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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

Sinh viên: Đỗ Thu Hạ

HẢI PHÒNG – 2025

USING AI TO ENHANCE ENGLISH LEARNING AUTONOMY OF FIRST-YEAR ENGLISH-MAJOR STUDENTS AT HPU

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
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HẢI PHÒNG – 2025

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Tên đề tài: Using AI to enhance English learning autonomy of first-year English-major students at HPU

NHIỆM VỤ ĐỀ TÀI

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

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3.   Địa điểm thực tập tốt nghiệp

Công ty cổ phần đầu tư và dịch vụ giáo dục.

GIẢNG VIÊN HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên   : Th.S Bùi Thị Mai Anh

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

Nội dung hướng dẫn : Using AI to enhance English learning autonomy of first-year English-major students at HPU

Đề tài tốt nghiệp được giao ngày 6 tháng 10 năm 2025

Yêu cầu phải hoàn thành xong trước ngày 27 tháng 12 năm 2025

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN
Sinh viên   *Giảng viên hướng dẫn*

Đỗ Thu Hạ   **Th.S Bùi Thị Mai Anh**

Hải Phòng, ngày   tháng   năm 2025
XÁC NHẬN CỦA KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Th.S Bùi Thị Mai Anh

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

Họ và tên sinh viên: Đỗ Thu Hạ

Chuyên ngành: Ngôn ngữ Anh

Nội dung hướng dẫn: Using AI to enhance English learning autonomy of first-year English-major students at HPU

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

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

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Hải Phòng, ngày ... tháng ... năm ......

Giảng viên hướng dẫn

(Kí và ghi rõ họ tên)

Th.S Bùi Thị Mai Anh

PHIẾU NHẬN XÉT CỦA GIẢNG 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: Đỗ Thu Hạ

Chuyên ngành: Ngôn ngữ Anh

Nội dung hướng dẫn: Using AI to enhance English learning autonomy of first-year English-major students at HPU

1. Phần nhận xét của giảng viên chấm phản biện

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

Hải Phòng, ngày ... tháng ... năm ......

Giảng viên chấm phản biện

(Kí và ghi rõ họ tên)

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Although I have made every effort to complete this thesis to the best of my ability, certain shortcomings inevitably remain. I sincerely look forward to receiving feedback and constructive suggestions to further refine this research in the future.

Sincerely thank you.

Hai Phong, November, 2025

Đỗ Thu Hạ

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PART 1: INTRODUCTION

1.1. Rationales

In recent years, the rapid development of Artificial Intelligence (AI) has brought significant changes to education, particularly in foreign language learning. AI-based applications such as ChatGPT, Grammarly, and Gemini are increasingly used by students to support their English learning. These tools not only help improve language skills but also provide more flexible, interactive, and personalized learning methods compared to traditional approaches.

For first-year English major students at HPU, building autonomy in learning is a key factor in achieving long-term progress. However, most students still rely heavily on lecturers, textbooks, and classroom activities, which limits their ability to manage their own learning progress and set personal goals. This lack of initiative slows down the process of developing English proficiency and makes it less sustainable.

In this context, AI emerges as a potential tool to enhance students' self-study abilities. AI applications can provide immediate feedback, suggest content suitable for each individual's level, and support practice outside the classroom. As a result, students gain more opportunities to self-assess, self-regulate, and develop their English skills independently. Therefore, it is necessary to explore "How AI can be used to enhance the learning autonomy of first-year English major students at HPU ". This topic not only does reflect modern educational trends, but it also contributes to finding new approaches that encourage learners to be more proactive in their language learning journey.

1.2. Aims of the study

This study has three main objectives:

- Survey the current status of AI tools used in the English learning process of first-year English major students at Hai Phong University of Management and Technology (HPU), including the level of use, the types of tools chosen, and the purposes of use.

- Evaluate the effectiveness of AI in enhancing learning autonomy, specifically the ability to self-plan, self-monitor, self-adjust, and self-evaluate of students in the English learning process.

- Propose practical solutions for students and lecturers to optimize the application of AI, thereby supporting the development of autonomy in English learning in a more

sustainable and effective way.

1.3. Scope of the study

The study focuses on first-year English major students at Hai Phong University of Management and Technology (HPU). The scope of the study mainly looks at how students used AI tools to support the development of autonomous learning, including English skills such as vocabulary, grammar, listening, speaking, reading and writing.

The study does not delve into the technical aspects or technological development of AI systems, but focuses on the learner experience and the effectiveness of AI in enhancing autonomous learning.

1.4. Methods of the study

The study used a combination of data collection and processing methods to ensure the objectivity and reliability of the results. First, a survey questionnaire was deployed to collect information on the learning habits, usage levels, and perceptions of first-year English major students at HPU regarding AI tools. In addition, the study conducted in-depth interviews with a number of selected students and lecturers to explore more detailed views on the role of AI in developing autonomous learning. Finally, the researcher synthesized relevant documents and analyzed the collected data to make a comprehensive assessment, which served as a basis for drawing conclusions and proposing solutions.

1.5. Design of the study

The research is implemented in three main parts:

- Part 1: Introduction presents the context, reasons for choosing the topic, objectives, scope, and research methods.

- Part 2: Development focuses on analyzing the theoretical basis, practical basis, survey and interview results, and assessing the impact of AI tools on the autonomy in learning English of first-year English major students at HPU.

- Part 3: Conclusion and recommendations summarizes the main findings, provides recommendations for students and lecturers, and includes a list of references and appendices for comparing research data.

<p style="text-align:center">PART 2: DEVELOPMENT</p>

CHAPTER 1. LITERATURE REVIEW

1. Autonomous learning in English education

1.1. Definition of learner autonomy

Learner autonomy is a concept that refers to the learner's ability to make decisions related to the learning process, from choosing goals and learning methods to evaluating their own learning outcomes. According to Holec (1981), learning autonomy is "the ability of learners to take responsibility for their own learning". This means that learners not only follow the teacher's instructions but also proactively plan, adjust, and evaluate the learning process to achieve the desired results.

In the context of English education, especially for first-year students, autonomous learning includes managing language skills (listening, speaking, reading, writing), vocabulary, grammar, and the ability to search for and apply appropriate learning resources. Autonomous learners are able to recognize their own strengths and weaknesses and adjust their learning methods to be most effective. This not only helps students improve their English proficiency but also forms lifelong learning habits, contributing to the creation of a solid foundation for studying specialized subjects and developing their future careers.

1.2. Characteristics of autonomous learners

Autonomous learners often have the following outstanding characteristics:

- Proactive and self-responsible: They know how to plan their studies, monitor their progress, and adjust their methods when necessary.

- Good time management skills: Autonomous learners know how to allocate their time reasonably for learning and self-study activities.

- Ability to self-assess and respond: They recognize their strengths and weaknesses and proactively seek solutions to improve.

- Use of a variety of learning resources: Autonomous learners actively exploit books, electronic documents, learning software, and modern support tools such as AI to improve learning efficiency.

- High motivation to learn: They learn for the need to develop themselves and for long-term goals, not just for grades or teacher requirements.

1.3. Importance of learner autonomy in English learning

Autonomous learning plays a key role in improving the quality of English learning,

especially for first-year students:

- Improving learning efficiency: Autonomous students can easily choose appropriate learning methods and tools, which helps them absorb knowledge faster.

- Developing lifelong self-learning skills: When they know how to self-manage their learning, students are able to continue learning English and other skills even after leaving the classroom.

- Increasing confidence in communication: By self-studying and practicing regularly, students become proactive in developing speaking and writing skills, thereby improving their ability to use the language flexibly.

- Adapting to the modern learning environment: In the current educational context, students are faced with many diverse sources of information; the ability to be autonomous helps them select, filter, and apply knowledge effectively.

1.4. Factors influencing learner autonomy

Many studies have shown that learner autonomy is influenced by the following factors:

- Personal factors: These include learning motivation, a positive attitude towards learning, self-management skills, and self-assessment ability.

- Learning environment factors: Support from teachers, curriculum, learning materials, and a positive learning environment all affect the level of autonomy.

- Technology factors: The use of learning support tools such as language software and AI applications (ChatGPT, Duolingo Max, Grammarly) helps learners become more proactive in searching for knowledge, practicing, and self-testing.

- Social and cultural factors: Encouragement from friends and family, learning culture, and attitudes towards self-study also affect the development of autonomy.

2. Artificial intelligence in language learning

2.1. Definition and types of AI tools in English learning

Artificial Intelligence (AI) is understood as the ability of machines to simulate human-like thinking, learning, and information processing. In the field of education, AI is applied to create intelligent learning support systems capable of analyzing learner data, providing personalized learning suggestions, and enabling real-time interaction.

Artificial Intelligence (AI) has emerged as a disruptive force, fundamentally changing how we approach and experience English language learning. AI is more than just

a support tool; it acts as a powerful self-regulating mechanism, enabling learners to transition from a passive role to the position of an autonomous learner.

In the context of English acquisition, AI is applied to personalize learning content, provide immediate feedback, automatically assess language proficiency, and create a flexible practice environment. These applications collectively empower learners to self-regulate their study process, practice skills flexibly, and enhance their self-reliance through rapid feedback, personalized content, and the ability to learn anytime, anywhere.

Current AI tools commonly used in English language learning can be categorized into several main groups:

Grammar and writing assistance tools:

Tools such as Grammarly and QuillBot function as personal language assistants, utilizing Natural Language Processing (NLP) to identify and correct errors in grammar, sentence structure, vocabulary, and writing style. This mechanism allows learners to receive immediate feedback, thereby promoting self-assessment. By checking and correcting errors independently, without having to wait for teacher intervention, students can actively adjust the quality of their writing and reinforce their grammatical knowledge, consequently enhancing their self-reliance in controlling language output.

Language assistants based on Large Language Models (LLMs):

Advanced tools like ChatGPT, Gemini and Claude operate on Large Language Models (LLMs). They provide robust support for conversation practice, explaining complex grammatical concepts at varying levels, generating personalized exercises, and offering detailed feedback for both written and spoken tasks. LLMs serve as 24/7 personal tutors, allowing students to proactively seek deeper understanding and practice flexibly according to their specific needs and schedules. This diverse interactivity and immediate availability are key factors in helping students self-direct their learning process.

