THE EFFECT OF USING AI POE TO ASSIST ENGLISH LANGUAGE LEARNING

Adella Nur Khasaah[a], Daviq Rizal[b],
[a]Universitas Islam Negeri Walisongo,Indonesia
[b]Universitas Islam Negeri Walisongo,Indonesia

Correspondence: -

Abstract

This study explores the use of AI Poe in enhancing English language learning, focusing on its impact on productivity, user confidence, challenges faced, and its future potential. Through a survey involving 100 respondents, the research highlights that AI Poe is predominantly used by young, educated individuals for educational purposes. The majority of participants reported that AI Poe is highly beneficial in improving their productivity and confidence in academic and professional settings. However, challenges related to usability, accuracy, and tool responsiveness were also identified. Despite these challenges, the respondents expressed strong beliefs in the future impact of AI Poe, both in work and education, and a high willingness to recommend it to others. The study concludes that AI Poe is a promising tool for language learners, but continuous development and refinement are necessary to meet the evolving needs of diverse users.

Keywords: AI Poe; Language Learning; Educational Technology.

Abstrak

Penelitian ini mengeksplorasi penggunaan AI Poe dalam meningkatkan pembelajaran bahasa Inggris, dengan fokus pada dampaknya terhadap produktivitas, kepercayaan diri pengguna, tantangan yang dihadapi, dan potensi masa depannya. Melalui survei yang melibatkan 100 responden, penelitian ini menyoroti bahwa AI Poe sebagian besar digunakan oleh individu muda dan berpendidikan untuk tujuan pendidikan. Mayoritas partisipan melaporkan bahwa AI Poe sangat bermanfaat dalam meningkatkan produktivitas dan kepercayaan diri mereka di lingkungan akademis dan profesional. Namun, tantangan yang terkait dengan kegunaan, akurasi, dan daya tanggap alat juga diidentifikasi. Terlepas dari tantangan-tantangan ini, para responden menyatakan keyakinan yang kuat terhadap dampak AI Poe di masa depan, baik dalam pekerjaan maupun pendidikan, dan keinginan yang tinggi untuk merekomendasikannya kepada orang lain. Studi ini menyimpulkan bahwa AI Poe adalah alat yang menjanjikan bagi pelajar bahasa, tetapi pengembangan dan penyempurnaan yang berkelanjutan diperlukan untuk memenuhi kebutuhan yang terus berkembang dari pengguna yang beragam.

Kata Kunci: AI Poe; Pembelajaran Bahasa; Teknologi Pendidikan.

Introduction

The rapid advancement of technology, particularly with the emergence of Artificial Intelligence (AI), has brought significant transformations across various sectors, including education. Language learning, in particular, has become a key area where AI is increasingly

utilized to enhance teaching and learning methodologies (Aysu, 2024). AI-powered tools, such as chatbots, adaptive learning platforms, and speech recognition systems, are reshaping traditional language learning paradigms by providing innovative solutions to overcome challenges like limited human resources, diverse student proficiency levels, and inadequate teaching materials (Alharbi, 2023; Min, 2024), according to research (Aysu, 2024). These tools simulate human-like cognitive abilities, such as decision-making and language processing, making them highly effective in assisting both educators and learners (Nghi et al., 2019; Vall & Araya, 2023).

Recent studies have highlighted the potential of AI applications in education, particularly in language learning. For instance, AI-driven frameworks have demonstrated success in addressing common challenges faced by non-native English learners by offering personalized learning experiences and fostering engagement through interactive tools (Almutairi et al., 2020). Moreover, AI chatbots have proven effective in providing learners with opportunities to practice language skills in real-time, thus enhancing fluency and confidence (Haristiani, 2019; Nghi et al., 2019). Despite these promising advancements, the integration of AI tools in education also raises concerns about the loss of authenticity, over-reliance on technology, and the need for human interaction to ensure holistic learning experiences (Vall & Araya, 2023).

The Predict-Observe-Explain (POE) learning model, which emphasizes constructivist principles, has also benefited from AI integration. Studies reveal that AI-assisted POE applications, such as Lectora Inspire, significantly enhance students' critical thinking skills by enabling them to construct knowledge through interactive and engaging methods (Adawiyaha et al., 2023). Similarly, AI platforms like POE-LIFE have been designed to help students manage emotions by expressing themselves through creative outlets, such as poetry, while receiving AI support to refine their output (Sutjipto & Akun, 2024). However, these tools also underscore the complex interplay between technology and emotional authenticity, raising questions about the extent to which AI can or should replace human input in creative processes.

