



Research Article

Indonesian University Students' Perceived Usefulness and Challenges of AI-Assisted Corpus Tools in English Learning

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DOI: <https://doi.org/10.31963/rial.v4i2.6474>

Received: 01/07/2026

Revised: 16/08/2026

Accepted: 18/08/2026

ABSTRACT

Artificial intelligence (AI) has increasingly been integrated into English language learning, while corpus tools support data-driven learning through authentic language data. However, corpus tools can be complex for learners with limited experience. Although previous studies have examined AI in language learning and corpus-based instruction separately, limited research has explored how AI-assisted corpus tools shape Indonesian university students' perceptions of their usefulness and challenges. This study explored Indonesian university students' perceptions of the usefulness and challenges of AI-assisted corpus tools in learning English. A qualitative research design involved five postgraduate students enrolled in a Corpus-Based Language Pedagogy course. Data were collected through semi-structured interviews and analyzed using thematic analysis. Participants generally perceived AI-assisted corpus tools positively, particularly for improving learning efficiency, facilitating access to authentic language use, and supporting corpus data interpretation. However, they reported challenges related to interpreting corpus outputs, limited corpus literacy, and concerns about AI-generated response accuracy. Overall, AI-assisted corpus tools can support English language learning when accompanied by critical evaluation skills and sufficient understanding of corpus analysis. The findings provide practical insights into integrating AI-assisted corpus tools to support corpus literacy and more effective corpus-based English learning in higher education.

Keywords: *Artificial Intelligence, Corpus-Based Language Learning, Corpus Tools, English Language Learning, Students' Perceptions*

To cite this article: Maharani, K.P., Pratolo, B.W., & Wijayanti, R.D. (2026). Indonesian University Students' Perceived Usefulness and Challenges of AI-Assisted Corpus Tools in English Learning. *Research and Innovation in Applied Linguistics [RIAL]*, Vol 4(2), 380-401. <https://doi.org/10.31963/rial.v4i2.6474>

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INTRODUCTION

Artificial intelligence (AI) has become increasingly visible in higher education, particularly in the teaching and learning of English as a foreign language. In recent years, university students have used AI-based tools for various academic purposes, such as improving writing, developing vocabulary, obtaining language feedback, and supporting independent learning. Previous studies have reported generally positive responses toward the use of such technologies, especially when students perceive them as useful, accessible, and supportive of their learning goals (Ho & Nguyen, 2024; Lee et al., 2024). Likewise, students' perceptions of usefulness and ease of use have been identified as important factors influencing their acceptance of AI-assisted language learning environments (Alsakaker, 2025; An et al., 2025).

Alongside the rapid growth of AI, corpus tools have long been recognized as valuable resources in language pedagogy. A corpus refers to a large collection of authentic language data stored electronically and analyzed to observe actual patterns of language use. Through corpus tools, learners can examine vocabulary usage, collocations, grammatical structures, and discourse features based on real examples rather than intuition alone. Such tools have been widely associated with the development of language awareness, learner autonomy, and data-driven learning practices. A recent systematic review by D. Li et al. (2025) further confirmed the positive contribution of corpus-based instruction in EFL classrooms across diverse educational settings.

"AI is a learning assistant, not a replacement for learners' critical thinking"

Despite their pedagogical value, corpus tools are not always easy for students to use, particularly for those who are unfamiliar with corpus linguistics or analytical search functions (Götz & Granger, 2024; Ma & Mei, 2021). Learners may experience difficulty interpreting concordance lines, selecting relevant queries, or understanding large amounts of linguistic data (Ma & Mei, 2021). For novice users, corpus interfaces may appear technical and cognitively demanding, which can reduce their willingness to engage with such tools. Oktavianti et al. (2026) similarly noted that students may encounter challenges and require clearer support when engaging with AI-integrated corpus-based learning practices.

In this context, AI-assisted technologies may serve as a useful bridge between students and corpus tools. Through conversational systems or automated assistants, learners may obtain explanations of technical terms, guidance in using search features, summaries of corpus findings, or simplified interpretations of language data. This form of support has the potential to reduce complexity and make corpus tools more approachable for learners with limited prior experience. Although many studies have examined students' perceptions of AI in language learning (Liu et al., 2025; Wu et al., 2024), relatively little attention has been paid to how AI functions as a learning support in helping students interact with corpus tools. Existing studies have largely focused on AI adoption or corpus-

based learning separately, leaving unresolved how AI-assisted corpus tools influence students' experiences, particularly in terms of their perceived usefulness, learning challenges, and corpus literacy in higher education.

By and large, earlier studies have frequently concentrated on technology acceptance, behavioral intention, or general attitudes toward AI tools, while fewer studies have explored students' own experiences regarding both the usefulness and the challenges of AI-assisted corpus tools in learning English. Understanding these perceptions is important because students' experiences may offer practical insights into how such tools can be introduced more effectively in university classrooms. Therefore, this study aims to explore Indonesian university students' perceived usefulness and challenges of AI-assisted corpus tools in learning English through a qualitative approach. It is expected that the findings will contribute to a deeper understanding of student experiences and provide implications for future English language teaching practices.

Accordingly, this study addresses the following research questions:

- (1) How do Indonesian university students perceive the usefulness of AI-assisted corpus tools in English learning?
- (2) What challenges do Indonesian university students experience when using AI-assisted corpus tools in English learning?