AI-integrated learning applications:

Applications such as Duolingo Max and Elsa Speak utilize speech recognition technology and recommendation systems to customize the learning pathway. AI accurately tracks learning progress, automatically adjusts the difficulty of exercises (adaptive learning), and provides detailed analysis on individual phonemes in pronunciation. This strongly supports self-regulation, enabling learners to constantly work within their zone of proximal development, independently and accurately identify and correct pronunciation

errors, thereby reducing dependence on feedback from native speakers or teachers.

Automated learning content creation tools:

Tools such as Quizlet AI assist learners in building personalized study materials like flashcards, quizzes, dialogue snippets, or reading summaries tailored to their individual proficiency levels. By employing Natural Language Generation (NLG) to convert raw materials into review formats, AI helps students proactively manage resources and organize knowledge according to their own learning styles. The ease with which personalized content can be created fosters initiative and efficiency in reviewing and consolidating knowledge.

Overall, AI tools in English language learning are all aimed at helping learners self-regulate their study process, practice skills flexibly, and enhance their self-reliance through rapid feedback, personalized content, and the ability to learn anytime, anywhere.

2.2. Roles of AI in improving English skills

AI plays an increasingly important role in the development of English skills, particularly in supporting the ability to personalize content, provide rapid feedback, and create active practice environments for learners.

Listening skill:

AI plays a pivotal role in transforming the listening skill from a passive activity into a deeply interactive and personalized process. AI supports learners in accessing diverse listening materials with varied speeds, accents, and topics, closely simulating real-life communication scenarios. Modern applications utilize sophisticated speech recognition algorithms to analyze and deliver exercises appropriate to the learner's proficiency, helping them become familiar with different accents and intonations (e.g., British - English, American - English, Indian - English).

This not only helps students improve their sound recognition, vocabulary, and sentence structure within real-world contexts, but also enhances their tolerance for ambiguity when listening to unedited materials. Furthermore, AI provides unprecedented support features, such as flexible Speed Adjustment without distorting the voice, and interactive transcripts, where learners can click on any word for immediate look-up of its meaning or context. This intelligent intervention allows students to self-regulate their learning process, proactively address barriers related to vocabulary or speed, and significantly enhance their self-reliance in mastering receptive skills.

Speaking skill:

Speaking is an area where AI plays a key role in overcoming psychological barriers and the lack of a realistic practice environment. AI, through Automatic Speech Recognition (ASR) technology and LLM-based conversational models, provides a safe and non-judgmental practice space for students. Applications such as Elsa Speak and the conversational features of ChatGPT or Gemini are capable of listening to and analyzing the learner's speech, then providing immediate and detailed feedback on pronunciation, stress, prosody (intonation), and fluency. Unlike traditional tools, AI can pinpoint exactly which phonemes are mispronounced, allowing students to self-evaluate and self-correct independently. Furthermore, LLMs can simulate real-life communication situations (such as interviews, presentations, academic debates) and provide contextual feedback, helping students practice reflexes, sentence structure, and coherence. This comprehensive and customized support helps students proactively overcome their fear of making mistakes, increase their confidence, and self-adjust their practice strategies based on their individual needs, thereby strongly promoting autonomy in mastering speaking skills.

Reading skill:

For the reading skill, AI serves as a tool to personalize content and address vocabulary barriers instantly, thereby fostering self-reliance in comprehending complex materials. AI, particularly through Large Language Models (LLMs), can generate diverse reading passages covering various topics (academic, specialized, social) and adjust the syntactic complexity to precisely match the student's current proficiency level.

More importantly, AI integrates interactive reading features, where learners can highlight a paragraph or vocabulary item to receive a contextual explanation, a summary of the main idea, or a request to simplify a difficult sentence structure. This mechanism allows students to instantly resolve issues related to vocabulary and complex structures without needing to switch to an external search tool. This rapid and personalized support helps students maintain focus, improve their reading comprehension rate, and boost confidence when tackling long and difficult texts, thus strengthening their ability to self-regulate and proactively broaden their own range of reading materials.

Writing skill:

For the writing skill, AI acts as a personal editor and style consultant, addressing barriers from the fundamental level (grammar, spelling) up to higher levels (structure,

academic style). Tools such as Grammarly and the writing assistance features of LLMs (e.g., ChatGPT, Gemini) do more than check for grammatical and spelling errors; they also analyze coherence, cohesion, and the text's tone and style. AI provides immediate feedback on inappropriate vocabulary usage, suggests alternative sentence structures to clarify meaning, and even proposes suitable academic vocabulary. This ability to offer multi-dimensional feedback helps students comprehensively self-assess the quality of their writing before submission, enabling them to proactively adjust and upgrade their writing skills. Furthermore, AI assists learners during the brainstorming and outlining stages, helping students overcome writer's block and construct a logical framework for their essays. This continuous support throughout the writing process increases students' confidence in their ability to produce academic or professional texts in English, strongly reinforcing their self-reliance in mastering productive language skills.

2.3. Advantages and disadvantages of using AI in English learning

Advantages

Personalization of the Learning Process

AI goes far beyond traditional methods by using algorithms to analyze each student's specific proficiency level, strengths, and weaknesses. Based on this data, AI automatically adjusts content, creating customized exercises and Adaptive Learning pathways. This allows every student to learn at their own pace and focus on the skills that require the most improvement, thereby optimizing learning effectiveness and reinforcing the individual's right to Self-direction in their studies.

Rapid and accuratee feedback

This is one of AI's biggest competitive advantages. In writing and speaking, AI tools help students detect errors in grammar, pronunciation, sentence structure, and even writing style in a much more immediate and detailed way than waiting for feedback from a teacher. This ability to receive on-the-spot corrections allows students to self-evaluate and self-correct their language behavior independently, significantly reducing their dependence on external resources.

Increasing Flexibility and Self-directed Learning

By providing a 24/7 practice environment that is not limited by classroom space and time, AI strongly promotes autonomy. Learners can easily adjust their study plans to fit their personal schedules, allowing them to proactively choose when and how often to

practice, making learning a completely self-managed activity.

Diversification of learning materials and methods

AI's capacity for automated learning content generation (from vocabulary exercises, simulated dialogues, multiple-choice questions, to personalized reading passages) enables students to access numerous novel and engaging forms of practice. The richness and personalization of these materials help sustain motivation, reduce boredom, and allow students to proactively explore learning methods that best suit their individual acquisition style.

Disadvantages

The risk of over-reliance on AI

If students rely excessively on AI to perform cognitive tasks such as translation, writing, or error correction, their ability to think independently and problem-solve will be diminished. This dependence can lead to passive engagement in learning, thereby undermining the goal of developing learner autonomy and self-assessment skills.

Feedback is not always accurate

Although AI has improved significantly, it can still make mistakes, especially in complex translation contexts, in-depth academic expression or cultural-pragmatic content. Learners who lack experience or critical thinking skills are likely to fully trust AI results, leading to the internalization of erroneous information or structures, which negatively affects the quality of long-term learning.

Limiting emotional and human interaction

While AI can simulate conversations, it cannot completely replace the subtle guidance, timely encouragement, or emotionally-driven pedagogical adjustments from teachers or peers. This lack of social and emotional interaction may reduce the motivation and interest of some students in the language learning process.

Privacy Issues

For AI to operate effectively, learners must share their personal data or their learning products. If these tools lack strict privacy policies, learners may face risks regarding the security of their personal information and academic data, a concern that warrants special attention from both the university and the students.

3. The relationship between AI and learning autonomy

3.1. How AI promotes self-directed learning

AI is ushering in a distinctly new paradigm for English language learning: one that is less intimidating, more proactive, and truly learner-centered. Consequently, instead of adhering to a rigid educational curriculum or relying entirely on instructors, students can take control of the pace and direction of their learning process.

AI achieves this primarily through its highly personalized capability: it observes learning habits, analyzes individual strengths and weaknesses, and then autonomously adjusts the content to best suit each individual. Crucially, students gain a clear understanding of their current standing and their necessary trajectory, much like possessing a "digital map" that is continuously updated with every step of progress.

Furthermore, AI facilitates absolute flexibility in self-study. Students can engage in listening practice, speaking drills, essay writing, or assessment-taking at any time – whether on the commute, before resting, or during extended breaks. This sense of "learning on demand" transforms learning from a cumbersome chore into a seamless, natural component of daily life.

The most potent strength of AI lies in its instantaneous feedback: pronunciation errors are identified immediately, grammatical inaccuracies are corrected promptly, and inappropriate word choices are instantly suggested. Correcting mistakes while the information is still fresh in mind makes the self-regulation process significantly more effective.

Finally, AI establishes an independent and non-judgmental practice environment – a critical element often lacking for many English learners. When practicing speaking with AI, learners are not subjected to criticism or the fear of errors, which encourages more active practice and maintains long-term motivation. By combining personalization, flexibility, rapid feedback, and a sense of safety during practice, AI is effectively empowering learners to transition out of the old passive learning style and take ownership of their English acquisition journey.

3.2. Students' attitudes toward using AI for self-study

Students' attitudes towards using AI in English self-study are quite diverse, but generally tend to be positive. Many students perceive AI as a "lifeline" tool that helps them overcome barriers that traditional learning methods struggle to resolve: the absence of

proofreaders, shyness regarding communication, uncertainty about where to start, or the lack of time to attend supplemental classes. When they realize that AI can provide immediate answers, offer explanations in various ways, and never show judgment, students often feel more comfortable, more confident, and motivated to practice proactively.

However, there remains a group of students who are cautious. They worry about becoming overly reliant on AI, or they doubt the reliability of the information these tools provide. Others find it difficult to adapt quickly because they are unaccustomed to learning through technology, or they have not been guided on how to make effective use of AI. These concerns lead them to approach AI with more caution, using it only when absolutely necessary.

In general, students' attitudes are not static; they change according to their experiences in using AI. If AI proves to be effective, easily accessible, and conducive to their progress, their attitudes will gradually shift towards being positive and proactive. Conversely, if the use lacks direction or is confusing, students will easily become disheartened and maintain their distance. Therefore, the manner in which students are introduced and guided to use AI plays a very crucial role in fostering an open, confident, and ready attitude to leverage AI in supporting their personal self-study journey.

