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BEYOND AUTOMATION: OPPORTUNITIES AND LIMITATIONS OF CHATGPT IN ENGLISH LANGUAGE LEARNING

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Abstract: This study examines the integration of ChatGPT in English language learning, focusing on both its opportunities and challenges. Using a qualitative approach, the research explores the experiences of college students in the Priangan Timur of West Java, Indonesia, who use ChatGPT to support their English learning. Data were collected through semi-structured interviews with three students. The findings show that ChatGPT offers several advantages, including instant feedback, adaptive learning tailored to individual proficiency levels, and flexible access to learning anytime and anywhere. Participants also expressed optimism regarding the future development of ChatGPT, particularly its potential to provide more personalized, interactive, and context-aware learning experiences. However, the study also identifies several challenges, including ChatGPT's limited capacity to provide in-depth explanations, its inability to fully replace human interaction and emotional engagement, and concerns related to data privacy and security. The study concludes that ChatGPT should be viewed as a complementary tool rather than a replacement for traditional learning, with human educators remaining essential for developing learners' contextual understanding and communicative competence. These findings highlight the importance of ongoing development in ChatGPT technologies to support more authentic and ethical language learning experiences.

Keywords: challenges, ChatGPT, English language learning, opportunities

INTRODUCTION

Technological developments have significantly influenced English language learning, particularly with the increasing use of ChatGPT as a supporting learning tool. ChatGPT offers features such as instant feedback, adaptive responses, and flexible access, enabling learners to practice English more independently and efficiently. These features support personalized and interactive learning and allow learners to improve language accuracy and confidence (Zawacki Richter, O., Marín, V. I., Bond, M., &

Gouverneur, 2019). Nevertheless, the use of ChatGPT in language learning also presents challenges. ChatGPT has limited ability to fully interpret cultural, emotional, and contextual aspects of language. Although it performs well in addressing grammatical and lexical issues, it may struggle with pragmatics, idiomatic expressions, and culturally specific meanings that are essential for communicative competence (Wang, W., & Siau, 2019). In addition, ethical concerns related to data privacy, data security, and transparency remain important considerations in the educational use of ChatGPT (Holmes, W., et al., 2021).

Previous studies on Artificial Intelligence in English Language Teaching (ELT) have explored this topic from multiple perspectives. Sumakul (2022) examined EFL teachers' perceptions of AI integration in classroom contexts and found that teachers generally held positive views, believing AI could support both teaching and learning processes. However, this study mainly focused on teachers' readiness and instructional competence, with limited attention to students' learning experiences. Hartono et al. (2023) also reported positive attitudes toward AI in ELT, highlighting its effectiveness in improving language skills and providing personalized instruction, while noting concerns about technological readiness and the need for proper training.

Research focusing on learners' engagement and affective responses has further developed this field. Wang et al. (2022) found that learners who perceived higher levels of social and cognitive presence when interacting with AI demonstrated greater enjoyment, more frequent use, and improved learning outcomes. Likewise, Iftanti et al. (2023) investigated students' use of AI tools such as ChatGPT, Bing Chat, and Grammarly in supporting thesis proposal writing. Their findings showed that ChatGPT was mainly used for brainstorming ideas and developing research frameworks, Bing Chat for locating literature, and Grammarly for checking grammatical accuracy. Although this study explains functional usage, it does not deeply explore learners' perceived opportunities and challenges in using ChatGPT for language learning.

Several studies have examined the impact of AI on specific language skills. Oluwafemi et al. (2023) demonstrated that AI technology supports the development of speaking, writing, reading, and listening skills by offering personalized and engaging learning experiences. Similarly, Noviyanti (2020) reported that AI-based pronunciation tools improve learners' pronunciation skills and encourage independent learning. Liu, A., & Kong (2021) further argued that AI integration introduces innovative approaches to college English teaching and contributes to the improvement of learners' overall language proficiency. These findings align with earlier technology-based language learning studies, which emphasize that digital tools can promote learner autonomy and sustained engagement when appropriately integrated into instructional contexts (Sakina et al., 2025; Taufik et al., 2023; Sakina et al., 2020).

Other studies address challenges related to AI implementation in educational contexts. AbdAlgane, M., & Othman (2023) noted that although AI is effective in facilitating EFL learning, both teachers and students must continuously adapt to rapid technological developments. Lucas et al. (2023) examined generative AI preparedness among university language instructors and identified challenges involving familiarity, confidence, and the need for targeted professional development. Additionally, Ningsih (2023) highlighted the potential of AI-based online assessment in ESP contexts to enhance assessment effectiveness and improve learning outcomes.

