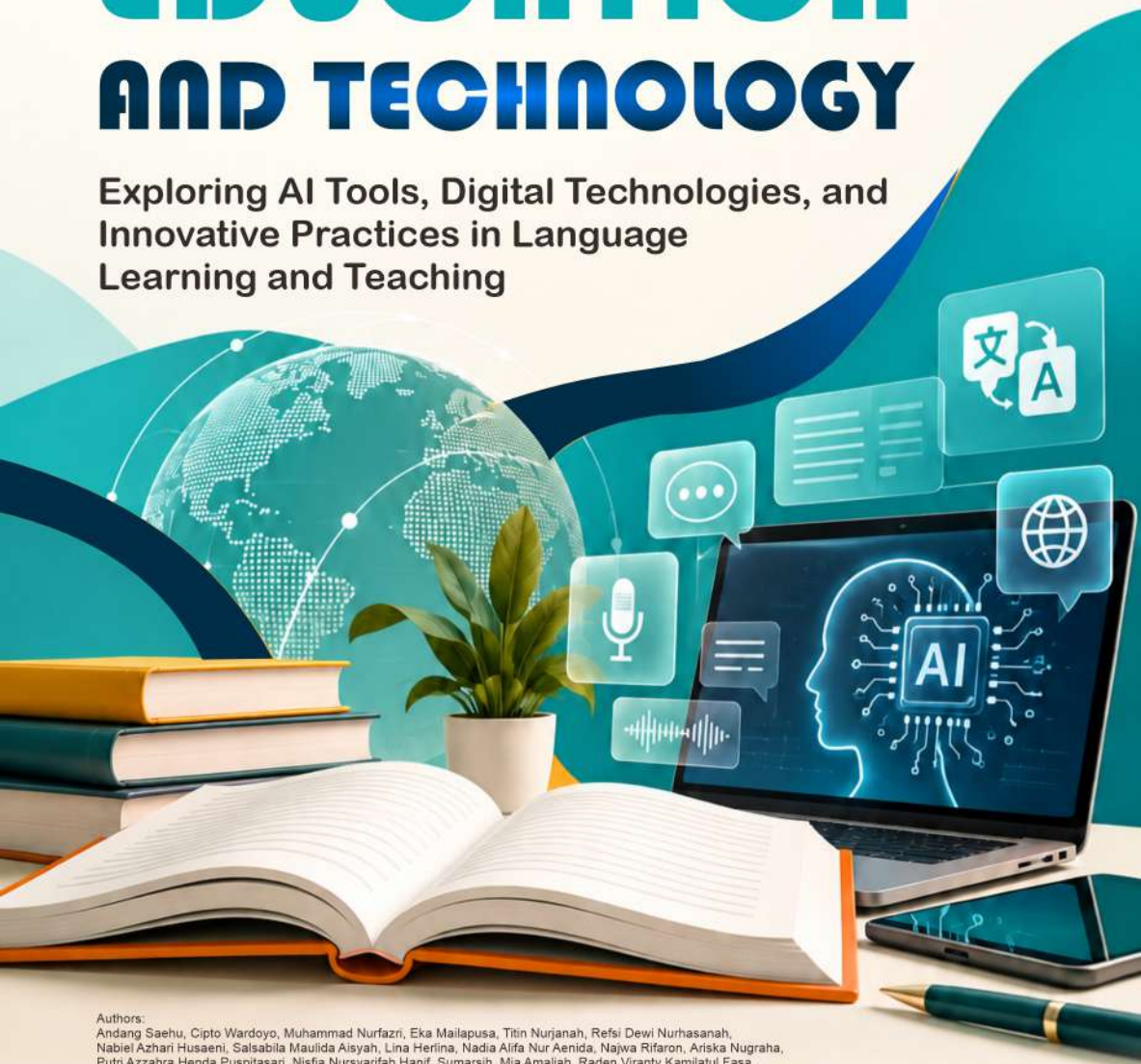
INNOVATION IN LANGUAGE EDUCATION AND TECHNOLOGY

Exploring AI Tools, Digital Technologies, and Innovative Practices in Language Learning and Teaching



Authors:
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Penerbit Widina

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PREFACE

Welcome to *Innovation in Language Education and Technology*, a forward-thinking volume designed for educators, researchers, and graduate students navigating the dynamic landscape of digital-age language learning and teaching. As the educational paradigm shifts toward Edukasi 5.0, the integration of artificial intelligence and digital tools has transitioned from a novel experiment to an essential pedagogical competency.

This book offers a comprehensive exploration of cutting-edge practices, ranging from AI-assisted systematic literature reviews and automated writing evaluations to mobile-assisted vocabulary acquisition and gamified platforms. Readers will discover how tools like ChatGPT, Grammarly, QuillBot, Notion AI, Duolingo, and various AI research companions can be strategically harnessed to foster learner autonomy, enhance academic literacy, and streamline instructional design without compromising academic integrity or human agency.

Tailored specifically for graduate students, English language teachers, and teacher educators, this volume serves as both a theoretical compass and a practical handbook. Whether you are seeking to design data-driven curricula, integrate intelligent thinking partners into writing instruction, or conduct rigorous AI-supported research, this book provides the evidence-based frameworks and actionable insights necessary to thrive in modern language classrooms.

November, 2026
Editors

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CHAPTER 1

ARTIFICIAL INTELLIGENCE (AI) IN ACADEMIC AND LANGUAGE EDUCATION: RESEARCH, WRITING, LEARNING, AND PEDAGOGY

The rapid advancement of artificial intelligence (AI) has significantly transformed the landscape of higher education and language education by shifting learning environments from conventional digital technologies. Unlike earlier educational technologies that primarily provided access to digital resources, AI-powered systems are increasingly capable of generating content, processing natural language, providing automated feedback, supporting academic decision-making, and personalizing learning experiences. The concept of AI-enhanced academic and language education has emerged as a critical perspective for understanding how artificial intelligence influences knowledge production, language acquisition, instructional design, and digitally mediated educational practices (Holmes et al., 2022; Kasneci et al., 2023; Tlili et al., 2023). The emergence of generative AI technologies, particularly large language models such as ChatGPT, has accelerated changes in research, academic writing, language learning, assessment, lesson planning, and digital pedagogy. Researchers and students now utilize AI-supported platforms such as Elicit, Grammarly, Jenni AI, and QuillBot to support knowledge discovery, writing development, and academic productivity. Similarly, language learners increasingly interact with AI-based applications such as Duolingo, ELSA Speak, Busuu, and Memrise, while educators integrate intelligent platforms and gamified learning environments such as Kahoot and Wayground to enhance engagement and formative assessment. These developments indicate that AI is no longer positioned merely as a technological supplement but has evolved into both an academic productivity instrument and a pedagogical resource that reshapes the roles of teachers and learners.

replacements for human expertise, critical thinking, creativity, or educational relationships. Building on this conceptual foundation, the subsequent chapters of this book examine particular AI tools, digital technologies, and innovative practices in greater depth, demonstrating how they can be applied within academic research, academic writing, language learning, and digital pedagogy.

