INTERACTION: Jurnal Pendidikan Bahasa Vol. 13, No.1; Maret 2026
P-ISSN: 2406-9558; E-ISSN: 2406-9566

AI-Powered English Learning Platforms: A User Experience Evaluation

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ABSTRACT

The rapid development of artificial intelligence (AI) has transformed English language learning through adaptive and personalized platforms such as Duolingo, ELSA Speak, and ChatGPT. While previous studies have focused mainly on learning outcomes and motivation, limited attention has been given to learners' holistic user experience (UX). This study examines learners' perceptions of usability, enjoyment, and accessibility in AI-powered English learning platforms and explores how contextual factors, including digital literacy, learning styles, and prior AI experience, influence user engagement. A mixed-methods design was employed. Quantitative data were collected using a User Experience Questionnaire (UEQ) from 77 Indonesian EFL university students with at least three months of experience using AI-based platforms. Qualitative data were obtained through semi-structured interviews with five purposively selected participants. Descriptive statistics and correlational analysis were applied to quantitative data, while thematic analysis was used for qualitative data. The findings indicate positive perceptions across all UX dimensions, with accessibility receiving the highest rating (83%), followed by usability (81%) and enjoyment (80%). Task efficiency (76%) and visual design (73%) emerged as areas requiring improvement. Digital literacy and prior AI experience significantly influenced perceived usability and overall satisfaction. Qualitative findings highlight the importance of immediate feedback, adaptive features, and flexible learning environments, while also revealing concerns about reduced human interaction. These results underline the need for user-cantered design to ensure sustainable and inclusive AI-supported language learning.

Keywords: Artificial Intelligence; User Experience; English Learning; AI Platforms

INTRODUCTION

Artificial intelligence (AI) has become a transformative force in English language education, reshaping how learners engage with content and develop proficiency in digital environments. The integration of AI technologies, ranging from chatbots and adaptive feedback systems to gamified mobile applications, has enabled more personalized, data-driven, and autonomous learning experiences (Ahmed et al., 2025; Sabili et al., 2024; Rohmiyati, 2025). Through natural language processing

and intelligent analytics, AI-powered platforms such as Duolingo, ELSA Speak, and SmallTalk2Me provide real-time feedback, pronunciation analysis, and individualized learning trajectories that were previously difficult to achieve in traditional classrooms (Cahyono & Rosita, 2023; Ebadi et al., 2025). These technological advancements have expanded learning opportunities beyond time and space limitations while supporting flexible and learner-centered instruction.

A growing body of research has demonstrated the effectiveness of AI-powered platforms in enhancing learners' linguistic outcomes and motivation. Studies consistently report improvements in speaking fluency, vocabulary acquisition, and learner engagement when AI-based or gamified applications are integrated into instruction (Phanwiriyarat et al., 2025; Wulandari & Halim, 2024; Saptiany et al., 2024). Gamification features such as points, badges, and leaderboards have been shown to foster motivation, persistence, and active participation (Fatah, 2024; Kharizmi et al., 2024; Sinaga et al., 2025), while adaptive scaffolding and automated feedback systems support learner autonomy and self-regulated learning (Jiang et al., 2025; Wu et al., 2024). Systematic reviews further confirm that AI tools can enhance academic performance and engagement when appropriately contextualized in English as a Foreign Language (EFL) settings (Wu et al., 2024; Safdar et al., 2025).

Despite these promising outcomes, previous studies have predominantly focused on performance-based indicators such as test scores, vocabulary gains, and fluency improvement, while giving limited attention to learners' holistic user experience (UX) when interacting with AI-powered systems (Wulandari & Halim, 2024). User experience dimensions including usability, enjoyment, and accessibility play a crucial role in shaping learners' sustained engagement, satisfaction, and continued use of digital learning platforms (Wu et al., 2024; Phanwiriyarat et al., 2025). Without systematic UX evaluation, it is difficult to determine whether AI-driven tools truly provide meaningful, inclusive, and emotionally supportive learning environments that meet diverse learner needs.

