Enhancing Learner Motivation in Writing Courses through AI Tools: A Case Study at Van Lang University

Artificial Intelligence (AI) is described as a partner tool facilitating students'process of learning writing skills. Although many studies have demonstrated that the power of AI tools positively influences learners' writing skills in various aspects, there is limited research on their effects on motivation in learning writing skills in English as a Foreign Language (EFL) contexts, including Vietnam. This quantitative study aims to investigate how AI tools change learner motivation in the process of learning writing skills through the perceptions of 121 EFL students in writing courses at Van Lang University (VLU). When it comes to the learners' motivation in their process of learning writing skills, the findings show that AI tools tend to boost their engagement, their desire to write, and their confidence, as well as reduce their stress levels. In addition, most of the students report that AI tools motivate them to improve certain aspects of their writing skills, including grammar, vocabulary, idea development, and content and organization. This study can serve as a reference to provide a deep understanding of Vietnamese EFL students' perceptions about utilizing AI tools to motivate them to improve their writing skills.

Keywords: Artificial Intelligence (AI), perceptions, learner motivation, writing skills, Vietnamese students

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