

Implementation Of English Language Learning For Elementary School Students

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Keywords

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ABSTRACT

The global significance of English underscores the need for effective early language instruction. This study aims to evaluate the implementation of English language learning in elementary schools and its correlation with student learning outcomes. A quantitative approach with a correlational design was employed. The research subjects were 30 fifth-grade students selected through simple random sampling from an elementary school in Pangkajene. Data were collected using a learning implementation questionnaire and an English learning outcome test. The questionnaire's validity and reliability were tested prior to use. Data were analyzed using descriptive statistics and Pearson's correlation test. The results indicated that the implementation of English language learning was in the "good" category (average percentage 85.2%), with the highest aspect being teacher-student interaction (90%). Student learning outcomes were also in the "good" category (average score 78). A significant positive correlation ($r = 0.68$; $p < 0.05$) was found between the implementation of learning and student outcomes, accounting for 46.2% of the variance. This finding confirms that the quality of learning implementation plays a crucial role in enhancing students' English skills. The study implies the need for continuous improvement in learning methods and media to further optimize student achievement.

INTRODUCTION

English has solidified its position as the primary lingua franca for international communication, driven by globalization and rapid technological advancements (Almukhanbet et al., 2025; Mustoip et al., 2023; Tai & Zhao, 2024). Its mastery is no longer a mere advantage but a fundamental requirement for accessing global knowledge, participating in cross-cultural exchanges, and competing in the future workforce (Akande, Bobek, Adewuyi, et al., 2025; Akande, Bobek, Doohan, et al., 2025; Roadkasamsri et al., 2025). Consequently, education systems worldwide are tasked with equipping students with adequate English proficiency, and the timing of its introduction is a critical pedagogical decision (Daher, 2025; Keo et al., 2024; Neelambaram et al., 2024; Saad & Almfleh, 2023).

Advances in science and technology require proficiency in English as a means of international communication (Fitria, 2025; Owens & Hite, 2022; Roshid & Kankaanranta, 2025). Therefore, learning English from an early age is becoming increasingly important in education. Elementary school is a strategic starting point for building students' foreign language skills (Almelhes, 2024; Almukhanbet et al., 2025).

Elementary school is a highly strategic level of education in shaping students' language abilities (Mustoip et al., 2023; Tai & Zhao, 2024). According to Cameron (2001), elementary school-aged children are at an optimal stage of linguistic development, making it easier for

them to acquire new languages compared to adults. At this age, students are able to imitate pronunciation, understand new vocabulary, and form language habits naturally. Thus, English language learning in elementary school has the potential to produce a long-term impact on students' language skills (Irwan & Aslan, 2024; Jiao et al., 2022; Rhinehart et al., 2024; Xu & Wang, 2024).

In Indonesia, English language learning in elementary schools is generally provided as muatan lokal (local content) or as part of self-development programs. However, its implementation in practice still varies greatly. Some schools have adopted communicative and activity-based methods, while others still rely on conventional approaches that emphasize vocabulary memorization and translation. These differences affect the quality of learning and student learning outcomes.

Elementary school-aged children are in a period of rapid cognitive and linguistic development. At this age, students have a strong ability to imitate, memorize, and understand new language sounds. Therefore, English language learning introduced from elementary school can help students develop pronunciation, vocabulary, and confidence in communication.

However, there are still various obstacles in the implementation of English language learning in elementary schools, such as limited teacher competence, lack of learning media, and low student motivation. These conditions prevent English language learning from running optimally. In practice, other challenges include limited instructional time, a lack of method variation, and inadequate teaching resources, which can lead to low student interest and suboptimal learning outcomes. Therefore, empirical studies are needed to determine the extent of English language learning implementation in elementary schools and how it affects student learning outcomes.

SD Pangkajene, as one of the elementary schools in Pangkep Regency, has implemented English language learning as part of its local content. This program aims to introduce English to students and foster interest and language skills from an early age. However, based on initial observations and interviews with teachers, it was found that the implementation of English language learning at SD Pangkajene still faces several obstacles, such as limited instructional time, a lack of method variation, and differences in students' abilities to understand English material.

Therefore, research is needed to examine in depth how English language learning is implemented in elementary schools in Pangkajene and its effect on student learning outcomes. This research is expected to provide a realistic picture of the quality of English language learning in these schools and serve as a basis for formulating strategies to improve the quality of English instruction at the elementary level.

