

Exploring EFL Students' Experiences with NotebookLM in Professional Cover Letter Writing

Aminah¹, Yulia Efnawati², Febri Yendoris³

¹³Politeknik LP3I, ²IAI Miftahul Ulum Tanjungpinang - Indonesia

Email:¹ aminah@plb.ac.id , ²yuliaefnawati66@gmail.com ,
febriyendoris@plb.ac.id

Abstract	
Article History: Received: 11/06/2026 Accepted: 25/06/2026 Published: 10/07/2026	The integration of artificial intelligence through Google NotebookLM's Retrieval-Augmented Generation (RAG) architecture offers sophisticated, context-aware guidance for English as a Foreign Language (EFL) learners. Despite burgeoning scholarly interest in generative AI, empirical investigations examining students' lived experiences with NotebookLM during high-stakes professional writing tasks, such as cover letter composition, remain significantly sparse. Addressing this empirical lacuna, this qualitative descriptive study investigated students' experiences utilizing NotebookLM for cover letter generation within a vocational curriculum. Employing purposive sampling, eighteen students from two Job Hunting classes were selected, with qualitative data gathered through semi-structured interviews, classroom observations, and textual document analysis. The thematic findings reveal that NotebookLM functions as an effective digital micro-scaffold operating within the students' Zone of Proximal Development (ZPD). Specifically, the platform optimized professional genre awareness regarding cover letter conventions, enriched workplace-specific vocabulary, mitigated writing anxiety, and heightened writing self-efficacy. While source-grounded, document-based interaction was highly evaluated, participants simultaneously underscored the crucial necessity of critical literacy to navigate contextual accuracy. These insights contribute to the expanding discourse surrounding the pedagogical integration of AI-assisted writing tools in vocational EFL education by offering granular empirical evidence on how source-constrained
Keywords: <i>NotebookLM, Cover Letter, Writing, Experiences, AI</i>	

architectures streamline professional genre writing without inducing extraneous cognitive load.

Kata Kunci:

NotebookLM, Surat
Lamaran, Menulis, AI,
Pengalaman

Abstrak

Integrasi kecerdasan buatan melalui arsitektur *Retrieval-Augmented Generation* (RAG) pada Google NotebookLM menawarkan panduan berbasis konteks yang adaptif bagi pembelajar *English as a Foreign Language* (EFL). Meskipun minat akademis terhadap AI generatif meningkat pesat, penelitian empiris yang menguji pengalaman langsung mahasiswa dalam menggunakan NotebookLM untuk tugas menulis profesional tingkat tinggi, seperti penyusunan *cover letter*, masih sangat terbatas. Menjawab kekosongan empiris tersebut, studi deskriptif kualitatif ini menyelidiki pengalaman mahasiswa dalam memanfaatkan NotebookLM untuk membuat *cover letter* dalam kurikulum vokasi. Melalui *purposive sampling*, delapan belas mahasiswa dari dua kelas *Job Hunting* dipilih sebagai partisipan, dengan data kualitatif yang dihimpun melalui wawancara mendalam, observasi kelas, dan analisis dokumen teks. Temuan tematik menunjukkan bahwa NotebookLM berfungsi sebagai *digital micro-scaffold* efektif yang beroperasi dalam *Zone of Proximal Development* (ZPD) mahasiswa. Secara spesifik, platform ini mengoptimalkan kesadaran bergenre terkait konvensi *cover letter*, memperkaya kosakata spesifik dunia kerja, memitigasi kecemasan menulis, dan meningkatkan *self-efficacy* menulis. Meskipun interaksi berbasis dokumen yang terikat sumber teks (*source-grounded*) dinilai sangat bermanfaat, para partisipan secara simultan menekankan pentingnya literasi kritis untuk mengawal akurasi kontekstual. Wawasan ini berkontribusi pada perluasan diskursus mengenai integrasi pedagogis alat bantu menulis berbasis AI dalam pendidikan EFL vokasi dengan menyajikan bukti empiris yang mendalam tentang bagaimana arsitektur yang terkendali oleh sumber dokumen mampu menyederhanakan penulisan genre profesional tanpa memicu beban kognitif berlebih.