3.3. Teachers' roles in guiding students to use AI effectively

In the context where AI is becoming increasingly useful for foreign language learning, the role of the teacher is not diminished; in fact, it becomes even more crucial. Teachers serve as the "navigators" who help students learn how to smartly leverage AI instead of using it arbitrarily. Many first-year students tend to rely on AI for quick answers or to complete assignments on their behalf. It is at this juncture that teachers play the vital role of reminding them and helping them understand the boundary between assistance and over-reliance. When teachers demonstrate how to formulate effective prompts, how to verify the accuracy of AI-provided information, or how to use AI to practice skills rather than have AI perform the task, students are better able to utilize the tool for its intended purpose.

Teachers also help students "demystify" the features of AI, as not everyone knows how to select the appropriate tool or use it in the most optimal way. Through specific guidance, practical examples, and strategic learning suggestions, teachers create an environment where AI becomes a genuine aide, rather than a shortcut. Furthermore,

teachers maintain the role of evaluation and feedback, helping students understand their strengths and weaknesses when learning with AI, and subsequently adjust their learning approaches accordingly.

More importantly, teachers are the ones who shape attitude. When instructors are open-minded and use AI proactively, students feel secure and willing to experiment. Conversely, if teachers display apprehension or prohibit its use, students are prone to self-exploration without direction, making them susceptible to misuse. Therefore, teachers are not merely knowledge transmitters but also "facilitators" who guide students in integrating AI into a sustainable and effective self-study journey.

CHAPTER II. METHODOLOGY

1. Research design

1.1. Backround info about HPU

HPU has an experienced and enthusiastic teaching staff. All of them are graduated from university, most of them are MA. They are interested in teaching profession and always define clearly the importance of education for human development and get to know student's expectations. Therefore, they are all enthusiastic, responsible in their work and try their best to give the most effective lectures to students.

1.2. English learning environment and facilities at HPU

At HPU, each classroom of the first year English major students is equipped a television in English lesson. Additionally, the teachers sometimes use television to make English lessons more interesting and effective. Teachers often organize English contests encourage students to express their abilities. Moreover, there are many useful activities to play together, exchange knowledge and relax.

Sometimes, they have many chances to talk and study with foreigners. This is anoutstanding advantage and a good condition to help them improve their English speaking skill. It can be said that, the study conditions are quite enough and convenient for students to study English effectively. These factors have great influence on the results of the students in general and the second year English major students in particular.

In fact, they have just graduated from high school to study in a brand new condition, it is at university. Certainly, their English is very common. they do not have much knowledge about any specific fields, especially the speaking skill with the textbook interact with some funny activities, they are taught according to specific topics in order to practice and improve the speaking skill. Therefore, they have more opportunities to widen and improve English speaking skill.

2. Participants and sampliy

2.1. Participants

Class size, time available

For first-year students, HPU currently has one specialized class for English language studies, one specialized class for English-Korean, and three specialized classes for English-Chinese.

Each class typically has between 30 and 40 students. Each in-class English session

lasts 50 minutes.

Participants

10 survey questionnaires were thoroughly completed by 40 students at the first year English majors attending HPU.

2.2. Methodology

The objective of the current part is to outline the research methodology used and demonstrate that the researcher has followed recognized procedures in this study.It will explain why the method was chosen and provide a detailed explanation of how the research was conducted.

2.2.1 Rationale behind the use of survey questionnaire

Survey questionnaire is chosen for this study because of four main reasons. First of all, it is believed that survey questionnaire is an inexpensive way to gather data form a potentially large number of respondents. Secondly, it can reach a large number of people in a very short time. As commented by Richards (1994, p.10), it is useful in "gathering information about affective dimensions of teaching and learning such as beliefs, attitudes, motivation, preferences…and enables a teacher to collect a large amount of information relatively quickly".

Another advantage of this tool is that the collected data are relatively easy to summarize and report as all the informants answer the same questions. Last but not least, one of the most important reasons to choose this tool is that the survey questionnaire gives the students an opportunity to express their opinions and needs without fear either to be embarrassed or to be punished.

Students are not required to write their names when answering questions because traditionally Vietnamese students are afraid of making their names known.

2.2.2. Purpose of the survey questionnaire

The survey questionnaire was designed to collect real-world data related to how first-year English major students at HPU are utilizing AI tools in their self-study process. The main purpose of the survey is to sketch a comprehensive picture of students' access, usage habits, learning purposes, and perceptions of AI's effectiveness. Through quantitative and qualitative questions, the survey helps to identify which skills students are using AI to support, the frequency of use, and the difficulties or concerns they encounter during the usage process.

In addition, the survey also aims to assess whether AI genuinely contributes to enhancing learner autonomy, such as the ability to set goals, self-evaluate progress, or increase the level of initiative in practice. The collected data will serve as an important foundation for comparison with interview results and theoretical analysis, thereby helping the research to draw accurate conclusions and propose suitable recommendations for both students and instructors.

2.2.3. The design of the survey questionnaires

The survey questionnaire consisting of 10 multiple choice questions was designed for first year English major students at HPU. Students were asked to tick the most suitable answers which correspond with their opinion. In the question, there are 3 or 4 options, the informants can choose more than choice one.

2.3. Data and Analysis

This study was conducted based on quantitative data collected from a 10-question survey, designed to assess the AI usage patterns and its impact on English learning autonomy among 40 first-year English major students at HPU. All data collected from the survey questions and scales were coded and synthesized using electronic spreadsheet software (such as Microsoft Excel or Google Sheets). The main analytical technique applied was Descriptive Statistics.

The goal of using Descriptive Statistics was to describe and summarize the main characteristics of the study sample in a clear and intuitive way. The main statistics calculated include:

- Frequency: Counting the number of students who chose each specific answer.

- Percentage (percent): Determining the proportion of each answer relative to the total number of responses.

The analysis focused on comparing percentages across response groups to identify general trends and examine the research evidence on the relationship between AI use and increased student autonomy. This technique ensured that the findings were presented in an objective, quantitative manner and provided a solid basis for the report's discussion and conclusions.

CHAPTER III. FINDIYS AND DISCUSSION

1. Analysis of the research

After the survey was implemented, the statistic was totaled up and indicated throughout the following charts. Each chart shows us the number of students who choose the most suitable answer for them in each question. This number is counted in percentage unit and the kind of chart are bar and pie. The data can be easily saw in the chart and in the right of chart are the explanations.

Question 1: How often do you use AI tools (such as ChatGPT, Grammarly, Duolingo, etc.)?

- Daily
- 3–4 times/week
- 1–2 times/week
- Less than once/week
- Not used
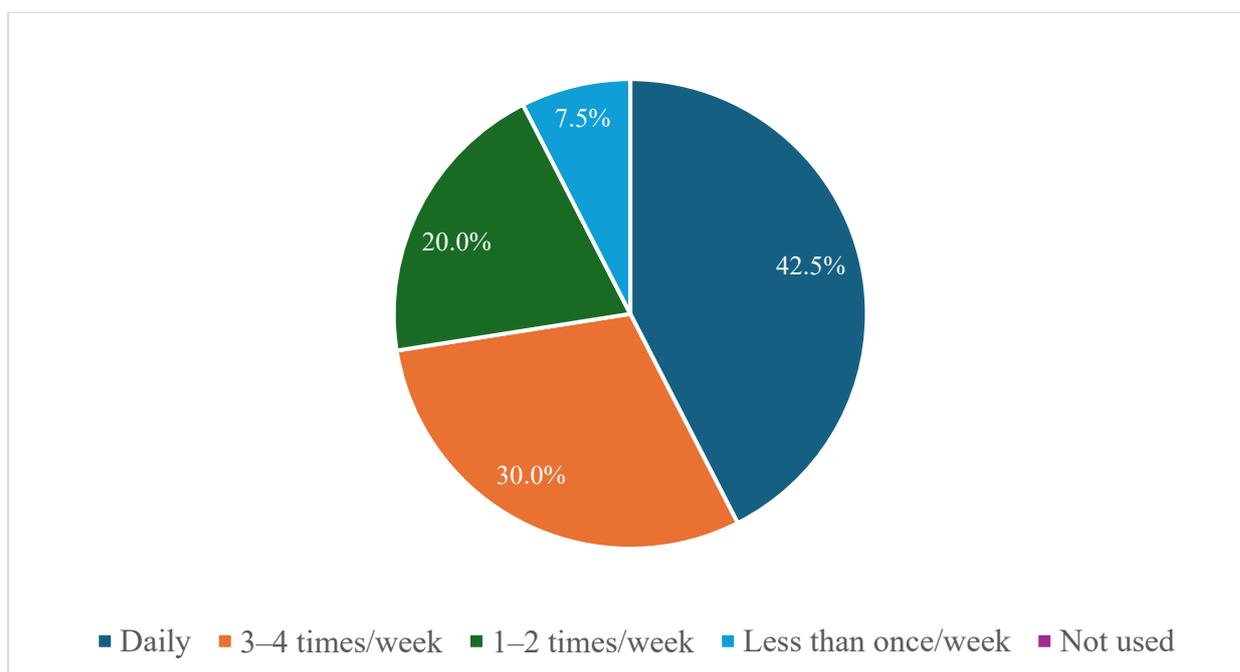
Chart 1. Frequency of AI tools use by students

The purpose of this survey question was to assess the prevalence and frequency of use of Artificial Intelligence (AI) tools within the daily learning habits of first-year English major students. Determining the frequency of use serves as a crucial first step to establish the practical relevance of the research topic on enhancing autonomy through AI.

The survey results revealed a strong positive trend in AI application. Specifically, the group of students who answered "Daily" accounted for the highest percentage at 42.5%, followed by the group answering "3 - 4 times/week" at 30%. When combining these two groups, we observe that up to 72.5% of students use AI tools regularly (three or more times per week). This outstanding rate demonstrates that AI has become an essential learning resource and is widely integrated into the academic environment of English major students

at HPU.

