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REIMAGINING SELF-DIRECTED LEARNING LANGUAGE IN THE AGE OF ARTIFICIAL INTELLIGENCE: A SYSTEMATIC REVIEW

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ABSTRACT

The field of motivation, particularly in language learning, has experienced a significant surge in the popularity of self-directed language learning, primarily owing to the emergence of AI-assisted methodologies. This study aims to explore the potential benefits and implications of utilizing Chat GPT, a sophisticated artificial intelligence language model, to enhance and facilitate self-directed second language (L2) learning.

The underpinning of this research depends upon examining an extensive synthesis of digital academic publications. The primary objective of this work is to provide a comprehensive examination and synthesis of the existing corpus of scholarly research on artificial intelligence (AI) in the context of learning a second language (L2 Self), as demonstrated in respected online academic publications. The primary objective of these scholarly articles was to examine the influence of ChatGPT on the development of second language (L2) proficiency, namely in the domains of L2 acquisition, L2 written expression, L2 oral communication, and L2 reading comprehension. A search methodology was utilized to retrieve relevant scholarly literature from Elsevier and Scopus Indexed Journals, as well as the Google Scholar databases, during one year. The procedure mentioned above led to the finding of N=25 articles from journals indexed by Elsevier and Springer links, Tandof Online and n=15 articles from Google Scholar. The relevant concepts include ChatGPT, learning a second language (L2 learning), artificial intelligence, and learning a language. The papers utilized in the analysis were obtained from reputable and well-regarded scholarly journals. The findings indicate a need for further academic research on the applications and outcomes of ChatGPT in second-language self-learning. This highlights the need for further research to assess the effectiveness of AI and develop guidelines for incorporating it into language education settings.

Keywords: AI-assisted language learning Model, ChatGPT, L2 Self, Self-Directed Learning, Language Learning

INTRODUCTION

The rapid development of artificial intelligence (AI) technology has exerted and continues to exert a profound influence on diverse sectors, encompassing education and learning the target with self-motivation. The emergence of Artificial Intelligence (AI)-driven large language models (LLMs), exemplified by Open AI's ChatGPT (Chat Generative Pre-Trained Transformer), holds great potential for substantial improvements in teaching and learning and particularly the learning of English as a second language (Weissman, 2023) because learners have access to know the answers of their day-to-day queries with the help of their access to cell phone only and ChatGPT (Asghar, Shahzad & Mahesar, 2021). The accessibility of artificial intelligence (AI) has expanded to encompass both teachers and students alike. Individuals can directly witness artificial intelligence's (AI) capabilities in producing advanced content across several mediums, such as text, graphics, code, speech, music, and video (Warner, 2023). The possible implications for learning the language are significant and extensive. By utilizing an extensive corpus of textual data, large language models can produce distinctive outputs that resemble human-like responses to inquiries in education (Pasquale, 2020). This enables them to interact with the help of given commands with people in a manner that resembles real conversation (Kohnke et al., 2023; Imran & Lashari, 2023).

Artificial intelligence (AI) has been around for a considerable duration (Holmes & Tuomi, 2022; Lashari et al., 2023). Contrary to being perceived as a threat to education, it can potentially lead educators towards a period of pedagogical and self-directed advancement (Rudolph, Tan, & Tan 2023). Since the release of ChatGPT in November 2022, it has got significance and has been mostly used and downloaded applications in history (Lou, 2023). It has received mixed reactions (Lashari et al., 2023) from the educationists in terms of considered as killer of creativity and considered as innovative tool of learners (Cao et al., 2023). An increasing amount of scholarly literature has examined the pedagogical application of ChatGPT and its potential to augment the responsibilities of educators (Rudolph, Tan & Tan, 2023). The study analyzed the online published database by using the method to search the papers with keywords, identify them, assess relevancy and then sort them out for analysis.

The study is novel because the context has not been addressed well before, and the use of AI has been less focused in the language learning context.

