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Artificial intelligence assistance in English for communication competence of english for specific purposes

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Abstract: This study scrutinizes the role of artificial intelligence (AI) tools in enhancing English for Communication competence among undergraduate students in English for Specific Purposes (ESP) courses, specifically focusing on students in communication study programs in Indonesia. It examines students' attitudes, perspectives, and experiences with AI tools in improving English communication skills and aims to uncover AI integration's perceived benefits and challenges. A sequential explanatory mixed-methods design collected data from thirty-one undergraduate students using a Likert-scale questionnaire followed by semi-structured interviews to provide more detailed insights. Findings from the descriptive statistical analysis indicate that most students expressed positive reactions to using AI tools to support their communication competence. Students responded with benefits such as personalized learning experiences, real-time feedback, and improved interpersonal communication, public speaking, and business-related communication. However, concerns were raised regarding AI's reliability, data privacy, potential over-reliance on AI, and limited enhancement of creativity and critical thinking skills. In English classrooms, where integrating technology in language learning is increasingly prioritized, these findings suggest that AI tools can be valuable resources for developing communication skills among ESP students. To maximize their benefits, educational institutions should establish clear guidelines, promote critical engagement with technology, and provide adequate instructor support to help students navigate AI-related challenges.

Keywords: AI-assistance tools; English for communication; English for specific purposes; undergraduate students.

A. Introduction

Artificial Intelligence (AI) in education has become increasingly prominent alongside the rapid evolution of technology (Doroudi, 2023). AI advancements have made language learning tools more accessible and effective, leading to better student

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learning outcomes (Mohamed 2024; de la Vall, 2024). Several experts have highlighted the impact of these rapid AI advancements on language learning for students' advantages and challenges. The integration of AI in education has gained momentum due to the growing demand for personalized learning experiences (Popenici & Kerr, 2017). In addition, AI tools offer significant benefits such as tailored instruction, real-time feedback, and data-driven insights for educators (Luckin et al., 2016). They are particularly effective in the form of intelligent tutoring systems, providing personalized learning experiences and immediate feedback (Chen et al., 2020). Although they excel in pattern recognition and data analysis, they may not effectively foster creativity, critical thinking, and higher-order cognitive skills crucial for language learning success. Furthermore, there are accessibility issues to consider, as some students face barriers due to disabilities or limited digital literacy their access to AI-powered language tools (Iniesto & Rodrigo, 2016). Moreover, excessive reliance on AI can lead to a decline in essential language abilities such as handwriting and face-to-face communication which creates Dependence on technology (Hellström, 2024; Zunaidah et al., 2023). Therefore, while AI offers significant benefits, its use in English language learning requires careful consideration to balance its advantages and potential drawbacks. Given these factors, it is critical to discuss the distinctive challenges that undergraduate students face when learning English for communication purposes without the assistance of artificial intelligence.

Conducted as preliminary research, current undergraduate students in higher education frequently struggle to learn English for communication without the support of artificial intelligence (Zhang et al., 2019). These challenges include restricted access to individualized learning tools (Bilad et al., 2023), difficulty receiving timely and focused feedback on their language skills, and difficulties practicing and applying language ideas in real-world scenarios (Huang et al., 2023). Furthermore, Rusmiyanto et al. (2023) explain that students may face difficulties acquiring fluency, accuracy, and confidence in communicating due to a lack of interactive and interesting learning environments that AI tools can provide. As a result, incorporating AI-assistance tools becomes critical to helping students overcome these challenges by providing personalized learning experiences, instant feedback, interactive practice sessions, and immersive language learning opportunities, ultimately improving their English communication competence in ESP courses.

One promising area for utilizing artificial intelligence tools is English for Specific Purposes (ESP), which focuses on developing language skills for specific academic or professional contexts (Anthony, 2018; Dudley-Evans & St. John, 1998). English communication skills are essential for students' career success (Rao 2019; Shumin, 2002). The urgency to incorporate AI tools in English communication courses arises from the need to enhance language learning and skill development. AI-powered tools, including conversational agents and natural language processing (NLP) techniques, offer interactive practice, personalized feedback, and adaptive learning experiences (Chassignol et al., 2018; Fryer et al., 2017; Pokrivcakova, 2019). Despite the potential benefits, integrating AI in English courses presents challenges such as data privacy, over-reliance on AI hindering critical thinking, and limited cultural understanding of AI systems (Luckin et al., 2016; Fryer et al., 2017).

