

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH – HÀN

Sinh viên : Nguyễn Thị Kiều Trang

HẢI PHÒNG – 2025

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

**A STUDY ON THE EFFECTIVENESS OF AI
TECHNOLOGY IN SUPPORTING ENGLISH-
SPEAKING SKILLS AMONG THE SECOND-YEAR
ENGLISH MAJORS AT HPU**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH – HÀN**

**Sinh viên: Nguyễn Thị Kiều Trang
Giảng viên hướng dẫn: Ths. Phạm Thị Thúy**

HẢI PHÒNG – 2025

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Nguyễn Thị Kiều Trang

Mã SV : 2112751003

Lớp : NA2501H

Ngành : Ngôn ngữ Anh – Hàn

Tên đề tài : A Study on the effectiveness of AI Technology in Supporting English speaking skills among the Second-Year English Majors at HPU

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

.....

.....

.....

.....

.....

.....

2. Các tài liệu, số liệu cần thiết

.....

.....

.....

.....

.....

.....

3. Địa điểm thực tập tốt nghiệp

.....

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên : Phạm Thị Thúy

Học hàm, học vị : Thạc sĩ

Cơ quan công tác : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: A Study on the effectiveness of AI Technology in Supporting English speaking skills among the Second-Year English Majors at HPU.

Đề tài tốt nghiệp được giao ngày 17 tháng 02 năm 2025

Yêu cầu phải hoàn thành xong trước ngày 10 tháng 05 năm 2025

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Nguyễn Thị Kiều Trang

Phạm Thị Thúy

Hải Phòng, ngày tháng năm

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Phạm Thị Thúy
Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng
Họ và tên sinh viên: Nguyễn Thị Kiều Trang
Nội dung hướng dẫn: A Study on the effectiveness of AI Technology in
Supporting English speaking skills among the
Second-Year English Majors at HPU

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

.....
.....
.....
.....
.....
.....

2. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

.....
.....
.....
.....
.....

3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ ☐ Không được bảo vệ ☐ Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn
(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Nguyễn Thị Kiều Trang

Đề tài tốt nghiệp: A Study on the effectiveness of AI Technology in
Supporting English speaking skills among the Second-
Year English Majors at HPU

1. Phân nhận xét của giáo viên chấm phản biện

.....

.....

.....

.....

.....

2. Những mặt còn hạn chế

.....

.....

.....

.....

.....

3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ ☐ Không được bảo vệ ☐ Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện
(Ký và ghi rõ tên)

ABSTRACT

This study explores the effectiveness of Artificial Intelligence (AI) technology in supporting English speaking skills among second-year English majors at Hai Phong University of Management and Technology (HPU). This research is to explore how AI can help students improve their speaking skills. To collect information, the researcher used two main methods: a questionnaire and informal interviews for 35 students. The findings show that many students find AI tools helpful and easy to access, especially for regular practice and getting quick feedback. However, there are some challenges still existing. The study suggests that AI technology can be a useful support for improving speaking skills, but it should be used together with traditional learning methods. Some recommendations for better use of AI in speaking practice and directions for future research are also included.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my sincere thanks to my supervisor, Ms. Pham Thi Thuy, MA, for her dedicated guidance, kind support, and constant encouragement during the process of completing my graduation thesis. Her thoughtful advice and patience helped me overcome many difficulties, and I am truly grateful for that.

My deep thanks also go to all the lecturers in the Faculty of Foreign Languages at Hai Phong University of Management and Technology. Their valuable lessons and support throughout my years of study have provided me with the knowledge and inspiration needed to complete this research.

I would like to express my heartfelt gratitude to my parents and family for always supporting, encouraging, and believing in me. Their love and care have been my greatest motivation.

Finally, I would like to thank all my friends who have stood by me and shared both the challenges and joys during this journey. Without their help and encouragement, this research could not have been completed successfully.

Hai Phong, June 10th, 2025.

Student

Nguyễn Thị Kiều Trang

TABLE OF CONTENTS

PART I: INTRODUCTION.....	1
1. Rationale	1
2. Aims of the study	1
3. Scopes of the study.....	2
4. Methods of the study:	2
5. Designs of the study	3
PART II: DEVELOPMENT	4
CHAPTER 1: LITERATURE REVIEW.....	4
1.1 Overview of Speaking Skills.....	4
1.2 Artificial Intelligence in Language Education	4
1.3 Benefits and Challenges of Using AI Tools	5
1.4 Review of Related Studies	6
CHAPTER 2: RESEARCH METHODOLOGY	7
2.1. Research Design.....	7
2.2. Participants	7
2.3. Research Instruments.....	7
2.3.1. Questionnaire	7
2.3.2. Informal Interviews	9
2.4. Findings And Discussion	10
2.4.1. Questionnaire Results.....	10
2.4.1.1. Students' frequency of using AI technology for English speaking practice.....	10
2.4.1.2. Students' opinions on the types of AI tools commonly used for speaking skills	11
2.4.1.3. Students' opinions on the effectiveness of AI in improving speaking skills	12

2.4.1.4. Students' opinions on the helpfulness of AI feedback in enhancing speaking abilities.....	13
2.4.1.5. Students' opinions on the areas of speaking improved through AI tools.....	14
2.4.1.6. Students' opinions on the main benefits of using AI for speaking practice.....	15
2.4.1.7. Students' opinions on the challenges faced when using AI for speaking practice	16
2.4.1.8. Students' opinions on the effectiveness of AI compared to traditional speaking practice methods	17
2.4.2. Informal interview results	18
2.5. Findings and discussions of findings.....	20
CHAPTER 3: SOLUTIONS TO OVERCOME CHALLENGES AND SOME SUGGESTED WAYS TO APPLY AI TECHNOLOGY	22
1. Solutions	22
1.1. Ways to overcome the difficulty in understanding AI responses.....	22
1.2. Ways to overcome the lack of personalized feedback.....	23
1.3. Ways to overcome the limited conversational depth	23
2. Suggestions for learning English through applications	24
2.1. Lerna AI: English Learning App.....	24
2.2. Seri.....	25
2.3. Praktika.....	26
2.4. ELSA Speak	27
3. Learn English speaking skills with AI website	28
3.1. Sesame AI.....	28
3.2. Speak (by OpenAI-backed)	29
3.3. TalkPal AI	30
PART III: CONCLUSION.....	31
1. Conclusion.....	31

2. Limitations and suggestions for further studies	31
REFERENCES	33
1. QUESTIONNAIRE	34
1.1. English Version.....	34
1.2. Vietnamese Version.....	37
2. INFORMAL INTERVIEW.....	40
2.1. English Version	40
2.2. Vietnamese Version	41

PART I: INTRODUCTION

The current study begins with this introductory part, which describes the rationale to the study and presents the aims of the study. It also discusses the scope of the study, and the method of the study and provides the design of the study.

1. Rationale

Nowadays, English has become a main tool for communication around the world, study, and business. It is widely used in international business, study, and the workplace so it is the reason why studying English becomes more and more important.

At Hai Phong Management and Technology University (HPU), English majors particularly second- year students still face various challenges in mastering English-speaking skills. Many students feel passive in speaking activities. They are reluctant when discussing in classroom or speaking in front of others, that is why they can't speak fluently and improve their speaking skill. The main reason is that they don't know how to pronounce fluently, which makes them feel inconfident to communicate in English.

With these challenges, the point is to explore solutions that can support students in improving their speaking skills. AI- powered applications now offer features like recognition voice, immediate feedback, and interactive speaking practice that can play an important role in supporting learners enhance their pronunciation, fluency, and confidence. Recognizing these potentials, the researcher has decided to conduct this study: “A Study on the Effectiveness of AI Technology in Supporting English Speaking Skills among the Second-Year English Majors at HPU.” Through this study, the researcher hopes to find out solutions that can help the second year English majors at HPU be better at speaking skill.

2. Aims of the study

The aim of this study is to find out the difficulties that second-year English majors' student at Hai Phong Management and Technology University often cope with when they develop their English-speaking skills. From that point, the study explores how AI technology can be used as supportive tool to help students practice more effectively and speak more naturally. By introducing AI-powered solutions, the

researcher hopes to encourage students to be active and enjoyable to learn spoken English. Finally, the goal is to help learners improve their speaking skills.

Research Question: To what extent does AI technology support the improvement of English- speaking skills among second- year English majors at HPU?

3. Scopes of the study

This study focuses on exploring how AI technology supports the development of English speaking skills among second-year English majors at Hai Phong University of Management and Technology (HPU). The research aims to identify the common difficulties students face when practising speaking, and evaluate the benefits of using AI tools such as speaking applications, websites, and platforms. The study only involves 35 second-year English major students at HPU, and it mainly looks at how AI can help improve students' speaking skills. Other language skills such as listening, reading, and writing are not included in this research. The study also does not cover students from other years.

4. Methods of the study:

To complete this study some method has been used:

- A survey questionnaire was conducted to the second-year English majors at Hai Phong Management and Technology University to gather information and evidence for the study.
- Informal interview: The informal interview was carried out with a group of second-year English majors to deeper explore into their experiences and opinions. These informal conversations allowed students to express their real thoughts and share specific challenges they face when practising speaking skills and share feedback on how AI technology supports their learning. The information gathered from these interviews provided a deeper understanding of the topic.