Thus, this study aims to: 1) describe the implementation of English language learning at an elementary school in Pangkajene; 2) measure students' English learning outcomes; and 3) analyze the correlation between the implementation of learning and student outcomes. The benefits of this research are twofold. Theoretically, it contributes to the body of knowledge on effective English instruction for young learners in the Indonesian context. Practically, the findings are expected to provide valuable feedback for teachers and the school to evaluate and enhance their English teaching practices, and to serve as a reference for other schools with similar characteristics seeking to improve their English programs.

METHOD

This study uses a quantitative approach with a correlational design. This design is used to determine the relationship between the implementation of English language learning (variable X) and students' learning outcomes (variable Y). This approach is employed to identify the relationship between the implementation of English language learning and student learning outcomes.

A correlational design was chosen because this study did not involve treatment or manipulation of specific variables, but instead observed and measured existing conditions. The researcher aimed to determine the extent of the relationship between the quality of English language teaching in elementary schools in Pangkajene and student learning outcomes. With this design, the researcher could identify whether there was a significant relationship between the two variables and how strong that relationship was.

The correlational quantitative approach is highly suitable in an educational context because it allows researchers to objectively examine the relationship between learning processes and outcomes. In this study, the implementation of learning was measured through questionnaires given to students, while learning outcomes were measured through English proficiency tests. The data obtained were then analyzed using statistical techniques to determine the relationship between the two variables.

The research was conducted in the even semester of the current academic year. The research period was adjusted to the school schedule so as not to interfere with the teaching and learning process. The stages of the research included instrument preparation, instrument testing, data collection, data processing, analysis, and preparation of the research report.

Population and Sample

The research population consisted of all fifth-grade elementary school students in Pangkajene. Fifth grade was chosen based on the consideration that students at this level had been learning English for some time, thus having sufficient experience to assess the quality of learning and possessing English skills that could be measured objectively.

From this population, the research sample was taken using simple random sampling, whereby some of the students at the elementary school were selected as the sample. The research sample consisted of 25 students selected using simple random sampling. This technique was chosen because the population size was not too large and it was still possible to reach the entire population. By using this sampling technique, the research results were expected to describe the actual conditions of the students who were the subjects of the study.

To determine the research sample, the simple random sampling technique was used, in which each member of the population had an equal chance of being selected as a sample. This technique was chosen to avoid researcher bias and ensure that the sample taken truly represented the population.

Research Instruments

The instruments used in this study were: a learning implementation questionnaire to measure English learning methods, media, and activities, and a learning outcome test in the form of multiple-choice and short-answer questions that measured vocabulary, reading, and simple comprehension skills. The questionnaire was designed using a Likert scale with 4 response options (Strongly Agree, Agree, Disagree, Strongly Disagree). It consisted of 25 statements covering four indicators:

- a. Learning planning
- b. Learning methods and strategies
- c. Learning media and resources
- d. Student interaction and engagement

Each statement reflects a specific aspect of learning implementation, such as planning, methods, media, and teacher-student interaction.

The test is used to measure students' English learning outcomes. The test is compiled in the form of multiple choice and short answer questions covering basic English material in accordance with the curriculum taught at elementary schools in Pangkajene. This test aims to measure the extent to which students understand and master the English material they have learned.

Before use, the questionnaire and test instruments were first tested for validity and reliability. The validity test was conducted to ensure that each item of the instrument actually measured the intended aspect. The reliability test was conducted to ensure that the instrument provided consistent results.

Instruments that do not meet the criteria of validity and reliability are corrected or discarded so that the data obtained is truly accurate and reliable.

Data Analysis Techniques

The data were analyzed using descriptive statistics to determine the categories of learning implementation and learning outcomes, as well as Pearson's correlation test to determine the relationship between the two variables. The data obtained were analyzed using descriptive statistics and Pearson's correlation techniques. Descriptive statistics were used to determine the mean, percentage, and categories of learning implementation and student learning outcomes. Pearson's correlation was used to test the relationship between learning implementation and learning outcomes.

