ChatGPT in Language Learning: Perspectives from Vietnamese Students in Vietnam and the USA

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ABSTRACT

	The purpose of this study is to explore the students' perspectives on the use of ChatGPT to support their language learning. The current study collects data from 77 Vietnamese students who pursued their studies at some universities in Vietnam and the United States. The questionnaire was designed with Microsoft Forms and sent to the students via personal connections in both countries. The study found that ChatGPT or A.I. Chatbot was positively viewed as a useful tool for facilitating language learning. Moreover, ChatGPT was found to help engage the students in the learning process and was seen as an effective tool to support their learning and enhance their knowledge. However, over-alliance with ChatGPT might limit the students' critical thinking and creativity. To minimize these drawbacks, a compromise between ChatGPT and conventional teaching methods should be used. The current study suggests educators employ ChatGPT or AI tools to innovate language teaching and research.
Keywords: A.I. Tools, ChatGPT, perspectives, language learning	

Introduction

ChatGPT today potentially revolutionizes language learning and teaching for both teachers and students. When the authors of this current study used Google Scholar for reviewing the literature, only the keyword of ChatGPT was typed, about 152.000 results showed up for previous research studies relating to ChatGPT (Google Scholar, May 2024). This topic has become trend for research in this era. As a matter of fact, ChatGPT is able to comprehend and generate ideas and content that closely resemble human implementations. According to Barrett and Pack (2023), Pham and Nguyen (2024), ChatGPT is able to generate sentences, essays or other forms of knowledge in just a jew seconds. Research suggests that ChatGPT and other A.I. tools may be used to customize language learning experiences (Lodge et al., 2023).

Employing ChatGPT in classroom settings might have various advantages for language learning (Pham & Nguyen, 2024). It could generate an outline of content on suggested topics, assisting students in the stages of idea formation, outline construction, and writing (Barrett &

Pack, 2023; Pham & Nguyen, 2024). Furthermore, researchers claim that employing ChatGPT as a computer-assisted language learning (CALL) may help enhance intrinsic motivation in English learning classrooms (Qu & Wu, 2024). Qu and Wu (2024) propose that ChatGPT-assisted learning support be used to improve learning results in both offline and online language programs. The same is true of sessions conducted both online and offline. Including interesting elements and creative learning strategies that advance the learning process as a whole can help to accomplish this aim. Additional research is required to fully understand the potential benefits and drawbacks of using ChatGPT for English as a Second Language (ESL) students (Qu & Wu, 2024).

In the new era of A.I. tools, employing ChatGPT in the language learning classroom is an effective support tool for both teachers and students. However, Mai et al. (2024) and Pham and Nguyen (2024) found that teachers have varying views on the use of ChatGPT in the classroom. While some are concerned about the effects on language learning and knowledge acquisition, others regard it as limitations for its accuracy and personalized learning (Pham & Nguyen, 2024). While targeted instruction and rapid feedback may improve language learning experiences, there are worries about relying too much on critical thinking abilities (Marzuki et al., 2023; Neji et al., 2023). Several institutions have banned ChatGPT and related curricula because of worries about academic integrity (Barrett & Pack, 2023). On the other hand, a few organizations claim that their policies would accommodate and facilitate the incorporation of new technologies (Halaweh, 2023).

Barrett and Pack (2023) state that educational institutions that primarily depend on written communication to develop and evaluate students' language and cognitive skills have faced significant challenges as a result of ChatGPT. There hasn't been much time for in-depth debate because of the quick growth of generative A.I. as a significant concern for practitioners, institutions, and policymakers in postsecondary education (Lodge et al., 2023). Teachers' concerns about students using ChatGPT and other comparable technologies for academic dishonesty have replaced their earlier focus on this problem due to the growing significance of informatics research on explainable A.I. in higher education (Lodge et al., 2023). Some students who have a history of academic dishonesty may be able to use A.I. technology efficiently, while others may need coaching to ensure they don't unintentionally violate academic integrity policies (Barrett & Pack, 2023). Concerns over its deployment and the necessary institutional adjustments are exacerbated by the fact that there is no consensus on the best way to apply generative A.I. in higher education (Barrett & Pack, 2023).