All the comments, recommendations, and conclusions provided in the study were based on the data analysis of the study.

5. Designs of the study

This study consists of three parts:

Part I. Introduction

Includes the rationale for the study. It also includes the aims of the study, the research questions, and the scope of the study. Next, the design of the study is also presented.

Part II. The Development consists of three chapters

Chapter 1, Literature review

This review of literature provides the Definition of AI technology, benefits and challenges of AI technology and some previous studies

Chapter 2, Research Methodology

This chapter outlines the overall approach used to research the study. It describes the research design, including the type of research and the way to get the data and analysed. It also introduces the participants who join in the study with the tools used to gather information like questionnaires and informal interviews.

Chapter 3, Some solutions to overcome challenges and suggested ways to apply AI technology to the second year English majors at Hai Phong Management and Technology University.

Part III. Conclusions

Highlighting the potential of AI technology in supporting English learning. AI technology acts as a tool, an intelligent assistant that students can use flexibly and have a system to improve their English- speaking skills. Besides that, it also finds out some limitations of this modern technology.

PART II: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW.

1.1 Overview of Speaking Skills

Speaking is one of the four important language skills, and it is considered to be the most difficult and challenging for language learners, especially in Vietnam, our country does not use English much. According to Brown (2001), speaking is not only about producing sounds correctly but also about using vocabulary, grammar, fluency, and use strategies to communicate meaning in real time. Similarly, Richards (2008) points out that speaking involves the ability to produce language spontaneously, which requires communicative ability. Learners must not only know how to use grammar correct sentences but also how to use them matching with social contexts. In the Vietnamese, many students have limited opportunities to speak English outside the classroom that why they do not feel confident when speaking English and not fluently. Therefore, improving speaking skills requires both study in the classroom and practice with AI tools that can support improving speaking skills.

1.2 Artificial Intelligence in Language Education

Artificial Intelligence (AI) is transforming the field of language education by offering new methods to support language learning, particularly in speaking skills. AI refers to systems that can imitate human intelligence and perform tasks such as recognizing speech, generating responses, and adapting to user input. Lucking et al. (2016) explain that AI in education creates personalized learning environments where learners can receive instant feedback and engage in interactive tasks. In language learning, AI tools have become increasingly popular for supporting speaking practice, especially through platforms that use speech recognition, natural language processing, and machine learning.

Several AI-based applications have been developed to help learners improve their English-speaking skills. For example, AI chatbots like ChatGPT or the Duolingo Role-play Bot allow students to practice conversations on a variety of topics, simulating real-life interactions. These bots can provide immediate corrections and

suggestions, helping learners build confidence while reducing anxiety associated with speaking in class (Tzima, Styliaras, & Bassiliades, 2021). Another popular tool is ELSA Speak, which uses advanced speech recognition to analyze learners' pronunciation, detect errors, and give corrective feedback. According to Mills (2021), such tools help learners become more aware of their pronunciation problems and work on improving specific sounds and intonation patterns. Additionally, platforms like Mondly VR and Tandem AI Tutors offer virtual environments where users can role-play practical situations, such as job interviews or restaurant conversations, which make speaking practice more engaging and realistic.

These technologies also contribute to autonomous learning by giving students the flexibility to practice anywhere, at any time. Automated speaking assessment tools like ETS Speech Rater are increasingly used to evaluate pronunciation, fluency, and grammar usage objectively, providing both learners with reliable progress tracking. The integration of AI into speaking practice opens new opportunities for learners to develop their skills in a more personalized, efficient, and enjoyable way.

1.3 Benefits and Challenges of Using AI Tools

The use of AI in studying a language brings a lot of benefits, especially for improving speaking skills. One of the main advantages is personalized learning, as AI tools can adapt to the learner's level and learning needs. According to Holmes, Bialik, and Fadel (2019), AI allows students to receive personal instruction and practice materials. The learner can study more effectively. Furthermore, AI provides immediate feedback, which helps learners know their mistakes. This function helps learner know where their mistakes. Another benefit is accessibility; students can use AI tools anytime and anywhere, giving them more opportunities to practice speaking not only in class. Additionally, many students feel less pressure when speaking with AI than with humans, without anxiety and with more confidence.

However, there are also some challenges. First, while AI can simulate human interaction, it cannot fully replace the emotional connection and real conversations. Learners may also become overly dependent on technology and forget the meaningfulness of communication with friends. Data privacy is another concern, as AI applications collect and store user data, including voice recordings. Lastly, AI

tools may not always understand cultural context or humor, which can limit advanced language practice.

1.4 Review of Related Studies

Several researchers have investigated the use of AI tools in enhancing English speaking skills, and the results are generally positive. For example, Nguyen and Ha (2021) explored the use of AI chatbots in a Vietnamese university setting and found that students improved their fluency and vocabulary after regular interaction with the bots over six weeks. Similarly, Tran (2022) conducted a study on the effectiveness of ELSA Speak and reported clear improvements in students' pronunciation, especially in difficult English sounds. Another study by Wang, Liu, and Zhu (2020) compared students who used AI-based speaking platforms with those who only used traditional learning methods. The findings showed that the AI group outperformed the control group in terms of fluency and grammatical accuracy. Moreover, Pham (2023) found that AI tools not only helped learners improve their speaking performance but also increased their motivation and willingness to communicate in English.

These studies suggest that when integrated thoughtfully into language learning programs, AI tools can be powerful supplements to classroom instruction. They provide learners with more frequent speaking opportunities, improve specific aspects of oral communication, and foster learner autonomy.

CHAPTER 2: RESEARCH METHODOLOGY

2.1. Research Design

This study employed a mixed-methods research design, combining quantitative and qualitative approaches to provide a comprehensive understanding of the effectiveness of AI technology in supporting English speaking skills among second-year English majors at HPU. The quantitative aspect involved a survey questionnaire to collect numerical data on students' usage, perceptions, and the perceived impact of AI tools on their speaking skills. The qualitative aspect consisted of informal interviews to gather in-depth insights into students' experiences, challenges, and opinions on using AI in their speaking practice.

2.2. Participants

The participants in this study were 35 second-year English major students at Hai Phong University of Management and Technology (HPU). These students were chosen because they need to improve their speaking skills by the second year, when almost all students have a basic knowledge of grammar and vocabulary. They can understand simple conversations and popular topics. However, many students still feel shy or not confident when speaking English. To improve this, they try different ways of learning, many students use AI tools like ChatGPT, Elsa Speak, or Google Translate to practice speaking. These tools help them check pronunciation, learn new words, and practice speaking in real conversations. They often learn by themselves at home, not just in class. They like using technology because it is easy, fast, and helpful. These students are open to using new methods to get better at English speaking.

2.3. Research Instruments

2.3.1. Questionnaire

The questionnaire was designed to collect data from the 35 second-year English majors at HPU. It included 8 questions to understand how students use AI tools and how these tools affect their speaking skills. The goal was to gather information that can be analysed statistically to identify trends and give conclusions about the effectiveness of AI in supporting speaking skills.

The questionnaire is structured to find out many facets of AI's role in students' speaking practice.

Question 1: "How often do you use AI technology to practice speaking English?" This initial question aims to establish the frequency with which students engage with AI tools, providing a foundation for understanding the level of integration of AI in their learning habits.

Question 2: "Which types of AI tools do you use most frequently for practicing speaking skills?" This question seeks to identify the specific AI tools students utilize, ranging from chatbots and speech recognition tools to AI- based language learning platforms and virtual tutors.

Question 3: "How effective has AI technology been in improving your speaking skills?" This question directly addresses the perceived effectiveness of AI in enhancing students' speaking abilities, allowing for a subjective evaluation of AI's impact.

Question 4: "How helpful do you find the feedback provided by AI technology in enhancing your speaking skills?" This question homes in on the utility of AI-generated feedback, a crucial element in language learning, to gauge its contribution to students' improvement.

Question 5: "Which aspect of your speaking skills has improved the most through the use of AI technology?" This question aims to pinpoint the specific areas of speaking proficiency, such as pronunciation, fluency, vocabulary, or grammar, that students perceive to have benefited the most from AI assistance.

Question 6: "What do you think are the main benefits of using AI technology for speaking practice?" This question explores the perceived advantages of AI in speaking practice, including immediate feedback, accessibility, engaging conversation topics, personalized learning, and confidence building.

Question 7: "What challenges do you face when using AI technology for speaking practice?" This question investigates the obstacles and difficulties students encounter while using AI tools, such as limited conversation topics, difficulty understanding chatbot responses, lack of personalized feedback, technical problems, or discomfort.

Question 8: "To what extent do you believe AI technology can help you improve your speaking skills more effectively than traditional methods (e.g., practicing with

classmates or teachers)?" This question invites students to compare the effectiveness of AI technology against traditional learning methods, providing insights into their perspectives on AI's comparative advantages.

2.3.2. Informal Interviews

Informal interviews were conducted with a group of students to get more detailed information about their experiences when using AI tools. These interviews were designed for open-ended discussions and provided deeper insights about how AI affects their speaking skills, their feelings when using AI, and some examples of how AI has supported them. The informal interviews included the following 5 questions:

"Can you describe your typical experience when using AI applications to practice English speaking?" This question encourages students to explain what it's like for them to use AI tools, including where, when, and how they practice. It helps to understand their routines and habits with AI.

