

AI-Supported English Vocabulary Instruction Using Quizizz: A Synergy of Digital Learning, Character Education, and Educational Governance

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Abstract

Artificial Intelligence (AI) has become a central driver of digital transformation in education, particularly in English as a Foreign Language (EFL) learning. This study examines the role of AI-supported learning through the Quizizz platform in enhancing English vocabulary mastery while simultaneously strengthening religious values and educational governance from a Public Administration perspective. Using a comprehensive literature-based analytical approach, this study synthesizes international research on AI, digital pedagogy, and EFL with national studies on English education policy, character education, and public governance. The findings indicate that Quizizz effectively improves vocabulary retention, pronunciation accuracy, learner motivation, and self-regulated learning through adaptive repetition, gamification, and real-time feedback. Beyond linguistic outcomes, the integration of religious values within AI-based instruction fosters ethical awareness, learning discipline, and social responsibility among students. From a governance perspective, AI-supported learning platforms enhance transparency, accountability, and evidence-based decision making through digital documentation and learning analytics. This study concludes that the integration of Artificial Intelligence, EFL vocabulary learning, religious values, and public governance constitutes a comprehensive and sustainable framework for developing ethical, accountable, and high-quality digital education. **Background of study:** The rapid advancement of Artificial Intelligence (AI) has transformed the landscape of global education, particularly in English as a Foreign Language (EFL) instruction. AI-driven platforms have introduced new opportunities for adaptive learning, automated assessment, personalized practice, and data-driven instructional decision-making. Quizizz, as one of the most widely adopted AI-supported learning tools, provides gamified and interactive vocabulary learning experiences that enhance students' engagement, retention, and pronunciation accuracy. In the Indonesian context, AI-based learning is also closely tied to broader public governance reforms in the education sector, emphasizing digital transparency, accountability, and evidence-based policy implementation. Furthermore, religious and character-based education continues to play a vital role in shaping students' ethical behavior and learning discipline. These intersecting dimensions AI technology, EFL pedagogy, character education, and public administration form the foundation for exploring the transformative impact of Quizizz on vocabulary learning and educational governance. **Aims and scope of paper:** This paper aims to analyze the effectiveness of AI-supported vocabulary instruction through the Quizizz platform in enhancing EFL learners' linguistic competence and learning motivation. It further examines how AI-based learning can integrate religious and ethical values while supporting educational governance, particularly in strengthening transparency, accountability, and institutional capacity. The scope of the study includes:

1. Investigating the pedagogical functions of Quizizz in vocabulary retention, pronunciation, and learner engagement.
2. Exploring the integration of religious and character values within AI-mediated learning environments.
3. Analyzing the implications of AI-driven learning for public administration and education governance in Indonesia.

Methods: This study employs a comprehensive qualitative literature review method. Relevant international research on AI, digital learning, EFL vocabulary acquisition, gamification, and explainable AI is synthesized alongside national studies on English language policy, educational governance, religious value integration, and character education. The method includes:

1. Systematic identification of peer-reviewed journal articles, conference proceedings, and scholarly books related to AI in education and EFL learning.
2. Analytical comparison of pedagogical effects, governance implications, and value-based frameworks.
3. Thematic synthesis to generate a multidimensional understanding of how Quizizz supports vocabulary acquisition, ethical learning, and governance improvement.

No primary data collection was conducted; instead, the study relies on evidence derived from existing empirical and theoretical literature.

Result: The literature synthesis reveals several key findings:

1. Enhanced Vocabulary and Pronunciation: Quizizz significantly improves vocabulary retention and pronunciation accuracy through adaptive repetition and immediate feedback.
2. Increased Motivation and Engagement: Gamification features promote sustained learner motivation and active participation, leading to deeper vocabulary mastery.
3. Integration of Religious and Ethical Values: AI-supported platforms can incorporate moral and religious themes, enabling the simultaneous development of linguistic skills and character formation.
4. Strengthened Educational Governance: Quizizz supports transparency and accountability by providing digital learning records that help schools and educational authorities monitor learner progress effectively.
5. Teacher Capacity Building: The use of AI enhances teachers' digital literacy, reflective practice, and data-driven instructional decision-making.