LITERATURE REVIEW

Artificial Intelligence in English Language Learning

The growing presence of artificial intelligence (AI) has significantly influenced contemporary English language learning, particularly in higher education settings (Guo & Wang, 2025; Karataş et al., 2024). AI-based technologies are increasingly used to support students in various language-related tasks, including writing development, vocabulary learning, grammar correction, pronunciation practice, and autonomous learning. The accessibility and interactive nature of these tools have made them attractive resources for university students who seek immediate assistance and flexible learning opportunities.

Recent studies have reported generally positive perceptions toward the use of AI in language learning. Ho and Nguyen (2024) found that EFL students tended to accept generative AI tools when they perceived them as useful and easy to operate. Similarly, An et al. (2025) revealed that students' perceptions of AI-assisted language learning were strongly associated with practicality, convenience, and learning support. Taken together, these studies suggest that students are more likely to adopt AI technologies when such tools align with their academic needs and provide meaningful support for language learning.

In more specific learning contexts, AI has also shown potential in improving particular language skills. Lee et al. (2024) reported that university students viewed AI-based tools positively in English writing courses, especially in relation to idea generation, language correction, and writing efficiency. Likewise, Alsakaker (2025) found that AI

applications were perceived as beneficial for vocabulary acquisition, as learners were able to access word meanings, examples, and contextual usage more efficiently. These findings collectively indicate that AI can function not only as a technological aid but also as a practical learning companion that supports different aspects of English language development. Collectively, these studies suggest that learners' positive perceptions of AI are closely associated with its ability to provide meaningful, context-specific support that addresses their language learning needs.

Despite the reported benefits of AI-assisted language learning, previous studies have also highlighted several concerns regarding the use of AI in educational contexts. Some students remain uncertain about overreliance on technology, the accuracy of generated responses, and the possible reduction of independent critical thinking. In addition, differences in digital literacy may affect students' ability to maximize AI tools effectively. As noted by Wu et al. (2024), learners' intention to use AI is often shaped not only by perceived usefulness, but also by confidence, readiness, and contextual learning conditions.

Overall, previous literature suggests that AI has considerable potential to support English language learning when integrated appropriately (Guo & Wang, 2025; Pang et al., 2025). Nevertheless, students' experiences with AI may vary depending on the type of tool, learning purpose, and level of familiarity with technology. For this reason, further exploration is needed in more specific contexts, including the use of AI to support other pedagogical tools such as corpus resources.

Corpus Tools in English Language Pedagogy

Corpus tools have become an important resource in contemporary language pedagogy, particularly in the teaching and learning of English. A corpus can be understood as a large electronic collection of authentic spoken or written texts that can be systematically analyzed to identify patterns of real language use. Through corpus tools, learners are able to investigate vocabulary frequency, collocations, grammatical structures, discourse patterns, and contextual language choices based on empirical evidence rather than intuition alone. This evidence-based approach has contributed to the growing popularity of corpus-informed teaching practices. Such practices are closely associated with Data-Driven Learning (DDL), an approach introduced by Johns (1991), which encourages learners to discover language patterns independently through direct exploration of authentic corpus data rather than relying solely on teacher explanations.

One of the major contributions of corpus tools lies in their ability to expose learners to authentic language examples. Instead of relying solely on textbook sentences or isolated rules, students can observe how words and structures are naturally used in real communication. This process allows learners to develop a more accurate understanding of vocabulary usage, phraseology, and grammatical variation. In many educational settings, corpus tools have been associated with improved language awareness, greater learner autonomy, and stronger analytical skills. Similarly, Boulton and Cobb (2017) concluded in their meta-analysis that corpus-based learning generally produces positive effects on

language development, particularly when learners are provided with sufficient guidance and opportunities to interact actively with corpus data.

A recent systematic review by D. Li et al. (2025) confirmed that corpus-based instruction has produced generally positive outcomes in EFL classrooms across different contexts. The review highlighted that corpus resources can support vocabulary learning, grammar development, writing improvement, and learner engagement when implemented effectively. Together with the findings of Boulton and Cobb (2017), these studies consistently demonstrate that corpus-based instruction supports both language development and learner autonomy, reinforcing its value as an effective pedagogical approach in English language teaching.

In addition to instructional benefits, corpus tools also provide opportunities for exploratory and student-centered learning. Learners may independently search for language patterns, compare examples, and draw conclusions from authentic data. Such practices are closely linked to data-driven learning, in which students actively construct linguistic knowledge through observation and discovery. Moreno-Ortiz (2025) further demonstrated how advanced corpus tools can facilitate more comprehensive text and discourse exploration, offering broader possibilities for educational use. These findings illustrate that corpus tools not only provide authentic linguistic input but also encourage learners to become more active and reflective in constructing language knowledge.

Despite these strengths, corpus tools may still present practical challenges for many learners, especially beginners who have limited experience with linguistic software or corpus analysis. Search interfaces, concordance displays, and technical terminology may appear complex or unfamiliar to novice users. Kennedy and Miceli (2017) similarly argued that learners often require appropriate scaffolding and training to use corpus resources effectively, particularly during the early stages of corpus-based learning. As a result, the successful integration of corpus tools often depends on adequate teacher guidance, learner training, and accessible technological support. Therefore, while corpus tools hold substantial promise for English language pedagogy, their effectiveness may vary according to how they are introduced and mediated in classroom contexts.

