

Exploring Non-English Majors' Perceptions Towards ChatGPT in Enhancing Speaking Accuracy: A Mixed-methods Study in HUIT

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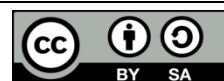
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ABSTRACT

This study investigated non-English major sophomores' perceptions of using ChatGPT to enhance speaking accuracy (SA) at Ho Chi Minh City University of Industry and Trade (HUIT). Conducted over eight weeks with 137 participants, and based on the Technology Acceptance Model (TAM), the research used mixed-methods quasi-experimental design to have a deeper insight about how students perceived ChatGPT's ease of use and usefulness in developing SA in terms of pronunciation, grammar and vocabulary. The findings revealed a slight enhancement in post-test compared to pre-test, particularly in vocabulary and grammar. Most students perceived ChatGPT is user-friendly and beneficial for language learning; however, it was suggested to be a supporting tool rather than a substitution for human teachers. The findings highlight promises of AI tools to assist speaking development in EFL contexts, offering practical implications for educators, universities and EdTech developers.

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1 INTRODUCTION

In the era of globalization, English proficiency has become a vital tool for personal and professional success, making it an essential skill for individuals in almost every part of the world. As such, English learning and teaching approaches play a crucial role in language acquisition, particularly in the rapid advancement of technology, driven by the rise of Artificial Intelligence. Among the four core language skills, speaking is often considered the most complex due to its real-time nature and need for interaction (Luoma, 2004; Ur, 1996). Beyond fluency, speaking accuracy (SA) - the correct use of pronunciation, grammar, and vocabulary - is crucial for effective communication, particularly in EFL contexts (Burns, 2019; Tran, 2024). The importance of producing English accurately in communication cannot be overstated. However, SA is a challenging issue not only for Vietnamese students but also for those in the world whose English is a second (ESL) or foreign language (EFL). Those consequences can be due to differences in linguistic, cognitive, and sociocultural factors (Lightbrown & Spada, 2017).

Through the researcher's observation and assessment of HUIT students, predominantly non-English major students, it is noted that they make numerous errors in pronunciation, vocabulary usage, and grammatical structures when producing spoken English. Therefore, helping these learners understand the significance of speaking English correctly and providing them with appropriate strategies and resources are crucial steps toward improving their communicative competence and confidence in using English in real-world situations.

Another reason contributing to the implementation of this study is that the teaching and learning environment, especially in foreign language education, cannot be separated from the integration of information technology in an age of rapid growth in digital communication.

Third, although traditional methods such as translation, audiolingualism, situational language teaching, grammar-based instruction, rote memorization, dialogue practice, and repetition drills have long formed the basis for developing oral communication skills and SA (Pratiwi et al., 2024), and have achieved some success, these methods exhibit numerous limitations. Some do not adequately focus on accuracy in speaking (Chu, 2011), while others require extensive time and effort (Almulla, 2024), often causing boredom and a lack of motivation in

learners. Furthermore, traditional resources such as textbooks (Yıldız, 2023) and legacy digital technologies (software, online platforms, and mobile applications; Shaikh et al., 2023) frequently fail to provide sufficient opportunities for interactive and contextually rich practice. Although certain activities may help learners become more accurate and recognize their mistakes, these methods do not appear to foster strong motivation or engagement in developing SA.

Additionally, the delivery of timely and effective oral corrective feedback from teachers has been challenging due to constraints in syllabus design, limited practice time, large class sizes, and insufficient facilities. Nevertheless, corrective feedback plays a key role in helping learners reform their use of the target language and avoid persistent errors. The lack of effective and timely feedback, therefore, constitutes a substantial barrier to developing accurate and proficient spoken English. Consequently, many learners, particularly non-English majors, continue to produce numerous inaccuracies when speaking English, which profoundly undermines their ability to communicate effectively in real-world contexts.

Furthermore, age-old issues, including a traditional teacher-centered approach (Nguyen, 2024), large and multilevel classes, limited practice opportunities, outdated materials and facilities, and a shortage of proficient Vietnamese and native English teachers, intensify the struggles of developing language and SA (Young & Shishido, 2023; Ngo & Tran, 2024). Furthermore, due to the reliance on exam-oriented practices, oral practice and speaking skills are often neglected and overlooked. Limited opportunities to practice conversational English, a lack of technology-assisted methods, and low motivation to learn collectively hinder the ability of non-English majors to progress in their studies. Consequently, the question of how to help these students speak English effectively and accurately, especially in a rapidly changing technological era, has become a pressing issue in English education.

The rise of ChatGPT, a cutting-edge large language model developed by OpenAI in November 2022, offers a promising answer to help students improve their speaking accuracy through interactive, personalized practice. The ability of ChatGPT to generate contextually appropriate, human-like responses and provide instant feedback makes it a valuable asset for developing pronunciation, vocabulary, and grammar, which are key components of SA (Young & Shishido, 2023). In contrast, Ngo (2025) and Mompean (2024) stated that its effectiveness in developing these dimensions is still a matter of debate.

2 LITERATURE REVIEW

2.1 Speaking Accuracy

Speaking is defined as the oral expression of meaning through language, often involving interactive communication to share thoughts, feelings, and information (Brown, 2007). Discussing the nature of speaking, Luoma (2004, p. 9) confirmed that speaking is a complex and dynamic skill that involves more than just producing words. It requires linguistic knowledge, cognitive processing, and social awareness, which encompasses the sound of speech, spoken grammar, and strategies for speaking in various social situations.

Speaking accuracy (SA) is the main factor contributing to a successful and comprehensible conversation. Accuracy ensures that their messages are clear and correct, reducing the risk of misunderstandings during the conversation. Regarding SA, Luoma (2004) and Burns (2019) emphasize the correct use of language features, including grammar, vocabulary, and pronunciation, in spoken communication. Moreover, Luomas (2004) emphasized that accuracy plays a crucial role in making speech understandable, thereby facilitating effective communication.