In contrast, the group of students who reported using AI at a moderate level of "1 - 2 times/week" accounted for 20%, and the group using it "Less than once/week" accounted for only 7.5%. Notably, no student answered "Not used". These numbers reinforce the notion that AI is no longer an unfamiliar tool but has become an indispensable part of the self-learning process. This result creates a solid foundation for further research on how these tools impact students' autonomy, motivation, and learning effectiveness.

*Question 2: Which skill do you mainly use AI to support?*
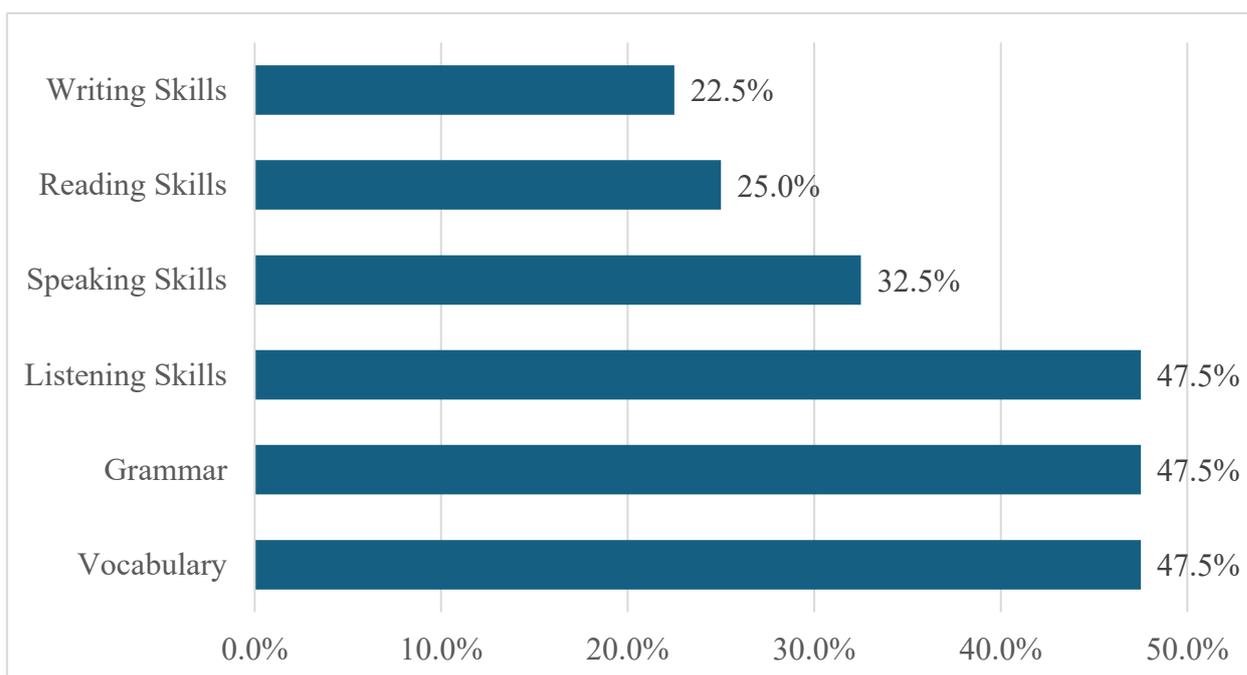
Chart 2. Which skill do student mainly use AI to support?

The purpose of this survey question was to identify the specific focus and areas where first-year English major students apply AI tools in their self-learning process. Clarifying the function of AI for each language skill provides an important basis for assessing the extent to which AI promotes autonomy in different aspects of learning.

The results demonstrate a clear preference for three main areas, with all three achieving the highest and equal percentage of 47.5%: Vocabulary, Grammar, and Listening skills. This outstanding percentage indicates that students primarily trust and use AI to reinforce foundational knowledge and support Input Skills (Listening and Reading), where AI can provide feedback, instant correction, or quickly generate practice materials. These are skills that allow students to easily control and evaluate knowledge, thereby significantly enhancing self-regulation and autonomy.

The remaining skills showed lower percentages, including Speaking Skills at 32.5%, Reading Skills at 25%, and finally Writing Skills at 22.5%. The lowest percentage recorded for Writing Skills might be attributed to students focusing on selecting "Grammar" to check their writing, or because they still prioritize self-drafting to practice independent critical thinking. Overall, however, the results confirm that AI functions as a versatile assistant, but is most optimized for foundational aspects and language acquisition, enabling students to proactively seek support and improve themselves according to their individual needs.

Question 3: What is your main purpose when using AI?
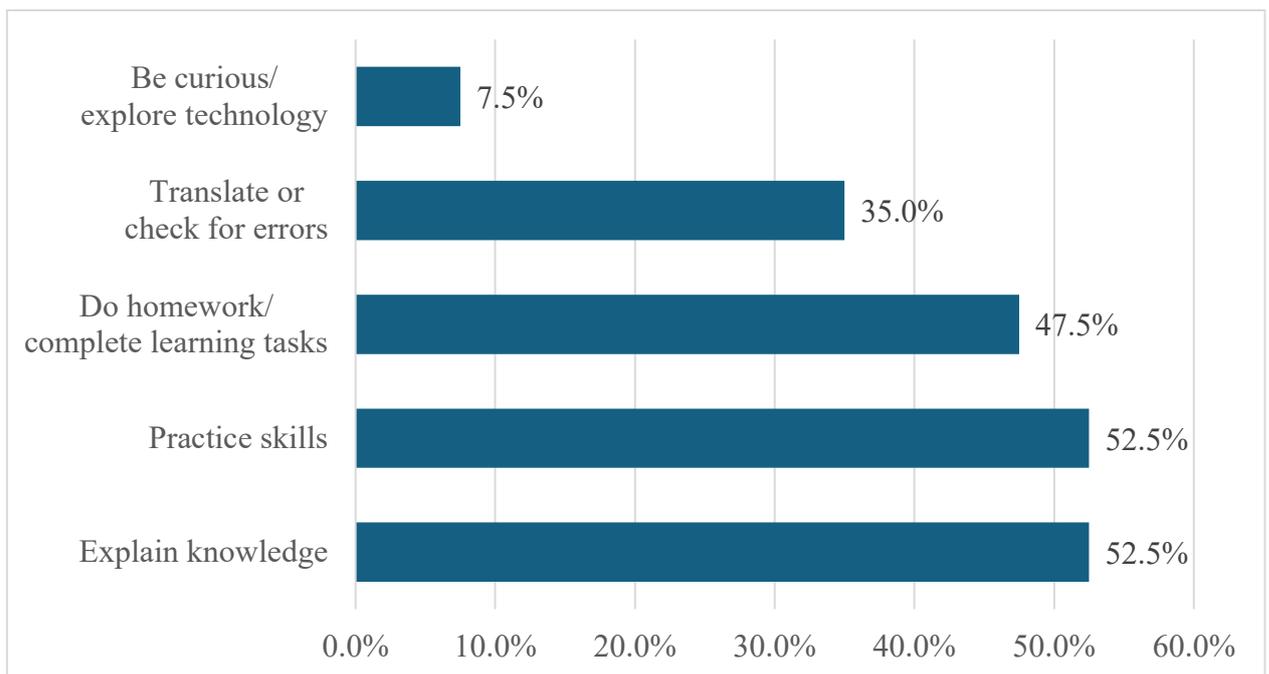

Chart 3. Students' purpose of using AI

The purpose of this survey question was to clarify the core behaviors and motivations that drive first-year English majors to use AI tools. Identifying the purposes of use will directly link AI integration to elements of autonomy in learning.

The results demonstrated that students use AI for very clear and proactive academic purposes. The two highest and equal purposes were "Explain knowledge" and "Practice skills", each accounting for 52.5%. This outstanding percentage indicates that students are utilizing AI as a personal tutor capable of clarifying complex concepts, but also as a tireless practitioner, helping them proactively fill in knowledge gaps and practice skills at their own pace. This is a strong manifestation of self-directed learning, where learners actively seek understanding and practice without being completely dependent on instructors.

The third most common purpose is "Do homework/complete learning tasks",

accounting for 47.5%. This purpose suggests that AI is seen as a tool to help students improve their academic performance, but still within the assigned learning context. Next is the purpose "Translate or check for errors", accounting for 35%, reflecting the use of AI as a basic support tool to ensure accuracy. Finally, the purpose "Be curious/explore technology" accounts for only 7.5%. This result confirms that students' motivation to use AI is largely directed towards specific learning goals, rather than mere curiosity, further highlighting the role of AI in supporting students to proactively control and adjust their learning process.

*Question 4: To what extent do you feel that AI helps you understand the lesson better?*
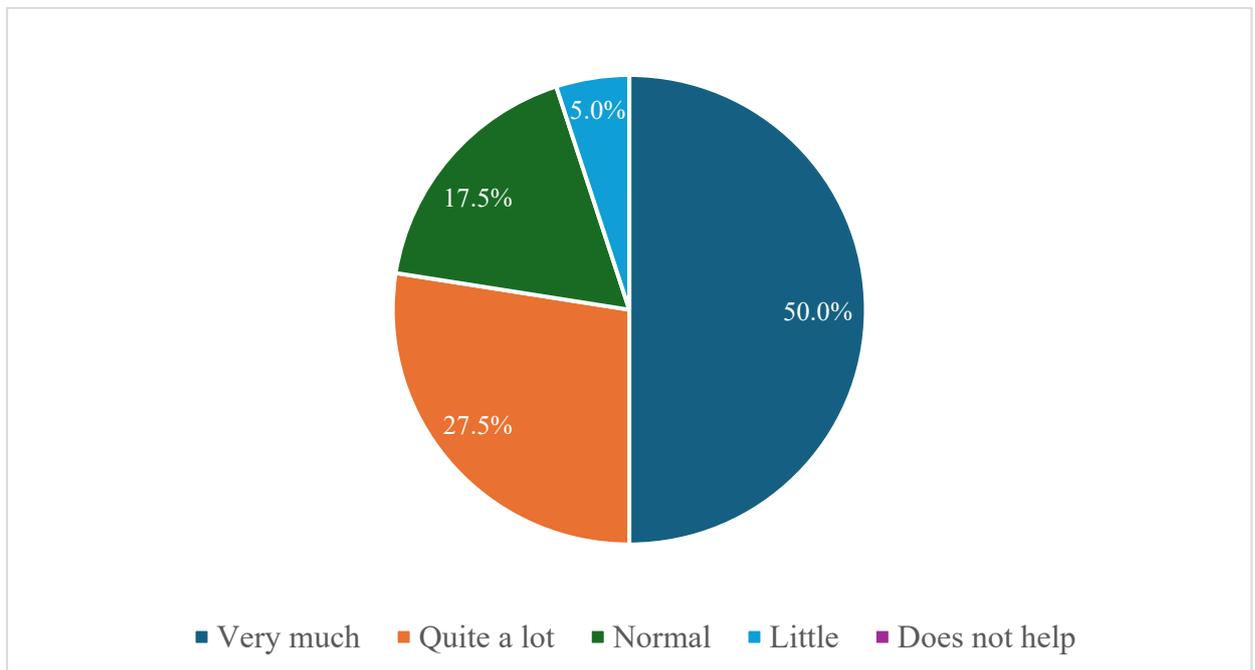
Chart 4. To what extent do students feel that AI helps you understand the lesson better?

