The Practice of ChatGPT in English Teaching and Learning in Vietnam: A Systematic Review

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ABSTRACT

Keywords: systematic review, ChatGPT, English education, artificial intelligence (AI)

The purpose of the research is to explore the practice of using ChatGPT in teaching and learning English in the context of Vietnam based on a systematic review of 12 selected studies from 2023 to 2024, which were retrieved from journals such as International Journal of TESOL & Education, AsiaCALL Online Journal, Teaching English with Technology, European Journal of Alternative Education Studies, International Journal of Learning, Teaching and Educational Research, International Journal of Language Instruction, and Kognisi: Jurnal Ilmu Keguruan via Google Scholar. The detailed analysis focuses on the benefits, challenges, and issues of the use of ChatGPT in English teaching and learning in the context of Vietnam. The findings indicate that the deployment of ChatGPT greatly contributes to language education, namely the facilitation of students' and teachers' work. Nevertheless, there remain unsolved issues regarding academic dishonesty, plagiarism, sole reliance upon the tool's function, the appropriateness of the information it offers. It is suggested that there should be training or guidance for teachers and students to use ChatGPT properly, balanced integration of the tool with teachers' consideration, and so forth. The review article provides valuable references and pedagogical recommendations for future research papers about ChatGPT's use in English language education.

Introduction

In this day and age, the invention of technology is considered a great impact on education (Pham et al., 2022). Besides, the development of artificial intelligence (AI) contributes to educational efficiency and effectiveness, personalized and global learning, and intelligent content creation (Montenegro-Rueda et al., 2023). Nowadays, technology or AI plays a vital role in learning foreign languages such as English (Pham & Le, 2024; Pham et al., 2023) and creating classroom

activities (Tri et al., 2023). When it comes to AI, ChatGPT has become a viral AI chatbot after its release because it supports users' work with its human-like responses (Lo, 2023). Since ChatGPT has the ability to deal with diverse topics and has a strong vocabulary base, it is regarded as a valuable tool for language teaching and learning (Cotton et al., 2023).

Notwithstanding ChatGPT's success, it still has challenges to English language education. The issue regarding academic integrity such as plagiarism is unsolved (Iskender, 2023; Cotton et al., 2023). In addition, instructors are afraid that learners will never use their own words to complete their tasks (Cotton et al., 2023). There is no assurance the AI tool also provides wrong knowledge (Nguyen, 2024). Overuse of AI results in the decline of critical thinking skills and cheating, so educators must be conscious of concerns to make sure that it is used safely and properly in educational contexts (Kostka & Toncelli, 2023).

In the context of Vietnamese education, ChatGPT has become a new trend recently. The tool facilitates students' tasks (Nguyen & Tran, 2023; Ho, 2024), provides opportunities to practice using English (Hoang et al., 2023; Thao et al., 2023; Nguyen, 2023; Nguyen et al., 2024; Nguyen & Tran, 2023), and improves learner autonomy (Thao et al., 2023). ChatGPT also alleviates teachers' workload pressure in terms of evaluation (Nguyen, 2024; Nguyen & Tran, 2023; Nguyen, 2023). Using ChatGPT for English learning and teaching is quite new, leading to unforeseen and unsolved problems, namely academic dishonesty (Ho, 2024; Cong-Lem et al., 2024), over-dependence on the tool, quality, accuracy, appropriateness, privacy, ethics (Thao et al., 2023), training (Nguyen, 2023; Nguyen, 2024; Tran & Tran, 2024), etc.

Using ChatGPT for English education in the context of Vietnam is a topic attracting researchers' and educators' attention. Numerous researchers and educators highlighted the role of ChatGPT in English language education. Nonetheless, there are no systematic reviews discussing utilizing ChatGPT for teaching and learning in Vietnamese English as a Foreign Language (EFL) classrooms. Conducting a systematic review discussion about ChatGPT, especially in the context of Vietnam, can help deeply understand aspects in terms of linguistics, culture as well as how this tool works in a specific setting. Besides, it is crucial that learners and instructors have a broad knowledge of the application of ChatGPT to ensure its proper use and maintain the quality of education (Lozano & Fontao, 2023). The findings of the literature on the use of ChatGPT in EFL teaching and learning in Vietnam have to be reviewed to summarize what researchers and educators need for future studies and practices in this context. For this reason, the main purpose of the review article is to examine the existing literature on the application of ChatGPT in EFL teaching and learning in Vietnam with a view to exploring its advantages and disadvantages as well as recommendations from the previous studies.

Literature Review

Systematic review

The purpose of a systematic review is to unite data to address a predetermined question (Pollock & Berge, 2018). This involves identifying all primary research pertinent to the review question, critically evaluating the research, and synthesizing the results (Gough et al., 2017). Systematic reviews integrate data from various papers to generate a new, combined finding or conclusion,

or perhaps they compile dissimilar sorts of evidence to investigate or account for meanings (Snilstveit, 2012). Traditional reviews lack a reproducible or formal method for appraising the impact of a treatment, counting its size and accuracy, so a more structured approach is essential (Egger et al., 2001; Tricco et al., 2011). The systematic review, which is also called "research synthesis", strives to offer a comprehensive, unbiased synthesis of numerous related research papers in one document (Egger et al., 2001; Khan et al., 2003; Tricco et al., 2011). While it shares multiple characteristics with a literature review, such as summarizing knowledge from a body of literature, a systematic review aims to uncover all evidence associated with a question, focusing on research reporting data in place of concepts or theories (Averis & Pearson, 2003).

ChatGPT

ChatGPT, launched in November 2022, is described as a "state-of-the-art chatbot" according to Hong (2023). Zhai (2022) defines this tool as a chatbot offering human-like and open-ended conversations for specific purposes to discuss a variety of subjects. It can compare current data in order to give the most appropriate answers to different types of queries (Nguyen, 2023).

