

CHATGPT IN L2 EDUCATION: A STAGE-BASED REVIEW OF ITS PEDAGOGICAL ROLE

Dang Thi Kim Giao*, Tuong Thi Xuan Thu

Faculty of Information Technology, HUFLIT

giaodtk@huflit.edu.vn, thuttx@huflit.edu.vn

ABSTRACT— Although ChatGPT has attracted growing interest in second language (L2) education, its teaching roles across different instructional stages have not been fully explored. This review examines recent studies and organizes ChatGPT's uses into three key phases: pre-teaching, while-teaching, and post-teaching. Research shows that ChatGPT can support lesson planning in the pre-teaching stage, promote interactive activities during instructions, and provide formative feedback after teaching. This can improve learner engagement as well as support learner autonomy. Besides, there are still concerns about ethical use, and over-reliance on AI-generated content. This study provides insights for both teachers and learners and suggests directions for future research in classroom-based contexts.

Keywords— AI-assisted language education, ChatGPT for L2 education, learner feedback and autonomy, pedagogical applications of ChatGPT, instructional stages in L2 teaching.

I. INTRODUCTION

In recent years, artificial intelligence (AI) tools have become increasingly prevalent in second language (L2) education. Among these, ChatGPT has emerged as a widely recognized platform, frequently used to simulate conversations, deliver linguistic input, and foster learner autonomy. Many studies have examined its application across various language skills, including writing, vocabulary acquisition, reading comprehension, and speaking [1–4]. Reported benefits include personalized learning support, immediate feedback, and a reduction in teacher workload [5,6]. Although these findings are encouraging, much of the current research tends to focus on individual skills or specific classroom tasks. For example, one study examined how ChatGPT can provide feedback on writing assignments [7], while another investigated its use in speaking practice through simulated dialogues [8]. However, researchers often fail to explain how ChatGPT fits into the broader instructional process. As a result, there remains limited understanding of how ChatGPT can be effectively integrated across all stages of L2 instruction.

While generative AI has inspired a range of innovative practices in L2 classrooms, much of the existing research adopts either a skill-specific or tool-centered approach, often emphasizing isolated uses of ChatGPT. However, teaching is not a series of disconnected tasks. It is a dynamic, staged process that encompasses preparation, interaction, and reflection [9,10]. Understanding how ChatGPT contributes to each stage of instruction is essential for aligning its use with pedagogical goals and learners' cognitive processes. Moreover, a stage-based analysis enables researchers and practitioners to determine when and how ChatGPT should be integrated to enhance learning outcomes. This pedagogical lens is particularly important as educators move beyond the novelty phase and seek to integrate AI tools systematically into curriculum design and classroom practice.

At the same time, the increasing integration of AI-powered tools such as ChatGPT is transforming the roles of both teachers and learners in the language classroom. Teachers are evolving from being the primary source of knowledge to taking on roles as facilitators, instructional designers, and mentors who support students in navigating technology-enhanced learning environments. Learners, meanwhile, are expected to assume greater responsibility for planning, monitoring, and evaluating their own learning, with AI tools serving as a form of scaffolding to support this process. This shift reflects broader movements toward learner autonomy and AI-mediated instruction in language education [11]. However, without a clearly defined pedagogical framework, the use of ChatGPT may remain inconsistent or superficial, leading to over-reliance or misalignment with instructional goals. It is therefore crucial to move beyond identifying what ChatGPT can offer and focus on how its use can be meaningfully embedded within the broader instructional design of language education.

To address this gap, this review looks at how ChatGPT is applied in L2 teaching based on three key instructional stages: pre-teaching, while-teaching, and post-teaching. This framework follows well-known models that organize instruction into preparation, practice, and follow-up stages [10–12].

Accordingly, this study seeks to answer the following research questions:

- How is ChatGPT applied during different stages of L2 instruction?
- What advantages and challenges are associated with its use in each phase?
- What are the pedagogical implications for language teachers and curriculum designers?

The remainder of this paper is structured as follows: Section 2 outlines the theoretical foundations of instructional stages and reviews ChatGPT's current roles in language education. Section 3 presents findings categorized by instructional stage. Section 4 synthesizes the advantages, limitations, and pedagogical implications. Finally, Section 5 concludes with suggestions for future research.