There are several opinions on how to properly use generative A.I. in higher education. Barrett and Pack (2023) raised concerns about how knowledge and information should be used and what challenges might be added to academic practices. It is crucial that students need to learn how to use them critically, as well as how to use these tools to support their learning effectively.

Literature review

Relating to how ChatGPT affects language teaching in China, Georgia, Thailand, and Vietnam, research indicates that ChatGPT can, particularly in individualized learning environments, improve the effectiveness of language instruction. The literature review emphasizes how teachers and students need to adapt themselves to fully utilize the potential of ChatGPT and smoothly include it in language teaching and learning. Hong's (2023) study shows how, especially in China, ChatGPT may revolutionize foreign language learning and teaching. The study looks at ways that ChatGPT might greatly enhance and broaden foreign language

instruction in Chinese classrooms. In addition, Hong says ChatGPT offers new research prospects, especially in the area of customized learning experiences. The need to look at how ChatGPT affects language acquisition and how it might revolutionize teaching methods is emphasized by this paper.

Kohnke (2023) contends that both teachers and students need to totally change their roles and responsibilities if ChatGPT is to completely achieve its promise in language education. The researchers suggest that both teachers and students need to become proficient in using ChatGPT to support their teaching and learning. This indicates that incorporating ChatGPT into language learning necessitates a reevaluation of current teaching and learning strategies. According to a Georgian study by Mikeladze (2023), ChatGPT can be utilized to create practical English learning tools. The study unequivocally demonstrates that ChatGPT has changed the way teachers teach and can improve learning for both students and teachers. Higher grades are possible when you include ChatGPT in your learning resources since it makes language study more fun and beneficial.

Nguyen (2023) explored teachers' perspectives at Van Lang University in Ho Chi Minh City, Vietnam, and found that most of the English teachers really want to use ChatGPT to help their students improve their writing abilities. The findings of the study indicate that Van Lang University EFL teachers are excited about incorporating ChatGPT into writing classes. The study also highlights as important factors that support the successful implementation of ChatGPT the need for professional training for instructors, increasing user awareness of the limitations and potential risks associated with ChatGPT, and guaranteeing appropriate chatbot use.

In addition, many researchers are investigating to ascertain how ChatGPT affects language learning in different educational settings in Pakistan, Turkey, China, and Uzbekistan. The advantages—including increased motivation, involvement, and language competency—of using ChatGPT in language learning activities are covered in the paper. It emphasizes the requirement of exacting integration techniques and a careful assessment of the impact of technology in educational contexts.

Japoshvili-Ghvinashvili and Suleman (2023) claim that make use of ChatGPT in classroom activities will help the students improve their language skills as ChatGPT provides individualized feedback, which leads to greater motivation and engagement. The researchers emphasize the need for a comprehensive integration process and encourage instructors to carefully evaluate the influence of technology in the classroom. Similarly, Yıldız (2023) looks at using ChatGPT-generated conversations in language instruction materials for second-year Bülent Ecevit University students in Turkey and funds that ChatGPT motivates the learning activities among the students. Rakhmonov and Kurbonova (2023) found that using ChatGPT in the classrooms motivated 85% of the students to increase their interaction.

Previous studies in many educational settings have demonstrated that adding ChatGPT to language learning settings raises student motivation, involvement, and language proficiency. Incorporating student opinions and experiences—especially those from culturally and linguistically diverse backgrounds—is crucial to a deeper study of ChatGPT's effectiveness for language learning. Little research has also been done on the use of ChatGPT by Vietnamese students in the U.S. and Vietnam. The current study aims to explore the use of ChatGPT in enhancing language proficiency among Vietnamese students residing in both Vietnam and the U.S. This study aims to give useful insights into how Vietnamese students use ChatGPT for language learning in various cultural and educational situations, therefore contributing to a fuller understanding of the function of ChatGPT in language teaching.

Research questions

1. What are the perspectives of Vietnamese students residing in both Vietnam and the United States regarding the utilization of ChatGPT for language acquisition purposes?
2. What are the foreseeable limitations and challenges inherent in the integration of ChatGPT within language learning pedagogies?