2.2 Challenges in Speaking Accuracy Among EFL Learners

EFL learners frequently encounter obstacles in achieving SA due to linguistic, cognitive, and contextual factors. Accuracy in speaking encompasses three key components, including pronunciation, grammar, and vocabulary, each posing distinct challenges for learners, particularly in contexts like Vietnam.

Lightbrown and Spada (2017, p.69) posited that differences between the first (L1) and a foreign language (FL) might hinder speaking and pronunciation. In other words, the interference of L1 on FL is one of the primary obstacles that English as a Foreign Language (EFL) learners encounter in achieving SA, specifically in pronunciation. Similarly, Ur (1991, p.58) showed that common pronunciation errors that EFL speakers of English make are the pronunciation of different sounds. According to Derwing and Munro (2015), phonological transfer from the native language has a significant impact on learners' ability to produce certain English sounds, resulting in unintelligible speech. Additionally, word stress and intonation patterns differ across languages, and incorrect stress placement can be a barrier to communication. This is also true for Vietnamese learners, who often struggle with English phonemes that do not exist in their native language, such as /θ/, /ð/, and final consonant clusters (Ha, 2005; Le, 2024).

Grammar accuracy is another crucial aspect SA. Grammar is also the set of rules governing the use of words and their combination in a language. According to Mart (2013), when students understand grammar rules, they can recognize patterns and see how different parts of the language connect. This helps them use the language

more fluently and accurately in real-life situations. However, many EFL learners make common grammatical errors because of structural differences between English and their native language. In addition, the application of grammar translation of L1 into L2 sometimes causes confusion and incorrectness because there are no unified rules to follow.

Vocabulary issues also undermine SA. Learners may possess a limited active vocabulary, leading to frequent pauses, repetition, or the use of vague expressions (Schmitt, 2000). Incorrect word choice, misuse of collocations, and inadequate knowledge of word connotations can distort meaning and hinder communication (Lightbrown & Spada, 2017; Wang et al., 2024).

2.3 ChatGPT in Learning English Speaking Skills

The use of ChatGPT in English language education has attracted increasing attention, particularly for its potential in developing speaking skills. According to Kohnke et al. (2023), ChatGPT can create human-like conversations and provide immediate responses, which assist learners in practising language use and developing vocabulary range. This advantage can reduce learners' speaking anxiety, and increase learner autonomy, two factors often associated with improved language performance (Meniado, 2023; Pham, 2024). Moreover, Wang's study demonstrated that grammatical and lexical accuracy in speaking can be developed when using ChatGPT, thanks to its real-time feedback and model-generated answers.

Despite its advantages, the integration of ChatGPT into EFL education exposes challenges. For example, Ahmed's study (2023) found that although ChatGPT was perceived as a useful AI tool in supporting writing, it didn't motivate students to learn this skill due to its inability to replace human instructions. Additionally, ethical concerns such as plagiarism and academic dishonesty were warned; therefore, this AI tool should be used as an assisting instrument in developing skills (Godwin-Jones, 2024).

2.4 Previous Research on Students' Perceptions towards ChatGPT in Enhancing SA

Several studies on EFL students' perceptions of ChatGPT have been conducted and provided valuable insights. A study by Muniandy and Selvanathan (2024) on first-year students in a Malaysian university integrating ChatGPT into a flipped classroom based on TAM showed that they had positive perceptions toward this tool as it supported their speaking skills. Similarly, Wang's (2025) study examined the efficacy of ChatGPT in enhancing the English communication abilities of 68 undergraduate students. The findings reported that the experimental group outperformed the control group in speaking performance, and that ChatGPT serves as a valuable tool to strengthen their language accuracy and communication skills through personalized feedback and interactive learning. Another study by Gai (2024) explored the impacts of ChatGPT on English language learning among EFL learners, focusing on vocabulary expansion. The results showed that ChatGPT has motivated and engaged them in text-based tasks, from which their vocabulary range was upgraded.

The similar findings were unveiled by Algraini (2024) on Saudi EFL students' perceptions of ChatGPT's role in vocabulary development with a mixed-methods approach. The students perceived that ChatGPT is effective in enhancing this dimension of language. Several advantages of ChatGPT for vocabulary enrichment were mentioned, such as its ability to deliver accurate definitions, contextual examples, and simple explanations. However, limitations were also highlighted, including repetitive word suggestions and occasional inaccuracies in responses. In terms of pronunciation, Mompean (2024) examined L2 pronunciation teaching within communicative language teaching frameworks. Results showed valuable perceptions towards how ChatGPT may support speaking accuracy by providing individualized pronunciation practice, and pronunciation-focused explanations, which allowed them to get involved with the target sounds in a low-pressure, self-paced environment.

In the context of EFL Vietnamese education, a mixed-method study by Pham (2024) investigated the effectiveness of using ChatGPT to enhance the pronunciation, grammar, and vocabulary of non-English major students at Nguyen Tat Thanh University. Among these aspects, vocabulary was demonstrated the most significant progress due to ChatGPT's ability to provide contextual word usage and explanations. Additionally, grammatical accuracy was also noted to enhance as ChatGPT helped learners identify and correct errors while reinforcing grammar rules through interactive practice. However, the study found that improvements in pronunciation supported by ChatGPT were not significant. Moreover, students perceived ChatGPT as engaging them in English conversations positively. Similarly, the findings from Luu and Bui (2025) with a mixed-methods approach grounded in the TAM to investigate students' perceptions of using ChatGPT-3.5 for vocabulary learning demonstrated that students appreciated its convenience, personalization, and supportive environment, which enhanced vocabulary acquisition. Despite these benefits, students find ChatGPT problematic such as difficulties in prompt formulation, unsatisfactory responses, and information inaccuracies. Therefore, they prefer a combination of traditional methods and this AI tool rather than only a single methods in language learning. Hoang et al. (2023) explored the effectiveness of the AI chatbot Mission Fluent in improving English pronunciation among vocational students. Using a quasi-experimental design with 60 Vietnamese vocational students divided into two groups, the findings indicated that the group with the chatbot received accessible, real-time feedback that significantly enhanced students' pronunciation. However, their study only examined a kind of Chatbot instead of

ChatGPT. Consistent with similar findings, Ngo (2025) conducted a study examining the perceptions of English-major students toward the use of ChatGPT in enhancing pronunciation, with a sample of 64 participants from Dai Nam University. Employing a mixed-methods design, the study collected quantitative data through surveys and qualitative data via interviews, grounded in the TAM. The results indicated that although students were relatively new to using ChatGPT for pronunciation practice, they generally found the tool easy to use, despite some challenges related to generating effective prompts. ChatGPT was perceived as a valuable resource for pronunciation training, particularly due to its ability to deliver personalized and detailed feedback.