INTRODUCTION

The integration of generative artificial intelligence (GenAI) into higher education is fundamentally transforming traditional teaching methods by offering personalized student support and innovative approaches to content delivery. Google NotebookLM has emerged in this landscape as a context-aware research assistant that utilizes a Retrieval-Augmented Generation (RAG) architecture to ground its responses strictly in user-provided documents, thereby enhancing reliability and academic integrity. This technological shift is particularly vital for students in English as a Foreign Language (EFL) contexts, who often face a significant disconnect between their daily linguistic environment and the dense, formal academic discourse required for professional success. Developing professional writing skills, such as writing a cover letter, remains a persistent and daunting challenge for EFL learners because it requires more than just grammatical accuracy; it demands the precise expression of technical ideas within a logical and formal register that is often unfamiliar.

For these foreign language learners, the writing process is frequently hampered by internal barriers, primarily writing anxiety and a lack of confidence, which can discourage them from engaging in meaningful revision or practice. Developing formal writing skills, such as crafting an effective resume or a cover letter, remains a central benchmark in vocational higher education, where curriculum outcomes are tightly bound to graduate employability. Prior investigation at Politeknik LP3I Padang indicated that students across different business concentrations often demonstrate varying degrees of proficiency and distinct challenges when articulating their qualifications in written English CVs (Aminah, 2025). This baseline emphasizes the persistent need for innovative instructional tools that can seamlessly bridge the linguistic gap between students' existing raw profiles and industry-standard documentation. NotebookLM provides a potential solution by acting as a digital scaffold within the learner's Zone of Proximal Development (ZPD), offering on-demand simplifications and summaries that reduce the extraneous cognitive load associated with parsing complex English

text. Furthermore, its unique "Deep Dive" audio feature transforms intimidating professional guidelines into low-pressure, conversational discussions, allowing students to grasp key concepts in a familiar, entertainment-like format without the immediate stress of language production.

The paradigm shift in educational technology has progressed from generic generative Artificial Intelligence (GenAI) to context-aware systems, notably driven by Retrieval-Augmented Generation (RAG) architecture. Unlike conventional Large Language Models (LLMs) that are prone to 'hallucinations' by drawing information from vast, unfiltered internet data, RAG-based tools restrict their knowledge base strictly to user-provided source texts (Alisoy, 2025; Shafi, 2026). In English as a Foreign Language (EFL) contexts, this technology ensures high linguistic accuracy and contextual relevance, allowing learners to interact safely with academic or professional materials without the risk of generating misleading information (Alisoy, 2025; Zhao, 2026).

To understand how these tools facilitate learning, Vygotsky's (1978) Zone of Proximal Development (ZPD) remains a cornerstone pedagogical framework, defining the distance between a learner's independent problem-solving capabilities and their potential development under expert guidance. In contemporary digital landscapes, this guidance is increasingly facilitated through 'digital scaffolding', temporary, adaptive structures provided by AI tools that minimize cognitive overload during complex tasks (Lin, 2026; Magwa, 2026). For EFL writers, who often experience intense cognitive fatigue when managing vocabulary, grammar, and text structure simultaneously, AI-driven scaffolding offers on-demand linguistic assistance, allowing them to perform beyond their current independent proficiency level (Alisoy, 2025; Magwa, 2026).

Furthermore, the task of crafting a cover letter introduces distinct challenges related to genre. In professional communication, a cover letter is classified as a highly structured genre characterized by specific communicative purposes and rigid rhetorical conventions, such as self-promotion, aligning personal skills with job criteria, and formal closing requests. Genre-based pedagogy emphasizes that mastering professional writing requires explicit exposure to

authentic models and structural conventions. For EFL learners, developing this genre awareness is often challenging due to a lack of professional register familiarity, making iterative, interactive feedback mechanisms vital for understanding how information is strategically organized to appeal to prospective employers (Emilia, 2026; Rafi, 2026).

These structural demands are deeply intertwined with the learners' affective domain. Writing self-efficacy, a learner's belief in their internal ability to successfully execute specific writing tasks, is intrinsically linked to writing performance and foreign language anxiety (Cheng, 2026). EFL writers frequently exhibit high anxiety and low self-efficacy due to fears of grammatical errors and a perceived lack of vocabulary, which can lead to writing avoidance or premature task termination (Cheng, 2026). Integrating intuitive, non-judgmental AI assistants can mitigate these psychological barriers by providing low-stakes environments where students can draft, experiment, and revise their texts without the immediate pressure of human grading or peer evaluation (Cheng, 2026; Zhao, 2026).

