USING CHATGPT, GEMINI, AND GROK IN LEARNING ENGLISH: STUDENTS' PERSPECTIVES AT A VIETNAMESE UNIVERSITY

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Abstract
The study explores the effectiveness and accessibility of AI-based language models, particularly ChatGPT, Gemini, and Grok, in enhancing Binh Duong University students' English reading, writing, listening, and speaking skills. By analyzing students' perceptions through qualitative interviews, the research aims to assess the usability, effectiveness, and impact of these AI tools on academic tasks. The research employs a mixed-method approach, integrating thematic analysis to identify key patterns in student experiences. Findings reveal that students perceive ChatGPT, Gemini, and Grok as highly user-friendly, accessible, and effective for improving reading and writing quality, grammar accuracy, vocabulary, and communicative skill enhancement. Many participants report increased confidence in their reading and writing abilities and appreciate the immediate feedback provided by these tools. Additionally, the study highlights the role of AI in reducing students' dependence on lecturers for writing corrections and fostering greater autonomy in learning. Future research should explore the long-term effects of AI-assisted learning, considering its impact on students' cognitive skills, creativity, and academic integrity.
Key words: AI tools, ChatGPT, Gemini, Grok, Students' perspectives

1. Introduction

Learning effectively in English remains a considerable challenge for BDU students in Ho Chi Minh city, Vietnam. Nevertheless, in an increasingly globalized world, proficiency in English reading and writing is no longer optional but essential. Academic writing in English requires more than simply arranging words; it involves mastering grammar, vocabulary, sentence construction, and the ability to convey ideas clearly and persuasively (Hyland, 2003). For BDU students, acquiring these listening, speaking, reading, and writing skills presents both promising opportunities and substantial obstacles. One of the main motivations driving students to improve their English learning skills is in the growing significance of English in academic and professional contexts. Writing and reading skills proficiently in English not only enable students to access global research but also equip them to communicate effectively with international peers and pursue careers beyond national borders (Grabe & Kaplan, 2014). As Vietnam deepens its integration into the global economy, the demand for English proficiency – particularly in communication skills – has grown markedly. Consequently, many BDU

students view English learning as a critical stepping stone to broader academic and professional success.

However, the path to mastering English is facing with challenges. A key linguistic obstacle originated from structural differences between Vietnamese and English. Vietnamese, for example, does not employ verb tenses in the same way English does, making it difficult for students to express temporal relationships accurately (Nguyen, 2023; Pham & Le, 2024). Grammatical competence, therefore, is essential for overcoming these structural barriers. Vocabulary acquisition represents another significant challenge. Many students struggle to find precise words that effectively convey their ideas. Expanding vocabulary requires sustained effort, involving consistent reading, writing practices, and the strategic use of tools such as dictionaries and digital applications (Nation, 2013). In addition, the fear of making mistakes often results in writing anxiety, which can forbid students' confidence and slow their progress (Dewaele & MacIntyre, 2014).

The emergence of Artificial Intelligence (AI) has significantly reshaped educational practices in the 21st century, particularly in enhancing students' literacy skills. AI technologies offer personalized and adaptive learning experiences that foster the development of writing and reading competencies (Bonner et al., 2023; Luckin et al., 2016). Intelligent tutoring systems and natural language processing tools provide real-time feedback and automated evaluations, enabling students to refine their learning more efficiently (Nguyen et al., 2022).

Advanced AI language models such as ChatGPT, Gemini, and Grok have become particularly influential in developing students' English learning skills. These platforms offer immediate feedback on grammar, vocabulary, cohesion, and organization, helping students enhance their writing fluency and accuracy (Abas et al., 2023; Liang et al., 2022). Through this feedback, students better understand the mechanics of writing and reading, and acquire strategies to improve clarity, argumentation, and logical flow (Barrot, 2023; Holmes et al., 2021). Moreover, these tools contribute to cultivating critical thinking and communication skills, which are essential in both academic and professional contexts.

In terms of reading and writing, AI tools also offer substantial benefits. They can simplify complex texts, highlight key ideas, and explain difficult vocabulary and grammar, making academic materials more accessible (Luckin et al., 2016). AI-based reading assistants promote deeper comprehension by suggesting critical approaches and guiding students to analyze diverse viewpoints (Nguyen et al., 2022). By tailoring support to individual needs, these systems foster autonomous learning and help learners build confidence in engaging with academic content (Zhai et al., 2021). Despite concerns about over-reliance and ethical considerations in AI use, its potential to enhance personalized learning and reduce educational disparities is evident (Holmes et al., 2021). AI not only supports the development of fundamental literacy skills but also promotes creativity, adaptability, and problem-solving – competencies vital for navigating a digitally driven world.

In conclusion, while mastering English writing and reading skills remains a demanding task for students at BDU, the integration of AI in education offers promising avenues to support their learning. As technology continues to evolve, its role in shaping effective, engaging, and inclusive literacy education is likely to expand, helping students meet the complex demands of modern academic and professional environments. To solve this problem, the research team raised the following research questions:

1. What are students' perceptions of using ChatGPT to learn English?

2. What are students' perceptions of using Gemini to learn English?

3. What are students' perceptions of using Grok to learn English?

4. How do AI tools impact students' listening, speaking, reading, and writing skills?

2. Literature Review

The use of AI into EFL classes has become a transformative development, especially when it comes to learning English skills. In order to promote student engagement, provide real-time feedback, and assist the development of writing proficiency, AI-powered technologies like ChatGPT, Gemini, Grok, and automated feedback systems are being used more and more (Carlson et al., 2023; Cotton

et al., 2024; Zawacki-Richter et al., 2019). By identifying grammatical errors, suggesting vocabulary expansions, and assessing the coherence and organization of student learning skills, these technologies facilitate individualized learning experiences (Liang et al., 2022).

