



AI as a Speaking Partner: Exploring Students' Experiences of Practicing English Conversations with Stimuler

Raden Viranty Kamilatul Fasa¹, Gisna Auliya², Andang Saehu³, Cipto Wardoyo⁴

***radenviranty@gmail.com**

¹²³⁴UIN Sunan Gunung Djati, Bandung, Indonesia

ABSTRACT

Aimed to explore students' experience in using Artificial Intelligence (AI), particularly Stimuler, as a speaking partner in practicing conversation using English. The study is grounded in the limited opportunities for speaking practice, such as the low confidence and anxiety commonly experienced by EFL students. This study employed a qualitative descriptive method involving four students who were selected through purposive sampling from various majors. The data from this study were collected through semi-structured interviews and analyzed using thematic analysis. The study shows that using AI, specifically Stimuler, as a speaking partner offers several benefits, as reflected in the themes: AI as a Safe and Low-Anxiety Speaking Environment, Enhancing Students' Speaking Development, and Flexibility and Accessibility of AI-Based Learning. However, there are also limitations, especially in natural interaction and its limitations in replacing humans in conversation. All in all, it shows that Stimuler can be an effective speaking partner for some students to improve their speaking skills, by creating a practice space that is flexible and less pressurizing.

Keywords: Artificial Intelligence; EFL Learners; Stimuler; Speaking Practice

INTRODUCTION

Speaking ability is one of the main skills in learning English because it plays an important role in communication and social interaction. According to Ur (2009), speaking is the most important of the four skills. In contexts of learning English as a foreign language, speaking skills are often considered the most challenging skill among the four skills (Günes & Sarigöz, 2021). Speaking skills are among the most challenging because of some factors: limited vocabulary, difficulty in constructing sentences spontaneously, and anxiety when speaking a foreign language (Harahap et al., 2023). Besides, many English learners have limited opportunities to practice real conversations. A lack of practice opportunities can impede the development of eloquence and reduce students' self-confidence in using English actively (Gusviyani et al., 2022). Therefore, ongoing speaking practice and a supportive learning environment are necessary to help students improve, especially in their communication intelligence.

Along with the development of digital technologies, the use of AI in language learning began to grow—AI as a new media offering new opportunities in language learning practice. Especially in the form of conversational AI or chatbots, it allows users to interact with digital systems designed to imitate human communication (Karagöle^{tal}, 2025; Sulistiana, 2025). This technology offers various advantages, including time flexibility, instant and personalized feedback, and the ability to interact naturally and tailor learning to individual learners' needs. Through this technology, learners can practice speaking flexibly without being limited by time or place. Moreover, AI systems are able to provide responses directly, resulting in learners getting fast feedback during the process of speaking practice (Ambarita et al., 2024). The presence of AI technology in language learning has opened new possibilities for students to gain more intensive practical experience.

In a foreign language learning environment, especially for EFL students, having someone to practice speaking with is a significantly important part of developing communicative competence. As it shows nowadays, technological innovations continue to evolve, and new digital tools are increasingly helping and influencing how learners engage in language learning and practice, including the use of AI as a speaking partner (Indrayani et al., 2025). Some of the various AI-based language learning applications, such as Stimuler, ChatGPT, Gemini, Blackbox, and other conversational AI tools, allow learners to interact and talk with digital systems that simulate human conversation. Different from traditional classroom activities, which are often constrained by time, scheduled sessions, and repeated activities, AI-based tools allow students to engage in speaking practice beyond the classroom (Duong & Suppasetseree, 2024). Through AI-based conversational simulations, learners are able to practice speaking whenever they need and for as long as they want. Furthermore, since students communicate with a digital system rather than another person, interacting with AI systems helps create a less threatening learning environment for language learners (Han, 2020; Fathi et al., 2024). As a result, AI-assisted interaction can provide a supportive space for learners to gradually build their communicative competence. For this reason, it is important to examine how AI can act as a speaking buddy and how it may support English language learning in more practically effective ways.

Several previous studies have examined the use of AI technology in English language learning, particularly in developing speaking skills. For example, Indrayani et al. (2025) investigated the use of an AI-powered speaking application, ELSA Speak, among EFL learners over 8 weeks using a mixed-methods design. The results revealed that AI-supported tools could provide pedagogical benefits for speaking instruction, including helping learners practice pronunciation and receive immediate feedback. Based on that particular previous study, it suggests that AI technology has the potential to enhance students' motivation and participation in language learning environments.

