

*International Journal of Learning, Teaching and Educational Research*  
Vol. 24, No. 4, pp. 479-500, April 2025  
<https://doi.org/10.26803/ijlter.24.4.22>  
Received Feb 22, 2025; Revised Apr 15, 2025; Accepted Apr 21, 2025

## Bridging AI and ELL in Indonesia and India: International Insights on Perceptions and Challenges

Anak Agung Putri Maharani , I Komang Budiarta ,

Ni Luh Putu Dian Sawitri 

Universitas Mahasaraswati Denpasar  
Denpasar, Indonesia

Harvinder Kumar Negi 

GLA University  
Mathura, India

**Abstract.** The integration of AI within ELL, specifically in higher education, has gained great attention. However, its implementation in diverse educational contexts, such as Indonesia and India, presents unique perception and challenges that assert further exploration. This study investigates the perceptions and challenges of the integration of AI in ELL amongst tertiary-level students majoring in English from Indonesia and India. There were 213 students involved where 131 respondents were affiliated with an Indian university and the rest of the 82 respondents were affiliated with an Indonesian university. The respondents were selected using a combination of probability sampling for the questionnaire phase and purposive sampling for the qualitative data collection to ensure representation and depth. The research design was mixed method. The data collection involved an online questionnaire, interviews and FGDs. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed using Miles and Huberman's interactive model involving data display, verification, and condensation. The findings revealed that the students from both countries perceived AI as a beneficial tool within the ELL classes. Moreover, the findings also revealed that there were five primary challenges that the respondents encountered including technological challenges, limitations in understanding language, limited personalization and feedback, cognitive and motivational challenges, and ethical and practical concerns. These findings imply the need for ELL to involve AI elements which adapt to the students in order to ensure better personalization, joint work between humans and AI, as well as ethical best practices.

**Keywords:** Artificial Intelligence; English Language Learning; Challenges; Perceptions

## 1. Introduction

Artificial Intelligence (hereafter AI) has been widely implemented in various fields, especially in education, in line with the rapid development of technology. AI flourishes in education, enabling the existence of various learning scenarios and improving the effectiveness of education (Zheng, 2022). The scenarios are conceivably changed daily which dismisses the dull responses of the students during learning. Educators can find it possible to attract the students' engagement into learning due to the various helpful features of AI. Thus, AI is now prominent in education.

In relation to English as lingua franca in Asia, crucially, the way it is learned and taught has been affected by AI. Previously, before advanced technology became present in the teaching and learning process, textbook and game-oriented strategies were frequently conducted. It brought about a repetitive and tedious atmosphere for the students. AI offers the potential to enhance English as a skill, ensuring a promising future due to the infusion of it. AI also offers various utilities such as learning platforms, resources and so forth which brings in increased efficiency and effectiveness to the learning of English (Akbarani, 2023; Imran et al., 2023). It signifies that AI helps its users, both educators and students, to flourish in the learning and teaching process.

The incorporation of AI into English language learning (hereafter, ELL) classes has been a topic of interest and perceived positively by students in Asian countries. Several studies in India have shown the favorable perception of students towards the use of AI. The comprehension and acceptance of AI integration among students has been assessed, resulting in the need for AI's incorporation into a range of academic disciplines (Sharma et al., 2023). Another study on the perception of Indian students toward the use of AI identified that the students believe AI may be applied successfully in the teaching and learning process (Kumar & Raman, 2022). The abovementioned studies have taken a unidimensional view by focusing on Indian students, leaving a gap when it comes to identifying and comprehending whether students from other cultural and educational backgrounds share similar perceptions. Therefore, in this research, Indonesian students were involved to offer a broader nuanced perception.

A similar study determined that AI integration in the curriculum offers a student-centric approach and increases their joy of learning as a result (Mandal & Mete, 2023), and it also influences the students' satisfaction and attitude positively, which affects their academic performances (Aleksandra & Tatiana, 2024). The students will be ready for technological innovation and able to adapt to the shifting demands of society following the inclusion of AI in the curriculum. Similarly, Indonesian students also perceived the integration of AI into ELL in a positive way. A study which involved Indonesian higher education students figured out that the respondents are aware of AI and its applications, which are fruitful in their context of study, and they also had a good perception of AI's concepts and benefits (Ningsih et al., 2024). These previous research on AI in ELL have focused mainly on the cognitive and affective results and have an insufficient amount of detail on the challenges students face while utilizing AI tools for ELL.

The present research makes a strong impact on the discussion by investigating all of the unique challenges that the students face in the AI-supported ELL environment.

The integration of AI into ELL has garnered crucial attention, promising new experiences of learning for ELL students. Particularly within Indonesian and Indian classrooms, the use of AI in ELL presents unique challenges that remain underexplored. Recent studies have begun to address this area. A study by Priantini et al. (2024) investigated the readiness and intentions of the lecturers toward integrating AI into the ELL classrooms of Indonesia and India where they found strong preparedness among lecturers. However, this particular study focuses on the lecturers' perspectives while omitting essential information regarding the students' thoughts about the practical challenges found in ELL. Mananay (2024) identified three main challenges when integrating AI within education such as technical issues, insufficient training for teachers, and reduced student-teacher direct engagement. This research contributes a more student-centered perception of the challenges that they face in AI integration within ELL.

These previous research results do not encompass how the students in India faces challenges when using AI within ELL class. These scientific gaps need resolution through a detailed examination that bridges the perceived challenges of AI in ELL education from the perspectives of the students from both nations. The investigation will deliver an important understanding regarding appropriate AI implementation from different ELL environments. This research fills the existing gaps by investigating the perceptions and challenges surrounding AI integration in ELL across the Indonesian and Indian landscapes. This research aims to provide a more comprehensive understanding of how AI is experienced in diverse educational contexts by focusing specifically on the students' perceptions, defined here as their beliefs, understandings, and cognitive evaluations of AI use in ELL.