Therefore, in order to successfully incorporate AI into learning English, teachers must have a thorough understanding of students' perceptions. Understanding the attitudes and experiences of students enables teachers to customize their implementation strategies, guaranteeing that AI is used as an adjunct to traditional teaching techniques rather than as a substitute. Teachers can improve the effectiveness of English teaching and make it more responsive and adaptive in a fast-changing technology world by coordinating AI use with students' needs and expectations (Harunasari, 2023; Zhai et al., 2021).

ChatGPT, for non-native English speakers, has become a very useful tool, especially when it comes to improving to learn a language, sentence structure, and grammatical accuracy. According to the research by Zou and Huang (2023a), students thought ChatGPT was particularly helpful for providing pertinent recommendations that greatly aided in their writing ability development. The capacity of ChatGPT to help students organize and structure their academic texts – an area that presents significant challenges for those with no formal experience – is one of its main benefits. Students were able to create well-structured and cohesive texts during their first attempts at writing academic articles because to ChatGPT's assistance in defining crucial elements including the title, introduction, methodology, and findings (Zou & Huang, 2023a).

In a similar vein, Gemini is evolving beyond its initial function as a traditional AI model to become a whole ecosystem that incorporates cutting-edge AI characteristics into all of Google's services and products. According to a research survey by Joshi (2019), Gemini provides flexible tools for a variety of applications, empowering developers, teachers, and students. Its ability to assist users in creating and improving content is one of its noteworthy advantages, especially for those who are unfamiliar with reading and writing several essays or academically. According to feedback from teachers and students alike, Gemini improves writing by assisting with concept organization and increasing

productivity. The Gemini app's accessibility is further improved by its mobile-friendly design, which enables users to get AI help while they are on the go. Gemini Advanced is a vital tool for consumers in need of advanced, AI-driven solutions since it offers priority access to Google's next-generation AI capabilities for more complex projects.

Grok is one example of a new wave of intelligent tools created to promote language learning in dynamic and interactive ways, an AI-powered conversational assistant. Grok is a useful tool for students looking to get better in English because, like other big language models, it gives them immediate feedback, grammar correction, vocabulary expansion, and stylistic recommendations. Its capacity to replicate actual dialogues is one of its main advantages; it enables students to rehearse real-life communication, improve their fluency, and strengthen their comprehension of language structures in context (Taylor & Smith, 2021).

Furthermore, students can receive individualized support catered to their language needs because of Grok's responsiveness and user-friendly interface, which promote increased learner autonomy and engagement (Lee et al., 2024). However, Grok has a number of drawbacks in addition to its benefits. The possibility of students being overly reliant on the tool to generate ideas or fix mistakes rather than honing their own reading and writing, and critical thinking abilities is one of the main concerns (Nguyen et al., 2022). Additionally, Grok, like many AI tools, can sometimes give feedback that is too generic, so students should be cautious and keep an eye on its recommendations (Holmes et al., 2021). To maximize its effectiveness, teachers must guide students in using Grok as a supplementary tool rather than a substitute for traditional learning methods, ensuring that it supports rather than undermines language development.

3. Methodology

The study was carried out in the Department of Foreign Languages at BDU in Ho Chi Minh City, Vietnam. Especially in the southern region of Vietnam, BDU has contributed significantly to higher education. For more than 28 years, BDU has trained over 20,000 students in a variety of subjects and advanced academic and professional development. With ten faculties, the university offers a broad

range of academic programs that are intended to give students both theoretical knowledge and practical skills. With its two main campuses in HCMC and Ca Mau province, BDU creates a vibrant learning environment that combines classroom education with practical application. The focus on English competence is a fundamental component of BDU's academic philosophy. English is a necessary course for all students, irrespective of their major. This policy guarantees that graduates are ready for opportunities around the world by reflecting the expanding significance of English in both academic and professional contexts. The BDU Department of Foreign Languages has made great efforts to improve language instruction using contemporary technologies in keeping with this objective.

3.1. Research Design

The study uses a descriptive and analytical research approach to examine the patterns and effectiveness of ChatGPT, Gemini, and Grok in helping BDU English majors learn the language. This method makes it possible to systematically gather, characterize, and analyze data in order to draw unbiased conclusions on how ChatGPT, Gemini, and Grok affect students' ability to learn. While analytical research enables a thorough assessment of the efficacy of AI-assisted reading and writing in an academic context, descriptive research is especially helpful in comprehending patterns and communicative behaviors (Creswell, 2014). Using this research approach, the study intends to evaluate the advantages and difficulties of AI-based learning support as well as its consequences for BDU English language instruction.