In brief, the reviewed studies collectively indicate that ChatGPT has received positive feedback from students in improving aspects of speaking accuracy, particularly in pronunciation, grammar, and vocabulary use. However, these studies only showed separate aspects of SA but not all in terms of pronunciation, grammar, and vocabulary use, and their participants were not in the context that this study focuses on. Therefore, there should be an extensive investigation into using ChatGPT to improve these areas of SA in the learning context at HUIT. This is the research gap that needs filling.

2.5 Research Gap

While a substantial body of research has explored students' perceptions of various aspects of ChatGPT-assisted language learning, these issues have not been fully addressed (Shoufan, 2023). In particular, there is a lack of studies investigating the effectiveness of ChatGPT in enhancing speaking accuracy (SA) and students' perceptions of this AI tool within the Vietnamese context, especially among non-English majors (NEMs). Most existing studies have focused on isolated aspects of SA, such as pronunciation, grammar, or vocabulary, rather than examining all three dimensions together. Moreover, their participants were not situated in the specific educational setting that this study targets – Ho Chi Minh City University of Industry and Trade (HUIT). Therefore, an in-depth investigation is needed to examine the effects of ChatGPT on the speaking accuracy of non-English major sophomores at HUIT and their perceptions towards this AI tool in developing their speaking skills. This is the research gap that needs to be addressed.

2.6 Research Questions

To achieve the objectives of this study, the survey was designed to address the following research questions: 1) What is the effectiveness of ChatGPT in improving speaking accuracy among non-English-major sophomores at HUIT? 2) What are students' perceptions towards utilizing ChatGPT for improving speaking accuracy? 3) What limitations do they perceive when employing ChatGPT as a tool for improving their speaking accuracy? The results of this research may provide valuable insights for educators and policymakers in designing more effective instructional methods and integrating technology-assisted practices to help EFL learners achieve greater accuracy and confidence in their speaking ability.

3 METHODS

3.1 Pedagogical Setting and Participants

The target population of this study consisted of 137 non-English major sophomores (N= 137) from various majors at Ho Chi Minh City University of Industry and Trade (HUIT). These participants had passed the English placement test at the beginning of the first semester, and had completed English 1 and English 2, indicating that their proficiency level corresponds to A2 (KET – The Key English Test) as defined in the Life coursebook, and be homogeneous in terms of academic background and English learning experience (Etikan, et al., 2016). All these students took a pre-test to assess their English speaking accuracy (Including Pronunciation, Grammar, and Vocabulary Range) before applying ChatGPT to their speaking practice. Moreover, outliers were checked to ensure the integrity of the dataset.

A convenience sampling method was utilized to select participants. According to Creswell and Creswell (2018), convenience sampling is suitable for exploratory research where participants are available and willing to participate. More specifically, participants in this study were selected based on these criteria: (1) participants must be enrolled in the English 3 course, (2) participants will be engaged in using ChatGPT to learn English, and (3) participants are willing to participate in the entire research process.

3.2 Design of the Study

This study adopted a mixed-methods quasi-experimental design, combining quantitative methods (pre-tests, post-tests, and questionnaires) with qualitative analysis (interviews) to obtain a comprehensive understanding of ChatGPT's impact on pronunciation, grammar, and vocabulary accuracy. These instruments were triangulated to resolve the issues of reliability and validity. Moreover, the design of instruments was guided by the objectives and research questions.

3.3 Pre-Test and Post-Test

Pre-tests and post-tests, which took between six and eight minutes, were administered to assess improvements in speaking accuracy, with a specific focus on the correctness of pronunciation, grammar, and vocabulary usage. The assessments were aligned with the A2-level speaking accuracy descriptors and were based on the content of the Life coursebook. The pre-test functioned as a diagnostic tool to establish baseline proficiency levels, serving as a reference point for comparison with the post-test results. An improvement in post-test scores relative to pre-test scores would suggest that the use of ChatGPT may have contributed to the improvement in speaking accuracy. The speaking tests, tailored to the Life coursebook, were conducted by faculty members from the Foreign Language Department of HUIT to ensure consistency and reliability.

3.4 Questionnaires

In alignment with the aims of the current research, a five-point Likert scale questionnaire which is based on the TAM by Davis, 1989, was administered to collect quantitative data on students' perceptions of ChatGPT. The questionnaire consisted of 30 items adapted from studies by Algraini (2024), Ngo (2025), Luu and Bui (2025), Davis (1989), and Shahzad et al. (2024), structured into four constructs: Perceived Ease of Use (PEU), Perceived Usefulness (PU), and Limitations of using ChatGPT to improve SA. Some modifications were made to the items to enhance comprehension and make them relevant to the research objectives and the participants in the HUIT context.

3.5 Semi-Structured Interviews

Face-to-face semi-structured interviews were conducted with ten participants, identified as S1 to S10. The interviews were audio-recorded, and the raw recordings were subsequently transcribed into text for analysis. Each participant responded to three interview questions, which were closely aligned with the study's research questions.