The research adds theoretical depth to the understanding of AI in ELL by studying the student perspectives in Indonesia and India through a cultural lens. The research provides important practical significances about how to enhance teaching methods together with ethical AI deployment and curriculum improvement for better English proficiency and learning quality. The research questions can be formulated as follows: 1) What are the perceptions of the Indonesian and Indian tertiary-level students majoring in English towards the integration of AI in ELL? and 2) What are the challenges faced by the Indonesian and Indian tertiary-level students majoring in English within AI-powered ELL?

## **2. Literature Review**

The incorporation of AI technology has, in recent years, brought in efficiency and smart learning systems, especially in ELL. Technology tools include natural language processing chatbots, virtual assistants, and effective learning processors (Zawacki-Richter et al., 2019). These technologies allow students to receive immediate feedback, correct language errors, and refine their interpersonal communication skills (Dugošija, 2024). However, the efficiency of these tools depends on the students' socio-cultural context and their readiness to use AI in

educational spaces.

It can be seen that the students' perception of the role of AI in education matters a lot in relation to its effective use. Akbarani (2023) mentioned that students exhibit enthusiasm towards AI tools as supportive learning aids. Moreover, Mandasari et al., (2024) showed that students considered AI to be helpful when offering learning trails and feedback which they thought helped them in their learning process. The students reported an appreciation of the efficiency of AI tools, particularly regarding the flexibility they afforded to practice at their own time. Thus, the successful implementation of AI systems in language learning depends on students who perceive AI positively and specifically appreciate its usefulness as well as its accessibility and adaptability.

The integration of AI into in ELL presents notable challenges. A research done by Huang et al. (2021) highlights that the usability issues and the potential for creating dependencies which undermine the students' learning autonomy becomes significant challenge. Moreover, two previous researches emphasize the apprehension among students and lecturers regarding the reliability and ethical considerations of AI tools, suggesting a cautious approach to their implementation in language education (Fitria, 2021; Xuyen, 2024). These previous researches collectively underline the necessity for thoughtful integration of AI in ELL, balancing technological innovation with pedagogical integrity, ethical responsibility, and a strong emphasis on maintaining learner autonomy.

When combining AI with ELL, ethical concerns must be taken into consideration. It is highlighted how understanding AI ethics becomes vital because it requires analyzing AI bias and human intervention in AI systems. In a similar manner, Vall and Araya (2023) explained that AI tools can deliver customized learning activities but their deployment should be geared toward preventing excessive technical dependence without sacrificing language learning's complex nature. As (Gutiérrez, 2023) pointed out, educators and students need to build digital competence skills to handle the combined ethical difficulties that AI technologies present.

AI's integration in ELL classrooms needs lecturers to maintain their central teaching role for implementation success to occur. The integration of AI into ELL requires lecturers to develop flexible instructional methods which will allow these tools to support the existing teaching practices and avoid replacing them, according to Idham et al. (2024). Supporting this view is Cohen et al. (2024), whose argument looks at AI strengthening language acquisition yet demands purposeful integration which preserves the human interaction in educational settings. It has been argued that technology-assisted instruction enhances student motivation together with self-learning ability yet it needs educators to promote technology utilization as a supportive tool rather than as a replacement for human connection in the classroom (Wei, 2023).

To sum up, the future application of AI shows promises for ELL although it

requires careful thought before implementation. The potential advantages of personalized instruction and active engagement need to be weighed together with substantial ethical components and human instructional needs. Research exploring these dynamics in language education must continue to find ways that optimize AI integration. It is suggested that education institutions need to provide digital literacy training for lecturers and students because this ensures competent usage of AI tools in ELL. AI systems function best by providing support to excellent educational techniques without substituting them while enabling students to master technology independently through critical digital interactions. Enhancing student perception requires structured exposure to AI tools while using convenient and easy-to-use technological instruments combined with feedback-based implementations.

### **3. Research Method**

#### **Research Design**

A mixed-method research design was applied as the framework for conducting the current research, especially explanatory sequential research wherein the quantitative data were initially gathered and analysed then bolstered by the qualitative data (Creswell, 2002). This was employed to comprehensively investigate and explore the perceptions and challenges faced by English major students regarding AI implementation in Indonesia and India. Qualitative data was collected using a questionnaire which was distributed to 213 respondents, allowing for the investigation of the means and standard deviations of their perception. Concurrently, qualitative data was gathered through interviews and a focus group discussion using a purposive sample of respondents from both countries, aimed at gaining deeper, context-specific understandings of their experiences about the challenges of AI implementation in English class.

#### **Research Participants**

Indonesian and Indian students who studied English as their major in tertiary education were involved in this research. There were 213 students involved in total. Specifically, there were 131 respondents affiliated to an Indian university, and 82 respondents affiliated to an Indonesian university. Probability sampling, especially stratified random sampling, served as the participant selection method since it enabled the researchers to choose the participants based on their relevance to the study. The participant selection required them to be enrolled in English or English Education programs while having both academic proficiency in English and consenting to participate. The chosen selection method worked correctly because it helped identify participants able to provide detailed knowledge about English acquisition within their cultural and educational settings.

The qualitative investigation included 16 respondents out of the 213 questionnaire respondents who participated in the interviews coupled with a focus group discussion (FGD). They were selected by purposive sampling to ensure that the respondents showcased different levels of English proficiency as well as academic history, alongside a willingness to communicate their opinions through English while giving consent to participate further. Combining individual interviews and a FGD generated comprehensive qualitative evidence which enhanced the

understanding of the research data while revealing the student perspectives on AI's use in the English classroom.