II. THEORETICAL OVERVIEW

A. STAGES OF SECOND LANGUAGE INSTRUCTION

Language instruction is commonly structured into pedagogical stages that help organize learning systematically. While methods vary across contexts and traditions, three instructional phases – pre-teaching, while-teaching and post-teaching – are widely recognized in second language (L2) pedagogy. These stages guide learners through a logical sequence: from preparation and input to practice and consolidation.

The pre-teaching stage is essential for activating learners' prior knowledge, setting clear goals and reducing cognitive load before encountering new material [9]. Task sequencing and pre-task planning are recommended to ensure learners are mentally prepared to process input effectively. One widely cited model is the Presentation Practice Production (PPP) framework, in which the initial stage introduces new language items in context, the second provides controlled practice and the final stage encourages freer, personalized use of language [10]. Each phase requires distinct teacher strategies, such as modeling, explanation, scaffolding and facilitation.

Another influential model is Engage Study Activate (ESA), where the "Engage" phase stimulates interest and readiness, the "Study" phase focuses on language analysis and practice, and the "Activate" phase promotes creative, communicative use of language [12]. Though terminology may differ, these frameworks share a common emphasis on sequencing learning activities to meet both cognitive and affective needs throughout a lesson.

In recent years, there has been growing interest in aligning these traditional instructional stages with cognitive and sociocultural theories of learning. For example, the pre-teaching stage aligns with Vygotsky's concept of scaffolding and the zone of proximal development (ZPD), in which temporary support is most effective when provided just before learners move toward independent performance [13]. The while-teaching stage reflects principles of Communicative Language Teaching (CLT), which emphasizes the importance of interaction, negotiation of meaning, and meaningful input in the classroom [14]. Meanwhile, the post-teaching stage plays a crucial role in consolidating knowledge through feedback, reflection, and transfer to new contexts—key elements emphasized in experiential and reflective learning theories [15,16]. These theoretical underpinnings provide a strong rationale for stage-based instruction, helping educators not only organize learning activities but also support learners' cognitive engagement through timely pedagogical interventions. Understanding the distinct functions of each phase also creates a meaningful framework for evaluating how AI tools like ChatGPT can be aligned with instructional goals and used more effectively across the teaching process.

This article uses a three-stage model to organise its analysis:

- Pre-teaching phase: warm ups, setting goals, previewing language, and activating prior knowledge.
- During-teaching phase: input-providing phase, interactive practice, and form-focused tasks.
- After teaching phase: review, feedback, practice tasks and work for 'fluency'.

Some educators also treat assessment as a distinct stage, particularly when it involves focused feedback, testing, or metacognitive reflection. For the purposes of this review, assessment-related applications of ChatGPT will be addressed when they occur independently of instructional delivery. This teaching framework gives a clear structure for understanding how ChatGPT is used in each phase of L2 instruction, based on recent studies.

B. CHATGPT IN LANGUAGE EDUCATION

ChatGPT, developed by OpenAI, has received growing attention in the field of L2 education. Its ability to hold conversations, give personalized input, and respond quickly makes it a useful tool for both classroom use and independent study. Many researchers have looked at how ChatGPT is used to support writing, vocabulary learning, grammar correction, speaking practice, and learner engagement.

ChatGPT can help learners draft, revise, and generate text in writing lessons, as shown in [6,17]. Its broader uses in teaching writing have also been highlighted [18]. The potential of ChatGPT to support reflective thinking in group writing has been discussed [1]. In speaking and fluency tasks, its interactive functions let learners take part in simulated conversations, which can improve their confidence and natural language use [7,19].

ChatGPT has also been used to support metalinguistic skills. Learners often ask about grammar points or use it to check language rules [8,20]. Still, concerns about unclear or inaccurate answers have been raised [21].

Several studies have looked at ChatGPT's role in boosting learner motivation and self-regulation. Features like personalized responses, reduced anxiety, and flexible pacing can help learners feel more in control [5,22]. From the teacher's view, ChatGPT can save time when planning lessons and encourage new ideas for classroom activities [23].

