

# Pre-Service English Teachers' Perceptions on AI Integration-Assisted Teaching Preparation: Opportunities and Challenges

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## Abstract

The combination of Artificial Intelligence (AI) in education offers great opportunities for prospective teachers, but their understanding of using AI in teaching preparation still needs to be explored. This study presents the perception, opportunities and challenges for English prospective teachers used AI. Based on a qualitative case study data were gathered from five persons by semi-structured interviews. The findings suggest that participants believe that AI is useful for efficiently and innovatively creating educational materials. With AI to the rescue, we also have a chance to make learning adaptive and collaborative. But there are also obstacles like reliance, technicalities and institutional non-training. These results reveal the significance of techno-literacy and systemic support in teacher education management for the successful integration of AI and also to ensure its sustainability.

**Keywords:** Artificial Intelligence; Pre-service English Teachers; Perception; Teaching Preparation

## INTRODUCTION

AI is very popular now in various fields and particularly in education, which is used to implement new teaching and learning models. AI in education is defined as the use of computer-based systems and software to aid in the development of education for teachers and students, as well as to improve the education sector (Vinothkumar & Karunamurthy, 2023). AI is finding uses in everything from educational speech therapy and learning apps to the most-advanced planning and problem-solving software and has become an essential technology for the digital industries, education included. According to Persulesy et al. (2024), the specialists have recognized that AI in education can enhance student engagement and prompt feedback, as such, it is a very helpful tool. This technological revolution is fundamentally changing the way that people learn and is promoting the acquisition of important skills that are necessary not only to succeed in school, but also in diverse aspects of professional life. Therefore, AI is driving a future in which the irresistible tide of adventure into novel methods of language learning and teaching has an opportunity to gain momentum where language-learners can benefit from individualised and accurate assessment from AI technology that enhances language acquisition (Cong, 2024). The use of AI in foreign language learning has a variety of services, including chatbots, personalized learning plans, language learning games, and virtual trainers (Rukiati et al., 2023). As a lingua franca, acquiring fluency requires considerable effort and perseverance in order to navigate through cognitive, emotional, and social issues and grasp fluency, grammatical, and pronunciation. AI tools like machine translation, speech technology, chatbots, virtual assistants, and AI-generated content ease out this process which are making language learning richer for teachers and students (Gawate, 2019). And according to Mulyani et al. (2025), when AI tools (chatbots, content creators, translation services) support educators to efficiently plan and deliver interactive and engaging learning.