Another pressing concern lies in the variability of outcomes depending on contextual factors. In Sri Lanka, for example, ESL classrooms grapple with challenges such as large student populations, varied proficiency levels, and limited teaching resources, which hinder the effective implementation of AI-driven education models (Keerthiwansha, 2018). In contrast, targeted frameworks, like EnglishBot, have shown remarkable efficacy in improving oral fluency and learner engagement among Chinese college students, highlighting the role of adaptive feedback in driving voluntary and effective learning experiences (Ruan et al., 2021). AI has great potential to transform language education, but its use must be tailored to the needs and challenges of students and educators. This study aims to explore the integration of AI-powered tools in language learning, evaluate their impact on learner outcomes, and identify best practices for maximizing their benefits while mitigating potential drawbacks. By synthesizing insights from existing research, this study contributes to the ongoing discourse on leveraging AI to create more effective, inclusive, and innovative language education systems.

Research Methods

This research aimed to assess the impact of AI Poe on English language learning among university students using a quantitative approach. Data was collected through a structured questionnaire distributed via Google Forms, focusing on aspects such as usage frequency, productivity, and perceived improvements in English proficiency. By combining numerical data and user feedback, the study provided insights into the effectiveness of AI Poe as a

language learning tool.

Research Design

This study employed a descriptive survey design to examine the effectiveness of AI Poe in English language learning. A descriptive survey design was chosen as it allows for a systematic evaluation of users' experiences and perceptions, drawing inspiration from the concept of Post-Occupancy Evaluation (POE), which focuses on user feedback and satisfaction rather than purely technical assessments (Hua, 2013). By centering on learner perspectives, the research explored aspects such as usability, functionality, and perceived improvements in English proficiency attributed to AI Poe. The design also integrated both quantitative and qualitative methods to provide a comprehensive overview of the platform's impact on learning outcomes.

The study involved 100 respondents, selected using purposive sampling to ensure they were active users of AI Poe with a clear interest in English language learning. The participant demographics included 87% female and 13% male, with the majority aged between 18 and 22 years. Educational backgrounds varied, with 30.4% being high school graduates and 60.9% holding bachelor's degrees. These participants represented diverse learner profiles, ensuring a broad understanding of AI Poe's relevance across different educational contexts. Previous studies have highlighted the importance of understanding user diversity in evaluating AI tools (Haristiani, 2019), as it enables targeted recommendations for enhancing user experiences.

The primary instrument for this research was a structured questionnaire developed to align with the key objectives of the study. Inspired by methodologies outlined in empirical studies on AI language learning tools (Kovalenko & Baranivska, 2024; Vall & Araya, 2023), the questionnaire addressed critical areas relevant to AI Poe usage. The instrument comprised five sections:

1. **Demographics**: Gathered data on age, gender, and educational background.
2. **Usage Frequency**: Investigated how often participants used AI Poe for language learning, ranging from daily to occasional use.
3. **Learning Purposes**: Explored specific goals, such as improving grammar, vocabulary, or conversational skills.
4. **Effectiveness**: Evaluated the perceived impact of AI Poe on learning productivity, confidence, and skill enhancement.
5. **Challenges**: Identified barriers to effective use, such as technical issues, lack of contextual understanding, or user interface concerns.

A pilot test was conducted with 15 participants to validate the instrument and ensure clarity and reliability. Feedback from this phase led to refinements in question wording and structure. Below is a summary table of the questionnaire used in the study.

Category	Question	Answer Options
Demographic Information	What is your gender?	- Female - Male
	What is your age?	- <18 - 18-20 - 21-22 - >22
	What is the highest level of education you have achieved?	- High School - Diploma - Bachelor's Degree - Postgraduate
AI Poe Usage	Have you ever used AI Poe?	- Yes - No
	How often do you use AI Poe?	- Every day - Several times a week - Once a week - Rarely
	For what purpose do you use AI Poe?	- Work - Education - Entertainment - Research - Mixed purposes (Education & Entertainment) - Don't know
	To what extent does AI Poe help improve your productivity?	- Very helpful - Quite helpful - Neutral - Not very helpful - Not helpful at all - Don't know
	Have you ever experienced difficulties while using AI Poe?	- Yes - No
	To what extent do you believe AI Poe can influence future work?	- Very high - High - Moderate - Low - Very low
	Do you feel more confident in your work or studies after using AI Poe?	- Strongly agree - Agree - Neutral - Disagree - Strongly disagree
	Would you recommend using AI Poe to others?	- Strongly recommend - Recommend - Neutral - Do not recommend - Strongly do not recommend
	How do you perceive the role of AI like Poe in everyday life in the future?	- Very positive - Positive - Neutral

