

Integrating AI Into Language Learning: Insights from English Majors at a University in Vietnam



Phung Thi Thanh Tu¹, Tran Hoang Huong Giang², Dao Thi Nam Thao³,
Nguyen Phuong Thao⁴

^{1,2,3,4}Faculty of Foreign Languages, Thai Nguyen University of Education

ABSTRACT: Artificial Intelligence (AI) has developed significantly over the past few years and is widely applied in language learning. Through complex algorithms, AI supports learners in all four English language skills including listening, speaking, reading and writing. This study investigates English majors' perceptions of AI and its tools in English language learning and examines how they utilize AI in their learning process and provides recommendations for better application of AI in English language learning. A descriptive quantitative research design was applied, with data collected through a survey questionnaire conducted via Google Forms. A total of 200 university students took part in the study during the second semester of the 2024–2025 academic year. The findings indicate that students mostly have positive perceptions of using AI in English language learning. In terms of how students' use of AI tools in English language learning, the findings present that students frequently use popular AI tools such as ChatGPT and QuillBot AI to enhance their English skills. Additionally, AI tools are not only used for improving language skills but also for translation, summarization, and generating suggestions. Although AI technologies have been integrated into education, students tend to use these tools more often at home, possibly because of limited technology use and traditional teaching methods. Notably, despite their frequent use of AI, students do not fully trust the results it generates. The findings serve as a valuable reference for teachers and educators, contributing to the advancement of English language teaching and learning in the Industry 4.0 era within the evolving educational landscape of Vietnam.

KEYWORDS: Artificial Intelligent (AI), AI tools, application of AI, English language learning, university students

I. INTRODUCTION

Technology has changed extensively yet comprehensively the way we live. Through that process, artificial intelligence (AI) has emerged as a breakthrough step, serving not only as a supportive tool of modern technology, but also gives easy access to different facets of life. Numerous artificial intelligence (AI) tools have emerged in this context to aid with learning. They not only make it simpler and easier for students to obtain information, but they also improve the quality of their studies by using innovative strategies like study customization, prompt and precise responses, and communication encouragement in real life. AI is positively included in teaching, study assessment and individualized learning in Vietnam, especially in Thai Nguyen University of Education. Teachers utilize AI to design classes that are specific to their students' interests and academic levels. Instead of only concentrating on textual information, teachers can use Canva or PowerPoint to create visual slides that feature graphics conveying key themes, movies, or even study games. This will undoubtedly pique their curiosity, interest and improve their long-term memory retention. Furthermore, an LMS (Learning Management System) that supports course materials has been built. Videos lessons from various subjects are uploaded on this online learning system. They are recorded and broken up into a specific number of shortcuts so that students can learn at their own pace.

However, despite the benefits of using AI, many students abuse technology, resulting in undesirable results such as excessive reliance on AI, plagiarism, having AI create essays or complete assignments, and using AI solely to gain answers. This usage may have a negative influence on their learning in general, and in English language learning in particular, leading to become dependent on AI, inhibiting skill development and language growth. The above demonstrates that integrating AI not only improves educational quality but also aids in meeting the demands of the contemporary educational period. But for it to work properly, universities, instructors, and students must work together closely and develop instructional strategies to maximize AI's advantages. In response to this predicament, the research group started conducting a survey of AI use in English learning at the mentioned institution extensively and profoundly, and investigates the employment of AI in their English language learning.

The following are the study particular objectives:

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- To investigate students perception of using AI and its tools in English language learning
- To explore how students use AI technologies in their English learning process

The study team suggests the following research questions:

1. What is the students' perception of using AI in English language learning?
2. How do they use AI tools in their learning process?

II. LITERATURE REVIEW

A. Perception

Perception is the process by which people perceive, analyze, and interpret information from their surroundings, influencing their actions, learning, and decision-making. According to Reitz (1987), perception is the sum of all senses that a person uses to gather information about their environment, including hearing, touch, taste, and smell. Goldstein (2014) distinguishes between bottom-up processing, in which raw sensory data is interpreted without prior experience or biases, and top-down processing, which relies on existing knowledge, culture, and experience to shape the perception of sensory information.