3.6 Data Collection and Analysis

This eight-week study involved 137 non-English major sophomores at Ho Chi Minh City University of Industry and Trade (HUIT) to examine their perceptions of using ChatGPT to improve speaking accuracy. Participants, from varied linguistic backgrounds, were coded from S1 to S137. Consent was obtained prior to participation. In week one, a five-minute speaking pre-test was conducted and rated by two teachers. In week two, students were introduced to ChatGPT and guided on how to use prompts for pronunciation, grammar, and vocabulary support. ChatGPT assisted students during and outside of class by offering real-time feedback to help them practise the target language. Students submitted weekly audio recordings, comprising one with ChatGPT's support and one without, to track their progress. In the final week, a post-test was administered to evaluate their improvement. Afterwards, students completed a bilingual survey, and ten were selected for semi-structured interviews to explore their perceived benefits and challenges of using ChatGPT. These insights complemented the quantitative findings, offering a deeper understanding of the AI tool's impact on speaking accuracy. Before the main data collection, the tests, questionnaires, and interview questions were piloted with the support of field experts to ensure content validity and reliability. The survey results demonstrated that the Cronbach's alpha (α) coefficients for each construct were 0.898, 0.912, 0.843, and 0.704, respectively, indicating acceptable levels of internal consistency (Creswell & Creswell, 2018). To further ensure reliability, students' performance scores were independently evaluated by two raters. The inter-rater reliability was confirmed through a p-value (Sig. 2-tailed) greater than 0.05, suggesting no significant difference between the scores assigned by Rater 1 and Rater 2 (Creswell, 2018). This procedure helped reduce potential bias and enhanced the reliability of the scoring process.

The data in this study were analyzed through three main phases: (1) quantitative analysis of students' speaking test scores, (2) analysis of questionnaire responses, and (3) thematic analysis of student interviews. The software package of IBM SPSS Statistics version 27.0. was used to find the mean, standard deviation, and average score of the given data. NVivo, a qualitative data analysis software, was employed to support systematic coding and theme development for the interviews.

4 RESULTS AND DISCUSSION

4.1 Results

4.1.1 Research Question 1: The Effectiveness of ChatGPT in Speaking Accuracy Improvement

The pre-test and post-test scores given by Rater 1 and Rater 2 were analyzed with the Paired Samples T-Test to determine if there were any statistically significant differences in scoring. The results of the Paired samples

t-test indicate that there is no statistically significant difference between the scores given by Rater 1 and Rater 2 in the two tests. For example, in the pre-test, the means of Rater 1 and Rater 2 are 7.038 and 7.019, respectively, which are very close to each other. Therefore, it can be concluded that the pre-test ratings of the two raters are similar and consistent, indicating that students had equivalent speaking accuracy levels before the integration of ChatGPT. Moreover, the p-value (Sig. 2-tailed) in Figure 2 is 0.158, which is greater than 0.05. Therefore, the difference between the raters is not statistically significant or not statistically meaningful. In other words, rater 1 and rater 2 gave similar scores overall. These results were the same as those obtained in the post-test.

Table 1
The Mean Scores of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	7.339	137	.4529	.0387
	Pretest	7.028	137	.4253	.0363

The results from Table 1 showed that the mean score of the pretest was 7.028 (SD = 0.0363), while the mean score of the posttest was 7.339 (SD = 0.0387). This indicates a slight increase in the average score after the integration of ChatGPT.

Table 2
The Significance of Pre-test and Post-test

		Paired Differences			t	df	Sig. (2-tailed)		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest	.3100	.3021	.0258	.2590	.3611	12.013	137	<.001
	Pretest								

From the Table 2, the p-value (Sig. 2-tailed) is 0.001, which is smaller than 0.05. That means the paired samples t-test revealed an overall statistically significant difference between the two testing times. This result suggests that students' speaking accuracy significantly improved after using ChatGPT. Additionally, this study also aims to find more answer for which aspect improved the most and the least.

Table 3
The Results of Paired samples T-test Statistics of Pre-Test and Post-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ProPost	1.222	137	.1013	.0087
	ProPre	1.176	137	.1046	.0089
Pair 2	GramPost	1.160	137	.0951	.0081
	GramPre	1.109	137	.0916	.0078
Pair 3	VocPost	1.287	137	.1159	.0099
	VocPre	1.229	137	.1143	.0098

According to the results presented in Tables 3 and 4, there is a slight increase in scores between pre-test and post-test after the integration of ChatGPT. The construct that showed the highest improvement after the integration of ChatGPT was vocabulary. Specifically, the mean score for vocabulary increased from 1.229 (VocPre) to 1.287 (VocPost), reflecting a mean difference of 0.058. The next aspect is followed by grammar scores rising from 1.109 (GramPre) to 1.160 (GramPost), yielding a smaller mean difference of 0.051.

Table 4
The Significance of Paired Samples Test of Pre-Test and Post-Test

Pair			Paired Differences		95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)	
			Mean	Std. Deviation	Std. Error Mean	Lower				Upper
Pair 1	ProPost - ProPre		.0459	.0669	.0057	.0346	.0572	8.029	137	<.001
Pair 2	GramPost - GramPre		.0515	.0614	.0052	.0411	.0618	9.815	137	<.001
Pair 3	VocPost - VocPre		.0577	.0809	.0069	.0440	.0713	8.343	137	<.001

Pronunciation exhibited the least change, with a mean increase from 1.176 (ProPre) to 1.222 (ProPost), corresponding to a mean difference of 0.046. These results show that ChatGPT helped students improve their vocabulary the most, indicating that it may be especially useful for developing this aspect of their SA. To sum up, based on the analyzed results, it can be claimed that ChatGPT is an effective AI tool in enhancing students' vocabulary range and improving the accuracy of grammar and pronunciation.