The role of ChatGPT in English language education

After ChatGPT's release, it attracted the attention of researchers, educators and learners across the globe because of its positive impact on education. Recently, using ChatGPT in language education has become a viral topic (Tran & Tran, 2023). The utilization of this AI enables language students to participate in real-life conversations improving their fluency via individualized exercises and promote autonomous learning by permitting practicing their target language skills on their own (Tran & Tran, 2023). ChatGPT's instant comments and authentic conversations can advance students' speaking and writing skills (Aljanabi, 2023). In addition, students are given opportunities to enhance their language skills with a learner-centered approach through meaningful interactions (Yang & Kyun, 2022).

Advantages of ChatGPT in English language education

ChatGPT is described as a useful tool for improving language teaching methods, giving comments at once and answering a wide range of questions (Mohamed, 2023). The AI tool helps to get access to innumerable authentic linguistic resources (Hong, 2023; Mai et al., 2024). Kohnke et al. (2023) reported that ChatGPT can account for difficult concepts and provide word usage, examples, and error correction through detailed explanations, translations, and so on with the aim of language enhancement. Thanks to the AI tool, students are more likely to increase their motivation in their English language learning journey (Ali et al., 2023). Additionally, Hong (2023) and Kohnke et al. (2023) agreed that ChatGPT makes learning experiences more interesting and personalized.

A large number of published papers also discussed the benefits and opportunities for the use of ChatGPT in English education in Vietnam. For students, ChatGPT boosts their engagement and interest in language tasks (Nguyen & Tran, 2023). Additionally, challenges of learning English can be tackled because ChatGPT assists students with vocabulary acquisition, translation, grammar checking, paraphrasing, and so forth (Ho, 2024). Students have chances to practice English to communicate (Hoang et al., 2023) and write academically (Thao et al., 2023; Nguyen, 2023; Nguyen et al., 2024; Nguyen & Tran, 2023) by means of ChatGPT, leading to learners'

promoted autonomous learning (Thao et al., 2023). Furthermore, the tool supports teachers' work in assessments (Nguyen, 2024; Nguyen & Tran, 2023) and test design (Nguyen, 2023). Nguyen and Tran (2023) also confirmed a clear resemblance between the grades assigned by ChatGPT and the teacher. Therefore, there should be collaboration between instructors and AI to improve teaching methods and evaluation (Tran & Tran, 2024; Thao et al., 2023). It is noted that ChatGPT is not able to replace the role of instructors, but they can employ it to support their teaching designs with their double-check (Mai et al., 2024).

Disadvantages of ChatGPT in English language education

Regardless of ChatGPT's benefits, this AI tool also causes many concerns for teaching and learning (Lo, 2023). It still leads to drawbacks affecting learners such as the decline of critical thinking skills (Mohamed, 2023). Stojanov (2023) revealed that students tend to have trouble using the tool effectively owing to their lack of essential skills and knowledge. In addition, ChatGPT is not a perfect tool containing misinformation and needs human considerations (Ali et al., 2023). In terms of academic integrity, students tend to use the AI tool to cheat in their learning process. For example, their own work contains AI-generated text without any originality of ideas (Sullivan et al., 2023).

Several papers also show a number of disadvantages and challenges related to the use of ChatGPT in the Vietnamese context. In terms of plagiarism issues, it is impossible to prevent students from the abuse of ChatGPT (Ho, 2024). There exist other concerns such as academic dishonesty (Cong-Lem et al., 2024), heavy dependence on AI, worries about the exactness and suitability of the content AI created, the limited ability to create something on students' own, privacy and ethical issues (Thao et al., 2023). Besides, There is a lack of training and instructions for using ChatGPT suitably (Nguyen, 2024; Tran & Tran, 2024).

Research gaps

The previous studies reported their successful results contributing to the field, but there remain limitations in the existing literature.

Issues concerning academic dishonesty still exist. Ho (2024) reported that guiding students to utilize ChatGPT is inadequate to cope with cheating issues. This researcher admitted that her research failed to explore an effective tool to detect plagiarism due to the abuse of the AI tool. This gap emphasizes the importance of future exploration of methods and useful AI content detectors to mitigate cheating and plagiarism when AI tools such as ChatGPT are used in educational settings.

Because ChatGPT is new to educators, they may struggle to get accustomed to the application of this tool to teaching. According to Nguyen (2023), some instructors still need time to familiarize themselves with ChatGPT though they got hands-on experience with the integration of the tool and their teaching practice. This author claimed that the shortage of training limits teachers' ability to employ this tool effectively. Nguyen (2024) also agreed that lack of training for instructors to exploit ChatGPT is a current concern. Drawing from this gap, one can deduce that there is a necessity for teachers to participate in professional programs about ChatGPT use for language teaching and learning.

Because of the small sample size, it is difficult for several researchers to generalize their conclusions. Nguyen et al. (2024) and Thao et al. (2023) found that their study is unlikely to represent the student population at universities in all regions of Vietnam. Similarly, it is impossible to fully understand the teacher population because of the small number of participants (Yen et al., 2024). Hieu and Thao (2024) had difficulty in matching diverse cultural or educational contexts because of their paper's specific research setting. Moreover, this limitation prevents Nguyen and Tran (2023) from heightening awareness of teachers' role in teaching and assessment by means of the tool when learners can utilize it as teachers do. The limited number of teacher participants also affects teachers' perceptions and experiences in general (Nguyen, 2023; Nguyen, 2024). These limitations underscore the need for further research to be conducted with larger samples to grasp deeper insights of both learners and teachers.