Despite these theoretical advantages, there is currently a notable gap in empirical research regarding the efficacy of NotebookLM specifically for EFL populations. Because the tool was launched recently, the body of evidence surrounding its educational impact is still emerging, and its role in reducing anxiety for foreign language writers remains under-explored (Alisoy, 2025). Therefore, this study aims to investigate students' experiences in using NotebookLM for cover letter writing to determine how its grounded AI features can foster learner autonomy, improve content organization, and effectively mitigate the psychological hurdles of writing in a foreign language. Practically, this study offers significant contributions to EFL pedagogy within vocational higher education, where immediate career readiness is paramount. By detailing a structured approach to integrating NotebookLM into Job Hunting courses, the findings provide English instructors with a practical framework to minimize students' writing anxiety, scaffold text production, and accelerate the transition from classroom tasks to authentic, professional workforce communication.

METHOD

This study employed a qualitative descriptive design to explore students' experiences in using NotebookLM for cover letter writing. A qualitative descriptive approach is particularly suited for this investigation as it focuses on gathering straight, unadorned operational accounts of a phenomenon in the everyday language of the participants, allowing researchers to document experiences as they naturally occur without excessive theoretical transformation (Creswell, 2023; Sandelowski, 2000). The population consisted of 50 students from two Job Hunting classes at Politeknik LP3I Kampus Padang. In this study, purposive sampling was applied to select participants who could provide rich and relevant information (Adeoye, 2023), and allow the researcher to obtain in-depth and insightful data (Patton, 2015). From each class, nine students were purposively sampled based on their prior English proficiency levels where objectively determined by their final academic marks in the preceding English course. Comprising three high-achieving, three intermediate, and three low-achieving students, thereby yielding a total dataset of 18 participants. This stratified, multi-tiered selection framework was deliberately employed to capture a highly nuanced, comprehensive understanding of how diverse student profiles navigate technological adaptability and digital scaffolding within their respective Zones of Proximal Development (ZPD).

The instructional intervention was structured as an intensive, single-session workshop, a design justified by both technological and methodological rationales. Operating on a Retrieval-Augmented Generation (RAG) architecture, Google NotebookLM provides immediate, source-grounded outputs that function as real-time micro-scaffolding (Walqui, 2006) that ensures that operational phenomena such as reduced extraneous cognitive load, instant synthesis efficiency, and immediate anxiety mitigation which are actively experienced and observable from the initial point of interaction (Sweller, 1988) and it is also aligned with qualitative descriptive methodology that the objective was not to measure longitudinal proficiency shifts, but to capture a granular, real-time account of students'

behavioral engagement and technical perceptions during an authentic, time-constrained workplace simulation.

During the process, first the students were introduced to cover letter and NotebookLM. Then, they guided to upload a job vacancy, their personal CVs, and a model cover letter, followed by entering specific prompts. Utilizing the tool, they rewrote and enhanced their cover letters by developing ideas, aligning content with job requirements, and refining the language. At the end of the session, students submitted the final versions of their cover letters. Data were collected through semi-structured interviews and classroom observations. Interviews were conducted after the activity to capture students' experiences in using NotebookLM, while observation focused on students' engagement during drafting and revision.

The qualitative data corpus was rigorously evaluated using thematic analysis through a systematic six-phase process of initial coding, thematic categorization, and the interpretive synthesis of recurring patterns (Braun & Clarke, 2006). To establish methodological trustworthiness and academic rigor, the analytical framework integrated data triangulation alongside a highly granular, transparent description of the entire research trajectory, thereby ensuring interpretive validity and structural auditability.

FINDINGS AND DISCUSSION

Findings

The thematic analysis of the empirical data gathered from the participants revealed distinct patterns regarding their experiences using NotebookLM for drafting professional cover letters. Five major themes emerged from the data: (1) Enhancement of Writing Efficiency and Idea Organization, (2) Development of Genre Awareness and Structural Understanding, (3) Perceived Utility of Core Interactive Features, (4) Psychological Scaffolding: Anxiety Reduction and Self-Efficacy, and (5) Critical Literacy and Technological Adaptability Constraints.

Enhancement of Writing Efficiency and Idea Organization

The majority of participants expressed highly positive experiences, emphasizing that NotebookLM significantly accelerated the drafting process and reduced the cognitive burden of generating professional texts from scratch. Students noted that the tool allowed them to instantly convert raw personal information into an organized format.