RESEARCH METHODOLOGY

This study is based on the systematic literature review of the online published papers. The study analyzed the accessible published literature about artificial intelligence (AI) technologies and tools in second language (L2) self-learning. More specifically, it focuses on using ChatGPT as a writing assistant for writing assignments, reading activities, and self-directed English language acquisition. The current investigation uses the recommended reporting items for review and meta-analysis (PRISMA) criteria as a structural framework for a comprehensive review (Liberati et al., 2014). The papers were sorted out by following the four steps: (1) Identification, (2) screening, (3) eligibility and (4) inclusion. The study focused on identifying and finding literature on AI technological tools practiced at educational institutions for L2 learning, reading and writing. For this procedure, prominent databases of peer-reviewed published papers presented on Scopus, Science Direct, Web of Science (WoS) and Google Scholar papers were systematically reviewed to examine literature in four stages: identification, screening, eligibility, and inclusion.

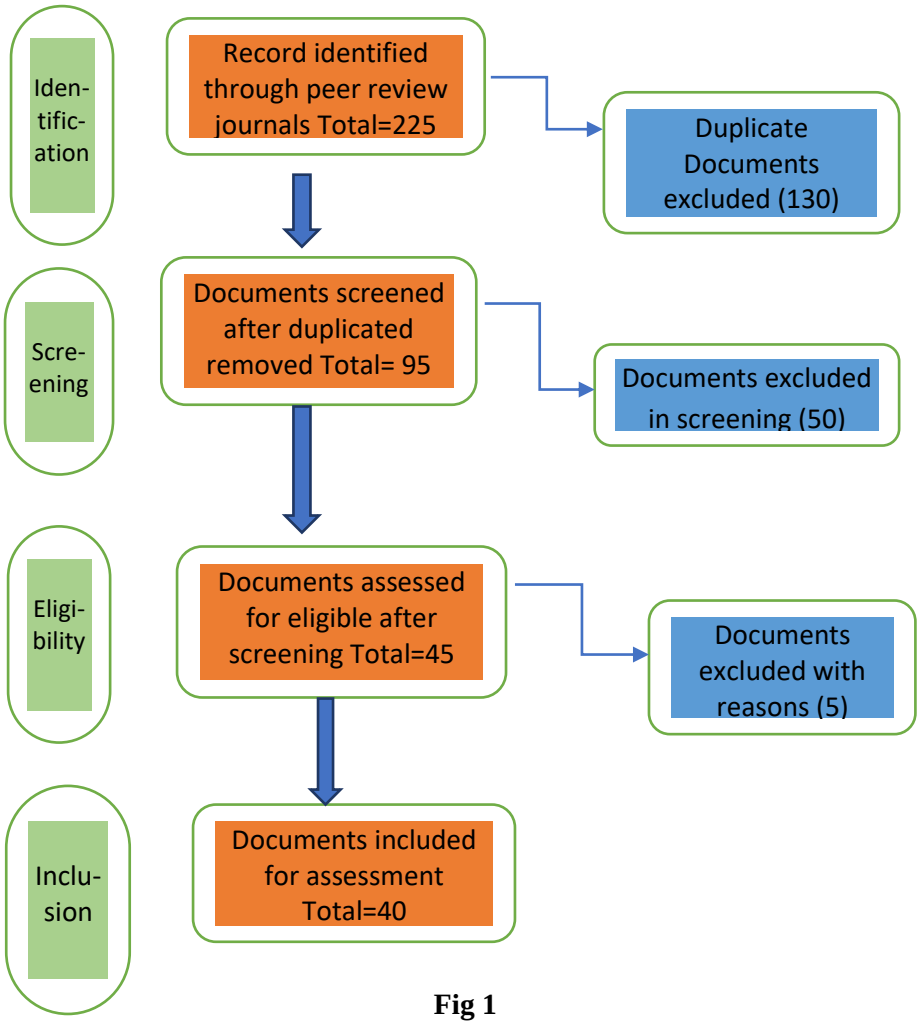


Fig 1
PRISMA flow chart (adapted from Liberati et al., 2009; Moher et al., 2014)