Most previous studies have focused primarily on measuring the effectiveness of AI tools in improving students' learning outcomes, such as speaking performance, pronunciation accuracy, and classroom participation. Consequently, there has been little focus on investigating learners' personal experiences with AI as a conversational partner beyond formal classroom teaching, especially among non-English major students in higher education settings. There is still a need to explore how students perceive and experience the use of AI-based applications as speaking partners in their independent language practice. Addressing this gap, the present study explores the experiences of EFL students from various majors who use AI-based applications, particularly Stimuler, as speaking partners for practicing English conversation.

Thus, this study aims to dissect the experiences of university students as they utilize AI, specifically the Stimuler application, as a conversation partner to enhance their English

speaking skills. More specifically, it focuses on how students engage with AI-based applications, particularly Stimuler, during their speaking exercises and their perceptions of their interactions with this technology. By investigating students' experiences in conversing in English with AI, the study aims to offer a more profound insight into the role of AI-assisted resources in facilitating speaking practice within higher education settings.

METHOD

The research uses a qualitative descriptive approach that aims to explore students' experience in using Stimuler in their journey to learning English, especially as a speaking partner using the Stimuler application. This approach was chosen because the research focuses specifically on their experience; therefore, we seek their deep understanding, perceptions, feelings, and individual experiences, not numerical data.

The main source of data comes from a semi-structured interview we conducted with four students from various majors who are currently learning English using Stimuler. They are chosen through purposive sampling because the criterion is using Stimuler and agreeing to share their experience in practice using the application to improve their English. Although the sample size is very limited, this approach is chosen to gain in-depth, context-specific insights that larger-scale quantitative studies might overlook. This technique allows researchers to gain information flexibility and depth. The interview was conducted with a guide who asked open-ended questions, including follow-ups to clarify to participants what their answers meant. The entire process of the interview was recorded and transcribed for analysis purposes.

The data were analyzed using thematic analysis, which focuses on the steps of qualitative analysis according to Creswell (2014) organize and prepare the data, read all the data, perform coding, categorize or group codes into themes, and interpret the themes identified. This analysis aims to identify the main patterns in students' experiences during the use of Stimuler as a speaking partner in learning English.

RESULT AND DISCUSSION

This section presents research findings related to students' experience in using AI as a speaking partner through the Stimular application. Based on the thematic analysis of interview data, four main themes were found, including describing emotional aspects, learning benefits, flexibility, and limitations in the use of AI for speech exercises.

Table 1. Results of Thematic Analysis: Themes, Categories, and Sample Codes

Theme	Categories	Key Findings	Sample Codes	Representative Excerpts
AI as a Safe and Low-Anxiety Speaking Environment	Emotional aspects	Students feel more comfortable and not afraid of being wrong when practicing speaking with Stimuler	no fear of being wrong, not being judged, being braver	<i>"Because talking to Stimuler AI makes me feel safer."</i> (S1) <i>"..quite good, it makes me brave enough to speak English even in front of my own cell phone."</i> (S4)
AI Enhances Students'	Learning benefits	Stimuler helps improve self-	confidence increases,	<i>"Stimuler can correct</i>

Speaking Development		confidence, vocabulary, pronunciation, and speaking ability in English	vocabulary increases, pronunciation improves	<i>pronunciation and add vocabulary,..” (S2)</i>
Flexibility and Accessibility of AI-Based Learning	Practical advantages	Stimuler enables speaking practice at any time and supports self-learning	flexible, can be done at any time, independent learning	<i>“Using Stimuler is good and very useful, it can be used anytime.” (S3)</i>
Limitations of AI Compared to Human Interaction	AI limitations	Stimuler has not been able to replace human interaction due to the less natural and limited response in complex conversations	less natural, not like humans, limited	<i>“...not natural as we talk to real human,” (S2) “It really feels like I'm talking to a robot.” (S4)</i>

AI as a Safe and Low-Anxiety Speaking Environment

English as a national language has become a burden for students whose first language is not English. It is shown that most students, especially as EFL learners, often still have insufficient knowledge of English, mostly in vocabulary and pronunciation. Lack of confidence stems from insufficient knowledge, leading them to be afraid to speak English in class. Moreover, the students often feel embarrassed and lack motivation afterwards, as some students say in the interview.