The purpose of this survey question was to assess the subjective effectiveness of AI tools on students' ability to acquire knowledge and understand lessons. This is an important indicator to measure the perceived benefits of using AI, which is directly related to the ability to self-regulate and be autonomous in learning. The results showed a very high consensus on the positive role of AI. The highest percentage of students answered "Very much" at 50%, followed by "Quite a lot" at 27.5%. When combining these two positive levels, we get 77.5% of students affirming that AI helps them understand lessons at a high or very high level. This strong consensus shows that AI is not only used frequently (as analyzed in Question 1) but is also seen by learners as an extremely effective tool in clarifying knowledge and improving understanding.

The group of students who rated AI as helping at an average level of "Normal" accounted for 17.5%. The group that rated it as helping at a low level of "Little" accounted for only 5%. Notably, no student answered "Does not help". This result is a strong evidence that AI is working effectively as a knowledge explanation support tool. Better understanding supported by AI is a key factor in helping students gain more confidence in their learning abilities, thereby increasing their autonomy in self-directing and managing their English learning.

Question 5: When using AI, do you feel more independent at learning English?
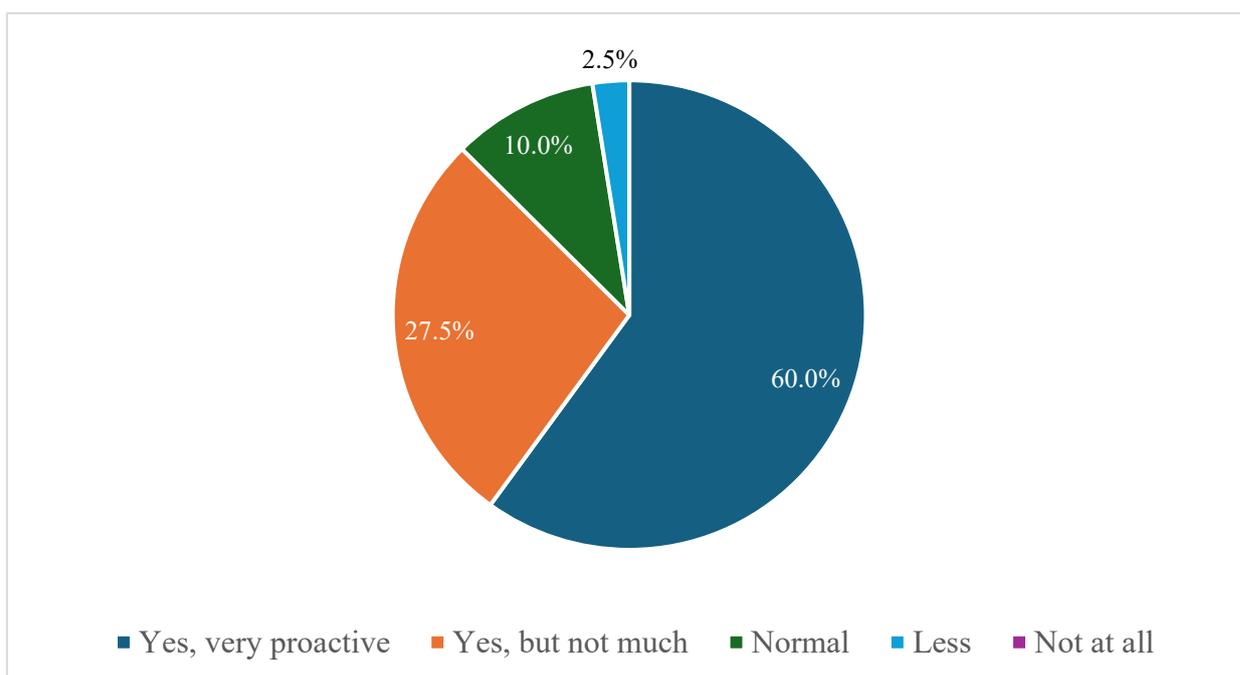
Chart 5. The level of autonomy of students in learning English when using AI

The purpose of this question was to directly assess the core connection in the research topic: whether the use of AI actually enhances student learner autonomy (or fosters learner independence). The results from this question serve as the most crucial evidence to validate the research hypothesis.

The survey findings provided strong and positive evidence. The percentage of students who answered at the highest level was "Yes, very proactive" at 60%. This was followed by the group that answered "Yes, but not much" at 27.5%. When combining these two groups, we find that up to 87.5% of students affirm that the use of AI helps them feel more autonomous in their learning process.

This overwhelming consensus confirms that AI has facilitated a significant change in students' learning psychology and behavior:

- High Proactivity (60%): Indicates that the majority of students not only feel more autonomous but also become highly proactive in planning, searching for materials, problem-solving, and self-assessment in learning.

- Overall Positivity (87.5%): Confirms that AI is an effective tool in empowering learners, helping them transition from a dependent to a self-directed position.

Other options included "Normal" at 10% and "Less" at 2.5%. Notably, no students answered "Not at all". The near-zero negative feedback rate (2.5% for "Less") further reinforces that, for the vast majority of students, AI is a powerful enabler of autonomy, allowing them to take control of their learning, making decisions about content and personal learning methods without constant intervention from instructors.

Question 6: Which skill does AI help you improve the most?
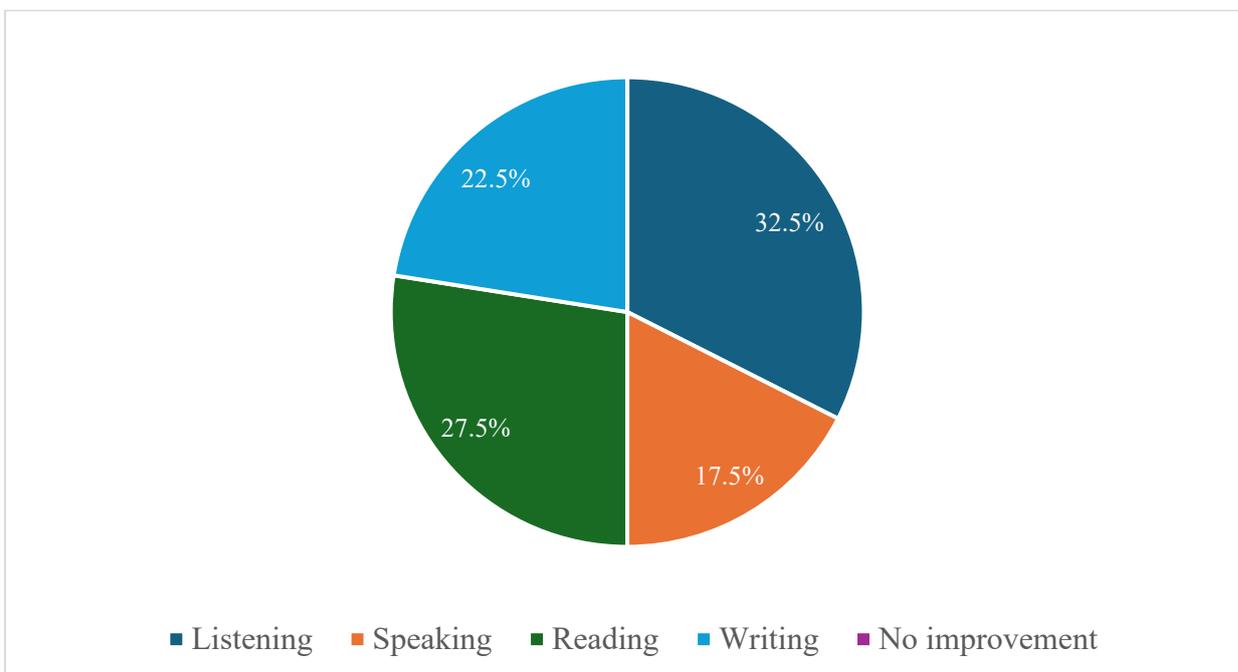
***Chart 6. Which skill does AI help students improve the most?***

The purpose of this survey question was to assess the practical utility and identify which skill provided students with the most noticeable sense of improvement after using AI tools. This question helps to quantify AI's effectiveness across different skills and is a pivotal factor in supporting the conclusion regarding AI's role in autonomy within specific learning aspects.

The results indicated a concentrated improvement in certain skills. The skill voted as having improved the most was Listening, accounting for the highest percentage at 32.5%. The second highest was Reading with 27.5%. When combining these two skills, we find

that 60% of students felt AI helped them improve the most in the Input Skills (receptive skills). This is highly significant because AI can easily generate listening and reading materials tailored to proficiency levels, provide transcripts, translations, or instant contextual explanations, allowing students to self-study, self-regulate their pace, and self-assess their progress.

The remaining skills included Writing at 22.5% and Speaking at 17.5%. These percentages indicate that while AI is a powerful tool for Listening and Reading, students perceived a lower level of improvement for the Output Skills (productive skills) such as Speaking and Writing (which may be due to the need for real-life interaction or deeper human feedback). Notably, no student chose "No improvement" (0% rate). This result affirms that, for the vast majority of students, AI is an effective learning tool, particularly in boosting confidence and self-reliance in accessing and comprehending information in English.

