

REFERENCES

- Aghaei, K., et al. (2020). Flipped learning as situated practice: a contrastive narrative inquiry in an EFL classroom. *Educ. Information Technol.* 25, 1607–1623. <https://doi.org/10.1007/s10639-019-10039-9>
- Ahmadi, M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115–125. <https://doi.org/10.29252/ijree.3.2.115>
- Al-khresheh, Mohammad. (2024). Bridging technology and pedagogy from a global lens: Teachers' perspectives on integrating ChatGPT in English language teaching. *Computers and Education: Artificial Intelligence*. 6. 100218. <https://doi.org/10.1016/j.caeai.2024.100218>.
- Almehmadi, W. (2024). Exploring the potential of AI techniques in teaching English as a foreign language: A systematic literature review. *Asian Journal of Social Sciences and Management Studies*, 11(2), 22-31. <https://doi.org/10.20448/ajssms.v11i2.5576>
- Altun, M., & Khurshid Ahmad, H. (2021). The use of technology in English language teaching: a literature review. *International Journal of Social Sciences & Educational Studies*, 8(1), 226-232. <https://doi.org/10.23918/ijsses.v8i1p226>
- Anjum, F., Raheem, B.R., & Ghafar, Z.N. (2025). The Impact of ChatGPT on Enhancing Students' Motivation and Learning Engagement in Second Language Acquisition: Insights from Students. *Journal of e-learning Research*.
- Bauer, Angelina M., "Strategies and Resources for Integrating Technology into the Secondary Education World Language Classroom" (2024). Culminating Experience Projects. 414. <https://scholarworks.gvsu.edu/gradprojects/414>
- Briz-Ponce, L., Pereira, A., Carvalho, L., Juanes-Méndez, J. A., & García-Peñalvo, F. J. (2017). Learning with mobile technologies—Students' behavior. *Computers in human behavior*, 72, 612-620. <https://doi.org/10.1016/j.chb.2016.05.027>

- Colorafi KJ, Evans B. (2016) Qualitative Descriptive Methods in Health Science Research. *HERD: Health Environments Research & Design Journal*, 16-25. <https://doi.org/10.1177/1937586715614171>
- Cotton, D. R., Cotton, P. A., & Shipway, J. R. (2023). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. *Innovations in Education and Teaching International*, 61(2), 228-239. <https://doi.org/10.1080/14703297.2023.2190148>
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS quarterly*, 319-340. <https://doi.org/10.2307/249008>
- Deckker, Dinesh & Sumanasekara, Subhashini. (2025). THE ROLE OF ARTIFICIAL INTELLIGENCE IN EDUCATION: TRANSFORMING LEARNING AND TEACHING. *EPRA International Journal of Research & Development (IJRD)*. 10. 5-15. <https://doi.org/10.36713/epra20429>.
- Demansage. (2024). ChatGPT Statistics 2024. Retrieve [ChatGPT Statistics 2024 – 300 Million Active Users \(December\)](#)
- De la Vall, R. R. F., & Araya, F. G. (2023). Exploring the benefits and challenges of AI-language learning tools. *Int. J. Soc. Sci. Humanit. Invent*, 10, 7569-7576. <https://doi.org/10.18535/ijsshi/v10i01.02>
- Derakhshan, A., & Ghiasvand, F. (2024). Is ChatGPT an evil or an angel for second language education and research? A phenomenographic study of research-active EFL teachers' perceptions. *International Journal of Applied Linguistics*. <https://doi.org/10.1111/ijal.12561>
- Dynarski, S., Nurshatayeva, A., Page, L. C., & Scott-Clayton, J. (2023). Addressing nonfinancial barriers to college access and success: Evidence and policy implications. In *Handbook of the Economics of Education* (Vol. 6, pp. 319-403). Elsevier. <https://doi.org/10.1016/bs.hesedu.2022.11.007>
- Edwards, B. I., & Cheok, A. D. (2018). Why not robot teachers: artificial intelligence for addressing teacher shortage. *Applied Artificial Intelligence*, 32(4), 345-360.

<https://www.forbes.com/sites/forbesbusinesscouncil/2023/02/07/what-business-leaders-should-know-about-using-llms-like-chatgpt/>