3.2. Research Participants

Three hundred first-, second-, third-, and final-year English majors at BDU are involved in the study. These participants were chosen because they are knowledgeable in both technology and English language learning, which makes them ideal for assessing the use of AI-powered language learning resources. It is anticipated that BDU English majors will be more fluent in the language and more able to adjust to new digital tools, which makes using ChatGPT, Gemini, and Grok easier for them (Abas et al., 2023; Lee et al., 2024). Out of the 300 students, 150 receive direct instruction from

one of the researchers, with the remaining 50 students coming from different classes and 100 first-year students. The researchers asked for help from peers and student representatives to collect writing examples from these extra participants in order to guarantee a thorough data collection procedure.

The choice to incorporate students from various academic years offers a more comprehensive view of the ways in which AI-assisted language learning resources affect learners at various skill levels. While older students may utilize AI tools to improve their grammar and coherence, first-year students may rely more on them for idea development and structure (Cotton et al., 2024; Holmes et al., 2021). Through this comparison, the study can investigate if AI gradually improves writing abilities or if it causes an excessive dependence on automated recommendations.

3.3. Research Instruments

The main research instruments used in the study were students' assignments submitted through the Learning Management System (LMS) and an English assessment system integrated into the Microsoft Teams and Zoom software platforms. These samples included short paragraph exercises of 100 to 250 words, following a B1-B2 level writing format similar to IELTS, pre-programmed readings, and listening homework installed directly on each student's personal information. The choice of this format is consistent with the English assessment standards for English majors at BDU and provides a structured means of assessing students' writing abilities (Council of Europe, 2020).

The use of digital platforms such as LMS and Microsoft Teams ensures consistency in data collection and allows for the assessment of students' listening, speaking, reading, and writing in an organized and systematic manner. The LMS records independent student assignments completed outside of the classroom, where the use of AI tools is unsupervised. In contrast, Zoom and Microsoft Teams are used for formal assessments that are administered under supervision, ensuring that students complete assignments without the assistance of AI. This dual approach allows the study to differentiate between AI-assisted learning of the four skills and independent learning of the skills, highlighting the extent to which AI impacts these skills (Harunasari, 2023; Le & Tran, 2023).

4. Results and Discussion

The data for this study were collected through an analysis of student responses from questionnaires and interviews. These methods provided valuable insights into how students perceive ChatGPT, Gemini, and Grok as AI-assisted tools for English learning skills at BDU. The study's findings were quantified by calculating the proportion of all student responses, which are systematically presented in Tables 1, 2, 3, and 4. By organizing the data into clear categories, the research offered a structured overview of students' opinions on AI's role in listening, speaking, reading, and writing development.

Based on student responses, the data findings were classified into five categories: strongly disagree (SD), disagree (D), undecided (U), agree (A), and strongly agree (SA). This categorization allowed for a more precise understanding of students' attitudes toward AI-powered reading and writing assistance. The responses were then ranked according to their frequency, highlighting the overall sentiment toward AI integration in English learning. According to Dörnyei (2007), categorizing survey responses enables researchers to identify patterns and draw meaningful conclusions from participant feedback. By systematically analyzing students' views, this study provided a comprehensive evaluation of AI's perceived benefits and challenges in EFL reading and writing skills. These findings contributed to ongoing discussions on how AI can be effectively integrated into language education.

4.1. Students' perceptions of using ChatGPT to learn English

Statements 1, 2, 3, and 4 focus on usability and convenience. Notably, 94.4% of students strongly agree that ChatGPT is easy to use (Statement 1), and 95% agree or strongly agree that it is effective (Statement 2). Furthermore, 74.9% agree that ChatGPT is easily accessible (Statement 3), although 15.6% remain undecided, which may point to inconsistent internet access or platform familiarity. Statement 4 reveals that 100% of respondents view ChatGPT as more convenient than other AI tools – suggesting high user satisfaction.

Table 1.

Student's Perception and Experience of ChatGPT

No	Statements	SD	D	U	A	SA
1	ChatGPT is easy to use.	0%	0%	0%	5,6%	94,4%
2	ChatGPT is very effective.	0%	0%	5%	61,5%	33,5%
3	ChatGPT is easily accessible anywhere and anytime.	0%	10,5%	14,6%	56,7%	18,2%
4	ChatGPT is more convenient to use than similar AI apps.	0%	0%	0%	70,7%	29,3%
5	You use other AI reading and writing assistant tools for reading and writing your English assignments.	0%	0%	24,5%	75,5%	0%
6	You find ChatGPT helpful for practicing listening and speaking topics.	0%	15,2%	18,9%	53,7%	12,2%
7	You frequently use ChatGPT for your English reading and writing tasks.	0%	10,4%	20,8%	58,8%	10%
8	You enjoy the chance to practice conversations with ChatGPT.	0%	7%	42%	38,5%	12,5%
9	ChatGPT has the potential to strengthen your reading and writing skills in English.	0%	0%	30%	50,9%	19,1%
10	You use ChatGPT to create questions for listening and speaking comprehension.	0%	3%	15%	60,6%	21,4%
11	Using ChatGPT during your reading and writing tasks is a pleasant experience.	0%	0%	5%	80,8%	14,2%
12	ChatGPT is seen as a useful tool for improving your communication skills.	0%	5%	17,5%	65%	12,5%
13	ChatGPT has increased your reading and writing efficiency.	0%	0%	10,7%	84%	5,3%
14	ChatGPT supports your grammar and sentence structure in listening and speaking.	0%	8%	14%	47,2%	30,8%
15	You would suggest ChatGPT to your friends for English listening, speaking, reading, and writing assignments.	0%	0%	9%	60,5%	30,5%

Statement 5 shows that 75.5% of students use other AI tools besides ChatGPT, and 24.5% are undecided. This suggests that while ChatGPT dominates student usage, other platforms still play a complementary role in their English studies. Statements 6 – 8 explore the integration of ChatGPT

into language learning tasks. For listening and speaking practice (Statement 6), only 65.9% agree or strongly agree, while 34.1% remain unsure or disagree. This may be due to the limitations of ChatGPT's spoken interactivity or students' preferences for live interaction.