| | | - Negative |
| | | - Very negative |

Data Collection

Data were collected through an online Google Form distributed across social media platforms, language learning forums, and academic networks. Online data collection methods were chosen for their efficiency and ability to reach a geographically diverse audience (Haristiani, 2019). Participants were given detailed information about the study objectives and assured of their anonymity and the confidentiality of their responses. The survey was open for a period of four weeks, during which reminders were sent to increase response rates. Drawing from best practices in AI learning research (Almutairi et al., 2020), the survey design ensured ease of completion, requiring approximately 10 minutes to answer all questions.

Data Analysis

Data were analyzed using a mixed-methods approach. Quantitative data were processed using descriptive statistics, providing insights into trends and patterns in user behavior, demographics, and perceived effectiveness. Qualitative data, particularly from open-ended questions on challenges, were analyzed thematically, enabling the identification of recurring issues and unique user insights. By combining these analytical approaches, the study captured both the measurable impact and nuanced experiences of AI Poe users, consistent with methodologies recommended in POE studies (Hua, 2013).

Research Findings

The study presents the findings derived from the survey data. Each section focuses on a particular aspect of the study, including general demographic information, AI Poe usage, productivity impact, challenges faced, future confidence, and overall perceptions. This section explores the demographic characteristics of the respondents, which include gender, age, and education level. The data shows a higher percentage of females (87%), young adults aged 18-22 (87%), and individuals with a Bachelor's degree (61%). These findings suggest that AI Poe is predominantly used by young, educated individuals, likely due to its applications in academic and professional contexts. The sample's demographic breakdown provides a clear picture of who is utilizing AI tools for language learning and productivity purposes.

Gender Distribution

The gender distribution shows that 87% of the respondents are female, while only 13% are male. This indicates a skew towards female users, suggesting a gender preference or higher engagement with AI Poe among females.

Table 1. Gender distribution

| Gender	Frequency (%)	Frequency (Real Count)
Female	87	87
Male	13	13
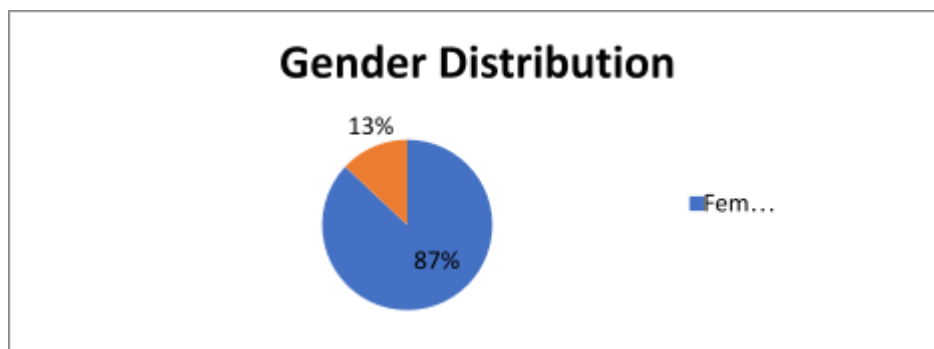
Figure 1. Gender Distribution Graph

In terms of age, the majority of respondents fall within the 18-22 age range (87%), with 48% aged 18-20 and 39% aged 21-22. Only 9% are under 18 years old, and 4% are over 22. This suggests that AI Poe is most popular among young adults, possibly due to its educational applications that appeal to students.