Technology use has been gaining importance in education, particularly in language teaching. The digital age we live in would allow technology influence language instruction and acquisition (Huang et al., 2023). One of these is Artificial Intelligence (AI) which has become a strong essential instrument and has the potential to transform language learning. Edu-tech apps have, with the help of AI, integrated new teaching forms like managing classes, individualised learning among others. AI provides many opportunities to improve the quality of learning, particularly in the field of teaching English. This is reflected, among others, in education material adapted to how students learn (Liang et al., 2023), generating a favorable learning environment for developing linguistic capabilities and critical thought. In addition, AI-based tools are also helpful in promoting interaction and cooperation between prospective English language teachers and learners. Through creating personalized experiences and fostering global mindedness, AI prepares students with the skills to interact with a linguistically and culturally diverse world in the 21<sup>st</sup> century. The Technology Acceptance Model (TAM), originated by Davis (1985), is the major theoretical pillar of this research to explain how pre-service English teachers tend to accept and use Artificial Intelligence (AI) based technology in their language teaching. In this model, Perceived Usefulness that is how much future teachers perceive that AI tools can increase their effectiveness when designing materials or giving more targeted feedback and Perceived Ease of Use that is the belief that AI tools are not difficult to use without a substantial technical effort are the main factors behind technology acceptance. Second, this research will address BI that we understand as intentions of the future teachers to consciously use AI actively and continuously to support their preparation and online/on campus teaching practice. This motive is a better predictor of technology use. Therefore, the purpose of this study is to explore how these three factors affect the pre-service English teachers' disposition to use AI technology in their teaching practices. The integration of AI into English language teaching creates tremendous prospects for future teachers to develop their pedagogical skills. By using AI, prospective educators can provide richer learning experiences, appreciate both the surface and deep structure of the material, and handle instruction more effectively. Such is particularly so in light of the requirements of the 21<sup>st</sup> century that call for creative, adaptive and technologically competent teachers. One of the key benefits of AI in education is its potential to construct individualised and adaptive learning experiences. These AI-based systems can scan for students learning styles and recommend personalized learning plans based on particular needs. That is an opportunity for future teachers to learn student-centered teaching methods. Teachers must teach English that is related to students' main fields of study and attend to their particular needs of the curriculum, classroom management, teaching materials, learning activities and time, students' characteristics, and learning environment used (Suhartina et al., 2022). With AI's support, students can practise developing materials adapted to students needs given data supplied by the system. According to Ningsih et al. (2025), however, despite the proved potential of AI in personalized learning and increasing educational efficiency, its application in the field of education, particularly in the area of language learning, is not without difficulties. A major weakness in this regard is that some pre-service teachers have poor technology skills. In addition, the ethical application of AI must be closely monitored to promote inclusive and anti-discriminatory teaching. In spite of the great potential of AI, there are a number of obstacles to implementing AI, particularly for trainee teachers. One problem stems from underdeveloped technological preparedness in a number of would-be teachers since not everyone is educated well either about AI in general and about how to make best use of it in class. Artificial intelligence (AI) has great promise in supporting preservice teachers in teacher education. For example, AI can provide a good start for lesson planning by generating ideas on how to make lessons more appealing and motivating, and by assisting it in finding teaching resources that are relevant (Deng et al., 2023). AI may be employed by pre-service

teachers to create well-designed materials (simulations, games, videos) that are appropriate to the subject and grade level in science. Pre-service teachers can then critically evaluate the recommended resources for potential use in teaching practice. Besides, AI can help PSTs to develop not only content, but also lesson (Grassini, 2023). AI can offer suggestions for making informative and entertaining lesson plans. It allows AI produced lesson plans can be easily modified and adjusted by the pre-service teachers therefore, lighten work load to a large extent (Lee, 2023). Promoting the implementation of AI tools in their practice would enable them to develop innovative pedagogical strategies and to search for contents and interactive learning activities (Grassini, 2023). Furthermore, Grassini (2023) highlights that "embedding AI tools in teacher education can prepare the upcoming generation of teachers to know and work positively with this technology". For instance, preservice teachers should be prepared to learn how to generate suitable prompts that match their curriculum, so that learners can ask explicit clarification questions for the AI about the harder concepts they are mastering.

Although previous research has emphasized the transformative nature of AI in education and the significance of pre-service teachers' acceptance of AI, a gap still exists in the knowledge about the perceptions, opportunities, and challenges that pre-service English teachers have regarding the integration of AI into their teaching preparation. In previous studies, one can often find only a general discussion on the benefits of AI and technical details of AI implementation, or a general impression of educators about an AI bias. This is the gap in which this study is expected to contribute specifically by investigating to the views of pre-service English teachers. This study is important to inform the development of stroke specific training programs, and ultimately support needs of trainees, as it will offer some understanding of their expectations of potential offers but also identify the key issues they face. The purposes of this study are to investigate EFL pre-service teachers' attitudes toward AI in their teacher preparation and to explore the opportunities perceived by them in using AI in language learning and the challenges they encounter in the integration of AI in teaching.

The research questions guiding this inquiry are as follows :

1. What are pre-service English teachers' perceptions of using AI in teaching preparation?
2. What opportunities do they identify from using AI in language learning?
3. What are the main challenges they face in integrating AI into teaching

## **METHOD**

### **Research Design**

The study uses a qualitative research with a case study design to have a deep insight to the prospective English teachers' perceptions towards the employment of Artificial Intelligence (AI) in teaching preparation activities. According to Moleong (2012), a qualitative study is a research in which the type of data that is obtained is in the form of description of words and writing of people, as well as behavior observed. This method allows the researchers to deeply investigate the experiences, viewpoints, and interpretations developed by participants in relation to the implementation of AI in educational contexts.