Excerpt 1 : “Sometimes I actually understand, but when I'm about to say it, I doubt it myself. Afraid of wrong grammar, afraid of bad pronunciation, so instead think of being judged by people and finally not talking.” (S1/Interview/Translated by the Researcher)

Excerpt 2 : “I feel inferior because most of my friends are already so good at speaking English. Meanwhile, I just started when I was in college.” (S2/Interview/Translated by the Researcher)

As it shows, most of them lack confidence because they did not have the space to feel safe learning English. When they have the will and the ability to learn, they are shadowed by friends or fear being judged by others. In addition, most students have difficulty adapting to English sentences because they rarely have casual conversations in their surroundings. Based on these interviews, it is found that a lack of self-confidence is the students' biggest obstacle in learning English. They were less confident with their English skills. This made students feel embarrassed and afraid to practice speaking, especially the fear of being judged. This aligns with Ariyanty's (2016) research, which found that a lack of self-confidence is a psychological factor that contributes to EFL students' speaking challenges. Therefore, this study found that AI is a small part of the solution to their problem with learning English.

Following the students' struggles with anxiety when speaking English in social environments or during classes, several students started to utilize AI as a practice tool. AI is viewed as a more secure setting since it doesn't provide immediate social feedback. Different from human interactions, AI does not demonstrate negative responses like ridicule, judgment, or personal criticism. This allows students to feel more at ease while speaking without the fear of backlash. It is actually a lot of AI that can be used, but in this case, specifically Stimuler. Most respondents said they can practice English more freely while using Stimuler. They were not afraid to make mistakes, be shy or even use incorrect grammar or mispronounce some words. This helps them to be braver in trying and drilling practice without pressure. This finding shows that Stimuler can serve as a low-anxiety speaking partner, providing practice space with more privacy and free from social pressure. This condition indirectly helps improve students' confidence in using English.

AI Enhances Students' Speaking Development

Besides creating a safe learning environment that makes students comfortable speaking English, Stimuler can also enhance students' speaking ability by acting as a practice partner for English speaking, helping them become accustomed to it. The positive impact of using Stimuler can be seen in the interview excerpts below:

Excerpt 1 : "I feel like I'm more used to arranging the sentences now, I don't have to think for as long as I used to..." (S1/Interview/Translated by the Researcher)

Excerpt 2 : "As a speaking partner, it's good, it can correct my pronunciation, increase my vocabulary, and most importantly, I can practice conversation continuously until I get used to it.. (S2/Interview/Translated by the Researcher)

Excerpt 3 : "I've become more used to speaking English, not as stiff as before." (S3/Interview/Translated by the Researcher)

Based on interview data, it was found that the use of Stimuler, which performs as a chatbot as a speaking partner and functions as a tutor, improves students' speaking abilities by providing consistent, engaging practice, thus making students learn without feeling overwhelmed. This is in line with the findings of Haristiani (2019), who stated that chatbots as language learning media can function both as tutors and as platforms for independent learning. This is also in line with the findings of Du and Daniel (2024), who stated that AI-powered chatbots improve students' speaking abilities by providing consistent practice opportunities. Another study conducted by Wu et al. (2025) declared that integrating AI chatbot tools into learning activities in the class might significantly reduce speaking anxiety, increase language enjoyment, and improve speaking performance.

Flexibility and Accessibility of AI-Based Learning

Previous themes show that students use Stimuler as a safe environment and lack anxiety to practice speaking English, which also enhances students' speaking development. However, it is not only psychological security factors that are the reason for the use of Stimuler. Furthermore, the results of this study also revealed that the flexibility and accessibility of Stimuler also strengthened its role as an effective learning medium for students.

Table 2. Students' Perceptions of AI Flexibility and Accessibility

Category	Indicator	Description	Number of Participants
Flexibility	Time independence	Can practice anytime	4
	Spontaneous use	Can use Stimuler when needed	2
Accessibility	Easy access	Available via smartphone	4
	No partner needed	No need to wait for others	3
	Comfortable environment	Can practice anywhere	4

Based on the interview results, flexibility and accessibility are among the main reasons students use Stimuler for English practice. In contrast to classroom learning, which is limited by time and place, Stimuler allows students to practice anytime, anywhere, according to their needs. Some students say that they can access Stimuler spontaneously when they want to practice, without having to wait for a specific schedule or the whereabouts of their counterparts. This provides a more intense and consistent practice opportunity.

