



STUDENTS' EXPERIENCE AND ATTITUDES ON THE USE OF AI TOOLS IN FOREIGN LANGUAGE LEARNING IN HIGHER EDUCATION

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Abstract:

Some 60 years after AI technology was first introduced in education, technology based on artificial intelligence is reshaping the educational process so much that we are now exclusively talking about "smart education." Researchers, together with teachers at all levels of study are now focused on improving their understanding of AI technology in order to adequately respond to Gen Alpha's educational needs. This paper aims at providing insight into students' attitudes towards integrating AI tools in language classrooms at a university level. An online questionnaire was used to collect data on demographic characteristics, frequency of use, actual use of AI tools for language learning purposes, ethical aspects of the use of AI tools in LL and future intentions in relation to the use of AI tools in LL. The results show a very high frequency of AI use for English language learning with the most common purpose being better understanding of grammar rules and grammar check in a student-written text (assignment); while the majority of students intend to use AI technology throughout their studies and future work, most of them do not see AI tools occupying the place of the language teacher nor do they find them more efficient in terms of knowledge transfer. The obtained results contribute to a better understanding of students' current familiarity, use and attitudes towards the application of AI in LL thus offering valuable information needed for an effective and efficient integration of AI in language learning in higher education.

Keywords:

Artificial Intelligence, Language Learning, Student Use, Student Attitude, Technology.

INTRODUCTION

Modern technologies have become an integral part of various aspects of society including economy, healthcare system, communication, education and so on. Moreover, technology and in particular artificial intelligence has transformed ways people plan, execute, assess and revise different processes and the educational sector is no exception. With the help of AI technology, teachers move from the position of "transmitters of knowledge" to that of facilitators of the learning process and are able to fully personalize the learning process so that it matches students' needs, learning styles and preferences. Still, with numerous disadvantages associated with the "heavy" use of AI in education, teachers are faced with

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challenges related to ethical issues, data privacy, digital equity, high level of dependency and a drop in the level of students' independence in the learning process. Successful integration of AI technology in the educational process thus requires significant institutional efforts (infrastructure and resources, data protection policies, transparency and accountability policies, teacher training, etc.) and teacher/trainer efforts (devising appropriate learning procedures and materials which are aligned to the learning outcomes in a particular context, creating a safe environment in which students feel confident to use AI tools and to adopt a critical mindset towards AI generated content, etc.). However, we must not forget students' role in this process; namely, it is said that students' "willingness to adopt AI-driven tools can significantly impact the effectiveness of these technologies in educational settings" [1]. With students playing the central role in the learning process we first must strive to understand their experience and knowledge together with their attitudes on the use of AI in education and in this case – the use of AI tools in foreign language learning and teaching. The findings of this study can help policymakers and language teachers, in particular, devise, execute and evaluate teaching activities that are aligned with students' needs and demands of current times.

2. DEFINING AI AND GEN AI

Artificial intelligence can be defined as "computer systems that can perform tasks that typically require human intelligence, such as problem-solving, learning and decision – making" [2]. European Commission proposes a definition of AI as "systems designed by humans that, given a complex goal, act in the physical or digital world by perceiving their environment, interpreting the collected structured or unstructured data, reasoning on the knowledge derived from this data and deciding the best action(s) to take (according to pre-defined parameters) to achieve the given goal" [3].

As AI technology has massively developed and become much more accessible and accepted in different sectors in recent years, it is important to understand the difference between different types of AI technology that now exist. Generative AI (GEN AI), which is considered the most innovative of all types of AI, is any type of machine that relies on the use of ML (machine learning) models to perform complex tasks thus generating new content [4]. Traditional, predictive and conversational AI are other types of AI – traditional AI encompasses both predictive and conversational AI and is mostly used for optimisation and automatization of processes

(such as production process, data processing, image recognition, etc.); predictive AI is good at analysing past behaviour (data) in order to identify patterns and based on it, form predictions on future outcomes and behaviour. Conversational AI (while relying on ML models as GEN AI) is mostly used with conversational agents ("software systems that mimic interactions with real people" [5]). GEN AI is said to be superior to any other type of AI as it goes beyond fixed algorithms, simple predictions and audio responses that correspond to human speech. GEN AI is able to learn from the feedback it receives and provide its users with output that is unique and superior to that generated by other types of AI.

