assessment and discusses its potential benefits. Bahrini et al. (2023) stated personalised feedback and enhanced writing skills development. Furthermore, Even though it can be answered in other languages, searching in the English field found better results.

This study sought to explore the application of the Chat GPT technology in English language assessment. In the area of English language instruction and evaluation, the researchers investigate the Chat GPT's uses, advantages, and possible disadvantages. This study's methodology section described the process utilised to find and evaluate the research material (Song & Song, 2023). The research has indicated that ChatGPT is a useful instrument for evaluating English language competency, especially when it comes to assignments involving grammar, vocabulary, and language comprehension. It has been discovered that the ChatGPT's instant feedback and scoring feature increases student motivation and engagement (Steiss et al., 2024).

The use of the ChatGPT in English language assessment offers several advantages, including increased efficiency, reduced costs, and enhanced accuracy. The ChatGPT can also provide customised feedback and adapt to individual learners' needs (Woo & Choi, 2021). The utilisation of the Chat GPT and language assessment technologies represents an emerging domain with profound implications for

the pedagogy and evaluation of language proficiency (Rudolph et al., 2023). The researchers are exploring the potential of the Chat GPT in enhancing the user experience of language assessment.

The goal of the systematic literature review research focus was to present a thorough summary of the state of the art about the Chat GPT and its uses in language assessment, with an emphasis on user experience. Moreover, specifics regarding the methods for data extraction and analysis, the search approach used to find suitable papers, and the inclusion and exclusion criteria for choosing research (Mai & Carson-Berndsen, 2023; Qureshi, 2023). The major topics and conclusions that arose from the literature analysis are presented in the findings and discussion section.

A comprehensive review of existing studies on the systematic review of existing studies was conducted in order to find a gap in the current body of knowledge; the researchers carried out a thorough examination of previous studies on the systematic review of prior studies on the use of the ChatGPT in English language assessment. This suggests that in order to find a gap or region that needed more investigation, the researcher studied a number of papers that looked into the ChatGPT's application in English language assessment. These studies are reviewed below in the Table 1.

**Table 1**

*Previous Studies*

<b>Author</b>	<b>Title</b>	<b>Research Method</b>	<b>Research Objective</b>	<b>Major Research Finding</b>	<b>Identified Research Gap</b>
Law (2024)	Application of generative artificial intelligence (GenAI) in language teaching and learning: A scoping literature review	Systematic review of the literature	The goal is to outline the present research on ChatGPT in language instruction and indicate areas where additional research is needed to guide future advancements	The most studied components of language and education include language competence levels, study fields, attitudes toward Generative Artificial Intelligence (GenAI), and the possible benefits and obstacles of its use in education.	The exploration of ChatGPT's capabilities extends beyond its current applications in language learning and assessment, seeking to uncover its potential uses in other aspects of language education.
Meniado (2023)	The impact of ChatGPT on English language teaching, learning, and assessment: A rapid review of literature	Systematic review of the literature	The study aims to investigate how the ChatGPT affects English language instruction, student learning, and evaluation methods.	ChatGPT can aid English language learning by offering helpful language inputs, guiding learners during writing, correcting mistakes, and providing extensive practice to improve fluency	The potential effects of the ChatGPT on how teachers learn and grow professionally should be studied further., including its potential to enhance teacher training and support
Imran and Almusharraff (2023)	Analysing the role of the ChatGPT as a writing assistant at higher education level: A systematic review of the literature	Systematic review of the literature	The study examines the utilisation of ChatGPT as a writing tool in academic settings by conducting a comprehensive analysis of the 30	Artificial intelligence (AI) in education is constantly evolving, with the ChatGPT being a recent innovation. This development brings both benefits and	The effectiveness and influence of the ChatGPT in language education should be better understood

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most relevant articles on the topic.

challenges to the education process, particularly in academic writing, as it can be used as a writing assistant.

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*Source:* Authors' own development.

### **Research Focus**

The study concentrated on researching the ChatGPT as previous studies had several limitations, including a lack of understanding of its effectiveness and impact in language instruction (Fauzi et al., 2023; Su & Yang, 2023). Studies show that the ChatGPT has proven to be a useful tool for teachers in conducting assessments and helping educators, but additional study and there is a need to determine its value and effects on language learners. There is little awareness of the possible applications of ChatGPT in other areas of language learning and evaluation (Japoshvili-Ghvinashvili & Suleman, 2023; Teng, 2023).