In terms of reading and writing (Statement 7), 68.8% of students use ChatGPT frequently, which highlights its stronger relevance to text-based tasks. However, only 50.3% enjoy using ChatGPT for conversational practice (Statement 8), and 42% remain neutral, perhaps indicating a gap between expectations and the platform's capabilities for dynamic conversation. Statements 9 – 14 deal with educational impact. Most respondents agree that ChatGPT has the potential to strengthen reading and writing skills (Statement 9: 70%), and that it is helpful in creating listening and speaking comprehension questions (Statement 10: 81.7%).

The tool is generally perceived as enjoyable (Statement 11: 95%), useful for communication (Statement 12: 77.5%), and highly effective in boosting reading and writing efficiency (Statement 13: 94.7%). Also, 77.2% believe it supports grammar and sentence structure (Statement 14), reflecting its usefulness for language accuracy. Lastly, Statement 15 reveals that 91% of students would recommend ChatGPT to their peers for English assignments, affirming a strong level of endorsement and overall satisfaction.

4.2. Students' perceptions of using Gemini to learn English

Statements 1 to 4 address how user-friendly and accessible Gemini is. A combined 92.2% of students agree or strongly agree that Gemini is easy to use (Statement 1), with similarly positive responses for its effectiveness (Statement 2: 85.5%). However, the data for accessibility (Statement 3) shows more hesitation – 33.6% were undecided, suggesting that some learners may face issues such as device compatibility or inconsistent availability.

Statement 4 indicates that only 55.4% find Gemini more convenient than similar AI tools, while a notable 40.6% remain neutral. This ambivalence might imply that Gemini has not yet clearly differentiated itself from competitors such as ChatGPT.

Table 2.

Student's Perception and Experience of Gemini

No	Statements	SD	D	U	A	SA
1	Gemini is easy to use.	0%	2%	5,8%	55%	37,2%
2	Gemini is very effective.	0%	1,5%	12,5%	70,5%	15,5%
3	Gemini is easily accessible anywhere and anytime.	0%	5%	33,6%	48,6%	12,8%
4	Gemini is more convenient to use than similar AI apps.	0%	0%	40,6%	40,4%	15%
5	You believe Gemini will play a significant role in education in the coming years.	0%	0,4%	16,3%	46,1%	37,2%
6	You frequently use Gemini for your English reading and writing tasks.	0%	0%	25%	59,4%	15,6%
7	You find Gemini useful for organizing their listening and speaking ideas.	0%	2%	25,6%	46,8%	25,6%
8	Gemini has the potential to strengthen your reading and writing skills in English.	0%	0%	30,7%	48,8%	20,5%
9	You use Gemini to prepare for listening and speaking tests and interviews.	0%	2,5%	33,6%	46,3%	17,6%
10	Using Gemini during your reading and writing tasks is a pleasant experience.	0%	0,6%	30,3%	48,2%	20,9%
11	Gemini is helpful in improving vocabulary and expressions for your listening and speaking skills.	0%	0%	34,6%	39,5%	25,9%
12	Gemini has increased your reading and writing efficiency.	0%	1,9%	33,5%	40,5%	24,1%
13	Gemini helps you generate sentence structures for listening and speaking tasks.	0%	0%	10,2%	79,4%	10,4%
14	You enjoy Gemini's suggestions for speaking and listening topics.	0%	0%	20,4%	52,5%	27,1%
15	You would suggest Gemini to your friends for English listening, speaking, reading, and writing assignments.	0%	0%	22,3%	47,2%	30,5%

Statement 5 reveals that 83.3% of respondents believe Gemini will play a significant role in education in the coming years, indicating broad confidence in its long-term value. This suggests that while students may be cautious in using Gemini regularly now, they recognize its potential.

Statements 6 to 10 reflect how often Gemini is integrated into reading, writing, listening, and speaking tasks: 75% of students report using Gemini for reading and writing (Statement 6); Statement 7 suggests that 72.4% find it useful for organizing listening and speaking ideas; Statement 8 reveals that 69.3% believe Gemini can enhance their reading and writing skills, though 30.7% remain unsure, possibly due to limited exposure or task-specific relevance. When it comes to test and interview preparation (Statement 9), responses are more mixed—63% agree or strongly agree, but 36.1% are uncertain or disagree, indicating a weaker perceived benefit in high-stakes oral tasks. Nevertheless, Gemini seems enjoyable to use: 69.1% agree or strongly agree that using Gemini in reading and writing is a pleasant experience (Statement 10).