In addition, contextual and individual differences remain underexplored in AI-assisted English learning research. While some studies highlight generational preferences for gamified learning among Gen Z learners (Saptiany et al., 2024) and emphasize the importance of balancing AI with teacher mediation (Salmanova, 2025; Rohmiyati, 2025), limited empirical evidence explains how learners' digital literacy, learning styles, and prior experience shape their interaction with AI-powered platforms (Nurmala et al., 2024). Understanding these learner-centered variables is essential to promote equitable access, sustained motivation, and long-term adoption of educational technologies across diverse learning contexts.

Responding to these gaps, this study evaluates learners' user experience with AI-powered English learning platforms by examining perceptions of usability, enjoyment, and accessibility, and by exploring how individual and contextual factors influence these perceptions. Specifically, the study analyzes learners'

evaluations of platform usability, enjoyment, and accessibility, as well as the extent to which digital literacy, learning styles, and prior experience shape overall user experience and engagement with AI-powered learning environments.

This study offers both theoretical and practical contributions. Theoretically, it extends existing research by shifting attention from outcome-based effectiveness to user-centered experience in AI-assisted learning environments. By integrating perspectives from language education, human-computer interaction, and user-centered design, the study contributes to a more comprehensive understanding of learning effectiveness that incorporates cognitive, emotional, and technological dimensions. Examining contextual and individual differences further enriches the literature by highlighting how diverse learners experience and adapt to AI-driven learning environments.

Practically, the findings provide valuable insights for educators, developers, and policymakers. Educators can use the results to integrate AI tools that align with learners' needs and preferences, supporting engagement and sustained use. Platform developers and instructional designers may refine interface design, feedback mechanisms, and personalization features to enhance usability and learner satisfaction. Policymakers and educational institutions can utilize the findings to guide technology adoption strategies that ensure accessibility, digital readiness, and ethical implementation. Overall, this study supports the development of AI-powered English learning that is not only pedagogically effective but also human-centered, sustainable, and responsive to the diverse realities of contemporary learners.

LITERATURE REVIEW

Artificial Intelligence in English Language Learning

Artificial intelligence has significantly reshaped English language learning by enabling adaptive, personalized, and data-driven instruction. AI-powered platforms integrate technologies such as natural language processing, speech recognition, and machine learning to provide learners with real-time feedback, individualized learning pathways, and continuous performance monitoring (Ahmed et al., 2025; Sabili et al., 2024). Applications such as Duolingo, ELSA Speak, and SmallTalk2Me support pronunciation practice, vocabulary development, and fluency enhancement through automated feedback and interactive tasks (Cahyono & Rosita, 2023; Ebadi et al., 2025). These tools promote learner autonomy and flexibility, allowing students to practice language skills beyond classroom boundaries.

Empirical studies consistently demonstrate that AI-assisted learning improves linguistic outcomes and learner motivation. Phanwiriyarat et al. (2025) and Wulandari and Halim (2024) report significant gains in vocabulary acquisition and speaking performance when AI-based applications are incorporated into

instruction. Gamification features embedded in digital platforms enhance learner engagement, persistence, and enjoyment (Fatah, 2024; Kharizmi et al., 2024; Sinaga et al., 2025). In addition, adaptive feedback systems facilitate self-regulated learning by allowing learners to monitor progress and adjust learning strategies independently (Jiang et al., 2025; Wu et al., 2024). Systematic reviews further confirm that AI technologies contribute positively to academic achievement when aligned with instructional objectives and learner characteristics (Wu et al., 2024; Safdar et al., 2025). Although these studies highlight the pedagogical benefits of AI tools, they primarily emphasize outcome-based effectiveness rather than learner experience. This focus limits understanding of how learners interact emotionally, cognitively, and practically with AI platforms during sustained use.

User Experience in Digital Learning Environments

User experience (UX) refers to users' perceptions, emotions, and satisfaction when interacting with digital systems, encompassing dimensions such as usability, enjoyment, and accessibility. In educational technology contexts, usability relates to ease of navigation and task efficiency, enjoyment reflects emotional engagement and motivation, and accessibility addresses inclusivity and ease of access for diverse users (Wu et al., 2024). Positive UX supports sustained engagement and reduces cognitive overload, whereas poor UX can hinder learning effectiveness regardless of technological sophistication.