A review of previous studies on the use of the ChatGPT in English language evaluation was conducted, assessing 20 papers from an initial pool of 202 entries from selected databases. The purpose of this study was to highlight research gaps and areas for further exploration into the use of the ChatGPT in English language evaluation. Based on the goals of the study, the three research questions were proposed. Thus, the research question 1 concerned the advantages and disadvantages of ChatGPT's application in English language assessment based on previous studies. The studies in this review demonstrated the multilingual and different-level applications of the ChatGPT technologies, with a specific consideration of university settings and English as a Foreign Language (EFL). The second research question delved into the effectiveness and constraints of utilising the ChatGPT for evaluating the English language. The concluding inquiry aimed to pinpoint any gaps in current studies and highlight potential future research avenues in the realm of using ChatGPT for English language assessment.

### **Research Aim and Research Questions**

This research aimed to understand how the ChatGPTs could improve English language teaching, especially for assessment, along with any potential strengths or weaknesses. Additionally, it aimed to identify how the ChatGPT helped in the process of teaching and learning. Using the ChatGPT in English language teaching assessment was the main objective of the research process, and to answer following question below:

1. The current State of Research on Using the ChatGPT in English Language Assessment: The question aimed to summarise the existing research on the use of the ChatGPT in English language assessment.

2. Efficiency Benefits and Limitations of Using the ChatGPT in English Language Assessment: This question aimed to investigate the efficiency benefits and limitations of using the ChatGPT in English language assessment.

3. The research Gaps and Areas for Future Investigation in using the ChatGPT in English Language Assessment: The question aimed to identify the gaps in the current understanding of the ChatGPT's in English language assessment and suggest areas for future research.

Based on the research questions above, the researchers aimed to provide a comprehensive understanding of the use of the ChatGPT in English language teaching assessment, its potential benefits and limitations, and its potential to improve the teaching and learning experience. It is considered that

this research can help educators and stakeholders understanding the effective use of the ChatGPT in English language teaching and assessment to improve the teaching and learning process.

## **Materials and Methods**

This research used a Systematic Literature Review (SLR) methodology, allowed for a rigorous and systematic approach to identifying, analysing, and synthesising relevant literature, enabling the researchers to draw valid and reliable conclusions based on a comprehensive review of existing research (Khan et al., 2003; van Dinter et al., 2021). Another explanation explicates SLR as a systematic method of Finding and critically reviewing of relevant research on a certain issue, followed by integrating the findings to provide a detailed finding of the subject (Mengist et al., 2020; Mohd Nawi & Muhmad Nor, 2023). In this study, the SLR approach was used to systematically summarise available research on the use of the Chat GPT in English Language Assessment.

This current study followed the Systematic Literature Review (SLR) methodology outlined by (Xiao & Watson, 2019). The systematic literature review (SLR) process consists of three phases: planning, conducting, and documenting. Here are the steps within these phases.

### *Planning Phase:*

1. Define the Research Purpose and Objective: Clearly state the goal of the SLR.
2. Develop the Research Protocol: Outline the study's objectives, research questions, inclusion and exclusion criteria, databases to be searched, keywords, and quality evaluation standards.

### *Conducting Phase:*

1. Establish Relevance Criteria: Determine the relevance of each resource by evaluating alignment with the research purpose, addressing research questions, and meeting inclusion and exclusion criteria.
2. Search and Retrieve Literature: Conduct comprehensive searches across relevant databases to identify relevant literature.
3. Select Studies: Systematically evaluate and select studies based on predetermined inclusion and exclusion criteria.
4. Quality Assessment: Evaluate the methodological and scientific quality of each study to determine credibility and reliability.
5. Data Extraction: Extract and record relevant information from each selected study, focusing on the key findings, methods, and results.
6. Synthesis of Studies (Analysis): Analyse and synthesise extracted data to identify common themes, patterns, and relationships.

### *Documenting Phase:*

1. Reporting: Provide the results of the SLR in a clear, concise, and complete manner, including a comprehensive summary of findings.
2. Dissemination: Publish the SLR.

## **Sample**

This research concluded 20 papers from a pool of 202 entries from selected databases related to research on the use of ChatGPT in English language assessments. The purpose was to find research gaps and potential so future research can have a better understanding. To do this, three research questions were created in order to achieve the research goals. The review highlighted its strengths and

weaknesses and identified areas where further research is needed to improve its effectiveness and potential use of the ChatGPT, especially in English language assessment.

The selected research was published starting in early 2022. It is not unexpected that scholars are inclined towards investigating topics such as pedagogy, instructional methodologies, educational policies, and assessment practices. This inclination is rooted in the prevalence of research on the ChatGPT during this period, driving a desire for contemporary research to align with current advancements. Consequently, a predominant focus of studies likely revolves around exploring the potential applications and ramifications of the ChatGPT, particularly within the realms of writing, evaluations, and educational policy development.

