



## **Teachers' Strategies and Challenges in Integrating Generative Artificial Intelligence into English Writing Instruction: A Systematic Review**

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### **Abstract**

The researchers' interest in exploring the benefits of integrating Generative Artificial Intelligence (GenAI), especially ChatGPT into English writing instruction has significantly increased. However, few review studies have explored the English teachers' strategies and challenges in the ChatGPT integration into English writing instruction. Therefore, this systematic literature review (SLR) was conducted to describe the English teachers' strategies and challenges in integrating ChatGPT into their writing classes. Using Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), this study obtained 11 articles published in Scopus-indexed journals from January 2023 to July 2025 to be analyzed. The results reveal that eight ordered steps that the English teachers implemented and two types of English teachers' challenges when integrating ChatGPT into English writing instruction. The findings can be a guide for English teachers to integrate ChatGPT into English writing instruction.

**Keywords:** Challenges; ChatGPT; Strategies; Systematic Literature Review; Writing Instruction

### **Introduction**

Generative Artificial Intelligence (GenAI), especially ChatGPT in English writing has significantly increased its popularity as an effective writing assistant since its release in 2022 for several reasons. The first reason is that this kind of GenAI helps students in generating ideas for their writing, so the students have more knowledge about what to write and do not get stuck in their writing (Chen et al., 2025; Deep et al., 2025; Nelson et al., 2025). The second is that it also provides real-time feedback for the students' writing so the students can directly revise their writing (Huang & Mizumoto, 2025; Hwang et al., 2025; Zare et al., 2025). Supports of ChatGPT in English writing can foster students critical thinking and creative thinking skills when the writing teachers invite them to evaluate and criticize the writing results of ChatGPT (Hu & Gong, 2025; Salam, 2025; Tam, 2024). All those facts prove the benefits of integrating ChatGPT as a writing assistant in the teaching and learning of English writing.

Empirical studies have evidenced the benefits of the integration of ChatGPT into English writing. However, only few studies have reviewed English teachers' strategies and challenges in integrating ChatGPT into English writing activities. The only review study investigating the challenges encountered by the English teachers in integrating ChatGPT in English pedagogy was the review study conducted by Asad et al. (2024) in the form of a narrative review. However, this review has not reviewed the strategies used by the English teachers in the integration of ChatGPT into

English writing instruction. Besides, it has also not reviewed the empirical studies exploring the English teachers' challenges in integrating ChatGPT in English writing that were reported in 2025.

The absence of the information related to the strategies and challenges encountered by the English teachers results in dual impacts. First, it can hinder the effective and appropriate use of ChatGPT in English writing classes since the information of the teachers' strategies is very important for the English teachers as their guide in integrating ChatGPT into their writing classes. Second, the English teachers cannot mitigate the various problems when integrating various types of ChatGPT into their writing instruction due to the lack of the reviewed information about the challenges encountered by the English writing teachers.

Therefore, the present systematic literature review (SLR) reviews the English teachers' strategies and challenges in integrating ChatGPT into their writing instruction. This SLR is expected to be beneficial for English teachers in enhancing their teaching of writing, especially in integrating ChatGPT into their writing classes. Additionally, it also enables the English teachers to reduce various challenges of using ChatGPT in their writing classes. Dealing with this, the present SLR proposes two research questions as follows:

RQ1: What are the English teachers' strategies in integrating ChatGPT into English writing instruction?

RQ2: What are the English teachers' challenges in integrating ChatGPT into English writing instruction?

## **Research Methodology,**

### **Design**

The present study used systematic literature review to describe the English teachers' strategies and challenges in integrating ChatGPT into English writing instruction. The present SLR used Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines covering four stages, namely identification, screening, eligibility, and inclusion (Page et al., 2021).

### **Criteria of Inclusion and Exclusion**

The articles published in Scopus-indexed journals were reviewed in this SLR. The criteria of inclusion used were as follows: (1) published in January 2023 up to July 2025, (2) peer-reviewed articles, (3) empirical studies, and (4) focusing on the English teachers' strategies and challenges in integrating of ChatGPT into their writing instruction. The exclusion criteria were as follows: (1) published before January 2023, (2) non-peer-reviewed articles, (3) non-empirical studies, and (4) not focusing on the English teachers' strategies and challenges in integrating of ChatGPT into their writing instruction.