Research indicates that learners are more likely to continue using digital platforms when they perceive interfaces as intuitive, responsive, and visually supportive (Phanwiriyarat et al., 2025). Enjoyment and gamified interaction contribute to intrinsic motivation and persistence, particularly among younger learners and digitally native students (Saptiany et al., 2024). Accessibility features, including mobile compatibility, low bandwidth requirements, and adaptive content delivery, expand learning opportunities for students in diverse socio-economic and geographic contexts (Safdar et al., 2025). However, empirical studies explicitly examining UX dimensions in AI-powered language learning remain limited, leaving a gap in understanding how design quality influences learner satisfaction and long-term adoption.

Contextual and Individual Factors Influencing AI-Based Learning

Learners' interaction with AI platforms is shaped not only by technological design but also by individual and contextual characteristics. Digital literacy influences learners' ability to navigate interfaces, interpret feedback, and use advanced features effectively (Nurmala et al., 2024). Learners with higher digital competence tend to demonstrate stronger confidence and more efficient task management, while those with limited experience may encounter usability barriers. Learning styles and prior exposure to AI also shape user expectations and engagement patterns. Saptiany et al. (2024) highlight generational preferences for gamified and interactive learning environments, particularly among Gen Z learners.

At the same time, Salmanova (2025) and Rohmiyati (2025) emphasize the importance of balancing AI-based instruction with teacher guidance to maintain pedagogical depth and social interaction. Without adequate mediation, learners may become overly dependent on automated feedback or experience reduced interpersonal communication. Despite increasing interest in AI integration, few studies have systematically examined how these individual differences interact with UX dimensions in EFL contexts. This limitation restricts the development of inclusive and adaptive AI learning environments that accommodate diverse learner profiles.

The reviewed literature confirms the instructional value of AI-powered platforms in improving language proficiency, motivation, and autonomy. However, existing studies tend to prioritize measurable learning outcomes rather than learners' experiential engagement with AI systems. Limited attention has been given to UX dimensions and to how contextual variables shape learners' interaction patterns and satisfaction. This gap underscores the need for user-centered research that integrates technological design, learner diversity, and experiential quality. By examining usability, enjoyment, and accessibility alongside individual and contextual factors, the present study extends existing research toward a more holistic understanding of AI-supported English learning. This approach supports the development of learning environments that are not only technologically advanced but also pedagogically meaningful, inclusive, and sustainable.

METHOD

Design and Sample

This study employed an explanatory sequential mixed-methods research design (Creswell & Plano Clark, 2018), in which quantitative data collection and analysis were conducted first, followed by qualitative data collection to provide deeper explanation of the quantitative findings. The quantitative phase measured learners' perceptions of usability, enjoyment, and accessibility using a structured questionnaire, while the qualitative phase explored individual experiences and contextual factors through semi-structured interviews. This design enabled the integration of numerical trends with in-depth perspectives, supporting a comprehensive analysis of user experience in AI-powered English learning platforms.

The participants were university students enrolled in English as a Foreign Language (EFL) programs at two public universities in East Kalimantan, Indonesia, who had actively used AI-based platforms such as Duolingo, ELSA Speak, or ChatGPT for English learning. A total of 77 students participated in the quantitative phase and were selected using purposive sampling to ensure that all participants had at least three months of consistent experience with at least one AI-powered learning tool. This criterion ensured that respondents possessed sufficient familiarity to provide informed evaluations of user experience dimensions.

Demographically, most participants were between 18 and 20 years old (91.2%), representing early undergraduate students. Smaller proportions were aged 21–23 years (6.55%), below 18 years (1.32%), and above 23 years (1.3%). The sample consisted of 64% male and 36% female students. Based on the Common European Framework of Reference for Languages (CEFR), 24% reported intermediate proficiency, 60% upper-intermediate proficiency, and 16% advanced proficiency. All participants were in their second to fourth year of undergraduate study and reported access to smartphones and stable internet connectivity. From the quantitative sample, five students were purposively selected for follow-up interviews using maximum variation sampling to capture diverse perspectives. Selection criteria included variation in self-reported digital literacy levels, primary AI platform used, and frequency of platform use. This approach ensured that qualitative data reflected a wide range of user experiences and contextual backgrounds.

