

THE IMPACT OF ARTIFICIAL INTELLIGENCE AND ONLINE LEARNING PLATFORMS ON DEVELOPING SPEAKING SKILLS OF YEMENI EFL LEARNERS

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ABSTRACT

This study investigates the impact of artificial intelligence and online learning platforms on developing speaking skills of Yemeni EFL learners. It tries to explore the learners' view on the role of artificial intelligence and online learning platforms in enhancing their speaking skills, particularly in areas such as fluency, pronunciation, accuracy, response quality, confidence, and motivation. It sheds lights in the shortcomings and challenges of artificial intelligence and online learning platforms that face the learners. The data were collected from thirty-five (35) English-major students from the Department of English at Toor Al baha University College, Lahj University through a validated questionnaire. The findings from the data analysis showed that the vast majority of respondents stated that they use artificial intelligence and online learning platforms to help them to facilitate their oral communication. The students are allowed to speak freely and correct errors in private. The results indicate that the participants have numerous challenges in acquiring English-speaking abilities, with lack the emotions of human-like in conversations. Other barriers included the high cost of internet packages and slow speed of internet in Yemen. The study recommends further studies in this field to provide more in-depth knowledge.

Keywords: Artificial intelligence (AI), Online Platform, EFL learners

1. INTRODUCTION

Speaking is one of the most challenging skills to acquire in foreign language learning, often hindered by limited classroom exposure, anxiety, and lack of practice opportunities. In addition, it is undeniable that speaking skills are very crucial in these modernizations. This is due to the education and job opportunities nowadays that demand the graduates to have a fluent foreign language especially in English. Thus, developing communication skills, particularly in speaking English would definitely be a gateway to improve and achieve success in the career of the students (Masuram & Sripada, 2020).

Most English as a Second Language (ESL) learners struggle to improve their speaking skills despite the fact that English is used as a foreign language in Yemen. This is mainly because non-English speaking countries like Yemen create very limited opportunities for EFL learners to apply the language beyond the classroom. Previous studies show that the problems of speaking English due to the use of local language or mother tongue on a daily basis. Besides, in the schools, there is a limited learning environment where learners only find the chance to practice their English Language speaking skills in the language classroom settings. However, sometimes learners are not taking English language learning seriously.

Aims Objectives

1. To investigate the learners' attitudes toward using artificial intelligence and online learning platforms for developing English speaking skills.
2. To explore the learners' view on the role of artificial intelligence and online learning platforms in enhancing their speaking skills, particularly in areas such as fluency, pronunciation, accuracy, response quality, confidence, and motivation.
3. To identify whether artificial intelligence and online learning platforms can replace the teacher's role from the point of students' view.
4. To assess the learners' perspectives on the shortcomings and challenges of artificial intelligence and online learning platforms when it comes to improving their speaking abilities.

Research Questions

1. What are the learners' attitudes toward using artificial intelligence and online learning platforms for developing English speaking skills.?
2. What is the learners' view on the role of artificial intelligence and online learning platforms in enhancing their speaking skills, particularly in areas such as fluency, pronunciation, accuracy, response quality, confidence, and motivation?
3. Can artificial intelligence and online learning platforms replace the teacher's role from the point of students' view?
4. What are the shortcomings and challenges of using artificial intelligence and online learning platform?

2. LITERATURE REVIEW

No doubt that English has become a global language and is widely spoken internationally as well as in digital communication including social networking sites. Globalization definitely gives a great impact not only for modernization, but also for our education system. In addition, according to Yuk et al. (2019), due to the social aspects featured in the social media, many educators viewed social media as an educational site in which the educators can access the learning potential of their learners through the suitable designation of learning activities. Traditional teaching models often fail to meet students' needs for these skills. Traditional EFL classrooms often face limitations in providing ample opportunities for individualized speaking practice, immediate feedback, and exposure to diverse conversational contexts. These constraints can hinder the development of crucial oral communication skills, leading to reduced fluency, accuracy, and confidence among learners.

