ChatGPT-Based Intellegent Instructional Model for Enhancing EFL Learners' Writing Skills: Perceptions and Practices

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Abstract

This study investigates the implementation and perceived effectiveness of a ChatGPT-based intelligent instructional model in enhancing English as a Foreign Language (EFL) learners' writing skills. As writing remains one of the most challenging language skills for EFL learners—often hindered by anxiety, grammatical challenges, and lack of idea development—this research explores the use of ChatGPT as a pedagogical tool that supports students through all stages of the writing process. The study adopts a qualitative design, involving experienced secondary-level English teachers who have integrated ChatGPT into their writing instruction. Data were collected through semi-structured interviews and classroom observations, using interview guidelines and observation sheets. Thematic data analysis followed the framework of data condensation, data display, and conclusion drawing. Findings reveal that ChatGPT is utilized across six instructional stages: pre-writing, drafting, revising, feedback and reflection, independent practice, and collaborative writing. Teachers reported that ChatGPT enhanced learners' lexical variety, grammatical accuracy, coherence, and metacognitive skills, while also reducing writing anxiety and fostering learner autonomy. However, some concerns were raised about over-reliance on AI and the need to preserve students' authentic voice. In conclusion, the ChatGPT-based model proves to be an effective and flexible instructional framework with promising pedagogical value. The study implies the need for teacher guidance in ensuring responsible use of AI tools and integrating them meaningfully into EFL instruction.

Keywords: ChatGPT; EFL writing; Instructional model; Artificial intelligence in education; Teacher perception

INTRODUCTION

The integration of ChatGPT and other generative artificial intelligence (AI) models into English as a Foreign Language (EFL) instruction has emerged as a promising educational innovation, especially in the domain of writing skill development. As educational institutions globally move toward embracing technology-mediated learning environments, there is growing interest in exploring how AI can augment traditional pedagogical practices. ChatGPT, as an AI-powered language model capable of real-time, interactive feedback and natural language processing, represents a shift from conventional instruction to a more dynamic,

personalized learning experience. Recent research has shown that such tools can stimulate both cognitive and emotional engagement in writing activities, thereby facilitating meaningful learning gains among EFL learners (Zhou & Hou, 2024). The novelty of this study lies in its exploration of ChatGPT as an intelligent instructional model, not just as a language support tool, but as a structured pedagogical framework designed to enhance learners' writing outcomes within a formal instructional setting.

EFL learners frequently grapple with complex challenges when attempting to develop writing proficiency. Unlike speaking or reading, writing in a second language requires a high degree of syntactic precision, lexical diversity, and coherent organization. One of the most common obstacles EFL learners face is writing anxiety. This issue is especially pronounced in academic settings, where students feel pressured to produce grammatically accurate and semantically rich texts. Studies have identified that a considerable number of EFL learners suffer from moderate to high levels of writing anxiety, which adversely affects their ability to express themselves effectively (Belgacem & Deymi, 2023; Sari et al., 2024). This anxiety is often compounded by a lack of confidence in grammar and vocabulary usage, both of which are critical to writing success. In response to these difficulties, it becomes imperative to devise instructional models that address both the emotional and linguistic dimensions of writing.

The growing body of literature underscores the effectiveness of AI-enhanced platforms in improving the quality of writing among language learners. Automated writing evaluation (AWE) systems and AI-based feedback tools have demonstrated their potential to support students by providing instantaneous, tailored feedback on grammar, coherence, vocabulary, and overall text organization (Ekizoğlu & Demir, 2025; Escalante et al., 2023). Such systems are especially beneficial in large classrooms where personalized teacher feedback may not be consistently available. Importantly, these tools do not aim to replace the teacher but rather to supplement their role, allowing for a hybrid instructional approach. This approach leverages the scalability and responsiveness of AI while maintaining the human insight necessary for nuanced pedagogical decision-making (Wei et al., 2023; Song & Song, 2023).

The application of ChatGPT within an intelligent instructional model thus offers a transformative solution. Unlike static AWE tools, ChatGPT facilitates a dynamic, dialogic process wherein learners can pose questions, receive feedback, and revise their texts in real time. This aligns well with communicative and constructivist pedagogies, which advocate for active learner participation, collaborative meaning-making, and iterative refinement of knowledge (Zhou & Hou, 2024; Kohnke et al., 2023). In practice, ChatGPT functions as a tutor, a collaborator, and a feedback mechanism. It aids learners during pre-writing by helping them brainstorm ideas and organize content. During the drafting stage, it offers feedback on sentence construction, lexical choices, and paragraph coherence. This iterative engagement promotes metacognitive awareness, enabling learners to monitor and regulate their writing processes (Wei et al., 2023).