### ***Instruments and Procedures***

The research aimed to provide a comprehensive understanding of the role of the Chat GPT in English Language Teaching assessment, its potential benefits and limitations, and its potential to enhance the teaching and learning experience. The research protocol was developed with the primary objective of investigating the application of the Chat GPT in English Language Teaching assessment and addressing the following bellow (Table 2, Figure 1).

**Table 2**

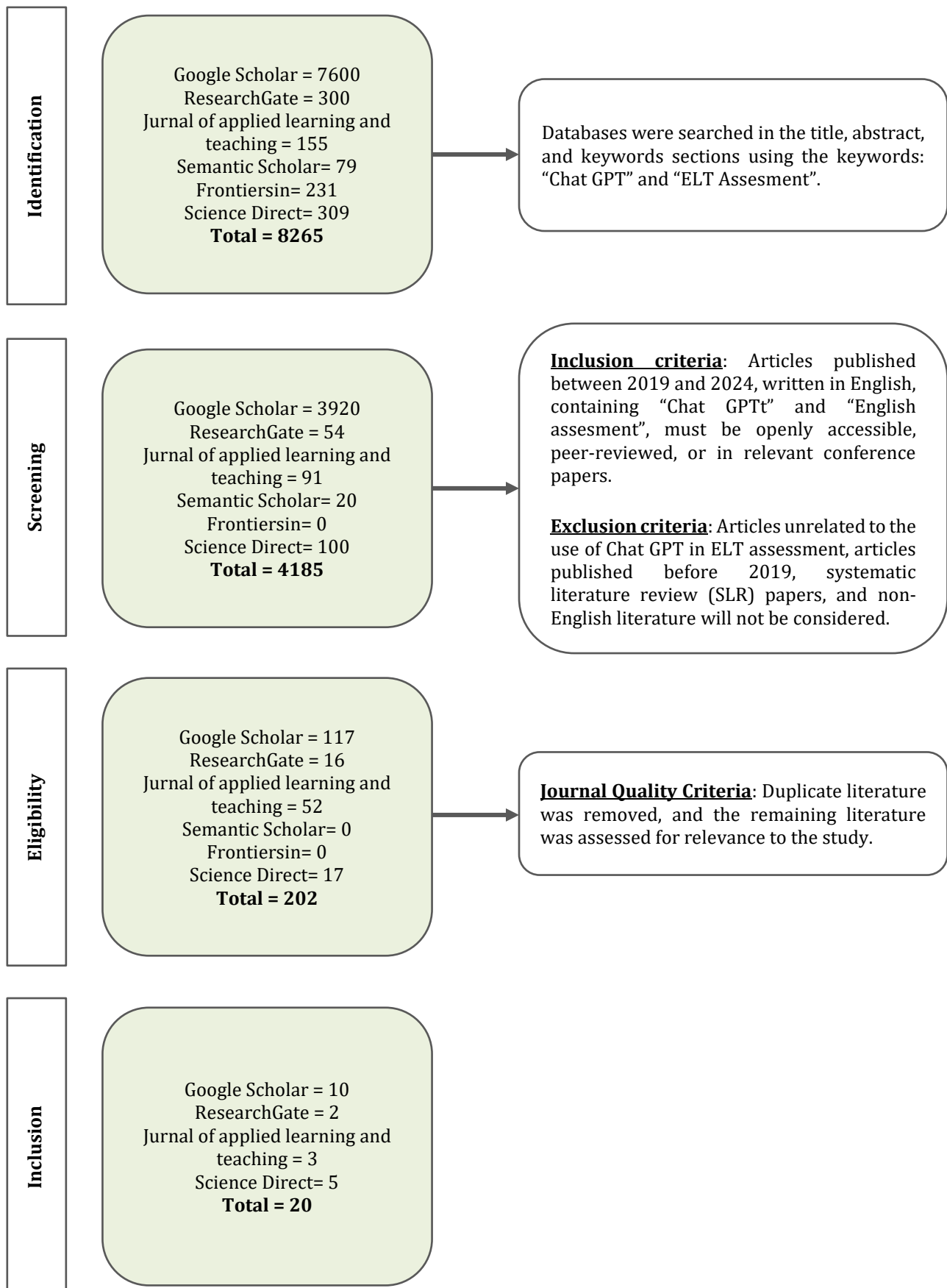
#### *Research Protocol*

<b>Purpose of the study</b>	<b>To investigate studies on the use of the Chat GPT in ELT Assesment</b>
Research questions	<p>What is the current state of research on using the ChatGPT in English language assessment?</p> <p>What are the efficiency benefits, and limitations of using the ChatGPT in English language assessment?</p> <p>What are the research gaps and areas for future investigation in using the ChatGPT in English language assessment?</p>
Inclusion criteria	<p>The publication dates of the articles were restricted to the period from 2020 to 2024.</p> <p>Written in the English language.</p> <p>The articles needed to contain the term “Chat GPT” and “ELT Assesment” in the title, abstract, or keywords.</p> <p>Accessibility in the form of openly accessible complete texts.</p> <p>Publication in peer-reviewed journals or relevant conference papers.</p>
Exclusion criteria	<p>Any publications before the year 2019.</p> <p>Literature Review Papers.</p> <p>Publications that were not written in the English language</p>
Search databases	<p>Google Scholar</p> <p>Frontiers</p> <p>ResearchGate</p> <p>Journal of applied learning and teaching</p> <p>ScienceDirect</p>
Keywords	“Chat GPT” and “ELT Assessment”
Quality assessment criteria	<p>Remove all duplicate publications..</p> <p>The conclusions are reliable and relate to the purpose of this current study.</p> <p>The aim or purpose of the study is clearly stated.</p> <p>The overall methodology used is described in such a manner that the study can be replicated.</p>

*Source:* Authors’ own development.

**Figure 1**

*Flow Diagram*



Source: Authors' own development.

## Results

The results of the systematic literature review are presented in the Table 3.

**Table 3**

*Systematic Analysis*

No	Author(s). Year	Journal/Vol/PP	Findings
1	Koraishi (2023)	<i>Language Education &amp; Technology(LET Journal)</i> , 3(1), 55–72.	The findings showed that The integration of artificial intelligence, particularly the ChatGPT, has been beneficial for English as a Foreign Language (EFL) teachers. AI-driven technologies can streamline, accelerate, and personalise the development of curricula and materials, catering to individual learners' needs.