Methodology

This study design used a cross-sectional strategy, with data collected at a particular moment in time. It used a convenience sample strategy, targeting students who were conveniently accessible and ready to participate. The survey questionnaire most likely contained several variables important to the study aims, such as demographics, academic interests, opinions on certain themes, or experiences linked to their studies.

Participants

The study used a survey questionnaire written in Microsoft Forms using a convenience sampling strategy. The purpose of the survey is to gather information from students enrolled in various universities in Vietnam, including HCMC University of Foreign Languages Information Technology, in addition to select American institutions, including MCPHS University and the University of Texas at Dallas. The researchers administered questionnaires to acquaintances at the designated universities from January 15 to March 30, 2024, with the request that they assist in disseminating the information to other students in their respective situations. Through this collaborative effort, we aimed to increase participation and obtain a broader range of responses. It is probable that the survey inquired about demographics, academic inclinations, perspectives on specific subjects, and experiences related to studies. Seventy-seven students responded to the questionnaire in total.

Table 1

The frequency of the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HUFLIT	52	67,5	67,5	67,5
	MCPHS University	14	18,2	18,2	85,7
	UT Dallas	11	14,3	14,3	100,0
	Total	77	100,0	100,0	

The frequency of 77 students who responded to the survey questionnaire is displayed in Table 1. 52 participants, accounting for 67.5% of the total sample, attended HCMC University of Foreign Languages Information Technology (HUFLIT) in Ho Chi Minh City, Vietnam. The poll received responses from 14 students (18.2%) from MCPHS University in the United States. In addition, 11 students (14.3%) came from the University of Texas at Dallas, located in the

United States. In all, 25 students (32.5%) were from universities in the United States, while 52 students (67.5%) were from HUFLIT in Vietnam.

Instrument

A questionnaire was developed to explore students' viewpoints about the integration of ChatGPT for language learning. The purpose of the questionnaire was to gather data on various aspects of using artificial intelligence (A.I.), namely ChatGPT, in language learning activities. It included multiple-choice, open-ended, and Likert-scale questions to ensure that all of the participants' perceptions were fully recorded. The questionnaire's goals were to learn more about the following: (1) evaluating ChatGPT as a Learning Support Tool (Questions 1-6); (2) outlining the rationale behind ChatGPT's use in supporting learning (Questions 7–12); (3) the tool's effectiveness as a supporting resource (Questions 13–19); and (4) ChatGPT's drawbacks and difficulties (Questions 20–24). These concerns centered on the perceived drawbacks and difficulties of utilizing ChatGPT as a supporting tool for language learning. The poll also included an open-ended question concerning ChatGPT's role in language learning and whether technology might someday replace teachers.

Data Analysis

IBM SPSS Statistics version 26 was used to process the survey answers. The dataset was thoroughly outlined using descriptive statistics. This includes computing mean scores and standard deviations (S.D.) for quantitative variables as well as frequencies for categorical variables.

Results/Findings

Table 2

Comparing the average scores of the students in V.N. vs. in the USA

Vietnamese Students in V.N. vs Those in the U.S.		N	Mean	Std. Deviation	Mean Difference	*t*	*df*	*p*
Average	Vietnam	52	3.675	.741	.096	.490	59	.626
	USA	25	3.579	.689				

  * Independent sample t-test

Table 2 compares the average scores of Vietnamese students studying in Vietnam (V.N.) with those studying in the United States (USA). The mean score for Vietnamese students in Vietnam is 3.68 (M=3.675; S.D. =.741), but the mean score for Vietnamese students in the United States is somewhat lower at 3.58 (M=3.579; S.D. =.689). The independent sample t-test shows that the mean difference between the two groups is .10, with a t-value of.49 and a p-value of.626. Since the p-value is larger than 0.05, there is no statistically significant difference in the average evaluation scores between Vietnamese students in Vietnam and those in the United States. This implies that the place of study had no significant effect on the average scores of Vietnamese students in this research.

Research question 1: What are the perspectives of Vietnamese students residing in both Vietnam and the United States regarding the utilization of ChatGPT for language acquisition purposes?

