

## Trend Issues of Using AI Tools in Foreign Language Teaching Context

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### Abstract

This study aims to investigate the opportunities, challenges, and implementation strategies of artificial intelligence (AI) in foreign language teaching (FLT), with particular emphasis on its potential to personalize learning, provide real-time feedback, and improve accessibility. Using a qualitative descriptive method, the research involved a review of recent literature and case studies on AI integration in FLT. The findings indicate that AI supports adaptive learning tailored to individual student needs, delivers instant feedback that enhances language skill acquisition, and expands access to quality educational resources across diverse regions. Nonetheless, the study also identifies key challenges, including difficulties in integrating AI with traditional curricula, potential algorithmic biases, limited cultural contextualization, and ethical concerns related to data privacy. Despite technological advancements, teacher involvement remains indispensable to ensure proper guidance, motivation, and meaningful pedagogical adaptation within a holistic learning environment.

**Keywords:** *Artificial Intelligence; Foreign Language Teaching; Personalization of Learning; Real-time Feedback; Ethical Challenges.*

### 1. Introduction

Technological advances, especially artificial intelligence or AI, are expected to be able to transform various sectors. Including in the foreign language education sector. AI is able to provide various opportunities for developing the learning process, including: personalization of education, automation of assessments, development of interactive materials, and wider access to learning resources. However, in addition, it is important to understand that the adoption of this technology comes with its own challenges that educators and students need to face.

Several existing studies address how AI influences foreign language learning with an emphasis on its benefits, challenges, and implementation models. One of (Ali, 2023) studies revealed that the use of AI, including ChatGPT, has a positive impact in supporting English language learning, but it also raises challenges in terms of ethics, data reliability and dependence on the use of technology. (Aijun, 2024; Khazaa, 2024) underline the essence of curriculum adaptation by foreign language teachers in order to integrate AI in the teaching process with regard to sensitivity to technological advantages and pedagogical challenges.

Studies by (Huang et al., 2023; Teng, 2024) further confirm that AI is apparently able to stimulate students' writing and language learning skills by providing feedback quickly and accurately. However, on the other hand, they also explained that AI's capabilities are currently still limited in the context of understanding culture and language, so the teacher's role is still to explain this. This is in line with the opinion of (Kovalenko & Baranivska, 2024) that teacher involvement in the teaching process is still needed because although utilizing AI-based tools can personalize learning and improve learning outcomes, their use also requires training for teachers so that the strategies used are more optimal. Furthermore, (Schmidt & Strassner, 2022; Yessa, F., & Marna, 2022) highlight that if AI is indeed capable of providing flexibility in pedagogical teaching materials, then the use of this technology must remain within the limits of human supervision. In foreign language teaching, (Gkaintartzi et al., 2024) put forward an AI-based teacher competency development model to facilitate the use of English as a language of instruction in children's early education.

Studies also note several technical, pedagogical, and ethical challenges in AI adoption. (González et al., 2022; Rebollo Font de la Vall & González Araya, 2023) underscore the need for clear regulations regarding the use of AI in language learning, including issues of data privacy and potential algorithm bias. Meanwhile, (Pettoello-Mantovani et al., 2024; Pokrivcakova, 2019) emphasize the importance of professional training for educators so that they can understand and manage AI technology wisely.

From a practical perspective, (Iftianti et al., 2023; Jaya Hartono et al., 2023) report on teachers' and learners' experiences of using AI-based tools to support language learning projects. The authors mentioned that responses to the use of AI vary in relation to the level of comfort of the user with technology, the quality of the tools used, and the learning context. This

study underscores the need to develop inclusive and contextualized strategies to ensure the effective implementation of AI in language teaching.

Thus, the topic of the impact of AI in foreign language learning is a complex area, encompassing a wide range of potential benefits as well as challenges that require serious attention. Recent studies provide valuable insights into understanding how AI can be used effectively to enhance language learning, while overcoming existing barriers. This article will further discuss various aspects related to the role of AI in foreign language learning, including opportunities, challenges, and strategies that can be implemented to maximize the benefits of this technology.