## **Implementation of PRISMA Stages**

### ***Identification***

The researcher first searched for the Scopus-indexed articles on the Scopus database using Publish or Perish (POP) application. The keywords used in the POP search were as follows: "ChatGPT" AND "English academic writing" OR "English writing" OR "academic writing" OR "writing skills" AND "second language" OR "foreign language" OR "L2". Using these keywords, 115 Scopus-indexed articles published January 2023 to July 2025 were obtained. There were seven duplicate articles, then, they were excluded.

### ***Screening***

In the screening stage, the researcher excluded the articles that were not peer reviewed, empirical, and focusing on the integration of ChatGPT into English writing instruction. In this stage, the researcher got 13 articles that matched with the inclusion criteria.

### ***Eligibility***

In the eligibility stage, the researcher read 13 abstracts and full articles that were from the screening stage. Among 13 articles which were eligible to be included in this review study, there were two studies that did not explain the strategies or challenges of the English teachers in integrating of ChatGPT into English writing instruction. Therefore, those two articles were excluded and 11 articles that were ready to be included in this review study.

### ***Inclusion***

Eleven Scopus-indexed articles were obtained and included in the present SLR after the researcher applied all the inclusion and exclusion criteria. These eleven articles were ready to be analyzed.

### ***Analysis***

In the analysis step, the researcher read all the eleven selected articles several times. Then, the articles explaining the English teachers' strategies in integrating ChatGPT into English writing instruction were separated from the articles explaining English teachers' challenges. Eight articles presented the English teachers' strategies and three articles discussing the English teachers' challenges of ChatGPT integration into Writing instruction. An excel spreadsheet was used to enable the researcher to organize and analyze the eleven articles. Extensive repeated reading of the eleven selected articles was conducted to ensure the validity of the review results.

## **Findings and Discussion,**

### **Findings**

#### **The English teachers' strategies in integrating ChatGPT into English writing instruction**

The present SLR synthesized the English teachers' strategies in integrating ChatGPT into writing instruction based on the eight selected articles from Scopus-indexed journals published from

January 2023 up to July 2025. The strategies consist of eight ordered steps in the integration of ChatGPT into writing activities. Those eight ordered steps are as follows: (1) training and orientation, (2) structured and standardized prompts, (3) scaffolded implementation, (4) teacher–AI mediation of feedback, (5) support across multiple writing stages, (6) collaborative peer learning, (7) metacognitive reflection, and (8) rigorous evaluation with rubrics and teacher validation.

The first step is conducting training and orientation. This step can be carried out in various ways. For example, the students can be invited to watch YouTube tutorials to understand ChatGPT's interface and basic functions before practicing it (Fathi & Rahimi, 2024). The English teachers can also provide students with a guidance on how to effectively interact with ChatGPT and emphasize its role as a writing aid rather than a text generator (Song & Song, 2023). Besides, the English teachers also can conduct structured training sessions to prepare students with effective prompts before integrating ChatGPT into their writing instruction (Alsofyani & Barzanji, 2025; Bacon & Maneerutt, 2024; Kurt & Kurt, 2024). Those are the activities that can be held in the first step.

The second step is creating structured and standardized prompts. In this step, the English teachers introduce students to prompt construction and encouraged iterative refinement that align with the teachers' rubrics (e.g. thesis statement, topic sentence, hooks) (Alsofyani & Barzanji, 2025; Fathi & Rahimi, 2024; Kurt & Kurt, 2024). the English teachers also can design specific prompts to guide ChatGPT in generating feedback on multiple aspects of writing, such as grammar, vocabulary, coherence, and task achievement before they invite their students to ask for feedback to ChatGPT for writing that they have written (Asadi et al., 2025).

The third step is conducting scaffolded implementation. The English teachers can scaffold ChatGPT in the writing process. For instance, the English teachers can structure ChatGPT use across several synchronous sessions for the students to draft, revise, and refine arguments for the topic that they are writing (Fathi & Rahimi, 2024; Tseng & Lin, 2024). It is also possible to invite the students to use traditional peer and teacher feedback first, then gradually introduce ChatGPT in later stages before layering AI support (Asadi et al., 2025; Kurt & Kurt, 2024). The English teachers are also allowed to combine ChatGPT output with Peer-Assisted Learning (PAL) to scaffold the students' critical evaluation of AI suggestions (Bacon & Maneerutt, 2024).

Conducting teacher–AI mediation of feedback becomes the fourth step. In this step, the teachers can mediate ChatGPT's role to ensure feedback has moved from implicit hints to explicit guidance (ZPD scaffolding) (Fathi & Rahimi, 2024). The English teachers can also combine peer editing and ChatGPT interaction to enable the students to reflect their writing critically (Jaramillo et al., 2025). Besides, the English teachers may supply prompts and supervise ChatGPT feedback by validating, enriching, and integrating ChatGPT suggestions into personalized feedback (Alsofyani & Barzanji, 2025; Asadi et al., 2025).