Question 7: Which skill does AI help you improve the most?
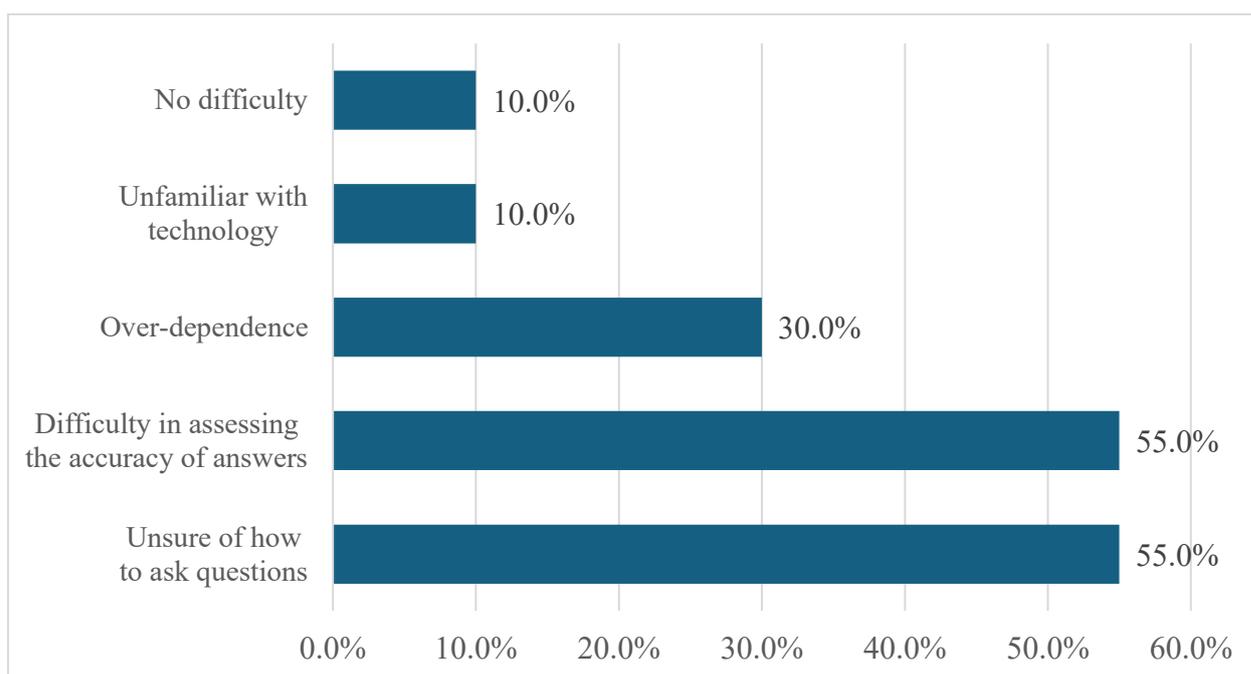
Chart 7. Difficulties students encounter when using AI

The purpose of this survey question was to identify the main barriers that students face when integrating AI into their learning. Clarifying these difficulties is necessary to provide practical solutions and recommendations to optimize AI usage, thereby strengthening learner autonomy more effectively.

The results show that the two most common and highest-percentage difficulties are

"Unsure of how to ask questions" and "Difficulty in assessing the accuracy of answers". Both scored 55%.

The high consensus on these two points has important implications for autonomy:

- Difficulty in asking questions (55%): This indicates that although students are motivated to be autonomous, they still lack the basic Prompt Engineering skills to communicate effectively with AI. This is a significant barrier to self-direction (how to find the best answer) and self-regulation (how to adjust the question to achieve better results) in learning.

- Difficulty in assessing accuracy of answers (55%): This represents the biggest challenge to self-assessment. Students are struggling to verify and take responsibility for the information provided by AI, which reduces their confidence and autonomy in accepting new knowledge.

- The next largest difficulty is "Over-dependence", accounting for 30% (12 votes). Although this rate is lower than the two difficulties mentioned above, it poses the most direct concern for autonomy, as the overuse of AI can lead to a decrease in the learner's ability to solve problems independently.

Question 8: How much do you trust the accuracy of the information provided by AI?
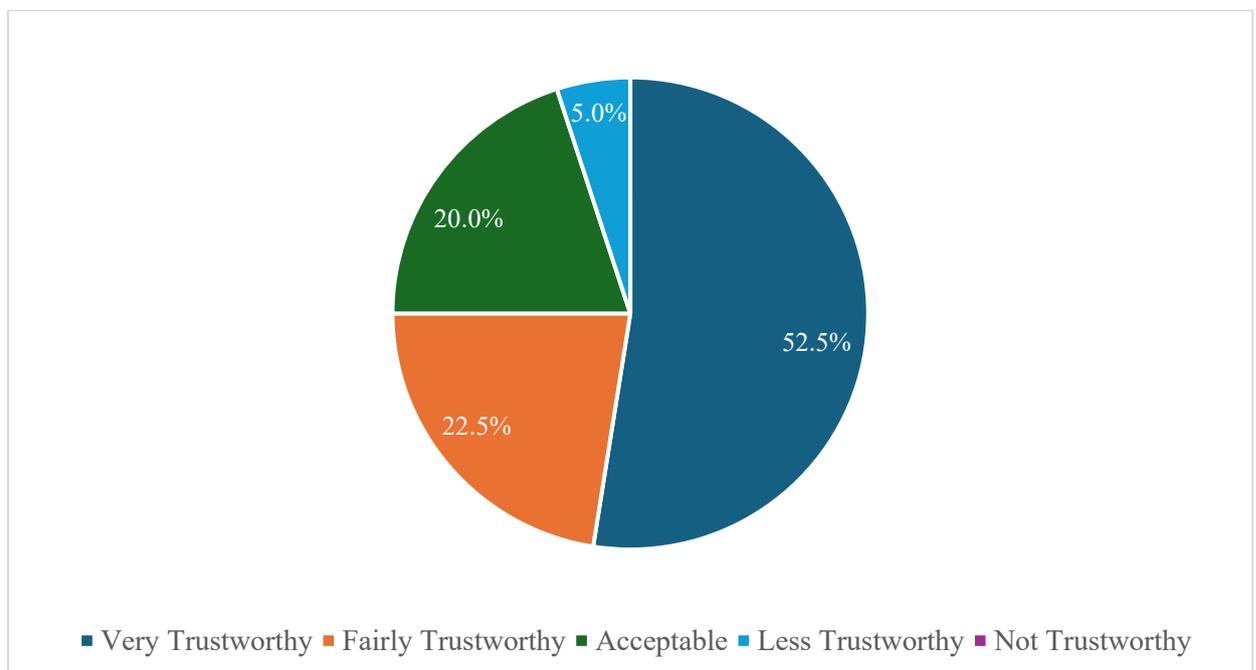
Chart 8. Students' level of trust in AI

The purpose of this survey question was to assess students' trust in the quality and reliability of information provided by AI tools. This level of trust is directly related to self-

assessment and critical thinking – key elements of autonomous learning.

The results demonstrated a very high and positive level of trust in AI. The highest percentage of students responded with the highest level of "Very Trustworthy" at 52.5%. This was followed by "Fairly Trustworthy" at 22.5%. When combining these two high levels of trust, we find that 75% of students trust the information provided by AI at a high or very high level.

This strong trust can be a double-edged sword:

- Positive: It promotes the frequent and effective use of AI (as seen in the previous questions), enabling students to proactively seek knowledge.

- Negative (Relationship to Question 7): This high trust may explain why students have difficulty "assessing the accuracy of answers" (55% in Question 7). They may be accepting AI information without the necessary appraisal or critical thinking.

The group of students who rated it as "Acceptable" accounted for 20%. Notably, only a very small percentage of students answered "Less Trustworthy", accounting for 5%, and no one chose "Not Trustworthy". This reinforces that AI is widely seen as a valuable and useful source of information. However, this result also highlights the urgent need to equip students with critical thinking skills to translate this high level of confidence into a responsible autonomy where they can self-verify and take responsibility for the information they learn.

Question 9: Do you want teachers to guide you on how to use AI more effectively?