AI as a Mediating Support in Corpus-Based English Learning

Although corpus tools offer substantial pedagogical benefits, many learners still experience difficulties when attempting to use them independently. Technical interfaces, unfamiliar search commands, concordance lines, and large amounts of linguistic data may create barriers, particularly for students who have limited prior exposure to corpus linguistics. In such situations, additional support is often necessary to help learners engage with corpus resources more effectively. One possible form of support is the use of artificial intelligence (AI) as a mediating tool.

In educational contexts, mediation may refer to the assistance that helps learners bridge the gap between existing knowledge and new learning tasks. AI-based tools have the potential to perform this supportive role by simplifying complex processes, providing

explanations, and offering immediate responses to learners' questions. Rather than replacing corpus tools, AI may function as a complementary resource that makes corpus-based learning more accessible and less intimidating for novice users. This perspective is consistent with the principles of Data-Driven Learning (DDL), which emphasize learner exploration and discovery while recognizing the importance of appropriate guidance to support effective corpus use (Johns, 1991; Boulton, 2017). In this context, AI can be viewed as a form of pedagogical scaffolding that facilitates learners' engagement with authentic language data without diminishing the exploratory nature of corpus-based learning.

For example, students may use AI tools to interpret concordance lines, understand linguistic terminology, generate example sentences based on corpus findings, or receive step-by-step guidance on using search functions. Through such interactions, learners may gain clearer understanding of corpus outputs and greater confidence in exploring authentic language data. In this sense, AI can reduce cognitive burden and support learners in navigating tasks that might otherwise appear overly technical or confusing.

Previous studies on AI-assisted language learning have consistently reported positive effects on learners' engagement, motivation, and learning experiences (An et al., 2025; Guo & Wang, 2025; Liu et al., 2025; Wu et al., 2024). Liu et al. (2025), for instance, found that learners used AI-mediated informal digital learning resources to support English development in flexible and personalized ways. Similarly, Wu et al. (2024) reported that students' intention to use AI was strongly associated with perceived usefulness and supportive learning conditions. Likewise, Pang et al. (2025) highlighted that generative AI can serve as a personalized learning assistant by providing immediate explanations, feedback, and adaptive learning support. Collectively, these studies suggest that AI is most effective when it functions as a learning facilitator rather than merely an information provider.

More specifically, Oktavianti et al. (2026) emphasized students' attitudes, challenges, and needs in English reading comprehension as foundations for AI-integrated corpus-based language pedagogy. Their study indicates that combining AI support with corpus-based practices may respond to students' need for clearer explanations and more manageable learning experiences. Similarly, Karataş et al. (2024) argued that AI tools are most effective when they are integrated into meaningful pedagogical practices that actively support language learning rather than functioning merely as technological innovations. This perspective is particularly relevant for university students who are newly introduced to corpus tools and may require scaffolding during the learning process.

Despite its potential, research examining AI specifically as a mediator in corpus-based English learning remains limited. By and large, previous studies have predominantly examined AI adoption, technology acceptance, or corpus-based learning as separate areas of inquiry. Consequently, limited attention has been given to understanding how AI mediates learners' interactions with corpus tools, particularly in supporting corpus literacy, reducing learning barriers, and facilitating students' interpretation of authentic language data. Therefore, further investigation is needed to understand how students perceive AI as

a supportive bridge in using corpus tools, particularly in university-level English learning environments.

METHOD

Research Design

This study employed a qualitative research design to explore university students' perceived usefulness and challenges of AI-assisted corpus tools in learning English. A qualitative approach is considered appropriate because the study aims to understand participants' experiences, perspectives, and interpretations in depth (Creswell & Poth, 2018). Rather than focusing on numerical measurement, this study seeks to obtain rich descriptive data regarding how students perceive and experience the use of AI-assisted corpus tools within English learning contexts. The study specifically applies a qualitative exploratory approach since the integration of artificial intelligence and corpus tools in English language learning remains relatively underexplored, particularly from students' perspectives. Through this approach, the researcher expects to gain deeper insights into students' learning experiences, perceived benefits, and difficulties related to the use of AI-assisted corpus tools.

Participants

The participants of this study were five female master's students in their twenties enrolled in the second semester of a Master's Program in English Language Education and taking the Corpus-Based Language Pedagogy course. They were selected because they had direct experience using corpus tools and AI-assisted corpus tools during the course. As active users of these tools, the participants were considered capable of providing relevant insights into their learning experiences and perceptions. All participants had completed corpus-based learning activities as part of the course before participating in the interviews, ensuring that they possessed sufficient experience to reflect on the use of AI-assisted corpus tools.

The participants represented varying levels of familiarity with corpus tools. While some had previously encountered corpus-related concepts during their undergraduate studies, others were introduced to corpus tools for the first time in the current course. This diversity of experience provided valuable perspectives on both the perceived usefulness and challenges of AI-assisted corpus tools in learning English.