"In what ways do you think AI technology has influenced your confidence in speaking English?" This question explores whether AI tools have made students feel confident when speaking English. It looks at the psychological impact of using AI for practice.

"Could you provide specific examples of how AI feedback has helped you improve your pronunciation or fluency?" This question asks for specific instances where AI feedback has led to better pronunciation or smoother speaking. It seeks concrete examples of AI's effectiveness.

"What are your thoughts on the differences between practicing speaking with AI versus practicing with a human teacher or peer?" This question invites students to compare learning with AI to learning with a teacher or other students. It aims to understand the unique advantages and disadvantages of each method.

"Are there any features or improvements you would suggest for AI speaking tools to better support your learning needs?" This question asks students for their ideas on how to make AI tools even better for learning English. It's about getting their suggestions for improving AI technology.

2.4. Findings And Discussion

2.4.1. Questionnaire Results

2.4.1.1. Students' frequency of using AI technology for English speaking practice

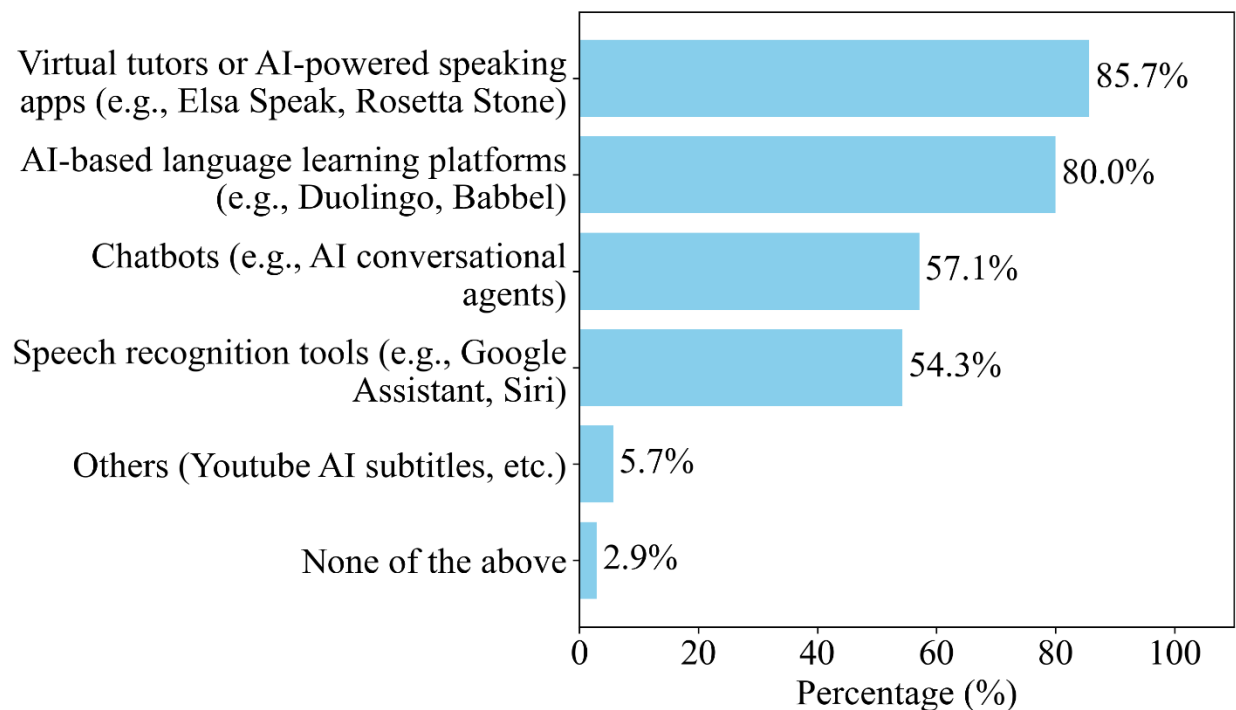
Response	Number of Students	Percentage (%)
a) Frequently	20	57,1%
b) Occasionally	10	28,6%
c) Rarely	3	8,6%
d) Never	2	5,7%
Total	35	100%

The data shows that most second-year English majors at Hai Phong Management and Technology University are using AI technology to support their speaking practice.

28,6% of students reported using AI technology often, which suggests that these tools are recognized and used. 57,1% said they use it frequently, indicating a solid group of students who are actively making AI a consistent part of their language learning routine. On the other hand, 8,6% of students rarely use AI for speaking practice, and 5,7% said they never use it. This shows that despite the growing popularity of AI tools, there are still limits like less awareness, limited access, or personal preference for traditional methods, that may prevent some students from fully engaging in this technology.

While the use of AI technology for English speaking practice is becoming more common, the results highlight a need for more guidance or encouragement to help students take advantage of these tools more regularly and effectively.

2.4.1.2. Students' opinions on the types of AI tools commonly used for speaking skills

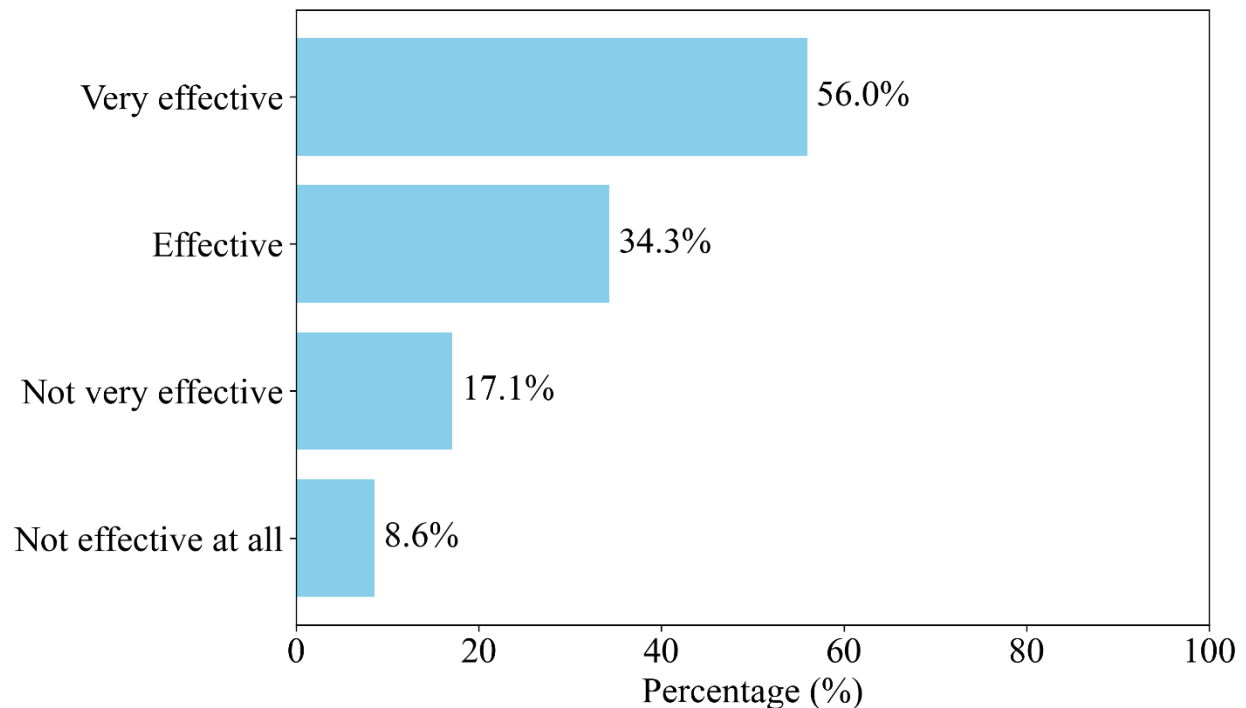


The results show that virtual tutors or AI-powered speaking apps like Elsa Speak or Rosetta Stone are the most popular among students, with 85,7% choosing this option. This suggests that many students prefer tools that are designed specifically for speaking practice and offer structured learning paths.

Chatbots come next at 57,1%, showing that conversational AI is also a common choice, likely because it provides a more interactive and natural way to practice speaking. AI-based platforms like Duolingo were selected by 80% of students, reflecting the appeal of gamified and user-friendly apps that combine various skills, including speaking.

Speech recognition tools such as Siri or Google Assistant were chosen by 54,3%, which may indicate they are used more casually or as a quick way to check pronunciation. Only 2.9% of students selected “None of the above” and another 5,7% chose “Others,” suggesting that most students are aware of and use at least one form of AI tool for speaking practice.

2.4.1.3. Students' opinions on the effectiveness of AI in improving speaking skills



Most students view AI technology as a effective tool in improving their speaking skills. Specifically, 56% of students believe it is very effective, while 34.3% consider it effective. This indicates strong overall confidence in the role of AI in supporting language learning.

On the other hand, 17.1% of students feel that AI is not very effective, and a small group, 8.6%, think it is not effective at all. These responses suggest that while AI tools are generally appreciated, some students may have had limited success with them, possibly due to technical limitations or personal learning preferences.

The data shows a positive perception of AI's effectiveness in speaking practice, with most students recognizing its value in helping them improve fluency and confidence.