Beyond surface-level interaction, recent studies have emphasized ChatGPT's potential as a cognitive and metacognitive support tool. For instance, Xiao & Zhi [7] observed that learners do not passively consume ChatGPT's responses but actively modify prompts and evaluate the quality of outputs, demonstrating strategic self-regulation. These behaviors align with key components of self-regulated learning, such as goal-setting, monitoring, and adaptation. Moreover, ChatGPT provides a form of virtual scaffolding by offering instant explanations, reformulations, and personalized guidance, especially beneficial for lower-proficiency learners who require ongoing support during complex tasks [1]. Its ability to reinforce attention to language form – known as “input enhancement” – has also been associated with increased learner noticing and linguistic awareness [8].

However, there are still concerns. Overreliance on AI, the risk of academic dishonesty, and reduced critical thinking have been raised [23]. When learners rely too heavily on ChatGPT-generated responses, they may bypass essential cognitive processes such as hypothesis testing, error detection, or reflective revision, which are crucial for language acquisition. From the classroom perspective, this dependence can reduce opportunities for meaningful interaction, especially in peer collaboration or teacher-mediated scaffolding. It has also been noted that ChatGPT may have trouble handling sensitive topics, cultural differences, or learner-specific needs [2, 20]. These limitations raise questions about the inclusivity and adaptability of AI tools in diverse learning contexts. Without appropriate guidance, learners may accept biased or inappropriate responses, which can reinforce stereotypes or lead to misunderstanding. Although ChatGPT has many uses, most studies only examine one skill or tool at a time. They often do not connect its use to full teaching frameworks. This review fills that gap by showing how ChatGPT is used across the structured stages of L2 instruction.

III. CHATGPT'S ROLE BY INSTRUCTIONAL STAGES

This section summarizes how ChatGPT is used in different stages of language teaching, based on recent studies. The review is divided into three parts: pre-teaching, while-teaching, and post-teaching. An additional part looks at ChatGPT's role in assessment. Each stage is discussed in terms of its teaching functions, benefits, and possible limitations.

A. PRE-TEACHING STAGE

The pre-teaching stage takes place before class. In this stage, learners will often prepare for new content, both mentally and emotionally. Studies show that ChatGPT provides significant support in this phase. Specifically, it is used in three main functions: previewing language, encouraging engagement, and building confidence.

1. LANGUAGE PREVIEW

ChatGPT is often used to introduce new vocabulary, as found in [24,25]. It provides word meanings, example sentences, and demonstrates how words are semantically grouped. ChatGPT also helps students prepare for writing tasks by generating ideas and organizing content before class [26]. This is especially helpful for lower-proficiency students, as they benefit from simplified versions of texts that enhance comprehension.

In addition to vocabulary, some learners use ChatGPT to simulate the topic of upcoming lessons by generating summaries or explanations related to textbook content. This scaffolded preview activates prior knowledge and reduces cognitive load during actual classroom learning. From a cognitive standpoint, this aligns with input enhancement strategies, where learners are exposed to comprehensible input that facilitates noticing key forms and structures.

2. GOAL SETTING AND ENGAGEMENT

Learners have used ChatGPT to prepare for class tasks in various ways. ChatGPT helps learners plan topics, ask warm-up questions, and practice lesson content, as reported in [27]. These activities can also improve learners' mental focus and make them more involved during class [26].

Furthermore, ChatGPT allows learners to set personalized learning agendas by asking it to generate checklists, sample outlines, or guiding questions. This form of learner-driven goal setting is aligned with self-regulated learning behaviors, especially for those who lack access to regular teacher feedback before class. When learners articulate their learning goals through interaction with ChatGPT, they become more intentional in their preparation and more likely to engage meaningfully during classroom instruction.

3. CONFIDENCE BUILDING

Some students have reported using ChatGPT to mentally prepare for oral participation by previewing possible teacher questions and generating sample answers, which contributes to psychological readiness and reduced performance anxiety [28]. The tool also helps them become ready for speaking tasks by offering prompts and reviewing important ideas.

Confidence is particularly important for L2 learners who may struggle with anxiety or fear of making mistakes, which contributes to psychological readiness and reduced performance anxiety. The low-stakes nature of interaction with ChatGPT allows them to rehearse, receive feedback, and clarify doubts in a non-judgmental environment.