The purpose of this study is to examine Vietnamese students' perspectives on using ChatGPT for language learning in both Vietnam and the United States. To get insights into these topics, the survey questionnaire asked Vietnamese students about their experiences and views toward utilizing ChatGPT for language learning. The results and findings were reported using mean scores (M) and standard deviations (S.D.), which provided a quantitative picture of the participants' viewpoints.

Table 3

ChatGPt as a learning support tool

No	A supporting tool	N	M	SD
1	ChatGPT can help each learner find most of the answers to their queries.	77	4.064	0.816
2	ChatGPT can provide you with numerous ideas, helping you gain a better understanding when participating in group discussions.	76	4.157	0.800
3	ChatGPT can help you clarify the concepts that instructors are explaining.	77	3.818	1.060
4	ChatGPT can help you reinforce the knowledge you have just acquired.	77	3.636	0.998
5	ChatGPT can help learners to gain a better understanding of reading tasks.	77	3.636	1.037
6	Learners often feel that asking clarification questions with ChatGPT is easier than with their instructor.	75	3.600	1.174

Table 3 provides vital insights into how respondents see ChatGPT's function in language learning support. Overall, respondents feel that ChatGPT is good at assisting learners in finding answers to their questions (M = 4.06, SD = 0.82), giving several ideas for group conversations (M = 4.16, SD = 0.80), and perhaps aiding teacher explanation of topics (M = 3.82, SD = 1.06). The results of this study suggest that ChatGPT can be a valuable tool for generating ideas and acquiring information, particularly in situations involving self-directed learning or collaborative discourse. Nevertheless, there is a lack of consensus regarding the effectiveness of ChatGPT in terms of reinforcing recently acquired knowledge (M = 3.64, SD = 0.99), enhancing comprehension of reading activities (M = 3.64, SD = 1.04), and facilitating clarification of inquiries in comparison to educators (M = 3.60, SD = 1.17). The aforementioned results pinpoint domains in which ChatGPT could be enhanced or in which students might be better served by conventional methods of instruction or support. However, the variety of responses underscores the diversity of viewpoints and experiences among participants, emphasizing the importance of considering personal preferences and requirements when integrating ChatGPT into language learning endeavors. In its entirety, this study offers crucial

insights for developers and educators seeking to enhance the capabilities of ChatGPT and optimize its efficacy as a supplementary instrument within language learning settings.

Table 4

Motivation of ChatGPT to support learning

No	Motivation of ChatGPT to support learning	N	M	SD
7	ChatGPT can encourage you to respond to the instructor's questions.	73	3.479	1.081
8	ChatGPT can help you feel more confident when asked to participate in group discussions.	75	3.586	1.140
9	ChatGPT responses can prompt learners to think more deeply as they must assess the accuracy and reliability of the information.	72	3.541	1.186
10	In the classroom, ChatGPT can help you feel less anxious when answering questions from instructors and/or classmates.	76	3.750	1.021
11	ChatGPT can encourage you to spend more time on learning activities outside the classroom.	76	3.223	1.195
12	ChatGPT can provide learners with appropriate answers to enhance their knowledge from reading comprehension assignments.	74	3.621	1.016

Students' perspectives on the perceived motivation of ChatGPT as a supplementary tool in language learning scenarios are moderately aligned, as shown in Table 4. Although most students acknowledge the potential advantages of ChatGPT, their perceptions of the level of support and encouragement it provides in different aspects of the learning process vary. As an illustration, students express a moderate level of encouragement (item 7) to provide answers to inquiries posed by instructors (M = 3.48; SD = 1.08) and gain confidence in their ability to participate in group discussions (item 8) through the utilization of ChatGPT (M = 3.75, SD = 1.14). The findings indicate that ChatGPT has the ability to improve students' involvement and confidence during classroom interactions. These results show that ChatGPT provides a helpful learning environment that empowers students to take part in a wider range of learning activities with confidence and vigor. Additionally, the data shows that most students (M = 3.54, SD= 1.19) agree that ChatGPT may inspire them to critically assess the reliability and validity of information. However, perspectives differ on its effectiveness in lowering anxiety during classroom interactions and encouraging prolonged learning activities outside of the classroom. For example, while some students agree that (Item 10) ChatGPT can help reduce anxiety when answering questions from teachers in the classroom (M = 3.75, SD = 1.02), others are more neutral about its ability (Item 11) to encourage spending more time on learning activities outside of the classroom (M = 3.22, SD = 1.19). Furthermore, (item 12), students believed that ChatGPT can give learners with relevant replies to help them improve their knowledge from reading comprehension tasks (M= 3.62; SD 1.02).