Participants were recruited based on their willingness to participate in the study and their experience in completing corpus-based learning activities throughout the course. To ensure confidentiality, all participants were assigned pseudonyms (P1–P5) during data analysis and reporting. Before the interviews were conducted, all participants were informed about the purpose of the study and provided their informed consent to participate voluntarily. They were also informed that their participation was entirely voluntary, that they could withdraw from the study at any stage without consequence, and that all personal information would remain confidential and be used solely for research purposes.

Research Instrument

The primary research instrument used in this study was a semi-structured interview protocol developed by the researcher. The interview protocol consisted of open-ended questions designed to explore participants' experiences of using AI-assisted corpus tools in learning English. The questions covered four main aspects: (1) participants' experiences of using corpus tools, (2) their perceptions of the usefulness of AI-assisted corpus tools, (3) the challenges they encountered while using the tools, and (4) their views on the future use of AI-assisted corpus tools in English language learning. The semi-structured format enabled participants to elaborate on their responses while allowing the researcher to maintain consistency across interviews and address the research objectives.

Data Collection

The data for this study were collected through semi-structured interviews. The interview method was chosen because it allowed participants to share their experiences, perceptions, and reflections regarding the use of AI-assisted corpus tools in English learning in greater depth.

All interviews were conducted by the researcher. Due to participants' varying schedules and professional commitments, the interviews were conducted asynchronously through WhatsApp voice notes. The researcher distributed a set of semi-structured interview questions, and participants responded by recording and sending voice messages at their convenience. Before recording their responses, participants were informed that they could contact the researcher if they required clarification regarding any of the interview questions. This procedure helped ensure that all participants understood the questions consistently while allowing them the flexibility to complete the interviews at their own pace. This approach provided flexibility while still enabling participants to give detailed explanations of their experiences and opinions.

The interview questions focused on participants' experiences in using corpus tools, their perceptions of the usefulness of AI-assisted corpus tools, the challenges they encountered, and their views on the future use of such technologies in English language learning. The collected voice-note responses were subsequently transcribed using an AI-assisted transcription tool and carefully reviewed and corrected by the researcher before being prepared for analysis.

Data Analysis

The collected data were analyzed using thematic analysis (Braun & Clarke, 2006). After all interview responses had been received, the voice-note recordings were transcribed into written text using an AI-assisted transcription tool and subsequently reviewed and corrected by the researcher to ensure transcription accuracy. The researcher then read the transcripts several times to become familiar with the data and gain a comprehensive understanding of participants' experiences and perceptions.

Following the familiarization stage, initial coding was conducted by identifying meaningful segments of data relevant to the research questions. The coding process was carried out manually using Microsoft Word by highlighting relevant excerpts and assigning descriptive codes to participants' responses. Similar codes were subsequently grouped into broader categories based on recurring ideas and patterns across participants' responses. These categories were then refined and organized into overarching themes representing students perceived usefulness and challenges of AI-assisted corpus tools in learning English. The preliminary themes were reviewed by comparing them with the original transcripts to ensure that they accurately represented participants' responses before the final themes were established.

The final themes were interpreted and used to address the research questions of the study. Through this process, thematic analysis enabled the researcher to systematically explore participants' experiences and identify common patterns regarding the use of AI-assisted corpus tools in English language learning.

FINDINGS

The interview data were analyzed using thematic analysis to identify recurring patterns across participants' responses. Through the coding process, meaningful segments of data were organized into representative codes, which were subsequently grouped into subthemes and broader themes. Table 1 presents the themes, subthemes, and representative codes identified in this study, providing an overview of the analytical framework used to organize the findings before they are discussed in detail.

Table 1

Themes, subthemes, and representative codes

Themes	Subthemes	Representative Codes
Perceived usefulness of AI-Assisted corpus tools	Learning efficiency	Learning efficiency, Faster data analysis
	Authentic language learning	Authentic language learning, Collocation learning, Example-based learning
	AI as a learning mediator	AI support, AI-mediated support, Easier corpus interpretation
Challenges of AI-Assisted corpus tools	Information overload and lack of familiarity	Information overload, Lack of familiarity, Need for training
	Need for verification of AI responses	Need for verification, Inaccurate AI responses, Overgeneralized responses

As presented in Table 1, the analysis generated two overarching themes: (1) Perceived Usefulness of AI-Assisted Corpus Tools and (2) Challenges of AI-Assisted Corpus Tools. These themes were further organized into five subthemes that collectively reflect participants' experiences of using AI-assisted corpus tools in learning English. Together, the

themes address the two research questions by illustrating both the benefits and the challenges perceived by the participants. The following sections discuss each theme and its corresponding subthemes in greater detail, supported by representative excerpts from the interview data.

Perceived Usefulness of AI-Assisted Corpus Tools

The analysis revealed that participants generally perceived AI-assisted corpus tools as beneficial for supporting English language learning. Participants consistently described these tools as facilitating their learning process by improving their ability to interpret corpus data, understand authentic language use, and complete learning tasks more efficiently. Three subthemes emerged under this theme: Learning Efficiency, Authentic Language Learning, and AI as a Learning Mediator. Together, these subthemes illustrate how participants perceived AI-assisted corpus tools not merely as technological resources, but as meaningful learning support that enhanced their engagement with corpus-based English learning.