4. CHALLENGES AND LIMITATIONS

Although ChatGPT is useful, it needs to be used with clear guidance from teachers. Without proper support, it may provide vague or misleading information, as warned in [29]. At this stage, too much AI use may lessen students' self-sufficiency and self-study [30]. Another issue is that ChatGPT cannot always align preview content with specific curriculum goals unless prompted very precisely. This can lead to a mismatch between what learners prepare and what is taught. Therefore, teacher intervention is still crucial in guiding prompt design and verifying the relevance and accuracy of AI-generated content.

B. WHILE-TEACHING STAGE

In the while-teaching stage, instruction often focuses on language input, practice, and interaction. This is usually the most active part of the lesson. ChatGPT has been used in different ways during this stage in L2 classrooms. Based on current studies, its roles can be grouped into three main areas: interactional practice, writing support, and grammar assistance.

1. INTERACTIONAL PRACTICE

ChatGPT can act as a conversation partner, helping learners practice both speaking and writing through real-time, interactive prompts [5,11]. These interactive features also support learner autonomy and fluency, as highlighted in [7,8]. This is especially useful in classrooms where peer or teacher interaction is limited.

Moreover, ChatGPT's immediate turn-taking and responsiveness enable learners to simulate authentic communicative exchanges, which may be difficult to achieve in traditional teacher-led settings. Such simulated dialogues can serve as scaffolding for less confident learners, helping them rehearse responses, clarify meaning, and experiment with new forms of expression in a low-stakes environment.

2. WRITING SUPPORT

In writing tasks, ChatGPT gives ideas to start sentences, corrects errors, and suggests sentence structures [6, 17]. For example, students may use it to finish cloze texts or co-write short paragraphs while getting feedback from ChatGPT. It has been reported that learners who worked in pairs using ChatGPT felt more confident in planning and expressing their ideas [23]. Importantly, ChatGPT also helps foster a recursive approach to writing, allowing students to iterate drafts and refine language through revision cycles. When guided by teachers, this interaction can shift from surface-level corrections to deeper engagement with content, coherence, and stylistic choices.

3. GRAMMAR AND LANGUAGE FORM ASSISTANCE

Learners often use ChatGPT to ask about grammar points, verb tenses or sentence patterns, as observed in [31]. This kind of support is helpful in online or asynchronous classes where learners may not get instant help from teachers [32]. Beyond rule-based corrections, ChatGPT also facilitates awareness of form-function relationships through personalized clarification. When learners ask "why" questions or test alternative phrasing, the tool can prompt deeper metalinguistic reflection—an important aspect of interlanguage development.

4. CHALLENGES AND LIMITATIONS

Several problems have been noted, though ChatGPT is useful at this stage. There have been warnings about possible factual errors in its responses [18]. Others said that the tool sometimes ignores cultural context or uses language that is too simple. Some researchers also pointed out that too much use of ChatGPT may lead to passive learning and lower student engagement. To maximize pedagogical value, its use during this stage should be mediated by instructional goals, classroom norms, and teacher scaffolding.

C. POST-TEACHING STAGE

In the post-teaching stage, learners review what they learned, apply it in new ways, and reflect on their progress. Studies show that ChatGPT supports learners in this stage in three key ways: helping with review and clarification, encouraging creative use of language, and offering feedback similar to what a peer might give.

1. CONSOLIDATION AND CLARIFICATION

After class, learners often use ChatGPT to go over the lesson and review confusing points [26,29]. It has also been found that students use the tool to create review questions and make difficult ideas easier to understand [24]. This helps them achieve a deeper understanding of the material. In particular, learners can rephrase lesson content with ChatGPT's help, which supports semantic elaboration—a known strategy for improving comprehension and long-term retention. Some students also generate multiple explanations of the same point, which fosters conceptual flexibility and metacognitive awareness.

2. CREATIVE LANGUAGE USE

ChatGPT is also used for follow-up tasks such as writing reflections, preparing dialogues, or making role-play scripts based on what was learned in class [5]. These tasks give learners a chance to apply what they learned in a personal and creative way. Such activities move beyond mechanical practice and promote transfer of learning by encouraging students to reshape and personalize content. Additionally, learners report that interacting with ChatGPT for story-writing or imaginative tasks increases motivation and emotional investment, both of which are associated with stronger learning outcomes.

