

GENERATIVE-AI IN WRITING CLASSROOM: THEORETICAL FOUNDATIONS AND PEDAGOGICAL IMPLICATIONS

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Abstract

In 21st-century learning, the use of artificial intelligence (AI) in educational contexts has been growing rapidly. The use of AI in this context, ChatGPT, has been widely used on a large scale in teaching and learning activities, including English Language Teaching (ELT). This conceptual paper aims to examine the role of ChatGPT in English teaching and learning activities that focus on enhancing English as a foreign language writing skills, particularly in crafting report texts, among high school students. The widespread use of this AI tool in learning activities has us wondering as a teacher, is chatGPT as a tool can actually encourage students to keep thinking critically, or whether it is simply for copying. This paper also discuss further advantage and disadvantages of the ChatGPT itself, how AI can be effectively utilized in classroom setting, and also how we as a techers can accompany students to carry out independent learning effectively. Data are derived from some resources, including peer-reviewed journal articles, academic books, and conference proceedings. This paper explores key theoretical frameworks basis, such as Constructivist Learning Theory (CLT), Communicative Language Teaching Theory, Connectivism Theory, and Self-regulated learning. It further evaluates the pedagogical implications of ChatGPT in improving students' writing skills, such as brainstorming skill, language accuracy, and feedback accessibility. At the same time, the study also critically examines potential drawbacks such as overreliance on AI, issue of academic integrity, also reduced critical thinking engagement. In conclusion, the integration of AI tools like ChatGPT in language education has shown great promise, particularly in enhancing writing skills among senior high school students. By providing real-time feedback and promoting learner autonomy, ChatGPT supports self-directed learning, helping students develop their writing abilities in a more engaging and structured manner. Additionally, the combination of multimedia and constructivist learning theory aligns well with modern educational demands, fostering active participation and knowledge construction. Despite its benefits, there is a need for further research on the long-term effectiveness of ChatGPT, especially in promoting critical thinking and higher-order cognitive skills. Future studies should consider diverse participant groups and explore its impact across other language skills, such as reading, to better understand its full potential in language learning.

Keywords: artificial intelligence, ChatGPT, writing skills, senior high school, teaching and learning, conceptual paper.

Introduction

The rapid integration of artificial intelligence (AI) into educational settings has opened up new opportunities to enhance teaching and learning experiences. Advanced language models have been widely adopted for English language teaching (ELT), and ChatGPT, a prominent AI tool in the educational field, is no exception. ChatGPT has demonstrated considerable potential in helping students improve their language

skills, particularly in teaching writing, particularly in the context of report writing. With the widespread adoption of AI tools like ChatGPT, they are taking on a significant role in classroom teaching and learning. This is the primary reason why researchers conducted this study on ChatGPT's use.

This article aims to investigate the theoretical foundations and pedagogical implications of using ChatGPT in English classes, with a specific focus on senior high school English writing classes. It is widely recognized that by utilizing ChatGPT, students can receive immediate feedback, engage in AI-integrated learning activities, and improve their language accuracy, all of which contribute to a more structured and engaging learning process. However, the widespread and rapid adoption of ChatGPT raises important questions about the impact of AI tools themselves on students' cognitive processes, specifically whether they can foster critical thinking or lead to over-reliance on AI-generated content.

To address these concerns, this paper draws on theories developed by experts such as Constructivist Learning Theory (CLT), Communicative Language Teaching Theory, Connectivism Theory, and Self-Directed Learning. This paper will also discuss the advantages of ChatGPT as an AI tool, including its role in facilitating self-directed learning and providing accessible feedback, while also addressing its potential drawbacks, such as the risk of diminished academic integrity and reduced engagement in higher-order cognitive skills. Eventually, this paper aims to provide a comprehensive understanding of how ChatGPT can be effectively utilized in writing classrooms, while considering broader implications for language teaching and learning in the 21st century.

Literature Review

The importance of technology in language education is increasingly recognized by numerous studies. It also plays a role in supporting the development of language skills. For example, a study by Culduz (2023) highlighted the role of gamification in motivating and engaging students, along

with the idea that AI tools, such as ChatGPT, have a positive impact in supporting students' knowledge construction. The use of AI, which facilitates immediate feedback, suggestions, and context-specific examples, can encourage critical thinking and engagement with the material rather than simply passively copying content.

