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AI-Assisted Language Learning in Education: ESL Learners' Perceptions and Challenges Using ChatGPT

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ABSTRACT

Integrating artificial intelligence (AI) into educational settings has generated extensive interest recently. ChatGPT, one of the most recent communication trends in AI, has sparked both interest and criticism in higher education. Researchers have conducted numerous studies on ChatGPT's usage, but further research into using AI collaboratively is needed. One area where AI has shown potential is in assisting students with their tasks. Participants in this study were provided the opportunity to work with their peers in completing their assignment, in accordance with Vygotsky's notion of social interactions for language development. The study's objective was to perceive the use of ChatGPT as a tool for completing assignments during collaborative work. The focus of the session was to assist the participants in exploring ChatGPT and finding information by using questions as prompts. The data for the study was obtained using a convenience sample method. The descriptive analysis of quantitative survey data was

performed using the Statistical Package for the Social Sciences (SPSS) software version 25. The study found that the most important considerations while utilising ChatGPT were providing relevant prompts (questions to assist the search activities) and having a stable internet connection. This study also discovered that users may require further training and support to use ChatGPT's features ethically, as well as to improve their ability to search for information using prompts, which can expedite their search.

Keywords: English as a second language (ESL), artificial intelligence (AI), Chat Generative Pre-Training Transformer (ChatGPT), assignment tools, collaborative learning

INTRODUCTION

ChatGPT is an artificial intelligence (AI) or Large Language Model (LLM) created by the company OpenAI in November 2022. It is a popular online platform that allows people to pose questions with an "intelligent" chatbot. Education platforms across institutions have been making use of its advantages as well as bracing for the challenges it poses. It has challenged the way educators carry out traditional assessments in universities (Rudolph et al., 2023). *Universiti Teknologi MARA* (UiTM) encourages the use of ChatGPT for learning in the classroom (Department of Academic and International, UiTM, 2023) and has published five YouTube videos dedicated to this AI in 2023 (Academic Assessment & Evaluation Division, 2023). Nonetheless, critical study is needed before encouraging students and lecturers to utilise it. ChatGPT's issue is its "influence on students' abilities in critical and creative thinking, the development and improvement of their writing and analytical skills" (Stepanechko & Kozub, 2023, p. 298). Thus, this study aims to gauge students' perceptions of using ChatGPT to generate ideas in an ESL class and their challenges in using ChatGPT. The researchers discovered that even though ChatGPT can assist students in finding answers to their questions, its use should be subject to ethical guidelines and rules for educational purposes to avoid misunderstandings, and cheating. Therefore, curated lessons that employ scaffolding and collaborative learning (Vygotsky, 1978) are crucial in guiding students to use ChatGPT in a manner that fosters their critical thinking and problem-solving skills via direct interaction with their instructor and peers. This is supported by Moulieswaran and Prasantha (2023), who stated that "The core of every AI-based educational programme is a subject matter expert; the function of the teacher cannot be dismissed. Teachers are capable of making the little manual adjustments required for maintaining and administering such AI-based technologies. Programmes for teaching and learning the English language by using AI are only possible with assistance. Kim et al. (2022) suggest that students develop collaboration with AI through three stages: (1) learning about AI, (2) learning from AI, and (3) learning together. Thus, this study aims to gauge students' perceptions of using ChatGPT to generate ideas in an ESL class and their challenges in using ChatGPT.

LITERATURE REVIEW

This literature review aims to investigate the perspectives of ESL students on utilising ChatGPT for their academic tasks at the university level. It provides a comprehensive overview of the current use of ChatGPT in education, specifically focusing on its role in supporting English as a Second Language (ESL) students in completing assignments and academic projects. Additionally, the review highlights the advantages, challenges, and ethical considerations associated with using ChatGPT as an aid for academic tasks. This exploration

is crucial for understanding how ChatGPT can be effectively integrated into educational practices to benefit ESL students while addressing potential concerns.

Perceptions of Using ChatGPT in Education

The current landscape of educators' and students' perceptions of ChatGPT across countries can be understood by examining various studies. Kizilcec and Halawa (2015) conducted a study analysing attrition and achievement gaps in online learning. Their findings revealed that online learners in Africa, Asia, and Latin America scored lower grades and were less likely to persist compared to their counterparts in Europe, Oceania, and Northern America. This suggests that geographic differences may influence the perception of ChatGPT among educators and students.