### **Research Instruments**

In this study, several research instruments were constructed and used to collect a rich set of research data. A questionnaire which could be accessed online was administered to probe into the perceptions of Indonesian and Indian students on the use of AI-based apps in the ELL classroom. The online questionnaire items were modified according to two main aspects, the effects of AI in ELL from Aljohani (2021) and AI literacy aspects from Chai et al. (2021). There were 15 items total where 11 items were used to probe into the AI effect and 4 items to probe into AI literacy. All items used a 5-point Likert scale type from "strongly agree or SA" (scored 5) to "strongly disagree or SD" (scored 1).

To gather the qualitative data, the researchers designed and applied the methods of an interview and focus group discussion (hereafter, FGD). In order to facilitate the process of collecting the data, the researcher developed the interview protocols and focus group discussion topic. With the intention of getting a thorough grasp of the respondent's views regarding the application of AI in ELL, the instruments were modified and adapted (Celik et al., 2022). It was the pillar around which the interview protocols and FGD topic were based. The features were specifically related to the challenges that the students encountered when using AI within the ELL class.

The instruments' validity and reliability were evaluated by a panel of two judges. The expert judges were PhD holders with a focus on English language teaching and educational technology. The instruments were evaluated based on the degree to which the items aligned with the theoretical frameworks of the research. After stressing how well-suited the items were for the goals, feedback about their readability was given. Statistically, the research instrument's validity assessment was done through the expert judgment by utilizing the Content Validity Index (CVI), resulting in an CVI of 1.00, demonstrating excellent content validity. In addition, the reliability of the instrument was tested using Cronbach's alpha, and the result was  $\alpha = 0.89$ .

### **Data Collection**

A rich set of data was required to answer the formulated research questions. Therefore, the data collection followed several procedures. The respondents were instructed to fill out the questionnaire which could be accessed online via Google Form link ([https://bit.ly/AI\\_Students](https://bit.ly/AI_Students)). It is to ensure that the questionnaire reached a large number of respondents from both universities. The questionnaire consisted of two main components: AI Effect and AI Literacy. After fulfilling the questionnaire, the researchers recruited respondents to join the interview session and FGD. The interview was guided by questions used to explore the challenges that the respondents faced. The process was completed by a FGD which was guided by topics to discuss by the participants.

### Data Analysis

In analyzing the gathered data by way of a questionnaire, interview and FGD, both quantitative and qualitative methods were employed. The data gathered by administering a questionnaire was analyzed quantitatively using descriptive statistics (means and standard deviation). The **mean** was calculated using the formula  $M = \frac{\Sigma X}{N}$ , where  $\Sigma X$  represents the sum of all individual scores and  $N$  is the total number of respondents, providing an average measure of the students' perceptions. The **standard deviation** was computed using the formula  $SD = \sqrt{\frac{\Sigma(X-M)^2}{N}}$ , which indicates the extent to which the responses deviate from the mean, reflecting the variability within the data.

Afterwards, the interview and FGD data was analyzed using an interactive model for data analysis (Miles et al., 2014); data collection, data display, data verification, and data condensation. The interactive model stands as an appropriate method because it offers continuous data analysis that supports flexible interpretation and collection processes. Systematic data presentation is possible through the model, which enables researchers to organize the data in tables, matrices and diagrams to enhance clarity. The verification process verifies both the credibility and validity of the outputs, thereby making the method appropriate for deep qualitative studies. During data condensation, researchers simplify the existing information which produces findings of greater concentration and value.

### 5. Findings

Plentiful findings emerged from the data collection through the instruments used to address the research questions. The research findings accurately addressed the two main questions: 1) What are the perceptions of the Indonesian and Indian tertiary-level students majoring in English towards the integration of AI in ELL? and 2) What are the challenges faced by the Indonesian and Indian tertiary-level students majoring in English within AI-powered ELL?. These formulated research questions are simultaneously answered by the following findings.

#### Perceptions of the Students

Table 1 presents the perceptions of the respondents from both Indonesia and India regarding the use of AI in the ELL classroom. The data is categorized into two main aspects, namely AI effect and AI literacy.

**Table 1: The summary of the means and standard deviation of the students' perceptions**

No	Aspects	Means	SD
<b>A</b>	<b>AI Effect</b>		
1	The use of artificial intelligence in education improves the educational environment for learning the English language.	3.9	0.7
2	Artificial intelligence is important to use these days in education to prepare language learners to acquire the language learning needed.	3.8	0.8
3	Artificial intelligence contributes to learning language development faster.	3.9	0.8

4	Artificial intelligence caters to the needs of all age groups in English language learning.	3.7	0.8
5	Artificial intelligence clarifies many points that the teacher cannot cover in his/her explanation.	3.6	0.9
6	Artificial intelligence fulfils and complements all of the students' language learning needs.	3.6	0.8
7	Artificial intelligence enables students to obtain additional educational support for what the teacher does in the English language classroom.	3.7	0.8
8	Learning through using artificial intelligence will make learning language less terrifying than learning it using the traditional way.	3.5	0.8
9	Artificial intelligence changes the way how students acquire English language skills.	3.7	0.8
10	The teacher's role will diminish when the student uses artificial intelligence to learn the English language.	3.3	1.0
11	The use of artificial intelligence affects the ability to communicate with the teacher.	3.6	0.9
<b>B</b>	<b>AI Literacy</b>	<b>Means</b>	<b>SD</b>
12	I know that the use of AI in English language learning can be used to recognize images.	3.7	0.7
13	I can use AI-assisted voice recognition software to search for information in English language learning.	3.8	0.8
14	I can interact with AI assistants via speech recognition (e.g., Siri, Google) in English language learning.	3.8	0.8
15	I am able to use online AI translation tools in English language learning.	3.9	0.7

A 5-point Likert scale quantified the respondents' agreement level. A mean score interpretation system was applied as follows: very low (1.00–1.80), low (1.81–2.60), moderate (2.61–3.40), high (3.41–4.20) and very high (4.21–5.00). Most means in the AI Effect and all means in AI Literacy sections received high agreement scores from the respondents, who maintained positive perceptions about AI. There is only one item which has a moderate agreement score in the AI Effects section.