### **Participants**

The participants of this study were the 5 future English teachers of University Indonesia. Participant recruitment procedures employed a purposive sampling and purposive means selection based on specific criteria related to the research aims. These requirements are: (1) English Language Education study Program active students, (2) teaching preparation experience, and (3) knowledge on and experience using AI technology for teaching preparation. The small sample size enabled the researcher to assemble detailed and comprehensive data about each interviewee.

**Table 1.** Respondent Information

No	Participants	Karin	Ayu	Laura	Reno	Dimas
1	<b>Gender</b>	Female	Female	Female	Male	Male
2	<b>Age</b>	22	22	22	23	23
3	<b>Institution</b>	State University	Private University	Private University	State University	State University
4	<b>Teaching Experience</b>	2 Months	2 Months	2 Months	2 Months	2 Months

**Data Collection Technique**

Data collection Data was gathered using semi-structured interviews as the key method in this survey. The interviews were conducted to inquire the participants' perspectives, experiences, and thoughts regarding AI in teacher preparation. The interview guide consisted of open-ended questions informed by the TAM framework, and areas relating to Perceived Usefulness, Perceived Ease of Use, Attitude Toward Using, Behavioral Intention, and Actual Use.

**Data Analysis**

The processed data were analysed thematically. The data were analysed by: (1) reading and re-reading the text until a clear understanding had been reached; (2) coding the data into emerging patterns or categories; (3) grouping codes together into main themes consistent with the focus of the research and; (4) interpreting what came from the process of theme building. This iterative process was repeated until there was complete understanding. To improve data trustworthiness, member checking was performed through feeding back the summaries of the interview results to the participants in order to validate the data. The method of triangulation was used further comparing response data between participants to identify similarity or disparity on their perspectives.

**RESULTS AND DISCUSSION**

**Results**

**1. Perception of Prospective English Teachers towards the Use of AI in Teaching Preparation**

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**Table 2.** Findings of Perception of Prospective English Teachers towards the Use of AI in Teaching Preparation

Participants	Perceptions of AI
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Karin	AI is incredibly helpful and fast for tasks like preparing teaching materials. My concern about dependence means I ensure it always enhances my work, never replaces my own critical thinking or skills from experience.
Ayu	I'm truly enthusiastic about using AI; I see it as a highly practical solution. With my teaching experience, it significantly streamlines tasks like preparing diverse teaching materials, making my work more effective
Laura	AI truly speeds up my thought process and boosts motivation. As an English Education student with teaching experience, I leverage AI as a partner in lesson planning, helping me brainstorm innovative ideas and focus on pedagogy
Reno	Positive and helpful, but it really emphasizes the need for self-control. AI assists me greatly, like with improving my writing. It's a fantastic tool, but I have to use it wisely and maintain self-control to ensure it enhances, not replaces, my own work
Dimas	AI as a partner in lesson preparation, for an example, when Ai is limited to improve my essay writing in Academic writing course. I was allowed to use AI but respecting the code how using AI wisely

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Prospective English teachers who participated in this study showed a positive perception towards the use of Artificial Intelligence (AI) in the teaching preparation process. AI is viewed as a tool that can facilitate various activities, from developing lesson plans and searching for classroom activity ideas to quickly and efficiently checking English language usage. They utilize various AI applications such as ChatGPT and Grammarly to support these tasks, particularly in the context of teaching practice and completing academic assignments. Some participants revealed that AI greatly helps them in structuring teaching materials. One participant stated that *"I often use ChatGPT to help structure and find activity ideas. This really streamlines my lesson preparation, leveraging my teaching experience."* (Karin). This statement indicates that AI is used as a quick reference source when the teacher's ideas are not yet fully formed. Additionally, AI is also considered capable of speeding up the work process and making the results more organized. *"In my opinion, AI is very beneficial because sometimes we need new insights, and AI can provide many relevant examples. This significantly enriches my teaching materials and helps me explain complex concepts more effectively, leveraging my practical experience."* (Ayu)