Learning Efficiency

The findings indicated that AI-assisted corpus tools contributed to greater learning efficiency among participants. Several participants reported that the integration of AI with corpus tools helped them save time when analyzing language data, searching for explanations, and completing course-related tasks. Instead of relying solely on manual corpus analysis, participants were able to obtain immediate explanations and guidance from AI, which facilitated a more efficient learning process.

Participant 3 specifically highlighted the time-saving benefits of AI-assisted corpus tools:

“AI-assisted corpus tools are very helpful because they can speed up the process of searching and analyzing language data. They also make it easier for me to understand language patterns and obtain explanations that are easier to comprehend.” (P3)

This response illustrates that participant 3 perceived AI-assisted corpus tools as reducing the complexity of corpus analysis by providing faster access to language patterns and clearer explanations. Rather than simply accelerating task completion, AI enabled the participant to engage with corpus data in a more manageable and accessible way.

A similar perspective was expressed by participant 1, who also emphasized the efficiency of AI-assisted corpus tools in supporting language analysis:

“...using corpus tools supported by AI makes language analysis much faster than manual methods because they help identify language patterns more efficiently.” (P1)

Participant 1's response complements the previous finding by highlighting AI's role in streamlining the analytical process. Beyond saving time, the participant perceived AI as facilitating the identification of language patterns that would otherwise require greater effort through manual corpus exploration. This suggests that AI-assisted corpus tools not only improved procedural efficiency but also enabled learners to allocate more attention to

understanding linguistic features rather than navigating technical aspects of corpus analysis.

Taken together, these responses demonstrate that participants consistently associated AI-assisted corpus tools with greater learning efficiency. Rather than viewing AI merely as a tool for completing tasks more quickly, they perceived it as meaningful learning support that reduced the effort involved in corpus analysis while making the learning process more manageable and productive.

Authentic Language Learning

Another perceived benefit identified by participants was the opportunity to learn English through authentic language use. Participants reported that corpus tools provided access to real examples of language use, enabling them to observe how words and expressions are used in actual contexts. This feature helped them develop a deeper understanding of vocabulary, collocations, and contextual meanings.

Participant 1 described how corpus tools supported contextual language learning:

“I can learn English through real language data rather than memorization. I also understand collocations and how words are used in formal and informal contexts.” (P1)

This response highlights that corpus tools encouraged participants to learn English through authentic language exposure rather than relying solely on memorization or textbook-based examples. By interacting with naturally occurring language data, participants were able to develop a more contextual understanding of vocabulary use and collocational patterns across different communicative situations.

This perspective was further reinforced by participant 3, who emphasized the value of authentic language examples available through corpus tools:

“I can find authentic examples of usage.” (P3)

Although brief, participant 3's response reflects the importance of accessing authentic examples as a means of understanding how language is used in real-life contexts. The availability of naturally occurring language data appeared to support learners in connecting linguistic forms with their actual communicative functions, thereby enriching their understanding beyond isolated vocabulary or grammatical rules.

Viewed as a whole, these responses demonstrate that participants perceived AI-assisted corpus tools as facilitating authentic language learning by providing direct access to real-world language use. Rather than learning English through decontextualized examples, participants valued the opportunity to explore vocabulary, collocations, and language patterns within authentic contexts, which contributed to a more meaningful and contextualized learning experience.

AI as a Learning Mediator

The analysis further revealed that participants viewed AI as a learning mediator that facilitated their interaction with corpus data. Rather than replacing the learning process, AI functioned as a supportive tool that helped participants interpret corpus results, clarify confusing information, and provide additional explanations when needed.

Participant 4 explicitly described AI as a learning aid:

“AI plays a major role as an assistant that helps explain corpus analysis results. It helps me interpret the data that I have obtained from COCA.” (P4)

This response reflects participant 4's perception of AI as a supportive intermediary that made corpus analysis more comprehensible. Instead of functioning as a substitute for learning, AI was viewed as assisting learners in interpreting corpus outputs and overcoming difficulties encountered during the analytical process.

A comparable perspective was expressed by participant 1, who similarly viewed AI as an essential source of support when working with corpus data:

“AI is like an assistant that helps interpret corpus data.” (P1)

Participant 1's response further emphasizes AI's role in facilitating learners' engagement with corpus resources by providing timely explanations and reducing uncertainty when interpreting linguistic information. These responses suggest that participants did not perceive AI as replacing their own analytical efforts; rather, they regarded it as a learning companion that supported their understanding throughout corpus-based learning activities.

Collectively, the interview data demonstrate that participants perceived AI as mediating the relationship between learners and corpus tools by bridging the gap between complex corpus data and students' understanding. This mediating role made corpus-based English learning more accessible, particularly for learners with limited experience in corpus analysis, while encouraging them to engage more confidently with authentic language data.

Challenges of AI-Assisted Corpus Tools

Although participants generally perceived AI-assisted corpus tools as beneficial for English language learning, the interviews also revealed several challenges that influenced their learning experiences. The reported difficulties mainly stemmed from limited familiarity with corpus tools, the complexity of corpus data, and concerns regarding the reliability of AI-generated outputs. These challenges suggest that while AI-assisted corpus tools offer valuable learning support, their effectiveness remains closely associated with learners' corpus literacy and their ability to critically evaluate AI-generated information. Two subthemes emerged under this theme: Information Overload and Lack of Familiarity, and Need for Verification of AI Responses.