The aspect of AI Effect focuses on the students' perceptions of how AI influences their ELL environment. Items 1-9 show the general impact of AI in ELL. Most mean scores range from 3.5 to 3.9, which indicates that the students generally agree with the positive influence of AI in terms of enhancing their ELL experience. This is as shown in the table.

Items 1 and 3 present the highest mean score (3.9), suggesting that students strongly perceive AI as improving the educational environment and accelerating language development. Meanwhile, item 10 has the lowest score (3.3), reflecting the students' disapproval about the idea that AI use might diminish the teacher's role. The higher standard deviation (SD = 1.0) indicates variability in the opinions, suggesting a divided perception among students on this topic.

Several items of this aspects also indicate the complementary role of AI such as items 4–9. AI is perceived to cater to various student needs and provide additional educational support (mean scores of 3.6–3.7). However, there is a moderate agreement on AI clarifying areas beyond a lecturer’s explanation and making language learning less intimidating. The SDs for these items range from 0.8 to 0.9, showing moderate consistency in the responses.

This aspect also relates to the perception of AI’s impact upon traditional learning dynamics, presented by items 10–11. AI’s influence on teacher-student communication and its potential to change learning methods scored 3.6 to 3.7, suggesting agreement. However, the SD values (0.8–0.9) reflect moderate variations in the students’ perceptions.

In short, the AI effect aspect shows that the students from both countries perceive AI as a beneficial tool that enhances ELL by creating a more dynamic and supportive learning environment. However, concerns about the lecturer’s diminished role and its effect on traditional interactions highlight areas needing further exploration.

The second aspect of perception is AI Literacy, which delves into the students’ familiarity and ability with using AI tools in ELL. Items 12–15 discuss awareness and usage of AI features. The mean scores range between 3.7 and 3.9, indicating that the students agree with their ability to use AI effectively. The highest score for the item 15 (3.9) highlights a strong agreement for the students’ ability to use online AI translation tools, suggesting familiarity and confidence with these resources. The lower variability in the responses is indicated by lower SDs (0.7 to 0.8), implying a consistent perception among the students regarding their AI literacy.

The AI literacy aspect also underlines the use of AI in language-specific contexts (Items 13–14). Mean scores of 3.8 for both AI-assisted voice recognition software and interaction with AI assistants (e.g., Siri, Google) suggest that students are comfortable integrating AI tools into their English learning practices.

The students demonstrate moderate to high AI literacy with confidence when utilizing AI tools such as translation and voice recognition software. This suggests a readiness to integrate AI into ELL activities, although further training could optimize their usage.

### **The Challenges**

Through interviews and an FGD conducted via Zoom, the researcher obtained data about the challenges that the students encountered when involved in AI-based ELL classes across India and Indonesia. The research data subsequently underwent systematic analysis for detailed finding extraction.

Based on the interview data, several themes were identified as the main challenges, drawn from the responses of the Indian and Indonesian students. A script with the student codes included has been used to provide the evidence for

each theme. There are five main challenges that the students faced when they were engaged in AI based ELL.

First of all, the first main challenge that the students encountered was technological challenges. This is related to network issues. The students admitted that an inadequate and unstable internet connection hampers access to AI applications. This can be validated by the following scripts.

*"The signal for internet and not all schools have Wi-Fi." (ID-3)*

*"Most probably there is a network issue." (IN-1)*

This interview finding was supported by the FGD results as follows:

*"The internet connection is sometimes unstable, really hard to rely on AI for learning." (ID-1)*

*"At times, AI tools take too long to respond because the network signal." (IN-5)*

Based on both the interview and FGD findings, the network issue is crucial, as viewed by the students.

The next challenge is related to accessibility, where the students have unequal access to devices and resources due to socio-economic inequalities. This can be validated by the following scripts.

*"Not all students have equal access to the technology required for AI." (IN-6)*

*"The network connection and also the students who haven't a phone yet." (ID-6)*

The following FGD results support this.

*"Not every student has access to a smartphone or laptop, making AI learning difficult." (ID-8)*

*"AI tools are useful, but they require high-speed internet and advanced devices that not everyone can afford." (IN-2)*

Based on the aforementioned findings, either from the interviews or FGD, the students pointed out that not all have supportive devices that are able to use AI within their English learning.

The second main challenge is about the inadequacy of AI in comprehending language. This is due to the lack of contextual comprehension that AI possesses. It struggles with idiomatic expressions, slang, and cultural nuances. The following interview scripts can be seen of as validation of this.

*"AI may not always understand the context of the English language." (IN-2, ID-5)*

*"Sometimes the material I find is not suitable with what I need." (ID-1)*

These scripts are confirmed by the FGD data as follows.

*"AI fails to recognize the meaning of idiom, making explanations confusing." (IN-5)*

*"It not provides culturally relevant example which affects my understanding." (ID-2)*

The students expressed their awareness of the inability of AI to grasp the English context and its cultural aspects, both of which are essential in mastering English.

This AI constraint is also connected to the inaccurate responses that AI produces.

The students reported receiving vague or incorrect information from AI as shown by the following scripts.

*"It gives irrelevant solutions."* (IN-1)

*"The AI doesn't provide the exact answers we're looking for."* (ID-4)

The interview findings are supported by the FGD results.

*"AI responses can be unrelated to the question."* (IN-8)

*"AI generates incorrect answers, and I have to cross-check them."* (ID-2)

It can be identified that the students from Indonesia and India shared similar instances of AI giving vague answers and feedback.