Instruments and Procedures

Data were collected using two main instruments: a User Experience Questionnaire (UEQ) adapted from established UX frameworks and contextualized for educational settings, and a semi-structured interview guide designed to explore learners' perceptions of usability, enjoyment, accessibility, and contextual influences such as digital literacy and learning styles. The questionnaire employed a four-point Likert scale to measure dimensions including efficiency, clarity, attractiveness, and satisfaction. Prior to distribution, the questionnaire items were reviewed for clarity and relevance to AI-based learning environments. The survey was administered online and completed voluntarily by participants. After the quantitative phase, semi-structured interviews were conducted with selected participants to elaborate on survey findings and explore deeper experiential insights. Interview questions encouraged reflection on cognitive, emotional, and practical aspects of interacting with AI-powered platforms. Each interview was conducted online, audio-recorded with participant consent, and transcribed verbatim for analysis.

Data Analysis

Quantitative data were analyzed using descriptive statistics, including means and standard deviations, to summarize learners' perceptions of user experience. Inferential analyses, including correlation and multiple regression, were applied to examine relationships between user experience dimensions and individual factors such as digital literacy and prior experience. Statistical analysis was performed using SPSS version 26.0. Qualitative data were analyzed thematically using a six-step framework involving transcription, familiarization, coding, theme development, review, and interpretation. To enhance credibility, coding consistency and thematic alignment were cross-checked. Integration of quantitative and qualitative findings was conducted through triangulation to interpret how

numerical patterns corresponded with participants lived experiences and contextual conditions.

RESULT AND DISCUSSION

Learners' Perceptions of Usability, Enjoyment, and Accessibility of AI-Powered English Learning Platforms

The findings indicate that learners generally reported positive user experiences when using AI-powered English learning platforms. Quantitative results from the User Experience Questionnaire revealed favorable perceptions across the three main dimensions of user experience, namely usability, enjoyment, and accessibility. Among these dimensions, accessibility received the highest overall ratings, highlighting the importance of flexible access, device compatibility, and support for independent learning. Usability was also evaluated positively, particularly in terms of interface clarity, ease of navigation, and system responsiveness. Enjoyment demonstrated moderately high scores, reflecting increased learner motivation and engagement, although visual design received comparatively lower ratings. To strengthen interpretation, interview findings were integrated to explain how learners experienced these dimensions in real usage contexts.

Usability

Table 1. Usability Perception Results

No.	Statement	Total Score (S)	Max Score (N)	Percentage
1	The AI-powered platform is easy to use.	194	240	81%
2	The platform interface is clear and easy to understand.	191	240	80%
3	The platform helps me complete learning tasks efficiently.	182	240	76%
4	Instructions provided by the platform are easy to follow.	191	240	80%
5	The platform responds quickly during use.	189	240	79%

As shown in Table 1, the highest rating was obtained for ease of use (81%), indicating that most participants experienced minimal difficulty when interacting with the platform. Interface clarity and instructional simplicity also received strong evaluations (80%), suggesting that learners perceived the layout and guidance as supportive. System responsiveness was rated positively (79%), reflecting generally smooth operation. However, task efficiency received the lowest score (76%), indicating that some learners encountered challenges in completing tasks efficiently. Interview data help explain this pattern. One participant stated that adaptation required time and familiarity:

Enjoyment

Table 2. EnjoymentPerception Results

No.	Statement	Total Score (S)	Max Score (N)	Percentage
1	I enjoy using the AI-powered platform to learn English.	193	240	80%
2	The platform makes learning English more engaging.	187	240	78%
3	The design of the platform is visually appealing.	176	240	73%
4	I feel motivated when learning English using this platform.	185	240	77%
5	The platform provides a satisfying learning experience.	187	240	78%