Excerpt 3: "Using Stimuler is good and very useful, it can be used anytime. For example, if I want to practice at night or suddenly I think I want to speak English immediately." (S3/Interview/Translated by the Researcher)

Excerpt 4: "I'm more comfortable practicing on my own using the Stimuler application, because I do not have to adjust the time with other people. So it is more flexible for me." (S4/Interview/Translated by the Researcher)

Besides time flexibility, accessibility also becomes the main factor. Stimuler can be accessed easily on a smartphone, so students do not need a special learning environment. This helps them to keep practicing even in limited conditions, anytime and anywhere. Not to mention, it does not cost much. These findings show that Stimuler not only functions as a learning tool but also as a medium that supports self-directed learning, allowing students to have full control over their learning process. Flexibility and easy access contributed to increased speaking practice frequency, which helped them improve their speaking skills.

The Limitations of AI in Speaking Practice Compared to Human Interaction

Based on the participants' responses, most of them believe that AI cannot fully replace humans as speaking partners. Three out of four respondents clearly stated that AI cannot or has not yet been able to replace humans, while one respondent mentioned that it might be possible, but still felt that interacting with AI is "not natural." The key finding from this question highlights that naturalness plays an important role in the speaking experience. The participants felt that conversations with humans are more comfortable, more real, and have a different "feel" compared to speaking with AI. Some of them also described talking to AI as similar to talking

to a robot. This suggests that although AI can simulate conversations, there are still noticeable limitations in terms of emotional connection, spontaneity, and social closeness.

However, the respondents also acknowledged the benefits of Stimuler, especially as a tool for speaking practice. For users who feel shy, introverted, anxious, or lack confidence when speaking with others, Stimuler becomes a helpful application to build their confidence. AI is viewed not as a replacement for humans, but as a supportive tool that helps the students gain confidence before engaging in real conversations with real humans. Nonetheless, there are some concerns. Especially about technical issues of the application, including occasional errors and responses that can feel rigid. It emphasized that the Stimuler application is not yet capable of delivering a communication experience that matches the same interaction that is as natural as humans. Overall, the findings suggest that while AI is increasingly accepted as a practice partner, it is not seen as a complete substitute for human interaction.

“What was your experience using Stimuler as a speaking partner?”

Based on the available responses, the participants' initial experience with Stimuler shows that there were some challenges at the beginning, particularly in understanding how to use the application. One respondent mentioned feeling confused at first because Stimuler is not as widely known as other applications. This finding indicates that familiarity with an application influences user comfort in the early stages. When an app is relatively unfamiliar, users tend to need more time to understand its features, how it works, and its overall purpose. This initial confusion does not necessarily mean that the app is difficult to use, but rather that users may lack clear expectations about how it should function.

In the context of Stimuler as an AI-based speaking partner, the initial user experience is important because it can shape users' perceptions of its usefulness. Students' speaking practice may be disrupted if the user feels confused. Therefore, applications like Stimuler need to provide simple guidance, clear onboarding, or step-by-step instructions to help users understand how to start practicing.

To conclude, these findings suggest that Stimuler has potential as a speaking partner, but it needs clearer guidance so that users can feel more comfortable and confident when using the application, so the user would not be confused.

CONCLUSION

From the study, it can be concluded that the use of Artificial Intelligence (AI), particularly Stimuler, provides a positive experience for the four students as participants in this study in practicing their speaking skills. The study demonstrates that Stimuler helps create a safer and low-anxiety learning environment. The reason is that the application allowing students to feel more comfortable without fear of making mistakes or being negatively judged. The use of its application also contributes to the improvement of several key aspects of speaking, including confidence, vocabulary mastery, pronunciation, and fluency in constructing sentences. The flexibility and accessibility offered by Stimuler enable students to practice independently anytime and anywhere, which increases their frequency of speaking practice. However, when the students were doing the interactions with Stimuler, they thought it lacked the emotional connection and dynamic communication characteristic of human interaction, especially in complex conversations. This is why the limitation of Stimuler is less natural. Consequently, Stimuler is best utilized as a support tool rather than as a complete substitute for human interaction.