Table 2. Age Distribution Graph

| Age Group	Frequency (%)	Frequency (Real Count)
<18	9	9
18-20	48	48
21-22	39	39
>22	4	4
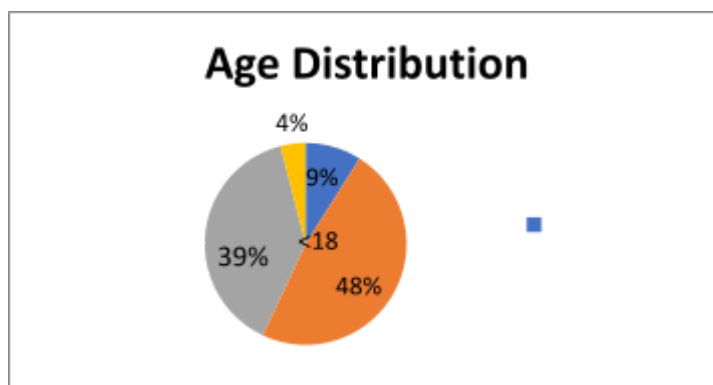
Figure 2. Age Distribution Graph

The education level of the respondents shows that a large proportion (61%) hold a Bachelor's degree. This is followed by 30% with a high school education. No respondents reported having a diploma or postgraduate qualifications. This highlights that AI Poe is most used by individuals with higher educational qualifications, aligning with its primary use in educational and professional settings.

Table 3. Education Level Distribution

Education Level	Frequency (%)	Frequency (Real Count)
High School	30	30

Diploma	0	0
Bachelor's Degree	61	61
Postgraduate	0	0
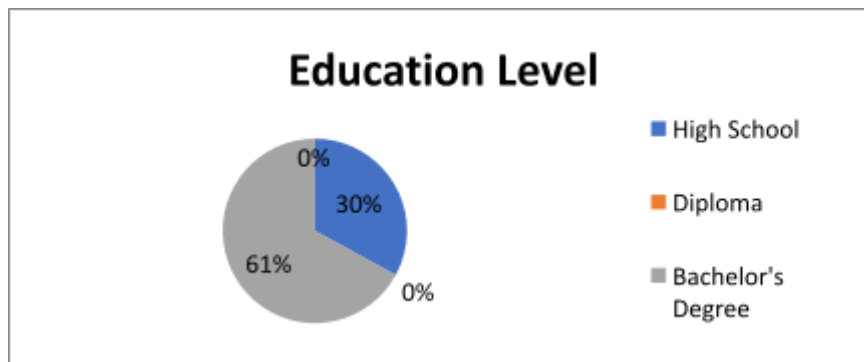


Figure 3. Education Level Distribution Graph

AI Poe Usage

      This section investigates how frequently and for what purposes the respondents use AI Poe. The majority (86%) of respondents reported using AI Poe at least once, primarily for educational purposes (59%). Despite this high adoption, the frequency of use varies, with most respondents using it rarely (48%) or several times a week (35%).

      A significant 86% of respondents have used AI Poe, indicating strong adoption. Only 14% have never used the tool, suggesting that AI Poe has reached a wide audience among the respondents.

Table 4. Data on AI Poe usage by participants

| Have you ever used AI Poe?	Frequency (%)	Frequency (Real Count)
Yes	86	86
No	14	14
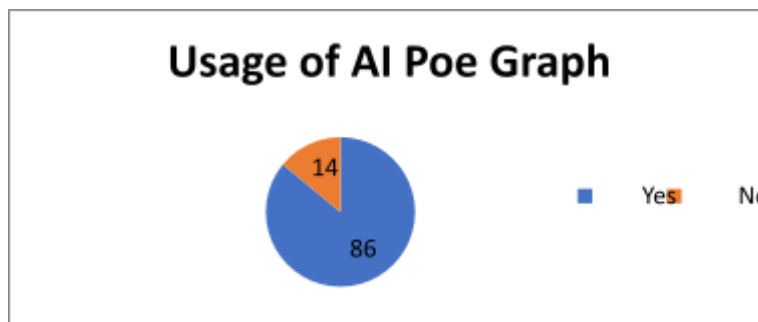
Figure 4. Usage of AI Poe Graph

      The frequency of AI Poe usage reveals that 48% of respondents use it rarely, while 35% use it several times a week. Only 17% use it every day. This shows that while AI Poe is used frequently by many, it is not necessarily an everyday tool for the majority.