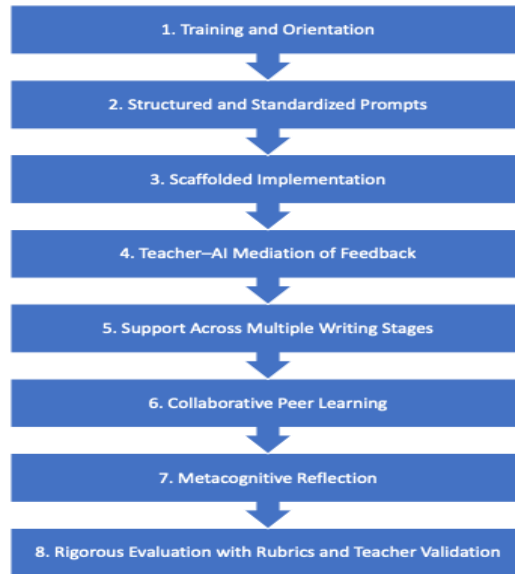
The fifth step is providing support across multiple writing stages. In this step, the English teachers can guide the students to use ChatGPT in pre-writing and drafting. For instance, the students are guided to use ChatGPT to brainstorm ideas and plan structure (Song & Song, 2023), develop ideas and paragraph transitions (Jaramillo et al., 2025), and paraphrase (Bacon & Maneerutt, 2024). Furthermore, the students may also be guided to use ChatGPT in the process of revision and refinement of their writing. The students are requested to use ChatGPT to assess their writing based on writing structure, content, grammar, and punctuation (Alsofyani & Barzanji, 2025). They can also be instructed to use the writing rubric driven by ChatGPT for their writing feedback (Asadi et al., 2025; Kurt & Kurt, 2024).

The sixth step is involving collaborative peer learning. In this step, the English teachers can hold some different ways to involve peer collaboration when integrating ChatGPT into their writing instruction. For example, the English teachers can combine ChatGPT feedback with peer editing sessions to foster students' reflection (Jaramillo et al., 2025). They can also embed ChatGPT into PAL mentoring by demanding students to discuss and criticize ChatGPT suggestions collaboratively (Bacon & Maneerutt, 2024). Additionally, the students can also be encouraged to rephrase prompts collaboratively to refine the feedback from ChatGPT (Kurt & Kurt, 2024).

Involving metacognitive reflection becomes the seventh step. In this step, the English teachers invite the students to critically evaluate the outputs of ChatGPT with the English teachers' guidance (Bacon & Maneerutt, 2024; Jaramillo et al., 2025). Additionally, this seventh step can also be carried out by encouraging iterative re-prompting and critical dialogue with ChatGPT (Kurt & Kurt, 2024). Besides, the English teachers can blend ChatGPT feedback with teacher scaffolding to reinforce ChatGPT as a tool rather than authority (Asadi et al., 2025).

The final step in integrating ChatGPT into English writing instruction is evaluating the writing with rubrics and teacher validation. There are some ways to take this step. One of them is aligning writing evaluation with instructional design principles (TPACK) (Song & Song, 2023). Besides, evaluating the writing progress can also be carried out by using standardized institutional rubric (Alsofyani & Barzanji, 2025; Bacon & Maneerutt, 2024). Then, the English teachers can also apply the same rubric when evaluating both peer and teacher as well as ChatGPT feedback (Kurt & Kurt, 2024).

Those are the eight ordered steps in integrating ChatGPT into English writing instruction. Those eight ordered steps can be seen in Figure 1.



**Figure 1.** Steps of ChatGPT integration into English writing Instruction

## Discussion

### The English teachers' challenges in integrating ChatGPT into English writing instruction

Among 11 selected articles, three articles represent the English teachers' challenges in integrating ChatGPT into English writing instruction. In the present SLR, the researcher identified six challenges encountered by English teachers in the integration of ChatGPT into their writing classes. These six challenges are divided into two categories, namely three teacher-related challenges and three student-related challenges. The teacher-related challenges comprise difficulty in recognizing ChatGPT-generated text, unreliable evaluation and assessment, and pedagogical balance and integration. The student-related challenges consist of overreliance on ChatGPT and decline in student skills, quality and reliability of ChatGPT output, and plagiarism and academic dishonesty. The summary of the challenges encountered by the English teachers in integration of ChatGPT into writing instruction found in the present SLR can be seen in Table 1.