English for Communication (EC) is a crucial aspect of language learning that emphasizes the practical application of English in various communicative contexts. The urgency of EC stems from the increasing globalization and the need for effective communication skills in personal, professional, and academic domains (Richards, 2006). EC encompasses many areas, including interpersonal communication, public speaking, business communication, academic writing, and cross-cultural communication. It focuses on developing listening, speaking, reading, and writing skills, as well as fostering an understanding of cultural nuances and appropriate language use. In EC, students engage in activities that simulate real-life situations, such as role-plays, discussions, presentations, and project-based learning. These activities provide opportunities for learners to practice and improve their communicative competence in a supportive and interactive environment (Savignon, 2018). Furthermore, the learning process in EC incorporates Artificial Intelligence (AI) technologies, enabling students to benefit from personalized learning experiences, adaptive assessments, and intelligent tutoring systems (Chapelle, 2021).

The use of AI tools in English for communication courses offers several benefits. Firstly, it provides personalized learning experiences tailored to individual needs and proficiency levels (Luckin et al., 2016). Students can receive immediate and consistent feedback on their language production and errors (Fryer et al., 2017). This feedback mechanism not only helps in correcting mistakes but also contributes to continuous improvement. Moreover, AI tools in such courses increase student engagement and motivation. The interactive and adaptive learning environments they create enhance

the learning experience (Chassignol et al., 2018). In addition, Wei (2023) found that students can access extensive language resources and practice materials to aid their language development.

While many researchers are becoming more interested in using AI for general English learning (Soelistyowati et al., 2024; Lee et al., 2024), there is still little information in understanding what students think about these tools in English communication (EC) classes. While some studies look at how well AI helps with different language skills, there have not been enough detailed looks at what students think about AI in EC classes (Zhai & Wibowo, 2023). Meanwhile, several previous research has explored the use of AI in various educational settings, there is a gap in understanding students' attitudes and perspectives toward the use of AI tools specifically in English for communication courses within the ESP context. Despite these benefits, scholarly exploration into students' perceptions of AI integration in English communication conducted at higher education in Indonesia remains limited. Understanding these perceptions is crucial for optimizing AI's role in the ESP context. Understanding students' perceptions and experiences is crucial for effectively implementing and adopting these tools.

This research explores students' attitudes and perspectives toward the use of AI tools in learning English for communication within an English for Specific Purposes (ESP) course. The research focuses on examining students' attitudes toward using AI in learning English for Communication competence. It also investigates the positive impacts, benefits, and challenges associated with using AI to enhance communication skills. In addition, it explores the specific challenges students face when using AI tools to develop their English communication competence.

By addressing this research gap, the study will contribute to the body of knowledge in the field of AI in education and provide valuable insights for educators, course designers, and AI developers to create more effective and engaging learning experiences for students in English for communication courses.

B. Method

This study employed a sequential explanatory mixed-methods design to examine students' attitudes, perceived benefits, and challenges regarding using AI tools in an English for Specific Purposes (ESP) course focused on English for Communication. This

design was chosen for its capacity to offer a thorough understanding of the research issue by first gathering and analyzing quantitative data, followed by qualitative data collection and analysis to clarify or expand on the quantitative findings (Creswell & Clark, 2018). The sequential explanatory method was particularly beneficial for interpreting unexpected or significant quantitative results through qualitative follow-up, leading to a more comprehensive understanding of the research phenomena. The research was conducted over one month in early February 2024 by spreading the online questionnaires and face-to-face interviews with students in an offline setting.

In the initial stage, a close-ended questionnaire with Likert-scale items was used, adapted from previous studies and theoretical frameworks (Chun et al., 2016; Kim et al., 2021; Sharadgah & Sa'di, 2022; Huang et al., 2023). This survey examined various dimensions of AI integration in ESP, such as attitudes toward interpersonal communication, public speaking, business communication, and perceptions of personalized feedback and support. Responses were rated on a five-point Likert scale, ranging from strongly disagree to strongly agree. The sample consisted of thirty-one undergraduate students (22 females, 9 males) from a state Islamic university, selected through purposive sampling based on their participation in the English for Communication ESP course.