Table 2 shows that learners reported high enjoyment, with 80% indicating positive feelings toward using the platform. Engagement (78%) and motivation (77%) were also rated positively, suggesting that AI features encourage sustained participation. Overall satisfaction reached 78%, indicating a generally pleasant learning experience. Visual design obtained the lowest rating (73%), suggesting room for improvement in interface aesthetics. Interview data reinforced these findings. One participant explained the emotional benefits of reduced anxiety:

"Using AI-powered platforms was enjoyable and made me feel more confident because I was not afraid of making mistakes"
(P1)

Another participant highlighted satisfaction with structured learning flow:

"I am most satisfied with Duolingo's learning flow, where explanations are followed by quizzes and scores that help track progress"
(P2)

This reflects the importance of clear instructional sequencing and immediate performance feedback in maintaining learners' sense of achievement and goal orientation. These insights suggest that enjoyment is primarily driven by feedback quality, clarity of learning structure, and perceived progress rather than visual design alone, reinforcing the role of functional engagement over aesthetic appeal in shaping positive learning experiences.

Accessibility

Table 3. Accessibilty Perception Results

No.	Statement	Total Score (S)	Max Score (N)	Percentage
1	The platform can be accessed easily using different devices.	198	240	83%
2	I can use the platform anytime I need it.	190	240	79%

No.	Statement	Total Score (S)	Max Score (N)	Percentage
3	The platform supports independent learning effectively.	198	240	83%
4	The platform is suitable for my learning needs.	194	240	81%
5	Overall, I am satisfied with using this AI-powered platform.	180	240	75%

Accessibility received the strongest ratings. Device compatibility and support for independent learning both scored 83%, indicating that learners valued flexible access and autonomy. Temporal flexibility also received a strong evaluation (79%), highlighting the importance of learning anytime and anywhere. Interview data confirmed these advantages. One participant noted:

"I prefer self-paced learning because I can use AI anytime, and I like visual learning and direct practice"
(P1)

Another participant described how AI transformed everyday device use into productive learning:

"AI allowed me to turn my frequent phone use into a learning activity, increasing my motivation to learn"
(P2)

However, some learners reported access-related constraints:

"One major difficulty is the limitation of free features, as many useful functions require premium access"
(P2)

These findings indicate that accessibility is a major strength, although technical and cost-related factors may affect overall satisfaction.

Influence of Contextual and Individual Factors on Learners' User Experience

This section explores how individual characteristics and contextual conditions shape learners' engagement and satisfaction with AI-powered English learning platforms. Qualitative interview data were analyzed to explain how digital literacy, learning strategies, prior experience, and external constraints influenced learners' interaction patterns and perceived benefits**.**

Digital Literacy and Technological Confidence

Digital literacy emerged as a significant factor influencing learners' confidence and efficiency in using AI-powered platforms. Participants with stronger technological familiarity reported greater ease in navigating features, understanding system functions, and generating effective prompts. One participant explained:

"Being familiar with digital applications made it easier to understand how to use features and create effective prompts"
(P1)

Learners with lower digital competence initially experienced operational difficulties but gradually adapted as they became more familiar with the platforms:

"At first, I found using AI-based applications difficult due to limited technological understanding, but over time I became more comfortable and found them helpful" (P2)

However, some participants perceived that digital skills had minimal impact because AI platforms were designed to be intuitive:

"Technological ability does not significantly affect the use of AI learning platforms because they are easy to understand" (P3)

These perspectives indicate that while digital literacy enhances usability and learning efficiency, user-friendly interface design can reduce barriers for less technologically confident learners.

Learning Strategies and Self-Directed Engagement

Learners predominantly applied self-paced and independent learning strategies when using AI-powered platforms. Flexible scheduling allowed learners to study based on motivation and availability rather than fixed routines. One participant noted:

"I prefer self-paced learning and use ChatGPT to create conversation simulations" (P1)

Visual learning, direct practice, and exploratory learning behaviors were frequently reported. Some learners engaged in immediate application of feedback during real conversations:

"I usually ask questions on ChatGPT and try to apply what I learn in conversations with friends" (P5)

These findings suggest that AI platforms support diverse learning styles by enabling learners to control pacing, choose preferred modalities, and personalize practice activities.