And for these reasons, the emergence of AI and online learning platforms has created new pathways for learners to engage in authentic, individualized speaking practice beyond traditional classrooms. Tools such as intelligent chatbots, speech recognition software, online tutoring services, and interactive platforms are reshaping language pedagogy. It is undeniable as mentioned by Kapoor et al. (2018), these applications are already so deeply embedded in our daily lives that people rely on them for every need, ranging from connecting with their family and friends, keeping up with the latest news or issues, daily updates on events and entertainments, review and recommendations on services or even products, keeping updated with the latest fashion, as the workplace management and as the fulfillment of emotional needs. According to Suana et al. (2019), social networking sites have been popular by the young generation because it allows them to share their ideas, thoughts, and information through the building of virtual networks that they signed up for. The social networking sites also give a positive impact towards the young generation as it provides an opportunity and educational

tools for them by subconsciously learning processes and gaining knowledge as well as skills. It can be seen, particularly in speaking skills. As for the ESL learner, with the integration of social networking sites through collaborative learning, it is believed that the ESL learners could learn pronunciation and vocabulary through the learning tool of social networking sites. However, while these technologies offer significant benefits, they also raise concerns related to accessibility, accuracy, and learner dependence.

The advent of AI-powered language learning tools and the proliferation of online educational websites have presented unprecedented opportunities to address these challenges. AI, with its capabilities in natural language processing, speech recognition, and adaptive learning, offers personalized instruction and real-time feedback that can simulate human-like interactions Qiao& Zhao (2023). According to Tam (2025) online platforms, on the other hand, provide accessible environments for authentic communication, connecting learners with native speakers, language tutors, and a global community of fellow students. These technological advancements promise to revolutionize how EFL students develop their speaking skills, moving beyond conventional methods to offer more flexible, engaging, and effective learning pathways.

In the rapidly evolving landscape of education, the integration of technology has emerged as a pivotal force, fundamentally reshaping pedagogical approaches and learning experiences. Within the domain of language acquisition, particularly for English as a Foreign Language (EFL), Artificial Intelligence (AI) and online platforms have garnered significant attention as innovative tools for enhancing speaking proficiency.

Traditional EFL classrooms often face limitations in providing ample opportunities for individualized speaking practice, immediate feedback, and exposure to diverse conversational contexts. These constraints can hinder the development of crucial oral communication skills, leading to reduced fluency, accuracy, and confidence among learners. The integration of Artificial Intelligence and online platforms into English as a Foreign Language (EFL) instruction aligns with several prominent theories in second language acquisition (SLA). These theories provide a foundational understanding of how learners acquire language and how technology can facilitate this complex process.

Constructivism Learning Theory

The constructivist theory emphasizes that learners build knowledge through experiences and interactions. Mobile apps support constructivist learning by providing real-world tasks, collaborative features, and opportunities for reflection (Li, 2024). Learners can engage with language content at their own pace, revisit lessons, and receive instant feedback. This self-directed, interactive mode of learning promotes deeper understanding and retention.

Input Hypothesis and Output Hypothesis

For Stephen Krashen's (1982) Input Hypothesis posits that language acquisition occurs when learners are exposed to comprehensible input that is slightly beyond their current level of competence. AI-powered tools, particularly those with adaptive learning capabilities, can effectively provide this tailored input. By analyzing a learner's responses and adjusting the complexity of questions, vocabulary, and grammatical structures, AI tutors can ensure that the input is consistently challenging yet comprehensible. This personalized approach supports the gradual expansion of language proficiency and caters to individual learning paces. Furthermore, the low-stress environment often associated with AI practice can reduce affective filters, a concept also emphasized by Krashen, thereby encouraging experimentation and reducing anxiety (Krashen, 1985).

Complementary to the Input Hypothesis is Merrill Swain's (1985) Output Hypothesis, which argues that producing language (output) is equally crucial for language acquisition. When learners are pushed to produce comprehensible output, they are forced to notice gaps in their linguistic knowledge, test hypotheses about the language, and engage in metalinguistic reflection. AI-powered speaking tools directly address this by offering frequent opportunities for spoken practice and immediate, corrective feedback on pronunciation, fluency, grammar, and vocabulary. This real-time feedback loop is instrumental in helping learners identify and rectify their linguistic shortcomings, leading to improved accuracy and fluency over time (Fathi & Derakhshan, 2024). Online platforms that facilitate communication with native speakers or other learners also provide authentic contexts for output production, allowing students to apply their knowledge in meaningful interactions.