Another key advantage of this model lies in its capacity for differentiation. EFL classrooms often comprise learners with varied linguistic proficiencies, learning styles, and instructional needs. ChatGPT can adapt its output based on the learner's language level, offering simpler explanations for beginners and more sophisticated

feedback for advanced learners. This adaptability supports personalized learning pathways, which are essential in fostering learner autonomy and motivation. Furthermore, the 24/7 availability of ChatGPT empowers students to take control of their learning outside traditional classroom settings, thus promoting lifelong learning and digital literacy alongside linguistic competence.

However, while the pedagogical potential of ChatGPT is vast, its implementation must be approached with caution. Teachers must assume a central role in designing meaningful tasks, interpreting AI-generated feedback, and ensuring alignment with curricular objectives. Moreover, ethical considerations such as data security, user privacy, and the potential erosion of authentic student voice must be addressed. The model should therefore be seen as a complement rather than a substitute for human instruction. A well-integrated ChatGPT-based instructional framework can, with appropriate oversight, cultivate a learning environment that is both technologically innovative and pedagogically sound.

This study is driven by the urgency to develop effective interventions for improving EFL learners' writing skills in light of the challenges they face and the opportunities offered by generative AI technologies. As traditional methods of instruction often fall short in providing individualized support and real-time feedback, there is a clear need for research-based innovations that leverage technological advancements. The novelty of this study is embedded in its attempt to conceptualize and apply a structured, ChatGPT-based intelligent instructional model within the EFL context, filling a critical gap in current pedagogical practices and empirical literature.

By focusing on both the implementation and perception dimensions, the study captures a holistic view of how AI can be pedagogically embedded and how it is received by key stakeholders. This dual focus is essential for evaluating not only the operational viability of the model but also its acceptance and perceived value within the instructional community.

The integration of ChatGPT into EFL writing instruction marks a significant pedagogical development with the potential to transform how learners engage with the writing process. It offers personalized, interactive, and reflective learning experiences that address common barriers such as writing anxiety, linguistic complexity, and limited feedback. Given these benefits and the current educational shift toward AI-enhanced instruction, there is a compelling need to conduct this study. The findings will contribute valuable insights into the design, application, and efficacy of ChatGPT-based instructional models, providing a foundation for future research and practice in technology-enhanced language education.

The study aims to investigate how teachers apply the ChatGPT-based instructional model to enhance EFL learners' writing skills and to explore their perceptions of its effectiveness and feasibility. These aims are framed within the broader goal of improving instructional quality and learner outcomes through AI integration. Accordingly, the research seeks to answer two central questions: *How do teachers apply the ChatGPT-based intelligent instructional model for enhancing EFL learners' writing skills?* and *What are the teachers' perceptions or opinions about the ChatGPT-based intelligent instructional model for enhancing EFL learners' writing skills?*

RESEARCH METHOD
Research Design

This study adopts a qualitative research approach to deeply explore how EFL teachers implement the ChatGPT-based instructional model to enhance learners' writing skills, as well as to understand their perceptions regarding its effectiveness and feasibility. Qualitative research is particularly well-suited for investigating complex educational phenomena, as it allows for an in-depth examination of individual experiences, contextual factors, and interpretive meanings that quantitative methods may not fully capture. Given the emerging and context-specific nature of AI integration in language learning, a qualitative method provides the flexibility and depth necessary to uncover nuanced insights into teachers' instructional strategies, decision-making processes, and attitudes toward ChatGPT as a pedagogical tool. This approach enables the researcher to collect rich, descriptive data through interviews, observations, and document analysis, facilitating a holistic understanding of the instructional dynamics at play. Exploring teachers' lived experiences, challenges, and reflections offers valuable perspectives on how ChatGPT is used in practice and how it influences learner engagement and outcomes. Moreover, teachers' perceptions of the model's feasibility provide essential input for assessing its practical relevance and sustainability in diverse classroom settings. Therefore, the qualitative method is not only appropriate but essential for exploring the research issues comprehensively and meaningfully within real-world educational contexts.