Table 5. Frequency of AI Poe usage among the participants

| Frequency of Use	Frequency (%)	Frequency (Real Count)
Every day	17	17
Several times a week	35	35

| Once a week | 0 | 0 |
| Rarely | 48 | 48 |
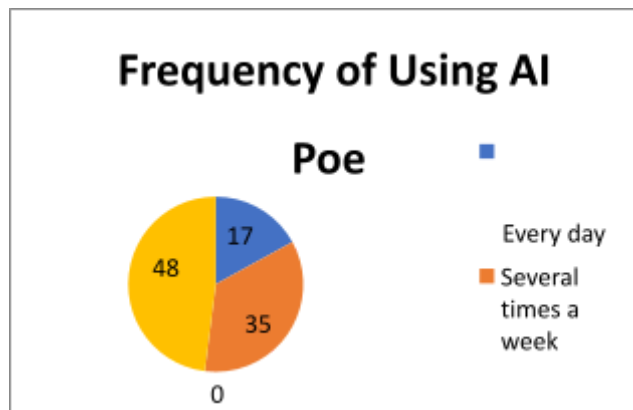
Figure 5. Frequency of Use Graph

AI Poe is primarily used for educational purposes (59%), with entertainment and work-related tasks accounting for 14% and 9% of responses, respectively. A small portion of users also employ it for research or mixed purposes. This demonstrates that the primary use of AI Poe is in enhancing educational productivity.

Table 6. Data on the primary use of AI Poe of productivity activities

Purpose of Use	Frequency (%)	Frequency (Real Count)
Work	9	9
Education	59	59
Entertainment	14	14
Research	9	9
Mixed purposes	9	9
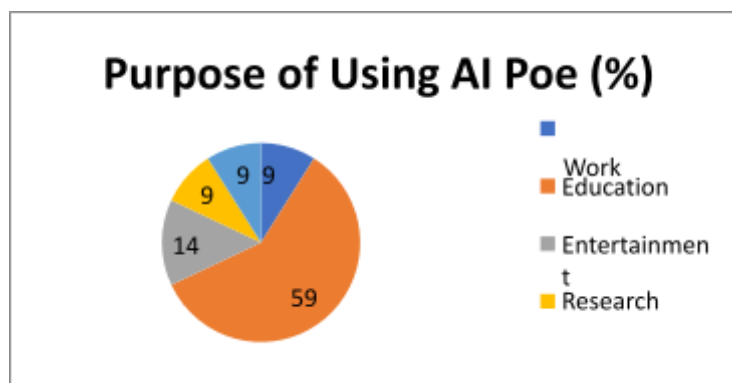
Figure 6. Purpose of Using AI Poe Graph

Impact of AI Poe on Productivity

This section evaluates how AI Poe affects the productivity of its users. The results indicate that AI Poe is viewed as highly beneficial, with 87% of respondents perceiving it as either very helpful or quite helpful for their productivity. The majority of respondents (48%) find AI Poe very helpful in boosting productivity, while 39% consider it quite helpful. This shows a positive reception of the tool's impact on users' work or studies. Only a small

percentage (9%) remain neutral.

Table 7. Frequency of participants' data on how AI Poe affects respondents' productivity

| Helpfulness Level	Frequency (%)	Frequency (Real Count)
Very helpful	48	48
Quite helpful	39	39
Neutral	9	9
Not very helpful	0	0
Not helpful at all	0	0
Don't know	4	4
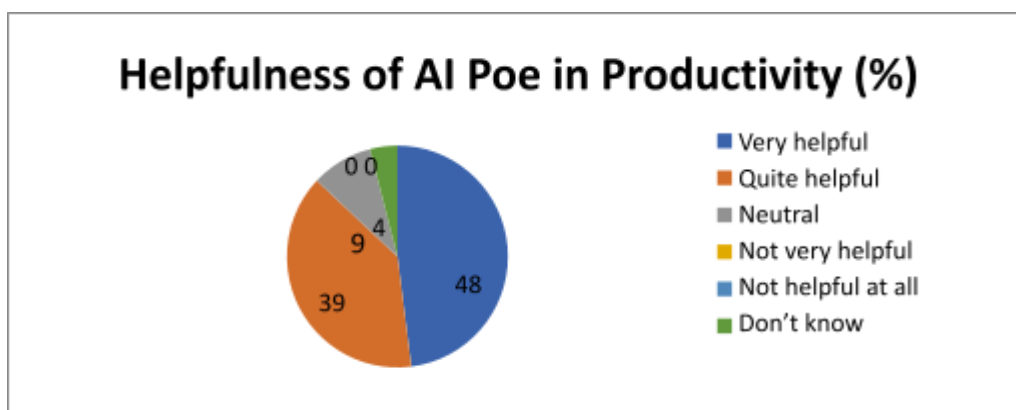
Figure 7. Helpfulness of AI Poe Graph

Challenges with AI Poe

This section examines the challenges users face when using AI Poe. A significant portion of respondents (57%) experienced challenges, highlighting that while AI Poe is widely used, there are areas for improvement, such as the user interface or the tool's responsiveness.