Conclusion: The study concludes that AI-supported vocabulary instruction through Quizizz constitutes a powerful pedagogical innovation that integrates linguistic development, ethical formation, and educational governance. Quizizz enhances vocabulary mastery, pronunciation, motivation, and learner autonomy while supporting the development of religious values and social responsibility. From a public administration perspective, AI-driven digital learning reinforces educational transparency, accountability, and systematic monitoring. This integrative approach—combining technology, pedagogy, ethics, and governance—offers a sustainable framework for advancing high-quality digital education in EFL contexts. Future research may explore empirical classroom implementation, comparative analyses across regions, and the development of AI-based instructional models tailored to culturally and religiously grounded education systems.

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INTRODUCTION

Artificial Intelligence (AI) has become a major driver of digital transformation in contemporary education. No longer functioning merely as a supplementary tool, AI now serves as a core infrastructure that supports adaptive, personalized, and data-driven learning environments. Recent studies emphasize that the development of AI research and infrastructure plays a crucial role in innovation-based and sustainable educational systems, particularly within public education as a strategic social service (Wang, Zhang, & Li, 2025).

Within this broader digital transformation, education is increasingly expected to respond not only to technological advancement but also to rapid social change. Schools are now required to develop human resources who are linguistically competent, ethically grounded, and capable of functioning within digitally governed systems. Consequently, the integration of AI into education represents both a pedagogical shift and an institutional transformation.

In the context of English as a Foreign Language (EFL) learning, AI plays a particularly strategic role. Language acquisition relies heavily on repetition, feedback, and sustained learner engagement—processes that can be effectively supported by intelligent learning systems. Empirical findings indicate that students' pronunciation accuracy and vocabulary mastery are strongly

influenced by the intensity and quality of digitally assisted practice (Jihad, Nasrun, & Patawari, 2024). This suggests that AI-based platforms are not merely instructional aids but integral components of the language acquisition process.

The gradual nature of grammatical and lexical development further reinforces the relevance of AI-supported learning. Research on interlanguage development confirms that the acquisition of English tense structures and vocabulary occurs progressively through consistent and repeated exposure (Arifin et al., 2019). AI-based platforms are therefore highly suitable for EFL learning because they facilitate structured practice, adaptive repetition, and individualized feedback.

Among the core components of language proficiency, vocabulary mastery constitutes the foundation of all language skills, including speaking, reading, writing, and listening. Without adequate vocabulary knowledge, communicative competence cannot develop optimally. Studies on second language acquisition demonstrate that first-language interference remains a persistent challenge in vocabulary use, particularly in collocation learning (Yigit, 2023). This challenge is also evident in classroom communication, where learners frequently engage in English-Indonesian code-mixing as a strategy to compensate for limited lexical resources (Jihad, 2015). Subsequent findings further indicate that such practices are closely related to sociolinguistic adaptation and vocabulary limitations in school contexts (Jihad, 2018).

To address these linguistic challenges, gamified and adaptive learning platforms have gained increasing attention. Quizizz, as an AI-supported learning platform, integrates gamification, adaptive repetition, real-time feedback, and individual learning analytics. These features contribute to increased learner engagement, sustained motivation, and improved vocabulary retention. Research on motivational dynamics confirms that gamified learning environments can stimulate both extrinsic motivation and intrinsic learning commitment (Gümüş & Başöz, 2023).

However, language learning in formal education extends beyond linguistic competence alone. Education also plays a central role in character formation and moral development. In Islamic pedagogical traditions, language learning is closely connected to ethical awareness, discipline, and social responsibility. Rusydi (2013) emphasizes that character education from a psycholinguistic perspective directly influences learners' personality formation through language use. Philosophical perspectives further highlight that education must integrate moral and spiritual dimensions to ensure holistic human development (Rusydi, 2017). More recent studies stress the importance of tolerance and local wisdom as core values in contemporary Islamic education (Rusydi, 2024).