N= 218 online published papers that met the criteria for this evaluation, were included in the final round of inclusion. Preprints, online peer review studies on ChatGPT that did not address L2 Self learning, concerns, papers published before November 2022, non-English, non-indexed journal publications in WoS and Scopus, and book chapters were all omitted as irrelevant and non-supporting literature to the goals of this study. Figure 1 depicts the entire procedure. This procedure rigorously adhered to the PRISMA criteria

to guarantee the selection of high-quality and trustworthy data for this study.

Inclusion Criteria

The inclusion criteria encompassed articles that examined the utilization of ChatGPT within the second language (L2) acquisition domain. This entailed literature pertaining to ChatGPT in the context of English as a second language (ESL) or English as a foreign language (EFL), which explored its various applications, potential advantages, and limitations. Specifically, articles considered for inclusion were those published online in reputable peer-reviewed journals or conference proceedings, ensuring quality and credibility. Additionally, studies that employed quantitative, qualitative, or mixed methods approaches to evaluate the impact or implications of ChatGPT in the domain of L2 learning were included (Lashari et al., 2023; Yan, 2023; Jabotinsky & Sarel, 2022; Haque et al., 2022; Guo, et al., 2022; Fitria, 2022; Alshater, 2022). Furthermore, commentaries, editorials, or other non-research articles that offered preliminary insights into using ChatGPT in self-directed L2 learning were also considered (Skavronskaya, Hadinejad, & Cotterell, 2023; Ullah, Perales & Busbus, 2023; Mizumoto & Eguchi, 2023). Lastly, only articles published in English between 2022 and 2023 were included in the review.

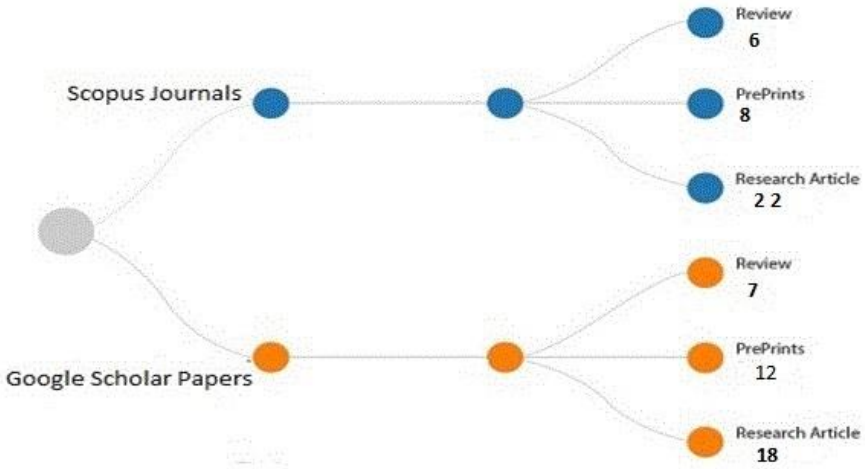
Exclusion Criteria

The exclusion criteria in the paper were published between November 2022 and July 2023 to focus on more recent literature. All papers not part of the peer-reviewed journals were also excluded. The conference papers not published by reputable journals are not part of the study. The blogs, columns and newspaper reports were excluded from the study.

All the papers based on themes other than AI and language learning were excluded.

The exclusion criteria encompassed articles centred on ChatGPT applications outside language learning or in unrelated contexts. Additionally, articles published in languages other than English were excluded due to the reviewer's limited ability to evaluate non-English

sources accurately. Furthermore, articles published outside the specified date range and in other databases were excluded.