3. PEER-LIKE FEEDBACK

Many learners use ChatGPT to get feedback on their writing. The tool assists with vocabulary selection, syntactic accuracy, and organizational clarity [8,33]. While the feedback is not always perfect, it gives students another source of input besides teachers or classmates. Improvement in fluency and accuracy after using ChatGPT post-writing has been reported in several studies, due to the tool's quick and focused suggestions [17,23,25]. Additionally, learners can engage in iterative writing by revising texts based on ChatGPT's comments, which mirrors the peer review cycle in writing pedagogy. This process helps learners practice self-monitoring and editing skills, which are essential for writing development.

4. CHALLENGES AND LIMITATIONS

There are still concerns about the quality of feedback. Some answers from ChatGPT can be unclear or wrong, which may make it harder for learners to revise or think deeply, as noted in [26]. It has also been warned that relying too much on AI could reduce learners' interest in reflecting and working collaboratively with others [11]. Moreover, AI-generated feedback may overlook discourse-level issues or genre conventions, especially in complex writing tasks. Therefore, teacher mediation is needed to guide learners in evaluating, comparing, and adapting ChatGPT's suggestions critically.

D. ASSESSMENT STAGE

Although not always viewed as a separate part of instruction, assessment plays an important role in learning. Studies show that ChatGPT is used in this stage for three main purposes: giving feedback during practice, supporting automated evaluation, and raising ethical concerns.

1. FORMATIVE ASSESSMENT AND FEEDBACK

ChatGPT is often used to provide quick suggestions or corrections while learners engage in language tasks [34]. This allows learners to get feedback as they work. In writing, students use ChatGPT to check grammar, vocabulary, and clarity of expression [27, 30]. It has also been noted that teachers use ChatGPT to provide rubric-based feedback and model answers aligned with writing standards [6]. This helps students improve their writing.

In addition, ChatGPT allows learners to experiment with revising texts across multiple drafts, thus simulating formative feedback cycles. This supports learner autonomy and facilitates the internalization of assessment criteria when students compare AI-generated suggestions with their own self-evaluations.

2. AUTOMATED EVALUATION

ChatGPT has been used to score short writing tasks by checking grammar and completion, as reported in [31]. This demonstrates ChatGPT's potential to enhance efficiency in evaluating short responses. However, human review is still needed to ensure the results are valid and suitable for different learning situations, as warned in [18]. They also noted that learners may try to adjust their answers to match what they think the AI expects, which could affect the honesty of the task.

Furthermore, automated scoring lacks the sensitivity to assess discourse-level features such as argument development, cohesion, or voice—elements that require human judgment. Therefore, AI-generated scoring should be viewed as a preliminary step, not a substitute for holistic evaluation.

3. ETHICAL AND PEDAGOGICAL CONCERNS

Using ChatGPT in assessment brings up ethical issues. Relying too much on AI may blur the line between getting support and cheating, especially in tests or assignments done at home, as pointed out in [26,28]. Researchers recommend setting clear rules and suggest that AI should support reflective tasks, not replace human judgment.

More importantly, if learners depend on AI to complete assessment tasks, it may undermine the development of self-assessment and critical thinking skills. Educators are encouraged to design assessments that integrate AI as a formative tool while maintaining academic integrity through transparent expectations and guided reflection.

IV. SYNTHESIS: ADVANTAGES, CHALLENGES AND PEDAGOGICAL IMPLICATIONS

Having examined how ChatGPT supports language learning across instructional stages, this section synthesizes key findings to highlight its overall benefits, limitations, and instructional implications. The discussion is structured around three main aspects: advantages, challenges, and pedagogical recommendations.

A. ADVANTAGES ACROSS TEACHING STAGES

Studies show that ChatGPT brings different benefits at each stage of teaching. In the pre-teaching stage, it can help learners get ready by activating background knowledge, reviewing vocabulary, and generating warm-up prompts [3,34]. It has been noted that ChatGPT's flexibility enables it to provide personalized support, helping learners feel more confident when approaching new material [5,29]. This early interaction also reduces anxiety and primes learners cognitively for upcoming input, especially among those with lower proficiency.