2.4.1.4. Students' opinions on the helpfulness of AI feedback in enhancing speaking abilities

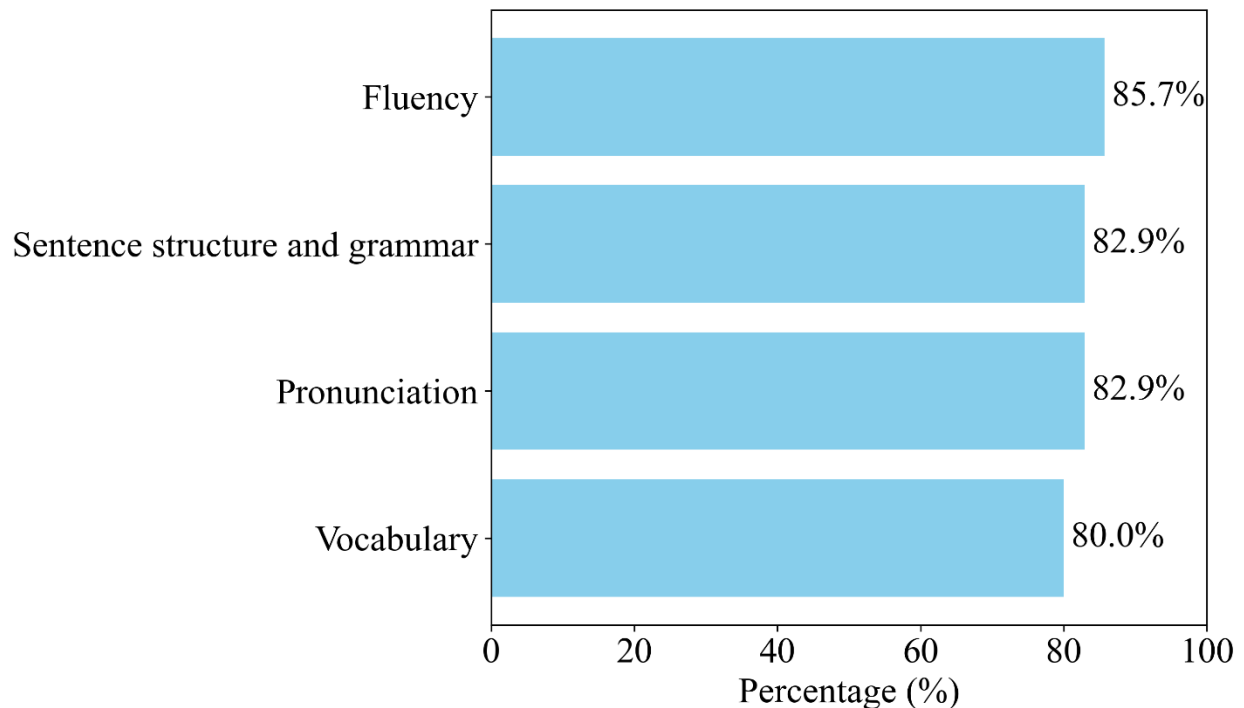
Response	Number of Students	Percentage (%)
a) Very helpful	22	62.8%
b) Helpful	7	20%
c) Somewhat helpful	5	14.3%
d) Not helpful at all	1	2.9%
Total	35	100%

Most students find AI feedback helpful in enhancing their speaking abilities. Specifically, 62.8% of the respondents rated it as very helpful, and 20% said it was helpful, showing that the majority appreciate the real-time corrections and guidance AI tools offer.

Meanwhile, 14.3% found it somewhat helpful, suggesting that while AI feedback is beneficial, it might not fully meet their expectations or learning needs. Only 2.9% felt that it was not helpful at all, indicating a small portion of students who might prefer more human-centered feedback.

In general, these results highlight that AI feedback is considered a valuable support tool in developing speaking skills by most second-year English majors.

2.4.1.5. Students' opinions on the areas of speaking improved through AI tools



Most students believe AI tools have helped them improve their fluency, with 85.7% selecting this option, indicating that AI is useful in helping students speak more smoothly and naturally.

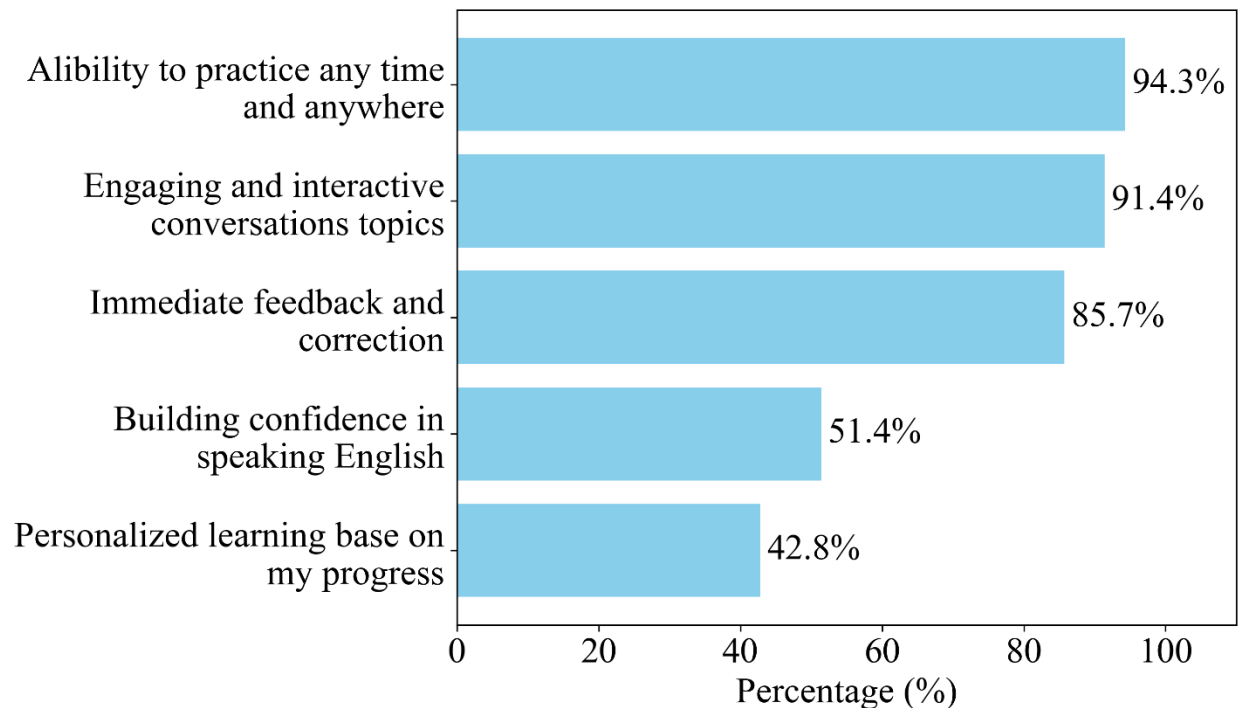
Next, 82.9% of students feel that pronunciation is the most improved area using AI tools. This suggests that students highly value AI's ability to provide real-time feedback on their pronunciation, which is crucial for speaking confidently and clearly.

Another 82.9% of students selected sentence structure and grammar, suggesting that AI tools may be less effective in helping students refine their grammatical accuracy or sentence construction in speaking.

Vocabulary improvement was noted by 80% of students, showing that AI tools can support students in expanding their word choices and using a wider range of expressions during conversations.

Overall, these results show that AI tools are particularly effective for improving fluency and pronunciation, with some benefits also extending to vocabulary development and grammar.

2.4.1.6. Students' opinions on the main benefits of using AI for speaking practice



When it comes to the main benefits of using AI for speaking practice, the most important factor for students is the ability to practice anytime and anywhere, which 94.3% of students mentioned. This shows that students appreciate the flexibility of AI tools, as they can practice on their own schedule, whether at home, on the go, or whenever they have free time.

Next, engaging and interactive conversation topics were picked by 91.4% of students. Having fun and interesting content can help keep students motivated and engaged during their practice sessions.