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CHAPTER 2

HOW TO CONDUCT A SYSTEMATIC LITERATURE REVIEW USING AI: A STEP-BY-STEP GUIDE

The exponential growth of academic publications has created both opportunities and challenges for researchers seeking to synthesize existing knowledge. One method that can support this process is a Systematic Literature Review (SLR). An SLR employs explicit, replicable, and transparent procedures to identify, evaluate, and synthesize findings on a specific topic. Unlike traditional or narrative reviews, an SLR has rigorous protocols to minimize selection bias and provide a comprehensive map of the existing evidence landscape (Kitchenham & Charters, 2007). However, a conventional SLR is notoriously time-consuming and resource-intensive. For example, a single SLR manuscript may require months of rigorous work, including initial formulation of a research question, development of a search strategy, screening millions of titles and abstracts, full-text assessment, data extraction, quality assessment, and final synthesis. Even researchers working in teams (consisting of two or more people), in accordance with most SLR guidelines, still frequently report that the process requires hundreds of hours of collective effort (Page et al., 2021). This burden has long been recognized as a significant barrier to the widespread adoption of SLRs within the academic community. Therefore, a model is needed to make solving an SLR more efficient.

To address the aforementioned challenges, the emergence of artificial intelligence (AI) tools presents a timely opportunity to address various obstacles in conducting an SLR. AI has opened up possibilities for researchers to manage the ever-increasing volume of literature more effectively and in a structured manner. In addition, AI can assist researchers at nearly every stage of the SLR workflow. Researchers no longer need to

still has the potential to produce interpretation errors, information bias, data inaccuracies, or references that do not match the source. In particular, AI-generated results in the Results and Discussion stages should not be used directly without critical evaluation. Narratives compiled by Claude, ChatGPT, or other AI should be rewritten in academic language that aligns with the researcher's style. This process of paraphrasing and reconstructing arguments is necessary to ensure that the interpretation presented truly reflects the researcher's understanding of the data being analyzed. Additionally, every AI-recommended citation and reference must be manually checked against the source to ensure the accuracy, relevance, and existence of the reference. This step is important to avoid the use of invalid references and hallucination phenomena, which can still occur in generative AI systems.

The proposed AI-Integrated SLR framework does not aim to replace traditional SLR methodology, but rather to strengthen it through planned and responsible technology integration. The methodological structure that underpins SLR, such as transparency, systematicity, reproducibility, and scientific rigor, is maintained. AI supports the research process, helping researchers work more effectively without lowering the academic standards that must be met. Therefore, the use of AI in SLR should be seen as a form of collaboration between humans and artificial intelligence. AI provides speed, information processing capacity, and initial analysis capabilities, while researchers provide critical assessment, scientific interpretation, ethical considerations, and final validation of all research results. The combination of the two has the potential to produce a more efficient, comprehensive SLR process while maintaining scientific integrity as the main principle in academic research.

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CHAPTER 3

HUMAN-AI COLLABORATION IN ACADEMIC WRITING: REIMAGINING PROWRITINGAID AS AN INTELLIGENT THINKING PARTNER

Academic writing has always required more than accurate grammar. It demands clarity, structure, and a defensible line of argument developed across multiple drafts rather than produced in a single sitting. Over the past decade, digital tools have reshaped how students and researchers actually produce this kind of writing, moving the practice away from a solitary struggle with a blank page toward an increasingly mediated activity supported by software. Writing evaluation systems, grammar checkers, and the emerging generation of generative AI represents an expanding area within the process of writing, providing feedback in terms of grammar, style, coherence, and structure that was not available to previous generations of writers (Pedersen, 2023; Huh, 2024). In the group of programs that have found their application in this area, one can mention ProWritingAid, whose particularity consists not only in detecting mistakes but in being able to generate reports about style, readability, structure, and unnecessary repetition of certain expressions. The program does not see itself as just another proofreader but as a companion providing feedback during the whole process of writing (Fitria, 2023; Wahyuda et al., 2022). The evolution is a result of the more general trend in theory that has emerged in the current literature and sees the utilization of AI for writing purposes not simply as a means but as collaboration between humans and artificial intelligence (Alyasin & Shah, 2026; Nguyen et al., 2024).

This problem must be considered in the near future because universities around the globe have become more liberal in introducing AI writing helpers to their students while academic integrity issues, author's voice, and skill development are becoming more urgent (Huh, 2023; Seran

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CHAPTER 4

DEVELOPING EFL WRITING SKILLS IN JUNIOR HIGH SCHOOL USING JENNI AI

The rapid development of artificial intelligence (AI) has significantly transformed educational practices by introducing intelligent technologies that enhance teaching, learning, assessment, and student engagement across different educational contexts. In language education, particularly in English as a Foreign Language (EFL), AI has become increasingly important because it enables personalized learning, adaptive instruction, immediate feedback, and continuous learning support. Recent advances in generative AI have further expanded these opportunities through AI-powered writing assistants that facilitate idea generation, text organization, language refinement, and writing revision. Systematic reviews consistently indicate that generative AI positively influences students' reading and writing performance by improving brainstorming, drafting, revision, and formative feedback while also encouraging learner autonomy and more personalized learning experiences (Han, 2024; Sanz-Tejeda et al., 2026). Furthermore, AI has been recognized as an innovative educational technology capable of transforming language learning by supporting students throughout the writing process rather than functioning merely as an automated grammar correction tool (Kasneci et al., 2023; Tlili et al., 2023; Hwang et al., 2025). Within this growing landscape, AI writing assistants such as Jenni AI have attracted increasing scholarly attention because they integrate idea development, academic writing support, citation assistance, and language improvement into a single platform. Studies focusing specifically on Jenni AI report that learners perceive the platform as helpful for improving writing organization, argument development, and confidence during the writing process, although effective implementation still requires teacher guidance and responsible AI use (Dewi et al., 2024; Ardiningtyas et al., 2024; Sumedi et al., 2026).

Overall, this chapter demonstrates that the successful integration of artificial intelligence into EFL writing instruction depends not merely on the availability of advanced technologies but on thoughtful pedagogical design that positions teachers, students, and AI as collaborative partners in the learning process. By combining the strengths of the Process Writing Approach with the educational affordances of Jenni AI, the proposed model offers a theoretically grounded and pedagogically meaningful framework that may assist English teachers in designing innovative writing instruction while contributing to the broader development of AI-supported language education.

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CHAPTER 5

SUPPORTING EFL ACADEMIC WRITING THROUGH INTEGRATED ACADEMIC PRODUCTIVITY WITH NOTION AI

Academic writing is one of the most vital competencies that university students should master because it allows them to communicate knowledge, build evidence-based arguments, and engage in scholarly communities. However, academic writing is considered as one of the most difficult language skills in the context of English as a Foreign Language (EFL) because of its cognitive, linguistic and rhetorical complexity (Tran, 2025; Esperanzate, 2025; Taye & Mengesha, 2024). Unlike general writing, academic writing asks students to come up with ideas, arrange arguments in a logical order, use credible sources, and constantly revise their work to meet disciplinary conventions. This kind of recursiveness suggests that academic writing is not simply a product, but a process that is continually occurring through planning, drafting, reviewing and revising (Kim et al., 2024; Chen & Gong, 2025; Ihsan et al., 2025; Supriatna, 2025). The recent rapid development of generative artificial intelligence (AI) has started to reshape academic writing practices, providing support for idea generation, drafting, editing, and feedback, thereby creating new opportunities and challenges for EFL learners.