In the context of Ghanaian higher education, Bonsu and Baffour-Koduah (2023) explored students' perceptions and intentions to use ChatGPT. Their study reported positive perceptions of ChatGPT and a strong inclination towards its adoption in educational settings. Similarly, Abouammoh et al. (2023) investigated the perceptions and experiences of faculty and students with ChatGPT in Saudi Arabian medical education. While recognising the benefits of ChatGPT, this study also highlighted concerns and limitations that necessitate further exploration.

Lozano and Fontao (2023) examined the perceptions of students pursuing primary education degrees in Spain. The results indicated that these students held positive views on the use of ChatGPT in education and did not see it as a threat to the educational system, suggesting that perceptions of ChatGPT may vary across different regions.

Further insights were provided by Rahman and Watanobe (2023), who discussed the opportunities and threats of using ChatGPT in education and research. They highlighted potential benefits, including personalised feedback, increased accessibility, and interactive conversations. However, they also pointed out challenges such as the risk of cheating, indicating divergent perspectives among educators and students on the use of ChatGPT.

A recent study by Abdaljaleel et al. (2024) assessed university students' attitudes and usage of ChatGPT in several Arab countries, including Iraq, Kuwait, Egypt, Lebanon, and Jordan. The study revealed a positive attitude towards ChatGPT. Al-khresheh (2024) also acknowledged ChatGPT's potential for providing personalised and dynamic learning interactions but expressed genuine concerns that need to be addressed.

Overall, these studies indicate a spectrum of perceptions towards ChatGPT among educators and students across different countries. While some stakeholders perceive it positively and support its integration into education, others have reservations and highlight limitations that must be addressed. Consistent with Vygotsky's (1978) theories, it is essential to consider these varying perceptions to ensure the effective and ethical implementation of ChatGPT in educational settings.

Constructivism Learning Theory

The previous section was a segue to this part: Constructivism, as a learning theory, posits that learners construct knowledge through experiences and interactions with their environment. This theory emphasises the importance of social interactions and collaborative learning,

aligning well with the use of AI tools like ChatGPT in educational settings. Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD) supports the idea that learners can achieve higher levels of understanding through collaborative tasks facilitated by more knowledgeable peers or tools, such as AI.

The integration of ChatGPT in ESL education can be viewed through a constructivist lens, where students engage in collaborative tasks that promote critical thinking and problem-solving skills. The AI can serve as a facilitator, providing scaffolding that enhances the learning experience. However, the literature reveals a gap in understanding how constructivist principles are applied in practice when using AI tools like ChatGPT. Specifically, there is limited research on how these tools can be effectively integrated into collaborative learning frameworks to maximise their potential benefits.

Feedback on Collaborative Learning in the Language Classroom Using AI

Despite the limited research on AI in collaborative learning, its pioneering studies show a balanced view of its advantages and disadvantages. According to the research by Gupta et al. (2023), ChatGPT has several advantages in the field of education. It enhances students' productivity by helping them acquire the necessary information and improving their language skills. Additionally, it promotes collaborative learning among students and aids in managing time effectively. Moreover, ChatGPT provides valuable support and motivation to learners. When used as an instructional tool, it also fosters motivation among students and stimulates the development of their reading and writing abilities (Gupta et al., 2023).

Tlili et al. (2023) and Aryal (2024) discovered that integrating ChatGPT into language classrooms can increase students' interest and active participation in class discussions. The research results also indicate that ChatGPT creates a secure and unbiased environment where students feel free to express their thoughts and viewpoints. This, in turn, boosts their confidence and engagement in the classroom (Tlili et al., 2023). Similarly, Sallam (2023) found that using ChatGPT in language classrooms effectively enhances students' writing proficiency. ChatGPT provides prompt feedback on grammar, syntax, and vocabulary, thereby helping students improve the precision and fluency of their writing. Additionally, ChatGPT suggests alternative phrasing and vocabulary choices, expanding students' lexicon and enhancing their writing skills (Tlili et al., 2023).

However, it is crucial to note that incorporating ChatGPT in educational settings may raise concerns regarding privacy and data security. It was argued that students may hesitate to use ChatGPT due to fears of compromised personal information through insecure sharing or storage methods. To address these concerns, educators must proactively implement appropriate measures to protect data and ensure that students are adequately educated about using ChatGPT in educational contexts (Tlili et al., 2023).

Overall, the research by Gupta et al. (2023), Tlili et al. (2023), Sallam (2023), and Aryal (2024) highlights the advantages of using ChatGPT in education. It enhances students' productivity, language skills, collaborative learning, and time management. However, it is important to address concerns regarding privacy and data security when incorporating ChatGPT in educational settings (Gupta et al., 2023; Tlili et al., 2023).

