

AI AS A WRITING PARTNER: INVESTIGATING THE ROLE OF ARTIFICIAL INTELLIGENCE IN ENGLISH PRESENTATIONS FOR COMPUTER SCIENCE STUDENTS

Abstract

In an era where artificial intelligence (AI) is increasingly shaping academic practices, this study examines the integration of AI tools as writing and presentation partners among undergraduate computer science students enrolled in English for Specific Purposes (ESP) courses. In computer science, students are increasingly required to deliver academic presentations in English, yet they often struggle with limited vocabulary, low confidence, and difficulties in structuring complex content for diverse audiences. Although AI platforms such as ChatGPT, Grammarly, QuillBot, and DeepL offer promising support, little empirical research has examined how students use these tools, which tasks they prioritize, and what outcomes they experience. Adopting a mixed-methods approach, this research draws on survey data ($n \approx 110$), student interviews, and textual analysis of presentation drafts to explore AI's impact on grammar correction, vocabulary enhancement, logical organization, technical explanation, and persuasive delivery. Findings reveal that over 80% of students use AI mainly for surface-level improvements, while fewer tap into its potential for enhancing technical explanations or tailoring content to audience needs. Notably, many students (nearly 60%) report feeling less confident when AI is removed, indicating growing dependence. Beyond language concerns, students express specific anxieties about the reliability and accuracy of AI-generated computer science content, fearing that factual errors could undermine their credibility. These insights have significant implications for TESOL in the age of AI. Educators are encouraged to foster critical AI literacy, promote reflective and strategic AI use that supports authentic learning, and design assessments balancing human creativity with machine-assisted efficiency.

Keywords: artificial intelligence, English for specific purposes, academic presentations, AI literacy

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