The third main challenge is connected to the restricted personalization and feedback. Here, AI provides generic responses to its users and often fails to provide individualized learning experiences. This can be validated by the following interview scripts.

*"Effective English language learning is highly individualized, and AI must adapt to each learner's pace."* (ID-6)

*"Sometimes all answers come in points instead of paragraphs."* (IN-4)

These findings are supported by the FGD findings.

*"AI doesn't adjust to my learning style because it provides the same answers to my friends and I."* (IN-3)

*"I need explanations suited to my level, but AI gives the same responses."* (ID-5)

The students consider AI as failing to accommodate their needs in English learning, which makes it less effective.

The third challenge is related to the lack of feedback on speaking and writing. AI cannot provide detailed, constructive feedback. This can be proven by the following scripts.

*"AI may not provide real-time feedback on speaking and writing skills."* (IN-4)

This finding is confirmed by the FGD results as follows:

*"I don't get pronunciation corrections when using AI, which makes it hard to improve my speaking skill."* (IN-1)

*"The AI grammar checker corrects mistakes but does not explain why they are wrong."* (ID-6)

It is highlighted that AI is unable to provide real-time feedback for the speaking and writing skill.

The fourth main challenge is cognitive and motivation. It covers the advanced vocabulary given by AI. It is confirmed that students struggle with the high-level and unfamiliar words used by AI. This is evidenced by the following interview script.

*"AI uses advanced English, which is hard to understand."* (IN-5)

*"The vocabulary is too difficult to understand and too heavy compared to normal language."* (ID-5)

Similarly, the following FGD findings support the previous interview scripts.

*"Some words AI uses are too advanced, and I have to look them up separately."* (ID-3)

*"AI explanations are too technical and not adapted to my proficiency."* (IN-7)

The students agreed that they faced the need to have a complex vocabulary understanding when using AI.

The next sub-challenge, covered by the fourth main challenge, is the condition where the students are over-reliant on AI. Dependence on AI exists which is able to reduce the motivation for independent learning. This is supported by the following script:

*"AI uses advanced English, which is hard to understand." (IN-5)*

*"Using AI makes everything feel easier and creates a feeling of laziness to learn." (ID-4)*

The following FGD findings validate the abovementioned interview scripts.

*"I feel like I rely too much on AI, which stops me from thinking critically." (IN-1)*

*"AI makes it too easy to complete assignments, and I don't put in as much effort." (ID-3)*

The students discussed how overdependence on AI can eliminate motivation, critical thinking and their willingness to learn English.

The last main challenge is about the ethical and practical concerns. This challenge consists of two main concerns. Firstly, it is related to privacy issues. This involves data security while using AI tools. This can be validated by the following interview data.

*"Privacy is a concern related to the use of data used for building AI models." (ID-2)*

This finding is validated by the FGD findings as follows:

*"I'm not sure where my data goes when I use AI tools, and that worries me." (ID-4)*

*"AI requires personal information to login, but I don't feel safe sharing my data." (IN-3)*

Based on the findings, the students were concerned about their data privacy and security when using AI in learning English.

Secondly, there is the cost of advanced features. The students confirmed that the paid subscriptions limited access to premium AI tools. This is supported by the following interview data:

*"Some tools could only be accessed in premium terms, and the prices are too expensive." (ID-8)*

This is validated by the data obtained from the FGD as follows.

*"Free AI versions have limited features." (IN-7)*

*"I can't afford to pay for premium AI features, so I use the free versions, which are less effective." (ID-3)*

The students stated that the paid AI has the most effective features which is inaccessible to many students.

The findings obtained from the interviews and FGD have been summarized in the form of a table as follows:

**Table 2: Summary of the challenges**

No	Main Challenges	Sub-challenges
1	Technological Challenge	- Network issues - Accessibilities
2	AI Limitations in Understanding Language	- Lack of Contextual Comprehension - Irrelevant or Inaccurate Responses
3	Limited Personalization and Feedback	- Generic Responses - Lack of Feedback on Speaking and Writing
4	Cognitive and Motivational Challenges	- Advanced Vocabulary - Overreliance on AI
5	Ethical and Practical Concerns	- Privacy Issues - Cost of Advanced Features

## 6. Discussion

### Perceptions of Students

These findings reflect that the students from both universities perceive the use of AI in ELL as an emergent trend embracing technology within education. Several recent studies show that students in both nations tend to have positive perceptions about AI when it is used in educational settings and in the ELL context. A qualitative research study by Febriani (2024) examined how Indonesian university students utilize AI tools for English studies. They have positive views following their use of AI. The participants acknowledged how AI helps their academic learning while boosting their participation, delivering customized educational experiences (Febriani, 2024).

The research of Sumakul et al (2022) showed that Indonesian students view AI applications positively in their writing classes because the tools help them to improve their language skills. This is supported by the research findings, which illustrate how AI handles the sophisticated operations used to transform the English writing capabilities of Indonesian students, thereby validating AI's educational effectiveness potential (Kaharuddin et al., 2024).

Similarly, the students in India demonstrate a rising appreciation and positive attitude toward using AI in their ELL. The research findings reveal that most students accept AI tools as beneficial for improving their skill in the English language. The research conducted in India aligns with the current research wherein the students have a positive view of how AI-enabled tutoring systems can deliver customized feedback (Gyawali & Mehandroo, 2022). Another research designed as a descriptive-cum survey type involved all higher students and technical education students of the Purulia district (Adhikari & Gope, 2025). It detected a commendable outcome regarding the students' positive attitude toward employing AI in educational settings.

To summarize, the students in India and Indonesia perceive AI as a supportive and innovative tool in English language learning. While they recognize its potential to enhance their learning experience (AI Effect), they also display confidence when using AI tools (AI Literacy). However, concerns regarding

traditional lecturer roles and interactions suggest a need for the balanced integration of AI into ELL classroom settings.