Challenges and Limitations of Using ChatGPT in Education

Thus, using ChatGPT in education presents both challenges and limitations. Several studies have explored these issues and shed light on the potential benefits and drawbacks of incorporating ChatGPT into educational settings. One of the main challenges identified is the risk of academic dishonesty and cheating. ChatGPT's ability to generate human-like text raises concerns about students using it to produce plagiarised content or to cheat on exams (Rahman & Watanobe, 2023). In addition, the lack of personal and emotional interactions in ChatGPT limits its effectiveness in developing proper communication skills in education (Sallam et al., 2023; Al-khresheh, 2024).

Another limitation is the potential for biased and inaccurate content generation. ChatGPT relies on its training data, which may contain biases and misinformation that can be perpetuated in the generated responses (Qadir, 2022). This makes it difficult to guarantee the reliability and accuracy of the information ChatGPT provides in educational contexts. Privacy issues also arise when using ChatGPT in education. The generated content may involve sensitive information, and there is a need to address data privacy concerns to protect students' personal information (Sallam et al., 2023).

Additionally, the risk of manipulation and misleading information is a concern, as ChatGPT may not always provide accurate or trustworthy responses (Tlili et al., 2023). Furthermore, the limitations of ChatGPT extend to the potential deterioration of critical thinking skills. Relying on ChatGPT to generate answers may hinder students' ability to think critically and independently evaluate information (Sallam et al., 2023). This limitation highlights the importance of fostering critical thinking skills through other educational approaches. Despite these challenges and limitations, ChatGPT in education also has potential benefits. Studies have highlighted its potential to revolutionise education by providing explanations, case scenarios, and interactive tools for learning complex subjects (Sallam et al., 2023). ChatGPT can also enhance self-reflection, problem-solving, and independent learning (Sun & Hoelscher, 2023).

Thus, this literature on the usage of ChatGPT in education presents the existing challenges and limitations. The main issues being addressed are academic dishonesty, biased content generation, and the potential deterioration of critical thinking skills. While many studies discuss the advantages and disadvantages of ChatGPT in educational settings, there is a noticeable gap in research examining its long-term impact on student learning outcomes, especially in language acquisition. Future studies should investigate the longitudinal effects of integrating ChatGPT into ESL classrooms to assess sustained improvement or decline in language proficiency.

Research Gap and Contribution

Despite the growing interest in ChatGPT and other AI in education, limited research focuses on its use in collaborative learning among ESL learners. This study addresses this gap by providing empirical data on students' perceptions and challenges in using ChatGPT in a group-based academic setting. It contributes to the knowledge by contextualising AI usage in Malaysian higher education, particularly in language learning environments.

Objectives of the Study

The study aims to achieve these objectives:

1. To explore the perceptions of ESL learners towards utilising artificial intelligence (AI) in collaborative task
2. To inquire about the challenges faced by ESL learners towards utilising artificial intelligence (AI) in collaborative tasks

Research Questions

The following research questions are used to lead this study:

1. What are ESL learners' perceptions towards utilising artificial intelligence (AI) in collaborative tasks?
2. What are ESL learners' challenges towards utilising artificial intelligence (AI) in collaborative tasks?

RESEARCH METHODOLOGY

This section entails that the study used a quantitative descriptive design to examine ESL students' perceptions and challenges in using ChatGPT for collaborative learning. A convenience sample of undergraduates enrolled in an academic reading course participated in a guided workshop incorporating ChatGPT. Then, the researchers collected data through a structured questionnaire adapted from previous research, covering perceptions, challenges, and collaborative feedback. The study's reliability was assessed using Cronbach's Alpha, and the data were analysed using SPSS to provide descriptive statistics.

Research Design

The research employed a quantitative research design and a descriptive research approach to examine students' perspectives on the usage of AI in facilitating English language learning. The researchers facilitated a cooperative two-hour instructional session for a cohort of 98 students enrolled in an English course. The instructional session was a workshop, "Utilising ChatGPT for Student-Driven Learning" and administered a lesson plan derived from Problem-Based Assessment: Utilising Chat-GPT to Cultivate Critical Thinking and Problem-Solving (Academic Assessment & Evaluation Division, 2023). The lessons were learner-centred but instructional-based; the researchers prompted the students to share views on ChatGPT via MentiMeter, encouraged students to play quizzes via Quizzizz (created by the researchers), and scaffolded the hands-on experience of using ChatGPT in their groups of 4-6 students collaborating with their peers in finding content for their assignment. Afterwards, the researchers answered questions from the students during the question-and-answer session. The researchers were granted authorisation by the Academic Affairs Department of the university to carry out the workshop during the designated lecture hours of the English course. The study received approval from the Research Ethics Committees of the university since it followed the university's guidelines and also due to the students' voluntary participation.