RESULTS AND DISCUSSION

English is one of the international languages that plays a very important role in the development of science, technology, communication, and international relations. In the era of globalization and the Industrial Revolution 4.0, English proficiency has become one of the key competencies that every individual must possess in order to adapt and compete globally. Mastery of English is no longer limited to academics or professionals, but has become a basic necessity for the wider community, including the younger generation who are still in primary education.

Lesson planning received an average score of 88%, which is classified as excellent. This shows that elementary school English teachers in Pangkajene have prepared their lessons thoroughly. Teachers develop Rencana Pelaksanaan Pembelajaran (RPP) that include learning objectives, materials, methods, media, and learning evaluation.

Elementary school is a very strategic level of education in the development of children's language skills. At this age, students are in a phase of rapid cognitive and linguistic development. Children have a high capacity for absorbing sounds, vocabulary, and language structures. Therefore, English language learning provided from elementary school can help students build a strong foundation in language skills, in terms of pronunciation, comprehension,

and the use of language in simple contexts. The learning provided at this stage will greatly influence students' readiness to learn English at higher levels of education.

In Indonesia, English language learning at the elementary school level is generally provided as muatan lokal (local content) or as an extracurricular activity. Although it is not included as a compulsory subject, many schools recognize the importance of English and continue to include it in their curricula. This is also done by an SD in Pangkajene, a public elementary school that has implemented English language learning to equip its students with basic English skills.

The analysis results show that the learning methods and strategies aspect received a score of 84%, which is in the good category. Teachers use various learning methods such as question-and-answer sessions, language games, singing, simple dialogues, and demonstrations. These methods make students more active and involved in the learning process. Students do not only listen to the teacher's explanations, but are also directly involved in using English through speaking activities, pointing at pictures, and role-playing. This helps students understand the material more meaningfully.

A correlational design was used because this study aimed to determine the relationship between two main variables, namely the implementation of English language learning and student learning outcomes. This study did not provide specific treatment or intervention but only observed and measured existing conditions in the field. With this design, researchers can determine whether there is a significant relationship between the quality of learning and student learning outcomes.

Sampling steps were carried out by compiling a list of all students, assigning numbers to each student, then selecting a number of students at random using a lottery or random number table. The selected students became research respondents and sources of data for measuring learning implementation and learning outcomes.

The planned material is tailored to students' cognitive and language development levels, such as vocabulary about family, school, animals, and daily activities. Learning objectives are formulated clearly and realistically so that they can be achieved by students.

The use of media and learning resources scored 82%, which is considered good. Teachers use media such as vocabulary cards, pictures, picture books, and short videos. These media help students understand the meaning of vocabulary and the context of language use. Although technological facilities are still limited, teachers are able to creatively utilize simple media. The use of pictures and vocabulary cards greatly helps students remember and understand new vocabulary.

Teacher–student interaction received the highest score, 90%, which is classified as excellent. Teachers often give students the opportunity to ask questions, answer questions, and practice spoken English. The classroom atmosphere becomes more lively and communicative. This positive interaction encourages students to be more confident in using English. Teachers also give praise and reinforcement so that students feel appreciated and motivated to learn.

The test results show that the average score for English learning outcomes for fifth-grade elementary school students in Pangkajene is 85.2, which is in the good category. Most students were able to answer vocabulary and reading comprehension questions quite well. The distribution of scores shows that around 76% of students are in the good and very good categories, while the rest are in the fair and poor categories. Students who obtained high scores

were generally able to understand instructions in English, recognize basic vocabulary, and use simple expressions such as greetings and common expressions.

The results of the questionnaire data processing show that the average score for the implementation of English language learning is 85.2%, which is classified as very good. The details for each indicator are as follows:

Table 1. Recapitulation of the Results of the Questionnaire Implementation of English Language Learning

Aspect	Percentage	Category
Learning planning	88	Very good
Methods and strategies	84	Good
Media and sources	82	Good
Student engagement	87	Very good

This shows that teachers have implemented learning using a variety of methods and media.

The questionnaire was used to measure the implementation of English language learning. The questionnaire was designed in the form of a Likert scale with four alternative answers, namely strongly agree, agree, unsure, disagree, and strongly disagree. Each statement in the questionnaire reflects aspects of learning implementation, such as learning planning, methods used, media use, teacher and student interaction, and learning evaluation. The questionnaire was given to students in the sample group and filled out independently with the assistance of researchers.