Statements 11 to 13 evaluate whether Gemini helps students improve language mechanics: Statement 11: 65.4% of students acknowledge Gemini's role in boosting vocabulary and expression in listening and speaking; Statement 12: 64.6% believe Gemini increases their efficiency, although a sizable 33.5% remain neutral, suggesting the perceived time-saving benefit may depend on how Gemini is used; Statement 13 received very high agreement: 89.8% agree or strongly agree that Gemini helps generate sentence structures, indicating strong support for its utility in grammar and output formulation.

Statements 14 and 15 provide insight into user engagement and perceived value among peers: 79.6% of students enjoy Gemini's speaking and listening topic suggestions (Statement 14), a strong indicator of its creative and supportive features. Finally, 77.3% would recommend Gemini to peers (Statement 15), showing that despite some hesitancy in specific areas, the overall impression is clearly positive.

4.3. Students' perceptions of using Grok to learn English

Students' responses to Statements 1 – 4 suggest that Grok is generally well-received in terms of usability: 89.4% strongly agree that Grok is easy to use (Statement 1), indicating an exceptionally intuitive interface; 80.4% perceive it as effective (Statement 2), although 15.2% remain undecided, which may reflect limited experience or lack of clarity in its output; For accessibility (Statement 3),

84.1% agree or strongly agree, but a small segment (15.9%) are uncertain or find access inconsistent – perhaps due to platform compatibility or regional limitations; Notably, 90% find Grok more convenient than other AI apps (Statement 4), showing a higher satisfaction rate in comparison to both ChatGPT and Gemini.

Table 3.
Student's Perception and Experience of Grok

No	Statements	SD	D	U	A	SA
1	Grok is easy to use.	0%	0%	0%	10,6%	89,4%
2	Grok is very effective.	0%	4,4%	15,2%	64,5%	15,9%
3	Grok is easily accessible anywhere and anytime.	0%	5,5%	10,4%	66,8%	17,3%
4	Grok is more convenient to use than similar AI apps.	0%	0%	9%	78,4%	12,6%
5	You believe Grok will play a significant role in education in the coming years.	0%	0%	30,3%	59,3%	10,4%
6	You frequently use Grok for your English reading and writing tasks.	0%	3,4%	35%	45,9%	15,7%
7	You find Grok useful for organizing their listening and speaking ideas.	0%	2,2%	9,6%	75%	13,2%
8	Grok has the potential to strengthen your reading and writing skills in English.	0%	6%	30,2%	40,5%	23,3%
9	You use Grok to prepare for listening and speaking tests and interviews.	0%	1%	10,9%	73%	15,1%
10	Using Grok during your reading and writing tasks is a pleasant experience.	0%	0%	4%	70,3%	25,7%
11	Grok is helpful in improving vocabulary and expressions for your listening and speaking skills.	0%	0%	12,5%	82,5%	5%
12	Grok has increased your reading and writing efficiency.	0%	2,2%	8,9%	53,3%	35,6%
13	Grok helps you generate sentence structures for listening and speaking tasks.	0%	1,1%	10,7%	78,2%	10%
14	You enjoy Grok's suggestions for speaking and listening topics.	0%	0%	12,9%	80%	7,1%
15	You would suggest Grok to your friends for English listening, speaking, reading, and writing assignments.	0%	0%	9,7%	80,2%	10,1%

Statement 5 reveals that 69.7% believe Grok will play a significant role in education, although 30.3% are undecided. This hesitancy might stem from Grok's relatively recent emergence, meaning students are still forming their impressions of its long-term value.

Statements 6 – 10 focus on Grok's use in reading, writing, listening, and speaking tasks: 61.6% of students use Grok regularly for reading and writing tasks (Statement 6), though 35% are undecided, suggesting that Grok may not yet be fully embedded in daily academic routines; An overwhelming 88.2% find it helpful for organizing speaking and listening ideas (Statement 7), which is among the highest ratings across all three AI tools; Regarding its role in improving reading and writing (Statement 8), 63.6% agree or strongly agree, but a significant 30.2% remain neutral, again reflecting Grok's possible underutilization or niche application; In preparation for interviews and speaking tests (Statement 9), 88.1% find it helpful, indicating high confidence in its role in oral language practice; Using Grok is also reported as a pleasant experience (Statement 10: 96%), which is crucial for encouraging consistent engagement.

Statements 11 – 13 highlight Grok's contributions to language mechanics: 88.5% say Grok improves vocabulary and expressions for speaking/listening (Statement 11), although this is skewed by a relatively low "strongly agree" percentage (5%), suggesting that users find it helpful but not transformative; 88.9% of students report improved reading and writing efficiency (Statement 12), with a notable 35.6% strongly agreeing, indicating perceived academic gains; 88.2% agree that Grok helps generate sentence structures (Statement 13), reinforcing its role as a tool for language production support.

The final two statements (14 – 15) address students' emotional engagement and willingness to recommend Grok: 87.1% enjoy Grok's suggestions for speaking/listening topics (Statement 14), confirming that its interactive or creative output is well-received; A strong 90% of students would recommend Grok to peers for English language support (Statement 15), underlining a high level of trust and satisfaction.

4.4. AI tools impact students' listening, speaking, reading, and writing skills

This qualitative data provides students' open-ended responses regarding their experiences with three major AI tools – ChatGPT, Gemini, and Grok – in English language learning. The feedback corresponds to five thematic statements related to ease of use, effectiveness, accessibility, frequency of use, and recommendation.

