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Students' Use and Perceptions of Artificial Intelligence Tools in Supporting English as a Second Language Learning: Evidence from HUFLIT

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01 | Introduction



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Background of the Study

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EFL

English as a Foreign Language

- Passive Subject
- Classroom Confined
- Grammar & Exam Preparation



*The Paradigm Shift
in Language Acquisition*



ESL

English as a Second Language

- Functional Tool
- Authentic & Personalised Contexts
- Navigating the Digital Ecosystem



Regulatory Alignment:
Circular 02/2025/TT-BGDDT

Students must proactively integrate digital technologies into general English coursework, mandating the ethical and transparent application of AI.
[Lai, 2025; MOET, 2025]

The Core Research Problem

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1. Lack of Strategic Orientation

- Spontaneous AI usage.
- Absence of structured learning strategies [Jiang & Yu, 2022].



2. Contradictory Perceptions

- "Intelligent Tutor" vs. "Cognitive Crutch."
- Impact on independent critical thinking [Tono et al., 2014].



3. Ethical & Efficacy Challenges

- Unverified AI hallucinations.
- Academic integrity dilemmas (plagiarism) [Vincent, 2022].



Research Objectives & Questions

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1. Assess Usage Patterns

RQ1: What AI platforms are adopted and how frequently?

2. Explore ESL Facilitation

RQ2: How do students perceive AI in driving the EFL-to-ESL transition?

3. Evaluate Practical Outcomes

RQ3: What specific academic benefits and ethical barriers are encountered?

Evaluate Framework Alignment

Assess compliance with the MOET Digital Competency Framework (2025)



02 | Literature Review



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Theoretical Framework: The Extended TAM

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Foundation

Technology Acceptance Model (TAM)

Focuses purely on initial technology adoption via perceived usefulness and ease of use. *[Davis, 1989]*

Streamlined for ESL

Generative AI Context

Adapted to specifically measure the impacts of AI in secondary language acquisition.