One participant emphasized the speed and efficiency provided by the platform:

"Sangat membantu, praktis, dan membuat proses pembuatan cover letter menjadi jauh lebih cepat daripada menulis dari awal secara manual." (R8)

Another student highlighted how the AI effectively synthesized personal profiles into professional formats:

"NotebookLM membantu saya menyusun cover letter dengan lebih cepat, terstruktur, dan menggunakan bahasa yang profesional... membantu mengorganisasi poin-poin penting dari riwayat hidup saya ke dalam format cover letter yang profesional." (R5)

Phrases such as *"sangat simple"*, *"langsung jadi dan ga lama nunggu"*, and *"gacor dan tugas gampang selesai"* were recurrent across the dataset, indicating that the tool functioned as an immediate productivity catalyst during the writing session.

Development of Genre Awareness and Structural Understanding

Beyond mere text generation, the data indicated that NotebookLM functioned as an instructional guide that clarified the rigid rhetorical conventions of professional correspondence. Participants reported a clearer understanding of how a standard cover letter should be partitioned.

A participant noted:

"Ya, NotebookLM membantu saya memahami struktur cover letter dengan lebih baik, mulai dari pembukaan, isi, hingga penutup yang sesuai dan profesional." (R5)

Another student echoed this sentiment, stating:

"Ya, karena memberikan panduan yang jelas mengenai susunan dan isi setiap bagiannya... membantu memahami bagian-bagian penting yang ada di cover letter." (R11)

The responses suggested that interacting with the grounded data allowed students to notice the organizational patterns required by industry standards, spanning from the opening hook to the self-promotion section and the formal closing.

Perceived Utility of Core Interactive Features

When queried about the specific technical elements that facilitated their writing, participants distinctly favored NotebookLM's source-grounded interaction capabilities. Rather than relying on generic AI generation, students valued the ability to anchor prompts within their uploaded documents (CVs and job vacancies).

One respondent detailed the collaborative nature of the source-based chat feature:

"Fitur tanya-jawab (chat) berbasis dokumen, karena saya bisa meminta revisi spesifik atau mengubah nada bicara (tone) draf cover letter agar terdengar lebih percaya diri atau formal." (R8)

Other students explicitly identified *"rangkuman otomatis"* (automatic summarization), *"saran penulisan"* (writing suggestions), and the document upload framework as the most beneficial mechanics:

"Fitur yang paling membantu adalah kemampuan melakukan sintesis informasi dari dokumen sumber yang diunggah (seperti CV atau portofolio)..." (R3)

Interestingly, several participants also mistakenly highlighted a *"Slide"* or *"PPT"* generation feature as highly useful for their broader academic presentations, demonstrating the tool's perceived versatile utility.

Psychological Scaffolding: Anxiety Reduction and Self-Efficacy

Writing professional documents in a foreign language often induces severe affective barriers. The data strongly indicated that NotebookLM acted as an affective stabilizer, substantially elevating students' writing confidence and lowering linguistic anxiety.

A participant explicitly linked the AI's structural validation to their confidence:
"Ya, saya merasa lebih percaya diri karena tahu bahwa tata bahasa (grammar) dan struktur cover letter yang dihasilkan sudah sesuai dengan standar profesional yang baik." (R3)

Furthermore, the continuous exposure to formal English text led to perceived improvements in linguistic competence:

"Iyaa, kemampuan Bahasa Inggris saya meningkat karena NotebookLM membantu saya memahami penggunaan kosakata, tata bahasa, dan struktur penulisan yang lebih baik... meningkatkan referensi pilihan kata kerja profesional (action verbs)." (R5, R8)

Critical Literacy and Technological Adaptability Constraints

Despite the overwhelming praise, the empirical data revealed crucial human-agency checkpoints. Participants identified technological barriers, primarily related to the learning curve of a new interface and the necessity of mandatory human intervention to correct generic outputs. Regarding the technical learning curve, one student shared:

"Awalnya membutuhkan sedikit waktu untuk beradaptasi dengan cara kerja pengunggah an sumber dokumen (sources) dan cara mengarahkan AI agar memberikan hasil yang benar-benar spesifik... saya baru pertama kali memakai, jadi belum menguasai." (R8, R6)

More importantly, students demonstrated strong critical literacy by recognizing that AI outputs cannot be accepted passively:

"Terkadang hasil yang diberikan masih perlu disesuaikan dengan kebutuhan pribadi dan konteks yang spesifik, sehingga saya tetap perlu melakukan pengecekan dan penyuntingan ulang... agar bahasanya terasa lebih personal." (R12, R8) *"Kadang mungkin ya ada kesalahan yang lumayan fatal dan itupun mungkin jarang terjadi... pengguna tetap perlu berpikir kritis dan tidak bergantung sepenuhnya."* (R14, R2)

