

Integration of Artificial Intelligence in Teaching EFL Writing to University Students in Vietnam

Nguyen Thi Tuong - Vinh University
Email: dhv.tuong@gmail.com

INTRODUCTION

Artificial Intelligence (AI) has become a prevalent tool in language education, supporting writing development through immediate feedback, vocabulary enhancement, and greater fluency. Popular applications such as ChatGPT, Grammarly, and Quillbot are widely accessible, yet their integration into higher education requires careful consideration. While promising, challenges persist around digital literacy, educators' preparedness, and alignment with established pedagogical practices. This study investigates how AI can be effectively embedded in English as a Foreign Language (EFL) writing instruction in Vietnam, with particular attention to promoting both writing proficiency and learner autonomy.

OBJECTIVE

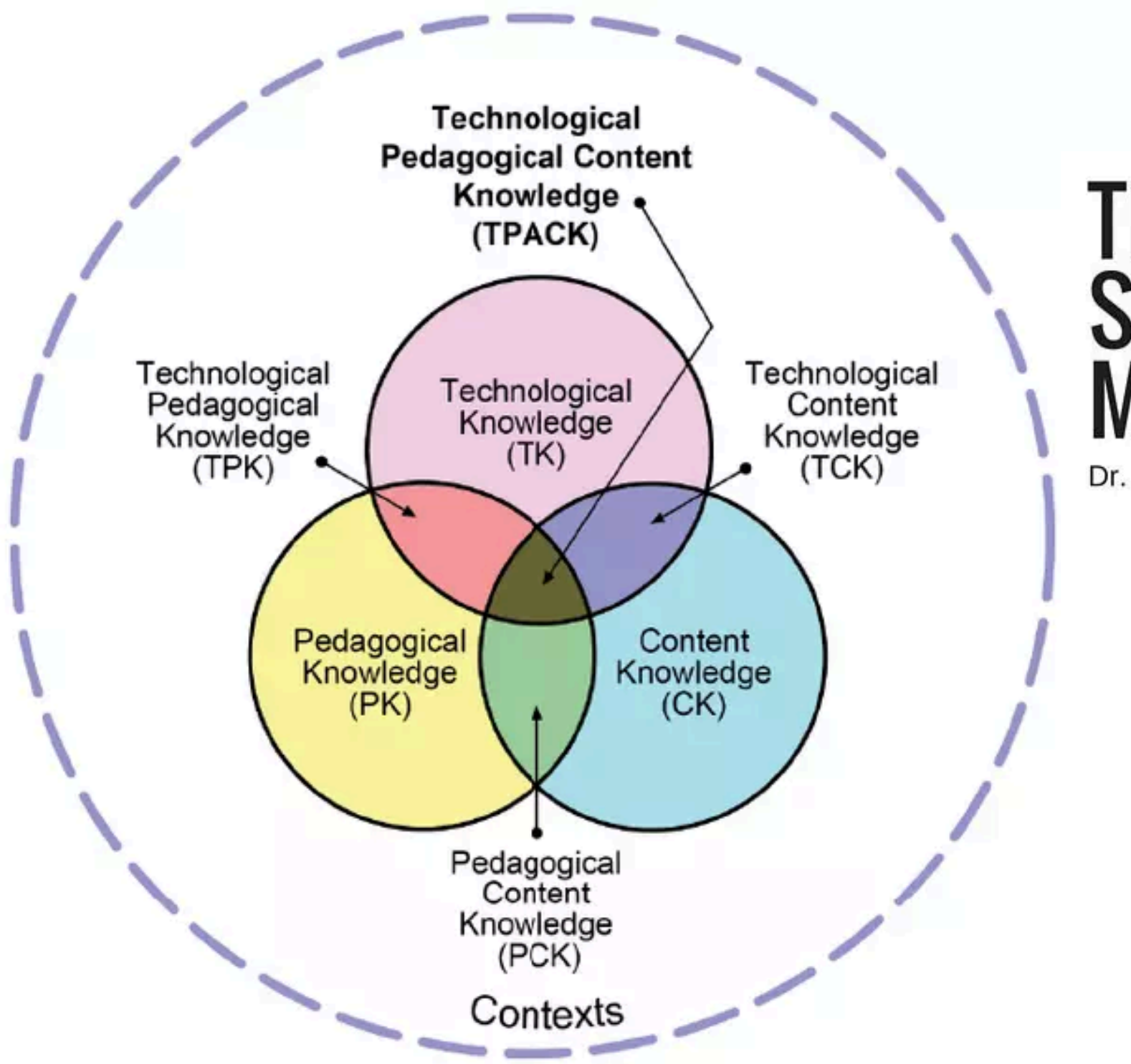
To examine effective strategies for integrating AI tools into EFL writing instruction for first-year university students in Vietnam, with the goal of improving writing proficiency and fostering learner autonomy.

METHODOLOGY

This study employed a mixed-methods with 120 first-year undergraduates and 4 EFL writing instructors at a Vietnamese university. Data were collected through student surveys, classroom observations, and interviews with both students and teachers.

THEORETICAL FRAMEWORK

The study is underpinned by constructivist learning perspectives and technology integration models, notably **TPACK** (Technological, Pedagogical, and Content Knowledge) and **SAMR** (Substitution, Augmentation, Modification, Redefinition). AI is conceptualized not as a replacement for human instruction but as a supplementary pedagogical resource that enhances feedback, personalization, and learner reflection in the writing process.