The search on Scopus-based journals, such as Traylor and Francis Online, Elsevier, and Springer Link, yielded n=6 review papers. These papers comprised 40 research articles, 20 preprints, and 13 reviews. Notably, one of the scholarly articles has ChatGPT as a co-author, credited as ChatGPT (King & ChatGPT, 2023; Crutis, 2023). Out of the entire corpus of papers examined, 18 documents were identified using a search conducted on Google Scholar. These papers were published between November 2022 and July 2023. Among the identified papers were 40 research articles, 20 preprints, and thirteen reviews. Among the earlier publications, 05 were published in 2022, while 25 have been published since January 2023 (refer to Figure 1).

TABLE-1

No.	Journal Name	Article Title	Year	Citations
1	Journal of Science Education and Technology	Examining science education in ChatGPT: An exploratory study of generative artificial intelligence	2023	96
2	International Journal of Information Management	So what if ChatGPT wrote it?" Multidisciplinary perspectives on opportunities, challenges, and implications of generative conversational AI for research, practice, and policy	2023	369
3	Assessing Writing	Using ChatGPT for second language writing: Pitfalls and potentials.	2023	11
4	Research Methods in Applied Linguistics	A comprehensive survey of ai-generated content (aigc): A history of generative AI from Gan to ChatGPT	2023	86
5	Journal of English Language Studies	Avoiding Plagiarism of Students' Scientific Writing by Using the QuillBot Paraphraser.	2022	8
6	Media & Entertainment Law Journal, Forthcoming	Should Using an AI Text Generator to Produce Academic Writing Be Plagiarism?	2022	30
7	Assessing Writing	Using chatbots to scaffold EFL students' argumentative writing	2023	17
8	American Journal of Cancer Research	The role of ChatGPT in scientific communication: Writing better scientific review articles	2023	37
9	Critical care	Can artificial intelligence help for scientific writing?	2023	175
10	Global Social Sciences Review,	Exploring the World of Artificial Intelligence: The Perception of the University Students about ChatGPT for Academic Purpose	2023	1
11	RELC Journal	ChatGPT for Language Teaching and Learning	2023	58
12	The Electronic Journal for English as a Second Language	Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations.	2023	1
13	PalArch's Journal of Archaeology of Egypt/Egyptology	Unlocking the potentials of ChatGPT: The efficacy of ChatGPT in ESL learning outcomes	2023	1
14	Skeletal Radiology	A comparison of ChatGPT-generated articles with human-written articles	2023	15
15	Reproductive BioMedicine Online	Artificial intelligence in scientific writing: A friend or a foe?	2023	10

16	Interactive Learning Environments	To use or not to use ChatGPT in higher education? A study of students' acceptance and use of technology	2023	20
17	Contemporary Educational Technology	Analyzing the role of ChatGPT as a writing assistant at higher education level: A systematic review of the literature.	2023	2
18	The Chronicle of Higher Education	AI and the future of undergraduate writing: Teaching experts are concerned, but not for the reasons you think	2022	19
19	Research Methods in Applied Linguistics	Exploring the potential of using an AI language model for automated essay scoring	2023	18
20	International Journal of Artificial Intelligence in Education	Automated essay writing: An AIED opinion	2023	35
21	Business Insider	Cheating on your college essay with ChatGPT	2022	2
22	Nature	AI bot ChatGPT writes smart essays–should professors worry	2022	223
23	Journal of Applied Learning and Teaching	ChatGPT in higher education: Considerations for academic integrity and learning.	2023	58
24	Education and Information Technologies	Impact of ChatGPT on learners in a L2 writing practicum: An exploratory investigation.	2023	30
25	The American Journal of Medicine	ChatGPT in scientific writing: A cautionary tale	2023	24
26	Annals of Surgical Oncology	A ghostwriter for the masses: ChatGPT and the future of writing	2023	11
27	Indonesian Journal of English Language Teaching and Applied Linguistics	Exploring the Implications of ChatGPT for Language Learning in Higher Education.	2023	13
28	Learning and individual differences	ChatGPT for good? On opportunities and challenges of large language models for education.	2023	415
29	Journal of Educational Technology and Innovation	The impact of ChatGPT on foreign language teaching and learning: opportunities in education and research	2023	43
30	Edukasia: Jurnal Pendidikan Dan Pembelajaran,	Examining the Role of ChatGPT as a Learning tool in Promoting Students' English Language Learning Autonomy relevant to Kurikulum Merdeka Belajar	2023	4
31	The Guardian	New York City schools ban AI chatbot that writes essays and	2023	15