Over the past decade, AI-based technological developments have begun to make a massive contribution in a number of sectors, including education. Especially for foreign language teaching (FLT), the development of AI tools has been very rapid to be used as a solution to various traditional learning, as stated by (Aijun, 2024), Artificial Intelligence has great opportunities to optimize language teaching with personalization, automation, and interactive student-based enrichment.

The innovation of integrating AI in FLT is driven by the potential in providing adaptive learning platforms, using chatbots as language practice, artificial intelligence-based assessment systems, and big data analytics. As (Alexandra Campoverde-Quezada & Arnoldo Valdiviezo-Ramírez, n.d.) state about the impact of AI, its effect is like a double-edged sword: on the one hand, it increases the efficiency of the learning process but on the other hand it raises challenges from ethics to technical management. Therefore, research and studies on the positive impacts and challenges of AI in FLT is one of many things that have become quite important in the global education discourse.

As a support tool, AI can improve language skills, including listening, speaking, reading and writing, by providing specific real-time feedback. This is supported by the findings of (Ali, 2023), who argues that language learning through AI applications such as ChatGPT can be more widely practiced. However, despite its promising benefits, (Burston, 2022) in his comprehensive analysis emphasizes that technology-based learning outcomes require proper management in terms of their suitability and efficacy for learners.

Besides the benefits, there are also challenges in applying AI tools for FLT. (Burston, 2022) looks at the issues of integrating AI into the traditional curriculum, technical issues, and teacher responsiveness in using this new technology. Meanwhile, (Huang et al., 2023) categorize the issues into problems such as algorithm bias and one-dimensionality of accessibility that are barriers to optimally using AI in language teaching methods.

From the above, the use of AI tools for EFL also provides a more comprehensive and fair bilingual approach. (Gkaintartzi et al., 2024) emphasize that bilingual learning with AI tools strongly supports language to serve as a "bridge" between cultures and languages, especially in early education. This approach can enrich students' learning experience by providing access to a variety of learning resources that are not limited by time and location.

However, the utilization of AI tools also raises questions about the future of the role of teachers. (Gkaintartzi et al., 2024) point out that although AI can replace some traditional teaching functions, the role of teachers remains very important in guiding, motivating, and creating personal relationships that cannot be fully replaced by technology. Thus, teacher training strategies for the AI era are key elements to ensure the successful integration of these technologies.

In conclusion, this article aims to explore the trend of using AI in FLT by highlighting the benefits, challenges and relevant implementation strategies. Based on various literature sources, including (Aijun, 2024; Yang, 2024), this article will provide in-depth insights for educators, researchers, and policymakers in utilizing AI to enhance the effectiveness of foreign language teaching in the digital era.

## 2. Method

This research employs a narrative literature review approach to explore the trends, benefits, challenges, and implementation strategies associated with the use of artificial intelligence (AI) in English as a Foreign Language (EFL) teaching and learning. The review focuses on identifying how AI tools are currently being utilized in language classrooms, what pedagogical benefits they offer, the challenges they present, and the emerging issues that researchers and educators face in this evolving field. The data collection process involved systematic searches across three major academic databases: JSTOR, ScienceDirect, and Google Scholar. These databases were chosen due to their extensive coverage of educational technology and applied linguistics research. The search was limited to peer-reviewed journal articles and full conference papers published between 2013 and 2024 to capture a decade of rapid development in AI technologies relevant to education.

The keywords used in the search included combinations of terms such as "Artificial Intelligence," "AI tools," "language learning," "language teaching," "EFL," "benefits and challenges," and "trends and issues." Articles were initially screened based on titles and abstracts for relevance to the core focus of the review. Those that passed this initial screening were subjected to a full-text review to assess their methodological clarity and substantive contribution to the research questions. Only studies that directly addressed the use of AI in foreign language education, particularly in the context of English learning, and demonstrated clear research objectives, methodologies, and findings were included in the final analysis. Studies that focused solely on general ICT tools without AI components, or that lacked methodological rigor or contextual relevance, were excluded.

