# Article information:

Impact of ChatGPT on learners in a L2 writing practicum: An exploratory investigation | SpringerLink
<https://springer.m7h.net/article/10.1007/s10639-023-11742-4>

# Article summary:

1. The use of technology in L2 writing has become more prevalent, with AI-based tools such as Grammarly and Quillbot being introduced to aid in writing tasks.

2. ChatGPT, OpenAI's latest chatbot powered by generative artificial intelligence, has attracted attention from educators for its text generation abilities in completing writing tasks.

3. While there is potential for ChatGPT to be used in L2 writing classrooms, there are concerns about plagiarism and the need for further research on its impact on learners' attitudes and learning behaviors.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "Impact of ChatGPT on learners in a L2 writing practicum: An exploratory investigation" explores the potential impact of ChatGPT, an AI-powered chatbot, on L2 learners' attitudes and learning behaviors in a writing practicum. The article provides a literature review of technology-enhanced L2 writing and the use of AI-based tools in education, highlighting the potential benefits and drawbacks of these technologies.

One potential bias in the article is its focus on the negative aspects of ChatGPT, such as its potential for plagiarism and lack of empirical evidence for its impact in educational settings. While it is important to consider these issues, the article could have provided a more balanced perspective by also discussing the potential benefits of ChatGPT, such as its ability to provide personalized feedback and support for language learners.

Additionally, some claims made in the article are unsupported or lack evidence. For example, the article states that "the implementation of such tools [generative AI] in L2 writing remained untouched and unacknowledged," but does not provide any sources or evidence to support this claim. Similarly, while the article discusses studies that have found positive effects of AI-based tools like Grammarly and Google Translate on L2 writing performance, it does not mention any studies that have found negative effects or limitations of these tools.

The article also does not explore counterarguments or alternative perspectives on the use of ChatGPT or other AI-based tools in education. For example, some educators may argue that these tools can be valuable resources for language learners who may not have access to traditional language instruction or support.

Overall, while the article provides a useful overview of technology-enhanced L2 writing and the potential impact of ChatGPT on language learners, it could benefit from a more balanced perspective that considers both the benefits and drawbacks of these technologies. Additionally, providing more evidence to support claims made in the article would strengthen its argument and make it more convincing to readers.

# Topics for further research:

* Studies on the positive and negative effects of AI-based tools on L2 writing performance
* Alternative perspectives on the use of AI-based tools in education
* Empirical evidence for the impact of ChatGPT in educational settings
* Personalized feedback and support for language learners provided by ChatGPT
* Access to traditional language instruction and support for language learners
* Limitations and drawbacks of AI-based tools in L2 writing instruction

# Report location:

<https://www.fullpicture.app/item/7d98cd2b4c6196445f5a70b83719bd7d>