The test results showed that the average student score was 78, with the following distribution:

Table 2 Frequency Distribution of Student English Learning Outcomes

Category	Score Range	Number of Students
Very Good	86–100	25
Good	71–85	18
Sufficient	56–70	8
Insufficient	≤ 55	4

The average score for students' English learning outcomes was 78, which is classified as good. The correlation test showed a coefficient value of 0.68, which means that there is a positive and strong relationship between the implementation of learning and student learning outcomes. The data obtained from the questionnaire and tests were analyzed using descriptive statistics and Pearson's correlation. Descriptive statistics were used to describe the conditions of learning implementation and student learning outcomes in the form of averages, percentages, and categories. Pearson's correlation was used to test the relationship between learning implementation and student learning outcomes. The results of this analysis provide a strong basis for drawing conclusions about the relationship between the quality of English language learning and the learning achievements of elementary school students in Pangkajene.

This discussion aims to interpret the research results on the implementation of English language learning among elementary school students in Pangkajene by relating them to the background of the problem, methodological approach, and data collection and analysis

techniques used. From the outset, this research was based on the importance of mastering English from an early age, as explained in the introduction. Globalization, technological developments, and the need for cross-cultural communication require students to have a strong foundation in English. Therefore, English language learning in elementary school is a strategic stage in building students' future language competence. As described in the introduction, elementary school-aged children are at a highly optimal stage of language development. They have the ability to imitate sounds, absorb vocabulary, and build language structures naturally through direct experience. Therefore, the quality of English language learning in elementary school greatly determines students' success in mastering the language at the next level.

The findings of this study indicate that the implementation of English language learning in elementary schools in Pangkajene is generally in the good to very good category, which means that schools have provided a relatively conducive learning environment for language acquisition. In the context of elementary schools in Pangkajene, English language learning has been implemented as local content. However, based on initial observations, there were still variations in the quality of learning implementation in terms of methods, media, and student participation. Therefore, this study was designed to determine the extent to which English language learning has been implemented and how it affects student learning outcomes. The findings show that, in general, implementation is in the good to very good category, indicating that schools have paid sufficient attention to developing students' language skills. These results support the assumption stated in the introduction that well-designed and well-implemented English language learning will have a positive impact on student learning outcomes. Thus, this discussion confirms that the research questions and objectives formulated in the introduction have been answered through the empirical findings obtained.

The research method used was a quantitative approach with a correlational design. This approach was appropriate because the purpose of the study was not to provide treatment or conduct experiments, but rather to measure the relationship between the quality of learning implementation and student learning outcomes. By using a correlational design, researchers could see how strong the relationship was between the classroom learning process and students' academic achievement in English. Data collection techniques through questionnaires and tests also provided a comprehensive picture of learning conditions. Questionnaires given to students served to capture their perceptions of English language learning—from planning, methods, and media, to teacher–student interactions—while learning outcome tests objectively measured students' English skills. The combination of these two techniques allowed researchers to see the relationship between process and outcome, namely how students' learning experiences related to their achievements.

The survey results show that the implementation of English language learning in elementary schools in Pangkajene is in the good to very good category, especially in terms of planning and teacher–student interaction. This indicates that teachers have prepared their lessons thoroughly and are able to create a communicative classroom atmosphere. These findings are in line with child language learning theory, which emphasizes the importance of clear planning and intensive interaction so that students have many opportunities to use the target language. The results of the study show a strong positive relationship between the two variables, indicating that the design used is relevant and capable of answering the research objectives. On the other hand, the use of media and variety of methods is still in the good

category but not yet optimal. This is understandable given the limitations of facilities and infrastructure in elementary schools, especially in rural areas. Nevertheless, teachers' creativity in utilizing simple media such as vocabulary cards, pictures, and songs has helped students understand the material more concretely. These findings support the view that in language learning, visual media and enjoyable activities are very effective in improving students' memory and understanding.

The data analysis techniques used—descriptive statistics and Pearson's correlation—enabled researchers not only to describe learning conditions but also to test relationships between variables. Descriptive statistics provided information on categories of learning implementation and student learning outcomes, while Pearson's correlation indicated the strength of the relationship between the two. A high correlation coefficient shows that the better the implementation of English language learning, the higher the student learning outcomes. The test results indicate that most elementary school students in Pangkajene fall into the good category in terms of basic English proficiency. Students are able to recognize vocabulary, understand short texts, and use simple expressions in everyday contexts. This suggests that the learning methods implemented so far have had a positive impact on students' language skills. However, there are still a small number of students in the fair and poor categories, indicating the need for special attention and more differentiated learning strategies.