Participants

A convenience sampling method was used in the study. The participants were selected as they

were the researchers' undergraduate students during the study. They were specifically enrolled in a course that focuses on developing their skills in academic reading. The participants were required to research their chosen topics to fulfil a required assessment. Several students indicated that they had no prior experience with ChatGPT, but they have explored other artificial intelligence (AI) apps, including chatbots, search engines, and voice assistants, for academic purposes. However, in the study, the participants' digital proficiency or prior experience with AI tools were not studied in depth, which may have influenced their interaction with ChatGPT.

Instrumentation

The researchers adapted a 30-item questionnaire from Moulieswaran and Prasantha (2023). The researchers chose the questionnaire as it had previously assessed respondents' perceptions of ChatGPT in an Asian university. The questionnaire consisted of 30 questions in three (3) sections, which comprised three (3) parts. The adapted questionnaire in this study has four parts:

1) Respondents' Demographic Profile
2) Using Chat GPT in Doing an Assignment
3) The Challenges of Using ChatGPT in the Classroom
4) Feedback on Collaborative English Language Learning Using AI

The initial part of the questionnaire is used to collect information about the respondents, such as gender, age, programme, level, and English group. The second section of this inquiry is used to explore the perceptions of ESL learners towards utilising artificial intelligence (AI) in collaborative tasks. The third and fourth parts were used to obtain information regarding the challenges faced by ESL learners in utilising artificial intelligence (AI) in collaborative tasks. To gather the quantitative data, a 5-point Likert scale was employed, with each category consisting of items starting from Strongly Disagree = 1 to Disagree = 2 to Neutral = 3 to Agree = 4 to Strongly Agree = 5. A rating scale was used to classify the results of the questionnaire data analysis. The standard deviation (SD) and mean were determined by calculation. Then, the mean scores of the scales were grouped into five descriptive levels, namely very low, low, moderate, high, and very high. Table 1 shows the levels of the mean scores on 5-point Likert scales.

Table 1. Levels of the Mean Scores on 5-point Likert Scale

Level	Mean scores
Very Low	Less than 1.5
Low	Between 1.5 and 2.4
Moderate	Between 2.5 and 3.4
High	Between 3.5 and 4.4
Very High	Between 4.5 and 5

The Cronbach's Alpha test was used to test the variables' internal consistency and reliability. The values ranged from 0.642 to 0.905, and all exceeded 0.60, indicating eligible construct reliability for all items in the questionnaire (Saunders et al., 2009). However, as a recommendation, future research should also consider validating the instrument through expert panel review or pilot testing to further strengthen its content and construct validity.

Data Collection

The Google Form questionnaires were shared with all the 98 students who undertook the same academic critical reading course. It was distributed to the students during the following scheduled lecture hours through their respective Telegram groups. There were 76 respondents who gave their feedback voluntarily. According to Krejcie and Morgan's (1970) sample size table, a population of 98 requires at least 76 respondents for sufficient representation, ensuring statistical validity. Quantitative data was collected using a 5-point Likert scale.

RESULTS AND DISCUSSION

Respondents' Demographic Profile

Table 2 presents the demographic profile of the respondents (N = 76). Most of the respondents were female (83.3%), aged 21 to 22 (79.7%), and taking an accounting programme (50%). A majority of the respondents were Part 3 students (53.7%).

Table 2. Demographic frequency analysis (N = 76)

Variables	Content	Frequency	Percent (%)
Gender	Male	15	19.7
	Female	61	80.3
Age	20 years old	4	5.3
	21 years old	35	46.1
	22 years old	20	26.3
	23 years old	8	10.5
	24 years old	3	3.9
	25 years old	4	5.3
	26 years old	1	1.3
	27 years old	1	1.3
Programme	AC220	27	50
	BA242	19	35.2
	BA240	5	9.3
	AM228	2	3.7
	BA250	1	1.9
Level	Part 2	25	46.3
	Part 3	29	53.7
English Group	ELC5011A3	12	16
	ELC5011A7	28	37
	ELC5011A12	19	25
	ELC5011A13	17	22

Descriptive Analysis

The overall results of the study reveal a positive response from the respondents in terms of using ChatGPT for assignments, with a high mean score of 4.186. The respondents perceive the challenges of using ChatGPT in the classroom as moderate, with a mean score of 3.386. As

for the third variable in the questionnaire, the respondents showed positive feedback on collaborative English language learning using AI, with a mean score of 4.122. Generally, the SD value of each item in the questionnaire is within the acceptable range (below 1.00). Nevertheless, there are several items with SD values above 1.00 which signifies high variability of the responses. Table 3 highlights the items with a Standard Deviation (SD) higher than 1.00 for all items under study.