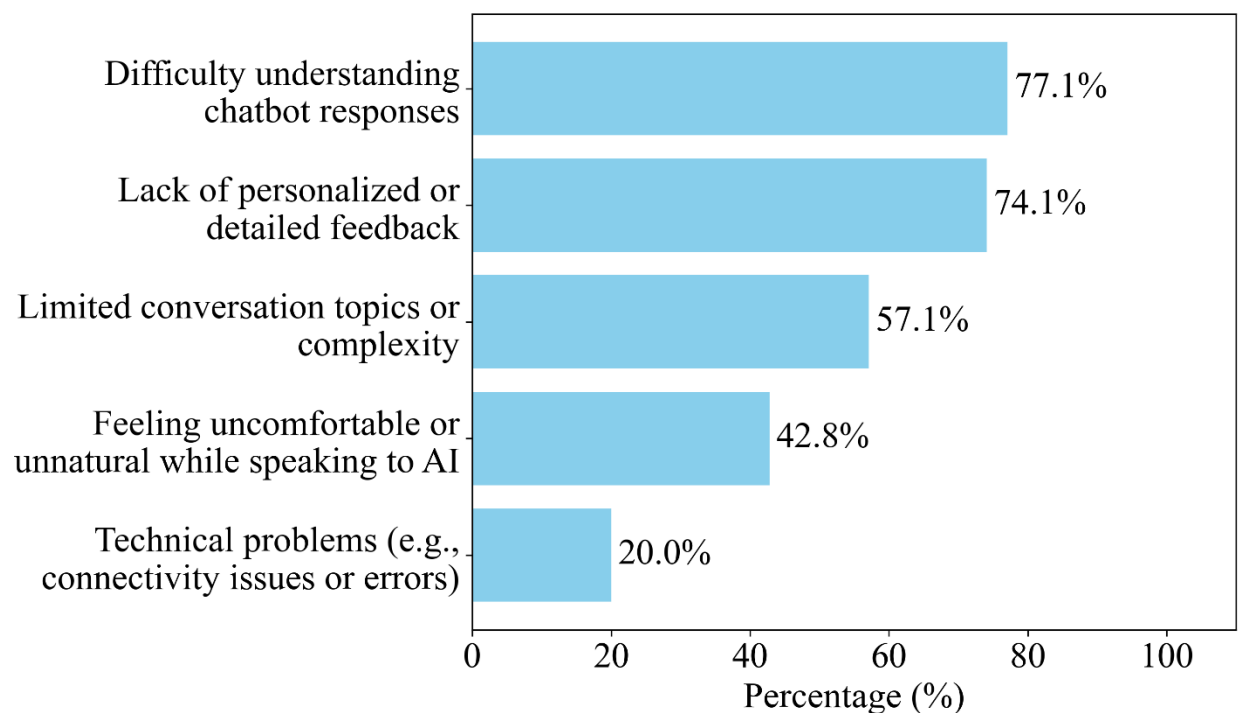
Immediate feedback and correction were selected by 85.7% of students. This makes sense, as getting real-time corrections helps students fix mistakes right away, making their learning more effective.

Building confidence in speaking English was selected by 51.4% of students. This suggests that while confidence is important, students might see other aspects, like feedback or flexibility, as more impactful for their learning.

Only 42.8% of students highlighted personalized learning based on their progress as a key benefit, indicating that while this is helpful, it may not be as crucial as immediate feedback or flexibility.

In short, the majority of students value the freedom to practice any time and anywhere, engaging content, and immediate feedback when using AI tools, making these features key in improving their speaking skills.

2.4.1.7. Students' opinions on the challenges faced when using AI for speaking practice



The most frequently reported challenge was the difficulty understanding chatbot responses (a) was reported by 77.1% of students. This indicates that while AI tools provide corrections, they sometime fail to offer deep, tailored advice that addresses individual learners' unique problems. Without specific feedback, students may find it harder to make meaningful improvements in their speaking abilities.

Second, lack of personalized or detailed feedback (b) was chosen by 74.1% of students. This suggests that many students find AI interactions too simple or repetitive, which limits their opportunity to practice more advanced or realistic conversation skills. A lack of challenging content can cause students to plateau and feel less motivated to engage with AI tools over time.

Third, limited conversation topics or complexity (c) was the most frequently reported challenge, with 57.1% of students selecting this option.

Feeling uncomfortable or unnatural while speaking to AI (d) was selected by 42.8% of students. This highlights a critical emotional and psychological barrier: many

students feel awkward or disconnected when practicing with AI rather than a real person. This discomfort can reduce the effectiveness of practice sessions, especially for learners who rely on human interaction to build confidence and spontaneity. By contrast, technical problems (e) were reported much less frequently (20%). This shows that while technical issues do exist, they are not the main obstacles to successful AI-based speaking practice.

2.4.1.8. Students' opinions on the effectiveness of AI compared to traditional speaking practice methods

Response	Number of Students	Percentage (%)
a) Much more effective	16	45.7%
b) Somewhat more effective	10	28.6%
c) About the same	6	17.1%
d) Less effective	3	8.6%
Total	35	100%

When comparing AI to traditional speaking practice methods, most students find AI to be more effective. 45.7% of students believe AI is much more effective, highlighting its strong advantages in language learning. Additionally, 28.6% of students feel AI is somewhat more effective, suggesting that they see clear benefits, even if not as dramatic. A smaller group, 17.1%, think AI is about the same as traditional methods, indicating that for some students, there's no significant difference. Finally, 8.6% of students feel AI is less effective, which might reflect concerns about the limitations of AI in providing a more human-centered learning experience.

In short, the majority of students find AI to be either much or somewhat more effective than traditional methods, pointing to its potential to enhance speaking practice.

2.4.2. Informal interview results

To understand students' personal experiences with AI tools for English speaking practice, we have some questions during informal interviews. Below is a summary and analysis of their responses:

"Can you describe your typical experience when using AI applications to practice English speaking?"

Most students, over 40% said they usually practiced with AI tools at home in the evening for 15 to 30 minutes. Another 31.4% practiced often, especially during weekends or free time. Around 20% used AI during daily activities like commuting, while 8.6% rarely used it because of unfamiliarity

→ This shows that AI's flexibility allows students to practice flexible time, but some still need more structure or motivation to form regular habits.

"In what ways do you think AI technology has influenced your confidence in speaking English?"

A significant 45.7% of students said AI tools made them feel much more confident when speaking, they can practice by themselves without pressure, and another 31.4% felt more and more confident. Meanwhile, 14.3% felt little change, and 8.6% still felt uneasy talking to an AI.

→ Overall, over 78% of the students felt their confidence, showing how AI can reduce anxiety and support more relaxed speaking practice.

"Could you provide specific examples of how AI feedback has helped you improve your pronunciation or fluency?"

Over 80% show improvements in pronunciation through feedback, especially word stress and difficult sounds. Another 20% felt AI made their responses smoother and more natural.

→ This shows that immediate, focused AI feedback is highly effective in developing key speaking skills, especially pronunciation and fluency.

"What are your thoughts on the differences between practising speaking with AI versus practising with a human teacher or peer?"

Roughly 37.1% liked how AI was provided when they practised with AI, they felt more comfortable because no one judged them. Another 28.6% appreciated AI's convenience, but less than the emotional connection and reaction of human conversation. 20% believed combining both methods worked best, while 14.3% preferred learning with peers or teachers.

→ Value of for its privacy and flexibility, but students still recognize the depth and emotional intelligence offered by human interaction.

"Are there any features or improvements you would suggest for AI speaking tools to better support your learning needs?"

About 34.3% of students wanted AI tools to offer a wider range of conversation topics, including more cultural and closer to real-life. Another 28.6% asked for more personalized, detailed feedback on grammar. Around 20% suggested using more natural voices, and 17.1% recommended that it on a game or a test to make conversation more interesting

→ Students are looking for AI tools that are responsive, dynamic, and adapted to their real communication needs.

In summary, based on the informal interviews and results, AI technology plays an important role in supporting English speaking practice among second- year students. Most students show that AI is a helpful and flexible tool that enhances their confidence, especially in speaking skills. With features like immediate feedback, accessibility, and the ability to practice without judgement, AI creates a more comfortable learning environment that one and encourages students to speak more often

However, students also show limitations. Many felt that while AI was convenient, it lacked the depth of real human interaction, such as emotional nuance, cultural context. Others mentioned issues, a limited number of topics, or the nature of feedback as challenges that impacted their experience. These suggest that while AI tools are effective in certain spaces, they cannot fully replace the role of human teachers and peers in language development.

Looking ahead, improvements to AI technology should focus on making conversations more natural, increasing personalization. As AI tools continue to innovate, they can support traditional classrooms but cannot replace them.

In conclusion, AI has great potential to enhance English speaking skills, especially if they have great strategies. By listening to learners' real experiences and feedback, we can continue improving AI tools to better support students on study.

2.5. Findings and discussions of findings.

AI is increasingly becoming a valuable tool for supporting English speaking practice. Many students have begun integrating AI into their learning routines and have found it helpful in developing their speaking abilities. With features such as real-time feedback, pronunciation correction, and interactive conversations, AI tools offer new opportunities for learners to improve their fluency and confidence outside the traditional classroom setting.

2.5.1. Findings from questionnaire

85.7% of students reported using AI frequently or often, indicating strong engagement with these tools. In terms of effectiveness, 90.3% of students believed AI was either very effective (56%) or effective (34.3%) in helping them improve their speaking. Similarly, 82.8% found AI feedback very helpful (62.8%) or helpful (20%), showing appreciation for the real-time corrections and guidance provided. The most valued feature was instant feedback, with 85.7% saying it helped them fix pronunciation mistakes and speak more smoothly. The ability to practice any time and anywhere was also highly appreciated by 94.3% of students, and 91.4% enjoyed interesting conversation topics that made learning more engaging.

When it comes to improving skills, the most improvement was in pronunciation (82.9% of students said this). Many also got better at speaking fluently (85.7%). This shows that practising with AI really helps students speak more clearly and confidently.

Some students said they wanted AI to give more advanced conversations and more personal feedback. This shows that AI tools still need to improve. And many students said they think AI can be a useful tool for learning to speak English.

2.5.2. Finding from informal interview

Informal interviews show that AI tools provide flexible practice opportunities, with most students using them at home in their free time. This flexibility supported independent learning, although some still have challenges with consistency.

Over 78% of students said that they were more confident speaking English, from the conversations and the way AI responded, reducing anxiety if they have real-life situations.

Pronunciation and fluency were also improved, especially through immediate feedback on word stress, confirming the effectiveness of AI to improve speaking skills.