4.1.2 Research Question 2: Students' Perceptions towards Utilizing ChatGPT for Improving SA, Perceived Ease of Use (PEU) on Pronunciation (PEUP), Grammar (PEUG), and Vocabulary (PEUV)

Table 5
Descriptive Statistics of PEUP

Items	N	Minimum	Maximum	Mean	Std. Deviation
PEUP1. I find ChatGPT's interface user-friendly when practicing pronunciation.	137	1	5	3.88	.892
PEUP2. ChatGPT helps me review and repeat sounds at any time and anywhere.	137	2	5	3.85	.954
PEUP3. I can access clear pronunciation samples through ChatGPT.	137	2	5	3.91	.898
PEUG1. I can easily identify grammar errors using ChatGPT.	137	1	5	3.94	.755
PEUG2. Using ChatGPT for grammar explanations is straightforward.	137	2	5	3.97	.776
PEUG3. ChatGPT provides simple guidance for correcting spoken grammar.	137	2	5	3.88	.752
PEUV1. It is easy to learn new vocabulary using ChatGPT.	137	2	5	4.03	.776
PEUV2. ChatGPT is simple to use when I want to check word meanings.	137	2	5	4.23	.710
PEUV3. ChatGPT helps me understand how to use vocabulary in speaking.	137	2	5	4.05	.780
PEUV4. Asking for vocabulary examples from ChatGPT is convenient.	137	2	5	4.01	.762
Valid N (listwise)	137				

As presented in Tables 5 and 6, the mean scores of all items PEU range from M=3.85 to 4.23, demonstrating a high level of students' agreement that ChatGPT is easy to use in practicing pronunciation (PEUP), grammar (PEUG), and vocabulary (PEUV). These results suggest that students generally found ChatGPT to be an accessible and user-friendly tool for enhancing different aspects of their English language skills. Among constructs of the Ease of Use of ChatGPT, PEUV, which is related to vocabulary items, gained the overall highest scores of perception, with M=4.08. Meanwhile, PEUG and PEUP also received favorable ratings, with M= 3.93 and M= 3.88, respectively, for PEUG and PEUP.

Table 6
The Average Means of PEU

Constructs of PEU	Items	Mean Range	Overall Mean	Interpretation
PEUV (Vocabulary)	4	4.01 – 4.23	4.08	Agree
PEUG (Grammar)	3	3.88- 3.97	3.93	Agree
PEUP (Pronunciation)	3	3.85 – 3.91	3.88	Agree

Regarding PEUV, students especially appreciated the simplicity of checking word meanings, asking for usage examples, and reviewing vocabulary. The item with the highest mean is $M=4.23$ ($SD=0.710$) for PEUV2, specifically 67 participants agreed and 52 strongly agreed, indicating that students found ChatGPT’s vocabulary-related features highly user-friendly. The second place is $M=4.05$ for PEUV3 with 66 students agreed and 41 strongly agreed. The next is $M=4.03$ for PEUV1. However, some students perceived that PEUV4 at the lower rate with $M=4.01$ ($SD=0.762$). In general, these results of PEUV reflected students' agreement with the convenience of accessing vocabulary explanations and new words through ChatGPT.

As illustrated in PEUG, students reported that ChatGPT was straightforward to use for both identifying and correcting spoken grammar errors. The statement PEUG2 received the highest mean score ($M=3.97$, $SD=0.776$) with 64 agreed and 36 strongly agreed, while the other two items PEUG1 ($M=3.94$, $SD=0.755$) and PEUG3 ($M=3.88$, $SD=0.752$) also yielded strong levels of agreement. These findings indicate that learners found grammar functions within ChatGPT to be accessible, simple to understand, and applicable to their speaking practice.

In terms of students’ perceptions towards using ChatGPT to improve pronunciation (PEUP), students expressed favorable views regarding the usability of ChatGPT for pronunciation practice. Among the three items, PEUP3 recorded the highest mean score ($M=3.91$, $SD=0.898$) with 62 agreed and 37 strongly agreed, suggesting that students found the tool reliable in providing accessible pronunciation examples. The other two items also reflected positive perceptions, including PEUP1 with $M=3.88$, $SD=0.892$, and PEUP2 with $M=3.85$, $SD=0.954$, demonstrating that they found ChatGPT is easy to use due to its simple interface.

4.1.2.1 Perceived Usefulness (PU) on Pronunciation (PUP), Grammar (PUG), and Vocabulary (PUV)

Overall, the findings from Tables 7 and 8 reflected that students highly agreed that ChatGPT is a useful tool for enhancing their speaking accuracy across all three dimensions, including pronunciation (PUP), grammar (PUG), and vocabulary (PUV). Specifically, overall mean scores of the three constructs in PU were from $M=3.91$ to $M=3.97$. Among the three constructs, vocabulary (PUV) received the highest mean score ($M=3.97$), followed closely by grammar (PUG with $M=3.94$) and pronunciation (PUP with $M=3.91$). This ranking suggests that students perceived ChatGPT as particularly effective in supporting vocabulary development, slightly more than in grammar and pronunciation.

Table 7
Perceived Usefulness (PU) on Pronunciation (PUP), Grammar (PUG), and Vocabulary (PUV)

Items	N	Minimum	Maximum	Mean	Std. Deviation
PUP1. ChatGPT helps me improve my English pronunciation.	137	2	5	3.95	.780
PUP2. I can practice syllable stress and intonation with ChatGPT.	137	2	5	4.07	.734
PUP3. ChatGPT helps me correct my pronunciation mistakes efficiently.	137	2	5	3.84	.876
PUP4. ChatGPT provides detailed and helpful feedbacks of pronunciation.	137	2	5	3.77	1.002

Items	N	Minimum	Maximum	Mean	Std. Deviation
PUG1. ChatGPT helps reduce grammar mistakes in my spoken English.	137	2	5	3.93	.846
PUG2. ChatGPT improves the accuracy of my spoken grammar.	137	2	5	3.98	.790
PUG3. I can apply grammar suggestions from ChatGPT to my speaking.	137	2	5	3.91	.794
PUV1. ChatGPT introduces me to new and useful vocabulary and synonyms for speaking.	137	2	5	3.98	.771
PUV2. ChatGPT helps me understand and use contextual vocabulary effectively.	137	2	5	3.97	.757
PUV3. My spoken vocabulary has improved through ChatGPT use.	137	2	5	3.96	.848
Valid N (listwise)	137				