Adding Complexity

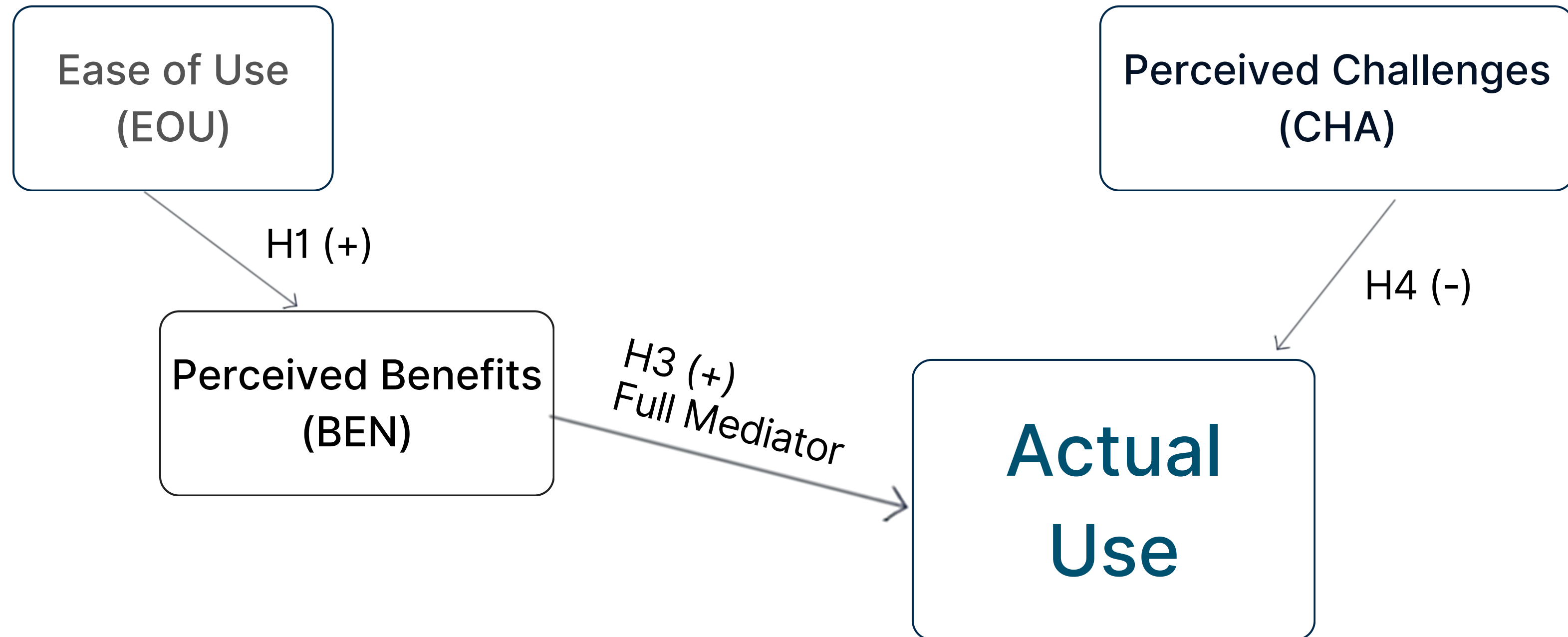
Digital Risks & Cognitive Load

Moving beyond usefulness to evaluate complex digital risks, critical thinking, and the ethical demands of modern education. *[Cotton et al., 2024; Dimeli & Kostas, 2025]*



Conceptual Framework

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Note: Direct EOU to USE impact (H2) omitted to specifically test full mediation

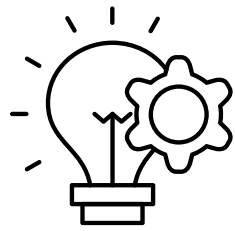
03 | Methodology



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Research Design & Participants

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Approach

Quantitative, deductive,
and hypothesis-testing
for explanatory modeling
[Ward Creswell, 2018]



Sampling

Cross-sectional survey
utilizing convenience
sampling via online
distribution targeting
HUFLIT students
[Saunders et al., 2023]



Sample Size

N = 97 valid responses
Far exceeding the PLS-
SEM 10-times rule
minimum requirement of
30 samples, ensuring
high statistical power
[Hair et al., 2011]

Research Instruments

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- Structured questionnaire containing 27 observed variables.
- Evaluated on a standard 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Perceived Ease of Use (EOU)

7 Items

Measures convenience, accessibility, and operational simplicity.

Perceived Benefits (BEN)

7 Items

Evaluates perceived effectiveness in improving writing, grammar, vocabulary, and autonomous learning.

Perceived Challenges (CHA)

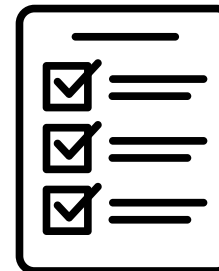
7 Items

Measures awareness of risks: technological overreliance, hallucinations, and academic integrity.

Use Behavior (USE)

6 Items

Quantifies the frequency, intensity, and practical purposes of AI application in learning routines.



Data Analysis Procedure

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Method: Partial Least Squares Structural Equation Modeling (PLS-SEM) via SmartPLS 4
[Hair et al., 2022]

Phase 1: Measurement Assessment

- Evaluated Reliability (Cronbach's $\alpha \geq 0.70$)
- Evaluated Validity (AVE > 0.50 , HTMT < 0.90)



Phase 2: Structural Assessment

- Multicollinearity check (VIF < 3.0)
- Non-parametric bootstrapping (5,000 subsamples) applied for rigorous hypothesis testing.

04 | Findings and Discussion



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Findings: Usage Habits & Preferred Platforms

