VIRTUAL TUTORS IN ENGLISH LANGUAGE LEARNING AT UNIVERSITY: A TESOL PERSPECTIVE

This study examines the use of virtual tutors in English language learning at the Academy of Policy and Development in Vietnam, exploring the increasing integration of artificial intelligence in education. Despite the availability of tools such as ChatGPT, Duolingo, and Elsa Speak, learners face challenges in utilization due to limited digital literacy and a lack of instructional support. Using a mixed-methods approach, the study collected survey data from 150 students and conducted in-depth interviews with 10 English lecturers. Findings reveal that while students perceive virtual tutors as beneficial for pronunciation, grammar, and speaking fluency, their effectiveness is constrained by inconsistent usage and insufficient guidance. Teachers emphasize the need for structured training and the integration of blended learning to enhance outcomes. The study contributes to the field by offering practical recommendations for embedding virtual tutors within institutional frameworks to support learner autonomy and improve English proficiency.

Keywords: Artificial Intelligence; Blended Learning; Learner Autonomy; Virtual Tutors.

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