		answers prompts.		
32	International Journal of Educational Technology in Higher Education	Systematic review of research on artificial intelligence applications in higher education – Where are the educators?	2019	17
33	The Guardian	AI bot ChatGPT stuns academics with essay-writing skills and usability	2022	48
34	Nature	Could AI help you to write your next paper	2022	84
35	Science	ChatGPT is fun, but not an author	2023	460
36	Am J Med	ChatGPT in scientific writing: a cautionary tale	2023	24
37	Scientific American	Can GPT-3 write an academic paper on itself, with minimal human input?	2022	15
38	Computer Assisted Language Learning	Learners' perceived AI presences in AI-supported language learning: a study of AI as a humanized agent from community of inquiry.	2022	7
39	Computer Assisted Language Learning	Foreign language acquisition via artificial intelligence and extended reality: design and evaluation.	2022	35
40	Artificial Intelligence	Exploring an AI-based writing Assistant's impact on English language learners. *Computers and Education.*	2022	49

The papers were classified into eight distinct themes according to the content of their abstracts. These themes include: (1) Second Language (L2) Writing, (2) L2 Self, (3) Self-Determined Learning, (4) L2 Reading, (5) Scientific Research, (6) Ethical Considerations of ChatGPT Usage, (7) ChatGPT's Potential for Language Teaching and Learning, and (8) Critique of ChatGPT's Application. These themes are summarized in Table 1. The themes are substantiated by the subjects covered in the articles, which encompass the capacity of ChatGPT to furnish L2 Self-oriented information, its influence on language acquisition and scholarly investigation, its prospective substitution of human-authored papers, its ethical ramifications, and its constraints in delivering precise diagnoses.

The Scopus-based journals, including Traylor and Francis online Elsevier, Springer link search uncovered 40 review papers, comprising forty research articles, thirty preprints, and forty reviews. Interestingly, one of the papers listed ChatGPT as a co-author by ChatGPT. Of the

total papers, while Google Scholar search-based papers were 30 published since January 2022,38 papers were found, consisting of 40 research articles, 38 preprints, and thirty reviews. Out of these, 78 papers were published in 2022 and 140 since January 2023 (Figure 2).

DATA ANALYSIS AND FINDING

Learning the Language with the Help of AI

Recently, an increasing number of scholars specializing in motivation have extensively utilized L2 Self-learning as an essential element for the target language competency development (Lashari, Umrani & Buriro, 2021; Lashari et al., 2018). The studies examined various aspects, including the context of language learning (such as distinguishing between foreign and second language acquisition) (Memon, Umrani & Pathan, 2017), factors like identity, respect, global job market and getting good grades develop self-motivation among the learners (Lashari, Umrani & Buriro, 2021; Asgahr, Shahzad & Mahesar, 2021). The shift from traditional methods of classroom learning to coaching classes (Siddiqui, Lashari & Soomro, 2023; Ahmed, Lashari & Golo, 2023) has shifted to learning by self with the help of the use of technology because it has emerged as an essential tool for informal learning for lifelong skills development (Rehman, Lashari & Abbas, 2023). The application of technology in language education has assumed a critical role in effectively addressing the varied requirements of English as a Foreign Language (EFL) learners and instructors. ChatGPT, an advanced language model, has the potential to significantly transform English as a Foreign Language (EFL) and English as a Second Language (ESL) education. This is due to its sophisticated natural language processing potential integration and its ability to provide realistic and immediate human-like interactions (Imran & Lashari, 2023). Yan (2023) found that using ChatGPT in language acquisition can help learners learn technology-assisted language. AI-assisted learning is like a natural human being because it interacts like a man, keeping in view the desired input. It has the potential to facilitate the development of captivating and contextually appropriate learning materials that cater to the unique requirements of individual learners. Barrot (2023) examined the function of ChatGPT in the evaluation of text, emphasizing its unique capability to provide immediate, individualized feedback on learners'