Furthermore, they give significant insights into areas where ChatGPT may require additional development or assistance to optimize its value as a supplemental learning aid. Finally, these findings add to continuing conversations about the incorporation of A.I. technologies in language teaching and guide attempts to maximize their value in promoting learners' linguistic progress and confidence.

Table 5

The effectiveness of ChatGPT as a supporting tool

No	The effectiveness of ChatGPT as a supporting tool	N	M	SD
13	ChatGPT can help you reduce the burden of classwork, such as homework, presentations, final projects, etc.	76	3.802	0.993
14	ChatGPT can help you be prepared to tackle unfamiliar tasks and language-related challenges.	74	3.837	0.979
15	ChatGPT can provide clearer answers to learners' queries than instructors.	76	3.289	1.175
16	ChatGPT can help you stimulate interest in the learning process.	76	3.342	1.183
17	ChatGPT can provide you with a more engaging learning experience.	74	3.432	1.239
18	ChatGPT can help learners organize knowledge effectively based on their learning objectives.	73	3.274	1.108
19	In the classroom, you are more willing to ask questions to ChatGPT than to your instructors.	74	3.162	1.324

Regarding the applicability of ChatGPT as a tool for language learning support, Table 5 lists differing perspectives. Even if attitudes on certain subjects vary substantially across dimensions, respondents often express moderate to strong agreement. Respondents, for example, indicate that ChatGPT may effectively reduce the workload of classwork, like assignments and presentations (M = 3.80; SD = 0.99), and prepare students for new activities and language-related challenges (M = 3.84; SD = 0.98). According to these results, ChatGPT might be a useful tool in language learning contexts, especially for helping students plan their workload and prepare for new assignments. In terms of these crucial features, respondents firmly agreed that ChatGPT is a practical and efficient language-learning tool. However, opinions are more mixed on ChatGPT's ability to provide clearer answers than instructors (M = 3.29; SD = 1.18) and pique interest in the learning process (M = 3.34; SD = 1.18), with some respondents agreeing more than others. Some students believe ChatGPT's responses are shorter, more straightforward, and easier to understand than those offered by instructors. However, the students also believe that in-person teachers are better at providing extensive explanations, paying attention to each student's specific learning requirements, and tailoring their answers based on their own experiences and interactions with other students.

In a similar vein, the students reported that ChatGPT enabled them to organize information effectively (M = 3.27; SD = 1.11), and more interestingly, the students stated that they felt it easier to ask ChatGPT questions than they could ask the teachers (M = 3.16; SD = 1.32). However, the high standard deviations suggest that respondents' assessments of ChatGPT's effectiveness differ from one another. Overall, the results show how ChatGPT has a complicated impact on language learning, highlighting the need to consider user preferences and environment when evaluating its efficacy.

Research question 2: What are the foreseeable limitations and challenges inherent in the integration of ChatGPT within language learning pedagogies?

The effort focuses on Vietnamese students living in Vietnam and the United States. Its goal is to investigate the limitations and risks of using ChatGPT in language learning programs. The factors were examined by analyzing questions 20 through 24 of the survey questionnaire. The primary challenges that students have while using this technology are the subjects of the data analysis. The findings of this investigation give significant information on the challenges faced and potential downsides related to the adoption of ChatGPT in language learning environments.