Among the three constructs, vocabulary (PUV) received the highest overall mean score ($M=3.97$), indicating that students strongly agreed that ChatGPT was particularly useful in enhancing their vocabulary for speaking. The item *PUV1* obtained a mean score of $M=3.98$ ($SD=0.771$), showing that students appreciated the tool’s ability to provide a wide range of relevant and varied vocabulary. Similarly, *PUV2* also recorded a high mean of $M=3.97$ ($SD=0.757$), suggesting that learners found value in the contextualized nature of the vocabulary explanations. These consistently high scores imply that ChatGPT supports learners in both acquiring and applying vocabulary in meaningful speaking contexts. Students likely benefit from ChatGPT’s ability to offer instant synonyms, contextual examples, and appropriate collocations, which are essential for fluency and lexical richness. Overall, the results highlight vocabulary development as the area where students perceived ChatGPT to be most beneficial.

Table 8
The Average Means of PEU

Constructs of PU	Items	Mean Range	Overall Mean	Interpretation
PUV (Vocabulary)	3	3.96 – 3.98	3.97	Agree
PUG (Grammar)	3	3.91 – 3.98	3.94	Agree
PUP (Pronunciation)	4	3.77 – 4.07	3.91	Agree

The second-highest rated construct was grammar (PUG), with an overall mean of $M = 3.94$. Students expressed strong agreement that ChatGPT supports grammatical accuracy in spoken English. The highest-rated item was PUG2, which received a mean score of $M=3.98$ ($SD=0.790$), suggesting that students found ChatGPT effective in strengthening their command of grammar rules when speaking, then followed closely by PUG1 with a mean of $M=3.93$ ($SD=0.846$) and PUG3 ($M=3.91$, $SD=0.794$).

Although pronunciation (PUP) was perceived the lowest average among the three PU constructs with $M = 3.91$, it demonstrated that students positively believed ChatGPT improved their pronunciation development.

4.1.3 Research Question 3: Limitations Students Perceived When Employing ChatGPT as a Tool for Improving Their SA

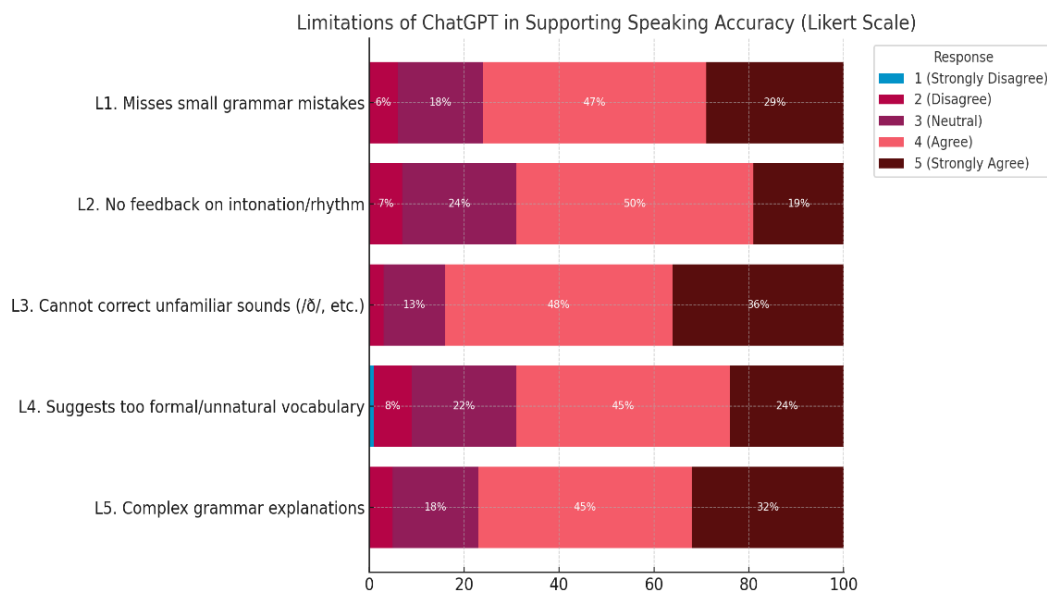
Despite the perceived advantages, students also reflected on the limitations of ChatGPT in improving their SA as seen in Table 9 and Chart 1.

Table 9
Descriptive Statistics of Limitations

Items	N	Minimum	Maximum	Mean	Std. Deviation
L1. ChatGPT sometimes misses correcting small but important spoken grammar mistakes (e.g., missing articles, prepositions, or tenses).	137	2	5	3.88	.924
L2. ChatGPT does not provide feedback on intonation or speech rhythm, unlike a human speaker.	137	2	5	3.70	.789
L3. ChatGPT is not good in correcting sounds that don't exist in Vietnamese (e.g., /ð/ /ʔ/, /ʔ/, /ʔ/...) because I need to see the tutor's mouth movements to produce the sound correctly.	137	2	5	4.19	.743
L4. ChatGPT sometimes gives vocabulary suggestions that are too formal or unnatural in speech.	137	1	5	3.81	.912
L5. ChatGPT's explanations of grammar are sometimes too complex to understand.	137	2	5	3.98	.835
Valid N (listwise)	137				

Chart 1 presents the distribution of responses to five limitation-related items (L1-L5), while Table 5 summarizes the descriptive statistics. The mean scores for all limitation items ranged from $M = 3.70$ to $M = 4.19$, indicating that many students acknowledged shortcomings in the tool's ability to support certain aspects of spoken language, especially pronunciation and natural language use.