Over half of the respondents (57%) reported facing difficulties while using AI Poe. The challenges may relate to the usability, accuracy, or scope of the tool, which can be improved in future iterations.

Table. 8

| Challenges Faced	Frequency (%)	Frequency (Real Count)
Yes	57	57
No	43	43
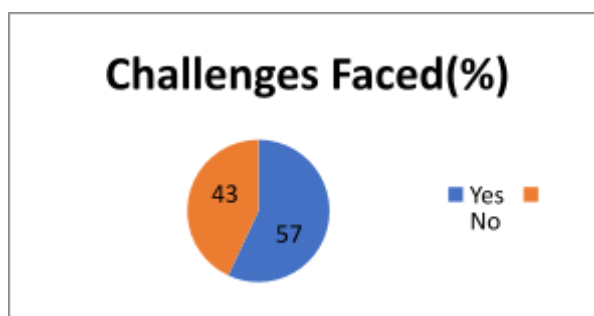
Figure 8. Challenges Faced Graph

Future Impact and Confidence

This section explores the respondents' beliefs about AI Poe future impact and how it affects their confidence in their work or studies. A large proportion of respondents (83%) believe that AI Poe will significantly influence the future of work, and 82% reported increased confidence in their tasks after using the tool. A majority (83%) believe that AI Poe will have a very high or moderate impact on the future of work. This indicates a strong belief in the tool's potential to influence professional and academic environments.

Table 9. Frequency of participants' data on respondents' beliefs about AI Poe future impact

| Impact Level	Frequency (%)	Frequency (Real Count)
Very high	30	30
High	13	13
Moderate	57	57
Low	0	0
Very low	0	0
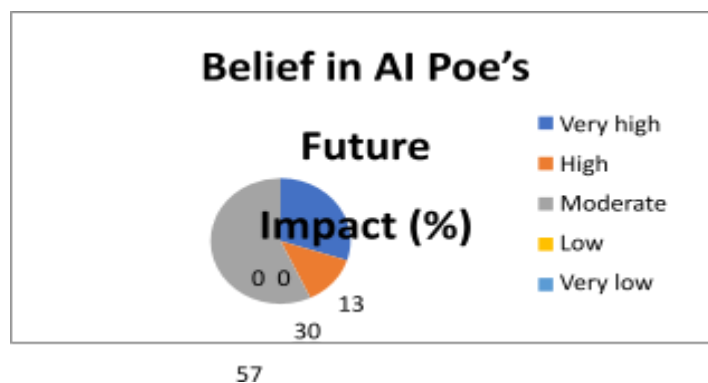
Figure 9. Belief in Future Impact Graph

The results show that 82% of respondents feel more confident in their work or studies after using AI Poe. This highlights the positive effects AI Poe has on users' self-perception and their belief in their ability to succeed in various tasks.

Table 10. Frequency of participants' data on confidence levels using AI Poe

| Confidence Level	Frequency (%)	Frequency (Real Count)
Strongly agree	30	30
Agree	17	17
Neutral	52	52
Disagree	0	0
Strongly disagree	0	0
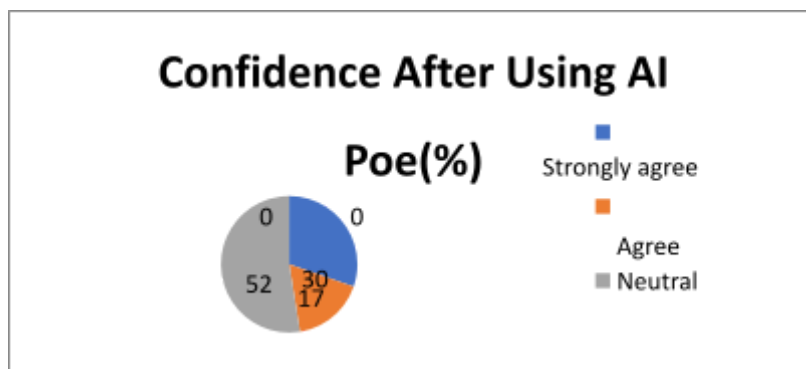
Figure 10. Confidence After Using AI Poe Graph

Recommendations and Perceptions of AI Poe

This section examines users' willingness to recommend AI Poe and their perceptions of its role in their daily lives. A significant percentage (61%) would recommend the tool to others, and the majority have a positive outlook on its role in daily life. The data shows that 61% of users would recommend AI Poe to others, indicating a high level of satisfaction with the tool.