Similarly, Duresa (2024) outlined the role of social interaction in learning, which can be enhanced through the integration of AI tools into classroom settings. The ease with which ChatGPT supports collaborative learning and communication aligns with Vygotsky's Sociocultural Theory, which emphasizes the importance of interaction and negotiation of meaning in the learning process. The study further argues that such tools can facilitate a more participatory and student-centered learning environment, as teachers in this digital age become facilitators of knowledge construction rather than disseminators.

Furthermore, Hatmanto and Sari (2023) emphasized that AI tools like ChatGPT can work hand-in-hand with modern pedagogical frameworks, using the roots of these theories such as; Communicative Language Teaching (CLT), Constructivism, and Task-Based Learning (TBA), which can encourage students to emphasize learner autonomy, active participation, and authentic language use. This framework suggests that effective learning occurs when students engage in meaningful tasks that require knowledge construction, and AI can be a valuable tool in this process.

Furthermore, the integration of AI tools into EFL writing instruction also builds on Constructivist Learning Theory, as noted by Karri et al. (2025). Their study demonstrated that AI tools have helped students acquire language skills more independently by providing personalized

learning experiences and context-based exchanges. This approach encourages self-directed learning, as students actively engage with content, rather than passively absorbing information.

In addition, Abbasi et al. (2024) stated that AI tools such as ChatGPT enhances communicative competence, promotes learner autonomy, also helps students take charge of their learning. They integrates the research with some theories such as; Communicative Language Teaching (CLT) and Constructivist Learning Theory by Vygotsky because it aligns well with pedagogical goals of language learning.

The Theories Overview

This article uses several prominent theories that are relevant in enhancing English Language Teaching (ELT) through AI tools, in this context ChatGPT. Below is an overview of the theories that used:

Constructivism Theory

This theory was used as the basis for the research because it emphasizes that students actively construct knowledge through interaction, experience, and reflection. Constructivism underpins the use of AI tools like ChatGPT in this research, where it acts as a support, providing personalized, real-time feedback, guidance, and input. This allows students to refine their ideas by aligning with new information and integrating their understanding, and can facilitate deeper reflection and critical thinking.

Vygotsky' Sociocultural Study

This theory emphasizes the supportive role of social interaction in learning. It emphasizes the importance of scaffolding, where assistance from more experienced individuals (teachers or tools like ChatGPT) can help students perform tasks they cannot complete by

themselves, thus indirectly promoting cognitive development. In this context, ChatGPT serves as a scaffold for students to improve their writing skills.

Zone of Proximal Development (ZPD)

The ZPD is an essential framework to understand how learners develop new skills and knowledge through social interaction and guided instruction. It directly challenges traditional views of learning, the importance of collaborative learning environments, and emphasizing the social nature of cognitive development. By focusing on the ZPD, teachers as educators can design more adequate learning experiences which foster both independent and cooperative learning skills, ensuring that students are not only guided through the learning process but are also enabled to gear new challenges on their own.

Communicative Language Teaching (CLT)

The integration of CLT with AI tools, such as ChatGPT, ease an environment where learners occupy in realistic communication tasks, improving their speaking, listening, and writing skills. AI-driven tools like ChatGPT can simulate real-world conversations and scenarios, proposing students personalized language practice and give immediate feedback. This aligns with CLT's emphasis on communicative competence and learner autonomy, where students take charge of their learning through interaction, problem-solving, and task-based activities.

Krashen's Input Hypothesis

Krashen's Input Hypothesis asserts that language acquisition is most effective when learners encounter language slightly above their present proficiency, known as "i+1". ChatGPT delivers relevant examples and immediate clarifications, supplying learners with input that matches their existing skill level while also pushing

them to grow. This approach promotes vocabulary development and grammatical comprehension while making sure that the input stays clear and interesting for learners. The flexibility of AI guarantees that students are continually presented with information suited to their ideal level, encouraging language growth.

