

Promoting Students' Morphological Competence in English for Medical Purposes (EMP) Courses through AI-Driven Gamification

This present quasi-experimental study aimed to investigate the effects of AI-driven gamification on the morphological competence of second-year medical students enrolled in English for Medical Purposes (EMP) courses at Nguyen Tat Thanh University. A purposive sample of 83 students was separated into the experimental group (AI-driven gamification instruction, N = 42) and the control group (lecture-based instruction, N = 41). In quantitative terms, pre-tests and post-tests were conducted to assess morphological competence in both groups before and after the course. Furthermore, qualitative data were collected through intensive semi-structured interviews to gain insights into students' perceptions of the AI-driven gamification practice during their learning experience. The findings revealed that the experimental group significantly outperformed the control group in terms of morphological competence ($p < 0.05$). In addition, findings from qualitative analysis indicated that the students in the experimental group found the gamified learning experience engaging, interactive, and motivating, which helped them retain morphological knowledge more effectively. From these findings, it is suggested that incorporating AI-driven gamification into EMP teaching can make learning English medical terminology more effective, increase students' motivation, and create a more personalized learning experience.

Primary author: NGUYEN, NGOC (Nguyen Tat Thanh university)

Presenter: NGUYEN, NGOC (Nguyen Tat Thanh university)

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