2	Ogunleye (2024)	<i>Journal of Applied Learning &amp; Teaching</i> , 7(1), 46–56.	These studies revealed that the GenAI tools demonstrate topic knowledge, problem-solving, analytical, critical Thinking, and presentation skills, which can restrict learning when utilised ethically. Second, the design of the assessments for certain disciplines exposed the GenAI tools' limits. Based on these findings, the researcher gave recommendations about how AI technologies may be used for teaching and learning.
3	Rudolph et al. (2023)	<i>Journal of Applied Learning &amp; Teaching</i> , 6(1), 342-363.	The Finding showed that digital literacy education is essential and must to include AI tools, in to the curriculum – other useful AI tools include, for instance, Grammarly (a writing and grammar-checking tool that uses AI to check texts for grammar, spelling, punctuation, and other writing-related issues, and offers suggestions for how to improve the writing) and Elicit Mentioned
4	Amin (2023)	<i>International Journal of Higher Education Pedagogies</i> , 4(4), 1–15	The study revealed that AI and the ChatGPT in EFL education improve learning by tailoring lessons to individual students, providing real-time feedback, and automating grading. However, ethical concerns about privacy and responsible AI usage must be addressed. Successful implementations show the benefits of AI integration. The future of EFL education lies in balancing AI with human interaction to achieve a more effective and engaging learning experience.
5	Fitria (2023)	<i>ELT Forum: Journal of English Language Teaching</i> , 12(1), 44–58	The researcher found that the ChatGPT can help students write long essays. It can also help to find grammatical mistakes based on the sentence created. Even though the ChatGPT can help users create an essay, users still need to re-analyse and edit if there are any grammatical mistakes.
6	Monika and Suganthan (2024)	<i>Bodhi International Journal of Research in Humanities, Arts and Science</i> , 8(2), 75–84.	The ChatGPT has changed the teaching and learning process, especially in the English language. Monika and Suganthan (2024) found the ChatGPT provides fast access to information and is very efficient. It helps learners improve their four main skills in English learning, like listening, reading, speaking, and writing. According to this research, the ChatGPT has a positive impact on English language learners. improving their vocabulary, listening, speaking, writing, and reading skills.
7	Mizumoto and Eguchi (2023)	<i>Research Methods in Applied Linguistics</i> , 2(2), Article 100050.	Studies explain how AES (Automated Essay Scoring) using GPT can help the users on assessment. The ChatGPT can be reliable and accurate for evaluations. The researcher also explain how AI can help language features especially for the scoring accuracy. AI language models, such as the ChatGPT, can be utilise as a great tools for AES, potentially