Table 6

Limitations and challenges of employing ChatGPT in the classrooms

No	Limitations and challenges	N	M	SD
20	Excessive interaction with ChatGPT can lead learners to rely on automated language support, limiting their reading comprehension abilities.	74	3.905	1.022
21	Using ChatGPT can potentially reduce learners' motivation to attend live lectures and complete reading comprehension tasks.	74	3.973	1.072
22	ChatGPT can distract learners from the tasks they are currently working on.	73	3.726	1.057
23	Learners may become overly dependent on ChatGPT and lose the ability to think critically and creatively.	73	4.068	1.071
24	ChatGPT responses only provide basic knowledge for learners' queries, so learners cannot gain in-depth knowledge in areas they are interested in.	73	3.904	0.974
	Valid N (listwise)	61		

Table 6 illustrates the limitations and problems of utilizing ChatGPT in language acquisition. While there is moderate agreement that (item 20) excessive interaction with ChatGPT can lead learners to rely on automated language support, limiting their reading comprehension abilities (M = 3.91; SD = 1.021), there is slightly more concern about (item 21) its potential to reduce learners' motivation to attend live lectures and complete reading comprehension tasks (M = 3.97; SD = 1.07). Technology implies that, while ChatGPT might provide rapid answers to language-related questions, an overreliance on technology may impede learners' development of crucial abilities such as critical reading and understanding. This emphasizes the necessity of encouraging a balanced approach to utilizing ChatGPT, which supplements rather than replaces

traditional learning techniques, in order to guarantee that learners actively interact with and build their language abilities. Moreover, should students perceive ChatGPT as a viable alternative to in-person lectures or self-directed reading assignments, it could potentially dampen their motivation to engage actively in said activities.

There is a notable consensus (item 23) that students can excessively rely on ChatGPT, leading to a decline in their capacity for critical and creative thinking (M = 4.07; SD = 1.07). Consequently, while ChatGPT may offer prompt resolutions to language-related questions, excessive reliance on technology could potentially hinder students' capacity to engage in critical thinking, independently solve problems, and creatively articulate their thoughts. Overreliance on external sources of knowledge can lead to passive learning when students don't investigate, question, or think creatively. It is commonly believed that ChatGPT responses for (item 24) may only provide basic information, limiting learners' ability to understand their interests (M = 3.90; SD = 0.97). This suggests that while ChatGPT can quickly answer student questions, its replies may lack the depth, nuance, or complexity needed for complete topic learning and mastery. Thus, students may use ChatGPT for basic information rather than critical analysis and synthesis. Restricting students' ability to develop critical thinking, problem-solving, and creativity has serious implications. These abilities are essential for academic success and lifetime learning.

Discussion

The questionnaire item analysis on ChatGPT's language learning assistance effectiveness provides important new information on technology-assisted language training. Even if these unique results illuminate users' perceptions, they should be understood in the context of related technology and strategy research. Previous research have examined how A.I. and NLP technologies like ChatGPT may be used in language learning (Pham & Nguyen, 2024). Chatbots for language learning were examined by Huang et al. (2022). Students assert that chatbots enhance communication and response time (Pham & Nguyen, 2024; Neji et al., 2023). In 2023, Kohnke discovered that second language learners enjoyed utilizing chatbots both in and out of the classroom and believed that they improved their English proficiency.

Prior studies indicating that A.I. robots may increase student participation and discourse point to ChatGPT's persistent positive effect on classroom engagement (Ho, 2024; Javaid et al., 2023; Mai et al., 2024). According to research, students find utilizing ChatGPT to be more engaging while learning new words, writing, and language use (Pham & Nguyen, 2024). Its adaptability and accessibility make it more engaging and inspiring for students for a variety of learning activities, according to Karataş et al. (2024), Pham and Nguyen (2024), and Marzuki et al. (2023). Research indicating AI-powered communication in academic contexts may boost students' excitement and self-confidence during group discussions further supports the notion that ChatGPT could improve these features (Pham & Nguyen, 2024; Qu & Wu, 2024). According to Neji and colleagues (2023), and Pham and Nguyen (2024), ChatGPT increases students' interest in instructional materials and facilitates their finding the information they need.

Both the parallels and the discrepancies between these data and those from this investigation are highlighted. It supports previous research indicating A.I. robots may assist humans in finding answers to their problems (Javaid et al., 2023; Neji et al., 2023; Yu, 2024). ChatGPT provides students with thorough and reliable information from their search results, according to Javaid et al. (2023). But Yu (2024) worries about the disadvantages of ChatGPT, which

include the possibility of knowledge plagiarism, ethical and safety issues, data pollution, and response accuracy. A.I. in the classroom may thus be resisted by certain teachers (Ali, 2023).