While many students are interested in the privacy and convenience of AI, some still prefer the emotional connection and natural response of human interaction, and some said that AI should be a support tool rather than replace traditional methods.

Students also suggested improvements, including more diverse topics, grammar feedback, and more natural voices. These changes would make AI tools more interesting and more matching to real-world communication.

AI tools have proven to be effective in enhancing English speaking skills, especially in pronunciation, fluency, and confidence. Their flexibility, immediate feedback, and interesting content can make them become a support tool for learners. While it cannot replace human interaction, AI gives a supportive, low-pressure environment.

CHAPTER 3: SOLUTIONS TO OVERCOME CHALLENGES AND SOME SUGGESTED WAYS

1. Solutions

Overall, the three most critical obstacles students face when using AI for speaking practice are the difficulty in understanding AI responses, lack of personalized feedback, and limited conversational depth. These challenges impact the effectiveness of AI tools and the learning experience. To solve this problem will be key to making AI a supportive partner for English language learners.

1.1. Ways to overcome the difficulty in understanding AI responses

One of the biggest challenges students face when using AI tools for speaking practice is understanding the responses, especially when the language used is too difficult or advanced for their level. This can lead to confusion, and loss of motivation. To overcome this problem, it's important for students to choose AI tools that allow them to set their English level right. When the AI knows a student is a beginner, it can fix vocabulary, sentence structure, and speaking speed to match the learner's ability. This makes conversation more understandable and more comfortable.

Speak AI can solve this problem, which is designed to support learners by matching the language level to the user's needs. The app allows students to select their English level, so all responses are designed to their understanding. If a student still does not understand a reply, they can tap features like "Explain" or "Say it another way." The AI will then give a simpler version of the same sentence using easier words. Compared to other apps, Speak AI doesn't stop after one explanation it continues offering new ways to say the same idea until the student understands. This feature can make students easily remember vocabulary.

By using AI tools that adapt to their level and offer many explanations, students can improve their confidence. It helps them improve faster and feel more comfortable using English in real-life situations.

1.2. Ways to overcome the lack of personalized feedback

Many students find that AI tools provide generic feedback that cannot solve their problems. For example, some apps only show what errors like “incorrect pronunciation,” but do not explain why it is wrong and how to fix it. This feedback makes students know where their mistake is, but they don’t know how to fix it. This can make students feel uncomfortable and unsupported. And they ignore their mistakes because they don’t know how to fix them.

To improve English speaking skills effectively, students need AI-powered applications that can assess their current proficiency and provide customized feedback based on their individual levels, learning goals, and habits. One highly effective tool that meets these needs is ELSA Speak. This app specializes in pronunciation and communication, using advanced speech recognition technology to analyze each syllable in the learner’s speech. It brings detailed, personalized feedback by identifying specific errors like mispronouncing the /θ/ sound in “think” as /s/ and explaining why the mistake happened, often pointing out incorrect tongue or lip positioning. ELSA Speak also gives corrective strategies through practice exercises and video guides that demonstrate proper articulation techniques. With its ability to adapt to each user’s progress and provide targeted support, ELSA Speak stands out as a valuable tool for learners aiming to improve their English pronunciation and speaking confidence.

1.3. Ways to overcome the limited conversational depth

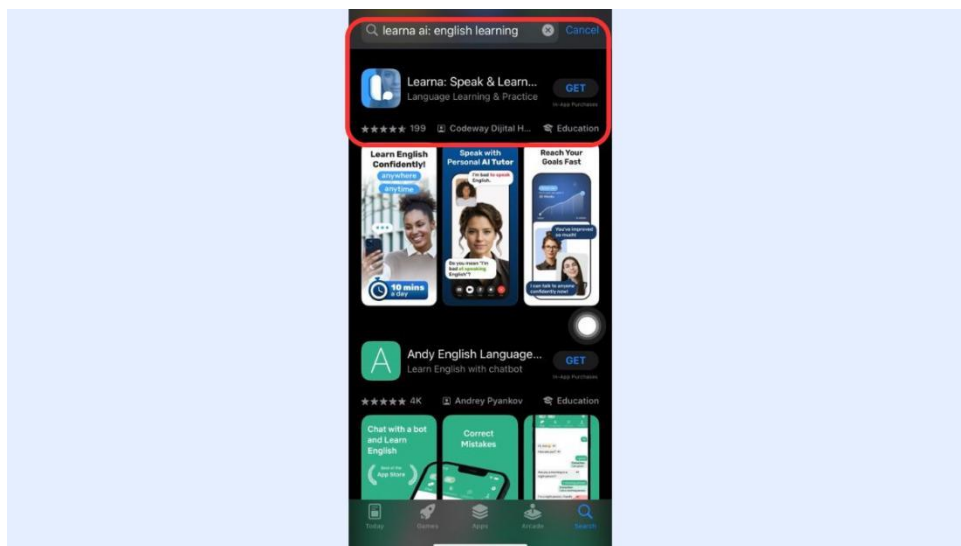
AI tool offers simple and limited conversation. Just answer the question and do not open a conversation. For example, people ask AI a question, and AI just answers the question and does not open a conversation, so people aren’t interested in that answer and can’t easily forget it.

To improve English speaking skills, students need AI applications that support open-ended and flexible conversations, allowing them to interact naturally. Langua is an AI-powered app designed to meet this need by providing realistic conversation experiences based on practical, real-life scenarios such as booking a flight, participating in study discussions or everyday chats. It uses advanced voice

technology like human-like responses, making conversations feel more authentic. One of Langua's standout features is its ability to let users switch to their native language when they don't understand something especially helpful for beginners. The app also offers a wide variety of role-playing activities, such as customer service interactions or discussions. For example, a student learning about environmental issues can discuss recycling with Langua, which responds naturally. With its emphasis on real-life dialogue and learner-friendly features, Langua is a valuable tool for enhancing speaking skills.

2. Suggestions for learning English through applications

2.1. Learna AI: English Learning App



With natural pronunciation speaking in online conversations, the app improves users' speaking and fluency. Real-time feedback technology corrects mistakes as you speak. Bring an interesting experience

You can choose from a variety of topics that match your level and help you improve the most important thing. To get started with Learn AI, download and register in your app store. Then choose the topics or skills you want to focus on like fluency or vocabulary. You can also access the in-app memo, practice grammar or pronunciation exercises to support your speaking practice. Practice with AI technology: Engage in conversation sessions with AI. Speak into the app and receive immediately feedback on your performance. Track Your Progress: Use the app's analytics to monitor your improvements over time. The progress tracker motivates

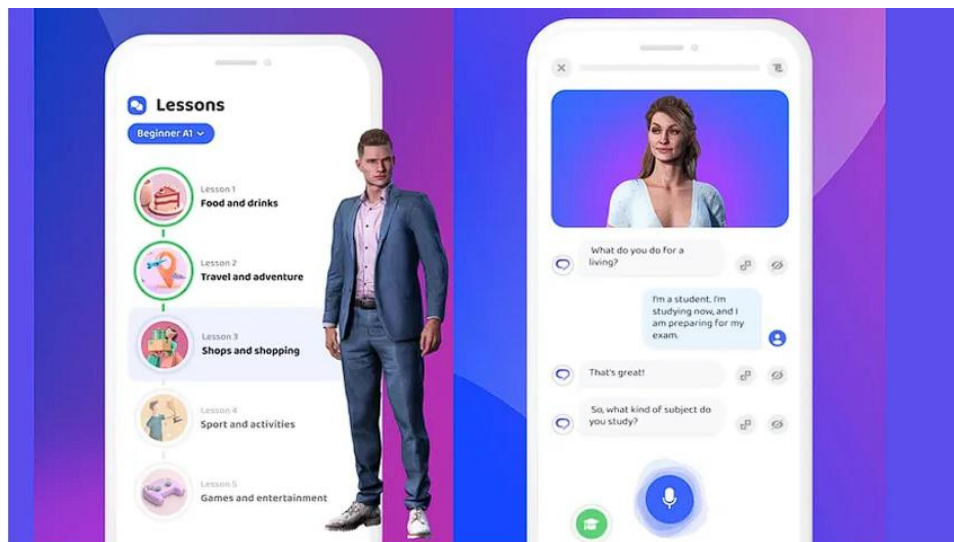
you to stay consistent. Explore Additional Features: Access flashcards, grammar exercises, or pronunciation drills to complement your speaking practice. Learn AI combines AI intelligence make your study language learning more fun, flexible, and more natural. Whether you are a beginner or want to improve your advanced skills, this app provides everything you need to help you become master in English, especially speaking skills.

2.2. Siri



Siri, Apple's voice assistant, has been around since 2010 and can be a great tool for practicing English conversation, even if you don't have a native speaker. Siri has a fun personality and gives interesting answers, so you can ask questions and get immediate responses. It's a no-pressure way to improve your speaking skills. Besides, Siri supports many languages, so you can even use it to practice other languages.

2.3. Praktika



An AI-integrated application to improve English speaking ability is Practica AI. When using this application, you can choose different topics to improve your reflexes, open your vocabulary and improve your English-speaking fluency. To install the application, go to the App Store (for iPhone) or Play Store (for Android), search for "Practica AI" and download the application. The next step you need to take is to register an account and choose some training topics developed in the application. To use the application, you need to log in with your Google account or create a new account, you can choose the background language for the application to be Vietnamese to enhance your personal experience.