The growing integration of AI in higher education has changed the discussion from whether AI should be used to how it can be responsibly integrated into learning and academic. Unlike other AI powered applications, Notion AI is unique as it is a hybrid environment that combines writing support with knowledge management, note taking, project management and collaborative workspace features in a single platform. Such integration implies that AI can assist not only with text production but also with general academic productivity in the writing process. While AI can

More generally, the proposed framework emphasizes that successful integration of AI should be directed towards students' critical thinking, self-regulated learning and academic productivity rather than their intellectual engagement. The framework provides a practical and theoretically sound method for facilitating academic writing in modern EFL higher education by incorporating Notion AI into the recursive writing process proposed by Abas and Abd Aziz (2018).

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CHAPTER 6

ENHANCING GRAMMAR MASTERY AND ACADEMIC WRITING ACCURACY WITH GRAMMARLY: AI-DRIVEN CORRECTIVE FEEDBACK IN EFL CONTEXTS

Writing in English as a foreign language remains one of the most demanding skills for learners to master, particularly at the level of grammatical accuracy and academic register. Unlike speaking, which tolerates a degree of spontaneity and informality, academic writing requires precision in grammar, coherence in argumentation, and adherence to disciplinary conventions. For English as a Foreign Language (EFL) learners, especially those enrolled in higher education, these demands are compounded by limited exposure to authentic academic discourse and by interference from their first language. Grammatical inaccuracies, such as errors in subject-verb agreement, article usage, tense consistency, and sentence structure, frequently undermine the clarity and credibility of student writing, regardless of how sound the underlying ideas may be. Traditionally, the responsibility of identifying and correcting these errors has rested primarily with instructors, who provide written corrective feedback (WCF) on student drafts. However, this practice is inherently constrained by time, class size, and the cognitive load placed on teachers who must simultaneously attend to content, organization, and language accuracy.

The emergence of Artificial Intelligence (AI)-powered Automated Writing Evaluation (AWE) tools has begun to reshape this landscape. Among these tools, Grammarly has become one of the most widely adopted platforms in EFL writing instruction, owing to its accessibility, real-time feedback mechanism, and integration across multiple writing environments, from word processors to web browsers. Grammarly functions as a form of

productively integrated into EFL academic writing instruction as one component of a balanced, human-supervised feedback ecosystem, rather than as a stand-alone solution to the persistent challenge of grammatical accuracy in second language academic writing.

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CHAPTER 7

INTEGRATING GRAMMARLY INTO EFL WRITING INSTRUCTION: OPPORTUNITIES AND CHALLENGES OF AI-DRIVEN CORRECTIVE FEEDBACK

Artificial intelligence (AI) has become one of the most influential technological innovations in education, transforming teaching, learning, and assessment across various disciplines. In English as a Foreign Language (EFL) education, AI has increasingly been integrated into language instruction to facilitate personalized learning, provide immediate feedback, and support students throughout the learning process (Luckin et al., 2016; Zawacki-Richter et al., 2019). This rapid development has significantly influenced writing instruction, where learners are expected to master not only grammatical accuracy but also coherence, organization, vocabulary use, and academic writing conventions. However, developing writing proficiency remains particularly challenging for EFL learners because writing requires the integration of linguistic knowledge, critical thinking, and effective communication skills (Hyland, 2003). Consequently, providing timely and effective feedback has become an essential component of successful writing instruction.

Traditionally, written corrective feedback has been regarded as one of the most effective instructional strategies for improving learners' writing performance. Teacher-written feedback enables students to identify language errors, revise their texts, and gradually develop greater linguistic accuracy (Ferris, 2011; Bitchener & Ferris, 2012). Nevertheless, the implementation of teacher feedback is often constrained by practical challenges, including large class sizes, heavy teaching workloads, and limited instructional time. These constraints frequently delay the feedback process, reducing opportunities for learners to revise their writing while the

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CHAPTER 8

MULTILINGUAL GRAMMAR INTELLIGENCE: OPTIMIZING LANGUAGE ACCURACY WITH GRAMMARLY FOR TEACHERS AND UNIVERSITY STUDENTS

In the contemporary landscape of higher education in global research, academy writing serves as the primary currency for knowledge dissemination. Navigating the rigorous stylistic and grammatical benchmark of international journals presents a massive linguistic hurdle for English as Foreign Language (EFL) authors, who must actively find strategies to cope with these institutional demands (Fitriani & Edwarda, 2023). This challenge has sparked a paradigm shift toward multilingual Grammar Intelligence**,** the integration of advanced of computational linguistics and artificial intelligence to assist diverse learners in navigating complex grammatical structures across multiple languages. While concept of multilingual grammar intelligence encompasses abroad spectrum of automatic linguistic support, its most critical application is currently observed in the realm of academic writing, Scholars and students increasingly rely on these intelligence systems to bridge the gap between their linguistic frameworks and the exacting demands of scholarly discourse.

Historically, this support was driven by traditional Automated Writing Evaluation (AWE) tools. To alleviate these challenges, Automated Writing Evaluation (AWE) tools have sifted paradigms in the classroom, moving from mere error-detection software to platforms that provide valuable formative feedback for drafting (Link at al., 2022). Consequently, these intelligent systems have proven highly effective for technology-dependent students' writer who rely on automated interventions to improve their overall writing quality (Enkin & Mei, 2021). Modern platforms like Grammarly have expanded far beyond expand, surface-level sentence-

human-like understanding (Ben Wolford, 2025). Vision transformers are standard transformers adapted to work on images. The main difference is that the tokenization process has to work with images instead of text. Vision transformers are often merged with text LLMs to form multimodal LLMs. CNNs are also popular image tasks, but transformers allow the model to use all the pixels in the image instead of just nearby pixels. As an example, if an image contained a stop sign on the far-left side and a car of the far-right side.

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CHAPTER 9

SEMANTIC TRANSFORMATION AND ACADEMIC INTEGRITY: LEVERAGING PARAPHRASER.IO IN HIGHER EDUCATION

Technology brings innovations that transform the way we live, work, and communicate. The current digital era is witnessing the latest technological developments that have had a significant impact on various aspects of life. One of the fastest-growing categories of tools is Automated Paraphrasing Tools (APT), a natural language processing (NLP)-based application capable of altering the sentence structure and word choice of a text without altering its underlying meaning (Roe et al, 2022). Paraphraser.io is one representative of this category of tools, alongside QuillBot, Wordtune, and a number of similar platforms widely used by students to revise their writing, avoid word-for-word similarities to the original source, and improve the quality of their academic English (Fitria, 2021).

The emergence of such tools is not a fundamentally new phenomenon. Rogerson et all (2017) warned more than a decade ago that internet-based paraphrasing has the potential to become a form of patchwriting that facilitates plagiarism, rather than a legitimate writing tool. These concerns have become increasingly relevant with the emergence of large language models (LMLs), which make paraphrasing much more refined, coherent, and indistinguishable from human writing (Eke, 2023). Furthermore, some observers note that automated paraphrasing is now also being used to modify text generated by generative AI itself, in an effort to evade detection by software like Turnitin (Lancaster, 2023).