There are two main reasons why these results on the use of ChatGPT in language learning: They firstly impact the operation of educational institutions and provide insight on the wider use of A.I. technology in the field of language learning.

Research suggests that ChatGPT is a beneficial resource for assisting students with their academic responsibilities (Dwivedi et al., 2023; Neji et al., 2023). This underscores the necessity of incorporating A.I. tools, such as ChatGPT, into language learning programs to enhance the students' language skills. The divergent perspectives on the use of ChatGPT or A.I. tools in language education are reflected in the contrasting opinions on ChatGPT's ability to provide clearer answers than instructors and pique interest in the learning process (Javaid et al., 2023; Marzuki et al., 2023). It is important to acknowledge that the responses provided by ChatGPT may be more comprehensible despite the fact that human training offers the advantages of customization and interaction (Ali, 2023; Yu, 2024). In order to accommodate the requirements of their students, educators must evaluate both the benefits and drawbacks of artificial intelligence technology. The importance of adaptability and user experience in AI-powered educational interventions is underscored by the diverse responses to ChatGPT's dynamic learning environment and well-organized information. The efficacy of ChatGPT's support component is contingent upon its adoption, development, and modification to accommodate the student's needs. In order to satisfy the varied needs of their students, developers, and educators must improve ChatGPT's functionality and usability.

Concerning ChatGPT's limitations and issues as a teaching tool, it gives quick language-related responses (Javaid et al., 2023; Neji et al., 2023), but excessive use may impair critical reading and comprehension. Previous research has indicated that an overreliance on AI-powered technologies might impair learners' autonomy and cognitive engagement. According to Marzuki et al. (2023), relying too heavily on technology may make it more difficult for students to think critically and come up with solutions. To guarantee that students actively participate in language learning and progress, teachers should encourage the restricted use of ChatGPT as a supplement to more traditional methods. Teachers may include ChatGPT into their curriculum to excite students and improve interactive learning through technology. To foster cognitive growth and creativity, teachers should encourage students to conduct independent research and analysis to assess and improve their ChatGPT replies. Furthermore, the discovery that ChatGPT might be a distraction during educational tasks supports prior research highlighting the importance of effective supervision and control of technology usage in educational contexts. According to Flanigan and Babchuk (2022), student digital distraction lowers the quality of the student-teacher connection and impedes educational decision-making. Teachers should use distraction-reduction tactics and ChatGPT's aid to create focused and successful learning sessions.

Conclusion

In short, the results of this study assert that using ChatGPT to learn language is effective. First and foremost, it responded to the students' queries very fast and helped them learn the knowledge quickly. Second, it helps generate ideas for the students to conduct group discussions. This does not exclude the teachers' support in the classrooms because the students could need more profound explanations from the teachers. Third, ChatGPT might help students retain new knowledge for long-term learning, accordingly enhancing their reading skills. Those

students who use ChatGPT to support their learning gain confidence in the learning process. Moreover, employing ChatGPT in the learning activities helps decrease classroom stress, creating a relaxing and engaging learning environment. It made learning more relaxed and encouraged active participation. Also, ChatGPT also lowers academic assignment stress, prepares students for obstacles, and boosts engagement.

These findings demonstrate its importance in education since it provides complete assistance and enhances learning. However, some challenges were also reported by the students. ChatGPT users may lose interest in live lectures. ChatGPT may distract students from their work, and overuse of ChatGPT may hinder students' critical and creative thinking. The students suggest that ChatGPT may not allow in-depth study, which would limit students' understanding of specific areas of interest even if it provided basic information. Combining ChatGPT with standard teaching techniques may reduce the negative impacts on student motivation and cognitive development. Last but not least, the authors of this paper took Pham et al. (2024)'s suggestion to indicate that educators should innovate their language teaching practices to improve their teaching efficiencies by integrating ChatGPT or AI tools into their classrooms for innovating future research.

Acknowledgments

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