2.1. USE OF AI TECHNOLOGY IN HIGHER EDUCATION

From programmed instruction in the 20-th century to Intelligent Tutoring Systems (ITS), AI platforms specialized in educational analytics and implementation of AI tools in Project Based Learning (PBL) [6], AI tools have significantly transformed and continue to alter the educational environment. Namely, artificial intelligence has become such an indispensable tool in the educational process that we today have an entire interdisciplinary field called Artificial Intelligence in Education (AIEd). Some authors define AIEd as a "powerful educational tool capable of adapting to individual student needs and optimising the learning environment" [7]. The Strategy for the Development of Artificial Intelligence in the Republic of Serbia for the Period 2025-2030 points out the importance of modernization of the educational process and training of teaching staff in relation to the use of AI technology in the teaching process. This proves the perceived value of the implementation of AI in the educational process. In other words, AI is considered to be a key trigger of a large-scale transformation of the educational process as it enables personalized learning, enhancement of teaching practices all the while preventing discrimination and not jeopardizing human role in the teaching process [8].

Current trends on the use of AI technology in higher education show a transition from mere theory to practical applications in both teaching, learning and administrative functions [6]. *Jill Watson* – a Virtual Teaching Assistant (powered by ChatGPT) developed by Georgia Tech's Design Intelligence Lab is just one example of assistive technology. Namely, this tool notably enhances overall student learning experience in an online classroom setting as it provides personalized answers to students' questions based on the provided syllabus and course materials (including audio, video and text materials). [9], and [10]



demonstrate the effectiveness of AI tools in enhancing students' academic performance. Moreover, AI's effectiveness is proven even in cases in which the AI tool is a "less knowledgeable peer that students teach" [11]. [12] and [13] show how teachable agents (TAs) act as tools which facilitate the *learning by teaching* method; to be more precise, these studies prove that students who taught a specific task to a TA were more motivated in their work and performed better (received a higher grade) than those students who didn't interact with a TA.

2.2. AI TOOLS AND LANGUAGE LEARNING AND TEACHING

Language learning has evolved so significantly that traditional methods are now changing in order to accommodate for the extensive use of technology in language teaching and learning. GEN AI is said to be particularly useful as it enables customization of any learning environment making the learning/teaching process as effective as possible. The chatbot ELIZA (1966) was among the first GEN AI tools used in language learning (as a paraphrasing tool); today, GEN AI tools perform both simple and complex tasks related to language education including translation, speaking practice and pronunciation training, spelling and grammar correction and production of human-like texts, pictures, videos, audio materials, etc. By simply imputing detailed instructions into a GEN AI tool such as Google Gemini, ChatGPT or Runway Gen-3 on what needs to be generated, language teachers can save valuable time on preparing authentic materials. A plethora of available GEN AI tools including previously mentioned chatbots, speech recognition software (ex. Amazon Alexa), adaptive learning platforms (ex. TalkPal) and virtual reality environments (ex. Noun Town) enable the enhancement of several language skills simultaneously. Studies by [14] and [15] prove the efficiency of AI tools in enhancing speaking and listening skills, while [16] and [17] do the same for reading and writing skills, respectively. Several studies prove the efficiency of GEN AI tools in grading and providing instant feedback wherein feedback practices now become a student-centered experience; in this case, AI tools become proper learning-assistants as they help students become more aware of the rules behind their mistakes and apply the received feedback more independently [18]. This way students are able to "positively connect with the language they are learning" [18] and ultimately develop stronger metalinguistic awareness.

The benefits of applying GEN AI tools in the language learning and teaching process are numerous, but in order for the process to be successful, educators must first address the attitudes and knowledge that students have on AI and GEN AI tools and their use in the learning process. While students of today belong to a Gen Alpha and are, ultimately, quite familiar with modern technology, it is important to remember that students come from different backgrounds, apply different learning styles and respond differently to challenges related to the use of AI. By examining students' attitudes and knowledge on GEN AI, this study aims to provide insights into how students perceive this technology in the LL process and what factors affect their acceptance or disapproval. This is the first step in creating an inclusive, sustainable and AI-integrated language learning environment that fully caters to the students' needs and understanding the true effect of these tools on the educational outcomes.