7.5%
5.0%
87.5%

■ Yes ■ No ■ Not sure
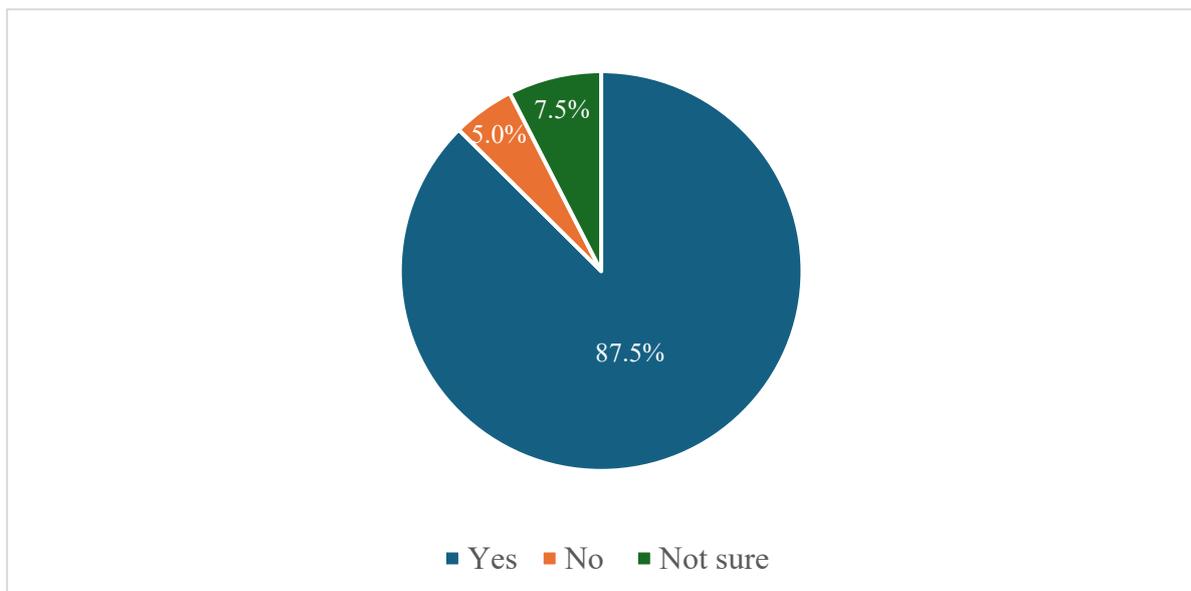
Chart 9. Do students want teachers to guide you on how to use AI more effectively?
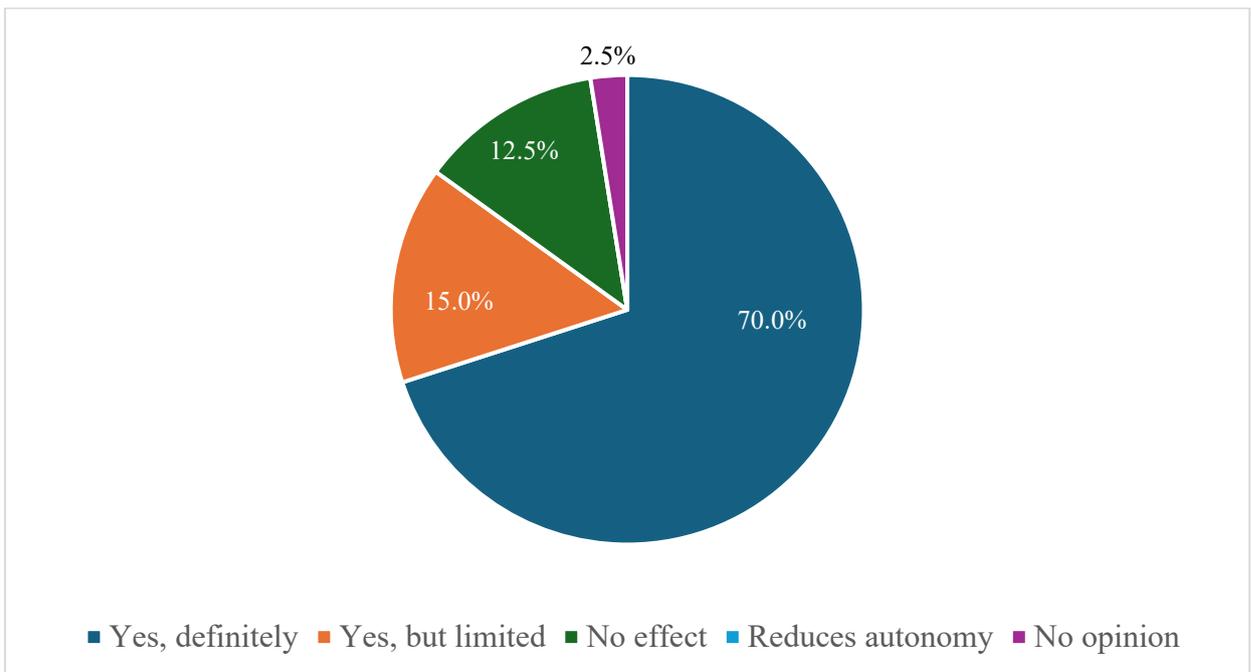
The purpose of this survey question was to assess the need for formal training and support from teachers on how to effectively use AI tools in learning. This result is crucial for making practical recommendations regarding the role of schools and instructors in promoting responsible student autonomy.

The results showed an absolute and overwhelming consensus from the students. The percentage of students who answered "Yes" was the highest at 87.5%. This percentage demonstrates a clear and strong desire from learners to receive guidance on how to leverage AI. This need is entirely aligned with the difficulties pointed out in Question 7, especially "Unsure of how to ask questions" and "Difficulty in assessing the accuracy of answers", which are issues that require intervention through guidance on methodology and critical thinking.

Only a very small percentage of students answered "No" (5%), and "Not sure" (7.5%). This low percentage reinforces the idea that while students are using AI frequently (demonstrating autonomy in seeking learning tools), they are acutely aware of their limitations in optimizing this tool and proactively seek professional support to improve their performance. This does not diminish autonomy but is indicative of mature autonomy, where learners know when to seek external support to enhance outcomes.

As such, this result is a clear call to action for educators, suggesting that to sustainably improve autonomy, schools need to integrate teaching about the ethical and effective use of AI into their curricula, helping students transition from using AI instinctively to using it as a strategic and critical learning tool.

Question 10: Do you think AI helps you become more independent in learning English?

Chart 10. Do students think AI helps you become more independent in learning English?

The purpose of this survey question was to directly confirm students' perceptions of the impact of AI on autonomy (also referred to as independence) in learning, which represents the core hypothesis of the study. This result strongly reinforces the analysis derived from Question 5 (regarding subjective feelings when using AI).

The results showed a very high and almost absolute consensus on the positive role of AI. The percentage of students who answered at the highest level of affirmation was "Yes, definitely" at 70%. This was followed by the group that answered "Yes, but limited" at 15%. When combining these two groups of positive responses, we find that up to 85% of students believe that AI helps them increase their autonomy in learning English. The fact that 70% of students were certain that AI helps them become more autonomous is the strongest evidence that AI is acting as an empowering tool for learners, helping them take control of their learning process, from seeking explanations, practicing skills, to self-assessment of progress.

Negative responses were almost negligible: 12.5% of students answered "No effect", 1% (1 in 40) answered "Less", and 1% said "No opinion". The small proportion of negative responses reinforces that concerns about AI reducing autonomy (i.e., becoming overly dependent) are not shared by the majority of students.

In summary, the results from this question provide conclusive evidence for the thesis,

affirming that AI is an effective tool in promoting autonomy among first-year English major students, fostering high levels of initiative and helping them become more independent learners.

2. Summary

This study assessed the role of AI in enhancing learner autonomy among 40 first-year English majors at HPU.

Objectives Achieved:

- Theoretical framework: The study analyzed the roles, benefits, and limitations of AI tools (LLMs, Grammarly, Duolingo) concerning the four language skills and their link to autonomy components (self-regulation, self-direction).

- Quantitative data: Data was collected from 40 students using a 10-item questionnaire and processed via descriptive statistics.

Key Findings:

The findings strongly support the research hypothesis:

- AI is essential and effective: AI use is frequent (over 72% use regularly) and recognized for cognitive effectiveness (77.5% felt better lesson comprehension).

- Autonomy confirmed: 85% of students affirmed that AI increases their self-reliance, with 70% strongly certain, proving AI is an effective lever for promoting self-directed learning.

- Main challenge and need: The primary barrier is the lack of critical thinking and strategic interaction with AI (difficulty in evaluating accuracy and asking effective questions, both at 55%). This necessitates urgent pedagogical support: 87.5% desired teacher guidance on responsible AI usage for sustainable autonomy.

PART 3: CONCLUSION

1. Summary of key findings

The survey results show that the use of AI tools has become an established component of the learning habits of first-year English major students at HPU. Students utilize AI with high frequency, primarily for consolidating knowledge, practicing skills, and supporting the explanation of complex content. This reflects a clear transition from teacher-dependent learning to a more proactive self-directed model, in which AI functions as a reliable "learning assistant".

Overall, AI is evaluated by students as having positive effects, particularly in enhancing the ability to comprehend lessons and supporting access to knowledge based on personal needs. Thanks to its ability to provide rapid feedback, clear explanations, and flexible suggestions, AI helps learners feel more confident in problem-solving, thereby contributing to strengthening autonomy in learning. Most students reported feeling more proactive when using AI, willing to independently find materials, practice skills, and monitor their progress.

However, the survey results also suggest that learner autonomy is not yet fully matured. Many students encounter difficulties in formulating appropriate prompts or evaluating the accuracy of AI-provided answers. This indicates that critical thinking and self-assessment - core elements of autonomous learning - are still limited. Concurrently, a segment of students is concerned about the risk of over-reliance on AI, which could lead to a decrease in the initiative to generate new knowledge.

Furthermore, despite the numerous benefits AI offers, almost all students still desire more guidance from teachers on how to use AI effectively, ethically, and in alignment with learning goals. This underscores that AI cannot replace the role of the instructor but rather maximizes benefits when integrated into the teaching-learning process in a strategically guided manner.

In summary, the survey provides conclusive evidence that AI has a clear and positive impact on improving the autonomy of first-year English major students. However, for this autonomy to be sustainable, students require additional support in AI literacy, critical thinking skills, and proactive self-learning methodologies. The combination of AI utilization and pedagogical guidance from teachers will be the key to helping learners exploit AI responsibly and effectively in their journey to develop English skills.

2. Recommendations

2.1. For students

Based on the findings from the survey and analysis, students are the group directly affected and also the ones who benefit the most from applying AI to the process of English self-study. Therefore, some specific recommendations for students are proposed as follows:

First, students need to clearly define their learning goals before using AI

Setting specific goals such as improving listening skills, increasing vocabulary, practicing writing or preparing for exams (TOEIC, IELTS, VSTEP, ect.) helps students avoid studying haphazardly or depending on tools without direction. When having goals, students can easily choose the appropriate AI tool (for example: Duolingo Max for practicing basic skills, ELSA for pronunciation, ChatGPT for practicing writing and language thinking).

Second, students need to practice proactive learning habits instead of "Letting AI do it for them".

A common situation is that students ask AI to write paragraphs, do exercises or answer questions for them. This significantly reduces their autonomy. Instead, students should use AI as a "guide" rather than a "hired assignment writer". Specifically, students can write first and then use AI to correct mistakes; listen and speak first and then use AI to comment and suggest improvements; or think of solutions themselves before asking AI to add ideas. This approach both maintains critical thinking and helps knowledge to be remembered more deeply.

Third, students need to learn how to evaluate the accuracy and reliability of information provided by AI.

Because AI can sometimes provide incorrect or inappropriate information in context, it is very important to double-check with multiple sources. Students should compare information from AI with textbooks, reputable websites or discuss with lecturers. This assessment skill will help limit risks and help learners develop analytical skills – an important part of self-study.