Numerous papers are solely dependent on qualitative approaches (e.g., Hieu & Thao, 2024; Nguyen, 2024; Nguyen & Tran, 2023; Thao et al., 2023; Tran & Tran, 2023; Yen et al., 2024) or quantitative approaches (e.g., Cong-Lem et al., 2024; Nguyen, 2024) instead of using mixed methods, impacting deep insights of the use of ChatGPT. It is underscored that using mixed-methods approaches can provide a better understanding of the utilization of this tool in educational settings.

There are no systematic reviews on the use of ChatGPT for English teaching and learning in the context of Vietnam; therefore, it is important to review and synthesize the findings of the previous studies to provide insights into the current state of research in this context. The researchers conducted this literature review paper to address the gaps, namely insufficient research on academic integrity matters, necessity for training, limited generalizability, and single-method approaches. This paper contributes to the development of knowledge and practice in this field and provides a broad understanding for educators, researchers, and policymakers to effectively incorporate ChatGPT within educational experiences. Specifically, this paper analyzes the literature on ChatGPT use for English education in Vietnam to explore its benefits, challenges, future trends, and emerging research areas. The discovery of the review helps answer the following research questions:

1. *What are the benefits and challenges of integrating ChatGPT with English education in Vietnam?*
2. *What future trends and emerging research areas can be identified in the application of ChatGPT for English language teaching and learning?*

Methods

Design of the Study

In order to thoroughly examine all relevant research, the authors conduct a systematic literature review using a clear and organized search plan that outlines what study will be included and excluded. This plan follows the guidelines set forth in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Statement (Page et al., 2021). The researchers searched for relevant studies in education in many journals, namely *International*

Journal of TESOL & Education, *AsiaCALL Online Journal*, *Teaching English with Technology*, *European Journal of Alternative Education Studies*, *International Journal of Learning, Teaching and Educational Research*, *International Journal of Language Instruction*, and *Kognisi: Jurnal Ilmu Keguruan* mainly across Google Scholar. The researchers used a specific search strategy (detailed in Table 1) that looked for keywords in the titles, abstracts, and/or keywords of articles.

Search strategy

Table 1.

Search strategy

Topic	Search terms
ChatGPT Chatbot Artificial Intelligence	Language teaching and learning in Vietnam Impacts on language learners Practice of English teaching and learning

This search, conducted between April and May 2024, identified 20 initial records. Clear guidelines were defined to select studies directly related to the review's goals. The authors narrowed the search to articles published since 2022, which coincides with the launch of the specific AI chatbot developed by OpenAI.

Inclusion and exclusion criteria

Table 2.

Inclusion and exclusion criteria

	Inclusion Criteria	**Exclusion Criteria**
Publication period	Published between 2022-2024	Published before 2022
Type of study	Theoretical and empirical research	Other research (review)
Language	English	Vietnamese or other languages
Context	Vietnam	Other regions
Research topic	English language teaching and learning	Education in general

Selection of studies

The Johanna Briggs Checklist (JBI) (Aromataris & Munn, 2020), which involves a set of criteria used to identify the rigor and validity of a study, is used to evaluate the methodological quality of selected research studies. The 20 selected studies were assessed using the JBI checklist in terms of aspects such as study design, participant selection, and data analysis. The following checklist was implemented to avoid any bias, and the selected studies had to meet at least four of the criteria:
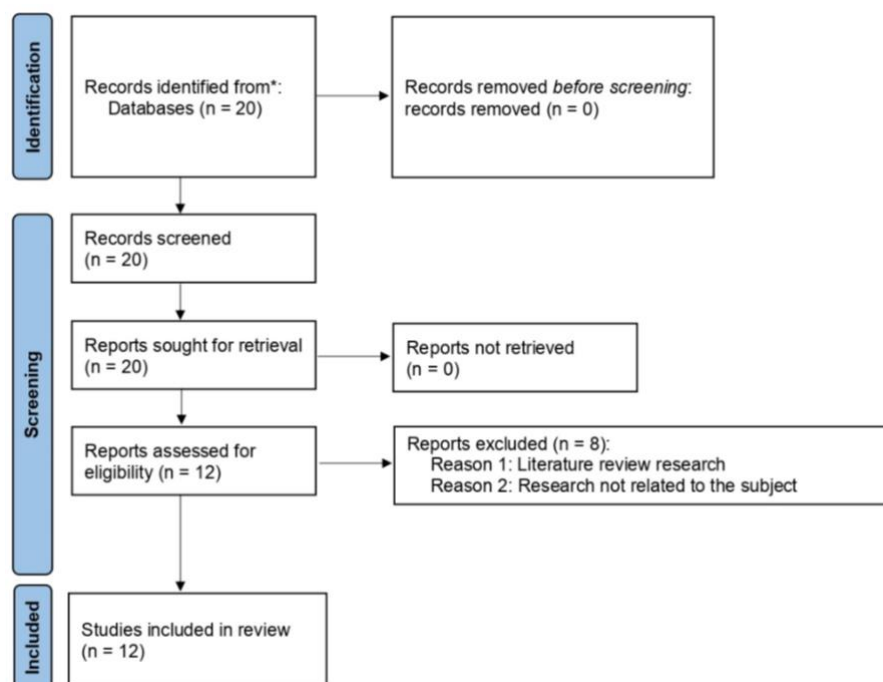
· Is the research question clearly stated?

· Does the research explore how ChatGPT is used in language teaching and its effects?

· Are the methods used to collect data suitable for the research?

· Do the findings contribute valuable insights to the field of research?

· Do the authors' interpretations of the data justify their conclusions?

· Does the research suggest areas for further investigation?

After removing the studies that did not meet at least four criteria (n = 8), a total of 12 studies were eligible for review. Figure 1 demonstrates the flow chart of choosing studies according to the instructions of PRISMA (Page et al., 2021).