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Continuous Habit

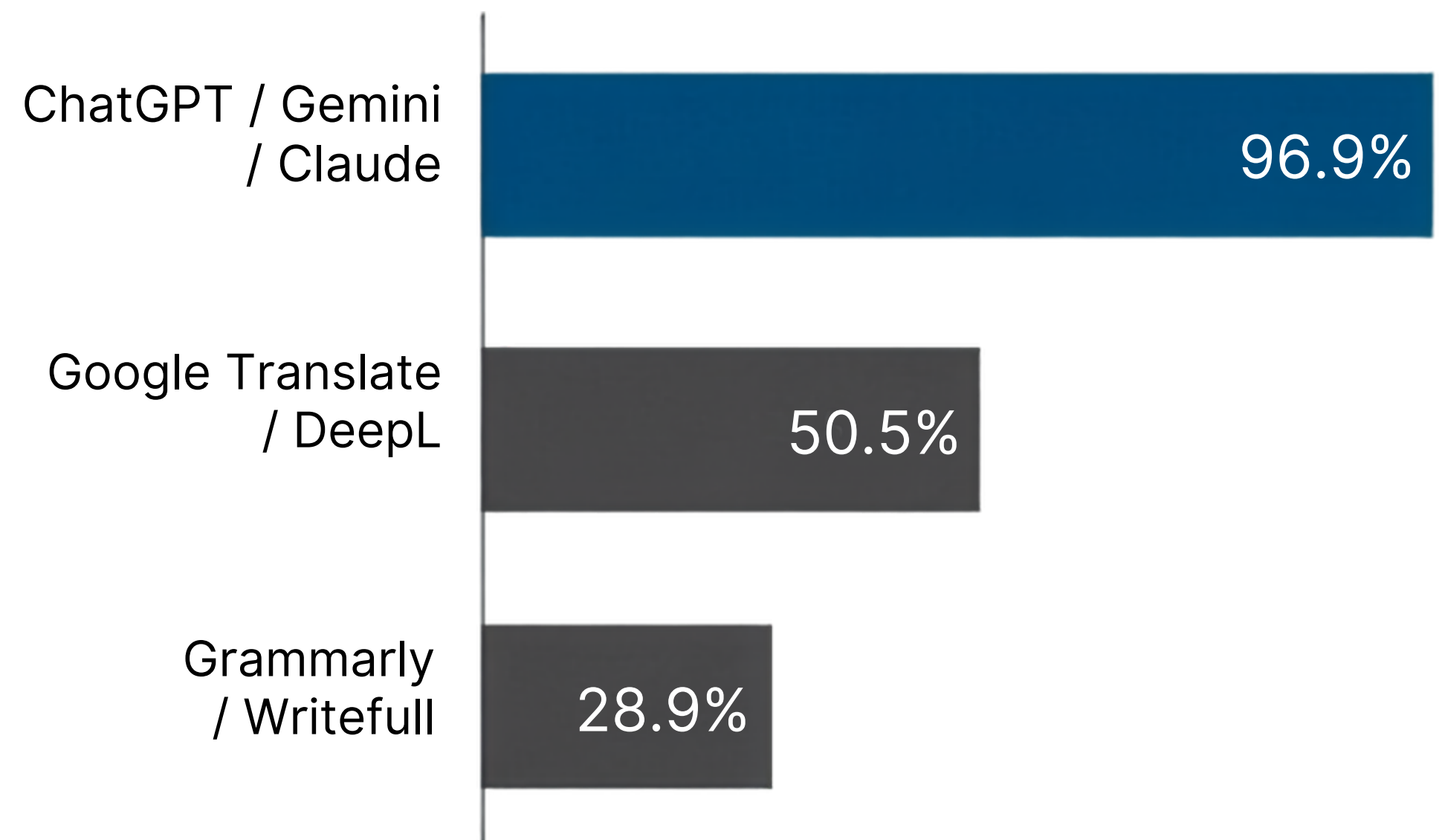
69.1% of students report using AI Frequently or Very Frequently.

Diversity

Average usage of 2.1 different platforms per student, curating a personalized tech stack.

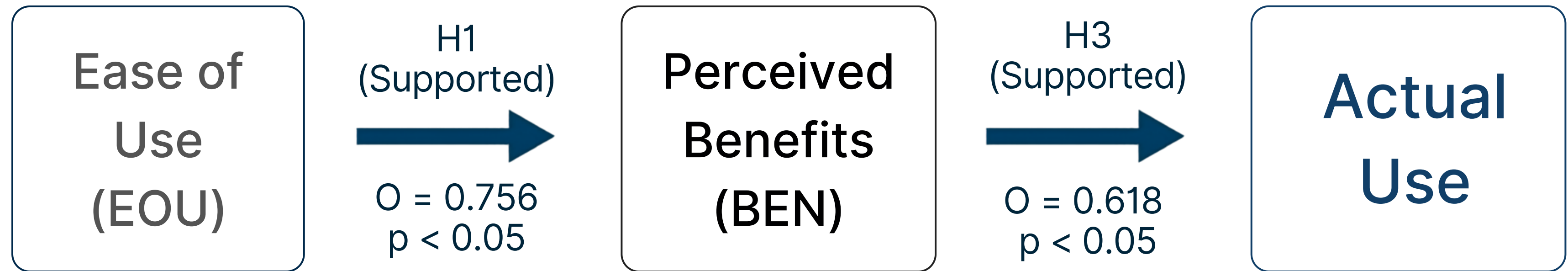


Top AI Platforms Used by Percentage (N=97)