The second stage involved semi-structured interviews with open-ended questions delivered and posed to the same group of participants. This phase aimed to gain more detailed insights and explanations regarding their questionnaire responses. It offered a deeper understanding of the quantitative findings and captured nuanced perspectives not visible through Likert-scale responses alone (Creswell & Creswell, 2017). Combining both quantitative and qualitative methods enabled a richer exploration of students' experiences with AI tools within their ESP learning environment.

Data analysis included multiple stages of quantitative and qualitative analysis. Descriptive statistics were used to analyze quantitative data, identifying patterns and trends in student responses. Qualitative data were analyzed through thematic analysis to identify recurring themes and patterns, providing further insights into the quantitative results. This integrated approach allowed for a broad overview via quantitative data and detailed understanding through qualitative insights (Dörnyei & Taguchi, 2010).

Several validation strategies were applied to ensure the study's rigor and quality. Experts reviewed the quantitative instrument to confirm content validity, while member checking was used in the qualitative phase to verify accurate interpretation. The expert's review for validation came from one of the lecturers of Yogyakarta State University. The result showed that the instruments were acceptable to be delivered after being revised. The triangulation of data sources strengthened the validity of the findings, and the clear documentation of the research procedures supported the reliability of the study (Pallant, 2020). The mixed-methods approach thus established a solid framework for examining students' attitudes and experiences with AI tools in ESP learning, facilitating both statistical insights and in-depth, descriptive findings.

C. Result and Discussion

The findings of this study address three research questions related to students' attitudes toward and the impact of AI assistance in learning English for communication. First, the findings reveal students' overall attitudes toward the use of AI tools. Second, they demonstrate the potential benefits of using AI assistance tools. Third, they highlight the challenges or drawbacks of using AI tools in this context. Finally, the findings are summarized and discussed alongside relevant supporting theories and previous research.

The researcher initially investigated several kinds of artificial intelligence tools utilized by the respondents to assist their learning of English for communication competence within and outside the classroom process.

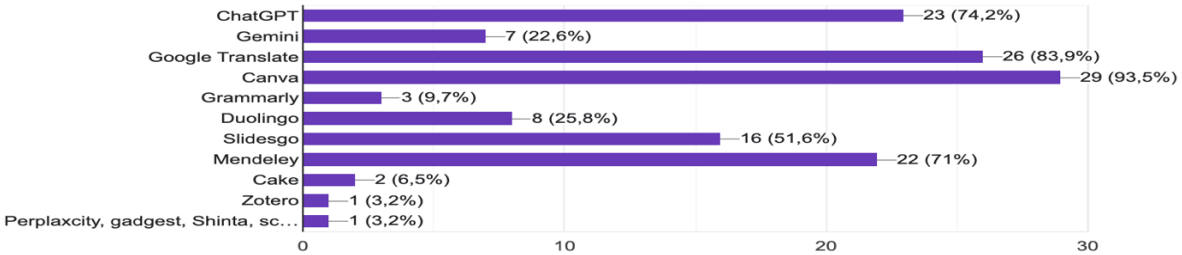

Figure 1. Questionnaire Results on AI tools used by the respondents

Based on the graph on Figure 1, it highlights a significant reliance on AI tools like Canva, Google Translate, and ChatGPT among undergraduate students, reflecting their importance in academic and communication tasks within English for Specific Purposes (ESP) courses. The varied usage rates of different tools provide insights into students'

preferences and the potential areas where AI assistance could be further integrated to enhance learning outcomes.

1. Overall attitudes towards the use of AI in learning English for competence

The following results indicate respondents' attitudes or reactions regarding the use of artificial intelligence tools in their learning process.

Table 1. Questionnaire results on attitudes towards the use of AI in learning English for competence

Statements	Mean	Mode	Percentage
I respond positively to the help of AI tools in learning English for Communication	4,06	4	74%
I believe that AI tools can enhance my learning experience and complement teaching and learning in English for Communication	3,87	4	64%
I am excited about the potential of AI-assistance tools to provide feedback and support in improving my English communication skills.	4,00	4	77%
I am worried and do not believe in the reliability and accuracy of AI tools in providing accurate answers.	3,20	3	46%

The Table 1 indicates that most students (74%) have a generally positive attitude towards using AI tools in the English for Communication course. A large number of students (77%) believe these tools enhance their learning experience, provide valuable feedback, and supplement traditional teaching methods. These findings align with Elaish et al. (2019), who identified that while students favor AI-assisted language learning. Similarly, Chan and Hu (2024) found that higher education students in Hong Kong appreciate Generative AI for its personalized learning support and writing assistance.