Figure 1.
The flow chart of the study selection process

Data Extraction and Analysis

To answer the research questions, the researchers conducted an analysis that integrated quantitative and qualitative methods into the 12 papers. The quantitative analysis assisted in visualizing and comprehending common aspects concerning the subject via descriptive graphs. When it comes to the qualitative analysis, the VOSviewer 1.6.20. was employed to find out the main trends and impact of the research areas (Nandiyanto & Al Husaeni, 2021). A cluster has a wide variety of elements and sizes. The frequency of occurrence affects the size. The use of keywords in the articles is more popular, making sure that the circle is bigger (Mulyawati & Ramadhan, 2021). There is a list of criteria used for data analysis regarding the benefits of the challenges of using ChatGPT for English education, and the selected studies had to meet at least four of the criteria:

· Does the research have data on the benefits of the use of ChatGPT for English teaching?

· Does the research have data on the benefits of the use of ChatGPT for English learning?

· Does the research have data on the challenges of the use of ChatGPT for English teaching?

· Does the research have data on the challenges of the use of ChatGPT for English learning?

· Are the data of the research precise and clearly reported?

· Are the data of the research relevant to the context and significant for the research purpose?

· Are the data of the research valid and reliable?

Figure 2 describes the use of methods in the selected papers included in the review. A qualitative approach was utilized by most articles (50%) (n = 6). A quantitative approach was applied by two papers (17%) (n = 2). The other studies (33%) (n = 4) employed a mix of quantitative and qualitative methods.

Figure 2.
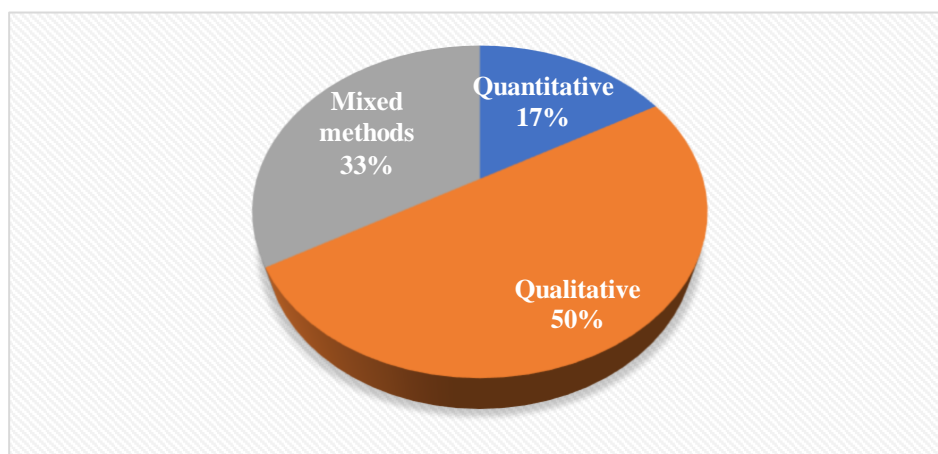
The methods of the selected studies (n = 12)

Table 3.

Research settings and methods of the 12 studies

No.	Author(s)	Study	Setting(s)	Journal	Methodology	Participant(s)
1	Ho (2024)	Using ChatGPT in English Language Learning: A Study on I.T. Students' Attitudes, Habits, and Perceptions	The University of Da Nang	International Journal of TESOL & Education	Quantitative	120 students
					Qualitative	10 students
2	Nguyen (2024)	University Teachers' Perceptions of Using ChatGPT in Language Teaching and Assessment	Universities	AsiaCALL Online Journal	Quantitative	43 teachers
3	Cong-Lem, Tran, & Nguyen (2024)	Academic integrity in the age of generative AI: Perceptions and responses of Vietnamese EFL teachers	Universities	Teaching English with Technology	Quantitative	31 teachers
4	Nguyen, Ngoc, & Dan (2024)	EFL Students' Perceptions and Practices of Using ChatGPT for Developing English Argumentative Essay Writing Skills	Can Tho University	European Journal of Alternative Education Studies	Quantitative	100 students
					Qualitative	10 students
5	Yen, Thu, Thi, Tra,	University Teachers' Perceptions on the	Universities	AsiaCALL Online	Qualitative	15 teachers

	& Thuy (2024)	Integration of ChatGPT in Language Education Assessment: Challenges, Benefits, and Ethical Considerations		Journal		
6	Nguyen (2024)	Unraveling the Potential of ChatGPT: Investigating the Efficacy of Reading Text Adaptation	A university in Hanoi	AsiaCALL Online Journal	Qualitative	10 teachers
7	Hieu & Thao (2024)	Exploring the Impact of AI in Language Education: Vietnamese EFL Teachers' Views on Using ChatGPT for Fairy Tale Retelling Tasks	Universities	International Journal of Learning, Teaching and Educational Research	Qualitative	9 teachers
8	Nguyen & Tran (2023)	Exploring the Efficacy of ChatGPT in Language Teaching	The University of Da Nang	AsiaCALL Online Journal	Qualitative	1 teacher
9	Nguyen (2023)	The Application of ChatGPT in Language Test Design – The What and How	Universities and schools	AsiaCALL Online Journal	Quantitative	70 teachers
					Qualitative	5 teachers
10	Nguyen (2023)	EFL Teachers' Perspectives toward the Use of ChatGPT in Writing Classes: A Case Study at Van Lang University	Van Lang University	International Journal of Language Instruction	Quantitative	20 teachers
					Qualitative	10 teachers
11	Tran & Tran (2023)	Exploring the Role of ChatGPT in Developing Critical Digital Literacies in Language Learning: A Qualitative Study	Schools	AsiaCALL Online Journal	Qualitative	8 students & 3 teachers
12	Thao, Hieu, & Thuy (2023)	Exploring the Impacts of ChatGPT in EFL Writing: Student Perceptions of Opportunities and Challenges in Vietnamese Higher Education	Universities	Kognisi: Jurnal Ilmu Keguruan	Qualitative	20 students