3. METHODOLOGY AND THE RESULTS OF THE RESEARCH

The study employed a qualitative and quantitative research method. The data were collected via an online semi-structured survey questionnaire distributed to first year students of Academy of Applied Studies Southern Serbia – Department Higher Business School Leskovac. A total of 32 students from three study programs (Finance, accounting and banking, Business Management and Business Informatics and e-business) took part in the research conducted in January 2026, at the end of the winter semester 2025/26 (during which they attended the course Business English 1). The questionnaire was adapted from "The Attitude Scale of Language Learning with Artificial Intelligence (MALL:AI)" developed by Aydın Yıldız [19] due to its validity and reliability in measuring the attitudes of higher education language learners towards the use of AI tools in the LL process. The questionnaire was divided into 4 sections – 1) demographic data, 2) knowledge and use of (GEN) AI tools in LL process, 3) attitude towards the use of (GEN) AI in LL process and 4) future intentions/plans and ethical considerations (academic integrity) in relation to the use of (GEN) AI in LL and learning in general. As we were interested in gathering information on students' actual (not intended) use of the above stated tools, we prepared our own items for this particular section.



Relying on previous experience and observed student behaviour during the course Business English 1, we added one final (open-ended) question in order to gain a deeper understanding of students' experience, attitudes and perceptions, as well as perceived pros and cons of using GEN AI in LL.

The majority of respondents are between 18-35 years of age (87.5%); 53.1% are female and 46.9% are male. In terms of their own assessment of level of English language knowledge, the distribution of answers is quite equal: 18.8% (A1 level), 21.9% (A2), 28.1% (B1), 21.9% (B2). Only 3 students believe to have a C1 level of English language knowledge.

In terms of students' knowledge of, frequency of use and manner of use of some of the most well-known GEN AI tools, the obtained results show that the majority of students often use GEN AI tools (40.6%) while 21.9% and 15.6% use these tools for language learning quite often and every day respectively. Only 3 students (9.4%) said that they have never used these tools for language learning purposes. We asked students to state which of the GEN AI tools that are often used in relation to LL do they use the most. The results are presented in Table 1.

The obtained data show a great popularity of chatbots which can be attributed to their accessibility and ease-of-use as well as to the popularity that this particular GEN AI tool is currently enjoying due to its

high responsiveness. Translation tools such as Google Translate come second reflecting the students' ongoing need to use translation for clarifying and acquiring new lexical items; on the other hand, chatbots now have an integrated translation capabilities so that students can directly enter a text they wish to translate into a chatbot rather than Google Translate or similar website. Apps with AI tutors seem to be less popular with the surveyed participants as well as grammar check and paraphrasing tools (which are, in many cases, also imbedded in chatbots). Only 1 student reported not to have used any of the stated GEN AI tools. We additionally asked students for which type of LL tasks do they mostly use GEN AI tools. 46.9% of the students said that they used GEN AI tools to perform complex tasks such as writing essays, preparing roleplay dialogues, etc., 31.3% of the students reported using GEN AI tools for medium-level tasks (grammar check) and 15.6% of the students reported using GEN AI tools for simple tasks such as translation of a single word or a phrase and similar. 2 student said that they did not use GEN AI tools for any of the stated tasks. To further understand the use and frequency of use of GEN AI tools in LL purposes, students were asked to mark how often they use GEN AI tools to perform certain LL tasks (5-point scale). The results are presented in Table 2.

Table 1. GEN AI tools students use for LL purposes

GEN AI tools used	Number of students using the GEN AI tool
Chatbots (ChatGPT, Google Gemini and Claude)	18
Translation tools (Google Translate)	5
Apps with AI tutors	4
Grammar check and paraphrasing tools (Grammarly, Quillbot)	1
All of the above	3
None of the above	1

Table 2. Use and frequency of use of GEN AI tools in language learning

Use of GEN AI (statements)	Never	Rarely	Sometimes	Often	Every day
I use GEN AI to write texts	2	10	13	7	/
I use GEN AI to ask for additional explanation in relation to grammar rules I did not understand in class (grammar)	1	5	15	10	1
I use GEN AI tools for speaking practice	8	4	13	4	3
I use GEN AI tools to generate sample sentences containing vocabulary covered in class (vocabulary improvement)	4	6	12	5	5
I use GEN AI tools for automated completion of online tests and quizzes	14	8	7	2	1
I use GEN AI tools for translation purposes	7	4	12	5	4
I use GEN AI tools to summarize long texts in other languages	5	12	11	3	1
I use GEN AI to proofread my own writing	5	7	13	4	3