			change the way we approach evaluation and feedback and the applications on academic research.
8	Schmidt-Fajlik (2023)	<i>AsiaCALL Online Journal</i> , 14(1), 105–119.	This belief that the ChatGPT is the best tool in assisting Japanese English Language Learners (ELLs) with grammar. The subject of this research was applied to with first-year Japanese university students on creating paragraph writing assignment. The results show that experiences using the ChatGPT can help them on enhancing their grammatical mistakes..
9	Alafnan et al. (2023)	<i>Journal of Artificial Intelligence and Technology</i> , 3(2), 60–68.	This study suggests that instructors in communication, business writing, and composition courses should rethink their assessment strategies to better gauge student learning. This involves moving away from traditional theory-based assignments and instead using real-life scenarios that challenge students to think critically, creatively, and imaginatively. Furthermore, all assignments should be submitted through plagiarism detection software to maintain academic integrity.
10	Parker et al. (2024)	<i>Computers and Education Open</i> , 6, Article 100166.	The Chat GPT consistently helps ordinary students in all classes, obtaining 10 A grades or higher out of 11 and taking the top spot in eight of them. Graduate Teaching Assistants (GTAs) accurately identified 50% of AI-generated evaluations, pointing to a possible link between class size and GTA accuracy in detecting AI-generated work.
11	Ali (2023)	<i>Research Gate University of Bisha Journal for Humanities</i> , 2(2), 629–641.	This study found that most EFL teachers have a positive view of the ChatGPT's role in English language teaching and learning, but some expressed concerns about plagiarism and overreliance on chatbots. Teachers with 6-10 years of experience had more positive views. The study suggests further research to understand how the ChatGPT is used and its impact on learning.
12	Athanassopoulos et al. (2023)	<i>Advances in Mobile Learning Educational Research</i> , 3(2) 818–824.	This study asks the participant to write a second essay with similar theme from previous essay, and the results show some improvement in part of vocabulary number, and students can find unique term. additionally, the ChatGPT can be an effective language learning tool for English as Foreign learners especially they are the one with refugee or migrant backgrounds. However, further research is needed to wide the understanding of various circumstances.
13	Trust et al. (2023)	<i>Contemporary Issues in Technology and Teacher Education</i> , 23(1), 1–23.	It found that the ChatGPT and another AI can support teachers and students. Teacher needs to personalized learning and combining Chat GPT as usefull tools, it also helps on advance writing and can increase students critical thinking. however, its use carries some risks and the potential for misuse. Misinformation and bias found within the ChatGPT's responses, along with instances of cheating and plagiarism, have worried educational practitioner.
14	Ghafar (2023)	<i>International Journal of Applied Research and Sustainable Sciences</i> 1(2), 73–86.	The article focuses on some bias and missconception toward the use of the ChatGPT, The ChatGPT has impressive skills, but its lacks the of language critical thinking. so The Educator must aware and need to encouraged on discussing the chatbot's operational functions and mechanisms, as well as weakness and challenge on using it

15	Nguyen (2023)	<i>International Journal of Language Instruction</i> , 2(3), 1-47.	This study was conducted toward English language teachers at Van Lang University, The result shows a positive view of implementing the ChatGPT in English writing classes. Teachers consider ChatGPT as "assistant" who can give quick Information in creating learning resources and developing lesson plans.[1]
16	Nikolic et al. (2023)	<i>European Journal of Engineering Education</i> , 48(4), 559-614.	The Finding shows a lack and benefit of current assessment practice and discusses opportunities for how the ChatGPT can be used to help with teaching and learning. The findings of this research found that the current prompt for chat GPT is not enough and needs some improvement.
17	Ahmed et al. (2023)	<i>International Journal of Technology and Education Research</i> , 1(3) 40-49	It found that using the ChatGPT as a learning instrument for technical English students. The students are expected to be more attracted to and involved in conversations in settings that have similarities with challenges that may come in the future. This conversation activity helps students ask engineering-related questions, and then they will receive some useful information to apply in a specific situation, such as a conversation or another task.
18	Law (2024)	<i>Computers and Education Open Science direct</i> 1(6), 1-13	(The findings show some impacts of the ChatGPT Teaching and learning practice. The users needs to be more understanding of the result. It needs more modification to achieve a better result. Additional research is needed to determine the effectiveness and impact of using AI in English Language teaching and learning
19	Algaraady and Mahyoob (2023)	<i>Arab World English Journal</i> , 9, 3-17.	This study found that the ChatGPT can identify most surface-level writing errors but struggles with deeper issues like structure and pragmatics. Human teachers, on the other hand, can spot these complex errors. The results suggest that while the ChatGPT is useful for spotting simple faults, but it cannot replace the knowledge of human teachers in recognizing more complicated problems. The data analysis reveals that the obtained data is statistically significant, and further study could provide valuable insights.
20	Meniado (2023)	<i>Arab World English Journal</i> , 14(4), 3-18.	This study shows that the ChatGPT can aid English language learning by providing meaningful inputs, offering support during writing, giving feedback on accuracy, and enhancing fluency through practice. It can also support teachers by creating personalized lesson plans, facilitating learning outside of the classroom, and offering rapid feedback. However, its application in the classroom is hampered by difficulties such as incorrect responses, plagiarism, skills degeneration, generic responses, prejudices, privacy breaches, lack of emotion, technical constraints, educational inequalities, and dangers to teacher job security.