Therefore, it is suggested that EFL learners make use of AI applications like Stimuler as

a tool for independent speaking practice to enhance their confidence and communication skills. For lecturers or instructors, this study may serve as a consideration to integrate AI as a supporting tool in speaking activities, helping to create a more flexible and supportive learning environment that meets individual student needs. Furthermore, AI developers are encouraged to improve the quality of interaction within their systems. In terms of response naturalness and the ability to understand more complex conversational contexts, the learning experience can better resemble real communication. This study recommends that future research include a larger and more diverse group of participants. In addition, it suggests exploring the use of other AI-based tools in various learning contexts to gain a better understanding of their role in developing speaking skills.

Acknowledgement

The authors would like to express sincere and thank all participants who generously shared their time and experiences for this research. It played a crucial role in the successful completion of this study.

REFERENCES

- Ambarita, N., & Nurrahmatullah, M. F. (2024). Impacts of artificial intelligence on student learning: A systematic literature review. *Jurnal Varidika*, 36(1), 13–30. <https://doi.org/10.23917/varidika.v36i1.4730>
- Ariyanti. (2016). Psychological factors affecting EFL students' speaking performance. *ASIAN TEFL: Journal of Language Teaching and Applied Linguistics*, 1(1). <https://doi.org/10.21462/asiantefl.v1i1.14>
- Banihashem, S. K., Noroozi, O., & Khalil, M. (2025). Artificial intelligence in higher education: Impact depends on support, pedagogy, human agency, and purpose. *Innovations in Education and Teaching International*. <https://doi.org/10.1080/14703297.2025.2539579>
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Du, J., & Daniel, B. K. (2024). Transforming language education: A systematic review of AI-powered chatbots for English as a foreign language speaking practice. *Computers and Education: Artificial Intelligence*, 6, 100230. <https://doi.org/10.1016/j.caeai.2024.100230>
- Duong, T., & Suppasetseree, S. (2024). The effects of an artificial intelligence voice chatbot on improving Vietnamese undergraduate students' English speaking skills. *International Journal of Learning, Teaching and Educational Research*, 23(3), 293–321. <https://doi.org/10.26803/ijlter.23.3.15>
- Durak, G., Çankaya, S., Özdemir, D., & Can, S. (2024). Artificial intelligence in education: A bibliometric study on its role in transforming teaching and learning. *The International Review of Research in Open and Distributed Learning*, 25(3), 219–244. <https://doi.org/10.19173/irrodl.v25i3.7757>
- Dou, A., Xu, W., Li, X., & Zhang, S. (2025). Artificial intelligence in language learning. *International Journal of Distance Education Technologies*, 23(1), 1–24. <https://doi.org/10.4018/IJDET.385045>

- Fathi, J., Rahimi, M., & Derakhshan, A. (2024). Improving EFL learners' speaking skills and willingness to communicate via artificial intelligence-mediated interactions. *System*, 121, 103254. <https://doi.org/10.1016/j.system.2024.103254>
- Günes, Ç., & Sarigöz, I. H. (2021). Speaking struggles of young EFL learners. *International Journal of Curriculum and Instruction*, 13(2), 1267-1308.
- Gusviyani, V., Ibrahim, B., Heryatun, Y., & Humaeroh, S. (2022). An analysis of the factors of students' difficulties in speaking English faced by non-English department students. *English Education, Linguistics, and Literature Journal*, 1(2), 64-74.
- Indrayani, L., Pratiwi, N. P. A., & Arthana, I. K. R. (2025). ELSA Speak as a speaking partner: A mixed-methods study in an Indonesian higher education context. *Journal of Education and Teaching (JET)*, 6(2), 518–533. <https://doi.org/10.51454/jet.v6i2.649>
- Han, D. E. (2020). The effects of voice-based AI chatbot on Korean EFL students' speaking ability and affective factors. *International Journal of Computer Science and Information Technology for Education*, 5(1), 25–30. <https://doi.org/10.21742/IJCSITE.2020.5.1.03>
- Harahap, E. L. Y., Ardila, I., & Jaidie, M. (2023). Students' difficulties in speaking skill at the seventh grade of MTs Negeri 2 Hulu Sungai Utara. *Lisan: Jurnal Bahasa dan Linguistik*, 13(1), 9–19. <https://doi.org/10.33506/jbl.v13i1.2585>
- Haristiani, N. (2019). Artificial intelligence (AI) chatbot as language learning medium: An inquiry. *Journal of Physics: Conference Series*, 1387, 012020. <https://doi.org/10.1088/1742-6596/1387/1/012020>
- Karagöl, E., Yıldırım Bilgen, D., & Korkmaz, C. B. (2025). The impact of AI applications on pre-service teachers' public speaking anxiety and academic speaking skill in the context of oral presentations: A mixed-methods study. *Teaching and Teacher Education*, 166, 105180. <https://doi.org/10.1016/j.tate.2025.105180>
- Lee, D., Arnold, M., Srivastava, A., Plastow, K., Strelan, P., Ploeckl, F., Lekkas, D., & Palmer, E. (2024). The impact of generative AI on higher education learning and teaching: A study of educators' perspectives. *Computers and Education: Artificial Intelligence*, 6, 100221. <https://doi.org/10.1016/j.caeai.2024.100221>
- Marlin, M., Saehu, A., & Yundayani, A. (2022). Investigating students' language learning strategies during online learning: How they deal with speaking ability. *JEELS (Journal of English Education and Linguistics Studies)*, 8(2), 229–261. <https://doi.org/10.30762/jeels.v8i2.3262>
- McDonald, N., Johri, A., Ali, A., & Hingle Collier, A. (2025). Generative artificial intelligence in higher education: Evidence from an analysis of institutional policies and guidelines. *Computers in Human Behavior: Artificial Humans*, 3, 100121. <https://doi.org/10.1016/j.chbah.2025.100121>
- Okonkwo, C. W., & Ade-Ibijola, A. (2021). Chatbots applications in education: A systematic review. *Computers and Education: Artificial Intelligence*, 2, 100033. <https://doi.org/10.1016/j.caeai.2021.100033>