While the pedagogical and moral benefits of AI-supported learning are increasingly recognized, the institutional dimension of educational governance has received comparatively less attention. From a Public Administration perspective, education is a public service that must be managed transparently, accountably, and sustainably. Digital learning platforms generate extensive learning data that can support evidence-based decision making, policy evaluation, and institutional accountability. Studies on English education policy in Indonesia indicate that digital governance and data-driven management are essential for improving educational quality and public trust (Jihad et al., 2024). Similarly, research on transparency and accountability in school funding management demonstrates that data-based systems strengthen oversight and governance mechanisms in education (Jihad et al., 2024).

Despite the rapid adoption of AI-based learning platforms in schools, many implementations remain fragmented and focus primarily on technical efficiency. Limited attention has been given to how language learning technologies can simultaneously support linguistic development, character education, and accountable educational governance. This gap is particularly critical in contexts where education is expected to develop communication skills, moral identity, and public accountability at the same time. Treating these domains separately risks producing partial and unsustainable educational outcomes.

Therefore, this study proposes an integrative framework that connects AI-supported English vocabulary learning, character education rooted in religious values, and educational governance from a Public Administration perspective. By synthesizing international research on AI and digital pedagogy with national studies on EFL education, moral development, and governance,

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this article aims to contribute a comprehensive and context-sensitive model for ethical, accountable, and high-quality digital education.

METHOD

Research Design

This study employed a qualitative integrative literature review design. This approach was selected to synthesize and critically analyze existing theoretical and empirical studies related to Artificial Intelligence in education, English vocabulary learning, character education, and educational governance. An integrative review enables the combination of insights from multiple disciplines and is particularly suitable for examining complex educational phenomena that intersect pedagogy, ethics, and public administration.

Sources and Selection Criteria

The literature reviewed in this study consisted of peer-reviewed international journal articles, national academic publications, scholarly books, and selected conference proceedings. Sources were selected based on three primary criteria: (1) academic credibility, (2) relevance to AI-supported learning, EFL vocabulary development, character or religious education, and educational governance, and (3) alignment with the interdisciplinary focus of the study. Priority was given to recent international studies to capture current developments in AI and digital pedagogy, while nationally recognized studies were included to ensure contextual relevance.

Data Collection Procedure

The literature search was conducted through major academic databases and publisher platforms, including Scopus-indexed journals, Google Scholar, and institutional repositories. Keywords such as Artificial Intelligence in Education, EFL Vocabulary Learning, Quizizz, Digital Pedagogy, Character Education, and Educational Governance were used individually and in combination. The search process was iterative, allowing refinement of keywords to ensure comprehensive coverage of relevant studies.

Data Analysis

The selected literature was analyzed thematically. First, each source was reviewed to identify its primary focus, theoretical framework, and key findings. Second, the studies were grouped into thematic categories, including AI and digital pedagogy, vocabulary acquisition and feedback mechanisms, gamification and learner motivation, character and religious education, and educational governance from a Public Administration perspective. Finally, cross-theme synthesis was conducted to identify relationships, patterns, and conceptual connections across these domains.

This analytical process allowed the study to move beyond descriptive summaries toward an interpretive synthesis that highlights how AI-supported learning platforms, particularly Quizizz, function simultaneously as pedagogical tools, character education media, and governance-supporting systems.

Analytical Rigor and Trustworthiness

To ensure analytical rigor, the study applied consistent inclusion criteria and systematic thematic coding across all reviewed sources. The synthesis focused on convergent findings and theoretically grounded arguments rather than isolated results. Although the study did not involve primary data collection, methodological transparency and careful source selection were used to enhance the trustworthiness and credibility of the analysis.

Ethical Considerations

This study relied exclusively on secondary data obtained from publicly accessible academic sources. As no human participants were involved and no primary data were collected, formal ethical approval was not required. Nevertheless, ethical academic practices were maintained through proper citation, accurate representation of sources, and adherence to scholarly integrity.