Utilization of Artificial Intelligence and Online Learning Platforms Enhancing Speaking Skills

Numerous studies have demonstrated the value of AI-powered speaking tools in supporting different dimensions of oral proficiency.

Almutairi and Alghammas (2025) reported that the ELSA App significantly improved learners' pronunciation by offering immediate corrective feedback and targeted practice. Ningsih (2024) similarly found that Speechace's automated pronunciation feedback helps learners recognize and rectify their pronunciation errors. Yang and Chang (2024) further highlighted the effectiveness of real-time evaluation and interactive practice in enhancing learners' pronunciation accuracy. Qassrawi et al. (2024) observed that interactive AI applications such as Google Assistant enabled learners to engage in more fluid conversations, reducing pauses and hesitations. Likewise, Ningsih (2024) noted substantial improvements in fluency and overall oral performance among learners using Speechace, as the tool provided instant corrective feedback that fostered more confident and coherent speech.

Guo and Li (2024) demonstrated the benefits of ChatGPT-based AI characters, which improved Chinese ESL students' response speed and quality by providing a low-pressure environment for spontaneous dialogue. Similarly, interactive systems like the Conversational Intelligent Tutoring System have been shown to enhance learners' response strategies through simulated role-play scenarios and engaging dialogues (Yang & Chang, 2024).

Challenges

Despite the transformative potential of Artificial Intelligence (AI) and online websites in enhancing EFL speaking skills, their implementation is not without challenges and limitations. A critical examination of these drawbacks is essential for a balanced understanding and for developing effective strategies to mitigate them.

Limitations of AI-Mediated Interaction

While AI-powered tools excel in providing structured feedback and personalized practice, they often fall short in replicating the nuances of authentic human interaction. The primary concerns include:

Lack of Authenticity and Emotional Nuance:

AI-generated dialogues, despite their sophistication, can sometimes feel robotic and lack the spontaneity, cultural context, and emotional depth inherent in human conversations (Tam, 2025).

Occasional Misunderstandings and Robotic Responses:

AI systems, particularly those relying on speech recognition, can occasionally misinterpret learner input or provide generic, pre-programmed responses that do not fully address the learner's intent (Du & Daniel, 2024).. Such instances can lead to frustration and hinder the natural flow of conversation, potentially undermining the learning experience.

Dependence on Technology:

Over-reliance on AI tools might inadvertently reduce opportunities for authentic human interaction, which is an essential aspect of language acquisition and social development. While AI can be a valuable supplement, it should not replace the need for learners to engage in face-to-face or live online conversations with other human beings.

Pedagogical Integration and Teacher Training

Levy (2009) warned that overreliance on AI tools may reduce opportunities for authentic human interaction, an essential aspect of language acquisition.

Moreover, Nguyen (2024) underscored the need for longitudinal studies to evaluate whether improvements in speaking skills achieved through AI-powered practice are sustainable over the long term. This suggests that while AI-powered speaking tools can effectively complement traditional speaking instruction, they are not yet a complete substitute for human-mediated conversation.

Overall, the literature reveals that AI-powered speaking tools can be valuable allies in fostering EFL learners' speaking proficiency, particularly by offering personalized input, rich interaction opportunities, and immediate feedback. However, they are best understood as complementary resources within broader, human-centered pedagogical frameworks, rather than replacements for real-life conversation practice.

3. METHODOLOGY**Research Design**

A quantitative research method was used to obtain the data for this study.

Participants and Sampling

Thirty-five (35) English-major students from the Department of English at Toor Al baha University College, Lahj University volunteered to take part in this study. All participants had an intermediate level of English proficiency and were familiar with using AI tools and online learning platforms in their learning. All of them were studying in the fourth level for the academic year 2024/2025. The students were clearly informed about the research goals, how data would be used, and their rights.

Instrument of the Study

The only instrument employed in this study was a validated questionnaire designed to capture participants' perceptions of the impact of Artificial Intelligence and Online Learning Platforms on developing their speaking skills. The instrument consisted of 20 items, all structured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was divided into four distinct sections to measure key dimensions relevant to the study. The first section assessed learners' attitudes toward using artificial intelligence and online learning platforms through five items. The second section evaluated the learners' view on the role of artificial intelligence and online learning platforms in enhancing their speaking skills, particularly in areas such as fluency, pronunciation, accuracy, response quality,

confidence, and motivation. The third section focused on the most frequently used online learning platforms among learners. The final section assesses the learners' perspectives on the shortcomings and challenges of artificial intelligence and online learning platforms when it comes to improving their speaking abilities. To ensure the reliability and validity of the instrument, a pilot study involving 10 students was conducted. The results demonstrated high internal consistency across all scales, with Cronbach's alpha coefficients exceeding 0.82. Furthermore, item validity was confirmed through Pearson correlation analysis, with all correlation values surpassing the 0.67 threshold, indicating strong construct alignment.