progress, thus augmenting the whole educational process (Kostka & Toncelli, 2023; Memon, Umrani & Pathan, 2017).

The OECD Digital Education Outlook (2022) offers a contemporary analysis of the use of technology in education and highlights the possibilities of technology and language pedagogy in an innovative method. The subsequent illustration can effectively demonstrate the efficacy of incorporating technology in education for instruction, self-directed language learning and assessment purposes (Sims, 2023; Lashari et al. 2023). According to Tsigaris and Teixeira da Silva (2023), when we engage in the study of mathematics using computer technology, the computer can analyze our learning patterns and subsequently enhance our educational experience by providing more detailed, adaptable, and interactive methods of instruction. In conjunction with the utilization of sensors and learning management systems, artificial intelligence can provide educators with valuable insights into the individualized learning patterns of pupils (Hartwell & Aull, 2023; Asghar, Shahzad & Mahesar, 2021). This includes discerning variations in learning preferences, identifying points of engagement and disinterest, and ascertaining areas of progress and areas of difficulty.

Self Directed Language Learning and AI

The input provided to the AI chatbot ChatGPT plays a crucial role in facilitating the successful learning of a second language. According to Huang et al. (2022), chatbots powered by artificial intelligence can offer linguistic input and facilitate everyday conversation practice (Kohnke, Moorhouse, & Zou, 2023). Additionally, they have been found to generate interest among language learners, as demonstrated by studies conducted by (Casal & Kessler, 2023; Wen & Wang, 2023, Van et al. 2023, & Kohnke, 2022a). Furthermore, as highlighted by research, these chatbots have been shown to contribute to language learners' overall development and progress.

In addition, instructors can emphasis significant information and address questions from learners, facilitating their recognition and comprehension of linguistic elements (Uegaki, 2022; Lashari et al., 2023). The availability of chatbots around the clock enables students to engage in language exercises at any time and in any location

(Winkler& Soellner, 2018; Haristiani, 2019; Khan et al., 2021; Imran & Lashari, 2023). The provision of real-time support in educational settings has been found to increase the learning experience by facilitating interactive opportunities (Stokel-Walker, 2022). This form of aid also allows learners to modify their communication output (Mackey, 2012) actively. According to Kuhail et al. (2023), in cases where a learner has difficulty with the input, AI-powered chatbots can adapt the competence level, offer personalized learning resources, and propose tailored learning trajectories. According to Huang et al. (2022), chatbots can offer a variety of expressions, queries, and vocabulary that human language partners may not possess. Chiu et al. (2023) also suggest that chatbots can create a genuine and dynamic language-learning environment.

Use of ChatGPT in Language Classes as a Learning Tool

AI-assisted ChatGPT helps in the language learning process because it answers questions well without needing assistance from someone or waiting for someone (Taecharungroj, 2023). The language model possesses the capability to ascertain the semantic significance of a word inside a given context (Ramalingam et al., 2022), rectify and explain language errors (McMurtrie, 2022), generate texts across diverse genres such as essays (Lametti, 2022) emails (Huang & Tan, 2023), narratives, and recipes, construct quizzes (Wen & Wang, 2023) provide annotations for texts (Geher, 2023), as well as furnish dictionary definitions, illustrative sentences, and translations.