During the while-teaching stage, ChatGPT is used for language practice, especially through dialogues and sentence completion. It can also give quick feedback and suggest ideas for speaking or writing [7,17]. Learners feel more motivated because the tool creates interactions that are similar to real conversations, as reported in [17,28]. ChatGPT also supports dialogic learning and helps students express their own ideas when used with clear teaching goals [1].

In the post-teaching stage, ChatGPT helps learners reflect and continue practicing language. It is used to revise texts, summarize content, and give grammar feedback [6,8,27]. These features support learner autonomy by allowing them to work at their own pace and monitor progress through iterative feedback, especially in self-study situations [22,27,28].

Teachers also benefit from ChatGPT, as it can generate sample tasks, model answers, and formative feedback, which helps reduce the time spent on lesson planning and teaching [17,31]. It also fosters teacher reflection by offering alternative ways to structure instruction, thus encouraging innovation and improving accountability when used thoughtfully [21].

B. COMMON CHALLENGES AND LIMITATIONS

Even though ChatGPT offers many benefits, there are several challenges in using it for language learning. One common issue is that the tool may produce sentences that sound correct but are not suitable for the context or may include mistakes. If learners are not careful, this can lead to confusion [2,20,30]. For example, ChatGPT sometimes generates plausible but inaccurate cultural references or misuses idiomatic expressions, which may mislead learners without proper correction. It raises concerns about the reliability of AI-generated content in nuanced language use.

Another concern is that learners may rely too much on ChatGPT. Some studies warn that this can limit their ability to think critically, be creative, and build language skills on their own [23,26,32]. In some cases, the convenience of using ChatGPT has been linked to dishonest behavior, such as submitting AI-generated work without editing [18,23]. Over time, this dependency may also reduce learners' intrinsic motivation, especially when AI replaces effortful problem-solving with instant answers.

Teachers also note problems with how ChatGPT fits into lesson goals. The tool may not work well with tasks that require a certain level or need to reflect cultural differences, as pointed out in [31]. This means teachers must guide and adapt the use of AI. Other studies highlight ChatGPT's limited ability to help with pronunciation and more detailed language use, especially in pragmatics [19,23]. These limitations are especially visible in speaking or listening tasks, where non-verbal cues and intonation are critical to communication.

There are also ethical concerns. Issues about authorship, privacy, and the transparency of AI use in education have been raised [18,32]. To reduce these risks, researchers suggest using ChatGPT in group work, so learners can interact and depend less on AI. Another suggested approach is to design tasks that require learners to critically evaluate AI-generated feedback and explain whether they agree or not. This helps develop reflection and thinking about how they learn in AI-supported environments.

C. PEDAGOGICAL IMPLICATIONS

This review points out several useful suggestions for language teachers. First, ChatGPT should be used as a support tool, not a replacement for teacher guidance. To use AI tools effectively, teachers need to focus on clear task design, learner support, and close supervision [5,20]. Instead of giving students full control over AI use, teachers can guide learners in framing effective prompts and critically evaluating ChatGPT's responses.

Teachers also need to build AI literacy, which includes knowing how to check AI-generated content, teaching students how to use it wisely, and setting clear rules for its use [35]. AI literacy also involves discussing the limitations of ChatGPT with students and encouraging responsible use through classroom dialogue. For this reason, teacher training programs should include content on AI tools, so that teachers can match them with their lesson goals [18,24].

Curriculum designers are also encouraged to include ChatGPT-based tasks in teaching models like PPP or ESA. These models allow flexible use of technology while keeping instruction consistent [25,36]. ChatGPT can be used for controlled practice in the Presentation–Practice–Production (PPP) model or as part of the Study stage in the Engage–Study–Activate (ESA) approach. Tasks should focus on interaction, critical thinking, and creativity—not just using AI passively. In particular, learners should be asked to revise AI-generated output, compare it with their own answers, or explain its strengths and weaknesses.

Lastly, school policies need to deal with issues like plagiarism and responsible data handling when working with AI. Clear rules are needed to make sure AI is used in a fair, responsible, and ethical way in the classroom [4,17]. Educators and administrators must work together to build transparency about AI use and promote academic integrity while still encouraging innovation.