The obtained results show that surveyed students mostly opted for the “sometimes” option for all outlined GEN AI uses in LL. Nearly 78 % of students said that they sometimes and often use GEN AI tools to ask for additional explanation of grammar rules that were discussed in class (15 students chose “sometimes” and 10 students “often”). Another “popular” use of GEN AI tools is for vocabulary improvement i.e. generating sentences containing vocabulary covered in class which might be related to homework assignments that students often have in relation to vocabulary practice (12 students opted for sometimes, 5 often and 5 every day). In terms of using GEN AI tools for writing texts, students are split; namely, 2 students stated never using GEN AI tools for this purpose, 10 use them rarely, while 13 students chose the option sometimes. 7 students mentioned using GEN AI tools for writing text often and none every day. Statements “I use GEN AI tools for automatized solving of online tests and quizzes” and “I use GEN AI tools to summarize long texts in other languages” were marked as the least “popular” activities. 22 out of 32 students (68.75%) said that they never or rarely use GEN AI tools for automatized solving of online tests and quizzes and 17 students (53.12%) said the same for using GEN AI tools to summarize long texts. Most of the students “sometimes” use GEN AI to enhance their own texts and to practice speaking (13 students each).

In terms of students’ attitude towards the use of GEN AI in the language learning process, students were given a total of 14 statements. Each statement used a

Likert scale of 1 to 5 (1 stood for strongly disagree - 5 for strongly agree). The analysis of the obtained answers was performed in SPSS 25. The results of the performed analysis are provided in Table 3.

The obtained results show that students believe that the use of GEN AI tools in the language learning process will become inevitable in the future (the highest mean value, $M=3.5938$); moreover, students feel comfortable using GEN AI to learn a language ($M=3.1875$) as well as relaxed as they are not afraid of making mistakes when learning with the help of GEN AI tools ($M=3.3438$). In addition, using GEN AI tools when learning a language gives students confidence ($M=3.2813$) which leads to a conclusion that students do not shy away from using GEN AI tools in the LL process. This is important for future classroom practice and determining the scope and the tempo of introducing GEN AI tools in students’ everyday language classroom experience. When it comes to the perceived level of fun and development, students seem to hold a neutral stand. Opinions are also split in relation to the perceived progress ($M=3.0625$) as some students believe that GEN AI tools help them grow faster and the other half of the surveyed students does not share that opinion. On the other hand, it seems that students still find their language teachers irreplaceable and quite important – mean values for statements “I can learn more with GEN AI tools than with teachers” ($M=2.4063$, $St.dev.=1.0115$) and “GEN AI is more efficient than a teacher in terms of transfer of knowledge” ($M=2.2813$, $St.dev.=.9913$), show that students still per-

Table 3. Descriptive statistics for students’ attitudes

Statements	N	Mean	St.deviation
In the next years, the use of GEN AI tools in the LL process will become inevitable	32	3.5938	1.01153
GEN AI can take over the role of foreign language teachers	32	2.6250	1.09985
When I have a problem while learning a foreign language, using GEN AI tools gives me confidence	32	3.2813	.99139
GEN AI tools can teach a foreign language in a more comfortable learning environment than in a traditional classroom	32	2.9375	1.01401
I can learn more from GEN AI tools than from a real teacher as GEN AI tools can easily and quickly collect a great amount of data about me	32	2.5000	.95038
GEN AI is more efficient than a teacher in terms of transfer of knowledge	32	2.2813	.99139
Learning a foreign language with the help of GEN AI is more fun than traditional learning	32	3.0000	1.10716
I feel comfortable learning a foreign language with the help of GEN AI tools	32	3.1875	1.20315
I am not afraid to make a mistake when learning with the help of GEN AI tools	32	3.3438	1.12478
I develop faster when learning a foreign language with the help of GEN AI tools	32	3.0625	1.07576
Artificial intelligence can help me speak a foreign language more in everyday life	32	3.1250	1.07012
I perceive GEN AI as a type of teacher	32	2.8125	1.02980
I can learn more with GEN AI tools than with teachers	32	2.4063	1.01153
It is easier to GEN AI to adapt to different learning styles that students have than a teacher	32	2.7813	1.06965



ceive teachers as important figures in the language learning process and the primary source of knowledge. It then comes as no surprise that students neither perceive GEN AI as a type of teacher ($M=2.812$, $St.dev.=1.0298$) nor do they see GEN AI tools taking over the role of teacher any time soon ($M=2.6250$, $St.dev.=1.0998$).