Table 4.
Students' Interviews of ChatGPT, Gemini, and Grok

No	Statements	Students' Opinions
1	ChatGPT, Gemini, and Grok are easy to use.	S1: Both ChatGPT, Gemini, and Grok are really easy to use. The interface is simple. S2: I love how I can access both AI tools anytime. Whether it's on my laptop or phone, they load quickly, and I get my study done efficiently. S3: I was worried AI tools would be too complicated, but ChatGPT, Gemini, and Grok are really user-friendly. S4: ChatGPT feels a bit smoother and more responsive, but Gemini and Grok are also easy to use. S5: I use ChatGPT, Gemini, and Grok for my English learning, and I never feel lost.
2	ChatGPT, Gemini, and Grok are very effective.	S1: ChatGPT, Gemini, and Grok have significantly improved my English level. S2: I can use ChatGPT, Gemini, and Grok to get immediate corrections and suggestions. It saves a lot of time. S3: With ChatGPT, Gemini, and Grok, I feel more confident in my reading and writing. S4: I use ChatGPT, Gemini, and Grok for my essays and reports. They help me organize my thoughts and ensure my arguments are logically presented. S5: ChatGPT, Gemini, and Grok help me rephrase my sentences so my skills don't sound repetitive.
3	ChatGPT, Gemini, and Grok are easily accessible anywhere and anytime.	S1: I love that I can access ChatGPT, Gemini, and Grok anytime I need help. S2: I just open my laptop or phone, and I can start improving my learning immediately. S3: Having ChatGPT, Gemini, and Grok available 24/7 allows me to fix errors quickly. S4: I use both AI tools on my phone, tablet, and laptop.

		S5: Before using AI tools, I had to wait for my teacher's feedback on my writing and exercises. Now, I can get instant suggestions whenever I want.
4	You frequently use ChatGPT, Gemini, and Grok for your English reading and writing tasks.	S1: I use ChatGPT, Gemini, and Grok almost every day for my assignments. They help me correct grammar, improve sentence structure, and make my essays more interesting. S2: Whenever I study English, I ask ChatGPT, Gemini, and Grok for synonyms or better vocabulary choices. S3: I use ChatGPT, Gemini, and Grok to summarize key points, making it easier for me to understand. S4: Whenever I have an English assignment, I check my grammar and spelling with ChatGPT, Gemini, and Grok. S5: If I don't understand a passage, I use ChatGPT, Gemini, and Grok to explain it in simpler terms. This really helps when I'm preparing for exams.
5	I would suggest ChatGPT, Gemini, and Grok to my friends for English reading and writing assignments.	S1: I've recommended ChatGPT, Gemini, and Grok to my friends because they help fix grammar mistakes. S2: I tell my friends to check and improve the essays, using ChatGPT, Gemini, and Grok. S3: I recommended Grok to a friend who loves storytelling. S4: I tell my friends to try these tools because they don't just give answers. S5: I told my friends to use AI tools to practice writing before exams.

Recent findings from both quantitative and qualitative data reveal that students hold highly favorable perceptions of ChatGPT, Gemini, and Grok as tools for English language learning. All three AI applications are considered user-friendly, with students frequently describing them as intuitive, accessible, and easy to navigate. Many respondents appreciate the ability to access these tools across various devices, at any time, which enhances flexibility and encourages self-directed learning. In terms of effectiveness, students report that the AI tools significantly improve their English skills—particularly in reading, writing, grammar, and vocabulary development. The tools provide instant feedback, corrections, and suggestions, helping students become more confident and independent in their language use. ChatGPT is occasionally noted to be slightly more responsive, but Gemini and Grok are also valued for their clarity and helpfulness.

Students frequently use the tools for checking grammar, paraphrasing, organizing essays, and even preparing for speaking tasks. Interestingly, Grok is praised for its support in storytelling and creative expression. The tools are not only functional but also seen as enjoyable to use, making the learning process more engaging. A strong peer recommendation trend is evident; students actively encourage their friends to use these tools for academic writing and exam preparation. They emphasize the tools' ability to clarify difficult content and explain concepts, not just provide answers. These findings suggest that generative AI tools are becoming integral to students' academic routines, supporting both accuracy and fluency in English. Overall, the combination of usability, efficiency, and educational support offered by ChatGPT, Gemini, and Grok reflects their growing role as personalized language learning assistants in modern education.

5. Conclusion

The findings from this study clearly affirm that AI-powered language tools – namely ChatGPT, Gemini, and Grok – play an increasingly vital role in English language education at BDU. From both quantitative surveys and qualitative interviews, it is evident that students generally perceive these tools as user-friendly, accessible, and effective in enhancing their language competencies. Across all academic years, learners recognized these AI applications as valuable support systems for developing grammar, vocabulary, reading comprehension, and especially writing organization and fluency.