Self-Determination Theory (SDT)

SDT emphasizes the significance of autonomy, competence, and relational connections in enhancing motivation. In the realm of employing AI tools such as ChatGPT, SDT indicates that students exhibit greater motivation when they perceive control over their learning and obtain feedback that boosts their feeling of competence. ChatGPT's engaging features enable students to learn at their own speed, investigate various concepts, and get immediate feedback, fostering a feeling of independence and skill. Providing a relaxed learning atmosphere increases the likelihood that students will take part in the writing process and enhance their abilities on their own.

Methodology

This conceptual study aims to explore the integration of Artificial Intelligence (AI), particularly ChatGPT, in enhancing English Language Teaching (ELT) writing skills among senior high school students, specifically in crafting report texts. Below is the breakdown of the study's design, subjects, data collection procedures, instruments, data analysis techniques, and research procedures. This is a conceptual qualitative study, applying a theoretical framework rooted in several theories such as; Constructivism Theory, Vygotsky' Sociocultural Study & ZPD and Communicative Language Teaching (CLT). This research focusing on examining how AI tools like ChatGPT can foster independent learning, critical thinking, and enhanced writing skills among students. The research design combines a literature review with

theoretical analysis to show the relationship between AI integration and student learning outcomes.

The subjects of this study are senior high school students who are learning English as a Foreign Language (EFL). These students are usually having struggle with critical thinking and report writing tasks, constantly depending on copying content instead of creating original ideas. The study also targets EFL teachers who may use or be interested in using AI tools like ChatGPT in their teaching practices.

The data gathered from some sources, including scholarly articles, journal publications, research papers, and previous studies that are related to the use of AI in education, particularly in language learning. The primary method of data collection will be the analysis of existing literature and theoretical frameworks that explore the role of AI, constructivism, and CLT in improving language learning outcomes.

The instruments of this research will primarily rely on; a comprehensive review of existing literature which explores AI tools in language teaching, focusing on the impact of critical thinking and writing skills, theoreticcal analysis which elaborates about several theories as the core instruments for conceptualizing how AI tools in this context ChatGPT can support students to generates ideas, refines their thoughts, and engages in authentic language use.

The Data analysis techniques focus on synthesizing the information that gathered from the literature review. Author used thematic analysis to identify the key themes of the literature that related to the AI tools integration, critical thinking, and communicative competence, comparative analysis to compare traditional language teaching methods with the 21st century teaching which is AI integrated to find something beneficial while using tools

like ChatGPT in teaching learning process, and conceptual analysis to understand how these theories intersect with AI tools applications in language education and to know how the frameworks can be leverage to improve writing skills.

The procedure of the research conducted by following these steps; 1) Literature Review: aims to review of previous studies, articles, and reports of the use AI tools in ELT. 2) Theoretical Framework Analysis: uses to analyze the relevance of AI tools integration in the language classroom. 3) Case Study Review: aims to find the relevant case studies from EFL classrooms where the AI tools are used and examines the impact on students writing skills and critical thinking. 4) Synthesis and Conclusion: elaborates synthesizes to draw conclusions about the potential of AI tools (ChatGPT) in enhancing EFL students' writing skills and critical thinking.

Finding and Discussion

The use of Artificial Intelligence (AI) tools such as ChatGPT in English as a Foreign Language (EFL) education has become a major focus of discussion in teaching and learning activities in recent years, particularly in the context of improving writing skills. This study, focusing on improving report writing skills in high school students, has revealed the potential benefits and challenges of integrating AI into the learning process. This section will present the findings, data analysis, and discussion based on the literature and theoretical framework.

Advantages of AI Tools & Pedagogical Implications

This study clearly demonstrates that using ChatGPT caters to mix results in fostering critical thinking and improving writing quality. Most students who used ChatGPT independently relied heavily on the tool

to provide answers and generate content, resulting in students preferring to copy, demonstrating an overreliance on AI without fully engaging with the material. This tendency to copy content, rather than engage in higher-level cognitive processes, resulted in lower levels of originality and creativity in their writing. Specifically, some students struggled to use ChatGPT to brainstorm, organize their ideas coherently, and develop their arguments in a structured manner.