It is worth mentioning that all students were required to use various AI-powered speaking tools and online learning platforms—such as ChatGPT, ELSA Speak, Duolingo, YouTube or others over a period of two months. They were encouraged to practice speaking for at least 20 minutes a day during the first semester of the academic year 2024/2025. At the end of the study period, participants completed the questionnaire.

Data Collection Procedures

The data were collected from the participants in the Department of English, Toor Al Baha University College, Yemen. The questionnaires were distributed by the researcher to all the participants in the classroom. It took only 20-25 minutes for the respondents to complete the questionnaire.

Data Analysis and Findings

The findings of this research were analyzed by using SPSS. Therefore, descriptive analysis is used based from the data that have been collected to find the percentage. Frequency count and Percentage are calculated to analyze the questionnaire data. Then the data were tabulated and presented as follows:

Table (1) Learners' attitudes toward using artificial intelligence and online learning platforms

No.	Items of the questionnaire	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Using artificial intelligence and online learning platforms help me practice speaking English more.	28 (80%)	7(20%)	0	0	0
2	Using artificial intelligence and online learning platforms help me to facilitate my oral communication	30 (85%)	3 (8%)	1 (1%)	1 (2%)	0
3	Using artificial intelligence and online learning platforms give me chance to practice	25 (71%)	8 (22%)	0	2(5%)	0

	without fear of judgment					
4	Using artificial intelligence and online learning platforms allowed me to speak freely and correct errors in private	21 (60%)	8 (22%)	2 (5%)	2 (5%)	2 (2%)
5	Using artificial intelligence and online learning platforms gave me a useful low-pressure and non-anxiety environment by allowing me to make mistakes..	25 (71%)	3 (8%)	3 (8.5%)	4 (11%)	0)

The results of the analysis (Table 1) suggest that respondents generally have positive attitudes toward using artificial intelligence and online learning platforms, particularly to improve their English-speaking skills. Based on the results, the vast majority of respondents (85%) stated that they use artificial intelligence and online learning platforms to help them to facilitate their oral communication. The results also showed that using artificial intelligence and online learning platforms allowed (60%) of the respondents to speak freely and correct errors in private. The results from item (5) showed the majority of students (71%) stated that using artificial intelligence and online learning platforms gave them a useful low-pressure and non-anxiety environment by allowing me to make mistakes.

Table (2) Learners' view on the role of artificial intelligence and online learning platforms in enhancing their speaking skills

No.	Items of the questionnaire	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6	Using artificial intelligence and online learning encourage me to speak fluently..	26 (74%)	3 (8%)	3 (8%)	2 (5%)	1 (2%)
7	Using artificial intelligence and online learning platforms help me know the correct pronunciation of words.	23 (65%)	10 (28%)	0	2 (5%)	0
8	Using artificial intelligence and	30 (85%)	5 (14%)	0	0	0

	online learning platforms help me learn new vocabulary for speaking English					
9	Using artificial intelligence and online learning platforms motivated me and made me more willing to try more exercises.	20 (57%)	8 (22%)	4 (11%)	3 (8%)	0
10	Using artificial intelligence and online learning platforms felt me more “interactive” and “less boring” than traditional speaking drills	25 (71%)	8 (22%)	0	1 (2%)	1 (2%)

The result for item number eight (6) showed that a significant 74% of respondents stated that artificial intelligence and online learning platforms encouraged them to speak fluently. Meanwhile, 65% of the respondents use artificial intelligence and online learning platforms to know the correct pronunciation of words. Additionally, the results from item number (8) indicated that the vast majority of the respondents (85%) use artificial intelligence and online learning platforms to learn new vocabulary for speaking English. On the other hand, (57%) of the respondents expressed their willingness and motivation to use artificial intelligence and online learning platforms to practice more exercises to improve speaking skills. This is because (71%) of them feel more “interactive” and “less boring” than traditional speaking drills while using artificial intelligence and online learning platforms. It can be concluded that the respondents moderately engage in a variety of practices to enhance their English-speaking abilities.