- García-Peñalvo, F.J. (2023). The perception of Artificial Intelligence in educational contexts after the launch of ChatGPT: Disruption or panic? *Education in the Knowledge Society*, 24, 1-9. <https://doi.org/10.14201/eks.31279>
- Ghanizadeh, A., Razavi, A., & Jahedizadeh, S. (2015). Technology-enhanced language learning (TELL): A review of resources and upshots. *International Letters of Social and Humanistic Sciences*, 54, 73–87.
- Hammer, E. (2024). *ChatGPT in the classroom: The teacher's challenges and opportunities in an AI revolution*. Inland Norway University of Applied Sciences.
- Harini, H. (2023). The Role of ChatGPT in Improving the Efficiency of Education Management Processes. *Indo-MathEdu Intellectuals Journal*, 4(2), 255-267. <https://doi.org/10.54373/imeij.v4i2.199>
- Harry, Alexandara. (2023). Role of AI in Education. *Interdisciplinary Journal and Hummanity (INJURITY)*. 2. 260-268. 10.58631/injury.v2i3.52.
- Iqbal, N., Ahmed, H., & Azhar, K. A. (2022). Exploring teachers' attitudes towards using ChatGPT. *Global Journal for Management and Administrative Sciences*, 3(4), 97-111.
- Kemendikbud. (2024). *Buku Panduan Penggunaan Generative Artificial Intelligence pada Pembelajaran di Perguruan Tinggi*.
- Khamparia, Aditya & Pandey, Babita. (2017). Impact of Interactive Multimedia in E-Learning Technologies. 10.4018/978-1-5225-2489-2.ch007.
- Kim, G., & Bae, J. (2020). A Study into Students' Use of Digital English Learning Strategies in Tertiary Education. *Teaching English with Technology*, 20(1), 21–42.
- Koehler, M. J., & Mishra, P. (2006). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.

- Kohnke, L., Moorhouse, B., & Zou, D. (2023). ChatGPT for Language Teaching and Learning. *RELC Journal*, 54, 537 - 550. <https://doi.org/10.1177/00336882231162868>.
- Kostka, I., & Toncelli, R. (2023). Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations. *Teaching English as a Second or Foreign Language--TESL-EJ*. <https://doi.org/10.55593/ej.27107int>.
- Koraishi, O. (2023). Teaching English in the age of AI: Embracing ChatGPT to optimize EFL materials and assessment. *Language Education and Technology*, 3(1).
- Kukulska-Hulme, A., & Lee, H. (2020). Intelligent assistants in language learning: An analysis of features and limitations. In K.-M. Frederiksen, S. Larsen, L. Bradley & S. Thouësny (Eds), *CALL for widening participation: Short papers from EUROCALL 2020* (pp. 172-176). <https://doi.org/10.14705/rpnet.2020.48.1184>
- Laura-De La Cruz, K. M., Noa-Copaja, S. J., Turpo-Gebera, O., Montesinos-Valencia, C. C. Bazán-Velasquez, S. M., & Pérez-Postigo, G. S. (2023). Use of Gamification in English Learning in Higher Education: A Systematic Review. *Journal of Technology and Science Education*, 13, 480-497. <https://doi.org/10.3926/jotse.1740>
- Luckin, R., & Holmes, W. (2016). Intelligence unleashed: An argument for AI in education. <http://discovery.ucl.ac.uk/1475756/>
- Mabuan, R.A. (2024). ChatGPT and ELT: Exploring teachers' voices. *International Journal of Technology in Education (IJTE)*, 7(1), 128-153. <https://doi.org/10.46328/ijte.523>
- Maramag-Manalastas, A. K. E., & Batang, B. L. (2018). Medium of Instruction on Student Achievement and Confidence in English. *TESOL International Journal*, 13, 88-99
- Merino Rivera, E. (2024). Formación para docentes destinada a la implementación de ChatGPT en la enseñanza de idiomas. *Aula De Encuentro*, 26(2), 232-253. <https://doi.org/10.17561/ae.v26n2.9009>

- Mohammad Karimi, Ebrahim. (2024). EXPLORING THE USE OF ARTIFICIAL INTELLIGENCE IN PROMOTING ENGLISH LANGUAGE PRONUNCIATION SKILLS. *LLT Journal: A Journal on Language and Language Teaching*. 27. 98-115. 10.24071/llt.v27i1.8151.
- Mohebi, L. (2021). Theoretical models of integration of interactive learning technologies into teaching: A systematic literature review. *International Journal of Learning, Teaching and Educational Research*, 20(12),
- Mucundanyi , G., & Woodley, X. (2021). Exploring Free Digital Tools in Education. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 17, 96-103.
- Mugableh, A. I. (2024). The Impact of ChatGPT on the Development of Vocabulary Knowledge of Saudi EFL Students. *Arab World English Journal (AWEJ) Special Issue on ChatGPT*, April 2024: 265-281. DOI: <https://dx.doi.org/10.24093/awej/ChatGPT.18>
- Nahar, N., Safar, J., Hehsan, A., Jima'ain@Ajmain, M. T., Junaidi, J., Haron, Z., & Abu Hussin, M. F. (2021). Active Learning through Student-Centered Activity in the Instruction of Islamic Education Teachers as an Implementation of the 21st Century Learning: A Case Study. *International Journal of Academic Research in Business and Social Sciences*, 11, 926-950. <https://doi.org/10.6007/IJARBS/v11-i11/11586>
- Ngabiyanto, N., Hutagalung, F. D., Rusilowati, A., Widiyatmoko, A., Utomo, A. P. Y., & Darmawan, M. S. (2022). The Development of an Elementary School Teacher Training Program to Improve TPACK Literacy in Indonesia. In *International Conference on Science, Education, and Technology* (Vol. 8, pp. 1334-1338).
- Nernere, R. P., & Kastuhandani, F. C. (2024). In-Service English Teacher's Lived Experience in Using ChatGPT in Teaching Preparation. *SALEE: Study of Applied Linguistics and English Education*, 5(1), 227-243. <https://doi.org/10.35961/salee.v5i1.1115>
- Oktarina, Irene., Saputri, Maria., Magdalena, Betty., Hastomo, Tommy., & Maximilian, Aksendro. (2024). Leveraging ChatGPT to enhance students'