The selected studies were analyzed through thematic synthesis, allowing the researcher to identify recurring patterns and categories such as personalization of learning, real-time feedback, accessibility, teacher roles, technological

infrastructure, and ethical concerns. The synthesis also considered the geographical context, types of AI tools used, and the educational settings in which they were applied. To ensure the reliability and transparency of the review, each step of the search and selection process was documented, and the criteria for inclusion and exclusion were consistently applied throughout. This methodology provides a comprehensive and systematic foundation for understanding how AI technologies are reshaping EFL instruction and highlights key areas for future research and policy development.

### 3. Findings and Discussion

#### 2.1 Personalized Learning in Foreign Language Teaching with AI

Personalized learning is an approach that focuses on tailoring teaching materials, activities, and learning strategies to the needs, abilities, and preferences of each student. In the context of foreign language teaching (FLT), the application of Artificial Intelligence (AI) offers new ways to make the learning process more effective and efficient according to individual student characteristics. AI technology can conduct in-depth data analysis of students, identify deficiencies, and then adjust the pace and form of learning for that student. For example, students who have difficulty with grammar or vocabulary can be given additional practice according to their needs. (Alexandra Campoverde-Quezada & Arnoldo Valdiviezo-Ramírez, n.d.; Dugošija, 2024; Yang, 2024) describe this.

Benefits of Personalized Learning with AI in FLT. One of the main benefits of using AI in FLT is the flexible adaptation of learning. (Aijun, 2024) states that AI can assess the strengths and weaknesses of individual students and customize materials to better suit their ability levels. This allows for a more effective learning experience as students can work on the areas they need to and receive challenges that match their level of progress. In addition, AI allows for an increased pace of student learning. Students who learn at different paces can utilize AI to progress through the material at their own pace without being hampered by the more standardized pace of the classroom (Huang et al., 2023; Kovalenko & Baranivska, 2024; Yang, 2024). By providing exercises that are more suited to students' abilities, AI facilitates more independent learning and reduces frustration, as noted by (Yang, 2024). AI is also capable of providing real-time feedback, very important in language teaching. In speaking or writing exercises, for example, AI can provide immediate corrections to mistakes students make and provide explanations that help them to improve without having to wait for instruction from the teacher (Ali, 2023; Burston, 2022; Kovalenko & Baranivska, 2024).

In addition, AI also strengthens self-directed learning. With AI-based tools, students can access materials anytime and anywhere, increasing learning flexibility. The system allows students to study specific topics in more depth and practice their language skills more intensively. Tools such as Duolingo and Babbel, for example, provide opportunities for students to practice languages in a variety of contexts and more free time (Ali, 2023; Gkaintartzi et al., 2024; Yang, 2024).

Challenges in Personalizing Learning with AI in FLT. Despite its many uses, utilizing AI in FLT comes with a number of challenges. Integration with the traditional curriculum is also one of the major challenges that Dugošija will have to face in 2024. Conclusion: Many of the foreign language curricula do not yet support AI tasks wholeheartedly. Foreign language teaching is still more dependent on traditional methods and to accommodate AI technologies that are flexible and data-driven. In addition, limitations in accurate data collection are also an obstacle. AI requires complete and precise data to provide personalized learning. If the data used is inaccurate or unrepresentative, the results of personalization can be inappropriate (Alexandra Campoverde-Quezada & Arnoldo Valdiviezo-Ramírez, n.d.; Burston, 2022; Huang et al., 2023). This also relates to the difficulty in dealing with diverse learning styles. Every student has a unique learning pattern, but AI is often based on certain data patterns that will not be able to cover any type of learning style. While technology can customize the material, the challenge remains in how to model it to suit the diverse ways children learn (Burston, 2022; Dugošija, 2024; Kovalenko & Baranivska, 2024).