Table 3. Items with SD higher than 1.00

Variables' Items	Min	Max	Mean	SD
2. The Challenges of Using ChatGPT in the Classroom				
ChatGPT can compromise students' originality in their work when plagiarism occurs.	1	5	3.487	1.064
I am not very familiar with Chat GPT because I find it quite challenging to use.	1	5	2.592	1.213
The links to the topics that I type in ChatGPT lead me to unrelated online sites.	1	5	3.079	1.043
Using ChatGPT in English language group activities discourages communication between group members.	1	5	2.908	1.061
The experience of using Chat GPT via smartphones is not very smooth.	1	5	3.118	1.083
3. Feedback on Collaborative English Language Learning Using AI				
Collaborative learning using ChatGPT is time-consuming.	1	5	3.382	1.095

Based on Table 3, participants indicated a moderate level of compromise on originality in the work that they produced when they used ChatGPT, as evidenced by a mean score of 3.487. Nevertheless, there is a wide variation of responses, as portrayed in the standard deviation (SD) of 1.285 for the statement, “ChatGPT can compromise students' originality in their work when plagiarism occurs." This implies that the variation in experiences on the plagiarism issue that participants face can be due to their lack of ability to use citations when using ChatGPT.

Participants also indicated a low level of difficulty in utilising ChatGPT, as evidenced by the mean score of 2.592. Yet, the standard deviation (SD) of 1.213 for the statement, "I am not very familiar with using Chat GPT because I find that it is quite challenging to use." This suggests that there is variation in the experiences and levels of comfort that participants have when using ChatGPT, which reflects a similar finding in Abouammoh et al. (2023). This implies that there is a need for more training or support to enhance their familiarity with the AI's features. This finding also highlights similar concerns and limitations that call for further investigation, as in Abouammoh et al.'s (2023) study.

The statement "The links that relate to the topics I enter in ChatGPT direct me to online platforms that are not related" had a mean score of 3.079 with a standard deviation of 1.043, suggesting that participants expressed moderate reservations regarding the relevance and

dependability of ChatGPT. This demonstrates that the responses generated by ChatGPT have the potential to be erroneous or inefficient, which can undermine users' confidence in utilising ChatGPT. These findings contrasted with the study of Abdaljaleel et al. (2024), as it indicated a positive attitude towards ChatGPT.

Furthermore, students considered the use of ChatGPT in English language group activities to hinder conversation, as revealed in the low mean score of 2.908. Nonetheless, the SD value of 1.061 showed the inconsistency of the participants' collaborative experience. This suggests that integrating ChatGPT into collaborative learning environments may not necessitate students' communication. It may also lead students to become autonomous learners, which impedes collaboration. A similar concern regarding personalised and dynamic learning interactions was highlighted in a study by Al-khresheh (2024).

A moderate mean score of 3.118 disclosed that using ChatGPT on smartphones is not a particularly seamless experience. A standard deviation of 1.083 suggests a wide variation of the students' experiences. This also implies that there may be difficulties or inefficiencies for users when using ChatGPT on mobile devices, which could negatively affect the user experience. This result highlights the need to solve difficulties in usability to ensure ChatGPT is integrated smoothly into educational contexts. Rahman and Watanobe (2023) emphasised the possible advantages of greater accessibility despite this obstacle.

ChatGPT collaborative learning was rated by the respondents as time-consuming, with a moderate mean score of 3.382 and SD of 1.095. Collaboration can promote learning, but the apparent effort may put students off, underscoring the need for more efficient workflows or time management measures. The negative attitude towards ChatGPT contrasted with the study by Bonsu and Baffour-Koduah (2023) as well as Lozano and Fontao (2023) that discovered students' positive attitude towards ChatGPT use in education and did not see it as a risk to the educational system.