Despite the growing body of research, a clear research gap remains. Most existing studies focus on teachers' perceptions, learning outcomes, technological applications, or

theoretical discussions of Artificial Intelligence. Empirical studies that specifically investigate students' firsthand experiences in using ChatGPT as a supporting tool for English language learning are still limited, particularly within Indonesian higher education contexts. Therefore, the present study aims to address this gap by exploring EFL students' experiences with ChatGPT, focusing on the perceived opportunities and challenges of its integration in English language learning. This study is significant as it contributes to the expanding research on Artificial Intelligence-assisted English language learning by foregrounding EFL students' firsthand experiences with ChatGPT. While previous studies have largely focused on teachers' perceptions, instructional readiness, or learning outcomes, this research provides a learner-centered perspective by examining the perceived opportunities and challenges of using ChatGPT in English learning. By doing so, the study enhances theoretical understanding of how AI tools support learner autonomy, engagement, and language accuracy, while also revealing limitations related to pragmatics, cultural interpretation, and ethical considerations.

In terms of contribution, this study offers empirical evidence from the Indonesian higher education context, an area that remains underrepresented in existing literature. The findings provide practical insights for educators and institutions on how ChatGPT can be integrated responsibly and effectively into English language instruction. Moreover, the study contributes conceptually by presenting a balanced view of both the affordances and constraints of ChatGPT, thereby supporting informed pedagogical decisions and the development of AI literacy in English Language Teaching contexts.

LITERATURE REVIEW

ChatGPT in Language Learning

Recent developments in educational technology have significantly transformed teaching and learning practices, particularly through the integration of Artificial Intelligence (AI)-based applications. In language learning contexts, AI has attracted increasing attention due to its potential to enhance learning efficiency, accessibility, and personalization. Previous studies have shown that AI technologies can support language learning by providing individualized instruction, immediate feedback, and interactive learning environments (Zawacki-Richter et al., 2019). Among various AI tools, ChatGPT has emerged as one of the most widely used applications to support English language learning, reflecting a broader shift toward technology-enhanced and learner-centered instructional approaches.

ChatGPT is a generative language model developed using advanced natural language processing techniques to simulate human-like interaction. It is capable of generating contextually relevant responses, explanations, and feedback in real time. These features make ChatGPT particularly suitable for language learning, as learners can engage in interactive dialogues that resemble authentic communication. Research by Wang et al. (2022) indicates that interaction with AI systems that provide social and cognitive presence can enhance learner engagement and improve learning outcomes. Unlike traditional digital tools with fixed content, ChatGPT adapts its responses based on user input, allowing learners to receive personalized support tailored to their proficiency level and learning needs.

In educational settings, ChatGPT is commonly used to support various language learning activities, including idea generation, language practice, and writing development. Studies by Iftanti et al. (2023) revealed that students frequently use ChatGPT for brainstorming ideas, structuring academic writing, and clarifying concepts,

while relying on other AI tools for grammar checking and literature search. Similarly, Oluwafemi et al. (2023) found that AI-assisted language learning tools contribute to the development of speaking, writing, reading, and listening skills by offering engaging and personalized learning experiences. Through instant feedback and explanations, ChatGPT helps learners identify errors and understand correct language use more efficiently, thereby supporting accuracy and confidence.

Moreover, ChatGPT facilitates self-directed learning by providing flexible access to learning resources anytime and anywhere. This flexibility enables learners to study at their own pace without being constrained by classroom schedules or physical settings. Hartono et al. (2023) reported that both teachers and students view AI tools positively for their ability to enhance accessibility and promote autonomous learning. Such findings align with Liu and Kong (2021), who argued that AI integration in English education encourages innovative teaching practices and fosters learner independence, particularly in higher education contexts.

Despite these benefits, previous research also highlights several challenges associated with the use of ChatGPT in language learning. Wang and Siau (2019) noted that AI systems may struggle with pragmatic competence, idiomatic expressions, and culturally specific meanings, which are essential for effective communication. In addition, ethical concerns related to data privacy, academic integrity, and overreliance on AI-generated content have been emphasized by Holmes et al. (2021). These issues underscore the importance of guided and responsible integration of ChatGPT into educational practices.