**Table 1.** English Teachers' Challenges in ChatGPT Integration into Writing Instruction

No	Category	Challenges	Sources
1	Teacher-related challenges	a. Difficulty in recognizing ChatGPT-generated text b. Unreliable evaluation and assessment c. Pedagogical balance and integration	(Alexander et al., 2023; Nguyen & Barrot, 2024) (Alexander et al., 2023) (Aljabr et al., 2025)
2	Student-related challenges	a. Overreliance on ChatGPT and decline in student skills b. Quality and reliability of ChatGPT output c. Plagiarism and academic dishonesty.	(Aljabr et al., 2025) (Aljabr et al., 2025) (Aljabr et al., 2025)

Based on Table 1, it can be known that the English teachers encountered three teacher-related challenges. First, the English teachers got difficulty in recognizing ChatGPT-generated text. They often fail to distinguish between ChatGPT and student work, especially when the ChatGPT produces high-quality output (Alexander et al., 2023; Nguyen & Barrot, 2024). Second, they sometimes come to unreliable evaluation and assessment. It is related to misclassifying authentic student work as ChatGPT output, so it leads to unreliable or inconsistent assessments on the students' original writing (Alexander et al., 2023). Third, they also have a problem in balancing the opportunities and the risks of the integration of ChatGPT into writing instructions. It happens because ChatGPT can provide instant feedback and assist with complex topics and risks replacing students' own effort (Aljabr et al., 2025). Those facts reveal the teacher-related challenges in integrating ChatGPT into students' writing activities.

The integration of ChatGPT into English writing instruction also brings three student-related challenges. First, students might experience overreliance on ChatGPT and decline in their skills. They risk losing chances to practice critical thinking, writing, analysis, research, and problem-solving skills (Aljabr et al., 2025). Second, they face another issue related to the quality and the reliability of ChatGPT output. It risks the students with lower critical thinking skills. They might accept all the output generated by ChatGPT without evaluation (Aljabr et al., 2025). Third, they are faced with plagiarism and academic dishonesty when using ChatGPT for their writing assistant. The misuse of the text generated by ChatGPT admitted as the students' own writing disobey academic honesty and plagiarism. This practice can blur the authorship and the principles of honesty and originality that the institution upholds (Aljabr et al., 2025). All these treats become the student-related challenges in the practice of ChatGPT integration into English writing instruction.

## **Discussions**

The present SLR has found the eight ordered steps implemented by the English teachers in integrating ChatGPT into English writing instruction. These steps show the opportunities of ChatGPT in enhancing students' writing skills, creative thinking skills, and critical thinking skills as the previous research results reported (Bacon & Maneerutt, 2024; Deep et al., 2025; Hu & Gong, 2025). The steps seem to support and facilitate the students to enhance not only their writing skills but also their writing engagement (Tam, 2024). Besides, the ordered steps seem no to be able to be skipped or mixed if the English teachers want ChatGPT to be effectively used in their writing classes. For example, the students may misuse ChatGPT and receive poor feedback quality when the training and prompt design are improper. Then, the students will become dependent on ChatGPT use if the gradual use of ChatGPT across drafting and revising is ignored. Additionally, the students become uncritical when teacher evaluation, peer check, and reflection are skipped. Finally, ChatGPT integration into writing instruction does not meet the learning goals if evaluation is not conducted. To sum up,

ChatGPT integration into English writing instruction can be successful in enhancing students' writing skills when the ordered steps are fully conducted.

The integration of ChatGPT into English writing instruction also brings several challenges for the English teachers. These challenges can become the issues that should be solved by the English teachers when implementing ChatGPT integration into their writing classes (Aljabr et al., 2025; Nguyen & Barrot, 2024). For example, the English teachers need new assessment approaches, such as focusing more on the writing process and classroom-based tasks to reduce the challenges related to the difficulty of recognizing ChatGPT-generated text and ensuring fair evaluation. Then, schools need to guide students on how to use ChatGPT in their writing responsibly as the solution to minimize student-related challenges. Briefly, the challenges encountered by the English teachers in integrating ChatGPT into their writing class suggest that the classroom practice and the school policy need to be changed to minimize the challenges and maximize the benefits of ChatGPT.

### **Conclusion and Suggestion**

The findings suggest that the ordered steps that should be implemented and challenges that should be avoided by English teachers when integrating ChatGPT into English writing instruction. Since the present SLR only reviews Scopus-indexed articles only, future researchers are recommended to review more articles published in non-Scopus-indexed journals (e.g., Web of Science (WoS), ERIC, EBSCO) that were not involved in the present review.

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