Additionally, Fiske & Taylor (2017) state that social perception involves interpreting others' behaviors, intentions, and emotions, enabling judgment and relationship-building. To examine users' perceptions of technology, we designed our questionnaires based on Davis's (1989) theory, which suggests that an individual's perception of technology is shaped by their subjective evaluation of Perceived Usefulness and Perceived Ease of Use in the TAM (Technical Acceptance Model).

B. Technical Acceptance Model (TAM)

The Technology Acceptance Model (TAM) was developed by Davis (1989) to describe how to persuade people to adopt and use new technology. TAM suggests that technology usage behaviors can be affected by two main factors: Perceived Usefulness and Perceived Ease of Use. TAM have been applied outside of the field of information systems management, such as in marketing and advertising (Gefen, Karahanna & Straub, 2003; Dabholkar & Bagozzi, 2002; Gentry & Calantone, 2002). In this research, we adapted the TAM model developed by Davis (1989), which includes Perceived Usefulness, Perceived Ease of Use, and Intention to Use. This model is appropriate as the study focuses on learners and technology, while external variables may be limited.

C. Artificial Intelligence and its tools in language learning

In the era of industry 4.0, science and technology play an important part in human development. Stryker, C., & Kavlakoglu, E. (2024) mentioned that artificial intelligence (AI) refers to technology that allows computers and machines to mimic human abilities such as learning, understanding, problem-solving, decision-making, creativity, and independence. AI is applied in many different industries, most notably marketing, finance, healthcare, and education. In the learning process, with the great development in AI technology, students learn more comfortably and effectively. Grammarly can help students more easily identify their errors and learn to correct them because of its advanced features, while Quilbot assists with rephrasing text, generates a summary or synonyms from another passage.

Research on the impact of AI in language learning has made significant contributions to the field of education and training. For example, a study conducted in 2022 by Kushmar Lesia Viktoriva and colleagues highlighted the usefulness of artificial intelligence in teaching and learning languages. While this study emphasized the benefits, it did not address the potential drawbacks. On the other hand, research by Irfan Suryana et al. (2020) explored students' emotions when using AI applications to support their English listening skills. The development of artificial intelligence (AI) has led to the creation of language learning programs that optimize teaching methods and enhance students' English language skills. The study "Using AI Platforms towards English Language Learning: A Case Study of English Program Students" by Thanadun Krasaesom¹⁰ widely studied the use of AI tools in learning a language, in this study, their influence on English language learning. It studied several 10 popular AI tools, which are Google Translate, Grammarly, QuillBot AI, ChatGPT, Grammar Check, Duolingo, SmallTalk, GetMein, ZenoChat, and Matecat. These tools were piloted against the core language skills of listening, speaking, reading, and writing.

The potential benefits and drawbacks of using AI in language teaching and learning are identified in various research. In a research by Kristiawan, D., Y., Bashar, K., & Pradana, D. A. (2024), the findings show that AI gives personalized learning experiences, supports independent learning, and provides instant feedback, making it a worthwhile tool for learners and teachers. The article also discusses the obstacles such as technological limitations, data privacy anxiety, and the need for teacher training to effectively use AI tools. Similarly, Crompton H., Edmett A., Ichaporia N., (2023) points out that AI offers independent learning, rapid feedback and accessibility various areas such as Speaking, Writing, Reading, Pedagogy and Self-Regulation. Similar barriers such as accessibility issues, the need for teacher training, and ethical concerns related to data privacy and bias are also identified.

Another study also highlights the potential of AI to revolutionize language education by improving learning outcomes, boosting motivation, and promoting learner independence (Wei L. (2023). It emphasizes the value of integrating AI into language classrooms for more effective and engaging learning experiences. However, similar to other studies it mentions technology access gap, over-reliance on AI, lack of human interaction and issues surrounding data privacy and the ethical use of personal information.

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II. METHODS

This research employed the quantitative method to investigate the use of AI on English language learning by students at Thai Nguyen University of Education. The data was gathered through an online survey, with 200 participants from the Foreign Languages Faculty. It was designed carefully to identify students' perceptions towards the use of AI, and how they apply AI into their learning habits. The statistical description method of data analysis, mean scores and standard deviation computation were applied. The data then was processed through Google Form, Google Sheets and Excel to guarantee the high level of reliability and accuracy of the findings.