According to Russell, S. J., & Norvig (2016), artificial intelligence systems are designed to imitate human cognitive processes, including learning, reasoning, and language understanding. Within educational contexts, these technologies have the potential to analyze learner input, adjust responses, and improve performance through continuous interaction. Holmes et al. (2021) emphasize that AI-based tools can enhance learning efficiency by automating feedback and personalizing instruction, thereby supporting learner autonomy. In language learning, ChatGPT enables learners to practice English beyond the classroom, offering immediate responses that assist with grammar, vocabulary, and language use.

Overall, previous studies suggest that ChatGPT holds considerable potential as a supportive tool in English language learning when used appropriately. By offering interactive engagement, instant feedback, and flexible learning opportunities, ChatGPT can enhance learner autonomy and complement traditional instruction. However, its implementation should be pedagogically informed and ethically grounded to maximize its benefits while addressing its limitations.

Language Learning and Its Characteristics

Language learning is a complex and multifaceted process that involves the development of the four primary skills—listening, speaking, reading, and writing—along with the ability to use language appropriately in varied social and cultural contexts. Beyond grammatical mastery, effective language learning requires learners to interpret meaning, apply language functions, and communicate appropriately according to context, purpose, and audience. Ellis (2015) emphasizes that successful language learning includes communicative competence, which integrates linguistic knowledge with pragmatic and sociocultural awareness. Contemporary research affirms this perspective, noting that communicative competence contributes significantly to learners'

ability to interact meaningfully in real-world settings (Taguchi, 2020). This expanded view of language ability suggests that learners must understand not only grammar and vocabulary but also sociocultural norms, idiomatic expressions, and pragmatic meaning to communicate effectively.

From a pedagogical perspective, this understanding challenges traditional language instruction that prioritizes form-focused learning detached from meaningful use. While grammatical accuracy remains important, it is insufficient on its own to ensure communicative success. Learners who possess strong grammatical knowledge but lack pragmatic awareness may struggle to convey intentions, manage conversations, or interpret implied meanings. As a result, modern language pedagogy increasingly emphasizes the integration of form, meaning, and use, encouraging instructional practices that situate language within communicative tasks and authentic contexts. Such approaches allow learners to experience language as a functional tool rather than as an abstract system of rules.

Developing communicative competence requires sustained exposure to authentic language use and opportunities to engage in meaningful interactions. Recent studies have highlighted the importance of interactional experiences in language acquisition, showing that learners who participate in collaborative dialogue and communicative tasks tend to achieve higher proficiency and greater pragmatic awareness (Li & Zhu, 2021). Such interactive exchanges allow learners to negotiate meaning, receive corrective feedback, and refine their language use based on real responses from interlocutors. This aligns with Long's Interaction Hypothesis, which posits that interaction facilitates acquisition by drawing learners' attention to linguistic gaps and providing opportunities for modified output. Contemporary research has revisited this hypothesis to examine interaction's role in digital and blended learning environments, where communication increasingly occurs through online platforms and multimodal tools (Meskill & Anthony, 2020).

In technology-mediated contexts, interaction takes on new forms that expand learners' access to authentic language input. Online discussions, virtual exchanges, and collaborative digital tasks enable learners to engage with diverse interlocutors beyond the classroom, exposing them to varied linguistic registers and cultural perspectives. These environments also offer increased opportunities for reflection, as learners can revisit recorded interactions, analyze feedback, and monitor their progress over time. Consequently, technology-enhanced interaction supports not only linguistic development but also learner autonomy and metacognitive awareness. In addition to interaction, cultural understanding plays a pivotal role in communicative competence. Contemporary studies emphasize that language learning involves intercultural dimensions, where learners develop sensitivity to cultural cues that shape meaning and communicative intent (Byram & Feng, 2020). Language use is inherently embedded in cultural practices, values, and social norms, which influence how messages are interpreted and evaluated. Without such cultural awareness, learners may produce grammatically correct language that is pragmatically inappropriate or misunderstood in context. For instance, differences in politeness strategies, turn-taking conventions, or indirectness can lead to miscommunication despite accurate language forms.

Intercultural competence therefore complements linguistic proficiency by enabling learners to interpret meaning from multiple perspectives and to adapt their language use accordingly. This competence involves attitudes of openness and curiosity, knowledge of cultural practices, and skills for interpreting and relating cultural

phenomena. Integrating intercultural elements into language instruction encourages learners to reflect on their own cultural assumptions while developing respect for linguistic and cultural diversity. As global communication becomes increasingly common, the ability to navigate intercultural interactions is no longer optional but essential for effective language use.