These benefits and risks are the starting point of this chapter. Dwivedi et al (2023) emphasize that the presence of generative AI in the academic realm carries complex, multidisciplinary implications, ranging from

This chapter has reviewed three key dimensions of the use of AI-based paraphrasing tools like Paraphraser.io in higher education. First, technically, these tools operate through a combination of linguistic strategies such as synonym substitution, sentence structure changes, and clause reordering. While effective in transforming the surface of the text, they still carry the risk of distortion of meaning that requires human verification. Second, the use of these tools poses a real threat to academic integrity, both because of their potential misuse to disguise plagiarism and because of the limitations of conventional detection systems in identifying texts that have been paraphrased by AI. Third, empirical evidence demonstrates the pedagogical benefits of these tools, particularly for non-native speaker students and in the context of EFL writing lessons, as long as they are used with critical awareness and accompanied by appropriate literacy instruction.

The implications of these three findings emphasize that higher education institutions' responses to AI-based paraphrasing technology cannot be straightforward, either a blanket ban or unfettered acceptance. Ultimately, the fundamental issue behind the debate over Paraphraser.io and similar tools is not simply a matter of technology, but rather a matter of academic values and culture. To the extent that higher education institutions can foster a shared understanding of what constitutes authentic authorship, intellectual honesty, and meaningful learning, AI-based paraphrasing tools can be positioned as partners that enrich the writing process, rather than threats to be avoided.

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CHAPTER 10

NAVIGATING ACADEMIC INTEGRITY IN THE AGE OF AI: QUILLBOT AND THE DEVELOPMENT OF STRATEGIC PARAPHRASING SKILLS

Academic writing serves as the primary medium for communicating scholarly ideas, disseminating research findings, and advancing knowledge across academic disciplines. As higher education increasingly embraces digital technologies, artificial intelligence (AI) has become an integral component of the academic writing process. Among various AI-powered writing tools, QuillBot has gained widespread popularity because of its ability to assist users in paraphrasing texts, improving sentence structure, and enhancing language clarity. Recent studies have also highlighted QuillBot's educational potential in supporting academic writing by improving students' paraphrasing skills and facilitating AI-assisted writing instruction, particularly in EFL contexts (Mohammad et al., 2023; Thohir et al., 2024). The growing use of AI-assisted paraphrasing tools has changed how students approach academic writing, particularly in English as a Foreign-Language (EFL) contexts where linguistic challenges often hinder effective written communication. However, the accessibility of such technologies also raises important concerns regarding academic integrity, ethical writing practices, and students' ability to develop authentic paraphrasing skills. Therefore, understanding how AI-powered tools can support responsible academic writing while preserving academic integrity has become an increasingly important issue in contemporary higher education.

Academic integrity remains one of the fundamental principles of scholarly communication, emphasizing honesty, originality, and proper attribution of sources. In the era of artificial intelligence, maintaining these

Future research is encouraged to empirically validate the proposed models across diverse educational contexts to further explore their effectiveness in supporting responsible AI-assisted academic writing.

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CHAPTER 11

PRONUNCIATION MASTERY THROUGH AI FEEDBACK: A PEDAGOGICAL STUDY OF ELSA SPEAK

Pronunciation accuracy is a fundamental component of oral communication, serving as a key determinant of intelligibility and communicative success in English as a Foreign Language (EFL) learning (Derwing & Munro, 2015). In educational settings, clear pronunciation enhances learners' confidence in spoken interaction and reduces the risk of communication breakdown. However, conventional pronunciation instruction, which typically relies on teacher-led modeling, choral repetition, and delayed correction, often struggles to provide the individualized and immediate feedback that pronunciation learning requires, particularly in large EFL classrooms where teacher attention is limited. While existing studies have acknowledged the benefits of explicit pronunciation instruction (Levis, 2005), there remains a gap in research regarding how Artificial Intelligence (AI)-based speech recognition feedback can be systematically integrated into pronunciation pedagogy. To address this, educators are increasingly exploring innovative pedagogical tools that combine established pronunciation teaching principles with automatic speech recognition (ASR) technology. One such tool is ELSA Speak, an AI-powered application that offers phoneme-level scoring and corrective feedback modeled on native-speaker pronunciation, providing learners with a dynamic, self-paced, and personalized learning experience. This integration seeks to modernize pronunciation instruction while addressing the persistent challenge of limited individualized feedback in EFL classrooms.

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CHAPTER 12

SPEAK BEYOND WORDS: ENHANCING CONVERSATIONAL FLUENCY IN EFL CLASSROOMS THROUGH STIMULER

The development of oral communicative competence is one of the most difficult but important goals for learners and teachers in English as a Foreign Language (EFL) teaching. Speaking requires the swift integration of several competences, including linguistic, pragmatic, strategic, and interactional skills, which renders its development and assessment significantly more complex than those of other language skills (de Jong, 2023). In many EFL contexts, students have little opportunity to practice speaking English outside the classroom due to limited exposure to the language. Recent advances in artificial intelligence (AI) have opened up new opportunities for language learning, offering instant, personalized feedback on pronunciation, fluency, grammar, vocabulary, tempo, and other components of spoken performance. Research has shown that AI-powered speech recognition systems can facilitate tailored learning experiences, offer instant feedback, promote learner autonomy, and alleviate language learning anxiety, thus creating more conducive conditions for developing language competency (Xiao, 2025). Stimuler is an AI-powered speaking tool that improves conversational fluency with detailed feedback. Thus, it is theoretically interesting and practically important to explore how Stimuler could be applied to EFL programs to narrow the long-lasting gap between classroom-based speaking training and real communicative ability.

Speaking effectively is increasingly seen as a crucial component of proficiency in a language, allowing learners to participate successfully in academic, professional, and intercultural communication. With English remaining a global medium for communication, good language and communication skills play an important role in promoting the academic

can be more reflective and learner-centred in terms of speaking practice (Martarini et al., 2025). Moreover, this update promotes a larger degree of learner autonomy as it enables students to assess their own progress through personalized AI-generated feedback and increases opportunities for speaking practice beyond the classroom settings (Tafazoli, 2024). Importantly, the inclusion of Stimuler does not replace the teacher's function since teachers still stimulate classroom engagement, lead language development, and provide explicit instruction in the Language Focus stage. In this sense, AI acts as a pedagogical support that boosts learners' readiness for communication and maintains the communicative philosophy of TBLT. Hence, the methodology presented in this study provides a practical and theoretical way to include AI-speaking applications in EFL classrooms, especially for enhancing conversational fluency through constant practice, prompt feedback, and meaningful communication involvement.

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CHAPTER 13

INTEGRATING AI AND PEER FEEDBACK IN BUSUU FOR EFL LEARNERS' LANGUAGE SKILL DEVELOPMENT

The landscape of English as a Foreign Language (EFL) education has undergone a profound paradigm shift over the past decade, driven by the rapid evolution of digital technologies and the ubiquity of handheld devices. Traditionally, computer-assisted language learning (CALL) operated as a supplementary, school-bound resource, often confined to static desktop applications and linear software paths. However, the global proliferation of smartphones has catalysed the transition toward Mobile-Assisted Language Learning (MALL). This transition fundamentally redefined the spatial and temporal boundaries of language pedagogy. No longer bound by the physical constraints of the classroom or the rigid schedules of traditional instruction, modern EFL learners can engage with target language inputs in a highly flexible, ubiquitous manner. This democratization of learning has laid the groundwork for an even more disruptive evolution in educational technology: the integration of Artificial Intelligence (AI) into mobile platforms, giving rise to what scholars now define as Intelligent Mobile Language Learning (IMLL).