However, other students (46%) express concerns about the dependability and accuracy of AI tools in providing precise answers to their questions. This issue has been gained in various studies. Ocampo et al. (2023) noted that AI tools like ChatGPT in scientific writing classes risk providing incorrect information and inducing bias. These concerns highlight the need for further research and development to enhance AI performance in EFL learning, particularly in linguistically diverse and complex settings. Sharadgah and Sa'di (2022) stressed the importance of adequate training and support for both students and instructors when integrating AI tools into language learning environments.

2. Potential benefits of AI tools to assist students' communication competence

a. It improves interpersonal communication

The results of the questionnaire on the role of AI-assistance tools in interpersonal communication in English for Communication Competence class are presented in Table 2.

Table 2. Questionnaire results on interpersonal communication improvement

Aspect	Mean	Mode	Percentage
With the help of AI, I can learn how to write and make speeches related to success, adversity, and birthdays, to friends or colleagues.	3.90	4	62%
With 'AI's help, I don''t think AI can gain knowledge of appropriate language and expressions to build and maintain communication among friends or colleagues.	3.38	2	43%
With the help of AI, I can ask questions and answer in English related to the material in the English class to the lecturer and friends.	4.05	4	73%
With the help of AI in translation or pronunciation, I practice speaking informal expressions in English.	4.00	4	72%
With the help of AI, I cannot complete class projects that require me to communicate with group members.	3.20	2	66%

The results of the questionnaire on the role of AI-assistance tools in interpersonal communication in English for Communication Competence class show that over half of the students (73%) agree that AI can help them ask questions in English related to the material in the English class to the lecturer and classmates. Furthermore, students noted that AI can provide essential basic information that needs to be verified independently and help them find the right words for assignments. Students appreciated AI's ability to simplify and exemplify content, making learning more efficient and comprehensible. As one student remarked,"*If a lecturer or friend asks me a question in English, before I speak, I will also look up the answer using AI and translate it into English*" (MR, overall attitude, February 17, 2024). These findings are consistent with the study by Chun et al. (2016), which found that students perceived AI-assisted language learning tools as beneficial for improving their conversational skills and interpersonal communication abilities.

Below this top tier, many students (72%) also agree that AI helps them practice speaking informal expressions in English through translation or pronunciation assistance. Most students (66%) disagree that AI cannot provide knowledge of appropriate language and expressions to build and maintain communication among friends or colleagues. Supporting these findings, several students shared their perspectives in the open-ended responses.

One student mentioned, "*AI helps me understand foreign language texts for translation, and it also facilitates the search for meanings and pronunciation of vocabulary that still sounds unfamiliar in my head*."(MP, personal communication, February 16, 2024).

Further responses emphasized AI's practical applications in different contexts. One student noted, that sometimes, he uses Canva to create birthday greetings for friends when assigned tasks within an organization. This underscores the capabilities of AI tools in both academic and organizational settings. Another student shared, "*Sometimes I want to know how to pronounce words or sentences using Google Translate or DeepL to practice dialogues in introductions or just practicing conversations with foreigners*." (KN, personal communication, February 17, 2024).

This perspective highlights the use of AI for enhancing pronunciation and conversational skills, crucial for effective interpersonal communication. Hakim and Rima (2022) and Zou et al., (2023) both found that students perceive AI chatbots and speaking apps as beneficial for improving their communication skills, particularly in asking questions and practicing informal expressions.

b. It enhances students' public speaking

The results of the questionnaire on the role of AI-assistance tools in English for communication competence in public speaking improvements are presented in Table 3.

Table 3. Questionnaire results on public speaking improvement

Aspect	Mean	Mode	Percentage
AI can enhance my public speaking ability by providing feedback on my request.	3.48	3	46 %
With the help of AI, I can practice English pronunciation for my public speaking and presentation skills.	3.81	4	64 %
With the help of AI, I can get suggestions for improving the structure, flow, and organization of my presentations, speeches, and remarks.	3.73	4	57%
With the help of AI, I learn from the feedback given by AI regarding body language, gestures, and eye contact before I present or give a speech.	3.14	3	36 %

The questionnaire aimed to assess the impact of AI-assisted tools on English communication skills, specifically focusing on public speaking proficiency within an ESP class. The quantitative findings indicate that the majority of students (64%) perceive AI as significantly beneficial for practicing English pronunciation. This response underscores a widespread belief in AI's effectiveness in pronunciation

improvement, especially in the context of public speaking. Moreover, 57% of students expressed moderate agreement that AI contributes to the structure and organization of their presentations.