ChatGPT stood out as the most frequently used tool among the three, with students emphasizing its high responsiveness, ease of use, and ability to offer real-time feedback. Many learners reported increased confidence in their reading and writing abilities due to ChatGPT's supportive role in structuring essays, correcting grammar, and enriching vocabulary (Abas et al., 2023; Zou & Huang, 2023a). Similarly, Gemini was highlighted for its integration across mobile platforms and usefulness in both academic and informal contexts. Although its convenience received slightly mixed reviews compared to ChatGPT, Gemini's capacity to help with sentence formation and idea development remained widely acknowledged (Joshi, 2019). Grok, despite being the newest of the three, received particularly favorable evaluations for its contribution to speaking and listening tasks. Its ability to

simulate real-life conversations and offer interactive feedback proved especially useful for oral language practice (Taylor & Smith, 2021). Moreover, Grok's interface and intuitive design encouraged students to use it consistently for academic assignments. Though concerns were raised regarding over-reliance on these tools – especially in idea generation or grammatical correction – the majority of students viewed AI as a supplementary aid rather than a substitute for traditional instruction.

One of the most valuable insights from this research is the high level of autonomy fostered by AI tools. Many students noted that access to ChatGPT, Gemini, and Grok enabled them to receive immediate assistance without waiting for teacher feedback. This increased accessibility promotes learner independence and allows for continuous skill improvement, especially outside formal classroom hours (Holmes et al., 2021; Nguyen et al., 2022). Additionally, students emphasized that these tools were not only efficient but also made the learning process more enjoyable and less anxiety-inducing. Despite the overwhelmingly positive responses, the study acknowledges several challenges. Some students reported inconsistent access due to device or internet limitations. Moreover, while AI tools provide useful guidance, there is a risk of generic or context-inappropriate feedback, especially when learners use the tools passively. Therefore, effective integration of AI into the curriculum requires careful pedagogical planning. Teachers must guide students to critically engage with AI suggestions, maintaining a balance between technological assistance and human instruction (Harunasari, 2023; Cotton et al., 2024).

In conclusion, AI-based tools like ChatGPT, Gemini, and Grok are reshaping how Vietnamese university students learn English. These technologies provide accessible, personalized, and engaging platforms for language development, with the potential to close skill gaps and enhance academic performance. Future studies should explore their long-term effects on cognitive skills, creativity, and academic integrity, ensuring that these tools continue to empower learners rather than replace critical educational practices.

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Before joining Nguyen Tat Thanh University in Ho Chi Minh City, Vietnam, Mr. Tran Tan Phat (PhD) worked at HCMC University of Technology and has experience in ELT projects as well as as a training lecturer and curriculum designer. He has more than 20 years of experience in management and academic work. His research works have been published in prestigious domestic and international journals. He is a member of HCMC Tesol Association, Stesol, and VietTesol, and a member of the Editorial Board of the famous journals. His interested areas include EMI, CLIL, Language Assessment and Evaluation, Business English, and ELT.

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Ms. Nguyen Hien Loan is a graduate of RMIT University with over 16 years of professional experience in the logistics sector, particularly in procurement. Throughout her career, she has successfully led numerous sourcing initiatives and built strong partnerships with suppliers. To expand her academic horizons and improve her communication skills in international settings, she is currently pursuing a second degree in English Linguistics at Binh Duong University. Her involvement in several scientific research projects at the university has further sparked her passion for academic inquiry and strengthened her commitment to continuous learning and professional development.

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Ms. Vo Thi Phuong Thao is currently pursuing an English bachelor's degree at Binh Duong University. To strengthen her academic profile, she has participated in various university-level competitions, earning notable achievements such as the Online English Talent Searching Contest, Speak Up Your Own Voice, and Reading Skills. Over the past three years, she has consistently maintained excellent academic performance and was honored with the "Five Merits Student" award by Binh Duong province during her sophomore year. Alongside her academic pursuits, she has gained valuable teaching experience through two years of work at H123 Center, Bolt Center, and English tutor.

Appendices

Appendix 1. Student's Perception and Experience of ChatGPT

No	Statements	Mean	Std.D
1	ChatGPT is easy to use.	4.93	0.27
2	ChatGPT is very effective.	4.29	0.55
3	ChatGPT is easily accessible anywhere and anytime.	3.83	0.85
4	ChatGPT is more convenient to use than similar AI apps.	4.29	0.46
5	You use other AI reading and writing assistant tools for reading and writing your English assignments.	3.72	0.45
6	You find ChatGPT helpful for practicing listening and speaking topics.	3.63	0.88
7	You frequently use ChatGPT for your English reading and writing tasks.	3.68	0.79
8	You enjoy the chance to practice conversations with ChatGPT.	3.56	0.80
9	ChatGPT has the potential to strengthen your reading and writing skills in English.	3.89	0.69
10	You use ChatGPT to create questions for listening and speaking comprehension.	4.00	0.70
11	Using ChatGPT during your reading and writing tasks is a pleasant experience.	4.09	0.43
12	ChatGPT is seen as a useful tool for improving your communication skills.	3.85	0.69
13	ChatGPT has increased your reading and writing efficiency.	3.95	0.40
14	ChatGPT supports your grammar and sentence structure in listening and speaking.	4.01	0.88
15	You would suggest ChatGPT to your friends for English listening, speaking, reading, and writing assignments.	4.21	0.60