In terms of future intentions and plans as well as ethical considerations (academic integrity), 50 % of the surveyed students said that they plan to keep on using AI tools for LL purposes in the second semester. A similar percentage of surveyed students (46.87%) stated that they plan to use GEN AI tools as a primary tool for communication in a foreign language. Students' stand on using GEN AI tools even if a teacher strongly forbids their use is again split: 46.87% said they would restrain from using GEN AI, 25% opted for using them despite the ban and 28.12% holds a neutral stand. Finally, 31.25% of surveyed students are willing to pay a Pro version of certain GEN AI tools in order to obtain a better grade in the English language class, 40.62% are not willing to do such thing and 28.12% are neutral.

At the end of the survey, students were asked to provide comments on their experience in relation to the use of GEN AI tools in the language learning process and point out the perceived benefits and drawbacks (advantages and disadvantages) of the use of such technology in LL process. They were also asked to provide suggestions and recommendations to language teachers in relation to the integration of GEN AI in the LL process. We applied the content analysis method to analyse students' answers and identify codes, categories and major themes in relation to students' views on GEN AI in language learning. Table 4 shows codes, categories and themes in order of frequency.

One student stated: "I sometimes used this tool mainly because I was able to learn quite enough from my teacher. It is useful in terms of preparing exercises and preparing for the exam. I use it mainly to generate mini quizzes in order to revise materials covered in class. Sometimes it's easy to use, sometimes it's not because

you need detailed instructions and detailed materials in order for it to prepare a role play dialogue." Another student wrote: "Positive experience – it has become somewhat of an everyday activity – to ask ChatGPT all kinds of questions and to learn languages through it. We need additional instructions on how to use these types of tools for language learning. Additionally, there were answers such as: "A disadvantage is the overreliance on these tools and using them too often, " "These tools are very useful but teachers are still important; I can't imagine having classes where there are only computers and no teachers" and "They don't get anything right, a disaster." The analysis of qualitative data shows that students recognize the benefits of use of GEN AI in language learning and mainly have a positive stance for AI in LL. It is encouraging to see that students, while belonging to GEN Alpha, are aware of the negative effects of the use of GEN AI. Students' reservations are mainly related to technology replacing teachers which points to how vital their role is in the learning process.

4. CONCLUSION

The findings of this study show that students of HBSL are no strangers to using GEN AI tools to learn languages and particularly popular are chatbots and translation tools. Most popular uses include practicing vocabulary and grammar. Students feel comfortable and confident to use GEN AI tools for language learning and understand that their presence in the learning environment will become even more dominant in the upcoming years. However, students still find teachers very important and have no desire to substitute them with AI technology. The fact that students are already familiar with some types of GEN AI tools and the fact that they wish to learn more about how to use these tools in a responsible way, shows that there is room for transition to a learning setting in which a teacher is a facilitator and GEN AI tools are there to maximise the learning process so that it benefits all types of learners. However,

Table 4. Themes, categories and codes in relation to students' views on GEN AI in LL

Themes	Categories	Codes	Frequency
Positive views of students in relation to the use of GEN AI in LL	Practicality	1. Easy to use	7
		2. Useful	4
		3. Accessible	4
Negative views of students in relation to the use of GEN AI in LL	1 Habits AI limitations	Overreliance	2
		Wrong answers	1
Students' reservations in relation to the use of GEN AI in LL	Teacher's role	4 Teacher as an indispensable figure	2



as there are students who are still fearful of using GEN AI tools and students who voice opposition to the use of GEN AI in language learning, teachers must first address all students' concerns in a proper way. Investing time and resources in developing and integrating AI literacy courses could be the first step in overcoming students' fears and doubts and preparing them to take advantage of as much as the GEN AI tools can offer. The role of the teacher in such educational setting remains vital in order to keep the balance between the old and the new ways and make the most use of the good basis that exists for the implementation of GEN AI in foreign language teaching and learning.

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