V. CONCLUSION AND FUTURE DIRECTIONS

This review has examined how ChatGPT is used in different stages of second language (L2) teaching. By grouping the findings into three stages—pre-teaching, while-teaching, and post-teaching—it provides a clearer understanding of ChatGPT's pedagogical functions. The results show that ChatGPT supports teachers in planning lessons, creating interactive tasks, and giving feedback. It also helps learners stay engaged and become more independent, especially in speaking and writing. At the same time, the review points out several challenges. These include the risk of giving incorrect content, relying too much on AI, and concerns about ethics. To use ChatGPT well, teachers need to guide learners, think critically, and adjust the tool based on the learning context.

This review contributes to L2 education by connecting ChatGPT's teaching roles with structured teaching stages. It offers useful ideas for both classroom use and teacher development. These insights can inform syllabus design, pre-service training, and digital resource development tailored to L2 contexts. It also contributes to AI-in-education research by proposing a stage-based approach to integrating ChatGPT in L2 classrooms.

Future research should study how ChatGPT works in real classrooms, explore how learners from different settings respond to it, and design teacher training models that help use AI in practical and meaningful ways. In particular, mixed-method designs could capture both quantitative outcomes and learners' evolving perceptions of AI-mediated instruction.

VI. REFERENCES

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CHATGPT TRONG GIÁO DỤC NGÔN NGỮ THỨ HAI (L2): TỔNG QUAN THEO GIAI ĐOẠN VỀ VAI TRÒ SỰ PHẠM

Đặng Thị Kim Giao, Trương Thị Xuân Thu

TÓM TẮT— Mặc dù ChatGPT ngày càng nhận được sự quan tâm trong lĩnh vực giáo dục ngôn ngữ thứ hai (L2), vai trò giảng dạy của công cụ này trong các giai đoạn khác nhau của quá trình giảng dạy vẫn chưa được nghiên cứu đầy đủ. Bài tổng quan này tổng hợp các nghiên cứu gần đây và phân loại các ứng dụng của ChatGPT theo ba giai đoạn chính: trước khi giảng dạy, trong khi giảng dạy và sau khi giảng dạy. Các nghiên cứu cho thấy ChatGPT có thể hỗ trợ xây dựng kế hoạch bài học ở giai đoạn chuẩn bị, thúc đẩy các hoạt động tương tác trong quá trình giảng dạy, và cung cấp phản hồi định hướng sau giờ học. Những chức năng này có thể góp phần nâng cao mức độ tham gia của người học cũng như thúc đẩy tính tự chủ trong học tập. Tuy nhiên, vẫn tồn tại những lo ngại liên quan đến vấn đề đạo đức và nguy cơ phụ thuộc quá mức vào nội dung do AI tạo ra. Bài viết này cung cấp những góc nhìn hữu ích cho cả giáo viên và người học, đồng thời đề xuất các hướng nghiên cứu tiếp theo trong bối cảnh lớp học.

Từ khoá— Giáo dục ngôn ngữ ứng dụng trí tuệ nhân tạo, ChatGPT trong giáo dục ngôn ngữ thứ hai, phản hồi sự phạm và phát triển tính tự chủ của người học, chức năng sự phạm của ChatGPT, Phân giai đoạn trong quá trình giảng dạy ngôn ngữ thứ hai.



Đặng Thị Kim Giao— Thạc sĩ chuyên ngành Khoa học máy tính tại trường Chung-Yuan Christian University, Đài Loan năm 2012. Hiện là giảng viên khoa Công nghệ thông tin trường đại học Ngoại Ngữ - Tin học Thành phố Hồ Chí Minh. Lĩnh vực nghiên cứu: Computer Assisted Language Learning, Large Language

Models, Machine Learning.



Trương Thị Xuân Thu— Thạc sĩ chuyên ngành Khoa học máy tính tại trường Chung-Yuan Christian University, Đài Loan năm 2012. Hiện là giảng viên khoa Công nghệ thông tin trường đại học Ngoại Ngữ - Tin học Thành phố Hồ Chí Minh. Lĩnh vực nghiên cứu: Xử lý ngôn ngữ tự nhiên, Khai phá dữ liệu (Data Mining).