The interview results provide additional depth to these perceptions. For instance, students shared that AI tools help them understand foreign language texts, especially for translation purposes, and assist in finding meanings and correct pronunciation for unfamiliar vocabulary. One student stated, "*AI helps me understand foreign language texts for translation, and it also facilitates the search for meanings and pronunciation of vocabulary that still sounds unfamiliar in my head*." (SD, personal communication, February 16, 2024).

This finding highlights AI's role as a language-learning aid, enabling students to overcome comprehension and pronunciation challenges. Aligning with the quantitative finding that AI aids in improving the structure and organization of presentations. Furthermore, several students mentioned that AI has positively impacted their confidence in communication, allowing them to feel more comfortable presenting and interacting with others. One student said, "*It can increase confidence levels in presenting and communicating with others*."(AS, public speaking, February 16, 2024). This feedback emphasizes that by refining language skills and enhancing presentation abilities, AI tools contribute to increased confidence levels, ultimately benefiting 'students' public speaking performance.

AI-assisted tools hold significant potential in enhancing students' public speaking skills, a critical aspect for communication professionals and workplace success. These tools can significantly aid in pronunciation practice and improve presentation structure and organization, leading to heightened confidence in communication. Research by Chen et al. (2022) and Vančová (2023) highlights the potential of AI-assisted tools in significantly improving students' public speaking skills, particularly in pronunciation practice and presentation structure and organization. Chen et al., (2022) also emphasizes the role of these tools in boosting students' confidence. In addition, studies by Zou et al. (2023) suggest that AI-speaking apps with social network-based interaction can effectively enhance English-speaking skills that can be implemented in ELT practices in Indonesian schools, while research by Nguyen (2022) demonstrates the positive impact of integrating technology such as PowerPoint, YouTube, and Speech Recognition Software on students' speaking abilities. These findings collectively underscore the

transformative potential of AI-assisted tools in enhancing students' communication skills, particularly in public speaking contexts.

c. It gives insights and knowledge about business and work communication

The benefits of AI tools in business communication were assessed across five aspects. The results are presented in Table 4.

Table 4. Questionnaire results on business and work improvement

Aspect	Mean	Mode	Percentage
With the help of AI, I am able to enhance my insights and learn about effective communication strategies for negotiations, meetings, and interactions with clients. (Oral communication)	3.9	4	60%
With the help of AI, I found it helpful to practice creating several business and work documents such as job application letters, promoting projects or products, activity accountability reports, and other business documents. (Written communication)	3.58	3	54%
With the help of AI, I learned guidance on appropriate tone, language, and format for interactions with colleagues in work.	3.42	3	46%
With the help of AI, I was able to gain insight and knowledge related to the projects of papers, reports, and articles in the communication program in class.	4.00	4	64%
AI tools can help me practice real-world communication scenarios relevant to my professional or academic domain.	3.48	3	48%

The benefits of AI tools in business and cross-cultural communication were assessed across five key areas. Quantitative findings show that a substantial number of students (64%) found AI tools to be highly beneficial for gaining insights and knowledge for academic projects, such as papers, reports, and articles in communication-related fields. Additionally, over half of the students (60%) agreed that AI tools helped improve their understanding and communication strategies for negotiations, meetings, and client interactions. Furthermore, 54% of students moderately agreed that AI tools were useful for practicing the creation of various business documents, including job application letters, promotional materials, and accountability reports. These findings indicate a broad acceptance of AI's utility in enhancing both academic and professional communication skills, especially in structured tasks and document preparation.

The interview results further illustrate these perceptions, highlighting AI tools' convenience and practical benefits. One student shared how they use multiple AI tools to support their work, saying, "*I use Canva for creating negotiation and promotional product posters, and for the content, I use ChatGPT to generate ideas which I then translate and improve on my own*."(AS, work-related communication, February 16, 2024).