IV. RESULTS AND DISCUSSION

A. Results

1. Students' perception of using AI in English language learning

Figure 1 describes students' perceived usefulness of AI in learning English. The results show that all the statements in this table received a mean of approximately 4, indicating a strong tendency among students to regard AI as an effective aid in studying. This also reflects their positive outlook towards using AI as an effective learning tool, especially when it comes to enhancing study results and comprehension of English. The standard deviation (SD) ranges from 1.12 to 1.31, suggesting a strong consistency among participants with limited variability in their responses. This means that most students share a similar view of the usefulness of AI in education in general. All the statements receive high ratings in terms of perceived usefulness. The highest mean score (M=4.09) was attributed to the statement regarding the improvement of students' academic performance through the use of AI tools. Conversely, the lowest mean score (M=3.54) was associated with the statement 'AI assists me in enhancing my writing abilities,' which still reflects a relatively high level of perceived usefulness.

No.	Statements	MEAN	SD	Rating levels	Order
1	AI can improve my academic performance.	4.09	1.12	High	1
2	AI can help to enhance my comprehension of English.	3.93	1.19	High	2
3	AI provides a reliable and accurate explanation for the problems I miss out on class or don't truly understand.	3.88	1.28	High	3
4	AI gives me more control over my learning.	3.82	1.15	High	4
5	AI helps me learn new strategies for learning English.	3.57	1.31	High	11
6	All of the areas that interest me are covered by the diversity of content on AI tools.	3.71	1.22	High	6
7	AI tools help me improve my listening skills by using various methods like dictation.	3.58	1.22	High	9
8	AI recommends efficient technique for practicing and boosting my speaking skills.	3.59	1.23	High	8
9	AI expands my response capacity and raises my confidence while I am speaking English.	3.65	1.23	High	7
10	AI uses efficient methods like skimming and exclusion to help me strengthen my reading skills.	3.76	1.19	High	5
11	AI helps me to handle reading exercises more efficiently as well as comprehend the questions better.	3.58	1.26	High	10
12	AI assists me in enhancing my writing abilities.	3.54	1.28	High	12
13	AI tools help me write better and more fluently academic English with given suggestions.	3.58	1.27	High	10

Figure 1: Students' Perceived Usefulness of AI in English language learning

Figure 2 illustrates students' perceived ease of using AI. Similar to their opinion on the Perceived Usefulness of AI, students also reported a high level of ease in using AI tools. The statement with the highest mean score (4.04) was 'Using AI tools to learn English makes things easier and doesn't require complex technological skills'. The second-highest mean score (M=3.90) belonged to the statement: 'The visual style of the AI tools that assist with learning English allows users to become familiar with and utilize them efficiently.' The lowest mean score (M=3.48) was attributed to the statement: 'Using AI technologies demands a great deal of

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mental effort.' Overall, the data collected supports the conclusion that students find AI tools convenient, accessible, and effective in their learning process.

No.	Statements	MEAN	SD	Rating levels	Order
14	Using AI tools to learn English makes things easier and doesn't require complex technological skills.	4.04	1.07	High	1
15	The visual style of the AI tools that assist with learning English allows it to be faster for you to become acquainted with and utilize them efficiently.	3.90	1.26	High	2
16	AI's interface and features provide you the chance to concentrate on honing your English abilities rather than dealing with technological issues.	3.74	1.19	High	4
17	My communications with AI tools are comprehensible and transparent.	3.8	1.24	High	3
18	Using AI technologies demands a great deal of mental effort.	3.48	1.28	High	8
19	I find AI tools simple to be used.	3.56	1.24	High	5
20	With AI tools, I can readily obtain the information I need.	3.55	1.32	High	7
21	AI tools are simple to adjust and appropriate for my goals and current proficiency level in the English language.	3.54	1.22	High	6

Figure 2: Students' Perceived ease of using AI in English language learning

Figure 3 presents students' intention to learn English through AI. The statement with the highest mean score ($M=4.08$) is the preference of AI due to its ability to stimulate their interest. In contrast, the lowest mean score ($M=3.67$) is given to the statement 'In case I don't get the desired mark, I will still choose AI because it enhances my capability in English'. Generally, the remaining statements suggests that students are mainly willing to use AI in the future as the benefits it offers.