Then, although AI teaches them in a personalized manner, human contact is not to be utterly replaced. (Kovalenko & Baranivska, 2024) point out that the role of teachers in providing motivation, guidance, and emotional support for students is very important. Direct interaction with teachers is still necessary to motivate students and build deep personal relationships, which AI-based systems cannot provide. Finally, ethical issues and data privacy are important challenges that must be addressed. The use of AI in education involves the collection and analysis of students' personal data, which can raise concerns about how that data is stored, used and shared. With increasing concerns over data privacy, it is imperative to ensure that appropriate regulations are put in place to protect students' personal data and ensure that technology is used ethically and safely (Dugošija, 2024; Gkaintartzi et al., 2024; Teng, 2024; Yang, 2024).

Yes, immediate feedback is a very relevant element within the context of AI tool usage in foreign language teaching and can be included in the introduction and discussion of the review article entitled "Trend Issues of Using AI Tools in Foreign Language Teaching Context". Emphasis on instant feedback is one of the main benefits provided by AI in this context, which affects the learning outcomes and the overall student experience.

#### 2.2 Immediate Feedback in the Context of Foreign Language Teaching (FLT)

In the context of foreign language teaching (FLT), artificial intelligence (AI) has significantly enhanced the delivery of immediate feedback, enabling students to receive corrections the moment errors occur. One of the primary advantages of integrating AI in FLT is its ability to offer specific, detailed, and instant feedback, which accelerates students' understanding and facilitates quicker improvement (Ali, 2023; Yang, 2024). AI-powered tools such as ChatGPT and the Duolingo app allow learners to interact with the system in real-time and receive immediate feedback on grammar, pronunciation, and vocabulary use. This instant responsiveness creates a more engaging and effective learning environment, improving both the quality and efficiency of the language acquisition process..

**Benefits of Immediate Feedback in FLT.** Immediate feedback can speed up the language learning process by providing immediate clarification on mistakes students make. For example, in speaking or writing exercises, AI can assess and correct errors as soon as students make them, allowing students to correct their mistakes before they internalize bad habits. As (Ali, 2023) explains, AI tools can provide immediate feedback that allows for a more in-depth exploration of language learning. This way, students have more opportunities to practice and correct their mistakes in real time, without having to wait for manual corrections from teachers which are often more time-consuming (Burston, 2022; Yang, 2024).

In addition, with the immediate feedback provided by AI, teachers' workload can be reduced as they previously had to manually check each assignment or exercise. With an automated assessment system using AI, teachers can focus on more strategic tasks, such as guiding students in more in-depth discussions, while students get feedback on their mistakes more quickly (Alexandra Campoverde-Quezada & Arnoldo Valdiviezo-Ramírez, n.d.; Burston, 2022; Yang, 2024).

**Challenges in Using Immediate Feedback with AI in FLT.** While immediate feedback is beneficial, it has some challenges in its implementation. The limitations of AI algorithms in understanding more complex contexts or nuances in language learning can be an obstacle. AI may struggle to provide more in-depth corrections or understand cultural and social nuances that are sometimes necessary for more effective language learning (Dugošija, 2024; Huang et al., 2023). In addition, limitations in accessibility and technological gaps can also limit the effectiveness of immediate feedback that AI can provide, especially in areas that lack adequate technological infrastructure (Gkaintartzi et al., 2024; Huang et al., 2023).

Thus, while immediate feedback from AI provides many advantages in terms of efficiency and depth of language learning, challenges related to accuracy, cultural context, and accessibility need to be considered in order for this technology to provide maximum benefit to all students in various conditions.