Participants

The participants in this study consist of secondary-level English teachers who have accumulated more than five years of teaching experience and have actively incorporated digital learning tools, including the ChatGPT application, in their writing instruction. Their familiarity with both the pedagogical demands of EFL instruction and the integration of AI tools makes them ideal informants for the study. The purposive sampling technique was employed to ensure that the selected participants possess the specific qualifications and experience relevant to the research focus. By deliberately targeting teachers who have applied ChatGPT in their classrooms, the study aims to gather rich, meaningful insights into the implementation process, instructional strategies, and perceived benefits or limitations of using AI to support writing instruction.

Ethical considerations play a critical role in the execution of this research. First and foremost, informed consent was obtained from all participants, ensuring that they understand the nature, purpose, and scope of the study, as well as their right to withdraw at any point without consequence. Participants' confidentiality and anonymity are strictly maintained throughout the research process and in the dissemination of findings. Moreover, care was taken to avoid any form of coercion or bias in participant selection and data interpretation. Ethical approval was sought from the appropriate institutional review board to ensure the study complies with established research ethics standards.

Instruments and Data Collection Technique

In this study, two primary research instruments are employed to gather comprehensive and in-depth data: interview guidelines and observation sheets. The interview guidelines are designed to facilitate semi-structured interviews with EFL

teachers, allowing for the exploration of their personal opinions, experiences, and reflections on implementing the ChatGPT-based instructional model in writing instruction. Through open-ended questions and follow-up prompts, the interviews aim to uncover the teachers' perceptions regarding the model's effectiveness, practicality, and pedagogical relevance. This instrument enables the researcher to capture the subjective insights and nuanced understandings that participants hold, which are essential for interpreting how AI tools influence teaching practices and learner outcomes in real classroom settings.

In parallel, observation sheets are utilized as a complementary instrument to document the actual use of ChatGPT during instructional sessions. These sheets are structured to record specific teaching behaviors, student interactions, and the practical application of the model in writing lessons. Observations provide contextual evidence that supports or contrasts with interview data, offering a more rounded perspective of the instructional dynamics. By combining interviews and observations, the study ensures triangulation of data, which enhances the validity and reliability of the findings. This methodological approach allows for a robust and holistic examination of the research objectives.

Data Analysis

The data collected in this study are analyzed using qualitative methods to gain an in-depth understanding of EFL teachers' practices and perceptions regarding the implementation of the ChatGPT-based instructional model in teaching writing skills. The analytical process follows three interconnected stages: data condensation, data display, and drawing conclusions, as proposed by Miles, Huberman, and Saldaña (2014). These stages provide a systematic approach to managing and interpreting qualitative data, ensuring that the analysis remains rigorous, transparent, and meaningful.

Data condensation begins as soon as data collection starts and involves selecting, focusing, simplifying, and transforming raw data from interviews and classroom observations. This step includes transcribing interview recordings, coding key themes, and summarizing observational notes. Particular attention is paid to identifying recurring patterns related to teachers' instructional strategies, the integration of ChatGPT in writing tasks, and their perceptions of its pedagogical value and challenges. Codes are grouped into categories to highlight themes such as instructional effectiveness, learner engagement, perceived barriers, and technology integration.

The next stage, data display, involves organizing the condensed information into visual or textual formats—such as matrices, charts, and narrative summaries—that facilitate systematic interpretation. These displays help identify relationships and patterns that might not be evident from raw data alone. They also support comparisons between different participants and instructional contexts. Finally, drawing and verifying conclusions involves interpreting the displayed data to generate findings that answer the research questions. Conclusions are grounded in the data, supported by evidence from both interviews and observations, and iteratively refined to ensure accuracy and credibility. This analytical process ensures that the study captures a nuanced and holistic picture of ChatGPT's role in EFL writing instruction.

RESULTS AND DISCUSSION
Results
How do teachers apply the ChatGPT-based intelligent instructional model for enhancing EFL learners' writing skills?

The ChatGPT is not confined to a single function; rather, it plays a multifaceted role across the entire writing process. From idea generation to final revision and reflection, the model offers adaptive, supportive input that aligns with key instructional goals while enhancing student engagement, autonomy, and collaboration. Each teaching stage reflects a distinct pedagogical purpose, with ChatGPT serving as a versatile tool that adapts to various instructional needs and learning contexts. Table 1 present the EFL teachers apply the ChatGPT-based intelligent instructional model for enhancing EFL learners' writing skills.