This response reflects how AI tools facilitate content creation and design, aligning with the survey findings that point to AI's role in enhancing task efficiency and effectiveness in communication. Another student expressed the ease that AI tools bring to academic tasks, stating, "*AI makes it easier to complete assignments. In my class, AI helps generate content ideas for assignments, understand theories in more detail, and provide easy-to-understand examples*." (HI, work-related communication, February 16, 2024). The AI tools aid in the completion of academic projects and enhance communication skills by offering resources that simplify complex concepts.

The use of AI tools in business and cross-cultural communication is significantly beneficial. Ransbotham (2021) highlights the cultural benefits of AI in the enterprise, while Azarova (2020) discusses the pragmatic and ethical effects of AI applications in professional communication. Esplugas (2023) and Getchell et al. (2022) both emphasize the potential of AI to enhance academic and business communication, respectively, while also acknowledging the need for a balanced approach and ethical considerations. These studies collectively underscore the potential of AI tools to improve communication strategies, enhance understanding, and facilitate the creation of various business practices in ESP learning.

3. Challenges of using AI-assistance tools in learning English for communication

The challenges of using AI-assistance tools in learning English for communication have been explored. The primary focus was to identify the concerns and difficulties faced by students in this context. The findings are summarized in the table below. The results offer valuable insights into the students' perspectives on using AI tools in their language learning process.

Based on the individual data points provided, here is the analysis of the questionnaire:

Table 5. Questionnaire results on challenges of using AI tools in learning English for communication

Aspect	Mean	Mode	Percentage
Reliability and accuracy concerns and privacy concerns	3.87	4	62%
Excessive Dependence hindering critical thinking	3.93	4	64%
Difficulty integrating AI tools effectively	3.33	3	41%
Limiting human interaction and collaboration	3.73	4	55%
Difficulty navigating and using AI outputs in communication	3.47	3	45%

The Table 5 presents the results of a questionnaire on the challenges of using AI-assisted tools in learning English for communication. The quantitative findings indicate that concerns about excessive Dependence on AI tools and the potential reduction of critical thinking skills were prominent among students, with a majority (64%) highlighting this as the most significant issue. This response suggests a strong apprehension about over-reliance on AI tools and its possible impact on 'students' cognitive development. Another major challenge, noted by 62% of students, was the reliability and accuracy of AI tools, with concerns around potential biases or inaccuracies in AI outputs. Privacy issues were also rated as significant, reflecting students' consistent concerns about data security when using AI for educational purposes. In contrast, challenges related to navigating and using AI outputs were considered less significant. Although acknowledged, this aspect was perceived as a lower priority compared to other issues.

The interview results provide additional insight into these challenges, offering specific examples of students' perspectives. One student expressed concerns about over-dependence on AI, stating, "*I worry about becoming dependent on using AI, making me too lazy to think. However, it would be better if we could collaborate our thoughts with AI technology to make things easier and better*." (SL, challenges, February 17, 2024).

This reflects a common sentiment that while AI can offer valuable assistance, over-reliance could potentially hinder independent thinking. Another student added, "*Becoming dependent and lazy to think is a habit of not directly searching through books*." (A, challenges, February 17, 2024). Similarly, a concern for cognitive development was noted by another student who remarked, "*Making AI a place to think without having to think critically hinders brain development and fosters a fear of becoming dependent*." (A, challenges, February 17, 2024).

These responses highlight a shared belief that while AI has its advantages, it should be used carefully to avoid diminishing students' critical thinking abilities.

In addition to cognitive concerns, reliability, and accuracy were also widely questioned. One student shared apprehensions regarding AI's potential to stifle creativity and expressed privacy concerns, stating, "*Regarding AI accuracy and others, it risks eliminating ' 'someone's creativity and has privacy issues*." (RP, challenges, February 17, 2024).

These remarks underscore a broader skepticism around AI's reliability and the risks associated with personal data security, resonating with the quantitative finding that reliability and privacy are notable concerns for many students.

Students also expressed moderate concerns about the impact of AI on human interaction, with 55% indicating that reduced social interaction and collaboration were challenges. One student explained, "*Dependence on gadgets rather than interaction with others in the real world. Because it feels more enjoyable and easier to use AI*." (DT, challenges, February 17, 2024).

Another student commented on AI's potential effect on creativity and honesty, saying, "*AI can also make students lazy to think critically and creatively and be dishonest in doing assignments. The negative effect is becoming dependent, making students always rely on AI to answer questions and complete tasks*." (DA, challenges, February 17, 2024). These responses illustrate the perceived risk of AI potentially reducing genuine human engagement and critical problem-solving skills.

