

ỨNG DỤNG CHATGPT TRONG CHUẨN BỊ THUYẾT TRÌNH: GÓC NHÌN TỪ SINH VIÊN ĐẠI HỌC LẠC HỒNG

Lê Thị Hà^{1*}, Nguyễn Việt Phương¹, Hoàng Thị Thanh Huyền²

¹Trường Đại học Lạc Hồng, số 10 Huỳnh Văn Nghệ, Trần Biên, Đồng Nai, Việt Nam

²Trường Đại học Sư phạm Hà Nội, 136 Xuân Thủy, phường Cầu Giấy, Hà Nội, Việt Nam

* Tác giả liên hệ: hale@lhu.edu.vn

THÔNG TIN BÀI BÁO	TÓM TẮT
Ngày nhận: 12/12/2025	<p>Nghiên cứu này tìm hiểu cách sinh viên năm hai chuyên ngành tiếng Anh tại Đại học Lạc Hồng sử dụng ChatGPT để chuẩn bị bài thuyết trình. Mục tiêu là đánh giá mức độ hỗ trợ của công cụ trí tuệ nhân tạo này trong việc tổ chức nội dung, tăng sự tự tin và cải thiện kỹ năng thuyết trình, đồng thời nhận diện những thách thức như nguy cơ lệ thuộc vào AI. Dữ liệu được thu thập từ khảo sát 89 sinh viên và phỏng vấn sâu 7 người, theo phương pháp hỗn hợp. Kết quả cho thấy ChatGPT được dùng phổ biến trong các bước lên ý tưởng, lập dàn ý và chỉnh sửa ngôn ngữ, giúp giảm căng thẳng khi chuẩn bị. Tuy nhiên, một số sinh viên phản ánh rằng nội dung do AI tạo ra đôi khi còn chung chung hoặc thiếu chính xác, cần kiểm tra và chỉnh sửa cẩn thận. Phân tích dữ liệu cho thấy sinh viên có kinh nghiệm với AI và kỹ năng thuyết trình tốt thường tận dụng công cụ hiệu quả hơn. Từ đó, nghiên cứu đề xuất tích hợp ChatGPT vào chương trình học, kết hợp với phương pháp truyền thống và đào tạo kỹ năng sử dụng AI một cách định hướng, nhằm phát huy tối đa hiệu quả trong phát triển nội dung và nâng cao năng lực giao tiếp học thuật của sinh viên.</p>
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TỪ KHÓA	
ChatGPT;	
Học tập hỗ trợ bởi AI;	
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Đào tạo kỹ năng sử dụng AI.	

THE USE OF CHATGPT IN PRESENTATION PREPARATION: PERCEPTIONS OF ENGLISH MAJORS AT LAC HONG UNIVERSITY

Le Thi Ha^{1*}, Nguyen Viet Phuong¹, Hoang Thi Thanh Huyen²

¹Lac Hong University, No 10 Huynh Van Nghe Street, Tran Bien, Dong Nai, Vietnam

²Hanoi National University of Education, 136 Xua Thuy, Cau Giay, Ha Noi, Vietnam

*Corresponding Author: hale@lhu.edu.vn

ARTICLE INFO	ABSTRACT
Received: Dec 12 nd , 2025	<p>This study explores how second-year English majors at Lac Hong University use ChatGPT to prepare for their presentations. The research aims to understand whether AI helps students improve content organization and develop essential presentation skills, or whether it creates challenges like over-reliance and reduced critical thinking. Using a mixed-methods approach, the study collected data through surveys with 89 students and follow-up interviews with 7 participants. The survey asked about ChatGPT usage frequency, perceived benefits, and common challenges, while the interviews provided deeper insights into students' real-life experiences. The findings show that students often rely on ChatGPT for brainstorming and improving grammar. Many reported feeling more confident and less anxious when using AI-generated content. However, some students noted concerns about vague or inaccurate AI responses and stressed the need to carefully check the information provided. A statistical analysis revealed that students familiar with AI tools used ChatGPT more effectively, and those with stronger presentation skills felt more confident incorporating AI assistance. Overall, the study concludes that ChatGPT can be a helpful support tool for presentation preparation, but it works best when combined with traditional learning methods and proper AI literacy training. This study suggests integrating AI into English courses to enhance both content development and communication skills.</p>
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1. INTRODUCTION