### **The Challenges**

English language students widely use technology because recent changes to ELL make technology essential for learning the language. It has been indicated that multiple challenges have surfaced due to this transition. Multiple challenges exist in the ELL process related to technological challenges alongside AI restrictions in understanding language, and inadequate personalized instruction and feedback solutions. This is as well as cognitive and motivational issues and both ethical and practical issues about AI's deployment within Indonesia and India ELL class.

This current research findings were aligned with the findings of the research done by Mananay (2024), which identified three main challenges, specifically technical issues, insufficient training for teachers and reduced student-teacher direct engagement. Related to the first challenge, the effectiveness of AI is often hindered by network and accessibility issues. Ineffective internet access disrupts the learning process, preventing students from maximizing their use of AI resources (Febriani, 2024; Idham et al., 2024).

The application of AI in ELL causes challenges regarding learning accessibility for the students with different levels of connection. AI applications deliver custom-tailored education through their programs but these systems require users to have devices able to support their usage. In India, a study reported that the students experienced insufficient success with AI applications due to inadequate accessibility, according to Moulieswaran & Kumar (2023). The advantages of AI for ELL exist but they require solving problems concerning accessibility to distribute the benefits equally across all educational environments.

The implementation of AI in ELL encounters another challenge due to its restricted capability of processing complex human languages. According to research by Avsheniuk et al. (2024), AI-generated answers have reliability problems in addition to accuracy issues, both of which create misunderstandings in language education. This is also aligned with the work of Mustopa et al. (2024) who figured out that barriers related to cultural differences together with language variations prevent the successful implementation of AI. The AI applications experienced difficulties with the ELL requirements for specific fields including English for Specific Purposes (ESP) according to Stošić & Malyuga (2024). It becomes crucial to approach AI in ELL with caution since AI is less effective at grasping the many elements of learning the language.

ELL success depends heavily on how specific ELL provides content and how much feedback the students receive. The findings of a study done by Pan (2024) show that AI-driven systems can adapt to learners yet they often fail to deliver meaningful feedback that supports their development. When language learners do not receive individualized attention from such a system, they become less engaged because they fail to get needed the guidance needed to steer their learning process. The research by (Creely, 2024) supports this conclusion by

demonstrating that generative AI benefits ELL but requires human involvement for providing proper feedback.

In addition, ELL brings important challenge that emerges from cognitive needs along with motivational obstacles. The study conducted by Polese (2023) found there to be a motivation decline together with a lack of self-discipline as the primary obstacles to achieving language fluency. Another research by Geetika and Malik (2024) demonstrates how mobile learning transforms education since it provides students with dynamic learning tools that boost their motivation. The fundamental cognitive obstacles like self-doubt together with anxiety prevent individuals from sustaining their language learning commitment even when proper motivation techniques exist (Meng & Feng, 2019).

The educational implementation of AI must address its fundamental ethical concerns. The integration of educational systems with AI language models requires stakeholders to assess the built-in biases together with the resulting effects (Alrayes et al., 2024). AI and its applications' machine learning and decision-making capabilities rely on vast amounts of classified data, most of it sensitive and private (Harkut et al., 2019). This becomes susceptible to major problems like identity theft and data breaches as a result. These tools are typically internationally networked, making it challenging to control or limit their use. A study done by Marsden et al. (2019) stresses both transparency and ethical standards in language learning research that uses AI technologies. Educational leaders together with policymakers should create regulations to address the ethical requirements while defending student rights while implementing AI in ELL.

## **7. Conclusion**

The integration of AI in ELL classrooms both in Indonesia and India presents both perceptions and challenges that warrant deeper investigation. Therefore, this research is aimed at investigating tertiary-level students majoring in English from universities of both countries. The students as the respondents of this research perceived the use of AI in ELL classrooms in a positive way. Furthermore, they pointed out that they encountered five major challenges while using AI within ELL classrooms. The integration of AI in ELL creates abundant opportunities but can also involve substantial problems that must be handled. The creation of better inclusive ELL settings becomes possible when lecturers address and solve the challenges that AI brings. Multiple practical recommendations should be considered to enhance the effectiveness of AI in ELL. The digital infrastructure must improve in the areas that lack internet connectivity since this progress will establish fair access to AI-based learning resources. In addition, collaborations between AI and human instructions can enhance the quality of personalization and feedback. Lastly, promoting the ethical usage of AI can emphasise the awareness of data privacy and security among the students as AI users. Future research should concentrate on refining AI-based ELL to enhance contextual understanding and develop engagement methods and ethical guidelines. This research has certain limitations because it focuses solely on participants from one Indonesian educational institution combined with one Indian educational

institution while exclusively using questionnaire interviews and FGD methods to study AI integration in education. Future researchers that use broader populations with longer time horizons should follow up these current findings to both verify and develop them.