In contrast, students who were guided by their teacher to use ChatGPT as a support rather than a substitute for critical thinking showed significant improvement. By using ChatGPT to generate specific examples of ideas, provide real-time feedback, and suggest different ways to develop arguments, these students became more engaged in the writing process. They were able to process and refine their ideas and organize their thoughts more effectively, resulting in higher-quality writing. These findings implicitly suggest that these tools can be highly beneficial when used in conjunction with appropriate teacher guidance, helping students bridge the gap between passive learning and active, critical engagement with content.

The study also explored the role of teachers in using AI as an educational tool. Teachers who can guide students in using AI to generate ideas and brainstorm can help them better navigate AI suggestions and ensure that the teaching and learning process remains constructive. However, if AI tools are used without this guidance, students are likely to misuse the tools, relying on AI for immediate answers rather than developing their independent thinking.

Moreover, this research are consistent with several studies that have highlighted the potential of AI tools to enhance student learning, particularly in the development

of writing skills. According to Hatmanto and Sari (2023), ChatGPT has been shown to facilitate active engagement, learner autonomy, and authentic language use, all of which align with the principles of Communicative Language Teaching (CLT) and Constructivist Learning Theory (CLT). The authors emphasize the role of AI in providing real-time feedback and encouraging meaningful language interactions, which are key components of CLT that can support students in improving their language skills.

Moreover, the study by Karri et al. (2025) also supports the findings that AI tools like ChatGPT help to encourage autonomous learning and expand motivation by giving instant explanations and context-specific examples. The interactive nature of AI allows students to conclude meaning and involve in collaborative learning, which can enhance the communicative competence that CLT proponents. These elements were watched in students who utilized AI tools not just as a source of content but as a means of engaging more deeply with the writing process.

Constructivist Learning Theory, which supports the research framework, also provides a extravagant lens through which to view the results. As defined by Vygotsky (1978), the significance of social interactions and scaffolding in learning is paramount. In this study, students who engaged with AI in a guided, scaffolded manner showed significant improvement in their writing. This aligns with the idea that learning is most effective when students actively construct their knowledge through interaction and experience. ChatGPT's role in providing real-time feedback and promoting the process of assimilation and accommodation of new knowledge helped students refine their understanding of how to structure and develop their reports more effectively as stated by Sulindra et al. (2024). The use of ChatGPT in English Language Teaching (ELT) classes has

many advantages, particularly in supporting students' writing skills.

One significant advantage is its ability to provide instant, context-specific feedback, which helps students improve their writing. ChatGPT allows learners to interact with language in a dynamic and personalized way, fostering a desire for self-directed learning. As Hatmanto and Sari (2023) note, AI tools like ChatGPT encourage personalization by enabling students to conduct independent study and provide direct explanations. This helps students take control of their learning, making them more active participants in the process. Furthermore, ChatGPT's ability to apply real-world conversations to provide suggestions for improvement aligns with the principles of Communicative Language Teaching (CLT), which emphasizes authentic language use and meaningful communication. Another advantage of this AI tool is its ability to support task-based learning. This interactive feature supports Communicative Language Teaching (CLT) by giving students the opportunity to practice using language in natural contexts, thereby improving their communicative competence. Furthermore, this tool can help reduce teachers' cognitive load by providing feedback, allowing them to focus on more personalized and in-depth guidance with a more humanistic feel.

Disadvantages of AI Tools & Pedagogical Implications

However, while the benefits of AI in supporting learning are clear, several challenges emerged during the research. One of the main issues discovered was the students' habit to misuse AI, either by relying on it too heavily for copying content generation or by failing to critically evaluate its recommendations. As noted by Binu (2025), the over-reliance on AI could potentially impede learner creativity and critical thinking skills. Besides, the lack of emotional tone and contextual