THE
SAMR
MODEL

Dr. Ruben R. Puentedura

S SUBSTITUTION

Technology acts as a direct substitute, with no functional change

A AUGMENTATION

Technology acts as a direct substitute, with functional improvement

M MODIFICATION

Technology allows for significant task redesign

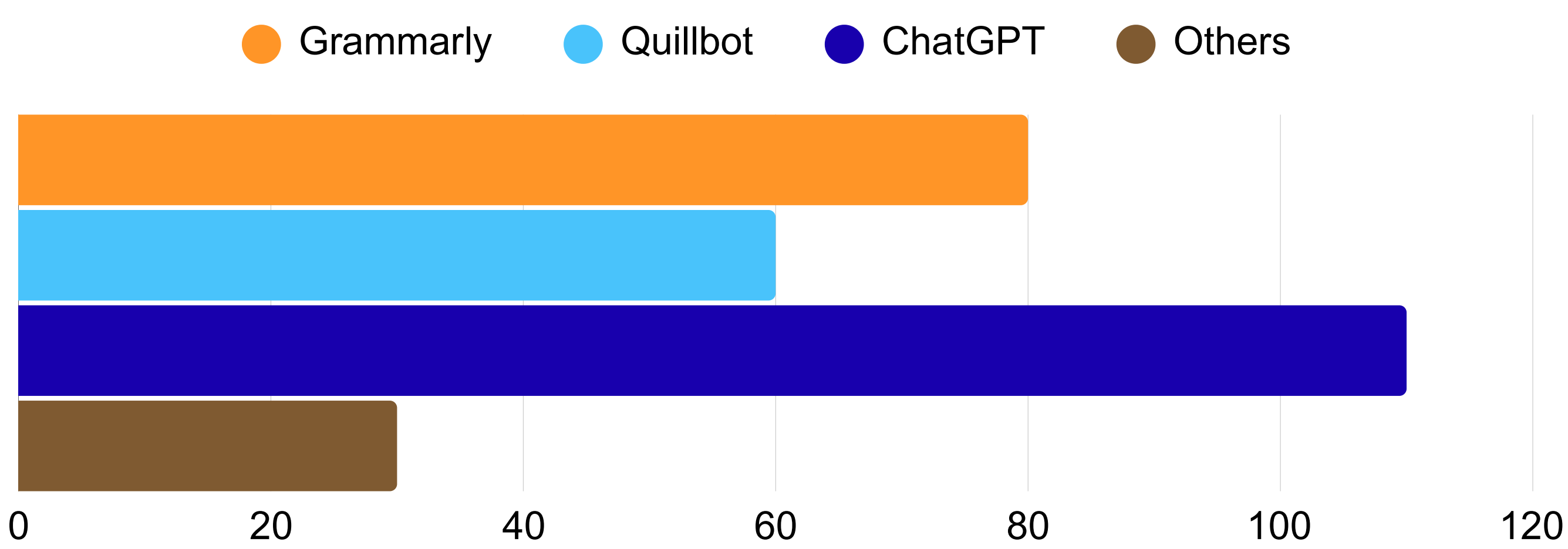
R REDEFINITION

Technology allows for the creation of new tasks, previously inconceivable

ENHANCEMENT
TRANSFORMATION

FINDINGS

AI Tool Usage Among Students (N=120)



Benefits

- Improved Fluency & Vocabulary
- Personalized Feedback
- Increased Autonomy & Independence
- Greater Engagement in Drafting & Revising

Challenges

- Overreliance Risk (copy-paste behavior)
- Plagiarism & Academic Integrity Issues
- Non-creativity
- Teacher Readiness & Training Needs
- Digital Literacy & Accuracy Concerns

CONCLUSION

This study demonstrates that AI can serve as a valuable supplementary tool in EFL writing instruction, improving fluency, learner autonomy, and engagement. When viewed through the TPACK framework, effective integration depends on balancing technological skills, pedagogical strategies, and writing content knowledge. Positioning AI along the SAMR model, most current uses reflect substitution and augmentation, but with guided training and institutional support, AI has the potential to modify and even redefine writing practices in Vietnamese higher education.

REFERENCES

- Fan, N. (2023). Exploring the effects of automated written corrective feedback on EFL students' writing quality: A mixed-methods study. *SAGE Open*, 13(2), 1–12. <https://doi.org/10.1177/21582440231181296>
- Gutiérrez, L. (2023). Artificial intelligence in language education: Navigating the potential and challenges of chatbots and NLP. *Research Studies in English Language Teaching and Learning*, 1(3), 180–191. <https://doi.org/10.62583/rselt.v1i3.44>
- Harris, Phillips, M., Koehler, M. J., & Rosenberg, J. M. (2017). Editorial 33(3): TPACK/TPACK research and development: Past, present, and future directions. *Australasian Journal of Educational Technology*, 33(3). <https://doi.org/10.14742/ajet.3907>
- Mishra, P. & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054. <https://journals.sagepub.com/doi/pdf/10.1111/j.1467-9620.2006.00684.x>
- Mun, C. (2024). EFL learners' English writing feedback and their perception of using ChatGPT. *Journal of English Teaching through Movies and Media*, 25(2), 26–39. <https://doi.org/10.16875/stem.2024.25.2.26>
- Puentedura, R.R. (2013). *SAMR model substitution, augmentation, modification, redefinition*. <https://d1pf6s1cgoc6y0.cloudfront.net/5f4dc2f73b804107b4fa3f2b6177affa.pdf>