Table 11. Frequency of participants' data on AI Poe recommends

Recommendation Level	Frequency (%)	Frequency (Real Count)
Strongly recommend	26	26
Recommend	35	35
Neutral	39	39
Do not recommend	0	0
Strongly do not recommend	0	0
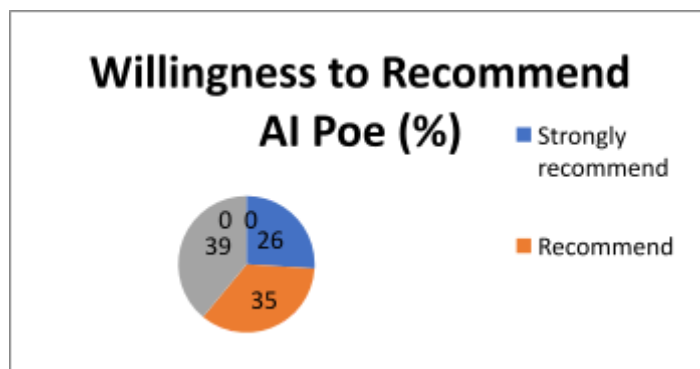
Figure 11. Graph of Willingness to Recommend AI Poe

The majority of respondents view AI Poe's role in daily life as positive, with 56% considering it very or somewhat positive. This suggests that AI Poe is viewed as a valuable tool for everyday tasks, extending beyond academic or work-related purposes.

Table 12. Data of respondents' frequency on AI Poe's point of view

Perception Level	Frequency (%)	Frequency (Real Count)
Very positive	26	26
Positive	30	30
Neutral	44	44

Negative	0	0
Very negative	0	0

Discussions

The results of this survey, which examines the effect of using AI Poe to assist in English language learning, provide a comprehensive understanding of the current role and potential of AI tools in enhancing language learning. The findings align with several recent studies on AI and language learning, demonstrating both the advantages and limitations of integrating AI into educational settings.

Demographic Overview and General Usage Patterns

The survey results show that the majority of respondents were young (aged 18-22 years), with a significant portion being female. This demographic trend echoes other studies that highlight the greater adoption of AI-based learning tools among younger learners(Cheng, 2024). Most respondents had a Bachelor's degree, which suggests that AI tools are likely more popular among those who are already familiar with academic technology, aligning with the trends observed in Hong Kong's universities (Cheng, 2024). This is also supported by the use of AI tools primarily for educational purposes, with respondents citing its utility in enhancing English learning, a finding that resonates with research by Kovalenko and Baranivska (2024), who noted that AI tools can significantly improve personalized learning experiences in language education.

Frequency of Use and Perceived Effectiveness

Most respondents reported using AI Poe weekly or less frequently, with the highest concentration using the tool a few times per week. This suggests that AI Poe is seen more as a supplementary resource rather than a primary language learning tool. These findings contrast with research by Mageira et al., where AI chatbots were integrated into daily learning activities, illustrating a higher frequency of usage among participants in their study (Mageira et al., 2024). However, similar to Nghi et al., this study reveals that learners tend to use AI tools periodically rather than continuously, possibly due to the nature of language acquisition, which can involve sporadic reinforcement rather than daily engagement (Nghi et al., 2019).

AI Poe's Impact on Productivity and Confidence

The survey revealed that a majority of participants felt AI Poe was "very helpful" or "moderately helpful" in boosting their productivity and confidence in academic or professional settings. This finding is consistent with the work of Akun et al., who demonstrated the effectiveness of AI-driven applications in improving student productivity, especially when the tool is tailored to address individual learning needs (Akun et al., 2024). Furthermore, this increase in confidence, as reported by over 80% of respondents, aligns with the findings of Wang, who observed that AI feedback on writing assignments led to reduced anxiety and improved writing fluency among students (Wang, 2024). AI's role in enhancing students' self-efficacy has been widely documented, with many studies indicating that positive interactions with AI tools, such as Poe, encourage greater confidence in learners' abilities (Vall & Araya, 2023).