Prior Experience and Learning Adaptation

Prior exposure to digital learning technologies influenced learners' confidence and engagement. Participants with prior experience adapted more easily and perceived AI platforms as more practical and motivating than traditional learning methods:

"Previous experience with digital applications made it easier to adapt to AI learning platforms, which felt more engaging than learning from books" (P1).

Another participant highlighted how AI reduced learning barriers:

"Learning English before using AI was difficult because it required many books, whereas AI made learning faster and more practical" (P3).

However, not all learners perceived prior experience as influential:

"My prior experience with learning applications did not significantly influence my use of AI-powered platforms" (P5).

These responses indicate that prior experience supports smoother adoption but is not a determining factor for all learners.

Challenges and Constraints in Platform Use

Despite overall positive experiences, learners reported several challenges that affected satisfaction and learning effectiveness. Common issues included unstable internet connections, microphone sensitivity in speaking applications, limited access to premium features, and occasional mismatches between AI responses and learning context:

"Sometimes the AI responses do not match the intended context and sound too formal" (P1)

"Many useful functions require premium access, which can be costly for students" (P2)

Some learners also expressed concerns about content depth:

"The content provided by ChatGPT is often too summarized, making it insufficient for deeper understanding" (P5)

These constraints highlight the need for improved content accuracy, affordability, and technical stability to optimize learning outcomes.

Pedagogical Balance and Human Interaction

Participants emphasized that AI platforms function best as complementary learning tools rather than replacements for human interaction. Learners valued teacher guidance and peer communication for meaningful language practice:

"AI platforms are helpful, but they cannot replace real communication with people" (P4).

This reflects the importance of clear instructional sequencing and immediate performance feedback in maintaining learners' sense of achievement and goal

orientation. Together, these insights suggest that enjoyment is primarily driven by feedback quality, clarity of learning structure, and perceived progress rather than visual design alone, reinforcing the role of functional engagement over aesthetic appeal in shaping positive learning experiences.

This study examined learners' perceptions of usability, enjoyment, and accessibility in AI-powered English learning platforms and explored how individual and contextual factors shape user experience. The findings demonstrate that learners generally hold positive perceptions across all three dimensions, with accessibility emerging as the strongest aspect, followed by usability and enjoyment. These results suggest that AI platforms effectively support flexible, autonomous learning while maintaining acceptable levels of functional usability and learner engagement. The high accessibility ratings reflect learners' appreciation for device compatibility, flexible access time, and support for independent learning. Learners valued the ability to practice English anytime and across multiple devices, which aligns with previous studies emphasizing the role of mobile and cloud-based platforms in expanding learning opportunities beyond classroom boundaries (Wu et al., 2024; Safdar et al., 2025). This flexibility is particularly relevant for university students managing academic workload and personal commitments. The qualitative findings further confirm that self-paced learning promotes autonomy and sustained engagement, reinforcing the view that accessibility is a critical driver of continued technology adoption in digital learning environments.

Usability was also perceived positively, especially in terms of interface clarity, navigational ease, and system responsiveness. However, task efficiency received comparatively lower ratings, indicating that some learners experienced operational challenges during task completion. Interview data revealed that these difficulties were more pronounced among learners with lower digital literacy, suggesting that user readiness influences perceived efficiency. This finding is consistent with Nurmala et al. (2024), who argue that digital competence plays a significant role in learners' ability to maximize educational technologies. At the same time, some participants noted that intuitive interface design mitigated technological barriers, supporting arguments that well-designed platforms can reduce entry barriers for novice users (Phanwiriyarat et al., 2025). These results highlight the importance of designing AI tools that balance functional sophistication with simplicity and learnability.

Enjoyment showed moderately high scores, reflecting learners' positive emotional engagement and increased motivation. Interview findings revealed that reduced anxiety, immediate feedback, and structured learning flow enhanced learners' confidence and persistence. These findings align with Fatah (2024) and Sinaga et al. (2025), who report that gamification and feedback mechanisms contribute to learner motivation and engagement. However, visual design received the lowest ratings within the enjoyment dimension, suggesting that aesthetic quality alone does not strongly determine satisfaction. Instead, functional engagement, clarity of progress tracking, and meaningful feedback appear to be more influential in shaping

positive emotional responses. This supports the view that pedagogical usability outweighs visual appeal in educational technology effectiveness.