Chart 1
Learners' Perception towards ChatGPT's Limitations



The highest-rated limitation was *L3* with a mean score of $M = 4.19$ ($SD = 0.743$). As shown in the stacked bar chart, 48% of students agreed and 36% strongly agreed. This highlights a key limitation of ChatGPT in supporting phonetic articulation, especially for sounds that do not exist in Vietnamese, reflecting that ChatGPT cannot replace the visual and auditory cues that human tutors provide, especially when teaching unfamiliar sounds.

In second place, *L5* received notable agreement with $M=3.98$ ($SD=0.835$). The bar chart shows 45% agreement and 32% strong agreement. These results suggest that although ChatGPT provides detailed feedback, some students found the explanations too academic or advanced, especially for learners with lower proficiency or a limited grammar background. Next rating followed by *L1*, with nearly 47% of students agreed and 29% strongly agreed that ChatGPT occasionally overlooks minor spoken grammar errors, and *L4* with $M=3.81$ ($SD=0.912$) indicated that some word suggestions from ChatGPT may not align with natural spoken English. This suggests that while ChatGPT can provide a wide range of vocabulary, learners may find some of the language outputs overly academic or inappropriate for casual or conversational settings.

Finally, *L2* was rated lowest among the five, with a mean of $M=3.70$ ($SD=0.789$). 50% of students agreed and 19% strongly agreed, indicating that students are aware that ChatGPT cannot model or assess rhythm and intonation patterns, which are critical components of effective spoken communication.

4.1.4 Results from the Interviews

4.1.4.1 ChatGPT Supports Vocabulary and Grammar More Effectively than Pronunciation

Most students highlighted that ChatGPT is more effective in supporting vocabulary development and grammar than for pronunciation.

For vocabulary development, students noted that ChatGPT offered useful synonyms and more natural expressions that helped improve the correctness and variety of their speech. S2 said, *"I find it really useful for improving my vocabulary. I often ask it to give me synonyms or explain new words, both in Vietnamese and English. This enriches my vocabulary range."* Meanwhile, S5 found ChatGPT helped much in learning topic-related words and idioms, which made the speech more interesting and advanced: *"I like how it gives me topic-related words and idioms, which I can then use in my speaking tasks. It makes my responses sound more advanced."* S10 reported that vocabulary was the most effectively supported by ChatGPT, which *"helps me upgrade my simple sentences with more academic or natural expressions, and I notice that I can now speak with more variety."*

Grammar-related support was often appreciated in terms of sentence correction and rule explanation. For example, S1 said, *"I think it helps me the most with grammar. When I type my sentences, it corrects the structure and explains why something is wrong. This helps me avoid repeating the same mistakes when I speak."* S2 also had the same viewpoint: *"It's most effective with grammar, especially complex tenses. I type what I want to say and ask it to make it sound more correct or academic."* Similarly, S6 and S9 shared the same view that ChatGPT effectively corrects their paragraphs or gives feedback about grammar rules.

Regarding pronunciation, only two (S3 and S8) out of ten students mentioned that ChatGPT helps them much with this dimension of speaking accuracy. For example, S3 shared *"... it supports me best with pronunciation, even though it's not a speaking app. I usually ask for phonetic transcription or stress patterns of difficult words, and it helps me pronounce them correctly."*

4.1.4.2 Challenges or Limitations of ChatGPT that HUIT Students Experienced When Practising SA

These students believe that although ChatGPT can be helpful for other subjects, it can be ineffective with language learning because it is man-made, and there is a lack of interaction, which is very important for developing speaking skills.

First, a lack of specific pronunciation support. The most commonly mentioned limitation was ChatGPT's inability to support pronunciation specifically and in real-time. Due to the fact that ChatGPT is text-based and lacks audio or visual output, students found it unhelpful for learning how to produce sounds accurately, particularly difficult English phonemes. For example, S1 reported that *"ChatGPT doesn't help much with pronunciation. I need to hear and repeat sounds to improve, but it only gives text."*, and S4 said *"I can't check my pronunciation, especially for sounds that don't exist in Vietnamese like /æ/, /ð/, or /dʒ/. I need to see a tutor's mouth movements."*

Second, a lack of real-time or human interaction when speaking. Students also reported that ChatGPT offers no actual speaking interaction, which limits its ability to improve spoken accuracy. These findings highlight the need for simplified explanations and underscore the emotional value of human tutors in motivating learners. For instance, *"It doesn't give real speaking practice. So I don't improve my speaking accuracy much."* (S3), *"I want to practice real speaking, and correct pronunciation."* (S6), and *"ChatGPT doesn't give emotional feedback or encouragement like a real teacher would."* (S9)

Finally, inaccurate feedback, unnatural, and advanced language. While many praised ChatGPT for vocabulary and grammar help, several students noted that those are its limitations. As S2 said, *“Sometimes, ChatGPT gives very formal or unnatural vocabulary, which doesn’t match my speaking style.”* or *“It repeats similar expressions, so learning becomes less varied.”* (S7). Despite these drawbacks, students still strongly expressed a willingness to use and recommend ChatGPT to others.