No.	Statements	MEAN	SD	Rating levels	Order
22	I prefer AI as it can stimulate my interest.	4.08	1.04	High	1
23	I prefer using AI tools as it provides effective strategies for learning English.	3.90	1.14	High	2
24	You plan to regularly use AI tools to improve your English proficiency over the long run.	3.87	1.15	High	3
25	You want to introduce AI tools available to those who also aim to get better at English.	3.75	1.24	High	5
26	In case I don't get the desired mark, I will still choose AI because it enhances my capability in English.	3.67	1.31	High	7
27	Using AI tools to learn English makes you desire to look into and apply more AI tools in the near future.	3.69	1.24	High	6
28	You choose to purchase premium AI tools if you think they will actually help you become significantly fluent in English learning.	3.76	1.17	High	4

Figure 3: Students Intention to learn English through AI

2. Students' perspectives on the ways they use AI to learn English

Figure 4 displays students' perceptions of specific language-related areas in which AI provides assistance. Students highly valued AI for its support in developing language skills, particularly in writing (94%) and translation (84%), and grammar (59%). A significant number of students used AI to support other language skills, including reading (55%), vocabulary acquisition (51.5%), and speaking and listening practice (44.5%). However, AI was used less frequently in more complex domains such as literary

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analysis (22.5%) and linguistic theory (16.5%), likely due to its limited capacity for deep comprehension and creative reasoning. Regardless, AI remains a beneficial tool in language learning, especially in English, and holds great potential to enhance the overall learning process.

7. In your opinion, which language skills/components can AI be effectively used for?
200 câu trả lời

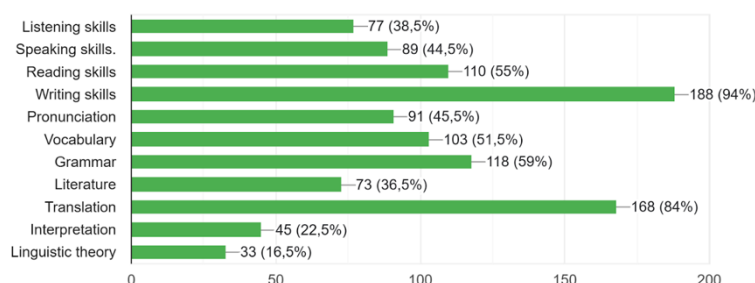


Figure 4: Students' views on the language areas where AI can be effectively used

As shown in Figure 5, the most common AI tools were used in English language learning, with ChatGPT (89.5%) emerging as the most widely utilized due to its capabilities in writing assistance, translation, and grammar correction. Followings are Grammarly (75.5%) and QuillBot AI (70.5%), offering the same features. Other frequently used tools include Google Translate (62.5%), Grammar Check (58.5%), and Duolingo (45%), all of which contribute significantly to learners' experiences. Matecat (43%) and ZenoChat (29.5%) are less utilized but still offer support, though their lower adoption may be due to being overshadowed by more advanced platforms. As AI continues to evolve, it is likely that more sophisticated and user-friendly tools will dominate, pushing less popular tools to innovate in order to remain relevant.