Fourth, students should combine AI with traditional learning methods to maximize efficiency.

AI is very supportive in the practice and quick feedback part, but textbooks, interactive classes, and lecturers' lectures still play a fundamental role. Combining diverse

methods - reading, handwritten notes, group practice, video learning, and exchanging with friends - will help consolidate knowledge comprehensively and reduce dependence on a single source.

Fifth, students should take advantage of AI to maintain motivation and long-term learning habits.

Many AI tools have features to remind study schedules, systematize weekly/monthly goals, track progress, and suggest practice exercises by level. Students can set up a reasonable study schedule according to their personal time budget and maintain the habit of at least 10 - 20 minutes per day. Maintaining a consistent frequency will help improve skills more significantly than cramming or random learning.

Finally, students need to use AI ethically and transparently in their studies.

Excessive use of AI to do homework for them not only affects the actual learning results but also violates the academic regulations of many educational institutions. Students should be honest in using AI and know when to stop. AI should only play the role of supporting thinking, suggesting ideas or providing guidance – not a tool for cheating.

2.2. For instructors

Based on the survey results and analysis of the relationship between AI and autonomy in learning, lecturers play a key role in guiding, supporting, and creating a healthy learning environment for students. Some recommendations for instructors are given as follows:

First, instructors need to proactively update their knowledge of AI tools and AI application trends in foreign language education.

AI develops rapidly, and new tools are constantly appearing with increasingly diverse features. Understanding popular applications such as ChatGPT, Grammarly, Duolingo Max, ELSA, QuillBot, etc., helps instructors understand how students are using them and enables them to guide students in the right direction, instead of prohibiting or letting students use them independently and without direction. If possible, instructors can participate in short-term training courses or seminars on AI in foreign language teaching.

Second, instructors should guide students to use AI properly, for the right purpose, and to the right extent.

Many students use AI to complete assignments on their behalf, leading to a decrease in their cognitive skills and a lack of initiative in learning. Therefore, instructors need to

clearly explain to students the boundary between "learning assistance" and "over-dependence". For example, instructors can encourage students to write their own paragraphs first and then use AI to suggest editing, or use AI to practice pronunciation instead of generating complete speeches. Specific instructions will help students approach AI in a more scientific and effective manner.

Third, instructors can integrate AI into lectures to increase interaction and encourage self-directed learning.

Instead of only teaching using traditional methods, instructors can utilize AI to create personalized exercises, suggest discussion topics, analyze errors, or simulate English dialogue. This combination not only makes lessons more engaging but also creates conditions for students to approach AI in a controlled environment, thereby building proactive learning habits outside of class.

Fourth, instructors need to apply appropriate assessment methods to limit students from misusing AI in tests and assignments.

Some assessment methods such as live presentations, group discussions, impromptu speeches, role-playing activities, or live listening will help measure students' authentic abilities. In addition, instructors can ask students to explain the process of completing the test themselves, with drafts or recordings to prove their academic integrity in learning. This both ensures fairness and encourages students to practice their real abilities.

Fifth, instructors should create an open learning environment and encourage students to share their experiences using AI.

Many students have very creative and effective ways of using AI, but lack opportunities for exchange. Instructors can organize short sharing sessions in class, or ask students to present how they use AI to memorize vocabulary, practice speaking, or improve writing. These activities not only spread good practices but also help students become more confident in self-learning.

Finally, instructors need to closely monitor and support students' progress, combining traditional feedback with AI-based feedback.

Teacher feedback is still the most important factor in guiding learning. However, instructors can integrate AI assessment results to monitor students' progress through each stage, thereby providing appropriate and timely advice. This is a way to balance technology and human factors to enhance students' autonomy.

2.3. For HPU

Based on the research results and the context of digital transformation in higher education, the role of educational institutions is extremely important to ensure that faculty and learners have a favorable environment to apply AI in learning and teaching. Some published recommendations for institutions are as follows:

First, institutions need to invest in and upgrade IT infrastructure.

AI-based learning requires a stable internet connection, a well-functioning computer system, and a sufficiently powerful online learning platform (LMS) to integrate or link with AI tools. Institutions should check the Wi-Fi network for users, optimize system servers, and upgrade multimedia learning utilities in classrooms. This not only supports students in the learning process but also helps faculty easily develop technology-enhanced teaching activities.

Second, institutions should develop clear and transparent policies and guidelines for AI use in academics.

As AI develops rapidly, misuse can lead to issues related to academic integrity or a decline in self-learning ability. Therefore, institutions need to establish formal regulations on the use of AI in educational settings - including allowed content, restricted content, citation guidelines when using AI, and principles of academic ethics. Simultaneously, institutions should organize internal communications to raise awareness among students and faculty, preventing misunderstanding or misaligned usage.

Third, institutions should organize training programs, workshops, and digital skills courses for students and faculty.

Not everyone possesses the skills to effectively use AI, especially first-year students. Institutions can organize workshops on how to use ChatGPT, Grammarly, Duolingo, ELSA, or other language learning applications. For faculty, tutorials on AI-integrated lesson design, assessment in the context of technology, and digital classroom management will help improve teaching quality. These activities also help to increase the readiness of the faculty team in the face of changes in higher education.

Fourth, institutions can build a dedicated learning and skills support center for students.

This can be a common classroom, an academic skills center, or a technology support area where students receive advice on using standard AI tools. This center can provide

services such as writing review, pronunciation guidance, technical support, or advice on English self-study methods. This helps students, especially first-year students, not feel disoriented (or confused) when entering a new learning environment.

Fifth, institutions should encourage faculty to apply blended learning models and personalized teaching.

AI can analyze the strengths and weaknesses of each student, thereby helping faculty adjust their teaching methods accordingly. Institutions can provide support by facilitating faculty's instructional design activities, purchasing AI account subscriptions, or learning enhancement packages for each department. The application of personalized learning models not only helps students become more autonomous but also achieves optimal teaching and learning efficiency.

Finally, institutions should promote research and application of AI in education.

Institutions can sponsor AI research topics, encouraging students and instructors to conduct surveys, experiments, or develop learning support models. The results of this research will help institutions update technology trends, build long-term education strategies, and create their own identity in foreign language training. Simultaneously, AI research efforts also help to foster a dynamic, creative, and highly competitive academic community.

3. Limitation of the study and suggestions for further research

Although this study has provided an overview of the use of AI to enhance the autonomy of English learning in first-year English major students at HPU, however, due to the limitations in sample size (only 40 students) and the short duration of the survey implementation (approximately 1,5 months), the results of this study cannot objectively represent the entire student population.

First, future studies can expand the scope of subjects.

The current study only focuses on students in the first year of English majors, which does not fully reflect the differences between different cohorts, majors, or proficiency levels. Further research could compare the research topics and AI usage between first-year, second-year, and third-year students, or between foreign language students and students from other majors to gain a more comprehensive view.

Second, further studies should consider more diverse AI tools and compare their effectiveness.

Currently, there are many AI-based foreign language learning support applications such as ChatGPT, Grammarly, Duolingo Max, ELSA Speak, Elsa AI Tutor, etc. A deeper analysis of each type of tool, its suitability for each skill or student group, will help to develop more effective AI strategies in teaching and learning.

Third, future research could utilize experimental designs.

Experimental studies - for example, dividing students into AI and non-AI groups - would provide more robust and objective results on the true impact of AI on autonomy and learning outcomes. This is also an effective approach if researchers want to assess long-term competence rather than just survey habits and attitudes.

Fourth, there is a need for more in-depth research on educational psychology.

Many psychological factors such as learning motivation, autonomy, technology readiness, and language learning anxiety also influence how students interact with AI. Future research could incorporate psychological surveys to better understand the relationship between AI, learning psychology, and autonomy.

Finally, further research could broaden the perspective to include institutional and policy factors.

Educational system factors such as curriculum, policy support, level of investment in technology infrastructure, or faculty attitudes also influence how students use AI. Surveying or evaluating institutional policies would create a more nuanced, in-depth, and practical view of this issue.

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SURVEY QUESTIONNAIRE

This survey is designed to collect information about how first-year English majors at HPU use AI tools to support their English learning. Your responses will help identify learning habits, levels of autonomy, and the perceived effectiveness of AI in language learning. All answers are confidential and will be used for research purposes only. Thank you for your participation.

Question 1. How often do you use AI tools (such as ChatGPT, Grammarly, Duolingo, etc.)?

☐ Daily

☐ 3–4 times/week

☐ 1–2 times/week

☐ Less than once/week

☐ Not used

Question 2. Which skill do you mainly use AI to support? (can choose more than one answer)

☐ Vocabulary

☐ Grammar

☐ Listening Skills

☐ Speaking Skills

☐ Reading Skills

☐ Writing Skills

Question 3. What is your main purpose when using AI?

☐ Explain knowledge

☐ Practice skills

☐ Do homework/complete learning tasks

☐ Translate or check for errors

☐ Be curious/explore technology

Question 4. To what extent do you feel that AI helps you understand the lesson better?

☐ Very much

☐ Quite a lot

☐ Normal

☐ Little

☐ Does not help

Question 5. When using AI, do you feel more independent at learning English?

☐ Yes, very proactive

☐ Yes, but not much

☐ Normal

☐ Less

☐ Not at all

Question 6. Which skill does AI help you improve the most?

☐ Listening

☐ Speaking

☐ Reading

☐ Writing

☐ No improvement

Question 7. What difficulties do you encounter when using AI? (can choose more than one answer)

☐ Unsure of how to ask questions

☐ Difficulty in assessing the accuracy of answers

☐ Over-dependence

☐ Unfamiliar with technology

☐ No difficulty

Question 8. How much do you trust the accuracy of the information provided by AI??

☐ Very Trustworthy

☐ Fairly Trustworthy

☐ Acceptable

☐ Less Trustworthy

☐ Not Trustworthy

Question 9. Do you want teachers to guide you on how to use AI more effectively?

☐ Yes

☐ No

☐ Not sure

Question 10. Do you think AI helps you become more independent in learning English?

☐ Yes, definitely

☐ Yes, but limited

☐ No effect

☐ Reduces autonomy

☐ No opinion