The emergence of IMLL represents a qualitative leap from first-generation MALL applications. Early language-learning applications functioned primarily as digitized flashcards or simple multiple-choice repositories, unable to dynamically respond to individual user needs. In contrast, IMLL ecosystems leverage advanced AI subfields—including natural language processing (NLP), machine learning algorithms, big data analytics, and neural network architectures—to transform mobile devices into active, intelligent pedagogical agents. These systems possess the unprecedented ability to track user engagement in real time, analyze

uncomfortable criticizing classmates. These limitations indicate that peer feedback should not be viewed as a replacement for teacher guidance but rather as a complementary learning strategy that requires appropriate scaffolding, clear assessment criteria, and continuous support. Training learners to provide constructive, specific, and respectful feedback is therefore essential for maximizing the educational benefits of peer assessment in EFL contexts.

In recent years, scholars have increasingly argued that combining AI-generated feedback with peer feedback offers a more comprehensive approach to language learning than relying on either method independently. AI provides immediate, consistent, and objective feedback on linguistic features such as grammar, vocabulary, spelling, and pronunciation, whereas peer feedback contributes human perspectives, contextual understanding, emotional support, and authentic communication. These complementary characteristics create a balanced learning environment in which technology enhances efficiency while human interaction fosters deeper reflection and meaningful language use.

Within Busuu, this integration enables learners to receive automated corrections before refining their work through interaction with peers and native speakers, thereby encouraging continuous revision and reflective learning. Consequently, the combination of AI and peer feedback has the potential to strengthen learners' speaking, writing, reading, listening, vocabulary, grammar, learner autonomy, and intercultural communication. This complementary relationship provides the conceptual foundation for understanding how intelligent technologies and collaborative learning can work together to support holistic language skill development in contemporary EFL education.

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CHAPTER 14

MEMRISE AS A MOBILE-ASSISTED VOCABULARY LEARNING TOOL IN SELF-DIRECTED EFL LEARNING

Vocabulary mastery helps students communicate effectively when using English, which makes it important in English language learning. However, some factors still make it difficult for students to improve their vocabulary retention. Students feel difficulty in learning vocabulary because of limited learning time in the classroom, students' low motivation to learn, and traditional methods such as memorization and repetition that are still used in the classroom (Sapudra, 2026; Siregar & Zainuddin, 2023). Besides that, the development of Mobile-Assisted Language Learning (MALL) creates alternative solutions to help students face the challenges by learning processes that are flexible and integrated with technology. There is one mobile application that can be used for students to learn vocabulary, which is Memrise. Memrise creates features that can help students enhance their learning motivation and vocabulary mastery. It also has a good impact on students' vocabulary mastery and self-directed learning in many educational contexts (Demir, 2025).

By the integration of digital technology in education context, mobile learning applications that are possibly effective for learning vocabulary become important to be explored. Although the development of technology in education context is rapid, some learning classrooms still use traditional methods which can produce limited vocabulary retention and low student motivation (Alisoy & Sasigzade, 2025; Tovar, 2025). In order to maximize vocabulary mastery, flexible and self-directed learning is needed since the classroom learning has limited time (Rachmawati & Fadhilawati, 2025). Memrise provides tools and features that can support vocabulary mastery, such as learn words, hear my words, and use my words.

Memrise is influenced by several technological, pedagogical, and learner-related factors, indicating that the application should not be viewed as a standalone solution for vocabulary instruction. The modified conceptual framework proposed highlights that successful vocabulary acquisition through Memrise results from the interaction between the application's instructional affordances and students' active engagement in self-directed learning.

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CHAPTER 15

KAHOOT AS A GAMIFIED PLATFORM FOR GRAMMAR AND VOCABULARY DEVELOPMENT IN EFL CLASSROOMS

Digital technology has become an integral aspect of the teaching of English language. Teachers are now using digital technologies to deliver class materials, give quizzes, assign projects and provide feedback in a more participatory way (Stockwell, 2021). With the increasing use of technology in the classroom, gamification has been the focus of much attention as a means of increasing learner engagement by incorporating simple game aspects such as points, challenges, and immediate feedback (Deterding et al., 2011). Also, recent research has revealed that gamification can boost students' interest and engagement in learning English (Laura-De La Cruz et al., 2023). However, its success depends on the meaningful learning activities that teachers develop, not on the technology itself (Dichev & Dicheva, 2017).

Grammar and vocabulary are the key to helping students communicate effectively in English. However, many EFL students still have difficulties in these language areas and lose their interest in the classes that are delivered in the traditional way (Nik Din & Othman, 2023; Alawiyah et al., 2024). Recent research has studied the use of Kahoot for grammar, vocabulary and student motivation in EFL classrooms. The majority claim positive findings but mainly focus on learning outcomes or student perspectives (Katemba et al., 2022; Pahamzah et al., 2022; Aisyah & Salmiah, 2024; Hossain & Younus, 2024). Based on that, this chapter discusses the role of Kahoot as a gamified learning platform through the integration of important theories and contemporary research, and provides practical solutions for English teachers.

Truong & Dinh, 2024). Therefore, I suggest that teachers use Kahoot freely. If the purpose is to get students to participate, not compete, then they can change the amount of time for each question, break students up into small groups, or occasionally conceal the scoreboard. Small changes like these can go a long way to creating a classroom where more kids feel safe sharing.

Finally, I think Kahoot should be used as part of a larger learning sequence and not as a stand-alone game. A lesson might have a short intro, guided practice, a Kahoot, and a reflection or feedback at the end. The sequence provides students with various opportunities to understand, practice and apply their information. In my opinion, Kahoot is not a game, but a tool for teachers to create meaningful language learning experiences that get students to develop their grammar and vocabulary.

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CHAPTER 16

ENHANCING LANGUAGE LEARNING THROUGH ADAPTIVE LEARNING AND GAMIFICATION: INSIGHTS FROM DUOLINGO

Digital technology has changed the landscape of language education, moving learners from traditional classroom-based instruction to more flexible, personalized and interactive modes of learning (Chen, 2022). One of the most important changes in this transformation is the emergence of Mobile-Assisted Language Learning (MALL) which allows learners to interact with language content anytime and anywhere through smartphones and tablets (Qhoirulita & Fakhrurriana, 2025). MALL has the potential for personalized and adaptive learning experiences, allowing students to tailor learning materials to their needs and learning styles. The large number of MALL products makes the learners more and more diverse and offers many choices, one of which is quite popular in Indonesia. The number of users reaching 500 million (Tiara et al., 2021) has attracted attention to the study of the relationship between Duolingo and the enhancement of language learning among adaptive learning students.