Next, you should choose your English level that fit with your, the app creates a space for you to interact with Practika's AI avatar to improve your communication skills and vocabulary and respond as quickly as a real person. You can see your progress with easy-to-understand lessons, charts, and analysis that help you check your completed lessons and results. After signing up for Praktika, you will begin your language learning journey designed specifically for you. The app will show a series of questions for your learning plan to your needs and level. With options for British or American accents you can fully enhance your learning experience. This stage will confirm your English level, and the AI will suggest goals you should achieve which Praktika will calculate the timeline that you need to practice for to become fluent. Praktika is designed by the team to structure single lessons or combined with different AI avatars to bring interesting to each lesson. Your learning experience will

focus on conversations by AI to improve your English-speaking skills. And follow the conversation you can also improve your vocabulary and grammar with the lessons.

2.4. ELSA Speak



ELSA Speak (English Language Speech Assistant) is an English learning app focus on pronunciation, it uses AI to analyse your speech, compare it to native speakers, and show pronunciation errors. The AI technology in ELSA not only helps with pronunciation but also supports practising real-life conversational sentences, from basic to advanced. ELSA is suitable for all levels, especially for those preparing for IELTS, TOEFL, or for people who want speak English more naturally. You can download the app from Google Play (Android) or App Store (iOS). The app allows you to create an account using email, Google or Facebook, it also offers a trial feature before you buy or upgrade to a premium package to experience more features. As introduced, the app will ask about your current level (beginner, intermediate, advanced) and learning goals (daily communication, correct pronunciation, test).

There will be a short test to rate your pronunciation skills and from there the app will suggest a learning plan that is suitable for your level. With AI technology, the app can show and correct errors in each pronunciation, helping you sound more like a native speaker (e.g., distinguishing "ship" from "sheep"). In addition, the Chatbot provides common phrases and simulates situations like ordering food or job interviews. Based on your weaknesses, ELSA designs appropriate lessons to address those areas.

3. Learn English speaking skills with AI website

3.1. Sesame AI

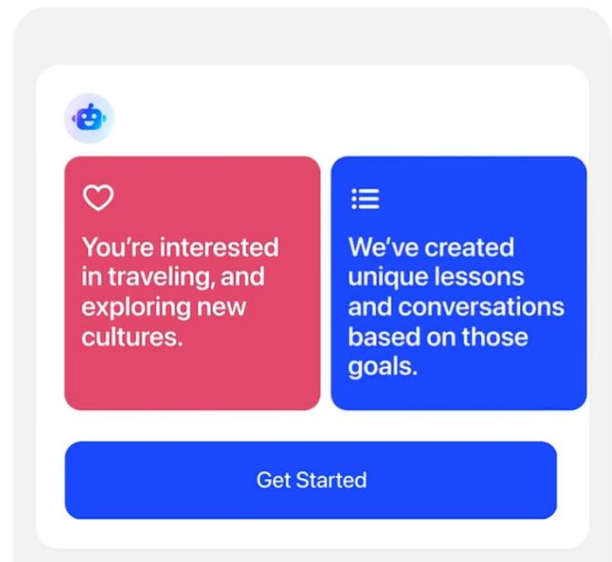


Sesame AI is a voice model for content creators, developers, and businesses, offering natural and expressive speech. It can help us understand and respond to emotions in speech, making conversations feel more real and engaging. The model adjusts its tone and pace in real time to keep the dialogue smooth and natural. With contextual awareness, it gives responses that fit the topic and situation. It also keeps a consistent voice and personality, helping build trust and providing reliable user experience.

3.2. Speak (by OpenAI-backed)

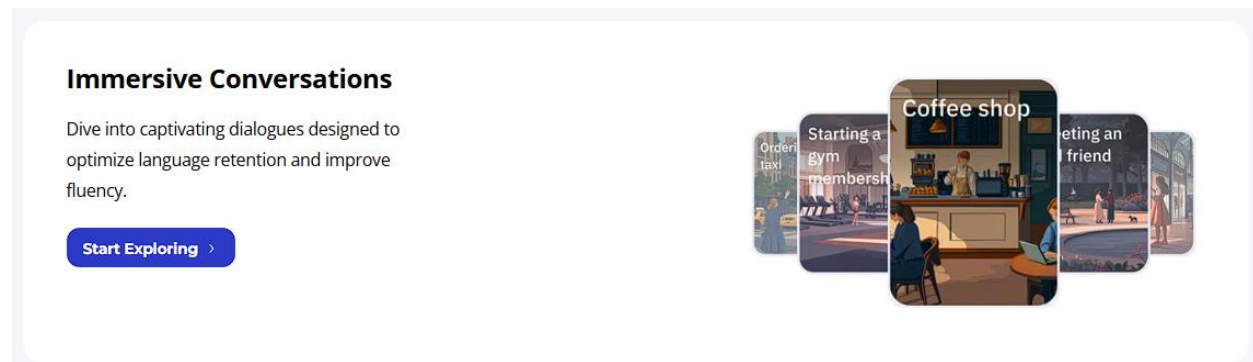
Stay motivated and
reach your goals

Speak Tutor keeps you motivated and accountable to achieve your goals. Learning a language is better with someone by your side.



Speak, a modern English speaking learning website using the latest AI technology, you can completely learn more languages on this website. Speak allows learners to practice speaking through simulated conversations with AI, just like chatting with native speakers. Recognizing the learner's voice, Speak will respond immediately in each conversation, helping to improve communication reflexes, pronunciation and grammar naturally and effectively. Speak provides immediate feedback, helps correct errors promptly, and has many practical speaking practice topics, from daily conversations to in-depth situations. With Speak, you can learn to speak English flexibly, with a personalized learning path, bringing a great experience.

3.3. TalkPal AI



TalkPal AI is a smart English-speaking learning platform that integrates modern AI technology, with a variety of topics suitable for your English level. Choosing to study according to a specific path will help you quickly achieve certain goals. In addition, this helps learners access many different language usage contexts and expand their vocabulary flexibly. Second, TalkPal stands out thanks to its ability to respond instantly in real time. When learners speak or type, AI will immediately analyse and give detailed feedback on grammar, pronunciation, and expression errors. Thanks to this quick feedback, learners can correct mistakes promptly, avoid repeating mistakes, and make significant progress after each practice session. Finally, TalkPal also provides an effective personalized learning path, designed based on each person's current level and learning goals. AI will adjust the difficulty of speaking exercises, suggest relevant topics, and track the learner's progress to ensure practice is always relevant and delivers the best results.

PART III: CONCLUSION

1. Conclusion

This study clearly shows that AI technology plays an important role in helping second-year English majors at HPU improve their speaking skills. A high percentage of students (90.3%) rated AI as “effective” or “very effective” in boosting their English speaking ability. Most students (85.7%) appreciated the instant feedback and corrections, which helped them recognize and fix mistakes immediately. In addition, 94.3% found AI tools very convenient, as they allow students to practice any time at home, in their free time, or even while commuting.

Popular apps such as Elsa Speak, Rosetta Stone, and Duolingo were commonly used because of their flexibility and user-friendly design. These tools allow students to practice speaking in different situations, helping them feel more confident, speak more fluently, and pronounce words more accurately. The ability to receive real-time suggestions makes practice more effective and less stressful, especially for students who feel shy in traditional speaking classes.

Although some students still prefer learning with teachers for emotional support or struggle with keeping a regular learning schedule, the majority agreed that AI is a useful and practical learning assistant. It fits easily into their daily routines and provides more opportunities to practice outside the classroom.

More than 80% of students reported clear improvements in their pronunciation and fluency. While some limitations exist such as less natural conversation or limited interaction compared to human speaking partners these challenges also highlight areas where AI tools can continue to improve.

In conclusion, AI technology has proven to be an effective and accessible tool for improving speaking skills among English majors. However, combining AI with traditional learning methods may offer the best results, helping students gain both confidence and competence in real life communication.

2. Limitations and suggestions for further studies

This study involved a small number of participants, with only 35 second year English major students at Hai Phong University of Management and Technology. As a result, the findings may not fully represent the wider student population. Although AI technology was used to improve speaking skills, the research lasted only twelve weeks, which may not show the long-term effects of using AI in language learning. Also, the study did not fully control differences in students' learning styles, digital skills, and previous experience with AI tools. These factors may have influenced the results. In future research, it is recommended to use an experimental method with a larger number of students to increase the reliability of the findings. Researchers should also explore how AI can support the development of other language skills such as listening, reading, and writing. This would help provide a more complete understanding of the benefits of using AI in language education.

REFERENCES

1. Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Longman.
2. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign.
3. Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence Unleashed: An Argument for AI in Education*. Pearson.
4. Mills, A. (2021). AI and Pronunciation Training: The Role of Speech Recognition in Language Learning. *Journal of EdTech Review*, 18(2), 45–53.
5. Nguyen, L. T., & Ha, M. T. (2021). Using AI Chatbots in EFL Speaking Practice: A Vietnamese Context. *Language Education in Asia*, 12(3), 74–86.
6. Pham, H. T. (2023). Exploring Student Motivation in Using Chatbots for Speaking. *Journal of English Language Teaching Innovations*, 5(1), 88–100.
7. Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge University Press.
8. Tzima, S., Styliaras, G., & Bassiliades, N. (2021). A Review on Chatbots for Educational Purposes. *Journal of Educational Technology Systems*, 49(4), 513–544.
9. Tran, B. Q. (2022). Pronunciation Improvement Using ELSA Speak Among University Students. *Journal of Language Teaching and Research*, 13(2), 201–210.
10. Wang, Y., Liu, X., & Zhu, Z. (2020). AI in Second Language Speaking Practice: A Case Study with Virtual Tutors. *CALL-EJ*, 21(3), 14–29.