- writing skills, engagement, and feedback literacy. *Edelweiss Applied Science and Technology*. 8. 2306-2319. 10.55214/25768484.v8i4.1600.
- Octavio, M. M., Argüello, M. V. G., & Pujolà, J. T. (2024). ChatGPT as an AI L2 teaching support: A case study of an EFL teacher. *Technology in Language Teaching & Learning*, 6(1), 1-25.
- Park, H. (2023). Application of ChatGPT for an English Learning Platform. *STEM Journal*. <https://doi.org/10.16875/stem.2023.24.3.30>.
- Pratiwi, N., Efendy, A. G., Rini, H. C., & Ahmed, N. A. (2024). Speaking Practice using ChatGPT's Voice Conversation: A Review on Potentials and Concerns. *Journal of Language Intelligence and Culture*, 6(1). <https://doi.org/10.35719/jlic.v6i1.149>
- Priyohartono, D. S., Ashyar, W. I., & Muchvidin, S. (2024). Teachers' perception in using Chat-GPT technology toward teaching activities. *Jurnal Education and Development*. [DOI].
- Ramakrishnan, S., Bishnoi, M.M., Joghee, S., Jijitha, S., & Kumar, A. (2024). Social Engineering: Role of Teachers in Cohabitation of AI with Education. 2024 2nd International Conference on Cyber Resilience (ICCR), 1-6.
- Rasheed, Kausar & Aqsa, & Ain, Syeda. (2024). ChatGPT and Improvement in Productivity: An analytical Study. *Bulletin of Business and Economics (BBE)*. 13. 396-402. 10.61506/01.00512.
- Rudolph, J., Tan, S., & Tan, S. (2023). ChatGPT: Bullshit spewer or the end of traditional assessments in higher education? *Journal of applied learning and teaching*, 6(1), 342- 363.
- Shakil, E. & Siddiq, S., (2024). ESL Teachers' Perceptions about ChatGPT as a Threat to Analytical Writing Abilities of ESL Learners at Graduate Level. *Pakistan Language and Humanities Review*, 8(1), 115-128.
- Scherer, R., Siddiq, F., & Tondeur, J. (2019). The technology acceptance model (TAM): A metanalytic structural equation modelling approach to explaining teachers' adoption of digital technology in education. *Computers & education*, 128, 13-35.

- Van Brummelen, J., & Lin, P. (2020). Engaging Teachers to Co-Design Integrated AI Curriculum for K-12 Classrooms. *Proceedings of the 2021 CHI Conference on Human Factors in Computing Systems*.
- Visaltanachoti, C., Viriyavejakul, C., & Ratanaolarn, T. (2021). Teaching English to Thai Students Using an Artificial Intelligence Technology Algorithmic Model: A Prototype Analysis. *Turkish Journal of Computer and Mathematics Education*, 12, 5623-5630
- Warni, S., Aziz, T. A., & Febriawan, D. (2018). The use of technology in English as a foreign language learning outside the classroom: An insight into learner autonomy. *LLT Journal: 'A Journal on Language and Language Teaching*, 21(2), 148–156.
- Widianingtyas, N., Mukti, T. W. P., & Silalahi, R. M. P. (2023). ChatGPT in language education: Perceptions of teachers—A beneficial tool or potential threat? *VELES: Voices of English Language Education Society*, 7(2), 279–290. <https://doi.org/10.29408/veles.v7i2.20326>
- Xiao, L. (2019). Application development of modern multimedia technology in English teaching. *Frontiers in Educational Research*, 2(2), 12–39.
- Xiao, Ping and Chen, Yuanyuan and Bao, Weining. (2023). Waiting, Banning, and Embracing: An Empirical Analysis of Adapting Policies for Generative AI in Higher Education <http://dx.doi.org/10.2139/ssrn.4458269>
- Yeh, Hui-Chin. (2024). The synergy of generative AI and inquiry-based learning: transforming the landscape of English teaching and learning. *Interactive Learning Environments*. 1-15. 10.1080/10494820.2024.2335491.
- Yu, X. (2022). The English as a foreign language learners' psychological and emotional perception on technology integration in language classrooms. *Frontiers in Psychology*, 13,1-12. <https://doi.org/10.3389/fpsyg.2022.906750>
- Zeng, Y., & Mahmud, T. (2023). *ChatGPT in English class: Perspectives of students and teachers from Swedish upper secondary schools*. Stockholm University.