The increasing integration of adaptive technologies in language learning highlights that personalization becomes an important aspect in shaping effectiveness in learning. Personalized learning allows the material to be adjusted to the learner's skill, proficiency levels, learning pace and other specific needs, making the learning more targeted and relevant (Kwon & Kim, 2020). However, there is still a gap between the system design and the actual learner experience. This becomes more important for EFL learners who rely on mobile applications as learning tools outside formal classroom settings. As Stockwell (2021) argue, well-designed mobile learning apps are those that are designed with sound educational principles. Poorly designed apps and pedagogically inappropriate content may hinder learning rather

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CHAPTER 17

BEYOND GAMIFICATION: ENGLISH TEACHERS' EXPERIENCES IN UTILIZING WAY-GROUND TO FOSTER DIGITAL LITERACY IN EFL CLASSROOMS

Digital technology has fundamentally reshaped educational practice in the twenty-first century. Educational institutions are now expected not only to integrate digital tools into classroom instruction but also to cultivate learners capable of critically navigating increasingly complex digital environments. This shift has moved the focus of education from the mere acquisition of technological skills toward comprehensive digital literacy, encompassing the abilities to access, evaluate, create, communicate, and ethically use digital information (Falloon, 2020). Within English as a Foreign Language (EFL) education, this transformation is especially significant because language learning increasingly occurs through technology-mediated communication, multimodal resources, and interactive online platforms. English teachers are therefore expected to function not only as language instructors but also as facilitators who guide students toward becoming competent digital citizens.

International frameworks for twenty-first-century learning consistently recognize digital competence as essential for lifelong learning and active participation in modern society, extending beyond operating devices to include critical thinking, collaborative problem-solving, digital communication, information evaluation, and ethical responsibility (Spires, Paul, & Kerkhoff, 2018). For language education, these competencies are closely intertwined with communicative competence, since learners increasingly acquire and practice English through online interaction, digital content creation, and collaborative virtual learning spaces. The successful integration of digital literacy into EFL classrooms therefore depends

previous discussions by connecting digital literacy theory with technology-enhanced language pedagogy through a contextualized conceptual framework. Future empirical studies may further validate and refine the proposed model by investigating its application across different educational levels, institutional contexts, and language learning environments.

Ultimately, meaningful technology integration should not be evaluated solely according to the sophistication of digital platforms or the attractiveness of gamified features. Its educational value lies in the extent to which technology enables teachers to create authentic, engaging, and pedagogically sound learning experiences that prepare students for lifelong participation in an increasingly interconnected digital society. Through thoughtful instructional design and informed pedagogical practice, Wayground has the potential to become an effective catalyst for fostering digital literacy while simultaneously supporting the development of English language proficiency in contemporary EFL classrooms.

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CHAPTER 18

THE ROLE OF ELICIT IN SUPPORTING SYSTEMATIC LITERATURE REVIEWS: A LITERATURE REVIEW

In a few years, research has been continuously improving, which of course poses new challenges for researchers. In the poses, literature searches that were previously manual have now become increasingly complex because researchers have to browse through thousands of articles. However, today's rapid technological developments have given rise to various AIs that are useful and provide convenience for researchers. AI is considered more efficient to use due to the easier automation of searching, organizing, and analysing scientific information (Xu et al., 2021; Zawacki-Richter et al., 2019). With its use in research, AI is no longer seen as a mere innovation, but is starting to become an important part of supporting evidence-based research processes. One of the AI tools that is known to help research, especially in the Systematic Literature Review process is Elicit. Elicit can utilize semantic search and large language models to understand the intent of the research question and display articles that have conceptual relevance, which also provides various features to support the process of article filtering, data extraction, and the preparation of research summaries, and this certainly feels different from other search engines that rely on search only by keywords (Aktay, 2024).

Although some studies show that Elicit can make it easier for researchers in the research process, it turns out that it still needs to be reviewed and validated by researchers to ensure that the results obtained are accurate and in accordance with the research objectives (Bernard et al., 2025; Lau & Golder, 2025). Based on these conditions, this chapter will discuss the stages of SLR implementation, the role of Elicit at each stage, research results on its use, and AI-assisted SLR workflow proposals with the

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CHAPTER 19

MAPPING SCHOLARLY TRENDS THROUGH RESEARCHRABBIT: EXPLORING KNOWLEDGE NETWORKS IN ACADEMIC RESEARCH

During the last decade, there has been an extraordinary increase in the number of academic publications due to digitalization and interdisciplinarity, as well as the need for scholars to publish in a constantly splitting array of journals and conference proceedings. The explosion in the amount of scholarly output has made literature searching much more challenging than ever before. The use of keyword-based database systems is no longer sufficient for successful literature discovery in the contemporary conditions, and this issue gave rise to the integration of AI into the scholarly discovery process. Now AI can be used not only for a Boolean literature search but also to provide researchers with semantic search options, citation-based recommendations, and visual representation of knowledge networks (Bolaños et al., 2024; Sen, 2026). One of the most remarkable features of modern AI-based literature discovery tools is the possibility to reveal the network of citations of particular papers and visualize the research field, which emerges from them. Thus, ResearchRabbit is a promising AI-powered discovery platform that provides researchers with the option to trace citation links, identify papers that have a similar theme and explore the intellectual genealogy of a particular topic based on one or several seed publications (Cole & Boutet, 2023). Therefore, the role of ResearchRabbit goes beyond that of a reference manager and represents the instrument of mapping knowledge networks. As the technologies of AI-based literature discovery tools evolve, it becomes necessary to study the influence of such platforms on the process of literature discovery in the scholarly knowledge networks. Recent findings from the information-behavior literature show

visual analytics capabilities provided by ResearchRabbit can provide a substantial increase in the efficiency of literature discovery, while its capability of connecting with already existing bibliometric software like VOSviewer makes the transition from discovery towards trend analysis possible (Rochman et al., 2024; Basavaraja & Rajashekara, 2025). At the same time, it can be seen from the reviewed literature that ResearchRabbit is most effective when being used as a part of broader, layered research process instead of replacing systematic bibliometric methodologies, which has been demonstrated through application cases as diverse as hydrology, criminology, library science, and medical manuscript writing (Luong, 2025; Singh et al., 2024; Mercadé et al., 2023). This view is supported by an increasing and more recent body of applied evidence from business-research education (Chapman & Dennis, 2026), climate-disaster policy analysis (Gaoh et al., 2024), sport science (Latzel & Glauner, 2024), and bibliometric methodology (Sahoo et al., 2026; Mtotywa et al., 2026), which all support the conclusion that the greatest value of ResearchRabbit is when it is located within a wider, multi-tool research workflow. Future research would benefit from cross-disciplinary comparative studies, directly evaluating ResearchRabbit alongside other AI-based discovery and retrieval systems, such as the hybrid semantic and graph-based approach proposed by Malo and AL-zebari (2026), to build more generalizable guidance on how AI-assisted knowledge-network mapping can be responsibly and effectively embedded into academic research practice. For example, the structured cross-tool benchmarking recommended in this chapter is illustrated by Albaladejo-González's (2026) comparative assessment of freely available AI review tools, and Park's (2025) study on the changing role of the librarian in AI-supported systematic search.