Table 1. EFL Teachers' Practice of Using the ChatGPT-Based Intelligent Instructional Model for Enhancing EFL Learners' Writing Skills

Teacher Code	Teaching Stage	How ChatGPT is Used	Purpose
T1	Pre-writing	Learners use ChatGPT to brainstorm ideas and generate topic outlines.	To activate background knowledge and reduce idea generation anxiety.
T2	Drafting	Students receive suggestions from ChatGPT for vocabulary enhancement and sentence construction.	To improve lexical variety and syntactic accuracy.
T3	Revising	ChatGPT is employed to analyze coherence and cohesion across paragraphs.	To help learners revise their content for better logical flow and unity.
T4	Feedback and Reflection	Teachers encourage students to compare ChatGPT feedback with teacher feedback.	To develop metacognitive awareness and reflective writing practices.
T5	Independent Practice	Learners independently interact with ChatGPT outside class for additional writing exercises.	To promote learner autonomy and reinforce classroom learning.
T6	Collaborative Writing Tasks	Students co-construct a paragraph or essay using ChatGPT in small groups, with teacher supervision.	To foster collaboration and negotiation of meaning.

The table presents a comprehensive overview of how English as a Foreign Language (EFL) teachers integrate the ChatGPT-based intelligent instructional model across different stages of the writing process. Each teaching stage reflects a distinct pedagogical purpose, with ChatGPT serving as a versatile tool that adapts to various instructional needs and learning contexts. In the pre-writing stage, Teacher T1 employs ChatGPT as a brainstorming partner, guiding learners to generate topic ideas and develop structured outlines. This application is aimed at activating students' background knowledge while also mitigating the anxiety often associated with idea

generation. By providing a flow of suggestions and content directions, ChatGPT helps students initiate their writing tasks with greater confidence and focus.

During the drafting stage, as implemented by Teacher T2, ChatGPT is used to offer real-time vocabulary options and sentence structuring support. This approach enhances learners' lexical variety and grammatical accuracy, two critical components of effective academic writing. The tool's ability to provide immediate, tailored suggestions contributes to the refinement of students' initial drafts. Teacher T3 applies ChatGPT during the revising stage to analyze coherence and cohesion in student writing. ChatGPT helps learners evaluate the logical flow of ideas across paragraphs and suggests improvements in transitions and content organization. This fosters critical thinking and encourages students to look at their writing more holistically. In the feedback and reflection stage, Teacher T4 integrates ChatGPT to complement traditional teacher feedback. Students are encouraged to compare AI-generated feedback with that of their teacher, fostering a more reflective and metacognitive approach to writing. This comparative process deepens their understanding of language use and writing quality, enabling them to make more informed revisions.

Teacher T5 emphasizes independent practice, where learners use ChatGPT autonomously outside classroom hours for extra writing exercises. This promotes self-directed learning and allows students to explore language patterns and writing strategies at their own pace. It also reinforces classroom instruction by giving students continuous exposure to English writing practice.

Finally, in collaborative writing tasks, Teacher T6 facilitates small group activities where learners co-write paragraphs or essays using ChatGPT under teacher supervision. This collaborative approach encourages peer interaction, negotiation of meaning, and shared decision-making. ChatGPT acts as a common reference point, helping learners build consensus on word choices, structures, and ideas. The table illustrates that ChatGPT is not confined to a single function; rather, it plays a multifaceted role across the entire writing process. From idea generation to final revision and reflection, the model offers adaptive, supportive input that aligns with key instructional goals while enhancing student engagement, autonomy, and collaboration.

What are the teachers' perceptions or opinions about the ChatGPT-based intelligent instructional model for enhancing EFL learners' writing skills?

Teachers expressed a generally positive view of the ChatGPT-based instructional model, citing its ability to provide timely and personalized support to students. They highlighted that ChatGPT significantly enhances student engagement during the writing process by offering instant suggestions, correcting grammar, and generating vocabulary options. This immediate interaction with a language model reduces writing anxiety and helps students become more confident in expressing their ideas.

Many teachers also appreciated the model's ability to cater to individual learning needs. They noted that ChatGPT adjusts its responses based on the student's input level, which allows for differentiated instruction without overburdening the teacher. In this way, both low and high proficiency students can benefit according to their linguistic capabilities. Teachers also reported that students were more motivated to

write because ChatGPT offered a "non-judgmental" environment for experimentation and language practice.