Table 3 shows detailed information on the 12 selected studies, namely research settings and methods. Most of them were carried out in a variety of universities; however, Study 11 merely focused on schools, and Study 9 was conducted in both universities and schools. The results of the research papers are quantitative, qualitative, or a mix of them. There exist eight studies using only one method. Specifically, the findings of Study 2 and Study 3 are quantitative, and the ones of Study 5, Study 6, Study 7, Study 8, Study 11, and Study 12 are qualitative. Besides, Study 1, Study 4, Study 9, and Study 10 employed a mix of both quantitative and qualitative methods, making their data more valid (Spratt et al., 2004). With regard to the quantitative approach, Study 1 had the highest number of student participants (120 students), and Study 9 had the largest number of teacher participants (70 teachers) compared to other studies. With

respect to the qualitative approach, Study 12 had 20 participants considered the biggest number.

Findings and Discussion

As for the data found after reading the selected papers, Table 4 displays key findings related to the benefits and challenges of the use of ChatGPT in English education in Vietnam.

Table 4.

The benefits and challenges of the ChatGPT use for English teaching and learning

Benefits	Challenges
1. Personalized learning (Study 1, 2, 3, 4, 5, 6, 7, 8, 9, 11)	1. Quality and accuracy of AI-generated content (Study 1, 2, 3, 4, 6, 7, 8, 9, 11, 12)
2. Immediate assistance and feedback (Study 2, 4, 5, 6, 8, 10, 11)	2. AI over-reliance (Study 1, 3, 4, 5, 7, 10, 11, 12)
3. Promoted learner autonomy (Study 2, 5, 8, 11, 12)	3. Challenges in managing academic integrity (Study 1, 3, 4, 6, 8, 9)
4. Enhanced engagement (Study 3, 6, 7, 9, 12)	4. Ethical and privacy issues (Study 2, 3, 5, 6, 8, 12)
5. Teacher workload reduction (Study 1, 6, 8, 10)	5. Reduced human interaction (Study 1, 2, 6, 8, 11)
6. Automated assessment (Study 1, 3, 4, 12)	6. Lack of training (Study 2, 3, 5, 10)
7. Development of language skills (Study 1, 3, 4, 12)	7. Technical and resource limitations (Study 4, 7, 10, 11)
8. Development of critical thinking skills (Study 4, 7, 8)	8. Balancing ChatGPT with traditional teaching methods (Study 8, 11)
9. Development of creativity (Study 7, 9)	9. Decrease in students' creativity (Study 9, 12)
10. Access to authentic resources (Study 3, 11)	10. Cultural alignment challenges (Study 7)
11. Diversified teaching and learning strategies (Study 5, 11)	11. Negative impact on students' critical thinking skills (Study 9)
12. Reduced language anxiety (Study 3, 4)	12. Difficulty in responding to questions requiring higher cognitive thinking (Study 9)
13. Enhanced individualized language practice (Study 11)	13. Risk of promoting laziness (Study 8)
14. Enhanced learning outcomes (Study 10)	14. Challenges in monitoring and assessing ChatGPT use (Study 11)
15. Development of digital literacy skills (Study 8)	15. Potential to replace teachers (Study 1)
16. Development of soft skills (Study 2)	
17. Authentic language use (Study 9)	
18. Exposure to diverse language use (Study 12)	
19. Facilitated learning tasks (Study 1)	
20. Answers generated in formal examinations (Study 9)	
21. Language translation (Study 4)	
22. Collaborative future (Study 5)	
23. Exploration of unused features (Study 2)	

Based on Table 4, it is undeniable that ChatGPT plays a pivotal role in EFL classrooms in Vietnam. For students, their learning can be personalized thanks to this tool's immediate responses and comments, supporting their learner autonomy, facilitating their learning tasks, and increasing their interest. Besides, ChatGPT assists in boosting students' language skills like writing, critical thinking, creativity, digital literacy as well as soft skills. Regarding language skills, students can overcome language anxiety because they get access to authentic resources, individualized language practice, authentic language use, and language translation provided by ChatGPT. Moreover, learners benefit from exposure to a wide range of language uses and styles through their communication with this tool. The exposure can widen their horizons of language nuances and help them gain more a varied vocabulary. For teachers, ChatGPT can alleviate their workload, allowing them to pay more attention to deeper language comprehension among students. For instance, they can have their students' work and skills assessed automatically. The new learning and teaching experience can contribute to students' improved learning outcomes and diversify teaching and learning methods. Furthermore, many of ChatGPT's undiscovered features and abilities are supposed to be advantageous if applied and supported through appropriate training. Hence, there is a propitious future collaboration between AI tools like ChatGPT and traditional pedagogical approaches, which can revolutionize educational outcomes.

In spite of ChatGPT's benefits for English education in Vietnam, there are multiple drawbacks. Owing to the power of ChatGPT's functions, learners are more likely to over-rely on it. Thus, managing academic integrity is not an easy job, causing plagiarism issues and promoting laziness among students. Additionally, overusing this tool may reduce students' creativity, critical thinking, and human interaction, raising the possibility of replacing human instructors. It is tough to guarantee the quality and precision of ChatGPT's content because it is a master of all fields. The limitation will surely have effects on the quality of learning and this tool's dependability in various educational settings. For example, ChatGPT still has trouble answering complex questions requiring higher cognitive thinking. What this tool shows might not match the cultural contexts of language education. There are ethical issues such as data consent and privacy influencing trust in the tool. Instructors lack professional training to effectively combine ChatGPT with their teaching practices as well as deal with difficulties related to its use and technical and resource limitations, making it difficult for them to balance this tool with traditional teaching methods, and monitor and assess its use.

