

An investigation into HUFLIT university students' AI competency in language learning

In recent years, with the rising popularity of artificial intelligence (AI) technology, especially in language education, language learners have found it more and more attractive to use AI tools such as ChatGPT, Grammarly, ELSA Speak, and Google Translate to support them in the language learning process. However, this technological revolution has also generated AI competency, whereby the students need to learn how AI works and how to use AI tools ethically. This study was conducted to assess students' levels of AI competency in English language learning and explore patterns of AI tools usage and perceived effectiveness. A questionnaire including three parts was administered to 4 classes of English-major students at HUFLIT University. The first part of the questionnaire was to collect personal information of the students. The second and third parts focus on investigating students' levels of AI competency and their usage of AI tools in language learning. The self-reported questionnaire results indicated that students possess AI competency at a high level. However, the results from multiple choice questions show a mismatch between their perceived AI competency and their actual understanding and use of AI tools in language learning. Moreover, ChatGPT and Grammarly were reported to be among the most frequently used AI tools. In addition, the students also reported a high level of effectiveness of AI tools in their language learning. From the results, some pedagogical recommendations were drawn to help enhance students' AI competency and maximize the effectiveness of AI tools usage in language learning.

Key words: AI competency, AI tools usage, perceived effectiveness

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