Discussion

Architectural Agency of RAG in Mitigating Hallucinations and Text Synthesis

A critical mechanism driving the students' writing experiences is the Retrieval-Augmented Generation (RAG) architecture underlying Google NotebookLM. Unlike generic, unconstrained Large Language Models (LLMs) that generate text based on probabilistic associations from vast, unfiltered training datasets, RAG establishes a closed-loop information retrieval framework strictly bounded by user-uploaded source documents which specifically, targeted job vacancies and individual CVs. The qualitative findings indicate that this structural containment fundamentally alters how students experience the drafting process. For EFL vocational learners, who frequently encounter severe writing blocks and cognitive overload when trying to manually align their personal history with complex job requirements, the source-grounded nature of RAG provides a highly predictable and secure digital workspace.

By anchoring the generated outputs directly within the student's own empirical background data and the explicit constraints of the employer's criteria, the system eliminates the intimidating 'blank-page syndrome' and the frustration of navigating irrelevant AI-generated data. Students reported a sense of structural relief because the platform did not require them to formulate complex, abstract prompts. Instead, the RAG framework allowed them to experience the AI as an intelligent textual aggregator that instantly maps and bridges the conceptual links between their existing qualifications and industry demands. Consequently, the pedagogical value of RAG in this intensive session lies not in shifting long-term language proficiency, but in optimizing the user's cognitive pacing, reducing operational anxiety, and streamlining the experiential workflow of high-stakes professional genre writing

NotebookLM as a Digital Scaffold in the Zone of Proximal Development (ZPD)

The findings of this study demonstrate that Google NotebookLM acts as an automated digital scaffold that effectively operates within the students' Zone of Proximal Development (ZPD). According to Vygotsky's theory, scaffolding

provides temporary support that enables learners to complete complex tasks they cannot yet achieve independently. In this single-session intervention, vocational students, who frequently struggle with the immediate cognitive demands of professional vocabulary generation and sentence structure, leveraged NotebookLM to bridge this proficiency gap.

By eliminating the intimidating obstacle of the "blank page," the AI reduced extraneous cognitive load. This permitted students to pivot their focus away from low-level mechanical anxieties (such as basic spelling and syntax) toward high-level semantic alignment, ensuring their personal qualifications accurately matched the job vacancy specifications. The variation in how students navigated NotebookLM's interactive features such as document-based questioning or syntax refinement reflects the deeply ingrained language learning strategies tied to their individual personality traits and prior proficiencies. As established in earlier structural assessments within the same learning context, students' cognitive approaches and strategic preferences heavily dictate how they process linguistic input and adopt external digital resources to improve their text outcomes (Aminah et al., 2017). Consequently, providing an AI copilot like NotebookLM offers an adaptive strategy that caters to diverse student processing styles, resulting in more equitable writing development. This aligns with recent assertions by Alisoy (2025) and Magwa (2026), who noted that source-grounded generative tools offer highly reliable, contextualized scaffolding that minimizes linguistic errors while optimizing task completion rates in time-constrained environments

Forging Genre Awareness and Linguistic Self-Efficacy

A crucial realization from the study is that NotebookLM did not merely generate a product; it facilitated genre awareness. A cover letter is a rigid professional genre requiring a specific rhetorical register. The empirical evidence shows that by analyzing the structural boundaries provided by NotebookLM (opening, promotion, closing), students internalized these professional communication patterns.

This structural transparency directly influenced the students' affective domain, resulting in a marked increase in writing self-efficacy. When learners interact with a non-judgmental digital assistant that offers real-time grammatical refinement and formal vocabulary alternatives, their foreign language anxiety drops significantly. As observed in the data, knowing that the generated output adhered to rigorous professional standards validated the students' output, thereby fortifying their confidence to engage in professional English discourse, a finding highly consistent with Cheng's (2026) models on the cyclical relationship between writing self-efficacy, reduced anxiety, and vocabulary expansion.

The Necessity of Critical Literacy in AI-Assisted Classrooms

While the efficiency gains were undisputed, the constraints highlighted by the participants bring a vital pedagogical caveat to light: the necessity of critical literacy. Students noted that the AI occasionally provided overly generalized responses or required manual polishing to maintain an authentic, personal voice. This empirical pattern underscores that the successful integration of AI in education does not diminish human agency; rather, it demands a higher level of evaluative thinking.

