VIETNAMESE EFL UNIVERSITY STUDENTS’ PERCEPTIONS AND USES OF AI-TOOLS IN LEARNING ENGLISH WRITING

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With the increasing use of AI-powered tools in language education, EFL university students are now introduced to a range of AI tools to support their performance in their writing skills. However, while research has focused on its impact on different aspects of students’ writing improvement, it remains unclear how Vietnamese university students choose a particular AI writing tool in the learning process and the challenges they face when using it. To fill in the gap, this study aims to investigate and compare the uses of AI tools, factors influencing their decisions and the acceptance levels of first-year English majors and non-English majors at two different universities in Ho Chi Minh city, Vietnam. Mixed methods of data collection were employed, with the quantitative data collected from a questionnaire adapted from Hoi’s (2019) study and the qualitative data gained from semi-structured interviews. The findings reveal students’ perceptions regarding the benefits and drawbacks of using AI tools in learning English writing, being aware that those tools obtain certain impacts on their learning process. By understanding students’ perceptions and their concerns, educators and policymakers can adapt AI technologies for better teaching and learning practices, as well as creating educational workshops and provide well-built guidance for the effective and successful implementation of AI technologies in higher education.

Keywords: AI, artificial intelligence, AI tools, English writing, higher education

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