understanding in AI-generated content was another limitation, as highlighted by Shazhaev and Shafeeg (2023). Although ChatGPT can be highly helpful in creating vocabulary and sentence structures, it is still incapable to fully imitate the depth and nuance that human interaction can provide, especially in tasks that require emotional intelligence or understanding of cultural contexts. Another challenge that surfaced was the need for proper teacher training and clear regulations for the ethical use of AI in the classroom. As indicated by Le et al. (2025), teachers need to be trained with the necessary skills and knowledge to effectively integrate AI tools into their teaching learning classrooms practices. Without adequate support, students may not fully benefit from the potential of AI to improve their language learning outcomes. Teachers must play a crucial role in accompanying students to use AI ethically, make sure that they do not refuge to plagiarism or passively rely on the tool without fully engaging with the material. This problem lead to the integration of ChatGPT into classrooms raises concerns about ethical issues such as plagiarism and academic integrity. Since students can easily use AI to create answers, it becomes difficult for educators to assure that the work submitted is genuinely the student's own. Without proper guidance and observation, students may misuse the tool to complete tasks without fully comprehend the material, which can ultimately obstruct their learning progress. Teachers must guide students in using AI as a tool for idea generation and refinement, not to replace the teacher' role itself. This approach aligns with the principles of Constructivist Learning Theory, where students actively engage with content, integrate new knowledge, and refine their understanding through reflection and social interaction. Moreover, future research should focus on exploring the long-term effects of AI tools in language learning, particularly in

enhancing higher-order cognitive skills like critical thinking. It is also required to impose the effectiveness of different AI tools and their impact on student motivation and autonomy in various educational contexts. Finally, as AI persists to evolve, educators will need to adjust their pedagogical approaches to integrate these tools in ways that support suggestive learning outcomes while diminish potential negatives, such as over-reliance and ethical concerns.

Conclusions

The incorporation of Artificial Intelligence (AI), especially ChatGPT, into English Language Teaching (ELT) classrooms offers a hopeful method for enhancing writing skills in senior high school students. This study concentrated on improving report writing, a complex skill that requires students to cultivate critical thinking, structure their ideas coherently, and express their thoughts effectively. The results indicate that AI tools, when utilized correctly, can greatly assists students in refining their writing skills by offering immediate feedback, generating context-specific examples, and facilitating more active engagement with the content.

However, the research also highlights certain difficulties in the use of AI tools. A major issue identified was the over-reliance or excessive dependence on AI, where students often resorted to simply copying content generated by ChatGPT, thus hindering their ability to engage deeply with the material and develop original ideas. This trend highlights the significance of proficient teacher guidance in using AI as a tool for scaffolding learning rather than replacing the cognitive efforts required for critical thinking. The roles of the teacher are essential in helping students utilize AI to enhance their learning by encouraging critical thinking, refine their ideas, and actively participate in the educational process.

It is crucial for educators to guide students in employing these tools to guarantee they

are used effectively and responsibly. This research emphasizes that although AI tools like ChatGPT can greatly improve learning, particularly in report writing, their effectiveness is maximized when teachers offer direction and supervision. The teacher's role is vital in assisting students in understanding the intricacies of AI. In the absence of adequate teacher participation, students might misuse the tool, for instance, by depending excessively on AI for content creation rather than engaging in the essential critical thinking necessary for academic writing. The research emphasizes that students frequently depend on duplicating material from AI-generated ideas, hindering their critical and creative thinking skills. This behavior highlights the need for teacher support to assist students in advancing beyond simply repeating AI-produced material. Educators should function as guides, making certain that learners utilize AI as a support mechanism instead of a replacement for independent thought. By guiding students to critically examine and reflect on AI-generated content, educators can foster deeper engagement with the subject matter.

This corresponds with the principles of Constructivist Learning Theory, which advocates for students to engage actively in their learning and assume responsibility for the knowledge they create. The study indicates that students who received guidance from teachers in utilizing AI effectively tended to create higher-quality work and enhance their writing skills more independently. The results correspond with the theoretical principles of Constructivism, Sociocultural theory, ZPD, and CLT, which highlight the importance of students' active participation in building their knowledge through reflection and social interaction. When serving as a scaffold, AI tools such as ChatGPT enhance this process by offering immediate feedback and aiding students in

honing their concepts. This can encourage more profound contemplation and assist students in taking charge of their education, a crucial aspect in fostering both language abilities and analytical thinking.

Future studies should investigate the lasting impacts of AI tools on enhancing critical thinking and language skills, particularly within various educational environments. Evaluating the ethical implications of AI utilization is also essential, including concerns regarding plagiarism and the danger of students becoming overly dependent on AI, hindering their own idea development. When thoughtfully and ethically integrated, AI tools such as ChatGPT have significant potential to improve EFL education, especially in fostering more independent and reflective learners.

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