However, some teachers expressed caution regarding students' over-reliance on the tool. They stressed the importance of guiding learners to critically assess AI feedback rather than passively accepting it. Concerns about maintaining the authenticity of student voice and ensuring academic integrity were also noted. Nevertheless, most teachers viewed ChatGPT as a valuable supplement—rather than a replacement—for traditional instruction, especially when integrated thoughtfully with clear pedagogical aims.

Discussion

The growing integration of artificial intelligence in education, particularly language learning, has opened new pathways for enhancing pedagogical practices. This study specifically aims to explore how English as a Foreign Language (EFL) teachers implement the ChatGPT-based instructional model to enhance learners' writing skills, while also examining their perceptions of its effectiveness and feasibility. Through the integration of ChatGPT, teachers are seen to reshape traditional writing instruction by supporting students across all stages of the writing process (Baidoo-Anu & Ansah, 2023; Baskara, 2023). The versatility and real-time responsiveness of ChatGPT make it a valuable tool in addressing the diverse needs of learners, especially in contexts where writing is often considered the most demanding of the language skills.

EFL teachers apply the ChatGPT-based intelligent instructional model in a structured manner that corresponds with the established stages of writing: pre-writing, drafting, revising, and feedback (Yanthi, Elmustian, & Charlina, 2024). Each stage represents a distinct pedagogical function, and the application of ChatGPT is tailored to meet these objectives effectively. The implementation supports students in brainstorming ideas, refining grammar, enhancing vocabulary, organizing paragraphs coherently, and reflecting critically on their own writing. As noted by Baskara (2023), digital writing tools like ChatGPT have shown to be particularly helpful in supporting learners during writing exercises, helping them overcome common hurdles such as lexical limitations and grammatical inaccuracies.

In the pre-writing stage, ChatGPT functions as a brainstorming partner, guiding students to generate topic ideas and organize thoughts into structured outlines. EFL teachers recognize that many learners experience anxiety when initiating writing tasks due to a lack of clarity or ideas. ChatGPT mitigates this challenge by offering a stream of suggestions and prompts that stimulate the learners' thinking processes. As a result, students are more equipped to begin their writing with confidence and a clear sense of direction. This interaction not only activates their background knowledge but also introduces them to relevant vocabulary and expressions tied to their topic, enhancing the relevance and quality of their drafts.

During the drafting stage, ChatGPT becomes a valuable assistant for sentence construction and vocabulary enrichment (Escalante, Pack, Barret, 2023). It offers real-time suggestions for word choice and syntactic arrangements, allowing students to see immediate corrections and improvements. According to Ekizogluand Demir (2024), this step is vital in helping students expand their lexical range and develop more accurate sentence structures—two critical components of academic writing. By

integrating ChatGPT at this stage, learners not only benefit from instant feedback but are also exposed to modelled examples of effective language use, which aids in internalizing appropriate grammatical and stylistic norms.

The revising stage is equally significant in this instructional model. Here, ChatGPT helps students analyze the coherence and cohesion of their texts (Kohnke, Moorhouse, & Zou, 2023). Teachers guide learners in using the tool to review paragraph transitions, topic sentence clarity, and logical flow. Such detailed scrutiny encourages learners to approach their texts more holistically, rather than focusing solely on surface-level corrections. In line with Juan and Shen (2022) findings, this kind of revision fosters critical thinking, allowing students to identify patterns in their writing and make structural improvements based on reasoned decisions rather than instinct.

One of the more innovative applications of ChatGPT lies in the feedback and reflection stage, where teachers combine AI-generated feedback with traditional teacher input. Students are encouraged to compare both sets of feedback, reflect on their differences, and decide which revisions are most appropriate. This process cultivates metacognitive awareness, pushing learners to think critically about the language choices they make. It also supports a more student-centered learning process where the learners themselves are active agents in editing and improving their work.

Independent practice represents another core dimension of the ChatGPT-based model. Teachers reported that when students used ChatGPT outside classroom settings, they developed greater autonomy in their learning. Learners could practice writing tasks independently, seek grammar explanations, request vocabulary alternatives, and simulate writing interactions—without fear of being judged or graded (Sari, Qunthny, & Hamdani, 2024; Song & Song, 2023; Thi, 2021). This "safe space" for language exploration empowered students to write more freely and more frequently, reinforcing skills developed during class instruction and fostering lifelong learning habits.