Source: Authors' own development.

## Discussion

The scoping review article examined 20 papers selected from a pool of 202 entries across various databases to evaluate the current state of research on utilising the ChatGPT in English language assessments. The purpose was to identify the research gaps and potential areas for further exploration. To achieve this, three review questions were developed to fulfill the intended objective. This research answered three research questions to provide a comprehensive overview of the existing research on

the ChatGPT in English language assessment, highlighting its strengths and limitations and identifying areas where further research is needed to improve its effectiveness and potential applications.

The research in this study showed the use of the ChatGPT technology across different educational and language levels (Hadi Mogavi et al., 2024; Jones, 2023). Although much of this research focused on English as a Foreign Language (EFL) and the university environment, it is important to broaden the scope to include research on the application of the ChatGPT in other areas of teaching English or other languages at other levels of education (Park, 2023; Uchiyama et al., 2023). This expanded coverage will provide a more comprehensive understanding of the ChatGPT's potential in a variety of educational settings.

The academic focus on topics such as teaching and learning (T&L), related policies, writing, and assessment in the selected articles published in the first half of 2023 can be attributed to the recent release of the ChatGPT-3 and its widespread accessibility. The availability of advanced AI technologies like ChatGPT-3 has likely prompted scholars to explore and discuss how such tools can be incorporated into educational settings to enhance teaching practices, policy development, writing instruction, and assessment methods. This trend reflects the dynamic and evolving nature of educational research and practice in response to emerging technologies and their potential impact on the field. This is because OpenAI's ChatGPT (GPT-3), a text-based chatbot, was released around this time, and its open availability has likely attracted significant interest among educators and academics. Therefore, most research tends to center on exploring the potential applications and implications of the ChatGPT in these areas, particularly in the context of educational writing, evaluation, and policy.

### ***The Current State of Research on Using the ChatGPT in English Language Assessment***

Based on the data extraction above, many studies have different perceptions regarding the use of the ChatGPT, providing insight into its strengths and potential weaknesses for assessment applications. Many educators praise the ChatGPT for its ability to save time, increase vocabulary, improve assessment quality, and improve efficiency in a variety of English language assessments. Koraiishi (2023) notes that AI technology can organise, accelerate, and personalise curriculum and material development to meet the needs of individual learners. Additionally, AI systems can inform the assessment process, with new tools being developed to increase its efficiency.

Ogunleye (2024) found several limitations where GenAI tools can create some problems faced by subject knowledge, such as problem-solving, analysis, critical thinking, and presentation skills. It can also limit learning if used unethically. This is the importance of responsible use of AI tools in education. Rudolph et al. (2023) suggest integrating AI along with other useful AI tools, such as Grammarly, which utilises AI to check grammar, spelling, punctuation, and other writing issues and offers suggestions for improvement. Those can help users illustrate the potential benefits and limitations of AI tools such as the ChatGPT in education, which highlights the need for responsible and ethical outcome into teaching practices.

There are four main skills in the English language, and using the ChatGPT in English Language Teaching (ELT), especially for assessment can help users in almost every aspect of English language skills, as stated by Monika and Suganthan, (2024) explain the ChatGPT can help students improve their listening, reading, speaking, and writing skills, which is supported by data from research conducted before, which shows a positive impact on language learners. This includes improving vocabulary, listening, speaking, writing, and reading skills. More specific, Fitria (2017) described ChatGPT's ability to help with a variety of English essay topics, including descriptive texts, recounting personal experiences, and essays on future career goals.

The users can learn to maximise the Chat GPT as useful tools to create essays using lead, explanation, and conclusion sentences and can use active and passive voice. The Chat GPT can be very useful for language learners who have difficulty writing in English, users can make it as "writing: buddy". As stated by Mizumoto and Eguchi (2023), by using the GPT-based Automated Essay Assessment (AES) can be quite reliable. The ChatGPT can be a valuable tool in assessing language learners writing ability, giving more objective and efficient evaluation process. Some researchers agree that the use of the ChatGPT in ELT assessment can help students to understand four main English language skills, including listening, reading, speaking, and writing, and can provide a better evaluation of language learners' abilities.