Information Overload and Lack of Familiarity

One of the most common challenges reported by participants was the difficulty of understanding and interpreting corpus data, particularly among those who had limited prior experience with corpus tools. Participants explained that corpus interfaces contain numerous features and large amounts of language data, which can be overwhelming for beginners.

Participant 5 described this challenge as follows:

“The corpus data are quite extensive and sometimes confusing for me to understand because I am still learning how to use corpus tools.” (P5)

Participant 5's response illustrates that the difficulty did not primarily arise from the corpus data itself, but from limited familiarity with corpus tools and their analytical features. As a novice user, the participant perceived the volume and complexity of corpus information as cognitively demanding, making it more difficult to interpret language data independently.

This perception was echoed by participant 3, who highlighted specific aspects of corpus analysis that were difficult to understand:

“It is difficult to interpret concordance and frequency.” (P3)

Participant 3's response further demonstrates that learners may struggle with fundamental corpus analysis features, particularly when interpreting concordance lines and frequency information. These difficulties suggest that beginners require not only technical guidance but also sufficient opportunities to develop corpus literacy before they can effectively benefit from corpus-based learning activities.

Viewed as a whole, the interview data indicate that information overload and limited familiarity with corpus tools were closely interconnected. Rather than perceiving corpus tools as inherently difficult, participants' responses suggest that the complexity of corpus interfaces and analytical features became more challenging when learners lacked sufficient experience and corpus literacy. This finding highlights the importance of providing appropriate instructional support and gradual familiarization to help students engage more confidently with corpus-based English learning.

Need for Verification of AI Responses

Another challenge identified by participants was the necessity of critically evaluating AI-generated responses. Although AI was generally perceived as a helpful learning assistant, participants acknowledged that its explanations were not always accurate, specific, or aligned with the corpus data being analyzed.

Participant 2 highlighted this concern by stating:

“When AI is asked to analyze corpus data, the results are often not consistent with what should appear in the concordance output, so users need to be selective and evaluate the responses carefully.” (P2)

Participant 2's response demonstrates an awareness that AI-generated explanations should not be accepted uncritically. Instead, the participant emphasized the importance of comparing AI responses with actual corpus evidence to ensure that the interpretation accurately reflected the concordance results. This suggests that participants recognized the limitations of AI and understood the need to remain actively involved in the analytical process.

A similar perspective was expressed by participant 1, who viewed AI as a supplementary rather than primary analytical resource:

“AI is useful as a consultation tool, not for the main analysis.” (P1)

Participant 1's response reinforces the perception that AI was considered most valuable when used to support, rather than replace, learners' own analysis of corpus data. Instead of relying entirely on AI-generated interpretations, participants regarded AI as a source of guidance whose responses should be verified through corpus evidence and their own critical judgment.

Taken as a whole, these responses indicate that participants adopted a balanced approach toward the use of AI-assisted corpus tools. While they appreciated AI for providing explanations and assistance during corpus-based learning, they also recognized the importance of verifying AI-generated information before drawing conclusions. This finding highlights that effective use of AI-assisted corpus tools depends not only on the capabilities of the technology itself but also on learners' critical evaluation skills and their ability to interpret corpus evidence independently.

DISCUSSION

Perceived Usefulness of AI-Assisted Corpus Tools

The findings revealed that participants generally perceived AI-assisted corpus tools as beneficial for supporting their English language learning. The participants highlighted three major advantages, namely improving learning efficiency, facilitating access to authentic language use, and serving as a learning mediator when interpreting corpus data. These findings suggest that AI-assisted corpus tools support English language learning not only by improving learners' engagement with authentic language data but also by making corpus-based learning more accessible and manageable, particularly for learners with limited prior experience using corpus tools. This finding extends current discussions on AI-assisted language learning by demonstrating the pedagogical value of AI within corpus-based English learning, where AI functions as a supportive mediator rather than merely a general learning assistant.

The first perceived benefit concerned learning efficiency. Participants reported that AI helped them save time, understand corpus outputs more quickly, and simplify the process of analyzing language data. This finding aligns with An et al. (2025), who found that students tend to perceive AI-assisted language learning positively when the technology

improves learning performance and reduces learning effort. Similarly, Liu et al. (2025) reported that AI-supported language learning environments enabled learners to access information more efficiently and facilitated independent learning practices. The present findings also support Guo and Wang (2025), who found that AI applications can increase learners' academic engagement by providing immediate assistance and reducing barriers during the learning process. In this study, AI functioned as a supportive technology that allowed learners to navigate corpus data more efficiently, thereby enhancing their learning experience. Similar findings were reported by Arifatin and Setyaningrum (2024), who found that students generally perceived AI as a useful learning companion that facilitates understanding and supports independent learning activities. Likewise, Alenezi and Alenezi (2025) reported that both teachers and students viewed AI positively because it could provide immediate assistance and improve learning effectiveness in English language learning contexts. Beyond confirming these previous findings, the present study demonstrates that AI contributes to learning efficiency in a more specific context by reducing the procedural demands associated with corpus analysis. Rather than simply accelerating learning tasks, AI enabled participants to focus more on interpreting authentic language data, thereby making corpus-based learning more approachable for novice users.