In addition to the content benefits, ease of use is also a major reason why respondents use AI. Most of them claim not to experience significant difficulties because they are already familiar with technology. One respondent explained that *"I feel it's quite easy. Maybe because I'm used to Browse and have often tried digital tools. This quick adaptability allows me to swiftly integrate AI into my teaching preparations, directly enhancing how I deliver lessons."* (Ayu).

This shows that the digital skills they already possess become an important asset in optimizing the use of AI in teaching preparation.

However, despite the generally positive perception of AI, some critical notes emerged from the prospective teachers. Some of them expressed concerns about the potential for dependence that could reduce critical thinking skills. *"Sometimes I'm worried that I'll become too dependent, and I'm afraid the AI-generated content is too generic. So, I always adapt it to fit my specific teaching needs and personal style."* (Karin). This concern was also echoed by Dimas, who said that "AI is very potential, but it still needs to be balanced. Creativity and critical thinking from prospective teachers must remain the top priority" (Dimas).

Additionally, they also recognized the importance of verifying the output of AI. This is related to the accuracy and relevance of the information generated. *"The results are sometimes less accurate if not double-checked. So, we still need to process them further"* (Laura). Thus, although AI helps with efficiency, prospective teachers still emphasize the need for active intellectual engagement in the material preparation process.

## 2. Opportunities Identified from the Use of AI in English Language Learning

The use of AI in English language learning is considered to open up various significant opportunities by prospective teachers. They see AI not only as a technical tool, but also as a source of ideas, a means of exploring learning, and a medium for increasing creativity and efficiency in designing teaching and learning activities. AI's ability to provide quick feedback and offer extensive references makes this technology highly potential in supporting the learning process, particularly in developing more varied materials and learning activities.

**Table 3.** Findings of Opportunities Identified from the Use of AI in English Language Learning

Participants	Opportunities for AI
Karin	Time efficiency and increased creativity are clear advantages. They help me produce high-quality teaching materials more quickly and effectively
Ayu	It provides great inspiration in designing lesson plans and activities, helping me introduce fresh ideas and diverse approaches to my teaching
Laura	It facilitates the emergence of ideas when developing materials, allowing me to quickly explore diverse concepts and innovate my teaching approach
Reno	It's positive and helpful, but emphasizes the need for self-control. My experience ensures I use AI responsibly, making it a tool that truly enhances my teaching, not replaces my own effort
Dimas	It offers great variation in materials and new ideas for teaching preparation, which significantly enhances my ability to deliver engaging and effective lessons

Most participants mentioned that AI helps them when they experience a creative block in developing lesson plans or searching for varied activities. One respondent noted that *"AI can provide references, making it easier to develop lesson plans. This helps me ensure my materials are well-supported and accurate, which is crucial for effective teaching"* (Ayu). Moreover, some of them felt that AI can introduce new teaching approaches that they had not previously encountered. Rafie, for example, stated that *"AI can open up new insights. Sometimes I get*

examples of activities or teaching approaches I've never seen before, allowing me to quickly incorporate fresh ideas into my lessons." (Reno).

AI also provides opportunities to increase time efficiency. Prospective teachers feel assisted because the material preparation process can be done more quickly, giving them more time for reflection and other development. One respondent explained that *"I can finish faster and the results are also neater. It significantly streamlines my teaching preparation, ensuring I have well-organized resources ready"* (Karin). In addition to efficiency, AI is also considered capable of improving content quality and providing a non-monotonous learning experience. *"AI can make us more creative and not run out of ideas, ensuring the material preparation process doesn't get monotonous. This directly translates into more engaging and dynamic lessons for my students."* (Ayu).