The above mentioned results highlight significant student concerns about excessive Dependence on AI tools lowering critical thinking, with varied opinions reflecting broad worries about over-reliance, leading to laziness and reduced direct engagement with books. Crompton (2024) and Makeleni et al. (2023) similarly highlight challenges such as technology breakdowns, limited capabilities, and the risk of laziness among both students and lecturers. Research has shown that AI tools have drawbacks, especially in fostering critical thinking. For instance, Gandimathi (2019) found that students who engage in critical thinking can enhance their English language skills. However, excessive reliance on AI tools can diminish this ability. Mukhallafi (2020) noted a low level of employment of AI strategies for teaching English, suggesting potential overreliance on these tools. Likewise, Viktorivna et al. (2022) expressed concerns about the loss of spontaneity and creativity in language learning when using AI. These concerns indicate that while AI can serve as a powerful aid, it is essential to maintain human engagement, especially through teacher interaction, as a vital component in the learning process. The research underscores the importance of teachers as facilitators of content and as essential figures who encourage deeper thinking, spontaneity, and real-time feedback that AI currently lacks (Zawacki-Richter et al., 2019; Kohnke, 2020).

Furthermore, reliability and accuracy issues and privacy concerns are significant, whereas navigating AI outputs is deemed less critical. Curzon (2021) emphasizes the

privacy risks posed by AI, highlighting the need for targeted privacy-enhancing tools. Similarly, Su et al., (2019) and Bi (2020) point out drawbacks such as the reliability and accuracy of AI output, particularly in English writing evaluation and translation. Additionally, students report moderate challenges in integrating AI tools effectively and concerns about limiting human interaction and collaboration, with AI potentially making students lazy and dishonest. The importance of human interaction cannot be overlooked here. Teachers play a crucial role in guiding students on using AI as a supplement rather than a replacement. By fostering a balanced integration in learning, teachers can help students build digital literacy and critical thinking skills that support collaboration and ethical use of AI (Ramakrishnan et al., 2024). For instance, Jane et al., (2024) emphasize that the richness of human interaction offers nuances that AI alone cannot provide, such as empathy, adaptive questioning, and spontaneous feedback, which are invaluable for language development and personal growth. One key drawback is the potential for AI to limit human interaction, as it may not provide the same richness of interaction as human peers (Gallacher, 2018). This limitation can lead to a lack of spontaneity and creativity in language learning (Viktorivna, 2022).

In summary, while AI-based learning brings valuable resources, it should be integrated with significant teacher involvement to balance its impact on students' skills development. Teachers can help create an environment where AI acts as an aid in the learning process rather than as a substitute, ensuring students remain actively engaged and critical in their thinking. This blended integration leverages AI's strengths, like personalized support, while maintaining the irreplaceable role of human connection and guidance, which research suggests is crucial for effective learning outcomes (Popenici, 2017). The most significant challenges identified are excessive dependence on AI tools and reliability and privacy concerns.

D. Conclusion

This study sought to investigate undergraduate students' attitudes and perspectives on the use of AI tools to improve English for Communication competence in English for Specific Purposes (ESP) courses. It also sought to determine the benefits and challenges of incorporating AI into these courses. The results revealed that students had a generally positive attitude toward AI tools when learning English for communication. They recognized and experienced AI's ability to provide personalized learning experiences, real-time feedback, and improved communication skills in

various contexts, including interpersonal communication, public speaking, business communication, and cross-cultural interactions. However, several concerns have been raised about AI's dependability, data privacy issues, and the risk of over-reliance, which may hinder critical thinking and creativity. The small sample size of thirty-one students from a single university limits the generalizability of the findings, as these perspectives may not represent the diversity of experiences and backgrounds across broader student populations.

Nonetheless, the study's implications for English language teaching (ELT) are significant. It emphasizes the importance of taking a balanced approach to AI integration in language learning, advocating for maximizing AI benefits while mitigating potential drawbacks through training, clear guidelines, and human instructor involvement. Collaboration between curriculum designers and AI developers is essential for creating engaging learning experiences that foster critical thinking, creativity, cultural sensitivity, and language skills. Future research recommendations should include large-scale studies of diverse student populations and educational settings. Continuous research, evaluation, and adaptation are critical to responsibly integrating AI in language education for the best student learning experiences.

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