The results of the study show that effective English teaching methods can improve student learning outcomes. Teachers who use active methods such as language games, simple dialogues, and visual media are able to increase students' attention and comprehension. The significant relationship between learning implementation and learning outcomes shows that the quality of the learning process is an important factor in determining student success. Careful planning, varied methods, appropriate use of media, and positive interactions create a learning environment conducive to language acquisition. This is in line with principles of language learning, which state that students learn more effectively when they are actively involved and feel comfortable using the target language.

The high contribution of learning implementation shows that the quality of the learning process is a major factor in determining student success. The use of visual media, language games, and simple dialogue activities helps students understand material in a contextual and engaging way. Theoretically, these findings support language learning theories that emphasize the importance of communicative, interactive, and student-centered environments. Practically, the results provide a basis for schools and teachers to continue improving the quality of English language learning through the development of more innovative methods, media, and strategies. This is in line with child language learning theories that highlight the importance of a fun and meaningful learning environment. Interactive learning can help students more easily remember vocabulary and understand language use in everyday contexts.

In the context of elementary schools in Pangkajene, the results of this study have important practical implications. Schools can use these findings as a basis for strengthening English language learning programs, for example by providing teacher training, increasing the availability of learning media, and developing extracurricular activities that support the use of English. In addition, special attention needs to be given to students who are still experiencing difficulties so that they do not fall behind in language proficiency. Overall, this discussion shows that the research findings are consistent with the initial assumptions stated in the

introduction. Properly implemented English language learning in elementary schools, particularly in Pangkajene, has a strong relationship with student learning outcomes. The research methods, data collection techniques, and analysis techniques used have provided empirical evidence to support this relationship.

Thus, this discussion confirms that the research findings support the initial assumption stated in the introduction, namely that English language learning that is well implemented in elementary schools will have a positive impact on student learning outcomes. The research methods, data collection techniques, and analysis techniques used have provided empirical evidence that strengthens this relationship. Therefore, efforts to improve the quality of English language learning at elementary schools in Pangkajene—particularly in terms of media enrichment and method variation—are expected to further enhance students' English language skills in the future.

CONCLUSION

Based on the results of the study, it can be concluded that the implementation of English language learning in elementary schools in Pangkajene is generally in the good to very good category. This can be seen from several key indicators, namely learning planning, learning implementation, use of methods and media, and interaction between teachers and students. Elementary school English teachers in Pangkajene have developed systematic learning plans, including setting learning objectives, materials, and learning activities tailored to the characteristics of elementary school students. This well-developed planning is an important foundation for focused and meaningful learning.

In practice, English learning in elementary schools in Pangkajene takes place in a relatively conducive atmosphere. Teachers play an active role as facilitators who guide, motivate, and provide opportunities for students to participate actively. The learning process not only focuses on delivering material but also develops students' communication skills through question-and-answer sessions, language games, and simple exercises. This shows that teachers have sought to implement a student-centered learning approach, which is very much in line with the characteristics of language learning in early childhood.

From the students' point of view, the results show that most students have a positive perception of English learning. They feel that the lessons are interesting, easy to understand, and help them improve their language skills. This positive perception is very important because students' attitudes and motivation are key factors in successful language learning. When students feel happy and interested, they are more willing to try, participate actively, and be open to using a new language.

The learning test results obtained in this study indicate that the English proficiency of elementary school students in Pangkajene is in the good category. Most students are able to master basic vocabulary, understand simple texts, and use common expressions in everyday situations. This shows that the learning that has been implemented has a real impact on the development of students' language skills. However, there are still a few students whose results fall into the fair and poor categories, indicating differences in individual abilities that require more attention.

This conclusion also has broader implications for the development of English language learning in elementary schools in general. The results of this study show that when English

learning is well designed and implemented, elementary school students are able to achieve satisfactory learning outcomes. Therefore, learning English should not be viewed as an additional burden, but rather as an important investment in developing students' competencies in the era of globalization.

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