Finally, continuous practice and learner engagement are essential components of effective acquisition. Research on autonomous and self-regulated learning indicates that learners who actively engage in regular practice, set learning goals, and monitor their progress tend to advance more rapidly and sustain long-term development (Brown, 2007; Gkonou, Dewaele, & King, 2021). Learner autonomy empowers individuals to take responsibility for their learning, making informed decisions about strategies, resources, and learning pathways. This is particularly important in contexts where instructional time is limited and learners must extend learning beyond the classroom.

Affective factors such as confidence, motivation, and willingness to communicate also significantly influence learners' engagement and achievement in language learning (Dörnyei & Ushioda, 2021). Learners who feel anxious or lack confidence may avoid interaction, thereby reducing opportunities for practice and feedback. Conversely, supportive learning environments that foster positive emotions and encourage risk-taking can enhance learners' willingness to experiment with language and engage in communication. Teachers therefore play a critical role in creating conditions that promote emotional safety, meaningful participation, and sustained motivation.

Altogether, recent research suggests that successful language learning requires a holistic approach that integrates linguistic input, social interaction, cultural understanding, and sustained engagement within authentic communicative contexts. Such an approach acknowledges language as a dynamic, socially situated practice and positions learners as active participants in the construction of meaning. By combining form-focused instruction with communicative practice, intercultural awareness, and learner autonomy, language education can more effectively prepare learners to use language confidently and appropriately in diverse real-world situations.

Challenges of ChatGPT in Language Learning

Despite its benefits, the use of ChatGPT in language learning presents several challenges. Lee, C. G., and Lee (2020) identify three major limitations associated with AI-based systems: lack of in-depth explanation, limited social interaction, and data privacy concerns. First, many AI systems function as "black boxes," producing responses without clearly explaining the reasoning behind them. This lack of transparency may affect learners' trust and limit deeper understanding, especially when learners rely heavily on generated answers. When learners accept AI-generated outputs without critically evaluating the underlying processes, there is a risk of superficial learning, where language forms are reproduced without a clear grasp of rules, functions, or contextual appropriateness. Such reliance may also reduce opportunities for metalinguistic reflection, which is essential for developing higher-order language awareness.

Second, ChatGPT lacks emotional intelligence and genuine social presence. Although it can simulate conversation, it cannot fully replicate human interaction, empathy, or contextual sensitivity. This limitation may reduce opportunities for authentic communication, which is essential for language development. Garrison et al. (2000) emphasize that social presence is crucial for meaningful learning, suggesting that

technology should support, rather than replace, human interaction. In language learning contexts, meaningful interaction involves not only exchanging information but also negotiating identity, managing interpersonal relationships, and responding to subtle social cues. These aspects are difficult for AI systems to fully capture, potentially limiting learners' exposure to the complexity of real-life communication.

Moreover, overreliance on ChatGPT may lead to reduced learner agency and interaction with peers or instructors. When learners primarily engage with AI-generated feedback, opportunities for collaborative learning, peer negotiation, and instructor-guided scaffolding may diminish. This concern highlights the importance of positioning ChatGPT as a supplementary tool rather than a central source of instruction. Educators play a crucial role in mediating AI use by guiding learners to critically evaluate outputs, integrate feedback with human input, and engage in reflective discussion.

Third, data privacy remains a significant concern. ChatGPT requires large amounts of user data to function effectively, raising ethical issues related to data storage and protection. Learners may unknowingly share personal information, academic work, or sensitive data, which can create risks if governance mechanisms are unclear. Lee, C. G., and Lee (2020) stress the importance of transparent data governance and responsible use to maintain user trust and ensure ethical implementation. Consequently, institutions must establish clear policies regarding data use, informed consent, and digital literacy to ensure that AI technologies are integrated safely and ethically into language learning environments.

Opportunities of ChatGPT in Language Learning

Despite these challenges, ChatGPT offers significant opportunities for supporting language learning. Russell, S. J., & Norvig (2016) highlight that AI technologies provide instant feedback and adaptive learning experiences. In language learning, ChatGPT can respond immediately to learner input, helping learners identify errors and improve accuracy. This real-time feedback promotes self-paced and personalized learning, which is particularly beneficial for independent learners.

ChatGPT also offers flexibility and accessibility. Learners can access the tool anytime and anywhere, reducing limitations related to time and place. Iftanti et al. (2023) found that students frequently use ChatGPT to brainstorm ideas, organize writing, and support academic projects, demonstrating its utility as a learning support tool. Furthermore, the automation of routine tasks, such as grammar checking and text generation, allows learners to focus on higher-order skills such as critical thinking and idea development.

