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AI-Mediated Adaptive Feedback and Writing Engagement: ChatGPT-Enabled Personalised Learning in a Vietnamese EFL University

This study explores how ChatGPT supports personalized learning in academic writing classes at a Vietnamese university. Adopting a mixed-methods approach, it draws on survey responses from 164 English-major undergraduates and interview data from 10 participants. The research investigates students'perceptions of ChatGPT in terms of adaptive writing support, engagement, and instructional scaffolding. Quantitative results show generally positive attitudes, with students reporting that ChatGPT helps generate ideas, improve vocabulary, and clarify structure. However, concerns were raised about the accuracy of feedback and potential over-reliance on AI-generated content. Qualitative findings offer deeper insight into how students manage ChatGPT's suggestions in relation to their learning needs and writing goals. While some learners valued the tool's flexibility, others struggled to maintain their voice or critically evaluate the output. The study highlights the importance of teacher mediation and student autonomy in maximizing the benefits of AI in writing instruction. It contributes to emerging discussions on AI-assisted language learning by emphasizing the need for pedagogical strategies that guide learners in using generative tools critically and effectively.

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