8. Which AI tools do you use to learn foreign language?
200 câu trả lời

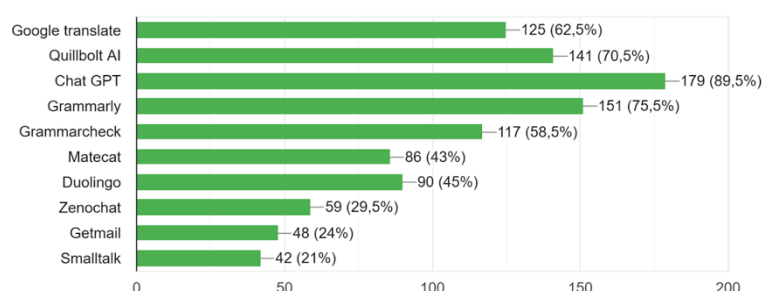


Figure 5: Students' views on AI tools used for language learning

Figure 6 presents the students' frequency of using AI tools in learning English. The results show that students use AI for various language learning and academic tasks, with all ratings categorized as high exceeding 3.5. This indicates a generally positive perception and widespread utilization of AI in their learning processes. Remarkably, the statement "*I use AI tools in learning English*" recorded the highest mean score ($M = 4.164$), emphasizing the significance of AI not purely supports as a supplementary resource but as an essential component of English language learning. AI helps improve specific language skills such as listening, speaking, reading, and writing, with speaking receiving the highest mean score ($M = 3.886$). Additionally, students frequently used AI for academic tasks including summarizing academic papers ($M = 3.821$) and translating documents ($M = 3.627$). The lowest mean score was viewed for the statement "*I use AI tools to help with technology-related tasks*" ($M = 3.578$, $SD = 1.057$), indicating that AI is perceived as less effective for technology-related tasks compared to language-based activities. Overall, the results express students' high level of confidence and engagement with AI as a learning support system, especially in improving language proficiency.

No.	Statements	MEAN	SD	Rating levels	Order
29	I use AI tools in learning English	4.164	0.924	High	1
30	I use AI tools to practice listening in English.	3.672	0.921	High	7
31	I use AI tools to improve speaking skills in English.	3.886	1.003	High	2
32	I use AI tools to practice reading skills in English.	3.706	0.966	High	5

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33	I use AI tools to improve writing skill in English.	3.667	1.152	High	8
34	I use AI tools to practice English exercises.	3.632	1.048	High	10
35	I use AI tools to summarize academic papers	3.821	1.036	High	3
36	I use AI tools to translate documents for your studies	3.627	1.081	High	11
37	I use AI tools to help with technology-related tasks	3.587	1.057	High	12
38	I use AI tools to create presentations and slides	3.697	1.094	High	6
39	I use AI tools to create flashcards for revision.	3.726	1.007	High	4
40	I use AI tools to find ideas for assignments	3.637	1.052	High	9

Figure 6: Students' frequency of AI tool usage in English language learning

Figure 7 reveals significant variations in the use of AI tools for English language learning in different learning environments. The mean scores range from 3.607 to 4.348, with one rated as very high and the others as high, suggesting generally frequent and positive usage of AI tools across different learning areas.

The highest mean score ($M = 4.348$, $SD = 0.885$) was registered for using AI tools to study English at home. This suggests a strong agreement among respondents, implying that home provides the best environments for students when learning English with AI tools. The use of AI in the classroom received the lowest mean score ($M=3.607$, $SD=0.852$) suggesting that while AI is used for learning in the classroom, it does not prioritize much in class contexts. This may reflect the limitation of technology use in the classroom, or the dependence on traditional teaching methods. The findings highlight a strong tendency among students to use AI tools more actively and independently out-of-class learning environments than within classroom settings. This strengthens the role of AI in promoting self-learning and flexible English language acquisition.

No.	Statements	MEAN	SD	Rating levels	Order
41	I use AI tools to study English at home.	4.348	0.885	Very high	1
42	I use AI tools for learning English in the classroom.	3.607	0.852	High	4
43	I use AI tools to practice English at extra-class.	3.871	0.937	High	2
44	I make use of AI tools to learn English at other places (in the library, at a coffee shop, in the waiting room, on a train, ...).	3.682	1.055	High	3

Figure 7: Areas of AI application in English language learning

Figure 8 shows a diverse range of user interactions with AI-generated content, highlighting different levels of reliance and engagement. The lowest mean score ($M=2.537$, $SD=1.428$) is confirmed as "I use AI-generated results without making a change," meaning most students do not fully trust or directly adopt AI-generated outputs without modification. In contrast, the statement "I adjust AI-generated results to align with my commands," has the highest mean score ($M=3.905$, $SD=1.162$), suggesting that most users see AI as a tool that requires customization. A similar trend is observed in the statement "Sometimes, I make minor adjustments to AI-generated content but keep the main idea intact" receiving a relatively high mean score (3.692 , $SD = 1.034$) and the statement "I review and check AI-generated results before using" received a moderate mean score (3.368 , $SD = 0.905$), placing it in the "Medium" category. This suggests that while users modify AI-generated content, they often retain its core suggestion. These insights can assist in enhancing AI tools by making them more friendly, flexible, and suitable for various content creation tasks of the learners.