The research on ChatGPT's impact on language learning paints a complex picture. While it offers clear benefits for learners, such as improved vocabulary and writing skills, there are also concerns. Students may become overly reliant on AI, leading to a decline in critical thinking and plagiarism issues. For teachers, ChatGPT has the potential to reduce workload, but proper training is necessary to ensure effective use and address ethical concerns. The overall takeaway is that ChatGPT can be a valuable tool, but it needs to be integrated thoughtfully alongside traditional teaching methods to maximize its benefits for language learners while mitigating potential drawbacks. Further research is needed to explore the long-term impact of ChatGPT and develop solutions to plagiarism issues.

Figure 3.

Labeled bibliometric map
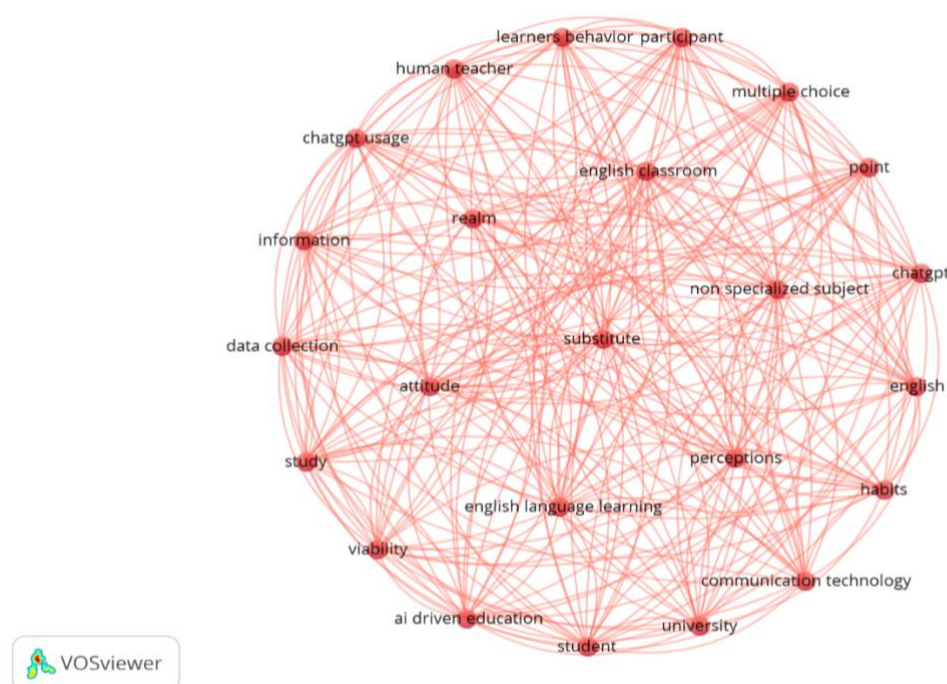
In order to discover the lines of research in the field, the researchers used VOSviewer's mapping. VOSviewer displays a cluster of 24 items (Figure 3): AI-driven education, attitude, ChatGPT, ChatGPT usage, communication technology, data collection, English, English classroom, English language learning, habits, human teacher, information, learners behavior, multiple choice, non-specialized subject, participant, perceptions, point, realm, student, study, substitute, university, and viability. This cluster is connected with research on human teachers' role in the AI era. ChatGPT is a type of technology that can be used to facilitate English language learning and teaching, but instructors are still responsible for going over its usage. It is essential that teachers adapt to innovation in their pedagogical practices.

Discussion

Research question 1: What are the benefits and challenges of integrating ChatGPT with English education in Vietnam?

The benefits of integrating ChatGPT with English education in Vietnam

1. Personalized Learning Environments

Using ChatGPT in Vietnamese EFL classrooms creates personalized learning environments suitable for students' needs, enhancing their learning experiences (Cong-Lem et al., 2024; Hieu & Thao, 2024; Ho, 2024; Nguyen, 2023; Nguyen, 2024; Nguyen & Tran, 2023; Yen et al., 2024). For instance, learners can receive immediate learning support and assistance answering their questions on complex topics well, which is good for proofreading, brainstorming, and research

(Nguyen, 2023; Nguyen, 2024; Nguyen & Tran, 2023; Tran & Tran, 2023; Yen et al., 2024). Additionally, ChatGPT can customize enjoyable English language practice by employing conversational interactions (Cong-Lem et al., 2024; Tran & Tran, 2023), thereby boosting students' motivation and engagement in learning activities (Hieu & Thao, 2024; Ho, 2024; Nguyen, 2023; Nguyen, 2024). Notably, Thao et al. (2023) support the evidence by revealing that combining ChatGPT with EFL writing tasks increased engagement and interest, improving learners' participation and motivation.

2. Teacher Support and Efficiency

ChatGPT can save teachers' time, effort, and workload as it can supply personalized feedback for students and grade their work effectively, enabling teachers to focus on nurturing language comprehension among students (Ho, 2024; Nguyen, 2023; Nguyen, 2024; Nguyen & Tran, 2023; Nguyen et al., 2024) and improve students' learning outcomes and satisfaction (Nguyen, 2023; Nguyen, 2024). In students' learning process, learning tasks can be simplified with the aid of ChatGPT's translation, grammatical error correction, summarization, and explanation with examples, leading to language development (Cong-Lem et al., 2024; Ho, 2024; Nguyen et al., 2024). However, there is a lack of human interaction and instructors' personalized feedback (Ho, 2024; Nguyen, 2023; Nguyen, 2024; Nguyen, 2024; Tran & Tran, 2023).