4.2 Discussion

4.2.1 The Effectiveness of ChatGPT in SA among Non-English-major Sophomores at HUIT

The comparison between pre-test and post-test scores revealed a minor improvement in students’ overall SA after using ChatGPT. Learners made noticeable progress in areas like vocabulary use, grammar, and sentence structure, suggesting that ChatGPT had a positive effect, especially when it came to preparing and practicing structured speech. These findings are consistent with previous studies (e.g., Wang, 2025; Gai, 2024; and Pham, 2024), which showed that students who used ChatGPT performed better in language accuracy compared to those who did not. In terms of pronunciation, the results indicated the least improvement among the three aspects examined. This finding is consistent with previous studies by Pham (2024) and Ngo (2025), who similarly observed limited progress in learners’ pronunciation. Within the context of HUIT, this outcome can be attributed in part to the infrequent use of ChatGPT for pronunciation practice, as reported in both the survey and interview data. Notably, students who spent minimal time engaging with ChatGPT demonstrated little to no improvement. Another contributing factor is the novelty of this AI tool among HUIT students. As ChatGPT was integrated into their learning process for only a short period, approximately eight weeks, this limited timeframe was likely insufficient for students to adapt fully to a new technological tool and develop measurable improvements in pronunciation. In addition, ChatGPT does not provide audio interaction or pronunciation modeling. For Vietnamese learners who often struggle with unfamiliar English sounds such as /θ/, /ð/, and final consonants (Ha, 2005; Le, 2024), then auditory feedback and modeling are really crucial. Without such features, ChatGPT, as a text-only tool, cannot effectively support this aspect of speaking for HUIT students. Despite this, those results were in contrast with the study by Hoang et al. (2023), which demonstrated significant improvement in students’ pronunciation when using the AI chatbot Mission Fluent, and by Nguyen et al. (2025), which found that SpeechAce had much influence on learners’ pronunciation improvement. This discrepancy highlights the importance of multimodal feedback in pronunciation practice and suggests that while ChatGPT may aid other areas of speaking accuracy, it is limited in supporting pronunciation development due to its lack of audio-based functionalities.

4.2.2 Students’ Perceptions of Using ChatGPT for Practicing Speaking Accuracy

Overall, students shared positive perceptions about using ChatGPT to improve their SA. Both survey responses and interview insights highlighted a number of strengths that made the tool appealing and helpful for language practice.

Survey results indicated high ratings for perceived ease of use (PEU), particularly in vocabulary ($M = 4.08$), followed by grammar ($M = 3.93$) and pronunciation ($M = 3.88$). Students found ChatGPT user-friendly, accessible, and helpful for checking meanings, grammar explanations, and pronunciation models, which aligns with findings from prior studies (e.g., Muniandy & Selvanathan, 2024; Luu & Bui, 2025). Interview responses supported these quantitative results, highlighting ChatGPT’s low-pressure environment, flexibility, and instant feedback as key benefits. These features encouraged independent practice, boosted learners’ confidence, and increased motivation. Such findings were similar to the conclusions of Maba (2023), and Kohnke et al. (2023) on the motivational and confidence-building aspects of AI tools. Regarding perceived usefulness (PU), students viewed ChatGPT as an effective assistant, particularly for enhancing vocabulary and grammar. It supported sentence revision, error correction, and contextual understanding, strengthening language accuracy over time. However, improvements in pronunciation were noted to be less substantial, consistent with findings by Pham (2024). In short, students saw ChatGPT as a useful, accessible, and supportive tool, which are key factors that explain why so many were willing to adopt it in their daily practice.

4.2.3 Limitations of ChatGPT that HUIT Learners Perceived when Using ChatGPT as a Tool for SA Practice

Despite the overall positive perceptions, students also identified several key limitations in ChatGPT’s support for speaking accuracy. The most prominent concern was its lack of pronunciation feedback. Since ChatGPT does not provide interactive audio or corrective pronunciation models, students, particularly Vietnamese learners who faced phonetic challenges, felt unsupported in this area. This aligns with Mompean (2024), who noted the tool’s limited capacity for real-time spoken feedback. Additionally, students reported that vocabulary suggestions from ChatGPT were sometimes repetitive, overly formal, or advanced, making them difficult to apply

in natural conversations. This concern reflects previous findings by Ayman et al. (2023) and Godwin-Jones (2024), who highlighted the unnatural tone and limited contextual appropriateness of AI-generated language.

Another commonly noted limitation is that ChatGPT lacks emotional or personalized feedback, unlike a human teacher. This concern aligns with studies by Ngo (2025), which state that while ChatGPT can effectively support learning in EFL, it should not be a substitute for teacher-led instruction. Instead, a combination of ChatGPT interactive speaking practice and human-guided feedback should be used to maximize effectiveness (Maba, 2023).

5 CONCLUSIONS AND SUGGESTIONS

In brief, unlike previous research that focused on a single dimension of SA, including grammar, vocabulary, or pronunciation, this study explored all three dimensions under the TAM framework. More specifically, as I am aware, this model has not been applied to explore issues of HUIT non-English majors. Therefore, this study provided a more localized and well-rounded perspective on ChatGPT usage in the Vietnamese EFL context.

With a focus on pronunciation, grammar, and vocabulary, this study used the TAM to investigate HUIT non-English sophomores' perceptions towards ChatGPT's effectiveness in improving SA. The results showed that students made more improvement in vocabulary and grammar accuracy, while less in pronunciation. Additionally, most students had favorable opinions about ChatGPT's ability to improve SA. They specifically thought the application was accessible and straightforward to use for vocabulary, grammar, and pronunciation practice. Students also acknowledged how helpful it was for learner-centered activities, such as offering prompt feedback, expanding lexical resources, and providing grammatical explanations. Moreover, this AI tool provided a relaxing environment for spoken language development. Despite these advantages, significant results demonstrated that ChatGPT can not be a replacement for human instructions or feedback.

Like any other field of research, this educational research also involves certain inherent limitations. The sample of 137 non-English major sophomores from a single university restricts the generalization of this study. Additionally, the reliance on self-reported data from surveys and interviews may introduce personal or social desirability bias. The study was also conducted over a short period, which limited observations of long-term improvement and excluded consideration of ChatGPT's ongoing development. Therefore, future research should involve more diverse participant groups across various institutions and academic disciplines to enhance the applicability of findings. Longitudinal studies are recommended to assess sustained impacts on speaking accuracy over time. Researchers might also explore integrating ChatGPT with complementary technologies, such as speech recognition or pronunciation training tools, to address current limitations. Lastly, more in-depth qualitative studies could further illuminate learners' experiences, challenges, and strategies when using AI in real-world EFL contexts. Collectively, these directions can support the development of more effective, inclusive, and sustainable approaches to integrating AI tools, such as ChatGPT, into English language instructions.

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