- Park, E. (2016). Issues of International Students' Academic Adaptation in the ESL Writing Class: A Mixed-Methods Study. *Journal of International Students*, 6(4) 887-904
- Rachel, J. (1989). *The social setting of adult and continuing education*. Handbook of adult and continuing education (pp.3-14). San Francisco: Jossey-Bass.
- Rakuasa, H., Faris, D. A., & Hidayatullah, M. (2024). Transforming education in the age of artificial intelligence: Challenges and opportunities in Indonesia: A literature review. *Journal Education Innovation (JEI)*, 2(1), 180–186. <https://doi.org/10.65474/qhps7h31>
- Richards, J. C. (1992). *Longman dictionary of language teaching and applied linguistics*. London: Longman.
- Renandya, A.W., and Richards, J.C. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Spada, N., & Lightbown, P. M. (1999). Instruction, first language influence, and developmental readiness in second language acquisition. *Modern Language Journal*, 83, 1-22.
- Sperling, K., Stenberg, C.-J., McGrath, C., Åkerfeldt, A., Heintz, F., & Stenliden, L. (2024). In search of artificial intelligence (AI) literacy in teacher education: A scoping review. *Computers and Education Open*, 6, 100169. <https://doi.org/10.1016/j.caeo.2024.100169>
- Sulistiana, E., Adianto, A., & Nadzifah, W. (2025). From hesitation to confidence: The role of AI speaking partners in independent language learning. *International Journal of English and Applied Linguistics (IJEAL)*, 5(3), 458–465. <https://doi.org/10.47709/ijeal.v5i3.7360>
- Ur, P. (2009). *A course in language teaching: Practice and theory*. Cambridge University Press.
- Tomlinson, B. (2001). Materials development. In Carter, C. & Nunan, D. (Eds). *The Cambridge guide to teaching English to speakers of other languages* (Pp. 66). Cambridge; Cambridge University Press.
- Tomlinson, B. (2011). *Materials Development in Language Teaching*. United Kingdom: Cambridge University Press.
- Viktorivna, K. L., Oleksandrovysh, V. A., Oleksandrivna, K. I., & Oleksandrivna, K. N. (2022). Artificial intelligence in language learning: What are we afraid of. *Arab World English Journal (AWEJ) Special Issue on CALL*, (8), 262–273. <https://doi.org/10.24093/awej/call8.18>
- Wu, T.-T., Hapsari, I. P., & Huang, Y.-M. (2025). Effects of incorporating AI chatbots into think–pair–share activities on EFL speaking anxiety, language enjoyment, and speaking performance. *Computer Assisted Language Learning*, 1–39. <https://doi.org/10.1080/09588221.2025.2478271>
- Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education – Where are the educators? *International Journal of Educational Technology in Higher Education*, 16(1), 1–27. <https://doi.org/10.1186/s41239-019-0171-0>