Another important finding was the role of AI-assisted corpus tools in promoting authentic language learning. Participants appreciated the opportunity to explore real language usage through corpus data, particularly in understanding collocations, contextual meanings, and naturally occurring language patterns. This finding is consistent with corpus-based language learning literature, which emphasizes the value of authentic language data in developing learners' linguistic awareness. According to Götz and Granger (2024), corpus-based learning enables learners to examine language as it is genuinely used by speakers rather than relying solely on textbook examples. Similarly, Sun and Park (2023) highlighted that corpus-based instruction provides meaningful exposure to authentic collocations and lexical patterns, supporting vocabulary development and contextual understanding. Furthermore, Moreno-Ortiz (2025) argued that corpus tools facilitate deeper exploration of language use by allowing learners to investigate discourse patterns and linguistic features in authentic contexts. The present findings further suggest that AI can strengthen these benefits by helping learners interpret authentic corpus data more effectively. In this respect, AI not only supports access to authentic language resources but also facilitates learners' engagement with data-driven learning, particularly when they are still developing corpus literacy.

The findings further demonstrated that participants viewed AI as a learning mediator that helped them interpret corpus outputs and understand complex linguistic information. Many participants described AI as an assistant that translated technical corpus results into explanations that were easier to understand. This finding supports previous studies highlighting the instructional role of AI in language learning. Pham (2025) described AI tools as effective learning assistants that provide explanations, guidance, and immediate feedback to learners. Similarly, Pang et al. (2025) suggested that generative AI can function as a

personal tutor by supporting learners' understanding and promoting autonomous learning. In addition, Slamet (2024) reported that students perceived AI positively because it assisted them in overcoming learning difficulties and accessing explanations whenever needed. In the context of corpus-based learning, AI appears to bridge the gap between complex corpus data and learners' understanding, making corpus tools more accessible, particularly for novice users. The findings also support Belda-Medina and Kokošková (2024), who found that AI-assisted technologies can foster learner autonomy by providing personalized explanations and facilitating self-directed learning. As many participants in the present study were novice corpus users, AI appeared to reduce learning barriers and provide additional support during the process of interpreting corpus outputs. More importantly, the present findings refine existing understanding of AI-assisted language learning by illustrating that participants perceived AI not as a replacement for corpus analysis but as a mediator that facilitated their interaction with complex corpus data. This finding extends previous research on AI-assisted language learning by demonstrating that the educational value of AI in corpus-based English learning lies not only in providing immediate explanations but also in scaffolding learners' corpus literacy development and enabling more meaningful engagement with authentic language data. In this way, the study contributes to AI-integrated corpus pedagogy by positioning AI as an instructional mediator that supports learners' interpretation of corpus evidence rather than merely a language generation tool.

Challenges of AI-Assisted Corpus Tools

Despite the positive perceptions toward AI-assisted corpus tools, the participants also reported several challenges during their learning experiences. The findings revealed two major concerns, namely difficulties in understanding and interpreting corpus data and the need to verify AI-generated responses. These findings indicate that although AI can facilitate corpus-based learning, its effectiveness depends not only on the availability of technological support but also on learners' ability to understand corpus data and critically evaluate AI-generated information. This finding highlights that successful AI-integrated corpus pedagogy requires the development of both corpus literacy and critical AI literacy to ensure that learners can use AI-assisted corpus tools effectively and responsibly.

One of the most frequently reported challenges was information overload and learners' lack of familiarity with corpus tools. Most participants described corpus-based learning as a new experience and reported difficulties in understanding corpus features, interpreting concordance lines, and selecting relevant data from large search results. This finding is consistent with previous research indicating that corpus tools often present a steep learning curve for novice users. Götz and Granger (2024) argued that although corpus-based learning offers valuable opportunities for language exploration, learners frequently struggle with the complexity of corpus interfaces and analytical procedures. Similarly, D. Li et al. (2025), in their systematic review of corpus-based instruction, identified technical complexity and difficulties in data interpretation as common challenges experienced by EFL learners. These difficulties may become even more pronounced when learners have limited prior experience with corpus analysis.

The participants' experiences also support the findings of Ma et al. (2023), who reported that successful integration of corpus tools depends heavily on users' corpus literacy and their ability to interpret linguistic data appropriately. Several participants acknowledged that they initially found corpus outputs confusing and required additional support to understand the information presented. Likewise, Oktavianti et al. (2026) found that students often require guidance and scaffolding when engaging with corpus-based learning activities, particularly when corpus tools are integrated with emerging technologies. Therefore, while AI-assisted corpus tools provide valuable learning opportunities, learners may still encounter difficulties if they lack sufficient knowledge of corpus concepts and analytical techniques.

This finding is further supported by Ma and Mei (2021), who emphasized that effective corpus-based learning requires learners to develop sufficient corpus literacy and analytical skills. Without adequate understanding of corpus functions and output interpretation, learners may experience difficulties in extracting meaningful linguistic insights from corpus data. This challenge was evident in the present study, where several participants reported confusion when interpreting concordance lines, collocations, and large amounts of corpus-generated information. Beyond supporting previous studies, the present findings demonstrate that AI alone cannot eliminate the challenges associated with corpus-based learning. Instead, AI functions most effectively when learners possess sufficient corpus literacy to interpret corpus outputs and critically engage with the explanations provided. This finding reinforces the importance of combining technological support with explicit corpus literacy instruction in AI-integrated English language learning.