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CHAPTER 20

EVIDENCE-BASED ACADEMIC INQUIRY USING CONSENSUS AI ENHANCING ACADEMIC RESEARCH THROUGH ARTIFICIAL INTELLIGENCE

In the digital era, academic research has experienced significant transformation due to the rapid development of artificial intelligence (AI). Researchers, students, and educators increasingly rely on AI-powered tools to search, analyse, and synthesize scholarly information more efficiently. One emerging platform that supports evidence-based academic inquiry is [Consensus AI] (https://consensus.app?utm_source=chatgpt.com), an AI-driven academic search engine designed to provide evidence-based answers from peer-reviewed research articles. Traditional academic inquiry often requires researchers to spend considerable time searching databases, reading articles, and evaluating the credibility of sources. This process can be challenging, especially for beginner researchers who may struggle to identify relevant and trustworthy literature. The emergence of AI tools such as Consensus AI offers an alternative approach by simplifying literature exploration and presenting synthesized findings from scientific studies. According to recent studies, Consensus AI helps users quickly access academic evidence and identify research trends through semantic search and AI-assisted summaries.

Evidence-based academic inquiry refers to the process of conducting research using reliable empirical evidence as the foundation for analysis and conclusions. In higher education, evidence-based inquiry is essential because it promotes critical thinking, academic integrity, and informed decision-making (Neal et al., 2023; Hendriks et al., 2022). Researchers are expected to support arguments with valid scholarly evidence rather than assumptions or personal opinions. AI-assisted platforms may strengthen

brainstorming and academic writing support, whereas Consensus AI, Elicit, and Semantic Scholar are specifically designed to facilitate evidence retrieval from scientific literature. Consequently, selecting an appropriate AI tool depends on the research objective, the type of evidence required, and the level of critical evaluation expected from the researcher.

Overall, the comparison highlights that Consensus AI provides the most comprehensive support for evidence-based academic inquiry because it combines semantic literature searching, AI-assisted evidence synthesis, research gap identification, and direct citation support within a single evidence-oriented platform. Nevertheless, its effectiveness should not be interpreted as replacing researchers' critical thinking or methodological expertise. AI-assisted tools should be viewed as complementary technologies that enhance research efficiency, improve access to scholarly evidence, and support informed academic decision-making. Responsible use of these technologies requires researchers to critically evaluate AI-generated outputs, verify original sources, and maintain academic integrity throughout the research process. Therefore, integrating Consensus AI with human expertise represents a balanced approach to achieving high-quality, transparent, and evidence-based academic research.

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CHAPTER 21

ACADEMIC LITERACY AS THE FOUNDATION FOR AI-ASSISTED LESSON PLANNING: A CONCEPTUAL FRAMEWORK FOR PRIVATE ELEMENTARY SCHOOL TUTORS

The rapid advancement of Information and Communication Technology (ICT) has transformed educational practices across disciplines, including English language teaching (ELT). Digital technologies are no longer viewed merely as supplementary instructional tools but have become integral to teaching, learning, and curriculum development. Research has shown that ICT enhances learners' English achievement while fostering more positive attitudes toward language learning, creating opportunities for more flexible and engaging instructional practices (Sulaeman et al., 2024). Building upon this digital transformation, the emergence of artificial intelligence (AI) has further expanded the possibilities for language education by supporting personalized learning, instructional innovation, and learner autonomy (Crompton et al., 2024).

Previous studies shown AI has become an increasingly valuable pedagogical partner in English language education. AI-powered applications can activate learners' prior knowledge before classroom instruction (Fadillah et al., 2025), facilitate speaking practice in low-anxiety learning environments (Fasa et al., 2026), and assist teachers in developing adaptive instructional materials that respond to diverse learner needs (Yeh, 2024). Furthermore, AI-supported learning systems are capable of recommending relevant learning content, generating learning analytics, and supporting data-informed instructional decision-making, thereby improving both teaching efficiency and student learning outcomes (Sun et al., 2021). These developments demonstrate that AI is evolving beyond a technological

Within this continuous planning cycle, AI functions as a collaborative instructional partner that enhances efficiency and expands instructional possibilities, while teachers remain responsible for evaluating, adapting, and contextualizing AI-generated outputs. For private elementary school tutors, this framework highlights that meaningful AI integration depends not only on technological competence but also on strong academic literacy and professional judgment, ensuring that lesson planning remains responsive to diverse learner needs and educational contexts.'

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CHAPTER 22

BEYOND THE BLANK PAGE: CHATGPT AND THE EVOLUTION OF WRITING SUPPORT

Writing represents one of the most cognitively demanding skills in language learning and academic development. Unlike spontaneous, contextually embedded oral communication, writing involves learners in producing and organizing ideas, selecting vocabulary appropriate to the context, employing grammatical structures, and revising texts for clarity, coherence, and rhetorical effectiveness. The double linguistic systems add cognitive stress to the EFL/ESL learners. Writing academics and practitioners have long addressed affective and cognitive impediments that produce writer's block (Daly & Miller, 1975; Krashen, 1986). Traditional writing pedagogy relies on teacher feedback, structured peer review, textbooks, and writing assignments in the classroom, but class size, institutional time constraints, and unequal access to educational resources limit the effectiveness of these methods.

Generative Artificial Intelligence (AI) is new and potentially disruptive for mainstream education. The large language model ChatGPT, released publicly by OpenAI in November 2022, rapidly became one of the most discussed technical tools in education (Kasneci et al., 2023; Lo, 2023). Unlike spell-checkers, grammar apps and AWE systems, ChatGPT can produce long-form, contextually sensitive text with iterative dialogue, can generate examples and analogies, and can adapt its register and level of explanation to the needs of the interlocutor. As a tool for correction, it can help students through all the writing processes. In this chapter, we contextualize the development of the generative AI model, ChatGPT, in the context of writing support development history, discuss its pedagogical potential and critical challenges, and present a modified theoretical framework that incorporates AI assistance into self-regulated learning processes.

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Eka Mailapusa has been teaching at SMP BPPI Baleendah since 2004, more than twenty years now, shaping young minds and building a classroom where students feel supported enough to actually chase their goals. That kind of tenure doesn't happen by accident; it comes from genuinely loving what she does and caring about the community she's part of. When she's not in the classroom, Eka likes to keep moving literally and mentally. She loves to swim for exercise, read for ideas and to bring fresh ideas back into her teaching, and travel to get out of her routine and absorb new cultures and ways of seeing the world. Looking ahead, Eka wants to keep growing on both fronts. In the classroom, she's focused on building more student-centered, innovative approaches that push her students toward critical thinking and a genuine love of learning is not just for exams, but for life. Outside of it, she's committed to never really stopping the self-improvement: reading more, staying active, staying curious. At the end of the day, what she really wants is to be someone her family and her school community can look to for a bit of inspiration



Titin Nurjanah is an English language educator and graduate student in English Language Education at UIN Sunan Gunung Djati Bandung, Indonesia. She teaches English at SMP Al-Barokah Sindangkerta, West Bandung, and is actively involved in curriculum development and academic program management. Her academic and professional interests include English language teaching, speaking and vocabulary development, educational technology, artificial intelligence in education, visual storytelling, photovoice, and innovative pedagogical approaches. Her research focuses on integrating creative and technology-enhanced learning strategies to support students' language development and meaningful learning experiences. Through her teaching, research, and academic activities, she is committed to contributing to the development of contextual, innovative, and inclusive English language education in Indonesia.



Refsi Dewi Nurhasanah is a dedicated junior high school teacher who simply loves the everyday joys and challenges of the classroom. Currently pursuing her Master's degree in English Education at UIN Sunan Gunung Djati Bandung, she considers herself a lifelong learner navigating the evolving landscape of English Language Teaching (ELT). While her recent project explores the practicalities of AI and academic productivity, her deeper academic interests lie in critical pedagogy and translanguaging, driven by a desire to create inclusive, empowering environments for all her students.