Table (3) Learners' view on the teacher's role

No.	Items of the questionnaire	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11	I rely on artificial intelligence and online learning platforms only without the help of the teacher.	5 (14%)	3 (8%)	5 (14%)	10 (28%)	12 (34%)
12	Artificial intelligence and online learning platforms provide	3 (8%)	2 (5%)	1 (2%)	4 (10%)	25 (71%)

	personal feedback, emotional encouragement, and cultural explanations. .					
13	My teachers and my friends facilitate using artificial intelligence and online learning platforms.	20 (57%)	10 (28%)	0	3(8%)	2 (5%)
14	Artificial intelligence and online learning platforms are useful supplement rather than a substitute	31 (88%)	1 (2%)	0	3 (8%)	0
15	Teachers should be aware of using artificial intelligence and online learning platforms to facilitate learning.	25 (71%)	3 (8%)	4 (10%)	3 (8%)	0

The data in table 3 indicate the undeniable benefits of AI tutors do not eliminate the essential role of human educators in foreign language teaching and learning. Social and emotional interaction fosters a sense of connection that helps learners sustain long-term motivation. This suggests that AI tutors can serve as valuable companions in the learning process, but they cannot fully replace human presence in the classroom.

Table (4) Shortcomings and challenges of artificial intelligence and online learning platforms

No.	Items of the questionnaire	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Using artificial intelligence and online learning platforms lack the emotions of human-like in conversations to maintain learners' long-term attention and motivation	15 (42%)	10(28%)	5 (14%)	5(14%)	0

2	The large number of and rapid development artificial intelligence and online learning platforms limits my chances of using updated ones in the classroom for learning.	25 (71%)	2 (5%)	8 (22%)	0	0
3	The financial barriers and the high price of smart phones, in which some modern applications can be opened, make me frustrated	30 (85%)	5 (14%)	0	0	0
4	Poor and bad coverage of communication companies make you feel frustrated	31 (88%)	4 (11%)	0	0%	0
5	The high cost of internet packages and slow speed is a common problem in Yemen	19 (54%)	8 (37%)	5 (14%)	1 (2%)	2 (5%)

Despite their advantages, learners also reported several challenges in using artificial intelligence and online learning platforms. The data indicates that the participants have numerous challenges in acquiring English-speaking abilities, with lack the emotions of human-like in conversations (Item ...). A significant number (71%) of those who responded also said that the large number and rapid development of artificial intelligence and online learning platforms limit their chances of using the updated ones in the classroom for learning. Moreover, the financial barriers and the high price of smart phones, in which some modern applications can be opened, make (85%) of the respondents feel frustrated. Another important challenge for the students is the poor and bad coverage of communication companies as it make (88%) of them feel frustrated. Other barriers included the high cost of internet packages and slow speed of internet in Yemen as indicated by (54%) of the respondents.

4. CONCLUSION

The results from the data analysis showed that the vast majority of respondents stated that they use artificial intelligence and online learning platforms to help them to facilitate their oral

communication. The students are allowed to speak freely and correct errors in private. Additionally, the results indicated that the vast majority of the respondents use artificial intelligence and online learning platforms to learn new vocabulary and correct their pronunciation. On the other hand the results showed that the respondents expressed their willingness and motivation to use artificial intelligence and online learning platforms to practice more exercises to improve speaking skills. They feel more “interactive” and “less boring” than traditional speaking drills while using artificial intelligence and online learning platforms. More specifically, the results showed the undeniable benefits of AI tutors do not eliminate the essential role of human educators in foreign language teaching and learning. Social and emotional interaction fosters a sense of connection that helps learners sustain long-term motivation. This suggests that AI tutors can serve as valuable companions in the learning process, but they cannot fully replace human presence in the classroom. The results indicate that the participants have numerous challenges in acquiring English-speaking abilities, with lack the emotions of human-like in conversations. Other barriers included the high cost of Internet packages and slow speed of internet in Yemen. Finally, a, this he studies recommends further studies in this field to provide more in-depth knowledge.

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