Some respondents also believe that AI can be utilized to create a more collaborative and personalized learning process. With the help of technology, prospective teachers can design learning activities that encourage students to work together while receiving timely feedback. Additionally, AI helps them better understand student characteristics in more detail, ultimately supporting more targeted learning strategies.

### 3. Main Challenges in Integrating AI into Teaching Preparation

Despite the various benefits and opportunities offered by the use of AI, prospective English teachers also face several challenges in integrating this technology into their teaching preparation process. These challenges are not only technical but also involve cognitive, ethical, and lack of institutional support aspects.

**Table 4.** Findings of Main Challenges in Integrating AI into Teaching Preparation

Participants	Challenges to AI
Karin	I'm concerned about becoming too reliant, and there's no official training available. So, I make sure to continuously self-learn and adapt AI tools cautiously to enhance my teaching, not replace my own skills
Ayu	I'm worried about decreased creativity and the lack of university guidelines. This pushes me to independently explore best practices for using AI, ensuring it consistently supports my innovative lesson development
Laura	Prompts must be precise, and AI results need to be reviewed. It highlights that human oversight is essential to guarantee accuracy and pedagogical effectiveness in our materials.
Reno	Learning AI on my own and requiring structured guidance can be challenging. I believe formal support would significantly enhance my ability to integrate AI effectively into my teaching practices
Dimas	

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We need training and ethical guidelines, as I'm worried about losing critical thinking skills. This way, I can use AI responsibly to innovate in my lessons while maintaining intellectual rigor

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One of the most commonly expressed challenges is the concern about the potential for over-reliance on AI, which can undermine creativity and critical thinking skills. Some respondents stated that continuous use of AI can make prospective teacher students passive in their thinking. *"I'm worried that students will become too dependent and not critical. This highlights the crucial need for educators like me to guide them in using AI as a tool for enhancement, not a crutch."* (Dimas). This concern arises because AI-generated output is often considered too general or not contextual if not further processed by the user. *"Sometimes I'm worried about becoming too dependent. And sometimes I'm afraid the AI-generated content is too generic"* (Karin).

Another challenge arises from the technical aspect, particularly related to the ability to craft precise questions or commands for AI. Almost all respondents recognized that the output provided by AI heavily depends on the clarity of the instructions or prompts they create. *"If we ask the wrong question, the result can be off. Therefore, double-checking and refining AI output is essential to ensure its relevance and accuracy for lesson materials."* (Ayu). This shows that the skill of designing effective prompts is an important competency that not all prospective teachers have fully mastered.

From an infrastructure perspective, some participants complained about the limited access to stable internet. This becomes an obstacle when using AI online, especially when applications require fast and smooth connections. One participant stated that *"it's quite easy, as long as the internet connection is stable. The problem is, when it's slow, I feel lazy to open it"* (Reno). This limitation affects their motivation and consistency in utilizing AI as part of their academic routine.

Furthermore, the biggest challenge comes from the lack of training and official guidance from educational institutions. All respondents mentioned that they learned to use AI independently, either through personal exploration or informal discussions with friends. *"Not yet. I've been learning on my own. There hasn't been any official training from lecturers or the university"* (Karin). The absence of formal guidance has resulted in prospective teachers lacking a comprehensive understanding of AI ethics, boundaries that need to be maintained, and pedagogically-oriented AI utilization strategies.

Most respondents suggested that the university should start integrating AI officially in teacher education, both through technical training and learning about ethics. *"There needs to be guidelines and training. So we know the limits of its use and don't misuse it"* (Dimas). They also hope that AI is not just introduced as an additional technology, but is incorporated into the curriculum and coursework that encourages deeper exploration and understanding.