Table 4. Using Chat GPT in Doing an Assignment

Variables' Items	Min	Max	Mean	SD
1. Using Chat GPT in Doing an Assignment				
The use of ChatGPT in the classroom makes learning English engaging.	2	5	4.237	0.728
ChatGPT generates many answers to my inquiries about a topic.	2	5	4.171	0.755
ChatGPT saves time looking up answers.	1	5	4.276	0.826
Using ChatGPT with a good internet connection helps me generate and suggest solutions to my task.	3	5	4.382	0.632
Collaborating with my group members to use ChatGPT for our assignment makes learning fun.	1	5	4.211	0.853
Learning via ChatGPT helps me and my group to gain information anytime and anywhere.	2	5	4.342	0.684
The use of the AI ChatGPT is free and user-friendly.	1	5	4.289	0.871

ChatGPT benefits me in learning the English language, especially grammar and vocabulary.	2	5	4.145	0.828
ChatGPT offers one of the best AI chatbot applications, that is speedy and almost 100% accurate.	2	5	3.763	0.907
The ChatGPT AI makes me more interested in studying the English language.	2	5	4.039	0.871
Average Mean Score: 4.186				
Cronbach's Alpha value is 0.905				

The analysis of factors associated with the use of ChatGPT in assignments, as shown in Table 4, reveals a positive perception among participants. The high scores range from 4.039 to 4.382, indicating that most participants are in favour of statements that highlight the engaging nature of ChatGPT, its time-saving benefits, and usefulness in enhancing English language abilities, particularly grammar and vocabulary. Participants also appreciate the ease of obtaining material at any time and from any location, and they find the experience of collaborating with group members via ChatGPT to be engaging. Nevertheless, there is a degree of variation, with slightly lower ratings about ChatGPT's accuracy and ability to generate a large number of responses quickly. Nonetheless, Cronbach's Alpha of 0.905 suggests a high level of internal consistency between the variables. Overall, the findings highlight ChatGPT's perceived value in improving learning experiences and increasing efficiency in completing assignments.

Integrating these findings with the literature, Gupta et al. (2023) emphasise ChatGPT's benefits in terms of student productivity, language skills, and collaborative learning. The positive impressions of ChatGPT's engaging nature and time-saving benefits are consistent with Gupta et al.'s (2023) findings about its good impact on student productivity and time management. Furthermore, the positive attitudes on ChatGPT's utility in increasing English language abilities are consistent with Sallam's (2023) research, which emphasises the tool's efficacy in boosting students' language and writing proficiency. However, there is a slight disparity in assessments of ChatGPT's accuracy and response generation speed. This reliability concern is in line with the literature Tlili et al. (2023) mentioned. Thus, while participants understand the benefits of ChatGPT, resolving concerns about its accuracy and reliability is critical, as indicated in earlier studies.

Table 5. The Challenges of Using ChatGPT in the Classroom

Variables' Items	**Min**	**Max**	**Mean**	**SD**
2. The Challenges of Using ChatGPT in the Classroom				
The sources of information shared on ChatGPT are not cited.	2	5	3.750	0.940
Access to the ChatGPT AI depends on a good-to-excellent internet connection.	1	5	3.934	0.899
The information shared is not the latest—at least not in the last five (5) years.	2	5	3.421	0.913
ChatGPT sometimes requires me to ask a lot of questions until I am satisfied with the answer.	2	5	4.211	0.805

ChatGPT can compromise students' originality in their work. when plagiarism occurs.	1	5	3.487	1.064
I am not very familiar with ChatGPT because I find it quite challenging to use.	1	5	2.592	1.213
Poor internet connectivity impedes my search for knowledge and information in an English language class using ChatGPT.	1	5	3.355	0.948
The links to the topics that I type in ChatGPT lead me to unrelated online sites.	1	5	3.079	1.043
Using ChatGPT in English language group activities discourages communication between group members.	1	5	2.908	1.061
The experience of using Chat GPT via smartphones is not very smooth.	1	5	3.118	1.083

Average Mean Score: 3.386

Cronbach's Cronbach Alpha Value is 0.642

The review of issues linked to the application of ChatGPT in an educational setting, as displayed in Table 5, uncovers different viewpoints among participants. Although many areas, such as the reliance on reliable internet access (mean = 3.934) and the requirement for comprehensive questioning to obtain adequate responses (mean = 4.211), receive relatively high average scores, there are other factors that raise major concerns. Participants are dissatisfied with the lack of citations for shared knowledge (mean = 3.750) and the potential compromise of students' originality due to plagiarism (mean = 3.487).