In collaborative writing tasks, ChatGPT serves as a shared tool that groups of students use to co-construct texts under teacher supervision. Teachers reported that such activities promote peer interaction, negotiation of meaning, and collaborative decision-making. The tool facilitates discussion around vocabulary selection, sentence structure, and content organization, making the writing process more interactive and engaging (Wei, Wang, & Dong, 2023; Yesuf & Anshu, 2022; Zekarias, 2022). ChatGPT functions as a reference point that supports consensus building, while the teacher acts as a facilitator who ensures that discussions remain pedagogically meaningful.

The effectiveness of the ChatGPT-based instructional model is strongly affirmed by participating teachers, who observed measurable improvements in learners' writing competence, engagement, and confidence. Teachers consistently noted that ChatGPT helped reduce learners' writing anxiety by offering immediate, non-judgmental support (Davoodifard & Eskin, 2024; Belgacem & Deymi, 2023). This real-time assistance allowed students to experiment with language without fear of making mistakes, thus fostering a more positive attitude toward writing. The tool's interactive nature kept learners actively engaged in the learning process, transforming writing from a solitary and stressful activity into a collaborative and dynamic one.

Another key strength highlighted by the teachers is ChatGPT's ability to support differentiated instruction. As the AI model adapts its language based on the input it receives, students at varying proficiency levels can all benefit in a way that is appropriate to their current abilities. For lower-level learners, ChatGPT provides simpler vocabulary suggestions and clearer grammatical corrections, while more advanced learners can explore more sophisticated language use and stylistic nuance. This flexibility ensures inclusivity within the classroom and alleviates some of the pressures teachers face when trying to address individual learner needs simultaneously.

Despite its many advantages, teachers also noted several concerns that warrant careful consideration. One recurring theme was the risk of over-reliance on AI tools, which could hinder students' development of independent language skills. There is a possibility that some students might accept AI-generated text passively without critically evaluating it. Teachers emphasized the need for explicit instruction in digital literacy, guiding students to use ChatGPT as a learning tool rather than a shortcut. The importance of maintaining academic integrity and preserving the authentic voice of the learner was also raised, underscoring the need for responsible and ethical AI use in educational settings.

The ChatGPT-based instructional model offers a highly effective, flexible, and engaging framework for enhancing EFL learners' writing skills. Its integration across various stages of the writing process allows for scaffolding that is responsive to learners' evolving needs (Zhou & Hou, 2024). By promoting critical thinking, learner autonomy, and collaborative practices, the model aligns well with modern pedagogical values and technological innovations. While careful guidance and ethical considerations are necessary, the overwhelmingly positive perceptions of teachers suggest that, when thoughtfully implemented, ChatGPT can serve as a powerful complement to traditional instruction and significantly improve EFL writing outcomes.

CONCLUSIONS

Based on the analysis and findings of this study, it can be concluded that the ChatGPT-based intelligent instructional model significantly enhances EFL learners' writing skills through its multifaceted applications across the writing process. From pre-writing to collaborative writing, ChatGPT serves as a dynamic educational partner that supports idea generation, syntactic accuracy, lexical variety, and text coherence. Teachers effectively implemented the model to scaffold learners' writing development while simultaneously promoting engagement, autonomy, and metacognitive reflection. Participants observed substantial improvements in student confidence and motivation, particularly due to the tool's non-judgmental and adaptive feedback capabilities. Learners became more willing to take risks in writing, explore language variations, and revise their work critically.

The teachers' perceptions affirm the tool's instructional value, highlighting its role in reducing writing anxiety and enabling differentiated instruction. Despite concerns about possible over-reliance and authenticity dilution, teachers largely viewed ChatGPT as a complementary aid that, when paired with strategic human guidance, enriches the writing classroom. The model's ability to support reflective

learning—through feedback comparisons and independent practice—aligns well with current pedagogical frameworks that prioritize learner agency and personalization.

This study demonstrates that the integration of ChatGPT is not merely a technological enhancement but a transformative pedagogical innovation. It promotes inclusive, scalable, and learner-centered instruction adaptable to varying proficiency levels and contexts. Nonetheless, its success relies on educators' ability to design meaningful tasks and to mediate AI-generated input with critical, ethical oversight. Moving forward, sustained professional development and research are needed to refine such models and ensure their responsible application in language education. Overall, the ChatGPT-based instructional model offers promising potential for redefining writing instruction in the EFL context and preparing learners for the demands of 21st-century communication.

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