No.	Statements	MEAN	SD	Rating levels	Order
45	I use AI-generated results without making a change.	2.537	1.428	Low	5
46	I adjust AI-generated results to align with my commands.	3.905	1.162	High	1
47	I review and check AI-generated results before using.	3.368	0.905	Medium	4
48	Sometimes, I make minor adjustments to AI-generated content but keep the main idea intact.	3.692	1.034	High	2
49	AI only serves as a support tool, and I create the content myself.	3.547	1.060	High	3

Figure 8: Using or modifying AI-generated content

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B. Discussion

1. The research question 1

Students generally point out positive perceptions on using AI tools in English language learning. Overall, the students' opinions of using AI tools are in high rating level regarding usefulness, ease of use, and their intentions to adopt them in their learning process. This finding is quite similar to Alsakaker, S.M., 2025. His study also uses TAM model in investigating English foreign language learner's perceptions of using AI tools to enhance students vocabulary.

Regarding students' perceived usefulness of AI in learning English, the results show that students find AI really useful for improving their English language performance and gaining more skills and strategies for acquiring the language. The findings from Zulaikha Khairuddin et al. (2024) share a similar opinion on the role of AI tools supporting students in improving their knowledge and information.

In term of students' perceived ease of using AI, students find AI tools convenient, accessible, and effective in their learning process. As stated in Nguyen, Xuyen. (2024), students regard AI tools as user-friendly and beneficial for enhancing their linguistic competence as well as improving their overall language learning experience.

Concerning students' intention to learn English through AI, students are mainly willing to use AI in the future as the benefits it offers. This aligns with the findings from Alharbi, J. M. (2025) which used the expanded TAM model to explores the adoption of AI tools by Saudi English foreign language learners.

2. The research question 2

It is clear that students demonstrate a proactive and self-directed approach in choosing to use AI for language learning, from Duong, T. T. U, Nguyen, M. H (2024) arguments. They felt confident and engaged with AI as a learning support system without much support from teachers, to improve their language proficiency as well as assigned tasks given by their teachers. Similarly, two tools including Chat-GPT and Grammarly are used by the most users. This is also found from the findings of Duong, T. T. U, Nguyen, M. H (2024).

In term of the language skills/components that can be supported by AI, students acknowledged that many AI tools address complex aspects of academic writing (Nguyen et al., 2024). Besides, other language skills and components can be beneficial with the AI assistance.

Concerning the areas of AI application in English language learning, most students use AI at home to support their homework and assignments. Not many tasks were done in the classroom with the help of AI. The reason may be limited use of technology in the classroom, or the teachers' teaching methods may not require much use of AI.

Finally, regarding the use or modification of AI-generated contents, students commonly utilize AI tools for idea generation and primarily adapt the content to meet their specific needs. This aligns with the findings of Winarti et al. (2025).

V. CONCLUSIONS

The study reveals that the majority students perceive AI as an effective learning tool, especially in enhancing study performances and comprehension of English. They also assume that AI is simple to use and doesn't require advanced technical skills. Many agree that they will continue using AI in the long-term, and explore more AI tools for their studying in the future. In terms of how students' use of AI tools in English language learning, the findings present that students frequently use popular AI tools such as ChatGPT and QuillBot AI to enhance their English skills. Additionally, the collected data provides insights into the frequency, locations, and methods of AI usage among students. This indicates that AI tools are not only used for improving language skills but also for translation, summarization, and generating suggestions. Although AI technologies have been integrated into education, students tend to use these tools more often at home, possibly because of limited technology use and traditional teaching methods. Notably, despite their frequent use of AI, students do not fully trust the results it generates. And the action of modifying AI-generated content prevents students from becoming totally reliant on the technology. This suggests that AI cannot replace human creativity, especially in tasks requiring a high level of critical thinking.

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