The explanation before shown effectiveness of the ChatGPT in English language learning, but the researcher will broaden the field to see more various aspects, one of which is English for Specific Purposes (ESP). For instance, a study conducted by Alafnan et al. (2023) focused on business students and their learning processes in communication courses, particularly in business writing. The researchers discovered that students need to adapt their assessment strategies to accurately evaluate their learning. This research suggests that the ChatGPT could serve as a valuable tool for evaluating student learning outcomes in specific areas. Furthermore Schmidt-Fajlik (2023) strongly considered that the ChatGPT is the most effective tool to help Japanese English Language Learners (ELLS) with assistance in creating. Ahmed et al. (2023) are confident in the ability of ChatGPT to enhance students' proficiency in technical English.

Based on the explanation above, the researchers it can be concluded that using the ChatGPT into the learning process, students can be actively involved in the learning process. Teachers can ask learners to create interactive activities that encourage students to actively involve into discussion, receive accurate and useful responses from the ChatGPT, and even receive explanations and comments. If the materials can be interactive it will help students develop their technical English skills in a more interesting and effective way.

### ***The Efficiency and Limitations of Using the ChatGPT in English Language Assessment***

The ChatGPT can be a very effective and efficient tool for teachers in making assessments. According to Nguyen (2023), the ChatGPT significantly assisted teachers in finding appropriate resources and developing lesson plans, which reduced their workload and saved time, so that teachers could focus on more important tasks. In addition, teachers also viewed the ChatGPT as a useful "task buddy", where the chat GPT can provide immediate responses to users, recommend various resources, provide feedback on their work, and increase students' motivation as users.

Teachers found that the Chat GPT can be very useful. Where it helps students to personalise its function and attract students to be involved in the teaching and learning process. Meniado (2023) state that the ChatGPT is pretty effective when it comes to learning English. It not only offers useful inputs but also helps out with writing, provides accurate feedback, and even boosts fluency with practice. This really highlights how the ChatGPT can enhance language learning. By giving students the specific help they need and useful feedback, it helps them get better at writing and improve their overall language skills."

The ChatGPT is really making waves in English Language Teaching (ELT) assessments. Monika and Suganthan (2024) point out that using this technology can really help learners to improve their listening, reading, speaking, and writing skills. According to Parker et al. (2024), the chat GPT to not only have a very prominent performance but the Chat GPT can also deal with different kinds of lesson assessments and not only give an effective outcome but also an appropriate response.

Research conducted by Ali (2023) and Athanassopoulos et al. (2023) provides evidence of the ChatGPT's exceptional performance. Their studies found that students using the ChatGPT made noticeable improvements, like writing more words, using a wider range of vocabulary, and crafting longer sentences. This means that the ChatGPT's accurate and helpful responses really aid students in enhancing their language skills and overall performance. The fact that these results were consistent across different classes and that students clearly improved their work shows how useful the ChatGPT can be for language learning and assessment.

The ChatGPT is quite powerful, but there are some things teachers need to be aware of when using it. According to Ghafar (2023), the ChatGPT does not have the same thinking and language abilities as humans, which is important to keep in mind for language learning and assessment. This shows what AI tools like the ChatGPT strength and weakness and how they might affect students' learning. Khan et al. (2003) raised concerns about using the ChatGPT, such as the risks of spreading wrong information, bias, cheating, and plagiarism. Nikolic et al. (2023) noted that as the ChatGPT learns from more data, it will get even better at giving convincing and accurate answers. This necessitates educators to adapt their assessment methods to prevent the ChatGPT from simply replicating answers. Failure to do so may compromise the reliability of assessments. The advanced language generation capabilities of AI tools raise the possibility of them being indistinguishable from authentic student work.

Algaraady and Mahyoob (2023) noted that the ChatGPT has its limitations on finding error. While it can catch simple errors effectively, it does not have the same expertise as human teachers in identifying more complex issues. This highlights how important human teachers are for language learning and assessment because they can understand context and nuances much better. Their study also showed some important results that back up these points. The researcher recommended further investigation to fully grasp the efficacy of the ChatGPT in language instruction and assessment. Monitoring the data and observing the AI's functionality can provide valuable insights into its capabilities and limitations, enabling researchers to optimise its utilisation in educational settings.

### ***The Research Gaps and Areas for Future Investigation in Using the ChatGPT in English Language Assessment***

Using the ChatGPT can really help teachers create English language assessments more easily, giving more accurate and efficient results. But as AI gets better, there's still a lot we need to research about how to use ChatGPT in English assessments (Athanassopoulos et al., 2023; Flaagan, 2023). One thing to study in the future is making better algorithms that can find and fix the limits of the ChatGPT. For example, researchers could find ways to make the ChatGPT better at catching and fixing mistakes in grammar, how sentences are put together, and the words used, as well as making it give more different and detailed feedback.