1. QUESTIONNAIRE

1.1. English Version

Dear students,

The purpose of this questionnaire is to know about your attitude towards to your current learning English speaking. Its ultimate purpose is to find out if using AI technology helpful learning English speaking. Please do give your own opinions frankly!

Please, tick the answer that best describes your ideas and add final comments at the bottom of the sheet if you wish. We need your frank opinions. We thank you for your cooperation!

1. How often do you use AI technology to practice speaking English?

- a) Frequently
- b) Occasionally
- c) Rarely
- d) Never

2. Which types of AI tools do you use most frequently for practising speaking skills?

- a) Chatbots (e.g., AI conversational agents)
- b) Speech recognition tools (e.g., Google Assistant, Siri)
- c) AI-based language learning platforms (e.g., Duolingo, Babbel)
- d) Virtual tutors or AI-powered speaking apps (e.g., Elsa Speak, Rosetta Stone)
- e) None of the above

f) Others: _____

3. How effective has AI technology been in improving your speaking skills?

- a) Very effective
- b) Effective
- c) Somewhat effective
- d) Not effective at all

4. How helpful do you find the feedback provided by AI technology in enhancing your speaking skills?

- a) Very helpful
- b) Helpful
- c) Somewhat helpful
- d) Not helpful at all

5. Which aspect of your speaking skills has improved the most through the use of AI technology?

- a) Pronunciation
- b) Fluency
- c) Vocabulary
- d) Sentence structure and grammar

6. What do you think are the main benefits of using AI technology for speaking practice?

- a) Immediate feedback and correction
- b) Ability to practice anytime and anywhere
- c) Engaging and interactive conversation topics

- d) Personalized learning based on my progress
- e) Building confidence in speaking English

7. What challenges do you face when using AI technology for speaking practice?

- a) Limited conversation topics or complexity
- b) Difficulty understanding chatbot responses
- c) Lack of personalized or detailed feedback
- d) Technical problems (e.g., connectivity issues or errors)
- e) Feeling uncomfortable or unnatural while speaking to AI

8. To what extent do you believe AI technology can help you improve your speaking skills more effectively than traditional methods (e.g., practicing with classmates or teachers)?

- a) Much more effective
- b) Somewhat more effective
- c) About the same
- d) Less effective

1.2. Vietnamese Version

Các bạn thân mến,

Hãy điền vào bảng câu hỏi này và gửi lại cho chúng tôi. Chúng tôi cần những ý kiến thẳng thắn của các bạn về việc học sử dụng công nghệ AI trong việc học tiếng Anh, cũng như có thể hiểu hơn về việc học của các bạn. Rất cảm ơn sự hợp tác của các bạn!

Hãy đánh dấu vào câu trả lời miêu tả đúng nhất ý kiến của bạn và viết thêm một vài bình luận của bạn ở dưới.

1. Bạn sử dụng công nghệ AI để luyện nói tiếng Anh với tần suất như thế nào?

- a) Thường xuyên
- b) thỉnh thoảng
- c) Hiếm khi
- d) Không bao giờ

2. Bạn thường sử dụng loại công cụ AI nào để luyện kỹ năng nói?

- a) Chatbot (ví dụ: đại lý trò chuyện AI)
- b) Công cụ nhận dạng giọng nói (ví dụ: Google Assistant, Siri)
- c) Nền tảng học ngôn ngữ dựa trên AI (ví dụ: Duolingo, Babbel)
- d) Gia sư ảo hoặc ứng dụng nói có AI (ví dụ: Elsa Speak, Rosetta Stone)
- e) Không có loại nào ở trên
- f) Khác (vui lòng ghi rõ): _____

3. Công nghệ AI đã hiệu quả như thế nào trong việc cải thiện kỹ năng nói của bạn?

- a) Rất hiệu quả
- b) Hiệu quả
- c) Hơi hiệu quả
- d) Hoàn toàn không hiệu quả

4. Bạn thấy phản hồi từ công nghệ AI có hữu ích như thế nào trong việc cải thiện kỹ năng nói của bạn?

- a) Rất hữu ích
- b) Hữu ích
- c) Hơi hữu ích
- d) Không hữu ích chút nào

5. Khía cạnh nào trong kỹ năng nói của bạn đã được cải thiện nhiều nhất nhờ vào công nghệ AI?

- a) Phát âm
- b) Lưu loát
- c) Từ vựng
- d) Cấu trúc câu và ngữ pháp

6. Theo bạn, lợi ích chính của việc sử dụng công nghệ AI để luyện nói là gì?

- a) Phản hồi và sửa lỗi ngay lập tức
- b) Có thể luyện tập bất cứ lúc nào và ở bất kỳ đâu
- c) Các chủ đề trò chuyện hấp dẫn và tương tác
- d) Học tập cá nhân hóa dựa trên tiến trình của tôi

e) Xây dựng sự tự tin khi nói tiếng Anh

7. Bạn gặp phải những thử thách nào khi sử dụng công nghệ AI để luyện nói?

a) Các chủ đề trò chuyện hoặc độ phức tạp hạn chế

b) Khó hiểu các phản hồi của chatbot

c) Thiếu phản hồi cá nhân hóa hoặc chi tiết

d) Vấn đề kỹ thuật (ví dụ: sự cố kết nối hoặc lỗi)

e) Cảm thấy không thoải mái hoặc không tự nhiên khi nói với AI

8. Bạn tin rằng công nghệ AI có thể giúp bạn cải thiện kỹ năng nói hiệu quả hơn so với các phương pháp truyền thống (ví dụ: luyện tập với bạn học hoặc giáo viên) như thế nào?

a) Hiệu quả hơn rất nhiều

b) Hiệu quả hơn một chút

c) Như nhau

d) Kém hiệu quả hơn

2. INFORMAL INTERVIEW

2.1. English Version

Hello everyone, thank you for agreeing to participate in this short interview. The purpose of this interview is to better understand your experiences with using AI technology to support your English- speaking practice. Your insights will be very valuable for my research. Please feel free to share your frank opinions!

Question 1: "Could you describe your typical experience when using AI applications to practice English speaking? For example, which applications do you usually use, when and where do you use them, and what do you typically do with the application?"

Question 2: "Do you feel that AI technology has influenced your confidence in speaking English? If so, how has it influenced your confidence positively or negatively?"

Question 3: "Could you provide some specific examples of how AI feedback has helped you improve your pronunciation or fluency? For instance, what kind of errors has AI corrected, or how has AI helped you practice?"

Question 4: "What are your thoughts on the differences between practising speaking with AI versus practising with a human teacher or peers? What do you think are the advantages and disadvantages of each approach?"

Question 5: "If you could suggest a new feature or an improvement for AI tools that support speaking practice, what would you suggest to better support your learning needs?"

2.2. Vietnamese Version

Chào các bạn, cảm ơn các bạn vì đã đồng ý tham gia vào buổi phỏng vấn ngắn này. Mục đích của buổi phỏng vấn là để hiểu rõ hơn về trải nghiệm của các bạn khi sử dụng công nghệ AI để hỗ trợ việc luyện tập nói tiếng Anh. Những chia sẻ của các bạn sẽ rất có giá trị cho nghiên cứu của tôi. Xin cứ thoải mái chia sẻ ý kiến thẳng thắn của mình nhé!

Câu hỏi 1: "Bạn có thể mô tả trải nghiệm điển hình của mình khi sử dụng các ứng dụng AI để luyện tập nói tiếng Anh không? Ví dụ, bạn thường dùng ứng dụng nào, khi nào và ở đâu bạn dùng chúng, và bạn thường làm gì với ứng dụng đó?"

Câu hỏi 2: "Bạn có cảm thấy công nghệ AI đã ảnh hưởng đến sự tự tin nói tiếng Anh của mình không? Nếu có, nó đã ảnh hưởng đến sự tự tin của bạn như thế nào, tích cực hay tiêu cực?"

Câu hỏi 3: "Bạn có thể đưa ra một vài ví dụ cụ thể về cách phản hồi từ AI đã giúp bạn cải thiện phát âm hoặc sự trôi chảy không? Ví dụ, AI đã sửa những loại lỗi nào, hoặc AI đã giúp bạn luyện tập như thế nào?"

Câu hỏi 4: "Bạn nghĩ gì về sự khác biệt giữa việc luyện tập nói với AI so với luyện tập với giáo viên hoặc bạn bè là người thật? Bạn nghĩ đâu là ưu điểm và nhược điểm của mỗi phương pháp?"

Câu hỏi 5: "Nếu bạn có thể đề xuất một tính năng mới hoặc một cải tiến cho các công cụ AI hỗ trợ luyện tập nói, bạn sẽ đề xuất điều gì để hỗ trợ tốt hơn cho nhu cầu học tập của mình?"