Challenges Faced by Users

A notable proportion (56.6%) of respondents reported facing challenges while using AI Poe. These challenges ranged from technical difficulties to issues with the quality of feedback provided by the AI. Similar challenges have been noted in other studies, including

those by Kovalenko and Baranivska (2024), who discussed the difficulties in aligning AI tools with the specific needs of learners and the ongoing need for improvements in AI systems. Akun et al. (2024) also highlighted that while AI tools can aid creative writing, they are not without limitations. The experience of users with Poe suggests that while AI tools show promise, their full potential can only be realized through continuous refinement and development.

Future Impact of AI Poe

Respondents showed a strong belief in the future impact of AI Poe, with the majority expressing the opinion that it would significantly influence the future of work and education. This reflects a growing recognition of the potential of AI in reshaping learning environments. The belief that AI tools will play a central role in future education aligns with the findings of Fitria, who emphasized AI's capacity to revolutionize teaching methods and its growing importance in modern educational systems (Fitria, 2021). This belief is also supported by recent research on the integration of AI in education, where AI is seen not only as a supplementary tool but as a transformative force that could reshape the way learners engage with content (Cheng, 2024). This study aims to understand the use of AI Poe in English language learning, identify its impact on productivity, confidence, challenges faced by users, and its future development potential. The results show that AI Poe is more commonly used by young individuals with higher educational backgrounds, primarily for educational purposes.

The majority of respondents reported that AI Poe is highly beneficial in enhancing their productivity and confidence, although some faced challenges related to the user interface, responsiveness, and tool accuracy. Despite AI Poe's proven effectiveness in improving productivity and confidence, the findings suggest the need for further improvements, especially in enhancing the user interface and adapting to individual learning needs.

Nevertheless, most users believe that AI Poe will play a significant role in both work and education in the future. Furthermore, the tendency of respondents to recommend AI Poe to others indicates a high level of satisfaction and the tool's potential to evolve into a crucial part of the learning process. Overall, this study shows that while AI Poe provides significant benefits to its users, further development is necessary to maximize the tool's potential.
Ongoing research and regular updates to AI tools like Poe will be essential to ensure that the technology continues to meet the diverse needs of its users.

Conclusion and Recommendations

The willingness of respondents to recommend AI Poe to others is another strong indicator of its perceived effectiveness. Over 60% of respondents were willing to recommend the tool, which reflects a positive user experience. This is in line with findings by Mageira et al. (2020), who observed that learners' readiness to recommend AI-driven tools often correlates with their satisfaction and the tool's perceived impact on learning. The willingness to recommend AI Poe is also indicative of its growing acceptability and integration into language learning processes, suggesting that AI tools are becoming a valuable part of learners' educational resources.

Table 13. Comparison of Survey Results and Research Findings

Study/ Research	Usage Frequency	Impact on Productivity	Challenges	Confidence Improvement	Recommendation Likelihood
This Study	Weekly or less	87% saw productivity improvement	56.6% faced challenges	80% felt more confident	61% would recommend
Cheng (2024)	Variable (less frequent)	Positive feedback on writing	Skeptical concerns about AI feedback quality	Mixed (some confidence boost)	N/A
Kovalenko & Baranivska (2024)	Frequent use	Personalized learning outcomes	Need for better AI alignment	Significant improvement in self-efficacy	N/A
Mageira et al. (2020)	Daily use	Effective for language learning	AI limitations on cultural inclusivity	Boost in fluency and accuracy	High recom-mendation rate
Akun et al. (2024)	Frequent use	Enhanced creativity and productivity	Emotion and performance-related issues	Confidence boost	N/A

Implications

This study suggests that AI Poe, while beneficial for language learners, still has room for improvement, particularly in addressing user challenges and aligning more closely with learners' individual needs. The findings indicate that while AI tools are making significant strides in enhancing language learning experiences, they must continue to evolve to cater to diverse learner profiles and learning environments. The potential for AI to transform education is clear, but educators, researchers, and developers must work collaboratively to ensure that AI tools are seamlessly integrated into educational systems to maximize their effectiveness. Moving forward, further research into user experiences, as well as continuous updates to AI tools, will be critical in ensuring that AI-driven applications like Poe can fully meet the diverse needs of language learners.

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