Another significant challenge identified in this study was the need to verify AI-generated responses. Although participants appreciated AI's ability to provide explanations and interpretations, they consistently expressed concerns regarding the accuracy, specificity, and reliability of AI-generated information. Several participants reported that AI occasionally produced explanations that were overly general, lacked contextual relevance, or did not accurately reflect the corpus data being analyzed. Consequently, they felt the need to cross-check AI-generated outputs against corpus evidence or other reliable sources before accepting the results.

Similar concerns have been identified in previous studies. Karataş et al. (2024) reported that although AI can facilitate language learning and provide learning support, students remain cautious about the accuracy and reliability of AI-generated responses. Likewise, Chukhno (2024) found that both teachers and learners acknowledged the educational benefits of generative AI while simultaneously expressing concerns regarding inaccurate, incomplete, or contextually inappropriate responses. These findings suggest that AI should be used as a supplementary learning tool rather than a definitive source of linguistic knowledge.

This finding aligns with Lee et al. (2024), who reported that students perceived AI-generated responses as useful but not always trustworthy, particularly when dealing with complex academic tasks. Similarly, Nugroho et al. (2023) highlighted that while AI can facilitate language learning, users should remain cautious because AI-generated content may contain inaccuracies or misleading interpretations. Rebolledo Font de la Vall and

González Araya (2023) further noted that one of the major challenges associated with AI-assisted language learning is the tendency of learners to over-rely on AI outputs without sufficient critical evaluation. In addition, Wu et al. (2024) found that learners' intention to use AI is influenced not only by perceived usefulness but also by their confidence in evaluating the quality of AI-generated information.

The present findings also support EL Hosayny et al. (2025), who emphasized that AI adoption in educational contexts should be accompanied by critical thinking skills and reflective evaluation practices. In the context of AI-assisted corpus learning, learners need to assess whether AI interpretations accurately represent corpus evidence rather than accepting explanations uncritically. Therefore, the findings suggest that AI should be viewed as a supportive learning tool rather than an authoritative source of knowledge. Developing learners' corpus literacy, digital literacy, and critical thinking skills may help maximize the benefits of AI-assisted corpus tools while minimizing potential risks associated with inaccurate or overly generalized AI-generated responses.

The importance of maintaining critical judgment when using AI is also highlighted by Y. Li et al. (2025), who found that university students generally demonstrated positive attitudes toward AI adoption while recognizing the necessity of independently evaluating AI-generated information. Accordingly, successful integration of AI-assisted corpus tools requires learners not only to utilize technological support but also to develop the analytical skills needed to assess the quality and appropriateness of AI-generated interpretations. Taken together, these findings extend previous discussions on AI-assisted language learning by demonstrating that effective AI-assisted corpus learning depends on the complementary roles of AI, corpus literacy, and learners' critical judgment. Rather than replacing learners' analytical processes, AI should be integrated as a pedagogical support that encourages learners to engage critically with corpus evidence while developing the skills necessary to interpret authentic language data independently. Theoretically, these findings contribute to AI-integrated corpus pedagogy by suggesting that AI functions most effectively as an instructional mediator that supports learners' corpus literacy development and scaffolds their interaction with authentic language data. Pedagogically, the findings indicate that AI-assisted corpus learning should be accompanied by explicit instruction on corpus literacy, digital literacy, and critical evaluation skills so that students can interpret corpus evidence independently and use AI responsibly within English language learning contexts. This perspective underscores that the successful implementation of AI-assisted corpus tools is not determined by technology alone but by how technological support, corpus literacy, and critical evaluation are integrated within English language learning. Future research is recommended to examine AI-assisted corpus learning across different learner populations, educational settings, and proficiency levels, as well as to investigate the longitudinal effects of AI-assisted corpus learning on corpus literacy development, learner autonomy, and English language learning outcomes.

CONCLUSION

This study explored Indonesian master's students' perceptions at Universitas Ahmad Dahlan regarding the usefulness and challenges of AI-assisted corpus tools in English language learning. Students generally perceived the tools positively, particularly for improving learning efficiency, facilitating access to authentic language use, and supporting corpus data interpretation. However, challenges included difficulties interpreting corpus outputs, limited corpus literacy, and concerns about the accuracy and contextual appropriateness of AI-generated responses. These findings suggest that effective AI-assisted corpus learning depends on learners' ability to critically evaluate AI-generated information and understand corpus data independently. Integrating AI into corpus-based language pedagogy should therefore include explicit instruction in corpus literacy, digital literacy, and critical thinking. The study contributes to AI-integrated corpus pedagogy by highlighting AI as a supportive mediator that facilitates engagement with corpus resources while encouraging corpus literacy and critical evaluation. Future research should examine different learner populations, including undergraduate students and pre-service English teachers, and learners with varying English proficiency. Studies should also investigate corpus literacy, digital literacy, and critical thinking as factors influencing AI-assisted corpus learning, using longitudinal, mixed-methods, or experimental designs across diverse educational settings to examine effects on language development and corpus literacy over time.

ACKNOWLEDGMENT

The authors sincerely thank the participants, academic supervisors, and colleagues for their valuable contributions and support throughout this study.

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