Law (2024) talks about how important these findings are for thinking about what's next in using GenAI tools in teaching languages. This review highlights the necessity for further investigations into the effectiveness of these tools and their impact on various learning experiences. Specifically, more research is needed to evaluate the efficacy of the GenAI tools in language instruction. This is really important because these technologies are advancing quickly and could pose significant risks if not properly managed. Researchers suggest that future studies should focus on specific language skills like writing and speaking to develop targeted interventions using GenAI tools.

This result could lead to the development of better assessment systems that meet the diverse needs of language learners. Researchers could also explore how the ChatGPT might be used in different aspects of language teaching, testing, and learning analysis. This includes its potential applications in various classroom settings, both online and offline, to support language learning and enhance teacher

professionalism. Based on the research discussed earlier, the ChatGPT appears to be a useful tool for teachers in creating English tests (Khondaker et al., 2023; Mai & Carson-Berndsen, 2023). However, more research is necessary to understand how best to integrate it into language teaching and testing.

This study provides valuable insights for educators regarding the potential application of chat GPT in English language assessment. However, it is important to note several limitations that may impact the generalisability and reliability of the findings. Future research should take into consideration these limitations and make necessary adjustments.

Specifically, this research may not be applicable to all conditions due to its specific focus on English language assessment. Therefore, adjustments may be needed for the adaptation of chat the GPT in assessments for other languages or different types of Generative Artificial Intelligence (GenAI). Additionally, the study did not examine the long-term effects of incorporating AI in educational settings, which could have implications for the broader use of chat the GPT in education.

As GenAI continues to evolve, future studies should address these limitations and explore the wider implications of utilising chat the GPT, particularly in the context of teaching and learning. It is essential for researchers to consider these gaps in knowledge and investigate the broader implications of incorporating chat the GPT in educational practices.

## **Conclusions and Implications**

AI tools like the ChatGPT are quite handy for teachers. They save time, make tests better, and keep students motivated. Researchers suggest that educators should enhance their skills in utilising the ChatGPT effectively to introduce innovative concepts and enhance the learning experience. While the ChatGPT may encounter difficulties with intricate instructions, it still relies on human discretion for more complex tasks.

Educators must be aware of these boundaries. The ChatGPT should serve as a supportive tool, not a substitute for human interaction. It is crucial to acknowledge the potential dangers of excessive reliance on AI responses and devise strategies to address these concerns. Future investigations should prioritise ethical considerations and the constraints of rapidly evolving technologies. This entails enhancing the ChatGPT's capabilities in identifying and rectifying errors in grammar, syntax, and vocabulary, as well as providing diverse and situation-specific feedback.

Using the ChatGPT with other AI tools like natural language processing (NLP) and machine learning (ML) could help create better and more adaptable assessment systems. Chat systems can help meet the different needs of language learners. Researchers think it is good to look at specific skills, like writing or speaking, to see how GenAI tools can help because this could be useful for students learning in different ways and places. Even though the ChatGPT looks promising for making English tests, there are still many things to learn and improve when using it for language learning and testing for future research.

## ***Suggestions for Future Research***

Area for future investigation is the integration of the ChatGPT with other AI tools and technologies, such as natural language processing (NLP) and machine learning (ML). This could pave the way for the creation of more versatile and personalized assessment tools that cater to the diverse learning styles and strengths of language learners. Furthermore, there is an opportunity for researchers to investigate the various uses of the ChatGPT in other facets of language education, including language instruction, language evaluation, and language learning data analysis. This could involve investigating the use of ChatGPT in different educational settings, such as online and offline classrooms, as well as its potential

impact on language learning outcomes and teacher professional development. Overall, while the ChatGPT has the potential to be a valuable tool for teachers in creating English Language assessments, there are likely to be ongoing research gaps and areas for future investigation in using this technology in language learning and assessment.

Furthermore, researchers suggest that future research should focus on specific language skills, such as writing or speaking, to develop targeted needs using GenAI tools. This could involve exploring the potential of these tools in improving language learners' writing or speaking abilities, as well as their potential applications in different educational settings and contexts. Overall, while the ChatGPT has the potential to be a valuable tool for teachers in creating English Language assessments, there are likely to be ongoing research gaps and areas for future investigation in using this technology in language learning and assessment.

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## Conflict of Interest

The journal requires that all authors disclose any potential sources of conflict of interest. Any interest or relationship, financial or otherwise that might be perceived as influencing an author's objectivity is considered a potential source of conflict of interest. These must be disclosed when directly relevant or directly related to the work that the authors describe in their manuscript. The existence of a conflict of interest does not preclude publication.

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