The influence of contextual and individual factors further strengthens the importance of learner-centered design. Digital literacy and prior experience were found to influence confidence, navigation efficiency, and engagement. Learners with stronger technological backgrounds adapted more quickly and utilized platform features more effectively, consistent with findings reported by Saptiany et al. (2024). However, the presence of intuitive design features reduced the gap between technologically advanced and less experienced users, indicating that inclusive interface design can support equitable access.

Learning strategies also shaped engagement patterns. Most participants adopted self-paced and independent learning approaches, utilizing AI platforms for flexible practice and immediate application. This finding supports Jiang et al. (2025), who highlight the role of adaptive feedback in promoting self-regulated learning. At the same time, participants emphasized that AI tools function best as complementary resources rather than replacements for teacher guidance and social interaction. This concern echoes Salmanova (2025) and Rohmiyati (2025), who caution against excessive reliance on automated systems without pedagogical mediation.

Despite the overall positive findings, several challenges emerged. Learners reported issues related to content relevance, technical stability, internet connectivity, and restricted access to premium features. These limitations may reduce long-term sustainability and equity, particularly for students in resource-constrained contexts. Such challenges align with Safdar et al. (2025), who highlight infrastructural and affordability barriers in AI-based learning implementation. Addressing these constraints is essential to ensure inclusive and scalable adoption.

This study contributes to the growing body of AI in ELT research by shifting focus from learning outcomes alone toward learner experience and contextual readiness. By integrating usability, enjoyment, and accessibility with individual learner characteristics, the findings provide a more holistic understanding of technology acceptance and sustained engagement in AI-supported learning environments.
Several limitations should be acknowledged. The sample was limited to students from two universities in one region, which may restrict generalizability. Self-reported data may also introduce response bias. Additionally, the study focused on short-term perceptions rather than long-term learning impact. Future research should include broader demographic representation, longitudinal designs, and experimental comparisons across different AI platforms to strengthen evidence. The findings suggest that AI-powered English learning platforms offer meaningful benefits in flexibility, autonomy, and learner engagement when supported by adequate digital readiness and thoughtful pedagogical integration. Sustainable implementation requires continuous improvement in usability design, affordability, content quality, and teacher-mediated learning strategies.

CONCLUSION

This study investigated learners' user experience with AI-powered English learning platforms by examining perceptions of usability, enjoyment, and accessibility, as well as the influence of individual and contextual factors. The findings indicate that learners generally perceive AI platforms positively, with accessibility emerging as the strongest dimension due to flexible access, device compatibility, and support for independent learning. Usability was also evaluated favorably, particularly in terms of interface clarity, ease of navigation, and system responsiveness, although task efficiency remains an area for improvement. Enjoyment showed moderately high levels, driven mainly by immediate feedback, reduced anxiety, and structured learning flow rather than visual design alone. Individual factors, particularly digital literacy and prior experience, influenced learners' confidence, efficiency, and engagement when interacting with AI platforms. Learners with stronger technological readiness adapted more quickly and utilized platform features more effectively, while intuitive interface design helped reduce barriers for less experienced users. Learning strategies tended toward self-paced and autonomous engagement, confirming the role of AI tools in supporting flexible and self-regulated learning. However, participants also emphasized that AI platforms should complement, rather than replace, teacher guidance and social interaction in language learning. Despite the positive outcomes, challenges related to technical stability, content relevance, internet access, and premium feature limitations remain. Addressing these issues is essential to ensure equitable and sustainable implementation, particularly in diverse educational contexts. This study contributes to a more holistic understanding of AI integration in English language learning by highlighting the importance of user experience alongside learning outcomes. Future research should explore longitudinal impacts, broader participant populations, and comparative platform effectiveness to further strengthen evidence-based implementation of AI-supported learning environments.

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