RESULTS AND DISCUSSION

Pedagogical Outcomes of AI-Supported Vocabulary Learning

The synthesis of reviewed studies indicates that AI-supported learning through Quizizz has a substantial positive impact on English vocabulary acquisition in EFL contexts. One of the most

salient findings concerns the role of adaptive repetition. By automatically reintroducing vocabulary items that learners have not yet mastered, Quizizz facilitates spaced and repeated exposure, which is essential for long-term retention. This finding aligns with interlanguage theory, which emphasizes gradual and staged language development through sustained input (Arifin et al., 2019). In addition to vocabulary retention, pronunciation accuracy also improves through AI-supported practice. Learners encounter vocabulary items repeatedly across different task formats, often accompanied by immediate corrective feedback. Such intensive, feedback-driven exposure strengthens phonological awareness and reduces persistent pronunciation errors. Empirical findings reported by Jihad et al. (2024) confirm that digitally assisted drills significantly contribute to improved pronunciation and speaking fluency. These results suggest that vocabulary mastery and pronunciation development progress concurrently within AI-based learning environments.

Motivation, Engagement, and Self-Regulated Learning

Beyond linguistic outcomes, Quizizz also exerts a strong influence on learner motivation and engagement. The gamification features embedded in the platform—such as points, leaderboards, and real-time competition—create an interactive learning atmosphere that encourages active participation. These elements function as external motivators that stimulate sustained engagement during learning activities.

Importantly, repeated success in completing vocabulary tasks gradually nurtures intrinsic motivation. As learners become more aware of their progress through performance dashboards, they develop greater confidence and responsibility for their own learning. This process supports the development of self-regulated learning behaviors. As noted by Gümüş and Başöz (2023), goal-oriented and engaging learning environments can generate directed motivational currents that sustain long-term commitment. In this respect, AI-based platforms do not merely increase short-term enthusiasm but also foster durable learning habits.

Integration of Religious Values and Character Education

The findings further indicate that AI-supported vocabulary instruction can effectively accommodate character and religious education without compromising linguistic objectives. Quizizz allows educators to embed ethical vocabulary, short moral narratives, and scenario-based questions that reflect religious and cultural values. Through repeated exposure to such content, learners internalize moral concepts alongside language forms.

From a psycholinguistic perspective, language functions not only as a communicative system but also as a medium for value formation. Rusydi (2013) emphasizes that character education directly shapes learners' behavioral and moral development through linguistic interaction. Philosophically, this integration is reinforced by perennial educational perspectives, which stress the cultivation of ethical and spiritual awareness as a core educational aim (Rusydi, 2017). By incorporating religious values into AI-mediated instruction, digital learning environments remain aligned with moral responsibility in increasingly globalized contexts.

Educational Governance and Public Administration Perspective

From a governance standpoint, the use of Quizizz contributes significantly to transparency and accountability in educational management. All learning activities, assessment results, and student progress are digitally recorded and accessible in real time. This digital documentation enables educators and administrators to monitor instructional quality objectively and continuously. Data-driven reporting also strengthens accountability within public education systems. Learning analytics generated by AI platforms provide empirical evidence that can inform policy decisions, school evaluations, and resource allocation. Studies by Jihad et al. (2024) demonstrate that data-based management enhances transparency in public educational services, while further research highlights the importance of organizational capacity in sustaining digital initiatives (Jihad et al., 2025). Without adequate institutional support, the potential of AI-based platforms may remain underutilized.

Teacher Capacity and Institutional Readiness

The integration of AI in education also necessitates the transformation of teachers' professional roles. Teachers are no longer positioned solely as content deliverers but increasingly function as learning designers, facilitators, and interpreters of learning analytics. Effective use of

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Quizizz requires pedagogical competence in digital task design, feedback interpretation, and adaptive instruction.