Low average scores for familiarity (mean = 2.592) and smoothness of experience on smartphones (mean = 3.118) also indicate that participants find the tool's usability to be challenging. Inadequate internet access exacerbates users' capacity to efficiently search for information (mean = 3.355), while the inclination of ChatGPT to direct users to unrelated online platforms presents an additional usability obstacle (mean = 3.079). Furthermore, the utilisation of ChatGPT during group activities is believed to impede communication among the members of the group (mean = 2.908). Although the scores vary, Cronbach's Alpha value of 0.642 suggests a lower level of internal consistency among the variables. Overall, the findings emphasise multiple usability and functionality difficulties that could hinder the successful incorporation of ChatGPT in educational environments (average mean score = 3.386).

Indeed, these correspond with the literature review on the difficulties and restrictions of implementing ChatGPT in the classroom. It becomes clear that participants' complaints about the lack of citations for the knowledge shared and their worries about plagiarism jeopardising students' originality are related to the risk of academic dishonesty and cheating that has been linked to ChatGPT (Rahman & Watanobe, 2023).

Furthermore, concerns regarding ChatGPT's usability constraints is consistent with participants' perceptions of the tool's usability obstacles, which include challenges related to familiarity and smoothness of experience on smartphones (Sallam et al., 2023; Tlili et al., 2023). In contrast with earlier studies, Sallam et al. (2023) and Al-khresheh (2024) have shown that ChatGPT's shortcomings is in developing interactions; yet this study rejects by the

perceived barrier to communication during group activities. All of these results point to the necessity of addressing usability and functionality issues in order to successfully include ChatGPT in learning environments while reducing the related risks and constraints.

Table 6. Feedback on Collaborative English Language Learning Using AI

Variables' Items	Min	Max	Mean	SD
3. Feedback on Collaborative English Language Learning Using AI				
Group activities using ChatGPT in English language classes make the lesson more engaging and fun.	3	5	4.013	0.663
Activities that use AI in collaborative learning make English language learning livelier.	2	5	4.079	0.744
I enjoy learning with the aid of my lecturers and AI with my peers.	3	5	4.211	0.660
Using AI to do an activity in an English class with my group is a new experience.	2	5	4.237	0.728
Collaborative learning using ChatGPT is time-consuming.	1	5	3.382	1.095
The lecturer's lessons on using ChatGPT helped me and my peers learn how to use the AI in a meaningful and useful way.	3	5	4.382	0.673
Collaborative learning using AI in an English language lecture gives me more opportunities to use technology in the classroom.	2	5	4.237	0.709
Using AI collaboratively in group activities helps the group contribute better ideas for the English class assignment.	2	5	4.224	0.741
Learning how to use AI in my English language assignments is modern and sophisticated.	3	5	4.171	0.719
I look forward to my English lecturers encouraging me to use AI	3	5	4.289	0.649
Average Mean Score 4.122 **Cronbach's Alpha value is 0.870**				

Based on Table 6 above, participants' opinions on AI for collaborative English language learning are mostly positive (average mean score = 4.122). The participants view that ChatGPT group activities are engaging and fun, making English language learning more enjoyable (mean = 4.013 and 4.079). Participants found lecturers and AI helpful in their learning process. The high mean score of 4.211 shows substantial support for this novel learning strategy. Although collaborative learning with AI is moderately time-consuming (mean = 3.382), participants value lecturers' views on incorporating AI into learning activities (mean = 4.382). Collaborative use of AI in the classroom improves technology use (mean = 4.237) and task

formulation (mean = 4.224). With a Cronbach's Alpha score of 0.870, the response is generally positive on integrating AI into collaborative English language learning.

This study's findings are consistent with Gupta et al.'s (2023) research, highlighting ChatGPT's classroom advantages. This prior research has shown that it enhances students' time management, language abilities, productivity, and collaborative learning. Positive impressions of ChatGPT collaborative activity are also consistent with the study by Tlili et al. (2023) and Aryal (2024), which found greater student engagement in language lessons. Furthermore, participants' perceptions of the usefulness of instructors and AI in learning are consistent with Sallam's (2023) findings, confirming ChatGPT's efficacy in improving writing abilities and offering critical help in language learning contexts.

The participants in this study perceived ChatGPT as advantageous for enhancing learning experiences, language abilities, and promoting collaborative learning. This aligns with previous research emphasising the benefits of integrating AI, such as ChatGPT, into language courses (Gupta et al., 2023; Tlili et al., 2023; Sallam, 2023). Collaborative learning activities using AI resulted in greater student engagement and active participation (Tlili et al., 2023; Sallam, 2023; Abdaljaleel et al., 2024). Their positive reaction to ChatGPT-based collaborative lessons demonstrates its potential in ESL classrooms (Moulieswaran & Prasantha, 2023). However, concerns with dependability and usability continue throughout the research (Rahman & Watanobe, 2023; Al-khresheh, 2024).