### **2.3 Increased Accessibility in Language Learning through Artificial Intelligence**

Artificial intelligence has significantly improved the concept of accessibility in foreign language learning by letting students and instructors overcome traditional barriers related to geographical location, time, and resource availability. Artificial intelligence-powered tools offer flexibility and personalized learning experiences adaptable to individual needs, thereby allowing learners to access quality resources from anywhere and at any time. This shift especially benefits students in remote or less privileged areas where access to high-quality teachers and quality study materials is usually not freely available. (Huang et al., 2023) support this argument by noting the following: AI-driven platforms contribute to inclusivity by having features such as real-time transcription, translation, and speech recognition, thus extending language learning to individuals with sensory disabilities, including visual or hearing impairments. For example, speech-to-text applications and text-to-speech systems can assist learners who face challenges in conventional classroom settings (Kovalenko & Baranivska, 2024). The integration of AI also addresses diverse learning styles by providing tailored feedback and adaptive lesson plans, ensuring that learners of varying proficiency levels can progress at their own pace (Ali, 2023).

Furthermore, the proliferation of mobile-assisted language learning (MALL) applications supported by AI has significantly expanded and democratized access to language education across diverse populations. By leveraging widely available mobile devices, these apps provide inclusive learning opportunities to individuals regardless of geographic location, socioeconomic background, or formal educational access. Through gamified interfaces, virtual tutors, and interactive exercises, learners can engage with content in ways that foster motivation and retention (Burston, 2022). As AI technology continues to evolve, its capacity to reduce traditional barriers such as cost, limited teacher availability, and physical classroom constraints positions it as a transformative force in making foreign language education more equitable and accessible worldwide.

**Benefits and Challenges for Improving Accessibility in Language Learning with AI:** A key benefit of using artificial intelligence in language learning is increased accessibility to learning materials, especially for those with geographical, economic, or physical limitations. This AI technology enables flexible distant learning and provides access to high-quality materials that could hardly be accessed by a learner in remote areas. Which is 2024. AI applications such as chatbots and AI-based learning platforms can provide personalized learning according to individual needs and learning styles, helping students with diverse ability levels to learn independently (Kovalenko & Baranivska, 2024; Liu, 2023). Furthermore, the use of AI tools also facilitates multilingual learning, which is relevant for the global education context (Gkaintartzi et al., 2024).



However, significant challenges also arise in efforts to ensure equitable accessibility. One of the main challenges is the technology gap, where individuals in regions with poor internet infrastructure or without access to modern digital devices cannot utilize these technologies (Huang et al., 2023). In addition, the cost of developing and implementing sophisticated AI platforms can be an obstacle for educational institutions that have limited budgets (González et al., 2022; Rebolledo Font de la Vall & González Araya, 2023) option of AI technologies in classrooms (Pokrivcakova, 2019; Yang, 2024). In addition, privacy and user data protection is often a concern as AI technologies often require access to personal data to support personalized learning experiences (Dugošija, 2024).

Overall, while AI offers significant benefits in increasing the accessibility of language learning, the challenges require special attention to ensure that these technologies can be used inclusively and effectively by all. Support in the form of digital training for teachers, improved technological infrastructure, and strict data privacy policies are essential to overcome these barriers and maximize the potential of AI in language learning.

#### 4. Conclusion

In conclusion, the use of artificial intelligence (AI) in foreign language teaching provides a great opportunity to improve learning effectiveness and efficiency. AI enables personalization of learning, real-time feedback, and increased accessibility to teaching materials, so students can learn according to their needs and pace. In addition, AI technology offers flexibility in providing interactive and adaptive materials, which can help overcome the limitations of traditional learning methods. With features such as automated assessment systems and adaptive learning-based platforms, AI can facilitate more independent, inclusive and quality language learning.

The application of AI in foreign language learning also faces a number of challenges. Several technical issues such as algorithm bias, limited ability to understand cultural nuances, and technology gaps can hinder its effective use. In addition, student data privacy and over-reliance on technology must be ethically addressed with appropriate policies and regulations. The role of teachers will be indispensable in providing motivation, guidance, and emotional contact that cannot be entirely supplied by AI. Therefore, a well-thought-out implementation strategy, professional training for educators, and a balanced approach between technology utilization and human involvement in the foreign language teaching process are required.

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