Nasrun and Jihad (2024) demonstrate that generative AI tools significantly enhance instructional preparation and teaching efficiency. This shift aligns with broader perspectives on teacher identity in digital education, which emphasize reflective practice and continuous professional development (Karabuga, 2023; Uştuk, 2023). Consequently, teacher capacity building emerges as a critical factor in ensuring that AI-supported learning contributes meaningfully to both pedagogical quality and institutional governance.

Synthesis Across Pedagogical, Moral, and Governance Dimensions

Taken together, the reviewed findings illustrate that AI-supported vocabulary instruction through Quizizz operates across three interconnected dimensions. Pedagogically, it enhances vocabulary retention, pronunciation accuracy, and learner engagement. Morally, it supports character and religious education through value-laden language tasks. Administratively, it strengthens transparency, accountability, and evidence-based governance through digital learning analytics.

This multidimensional integration highlights the originality of the present study. Rather than treating AI as a purely technological tool, the findings position AI-supported platforms as instruments that connect instructional effectiveness, moral education, and public administration reform within a unified educational framework.

CONCLUSION

This study demonstrates that AI-supported English vocabulary instruction through the Quizizz platform offers a multidimensional contribution to contemporary EFL education. From a pedagogical perspective, the adaptive features of Quizizz—such as spaced repetition, immediate feedback, and gamified practice—effectively enhance vocabulary retention, pronunciation accuracy, learner motivation, and self-regulated learning. These findings reinforce theoretical expectations regarding interlanguage development and the importance of repeated, contextualized exposure in second language acquisition (Arifin et al., 2019; Jihad et al., 2024).

Beyond linguistic outcomes, this study highlights the potential of AI-based instruction to support character and religious education. The integration of ethical vocabulary, value-oriented scenarios, and culturally grounded content enables language learning to function as a medium for moral formation. In line with Islamic pedagogical perspectives, language learning becomes not only a cognitive process but also a vehicle for internalizing ethical awareness, learning discipline, and social responsibility (Rusydi, 2013, 2017, 2024; Jihad, 2018). This integration ensures that digital innovation remains aligned with moral and cultural values.

From a Public Administration perspective, the use of AI-supported platforms such as Quizizz contributes to strengthening transparency, accountability, and evidence-based governance in education. Digital documentation and learning analytics allow schools and education authorities to monitor instructional quality objectively and continuously. These data-driven mechanisms support more informed decision making and reinforce public accountability in educational service delivery (Jihad et al., 2024; 2025).

The primary contribution of this study lies in its integrative framework, which connects language learning, character education, and educational governance within a single AI-supported model. Rather than treating Artificial Intelligence as a standalone technological intervention, this study positions AI as a strategic instrument that links pedagogical effectiveness, moral responsibility, and institutional reform.

Nevertheless, this study is limited by its reliance on secondary literature and the absence of primary empirical data. Future research is therefore encouraged to operationalize the proposed framework through longitudinal studies, mixed-methods designs, or controlled experiments that measure linguistic outcomes, character development, and governance impact simultaneously. Such empirical investigations would further validate the sustainability and scalability of AI-supported, value-based digital education models.

In conclusion, the integration of Artificial Intelligence, English vocabulary instruction, religious values, and public administration governance offers a comprehensive and sustainable

pathway for developing ethical, accountable, and high-quality digital education. AI-based platforms like Quizizz should be viewed not merely as instructional tools, but as transformative mechanisms capable of advancing educational quality while upholding moral integrity and public accountability.

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AUTHOR CONTRIBUTIONS STATEMENT

AM (Abdul Muis) acted as the lead and corresponding author. He conceptualized the study, developed the research design, coordinated data synthesis, and supervised the entire manuscript preparation and revision.

SJ (Suryani Jihad) contributed to methodological refinement, literature integration related to AI, EFL pedagogy, and educational governance, and supported the drafting and critical revision of the manuscript.

MR (Muhammad Rusydi) contributed to the theoretical development of religious and character education perspectives, provided analytical interpretation, and assisted in ensuring conceptual coherence throughout the manuscript.

All authors approved the final version of the article.

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