3. Skill Development

When it comes to the development of skills and abilities, students can enhance reading skills (Ho, 2024), writing skills (Nguyen et al., 2024; Thao et al., 2023), speaking skills (Cong-Lem et al., 2023), learner autonomy (Ho, 2024; Thao et al., 2023; Tran & Tran, 2023; Yen et al., 2024), creativity and critical thinking skills (Hieu & Thao, 2024; Nguyen, 2023; Nguyen, 2024; Nguyen, 2024; Nguyen & Tran, 2023). Concerning reading skills, ChatGPT generates authentic materials that contribute to learners' improved reading comprehension (Ho, 2024). Nguyen (2024) confirmed that ChatGPT can help learners adapt to reading materials based on their various reading abilities. Regarding writing skills, ChatGPT aids students in improving multiple aspects of their writing, namely vocabulary, grammar, organization, and style owing to supplying instant personalized feedback and recommendations assisting in revising their essays and academic papers (Ho, 2024; Nguyen, 2023; Nguyen et al., 2024). In connection with speaking skills, ChatGPT helps students overcome speaking anxiety by fostering their critical thinking in English speaking skills and increasing enjoyment (Cong-Lem et al., 2023), which is contradicted by Nguyen (2023). Moreover, Nguyen et al. (2024) and Tran and Tran (2023) concurred that ChatGPT can provide a stress-free learning environment, intensify learner motivation and decrease language anxiety, so it is described as a patient partner that is ideal for practicing language skills. Regarding learner autonomy, Nguyen and Tran (2023) and Nguyen (2024) claimed that ChatGPT serves as a valuable self-learning tool aiding learners to practice language skills and experiment with diverse phrases, grammar structures, and expressions without fear of being judged. Regarding creativity and critical thinking skills, ChatGPT can encourage learners to express their thoughts and creatively think outside the box (Hieu & Thao, 2024). ChatGPT provides a diversity of opinions and motivates students to consider different points of view (Nguyen, 2024). By communicating with ChatGPT and evaluating its answers, students develop skills necessary for their academic and professional lives (Nguyen, 2024). In contrast, Nguyen (2023) reports that ChatGPT tends to limit learners' creativity and autonomy as well as have a negative effect on their critical thinking skills. In addition, learners' creativity, independent thinking and language skills will be adversely affected (Cong-Lem et al., 2024; Hieu & Thao, 2024; Ho, 2024; Nguyen, 2023; Nguyen, 2024; Nguyen & Tran, 2023; Thao et al., 2023; Yen et al., 2024).

4. Collaboration with Traditional Methods

AI tools like ChatGPT can collaborate with teachers' traditional teaching methods to improve educational outcomes (Yen et al., 2024), assessments (Nguyen, 2024; Nguyen & Tran, 2023), and test design (Nguyen, 2023). ChatGPT allows exploiting authentic linguistic resources which give opportunities for language learning (Cong-Lem et al., 2023; Nguyen, 2023; Tran & Tran, 2023). Thanks to this tool, teaching and learning strategies can be diversified (Tran & Tran, 2023).

The challenges of integrating ChatGPT with English education in Vietnam

Despite ChatGPT's benefits for English teaching and learning in Vietnam, considerable challenges remain.

1. Over-reliance and Academic Dishonesty

Learners tend to over-rely on ChatGPT for their language practice (Tran & Tran, 2023). This has its association with academic dishonesty due to students' dependence on ChatGPT with no effort; that is, issues of plagiarism and originality of students' work are unsolved (Cong-Lem et al., 2024; Nguyen, 2023; Nguyen & Tran, 2023; Nguyen et al., 2024).

2. Inconsistent Responses and Reliability Issues

Another concern is related to ChatGPT's inconsistent or irrelevant responses (Nguyen, 2024; Nguyen, 2024; Nguyen & Tran, 2023). The shortage of the exactness and suitability of ChatGPT's generated content negatively impacts its reliability as well as students' language abilities (Hieu & Thao, 2024; Nguyen, 2023; Nguyen, 2024; Nguyen & Tran, 2023; Thao et al., 2023; Tran & Tran, 2023). Nonetheless, the results stemming from Cong-Lem et al. (2023), Ho (2024), Nguyen et al. (2024), and Thao et al. (2023) demonstrate that learners still improve their target language skills such as writing, speaking, or reading.

3. Lack of Training

There is no training or guidance on how to integrate ChatGPT into teachers' teaching practices effectively (Cong-Lem et al., 2024; Nguyen, 2023; Nguyen, 2024; Nguyen & Tran, 2023; Yen et al., 2024). Regarding the matter, Tran and Tran (2023) found that instructors face difficulties in using ChatGPT in classrooms and balancing it with traditional teaching methods. This disagrees with Nguyen (2023), Nguyen and Tran (2023), and Nguyen (2024) because their findings indicate that the tool supports teachers' work well (Nguyen, 2023; Nguyen, 2024; Nguyen & Tran, 2023; Yen et al., 2024).

4. Ethical and Privacy Concerns

It is urgent to increase awareness of potential hazards and limitations of the tool such as ethical and data privacy issues in educational settings (Nguyen, 2023; Nguyen, 2024; Nguyen, 2024; Nguyen & Tran, 2023; Thao et al., 2023; Yen et al., 2024).

Research question 2: What future trends and emerging research areas can be identified in the application of ChatGPT for English language teaching and learning?

After the use of the VOSviewer software, a bibliometric analysis indicates research trends in terms of utilizing ChatGPT for English education. The detailed analysis of the data discloses the cluster of keywords in the titles and abstracts from the research papers supplying emerging research areas and trends of the topic in the future.