Nabiel Azhari Husaeni is a Master's student in English Education at UIN Sunan Gunung Djati Bandung. His academic interests lie in English language teaching, particularly in the use of technology to create more effective, interactive, and relevant learning experiences. Throughout his academic journey, Nabiel has been actively developing his knowledge and skills through research, academic writing, and the exploration of various approaches to English language education. He is also interested in

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Salsabila Maulida Aisyah is an English teacher and a master's student in English Language Education at UIN Sunan Gunung Djati Bandung. She has a strong interest in the field of education, particularly in teaching and learning. She believes that becoming a good teacher requires continuous learning, reflection, and dedication, and she is committed to improving herself through both academic study and teaching experience.



Lina Herlina is a dedicated professional educator and academic in the field of English language education. Currently, she serves as an English teacher at **SMPN 1 Tanjungkerta, Sumedang**, where she actively designs interactive learning experiences, develops curriculum tools aligned with the Kurikulum Merdeka, and guides junior high school students in mastering language skills.Her academic and professional interests center on contemporary ELT methodologies, digital literacy, and the integration of AI-powered tools and intelligent writing assistants to optimize language accuracy and learner autonomy in multilingual classrooms.



Nadia Alifa Nur Aenida is a Master's student in English Language Education (Tadris Bahasa Inggris) at UIN Sunan Gunung Djati Bandung. Alongside her graduate studies, she works professionally and is also a mother, balancing academic, professional, and family responsibilities. Her passion for education, particularly English language teaching and learning drives her continued exploration of contemporary issues in applied linguistics, including the role of

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Najwa Rifaron is a master's student in Tadris Bahasa Inggris at UIN Sunan Gunung Djati Bandung and a freelance English tutor at WE Desa Inggris Bandung. She was born on October 30, 2002. She earned her bachelor's degree in English Education, which strengthened her passion for language learning and teaching. She is eager to deepen her knowledge of English and explore different cultures through education and literature. She has a strong interest in reading literary works through orwell's and leila s chudori's book. This passion naturally influences her academic writing and research. Besides teaching, she enjoys helping students improve their English skills and build confidence in communication. She believes that learning English opens opportunities for personal and professional growth. In her free time, she enjoys reading novels, writing, and learning new things. She hopes to continue developing as an educator and researcher who can make meaningful contributions to English language education.



Ariska Nugraha is an English teacher at SMP PLUS GUNA CIPTA in Sumedang, with more than 10 years of experience teaching at the junior high school level and other various courses. He is passionate about experiential learning and the integration of digital technology in the language classroom. Through a deep learning approach, he strives to create English learning experiences that are meaningful, contextual, and joyful for his students. His contribution to this book grows out of his classroom practice knowledges, particularly in designing activities that encourage students to express themselves confidently and authentically in English.



Putri Azzahra Henda Puspitasari was born in Majalengka. She is currently pursuing a master's degree in English Education at UIN Sunan Gunung Djati Bandung. Putri has a strong interest in education and teaching. Since her early introduction to the teaching profession, she has actively participated in various activities, including volunteer teaching, community service, and the *Kampus Mengajar* program. These experiences have helped her discover her passion for teaching at the high school level, where she is currently employed. Additionally, Putri has demonstrated a long-standing interest in languages. Since childhood, she has participated in Sundanese language, Indonesian speech, and storytelling competitions. This enthusiasm has motivated her to continue developing her skills in education, particularly in language education.



Nisfia Nursyarifah Hanif is an English teacher at SMA PGII 1 Bandung, Indonesia. She is currently pursuing a master's degree in English Education at UIN Sunan Gunung Djati Bandung. Her professional experience focuses on teaching English at the secondary school level. Her academic interests include English language teaching, students' engagement and motivation in English learning, reading instruction, and the development of effective and innovative instructional practices in formal educational contexts.



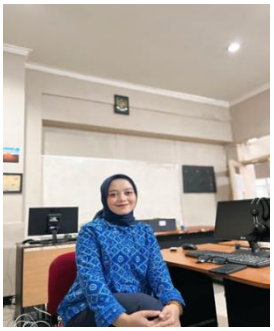
Sumarsih is a Master's student in English Education at UIN Sunan Gunung Djati Bandung who is passionate about language learning, critical literacy, and creative material development for students. She is interested in designing meaningful and engaging English learning activities that encourage students to think critically and express themselves confidently. Her academic interests focus on speaking skills, digital learning materials, and student-centered learning approaches.



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Raden Viranty Kamilatul Fasa, S.Pd., is a rookie teacher who offers private English classes for kids and adults. Through her teaching experience, she is committed to creating engaging, supportive, and learner-centered learning environments that encourage students to develop confidence in using English for both academic and everyday communication. She is also a postgraduate student at Pascasarjana UIN Sunan Gunung Djati, Bandung, majoring in Tadris Bahasa Inggris with Students' ID 2259460012. Currently, she lives in Bandung and is actively learning to be a good teacher. Get to know her better by reaching out to her on Instagram @virantyfasa or e-mail radenviranty@gmail.com.

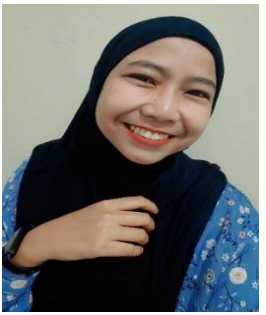


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Hanifa Mawadah is a student continuing her education at UIN Sunan Gunung Djati Bandung, pursuing a Master's in English Education. She has had a great interest in languages, especially English. Her love for language grew because she was very fond of reading since elementary school. Starting with short stories, she began writing her own fiction when she entered junior high school. Writing and reading are important parts of her life because she can continue to process, learn, and develop into a broad-minded and useful human being. Currently, she continues to develop her academic and professional skills through learning, writing, and private English teaching at various educational levels. She really likes and enjoys the life she has now.



Siti Nuraeni Solihah is an English language educator at SMK Galuh Pakuan and a Master's student in English Language Education at UIN Sunan Gunung Djati Bandung, Indonesia. Born in Tangerang, she has a strong interest in language education, artificial intelligence, digital technology, and innovative practices in English language teaching and learning. As an educator, she is passionate about exploring how AI and digital technologies can support creative, meaningful, and engaging language learning. Her academic and professional journey has also provided her with valuable experience in academic writing, including contributing to a book chapter. This experience motivates her to continue learning, researching, writing, and creating works that can contribute to education and benefit others. She believes that education is a continuous journey of learning, growth, and contribution. Her personal motto is: **"Keep Learning, Keep Growing, and Keep Glowing." Email:** aeniamai@gmail.com



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TESTIMONY



This book offers a meaningful reflection of creativity and critical thinking. Each chapter presents relevant ideas and perspectives on how innovation, technology, and pedagogy can be integrated to create more meaningful language learning experiences. (Anugrah Imani, Ph.D., Head of English Education Master Program)

This book explores current trends and emerging issues in English language teaching. It offers fresh perspectives and practical insights for teachers, students, academics, and researchers. May it inspire innovation, meaningful discussion, and future research. (Muhammad Nurfazri, Book Chapter Contributor)

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