## 8. References

- Adhikari, N., & Gope, L. (2025). Students perception and preference of the application of artificial intelligence (AI) in higher education: A metacognitive exploration. *The International Journal of Indian Psychology*, 13(1), 207–218. <https://doi.org/10.25215/1301.019>
- Akbarani, R. (2023). Use of artificial intelligence in English language teaching. *International Journal of English Learning and Applied Linguistics (IJELAL)*, 4(1), 14–23. <https://doi.org/10.21111/ijelal.v4i1.10756>
- Aleksandra, K., & Tatiana, B. (2024). Students' intention to learn and academic performance in the blended learning environment: The role of Artificial Intelligence Chatbots. *International Journal of Information and Education Technology*, 14(6), 807–813. <https://doi.org/10.18178/ijiet.2024.14.6.2105>
- Aljohani, R. A. (2021). Teachers and students' perceptions on the impact of artificial intelligence on English language learning in Saudi Arabia. *Journal of Applied Linguistics and Language Research*, 8(1), 36–47. [www.jallr.com](http://www.jallr.com)
- Alrayes, A., Henari, T. F., & Ahmed, D. A. (2024). ChatGPT in education – Understanding the Bahraini academics perspective. *Electronic Journal of E-Learning*, 22(2), 112–134. <https://doi.org/10.34190/EJEL.22.2.3250>
- Avsheniuk, N., Lutsenko, O., Svyrydiuk, T., & Semnikhyna, N. (2024). Empowering language learners' critical thinking: Evaluating ChatGPT's role in English course implementation. *Arab World English Journal*, 1(1), 210–224. <https://doi.org/10.24093/awej/chatgpt.14>
- Chai, C. S., Lin, P.-Y., Siu-Yung Jong, M., Dai, Y., Chiu, T. K. F., & Qin, J. (2021). Perceptions of and behavioral intentions towards learning artificial intelligence in primary school students. *Educational Technology & Society*, 24(3), 89–101.
- Cohen, S., Mompelat, L., Mann, A., & Connors, L. (2024). The linguistic leap: Understanding, evaluating, and integrating AI in language education. *Journal of Language Teaching*, 4(2), 23–31. <https://doi.org/10.54475/jlt.2024.012>
- Creswell, J. W. (2002). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Sage Publications, Inc.
- Dugošija, T. (2024). Benefits and challenges of artificial intelligence in English language teaching. *Knowledge International Journal*, 62(2), 275–280. <https://doi.org/10.4018/979-8-3693-5578-7.ch008>
- Febriani, H. (2024). Navigating English learning with AI : A qualitative study of university students experiences. *PPSDP International Journal of Education*, 3(October), 220–232. <https://doi.org/10.59175/pijed.v3i2.309>
- Fitria, T. N. (2021). The use technology based on artificial intelligence in English teaching and learning. *ELT Echo : The Journal of English Language Teaching in Foreign Language Context*, 6(2), 213–223. <https://doi.org/10.24235/eltecho.v6i2.9299>
- Geetika, & Malik, U. (2024). Unlocking potential: The role of mobile learning in enhancing English achievement among secondary school students. *Educational Administration: Theory and Practice*, 30(4), 9293–9297. <https://doi.org/10.53555/kuey.v30i4.3555>
- Gyawali, Y. P., & Mehandroo, M. (2022). Artificial intelligence in English language teaching: Navigating the future with emerging perspectives. *Journal of Language and Linguistics in Society*, 2(6), 21–27. <https://doi.org/10.55529/jlls.26.21.27>

- Harkut, D. G., Kasat, K., & Harkut, V. D. (2019). Introductory chapter: Artificial intelligence - Challenges and applications. In *We are IntechOpen*.  
<https://www.intechopen.com/books/advanced-biometric-technologies/liveness-detection-in-biometrics>
- Huang, W., Hew, K. F., & Fryer, L. K. (2021). Chatbots for language learning – Are they really useful? A systematic review of chatbot-supported language learning. *Journal of Computer Assisted Learning*, 38(1), 237–257.  
<https://doi.org/10.1111/jcal.12610>
- Idham, A. Z., Rauf, W., & Rajab, A. (2024). Navigating the transformative impact of artificial intelligence on English language teaching: Exploring challenges and opportunities. *Jurnal Edukasi Saintifik*, 4(1), 8–14.  
<https://doi.org/10.56185/jes.v4i1.620>
- Kumar, V. V. R., & Raman, R. (2022). Student perceptions on artificial intelligence (AI) in higher education. *2022 IEEE Integrated STEM Education Conference (ISEC)*, 450–454. <https://doi.org/10.1109/ISEC54952.2022.10025165>
- Mananay, J. A. (2024). Integrating artificial intelligence (AI) in language teaching: Effectiveness, challenges, and strategies. *International Journal of Learning, Teaching and Educational Research*, 23(9), 361–382. <https://doi.org/10.26803/ijlter.23.9.19>
- Mandal, R., & Mete, J. (2023). Teachers and students' perception towards integration of artificial intelligence in school curriculum: A survey. *International Journal of Multidisciplinary Educational Research*, 12(7), 95–103.  
<https://doi.org/http://ijmer.in.doi./2023/12.07.93>
- Mandasari, M., Fussalam, Y. E., & Kurniawan, R. (2024). Students' perceptions of the use of artificial intelligence (AI) in English language learning at STIA LPPN Padang. *Journal of Language Education Development*, 6(2), 1–10.  
<https://doi.org/10.18326/rgt.v10i1.878>
- Marsden, E., Crossley, S., Ellis, N., Kormos, J., Morgan-Short, K., & Thierry, G. (2019). Inclusion of research materials when submitting an article to language learning. *Language Learning*, 69(4), 795–801. <https://doi.org/10.1111/lang.12378>
- Meng, F., & Feng, C. (2019). Coping strategies for students' learning anxiety in college English classroom. *4th International Conference on Humanities Science and Society Development*, 328, 210–213. <https://doi.org/10.2991/ichssd-19.2019.42>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications, Inc.
- Moulieswaran, N., & Kumar, P. (2023). Investigating ESL learners' perception and problem towards artificial intelligence (AI) - Assisted English language learning and teaching. *World Journal of English Language*, 13(5), 290–298.  
<https://doi.org/10.5430/wjel.v13n5p290>
- Imran, M. C., Amaliah, N., Rampeng, Syam, N. I., Room, F., & Sage, M.S.D. (2023). The feasibility of artificial intelligences (AI) in speaking skill: Lecturers' perceptions. *IJOLEH : International Journal of Education and Humanities*, 2(2), 135–144.  
<https://doi.org/10.56314/ijoleh.v2i2.172>
- Ningsih, S., Rahayu, A. P., Suryani, N. Y., Martriwati, M., Sholikhah, M., & Khairas, E. E. (2024). Indonesian students' perceptions on the use of artificial intelligence (AI) in English learning. *Proceedings of the 4th International Conference on Linguistics and Culture (ICLC-4 2023)*, 124–132. [https://doi.org/10.2991/978-2-38476-251-4\\_18](https://doi.org/10.2991/978-2-38476-251-4_18)
- Pan, J. (2024). AI-driven English language learning program and academic writing integrity in the era of intelligent interface. *English Language Teaching and Linguistics Studies*, 6(4), 120–135. <https://doi.org/10.22158/eltls.v6n4p120>
- Polese, E. (2023). Multilingual learning: A case study of the role of mindset and language