Learners must transform from passive consumers of AI content into active editors who critically cross-examine the AI's output against the original source documents. As emphasized by Emilia (2026) and Rafi (2026), prompt literacy and critical oversight are essential competencies in the GenAI era. Without teacher-guided intervention to foster these critical evaluation skills, over-reliance on automated tools risks producing uniform, disingenuous prose, effectively undermining independent cognitive development. Therefore, in vocational settings where rapid career readiness is vital, NotebookLM should be positioned as an intellectual co-pilot that enhances, rather than replaces, the student's unique authentic voice.

CONCLUSION

In conclusion, this study demonstrates that Google NotebookLM's source-grounded Retrieval-Augmented Generation (RAG) architecture serves as an effective digital micro-scaffold within an intensive vocational Job-Hunting curriculum, significantly mitigating writing anxiety, reducing extraneous cognitive load, and alleviating the 'blank-page syndrome' by seamlessly mapping individual student profiles onto explicit institutional vacancy requirements. Nevertheless, the scope of these empirical insights is inherently circumscribed by several methodological boundary conditions, namely the utilization of a small-scale sample size (eighteen participants), confinement to a single vocational institution, execution within a single time-constrained instructional session, and a reliance on predominantly perception-based, subjective self-reports. Pedagogically, while these findings highlight the utility of RAG-driven platforms in shifting instructional paradigms from abstract prompt-engineering toward critical text verification and strategic document synthesis, future scholarly inquiries must transcend these limitations by adopting multi-institutional longitudinal designs and mixed-methods frameworks that pair qualitative user experiences with objective text-linguistic analyses of the final written artifacts.

REFERENCES

- Alisoy, H. (2025). Can NotebookLM support English language learners? A theoretical perspective on AI tools in education. *Original Research Article*, 1(6). <https://doi.org/10.69760/portuni.0106003>.
- Aminah, A. (2025). A Comparative Study of English CV Writing Skills across Different Concentration at LP3I Polytechnic Padang. *EJI (English Journal of Indragiri)*, 9(2), 416-432.
- Aminah, Mayuasti, & Dian, M. P. (2017). An Analysis of Students' Personality Traits and Language Learning Strategies. *Open Journal Systems*.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Cheng, S. (2026). A longitudinal psychological model of writing development: interactions among self-efficacy, regulation, and anxiety. *Frontiers in Psychology*, 17, 1–12. <https://doi.org/10.3389/fpsyg.2026.1757045>
- Emilia, E. (2026). A genre-based approach with GenAI feedback to teaching written exposition in a tertiary EFL context in Indonesia. *Teaching English*

- as a Second Language Electronic Journal (TESL-EJ), 29(1), 1–18. <https://tesl-ej.org/wordpress/issues/ej117/ej117a8/>
- Magwa, L. (2026). Artificial intelligence as a scaffolding tool for self-directed learning in ODeL environments: an instrumental case study of Zimbabwe Open University. *Frontiers in Education*, 11, 1–15. <https://doi.org/10.3389/feduc.2026.1793940>
- Lin, Y. R. (2026). Enhancing scientific argumentation with visual scaffolding in generative AI-supported environments. *Journal of Research in Science Teaching*, 63(2), 110–132. <https://doi.org/10.1080/09500693.2026.2630293>
- Rafi, M. S. (2026). Generative AI in doctoral dissertation writing: applications, limitations, and the need for prompt literacy. *Frontiers of Digital Education*, 3(1), 1–14. <https://doi.org/10.1007/s44366-026-0088-9>
- Rahman, N. A. A., Zulkornain, L. H., Soon, G. Y., Hamzah, N. H., & Chao, C. (2025). NotebookLM integrated project-based learning model development for writing among undergraduates. *International Journal of Research and Innovation in Social Science*, 9(7). <https://dx.doi.org/10.47772/IJRISS.2025.907000444>.
- Reyna, J. (2025). *The potential of Google NotebookLM for teaching and learning*. The Royal Australian and New Zealand College of Ophthalmologists (RANZCO).
- Shafi, A. (2026). Design and evaluation of a retrieval-augmented AI tutor for academic English writing in Saudi higher education. *Veredas do Direito*, 23(1), 45–62.
- Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285.
- Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism*, 9(2), 159–180.
- Yeo, M. A., Moorhouse, B. L., & Wan, Y. (2025). From academic text to talk-show: Deepening engagement and understanding with Google NotebookLM. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 28(4). <https://doi.org/10.55593/ej.28112int>.
- Zhao, X. (2026). Empowering international students' listening and speaking skills via AI-driven audio in NotebookLM: reflections across disciplines. *ScholarSpace*, University of Hawai'i at Mānoa, 1–10.