The system can generate responses, retain the contextual information from previous interactions, incorporate subsequent corrections, and has been additionally trained to accept or reject the questions (Zimmerman, 2023; Cancino & Panes, 2021). Nevertheless, the official webpage of the platform mentioned above highlights certain constraints that users may encounter while utilizing it. These limits include the absence of up-to-date information, particularly after September 2021, which might result in biased and detrimental content dissemination. Additionally, it is worth noting that the information created by the platform may be erroneous (Barrot, 2023; Ray, 2023; Stacey, 2022; Khan et al., 2021).

Fitria (2023) asserts that using ChatGPT and other artificial intelligence technologies substantially influences students' academic

performance, with the potential to change conventional learning methods. Additionally, these technologies can facilitate the development of soft skills and tailored learning experiences. According to Ramalingam, Yunus & Hashim (2023) "cheating on your college essay with ChatGPT will not get you good grades; however, AI could make education fairer" (p.1). ChatGPT has been widely used as an application for the guidance writing. The learners ask queries and know their answers voluntarily from ChatGPT. Several other researchers (Kung et al., 2023; Manohar & Prasad, 2023; Transformer & Zhavoronkov, 2022) have also acknowledged ChatGPT as a formidable writing aid and included it as a co-author in their scholarly publications.

Trusting ChatGPT for Educational Resources

A further matter of concern pertains to the preservation of data privacy and security, specifically regarding the collection of data from kids and individuals under the age of majority through the utilization of the tool. The decision to implement a ban, as documented by McCallum (2023), was based on the underlying reasoning of the Italian government in April 2023. One of the concerns pertains to the capacity of Gen AI to accumulate and retain substantial quantities of personal data, encompassing inquiries posed, dialogues, and interactions (Pons, 2023). Students and teachers may be using the tool without informing consent about collecting personal data or implementing appropriate measures to safeguard their data.

This statement pertains to broader concerns about the ethical implications of artificial intelligence in education. A significant obstacle educators and policymakers face is addressing concerns over the reliability of artificial intelligence (AI). This encompasses openness, explain ability, accountability, and safeguarding personal data (Pons, 2023). The significance of trust is heightened due to the high stakes involved (Torres & Mayo, 2023). The integration of AI into educational systems has the potential to have enduring consequences in students' lives (OECD, 2020). The inquiry into ethical challenges in artificial intelligence (AI) has garnered increasing attention within academic and international spheres. However, a dearth of comprehensive recommendations remains available to educators and school administrators, impeding their ability to effectively address

ethical concerns in AI (Sullivan, Kelly, & McLaughlan, 2023). An instance of such rules may be found in the publication "Ethical Guidelines on the Use of Artificial Intelligence and Data in Teaching and Learning for Educators," issued by the European Union in October 2022 (European Commission, 2022).

Pros and Cons of ChatGPT Use in L2 Self-Learning

Due to its disruptive potential, the "ChatGPT" has gained significant attention among technical creators and professionals in white-collar occupations, such as teachers. This technology is particularly appealing to individuals whose work involves content creation, as it offers a streamlined workflow without the requirement for verification (Roose, 2022). The impact of ChatGPT's beta release in November 2022 led to significant discourse over its implications within the field of education. Several researchers acknowledge the potential of ChatGPT to serve as an educational aid and L2 learning tool and its potential advantages in challenging established norms (e.g., McMinn, 2023). The utilization of ChatGPT in academic settings is perceived negatively (Vincent & James, 2022).

The opposition to implementing ChatGPT is not limited to academic professionals (Imran & Lashari, 2023; Sharples, 2022) but extends to various white-collar occupations such as lawyers, accountants, journalists, writers, and poets. These individuals' express concerns about the potential negative impact of ChatGPT on the original contributors (Varanasi, 2023) and its potential to stifle creativity among students. Using answering machines in teaching-learning has proven highly advantageous for educators and students (Vincet, 2022). Open AI's recent development on November 30, 2022, has further enhanced this technology, significantly benefiting the educational community.