1. Teacher Roles and Training

Instructors' role is considered fundamental in the digital environment where using AI like ChatGPT is needed for the advancement of educational practices and innovative pedagogical approaches (Nguyen et al., 2024). Furthermore, instructing learners to use ChatGPT properly is the teachers' mission in English language classrooms; therefore, there is a need for training teachers to acquire a detailed knowledge of this kind of technology (Cong-Lem et al., 2024; Hieu & Thao, 2024; Nguyen, 2023; Nguyen, 2024; Nguyen et al., 2024).

2. Understanding Student Perspectives

It is important to understand students' attitudes and behaviors because teachers can support them well and provide more personalized learning experiences (Ho, 2024; Nguyen, 2023; Nguyen et al., 2024; Yen et al., 2024).

3. Collaboration Between AI and Human Educators

AI or ChatGPT cannot replace human teachers, so having a deeper understanding of teachers' perceptions towards the topic will help improve the quality of the AI-human collaboration in English education as well as their teaching practices from now on (Cong-Lem et al., 2024; Hieu & Thao, 2024; Ho, 2024; Nguyen, 2023; Nguyen, 2024; Nguyen, 2024; Nguyen & Tran, 2023; Nguyen et al., 2024; Yen et al., 2024).

4. Ethical Use and Data Privacy

The information ChatGPT delivers to learners is worth mentioning because what it offers is unlikely to be appropriate and accurate (Hieu & Thao, 2024; Nguyen, 2024; Thao et al., 2023). Discovering learners' habits of using ChatGPT for English language learning also aids educators in having effective teaching strategies (Ho, 2024).

Conclusion

The systematic review paper discussing 12 selected articles about the collaboration between ChatGPT and English education in Vietnam proved that the tool is promising and innovative for students' learning experiences and teachers' teaching practices.

The tool provides personalized learning environments where learners tend to get quick assistance, motivation, engagement, satisfaction, improved learning outcomes, simplified learning tasks, and interesting language practice through authentic resources and interactions, which contributes to their development of skills and abilities such as language skills, learner autonomy, creativity, and critical thinking skills. Besides, it helps instructors save their work,

time, and effort. Thanks to its aid, they can diversify strategies by combining them with traditional methods. However, ChatGPT also threatens to have negative influences on English language teaching and learning, namely learners' over-reliance on the tool, a lack of human interaction, academic dishonesty, and inaccurate or irrelevant answers. Additionally, having a strong knowledge of ChatGPT and how to integrate it with teaching practices properly needs to be considered for training activities.

Overall, learners can benefit from ChatGPT in terms of personalized learning, assistance, feedback, learner autonomy, engagement, reduced language anxiety, individualized language practice, learning outcomes, language translation, access to authentic resources, authentic language use, exposure to diverse language use, learning tasks, and development of skills and abilities, namely language skills, critical thinking skills, digital literacy skills, soft skills, and creativity. Furthermore, ChatGPT facilitates teachers' workload, assessment, and test design. These advantages contribute to diversified teaching and learning strategies and promising collaboration between the tool and human instructors in the future. Regardless of the benefits of ChatGPT, there remain numerous challenges that should be taken into account such as the quality and accuracy of AI-generated content, ethical and privacy issues, technical and resource limitations, cultural alignment challenges, academic dishonesty, over-reliance on the tool, reduced human interaction, and risk of promoting laziness, increasing the potential to replace instructors. Moreover, teachers struggle to balance ChatGPT with traditional teaching methods, and monitor and assess ChatGPT use, proving their lack of training.

There exist limitations in the review. The number of selected research papers is limited because inadequate studies regarding the specific use of ChatGPT in English teaching and learning in the context of Vietnam have been carried out compared to other countries, making it difficult for the review to represent the broader research landscape. It is suggested that there should be more studies chosen in future literature review articles. The contexts of selected articles included in the review vary from schools to universities, leading to different mindsets of students and teachers due to varying levels. However, the number of papers conducted between schools and universities is unequal, failing to represent the objectivity in the review. Reviews related to the topic ought to be done at a specific educational level in order to have a better understanding of its context. In addition, the limitations of the literature hamper comprehension of how ChatGPT can be effectively integrated into English education in Vietnam. The insufficient training on preventing plagiarism issues recommends a need for additional research to maintain academic integrity while using the tool (Ho, 2024). Teachers' unfamiliarity with ChatGPT, in spite of initial hands-on experiences, emphasizes a barrier to the adoption of the AI tool in English education (Nguyen, 2023). It is essential to conduct further research to develop training programs equipping instructors with adequate knowledge to make better use of the tool in their teaching practices, which will lead to extensive use of ChatGPT in EFL classrooms and enhance teaching and learning experiences. The limited number of learner and instructor participants in the existing literature prohibits generalizing the results to a wider setting of Vietnam (Nguyen et al., 2024; Thao et al., 2023; Yen et al., 2024). This requires a broader and more representative sample in the next research to comprehend ChatGPT's effects on various regions and contexts. Additionally, focusing on one qualitative method (Tran & Tran, 2023; Thao et al., 2023; Hieu & Thao, 2024; Yen et al., 2024; Nguyen, 2024; Nguyen &

Tran, 2023) or one quantitative method (Nguyen, 2024; Cong-Lem et al., 2024) instead of mixed-method approaches limits the depth of perspectives on the utilization of ChatGPT in EFL education. A mix of qualitative and quantitative methods in future studies can supply a comprehensive and detailed analysis of the tool's advantages, disadvantages, and effectiveness. Besides, conducting research in a specific context may limit the applicability to distinct cultural and educational settings (Hieu & Thao, 2024). Papers in the future should include a wide variety of settings to examine the generalizability of the findings, assisting in exploring the impacts of heterogeneous cultural and educational environments on the effectiveness of ChatGPT.

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