METHOD

This study employed case study design as it allows for an in-depth understanding of participants' experiences, perceptions, and insights regarding ChatGPT's role in language learning. This study was conducted at three universities located in the Priangan Timur region of West Java, Indonesia. The participants in this study consisted of English language students from the English Education or English Literature departments. A total 3 students were selected using purposive sampling. The three participants were purposively selected to allow for an in-depth and contextualized exploration of EFL students' experiences with ChatGPT, which aligns with the case study design's emphasis on rich, detailed understanding rather than generalization. Case study design is particularly suitable for this research because it allows the

researcher to gain a holistic understanding of a contemporary phenomenon within its real-life context (Yin, 2019)

Data were collected through semi-structured techniques to get detailed information that sheds light on a students' perspective, experiences, and feelings about ChatGPT used in English Language Learning. Interview questions were primarily open-ended and lead to a discovery-oriented approach. In order to have the interview data captured more effectively, recording of the interview made it easier for the researcher to focus on the interview content and to generate transcript of the interview.

Data analysis was conducted using a qualitative approach to systematically interpret the interview data. After the interviews were audio-recorded, the recordings were transcribed verbatim to ensure accuracy and to preserve participants' original meanings. The researcher then repeatedly read the transcripts to gain familiarity with the data and to develop an overall understanding of the participants' experiences with ChatGPT in English language learning. During this initial stage, meaningful units of data were identified and highlighted.

The next stage involved coding the data by assigning labels to segments of text that reflected participants' perceptions, experiences, and feelings. These codes were then compared across transcripts to identify recurring patterns and similarities. Related codes were grouped into broader categories, which were further refined into themes representing the perceived opportunities and challenges of using ChatGPT. To enhance the trustworthiness of the analysis, the researcher conducted careful cross-checking of codes and themes against the original transcripts. This thematic analysis enabled the researcher to interpret the significance of the findings and to generate insights that directly addressed the research objectives.

FINDINGS AND DISCUSSION

This section outlines the challenges and opportunities perceived by users in the context of using ChatGPT for learning English. The data was collected through interview responses, highlighting both the opportunities and challenges of ChatGPT from the perspective of learners.

Opportunities in Using AI for Learning English

Instant Feedback and Adaptive Learning

The interview results indicate that one of the key strengths of ChatGPT identified in this study is its instant feedback and adaptive learning features. These features enable learners to quickly identify and correct errors while receiving learning materials that align with their proficiency level. This finding is consistent with previous research suggesting that AI-based tools support language learning by providing immediate corrective feedback and personalized instruction, which enhance learners' accuracy and confidence (Oluwafemi et al., 2023; Zawacki-Richter et al., 2019). As illustrated in Excerpt 1, Participant 1 emphasized that direct interaction with AI and instant explanations helped prevent repeated mistakes and accelerated understanding. This supports Wang et al. (2022), who found that timely feedback and adaptive responses from AI tools increase learner engagement and promote deeper cognitive processing in language learning activities.

Excerpt 1

“My experience with AI was quite positive. The AI is quick to respond and can answer my questions. Sometimes, I can also practice conversations in English directly, which makes the training more alive and not just theoretical. The most helpful feature for me is its ability to interact directly and give instant feedback. For example, if I say or write something incorrectly, AI immediately tells me and explains why. In addition, AI can adjust the material according to my level, making it more personalized. The quick feedback helps me avoid repeating mistakes and speeds up my understanding of the material, so I rarely make the same errors” (Participant 1).

Flexible and Easy Access

Another significant benefit identified in this study is the flexibility and ease of access provided by AI tools such as ChatGPT. Students valued the ability to engage in English learning anytime and anywhere, without being constrained by fixed schedules or traditional classroom environments. This finding aligns with Hartono et al. (2023), who reported that AI-assisted learning enhances accessibility and allows learners to study at their own pace. As reflected in Excerpt 2, Participant 2 highlighted the practicality and immediacy of AI use, enabling learning during spare moments. This flexibility supports learner autonomy and self-directed learning, which have been identified as key factors in successful EFL learning (Liu & Kong, 2021). Collectively, these findings reinforce the role of ChatGPT as a supportive tool that extends learning beyond the classroom while accommodating learners' individual needs.