- resources. *Linguistics & Polyglot Studies*, 9(3), 10–21.  
<https://doi.org/10.24833/2410-2423-2023-3-36-10-21>
- Priantini, N. W. A., Dewi, D. A. A. R., Maharani, A. A. P., Budiarta, I. K., Sawitri, N. L. P. D., & Negi, H. K. (2024). Lecturers' readiness and intentions for AI integration in Indonesian and Indian ELL classroom. *ENGLISH REVIEW: Journal of English Education*, 12(3), 1251–1260. <https://doi.org/10.25134/erjee.v12i3.10034>
- Sharma, V., Saini, U., Pareek, V., Sharma, L., & Kumar, S. (2023). Artificial intelligence (AI) integration in Medical education: A pan-India cross-sectional observation of acceptance and understanding among students. *Scripta Medica (Banja Luka)*, 54(4), 343–352. <https://doi.org/10.5937/scriptamed54-46267>
- Stošić, L., & Malyuga, E. N. (2024). Application of artificial intelligence in language skills testing. *Anglisticum Journal of the Association-Institute for English Language and American Studies*, 4(1), 22–34.  
<https://doi.org/10.58885/ijllis.v13i1.22ls>
- Sumakul, D. T. Y. G., Hamied, F. A., & Sukyadi, D. (2022). Artificial intelligence in EFL classrooms: Friend or foe? *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 232–256.
- Vall, R. R. F. de la, & Araya, F. G. (2023). Exploring the benefits and challenges of AI-language learning tools. *International Journal of Social Sciences and Humanities Invention*, 10(01), 7569–7576. <https://doi.org/10.18535/ijsshi/v10i01.02>
- Xuyen, N. T. (2024). English majors' perceptions of AI tool application in English language learning at tertiary level in Vietnam. *Journal of Knowledge Learning and Science Technology*, 3(1), 179–193. <https://doi.org/10.60087/jklst.vol3.n1.p193>
- Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education – where are the educators? *International Journal of Educational Technology in Higher Education*, 16(39), 1–27. <https://doi.org/10.1186/s41239-019-0171-0>
- Zheng, L. (2022). *Integrating artificial intelligence technology Into ideological and political education innovation by Intelligent Edge Cloud Computing*. 1–21.  
<https://doi.org/10.21203/rs.3.rs-2221384>

## Appendix 1. Questionnaire

### The Blueprint

No	Aspects	Descriptions	Item No
1	AI effect	The effects of AI brought into English language learning.	1-11
2	AI literacy	AI literacy measures the students' perception of their understanding of AI and of their general ability to use AI in their English language learning.	12-15

### The Items

Welcome to the questionnaire on the Perception of Artificial Intelligence (AI)-powered English language learning in Indonesia and India. This questionnaire aims to gauge the English Department students' perceptions on the implementation of AI inserted within English classes in Indonesia and India. AI in English language learning can involve the use of web-based applications or technological tools powered by AI technology such as Google Translate, Plagiarism Checker, Turnitin, Paraphrasing tool, Chat GPT, Duolingo and so forth. Therefore, the use of AI in the online questionnaire items refers to the use of the aforementioned applications. This is not a test, and there are no 'right' or 'wrong' answers. We are interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. All data collected in this survey will be held securely.

Alternative options:

SA : Strongly Agree

A : Agree

N : Neutral

D : Disagree

SD : Strongly Disagree

No	Statements	Options				
A	AI effect	SA	A	N	D	SD
1.	The use of artificial intelligence in education improves the educational environment for learning the English language.					
2.	Artificial intelligence is important to use these days in education to prepare language learners to acquire language learning.					
3.	Artificial intelligence contributes to language development faster.					
4.	Artificial intelligence caters to the needs of all age groups and fosters the ability of language into English language learning.					
5.	Artificial intelligence clarifies many points that the teacher cannot cover in his/her explanation.					

6.	Artificial intelligence fulfils and complements all student language learning needs.					
7.	Artificial intelligence enables students to obtain additional educational support for what the teacher does in the English language classroom.					
8.	Learning through using artificial intelligence will make learning language less terrifying than learning it using the traditional way.					
9.	Artificial intelligence changes the way how students acquire English language skills.					
10.	The teacher's role will diminish when the student uses artificial intelligence to learn the English language.					
11.	The use of artificial intelligence affects the ability to communicate with the teacher.					
B	AI literacy	SA	A	N	D	SD
12.	I know that the use of AI in English language learning can be used to recognize images.					
13.	I can use AI-assisted voice recognition software to search for information in English language learning.					
14.	I can interact with AI assistants via speech recognition (e.g., Siri, Google) in English language learning.					
15.	I am able to use online AI translation tools in English language learning.					

## **Appendix 2. Interview Guides**

1. What are the potential causal factors that you face when implementing/ using AI within English class?
2. What are the challenges that you face when implementing/using AI within English class?

### **Appendix 3. Focus Group Discussion Topics**

1. What are the challenges that you encounter when implementing/using AI within English class?
2. Why do the challenges happen?