**Appendix 2. Student's Perception and Experience of Gemini**

No	Statements	Mean	Std.D
1	Gemini is easy to use.	4.27	0.65
2	Gemini is very effective.	4.00	0.63
3	Gemini is easily accessible anywhere and anytime.	3.69	0.75
4	Gemini is more convenient to use than similar AI apps.	3.74	0.74
5	You believe Gemini will play a significant role in education in the coming years.	4.15	0.69
6	You frequently use Gemini for your English reading and writing tasks.	3.91	0.57
7	You find Gemini useful for organizing their listening and speaking ideas.	3.94	0.80
8	Gemini has the potential to strengthen your reading and writing skills in English.	3.90	0.69

9	You use Gemini to prepare for listening and speaking tests and interviews.	3.75	0.74
10	Using Gemini during your reading and writing tasks is a pleasant experience.	3.87	0.66
11	Gemini is helpful in improving vocabulary and expressions for your listening and speaking skills.	3.91	0.75
12	Gemini has increased your reading and writing efficiency.	3.83	0.72
13	Gemini helps you generate sentence structures for listening and speaking tasks.	3.87	0.55
14	You enjoy Gemini's suggestions for speaking and listening topics.	4.07	0.66
15	You would suggest Gemini to your friends for English listening, speaking, reading, and writing assignments.	4.08	0.68

Appendix 3. Student's Perception and Experience of Grok

No	Statements	Mean	Std.D
1	Grok is easy to use.	4.89	0.31
2	Grok is very effective.	3.92	0.70
3	Grok is easily accessible anywhere and anytime.	3.90	0.70
4	Grok is more convenient to use than similar AI apps.	4.04	0.51
5	You believe Grok will play a significant role in education in the coming years.	3.80	0.63
6	You frequently use Grok for your English reading and writing tasks.	3.75	0.78
7	You find Grok useful for organizing their listening and speaking ideas.	3.77	0.66
8	Grok has the potential to strengthen your reading and writing skills in English.	3.81	0.82
9	You use Grok to prepare for listening and speaking tests and interviews.	4.00	0.54
10	Using Grok during your reading and writing tasks is a pleasant experience.	4.22	0.51
11	Grok is helpful in improving vocabulary and expressions for your listening and speaking skills.	3.91	0.49
12	Grok has increased your reading and writing efficiency.	3.97	0.80
13	Grok helps you generate sentence structures for listening and speaking tasks.	3.94	0.60
14	You enjoy Grok's suggestions for speaking and listening topics.	3.89	0.51
15	You would suggest Grok to your friends for English listening, speaking, reading, and writing assignments.	3.92	0.50

Appendix 4. A comparison of Student's Perception and Experience with ChatGPT, Gemini, and Grok
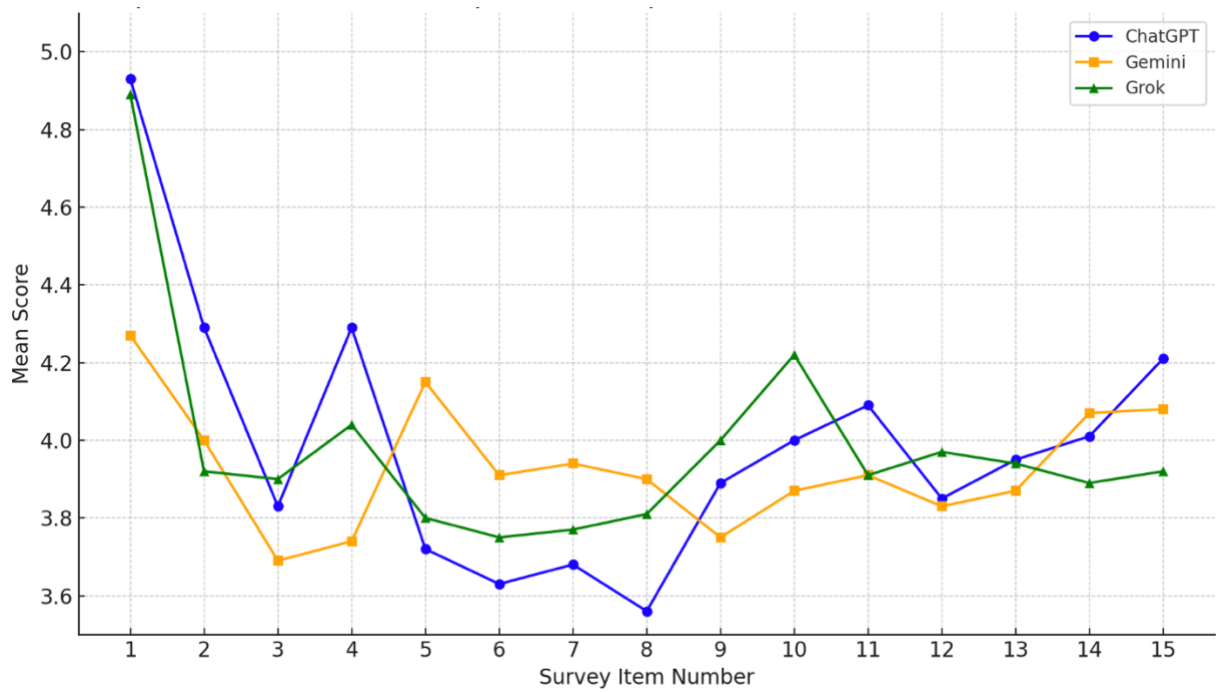
Appendix 5. A comparison of ChatGPT, Gemini, and Grok based on the responses S1 – S5