Structural Results: Pragmatism in Adoption

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Pragmatism in Adoption

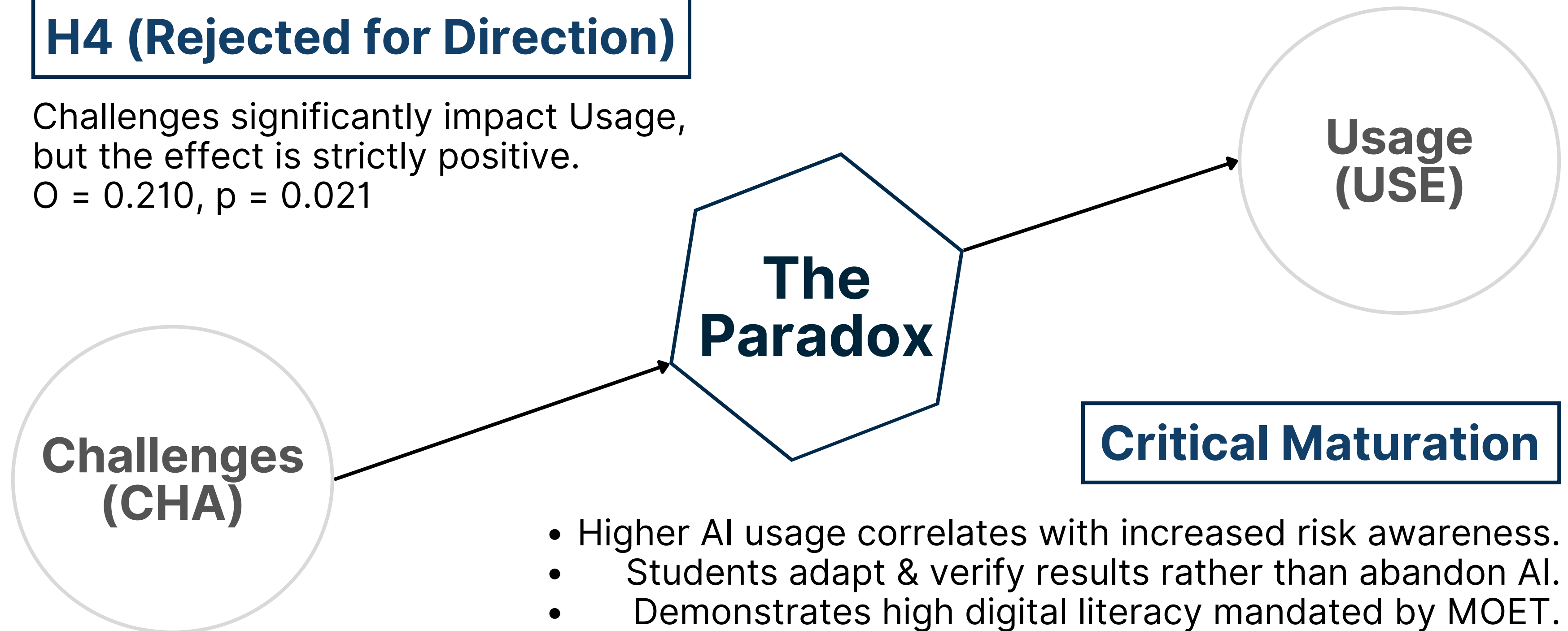
Intuitive interfaces alone do not drive use. They must translate into tangible academic value to secure long-term behavioral change. *[Davis, 1989; Alharbi, 2023]*

The Digital Literacy Paradox

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H4 (Rejected for Direction)

Challenges significantly impact Usage,
but the effect is strictly positive.
 $O = 0.210$, $p = 0.021$



Critical Maturation

- Higher AI usage correlates with increased risk awareness.
- Students adapt & verify results rather than abandon AI.
- Demonstrates high digital literacy mandated by MOET.

05 | Conclusion



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Key Findings & Pedagogical Recommendations

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Key Takeaway: The Virtual Assistant

- **Prohibition in academic settings is practically unfeasible.**
- AI must be institutionally reframed as a supplemental virtual teaching assistant that students already navigate with growing sophistication.

Pedagogical Implications

1. Empower Prompt Engineering

- Institutions should actively cultivate advanced prompt engineering and critical verification skills within ESL curricula.

2. Diversify Assessments

- Educators must urgently reduce reliance on take-home essays and shift toward in-person oral interviews, debates, and presentations to measure authentic, independent linguistic proficiency.



Limitations & Directions for Future Research

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Methodological Boundaries

- **Sample Limitations**
Convenience sampling (N=97) may limit broad national generalization.
- **Lack of Qualitative Depth**
PLS-SEM expertly captures structural behavior but lacks psycholinguistic insights into the learner's mind.

Next Steps

- **Qualitative Interviews:**
Conduct in-depth interviews to gain a richer understanding of students' nuanced perceptions.
- **Longitudinal Studies:**
Track how cognitive processing and linguistic independence evolve as generative AI advances.

THANK YOU

Q&A Session



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