Excerpt 2

“I use AI because it is practical and flexible. With AI, I do not need to look for books or videos to study; I just open the app and get practice or explanations within seconds. That is much faster than other methods that take longer. I can learn in a way that suits my needs, without being limited by time or place. For example, when I am on the road or have a few spare minutes, I can practice immediately without waiting for a class or study session” (Participant 2).

Challenges in Using AI for Learning English

Lack of In-Depth Explanation

Although AI applications are effective in delivering quick responses and basic corrections, they often fail to address more complex questions in depth. Student 3 expressed that AI responses rarely met their expectations when asking for detailed information and often lacked clear reasons behind corrections.

Excerpt 3

“Sometimes AI struggles when I need contextual explanations. For example, in daily conversations, AI often cannot provide explanations that truly match what I want specifically, which makes me confused. If there is a question that needs a deeper explanation or contextualization, AI sometimes can't answer it properly. Sometimes, the answers given by AI are too rigid and difficult to understand, sometimes they are too complicated and repetitive” (Participant 3).

Lack of Social Interactions

Based on the results of interview with students, although AI offers flexibility and efficiency, it cannot replace the social interaction and personal encouragement provided by teachers and peers in conventional learning environments.

Excerpt 4

"I feel AI is more efficient in delivering learning material because it can be adjusted directly to my needs. But compared to conventional methods, my motivation can sometimes drop. There is no one to remind or push me like a teacher does " (Participant 3).

Concern about Data Privacy

Based on the findings from the student interviews, another challenge identified in this study is the concern about data privacy when using AI-based learning platforms. Although students generally trust these tools, they expressed uncertainty about how their personal information is collected, stored, and used.

Excerpt 5

"I have read the privacy policy, although not in detail. But there is some concern about the security of personal data. AI platforms usually access our data for personalized learning, so I sometimes wonder if that data is really safe or could be misused" (Participant 2).

The findings indicate that ChatGPT provides significant benefits for English language learning while also presenting challenges that require careful consideration. This discussion relates the findings to relevant theories and previous studies to clarify their implications. ChatGPT's ability to deliver instant feedback and adaptive learning supports earlier research highlighting its effectiveness in providing real-time correction and personalized practice (Huang, J., Saleh, S., & Liu, 2021). Participants reported that immediate feedback helped reduce repeated errors and increased confidence, supporting learner autonomy and efficiency. However, ChatGPT's limited capacity for in-depth explanation and contextual nuance confirms concerns raised by Liu et al. (2020) regarding its interpretive limitations. The flexibility and accessibility of ChatGPT enable learning anytime and anywhere, aligning with the concept of ubiquitous learning (Hwang, G. J., & Tsai, 2011). Students were able to integrate English practice into daily routines, making learning more continuous and individualized. Participants also expressed expectations for future ChatGPT development, particularly in contextual understanding, cultural awareness, and real-world communication, reflecting calls for more context-sensitive educational technologies (Zawacki Richter, O., Marín, V. I., Bond, M., & Gouverneur, 2019).

Despite these opportunities, challenges remain. ChatGPT's lack of detailed explanation often leads students to seek support from teachers or other resources, reinforcing its role as a complementary tool rather than a standalone solution (Warschauer, M., & Liaw, 2011). The absence of social interaction further limits motivation and engagement, as human interaction is central to communicative language teaching (Garrison, D. R., et al., 2000). Additionally, concerns about data privacy highlight ethical issues in AI-based education, emphasizing the need for transparent and secure data practices (Regan, P. M., & Jesse, 2019).

Overall, ChatGPT enhances English learning through personalized, flexible, and responsive support but cannot replace teacher guidance and classroom interaction. Future development should focus on improving contextual awareness, interactivity, and ethical data use.

CONCLUSION

This study examined the opportunities and challenges faced by students when using **ChatGPT** for learning English. The results show that ChatGPT provides instant feedback and adaptive support, helping learners correct errors efficiently and practice according to their level. Its flexibility and accessibility allow students to learn anytime and anywhere. Students also expressed positive expectations for future improvements, particularly in contextual understanding, interactivity, and realistic learning experiences.

However, challenges remain, including limited in-depth explanations, lack of social interaction, and concerns about data privacy. While ChatGPT is effective for basic practice and support, it cannot replace the deeper explanations, cultural context, and motivational support offered by human teachers. In conclusion, ChatGPT functions best as a complementary tool that supports, but does not replace, traditional classroom learning when integrated with teacher guidance and authentic resources.

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