Reich (2022) states that students can delegate their writing tasks, such as homework and assignments, to ChatGPT. The utilization of ChatGPT is being discussed. Suppressing students' innate need for knowledge can stifle their curiosity to learn. The perils associated with rampant plagiarism are across many educational tiers. According to Edwards (2022), they are engaging in the process of acquiring incorrect answers and adopting erroneous learning methods (Hern, 2022; Mitchell, 2022), as demonstrated by the students. The output of

any task can be subject to bias as it tends to present a definitive response. Incorrect responses can be justified to rectify them, as the system can provide erroneous answers (Karthikeyan, 2022).

There is an ongoing discourse surrounding the ethical use of ChatGPT within the context of education, including concerns regarding its potential for facilitating academic dishonesty and fears regarding its implications for evaluating student performance (Cassidy, 2023). Turnitin has publicly announced implementing an upgraded system that identifies text generated by artificial intelligence. While there are ongoing efforts to develop digital tools like GPT Zero that try to detect AI-generated language (OpenAI, 2022), it is important to note that this response may initiate a cycle of evasion and does not adequately address the inherent usefulness of ChatGPT or the broader ethical considerations surrounding technology. Likewise, inquiries arise regarding the authenticity of ChatGPT's generated responses. ChatGPT lacks the provision of sources or citations. One might argue that the comments provided are not entirely original but paraphrased from sources without proper citation, constituting plagiarism.

The literature analysis examines several perspectives and situations related to using artificial intelligence in self-directed learning of a second language. The research indicates that integrating Artificial Intelligence (AI) into second language (L2) learning is a significant aspect of the continuous developmental trajectory. Hence, using ChatGPT for language help poses issues in L2 Self. The objective is to comprehend the role of chatbots as tools that assist and facilitate both learners and instructors. Chatbots are considered advantageous gadgets that facilitate, stream, and support the language learning process. Nevertheless, academia must reassess and enhance the training provided to students and professors and the policies and assessment methods employed in writing courses, specifically promoting academic integrity and originality. This includes addressing plagiarism-related concerns, assignments generated by artificial intelligence, online or home-based examinations, and the problems posed by automated correction systems.

DISCUSSION

Furthermore, because of its non-live nature, ChatGPT's responses are derived from acquired knowledge and may not consistently incorporate the most up-to-date facts or advancements in

specific domains, particularly in quickly progressing fields like education and Language learning.

ChatGPT poses both obstacles and opportunities for second language (L2) writing instructors to adjust their instructional approaches in the classroom. The promise of AI-assisted chatbot ChatGPT as a tutor and linguistic input resource has been acknowledged, but particular academics have raised concerns regarding its implications for writing education and academic integrity. The developers have noted the potential for the system to provide results that are both wrong and nonsensical.

Notwithstanding these constraints, an outstanding benefit of ChatGPT in comparison to prior NLP tools and alternative chatbots is its capacity to produce responses that closely resemble human language. Conventional chatbot systems employ a linear, decision-tree methodology that offers predetermined responses to a restricted range of inquiries.

CONCLUSION

Currently, the study on ChatGPT is in its nascent phase and is undergoing continuous expansion. This area of investigation possesses substantial developmental prospects and warrants earnest consideration from scholars and educators. Practitioners can systematically investigate methods for incorporating ChatGPT into L2 Self-learning and teaching. As exemplified previously, ChatGPT can be employed as a tool for effective learning within or outside the class domain.

Prior research has primarily examined using the AI-supported model ChatGPT for various purposes. However, in this study, we argued that further investigation into AI research is necessary, extending beyond the conventional capabilities of ChatGPT, including interactivity, communicative authenticity, student-centeredness, repetitive practice, and widespread use. AI models can be used effectively for classroom learning, but it is at an initial phase. Teachers should be trained to use AI-assisted models for effective student-centred learning for competence development and target language learning to develop learners' self-interest.

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