

ChatGPT Adoption's Impact on EFL Learners' Writing Skill: An Experimental at a University in the South of Vietnam

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Among the advent of technological era 4.0, individuals have grown conflicted over the rise of generative artificial intelligence (ChatGPT), and controversies are prevalent among academics, educators, researchers, and the general public. Current writing was to describe procedure of ChatGPT experimental investigated within 5 weeks to experience writing skill on 36-EFL-sophomore experimental group, while 35 left belongs to the controlled group were taught by course book. The participants were enrolling full-time in social majors at a university in the South of Vietnam. Quantitative method was applied to collect data from pre-test and post-test; Independent Samples Test belongs to ANOVA of SPSS algorithms were used to analyze the research data. The questionnaire was synthesized to interpret the experimental users' attitudes towards AI adoption in writing skill learning. The findings demonstrated ChatGPT's significant impact on EFL students' improvement in their writing skill through the EFL experimental participants' final scores from the post-test after the experimental under their positive acceptance to using AI in teaching writing in tertiary education. Lastly, study's recommendations and limitations would be highlighted for AI policies in modern language higher education at the ultimate component of the paper.

Online Profile

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