## Discussion

This study aims to explore the perceptions of prospective English teachers regarding the use of Artificial Intelligence (AI) in teaching preparation, as well as identify the opportunities and challenges they face. The results show that participants generally have a positive perception of AI, particularly in terms of time efficiency, ease of access, and support for creativity in developing teaching materials. However, limitations were also found in critical understanding of AI, technical difficulties in its use, and a lack of institutional support for systematic utilization of this technology. In the context of the research focus, these results imply a strong relationship with the Technology Acceptance Model (TAM) constructs, in particular, the

Perceived Usefulness (PU) and the Perceived Ease of Use (PEU). Prospective teachers perceive AI as a tool for learning design that is useful and easy to use. They leverage AI to create lesson plans, discover material references and improve grammar. However, this result is consistent with the research of Greater al and Rasheed et al. (2024) and Mon et al. (2023), is similar to this in the sense that it says that teachers actually end up using AI because of its productivity and technical workload reduction effect. Nevertheless, teacher trainees' use of AI still operates and has not yet been deeply adopted for reflection in pedagogical practices. They take AI more as a technique instead of as a tool for designing student-centered learning. This reflects that skills of fusion of technology in a pedagogic sense are still not developed. This is in line with the study of Schlebusch et al. (2024), who identify that the vast majority of those wanting to teach are not yet well rehearsed in how similarly to critically and contextually enhance learning with technology. This result indicates that applying AI without the accompaniment of reflective or ethical thinking has at least the potential of causing harm in learning. Some participants expressed concerns that over-reliance on AI can reduce their critical thinking and originality skills. This is in line with Joshi & Budhbhatti (2023) opinion, which emphasizes that the use of technology in language education needs to be accompanied by critical awareness so as not to reduce the role of teachers as the main facilitators of learning. AI should be positioned as a tool, not as a replacement for the intellectual and pedagogical role of teachers.

Compared to previous studies, the findings of this research are largely consistent. Wang & Kubincová (2016) identified that digital assessment supports student engagement through instant feedback, self-directed learning, and reduced teacher workload. These functions are also reflected in the utilization of AI by the participants in this study, particularly in the context of preparing materials and providing feedback. The use of Grammarly, Google Docs, and ChatGPT for collaborative writing and language checking activities reflects the function of AI as a tool for practice-based learning. Yet, this finding also uncovers a dimension that has received little attention through previous research, namely the systemic barriers encountered by future teachers. The absence of formal training, usage policies and incorporation of AI in the university programmes have lead to low and unequal use of the AI technology. All the respondents admitted that they had acquired it independently without the help of any institute. This result confirms the conclusions of Hikmawati et al. (2021), who state that inadequate technological literacy on the part of teachers is the result of the absence of formal training and institutional policies. Another important issue is the technical skill gap, like writing accurate prompts or AI instructions. The responses are unpredictable when questions or commands are incorrectly worded. The degree to which employing AI demands advanced digital literacy is thus made clear: we should be able to grasp the way that AI systems function and the credibility of their outputs. Without it, student teachers may acquire misinformation that isn't accurate or context-specific.

## CONCLUSION

The study indicates a positive web-based prospective English teacher's perception toward the employment of AI in the teaching preparation, more importantly in terms of time saving, flexibility, and creativity support. AI is believed to be able to support the process of learning planning, create teaching material concepts and enhance the quality of task and class activity preparation. But the application of AI to date is largely technical and not yet fully reflected as part of the use of AI for teaching and learning. Moreover, issues of over-dependency, insufficient technical skills, and poor support and training from education institutions also surface.

More concretely, the results of this paper stress the need for enhanced AI literacy in teacher education for a technical as well as an ethically and pedagogically informed AI use. This research contributes to filling the literature gap regarding early adopters' perceptions of AI in the context of English language education and provides a foundation for developing curricula and teacher training policies in the digital era. The limitation of this research lies in the relatively small number of participants and the specific local context, making the results not yet generalizable on a large scale. Therefore, further research is suggested to involve a more diverse population and explore the integration of AI in actual teaching practices to understand its impact on student learning outcomes more comprehensively.

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