The study also addressed barriers and limits to using ChatGPT, such as reliability issues (true and verified data) and worries about plagiarism (copy and paste). These findings support prior studies, stressing the challenges and ethical concerns associated with ChatGPT in educational contexts (Rahman & Watanobe, 2023; Al-khresheh, 2024). Furthermore, persistent concerns about information and Internet reliability, plagiarism, and usability highlight the need for customised lesson designs that include AI to solve these difficulties (Gunkel, 2012).

Additionally, areas of investigation can include exploring preventive strategies for academic dishonesty when using AI tools. The literature has begun to suggest AI detection tools and honour codes, but more research is needed to assess their effectiveness. Moreover, a study on comparing ChatGPT’s biases and misinformation risk against traditional teaching methods and tools could give insights into the reliability of AI in contrast to conventional methods.

Overall, the study's findings add to the expanding body of research on AI's function in facilitating language acquisition, particularly among ESL students. Participants view ChatGPT as useful for improving language skills and fostering collaborative learning experiences (Gupta et al., 2023; Tlili et al., 2023; Sallam, 2023). Positive feedback on collaborative lessons using ChatGPT verifies educators' effective usage of AI applications in ESL classrooms (Moulieswaran & Prasantha, 2023). However, continued obstacles such as reliability and usability concerns underscore the need for more research and development in AI integration in language learning (Rahman & Watanobe, 2023; Al-khresheh, 2024).

CONCLUSIONS AND RECOMMENDATIONS

The views on collaborative English language learning using AI are mainly positive, reflecting its engagement and technological integration in the classroom. Despite the study's contributions, its small sample size and narrow focus on student perspectives highlight the need

for additional research into the broader implications of AI-assisted language learning in education, such as perspectives from educators and stakeholders, as well as ethical concerns about originality and plagiarism. Thus, the study contributes to the current body of knowledge by providing tangible evidence of how ESL students perceive AI-assisted in language acquisition. It also highlights the significance of doing more research to address the highlighted challenges and the appropriate and efficient inclusion of AI in educational contexts, as suggested in earlier studies.

Moreover, this study explores how AI might improve educational experiences in ESL classes. The study provides helpful insights, but its convenience sample from a single university may show selection bias, limiting its applicability to other ESL student groups. Further research should also address internet access and institutional preparation. Additionally, quantitative research and self-reported survey data may not capture students' complex ChatGPT experiences. Qualitative approaches such as interviews and focus groups can reveal students' opinions, concerns, and thoughts about AI-assisted language acquisition. According to Moulieswaran and Prasantha (2023), using interviews, diary keeping, or audio recordings into study methodology might help us better understand students' ChatGPT experiences.

The study focuses on students' impressions rather than educators' and other stakeholders' perspectives on adopting AI in language education. Thus, the opinions of instructors, administrators, and developers might be useful in explaining the benefits and challenges of AI in education. After all, educators play a key role alongside students and AI in defining and supporting Student-AI Collaboration (SAC), and educators must be held responsible in the classroom (Chaudhry & Kazim, 2021). Other proposals for future research include investigating ChatGPT's long-term influence on students' language skills, academic achievement, and language learning attitudes. Longitudinal studies may reveal the long-term viability and efficacy of AI-assisted language learning approaches. These concerns should be addressed in future studies, along with standards for suitable AI usage in language instruction.

Another suggestion is for institutions to conduct AI workshops – this is to help educators and students learn about the strengths and limitations of AI tools. Clear academic guidelines should also be implemented. These would help diffuse any confusion and boost ethical behaviour.

Despite its limitations, the study highlights the importance of educators making room for AI integration in collaborative classrooms. It gives critical insights into students' views towards AI in education, allowing for lesson designs that could successfully employ AI to teach and learn English. Future research can increase our knowledge of AI-assisted language acquisition and its implications for language education by addressing restrictions and incorporating diverse perspectives and approaches.

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Conflict of Interest

The authors have no conflicts of interest to declare.

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Authors' Contributions

The authors confirm their contribution to the paper as follows: study conception and design: Jenna Desiree Robert; Literature Review—Aries Henry Joseph, data collection: all authors; analysis and interpretation of results: Lindey Easter Apolonius and Jenna Desiree Robert; draft manuscript preparation: All the authors. All authors reviewed the results. The main author approved the final version of the manuscript.