In today's globalized world, English proficiency is a critical skill for academic and professional success. For English-major students, developing strong oral communication skills is especially important, and giving effective presentations plays a key role in achieving this goal. Oral presentations not only help students organize their thoughts and improve their fluency, but also build the confidence needed for future academic and professional contexts. However, despite its importance, many students encounter challenges in delivering effective presentations. These difficulties may include speech anxiety, trouble organizing content, and issues with grammar, pronunciation, and vocabulary.

At Lac Hong University (LHU), students are encouraged to practice their presentation skills through various classroom activities. However, when assessing students' presentations, teachers frequently observe recurring issues. One notable challenge is final sound pronunciation, which is a common difficulty for Vietnamese learners and can lead to communication breakdowns. Additionally, students may struggle to make their content engaging or to manage their speaking anxiety. While feedback from teachers and peers is valuable, it may not always provide the detailed and personalized guidance that students need to improve effectively.

With the advancement of artificial intelligence (AI), new tools like ChatGPT are offering innovative ways to support students' learning. ChatGPT, an AI-powered chatbot, can assist users by generating ideas and suggesting ways to improve the organization and clarity of their content. While ChatGPT has been studied in the context of writing and conversational practice, its potential to enhance students' presentation preparation remains underexplored. This raises the important question of whether ChatGPT can be effectively used to improve students' presentation skills and overall performance.

To address this issue, the present study aims to investigate how second-year English-major students at Lac Hong University use ChatGPT when preparing for presentations. It also seeks to evaluate their perceptions of the tool, specifically regarding its usefulness in enhancing content quality and confidence. By examining these aspects, the research aims to provide insights into how AI tools like ChatGPT can be better integrated into presentation practice to enhance students' learning experiences. Consequently, this study will seek to answer the following research questions:

1. To what extent do LHU second-year English majors use ChatGPT to prepare their presentations?
2. What are LHU second-year English majors' perceptions of ChatGPT's effectiveness in improving their presentation skills?

2. CONTENT

2.1 Literature review

Artificial Intelligence (AI) has become an essential tool in modern education, offering personalized learning experiences and instant feedback. ChatGPT, a language model developed by OpenAI, is widely recognized for its ability to generate human-like text and assist users in various tasks. According to Diaz and Nussbaum (2024), AI can enhance learning outcomes by adapting to students' individual needs, which is particularly beneficial in language learning. Moylan, Code, and O'Brien (2024) point out that while AI offers tailored support, it also faces challenges, such as the risk of students becoming overly dependent on technology. To address this, Varghese et al. (2025) emphasize the concept of "Human-AI Synergy," suggesting that AI tools like ChatGPT should enhance, rather than replace, human learning by fostering creativity and productivity.

Among the various AI tools used in education, ChatGPT has gained attention for its potential to support language learners, particularly in improving writing and organizing ideas—skills that are also crucial for effective presentation preparation. Hieu (2024) highlights that ChatGPT helps English learners retell stories, a skill closely related to structuring content in oral presentations. Similarly, Nguyen (2023) explores how ChatGPT assists with academic writing by helping students outline arguments and organize key points logically, which are essential components of presentation preparation. Nguyen and Tran (2023) further emphasize that ChatGPT's instant feedback on grammar and vocabulary use can enhance students' confidence—an important factor in managing speaking anxiety during oral presentations.

Recent studies have demonstrated that AI systems can help with soft skill development in addition to language support. Diaz and Nussbaum (2024) talk on how AI might be included into educational frameworks to enable collaborative problem solving, peer engagement, and group discussions—all of which can help students improve personally as well as academically. This involves offering students the chance to work together, participate in group projects, and build knowledge as a group. Similarly, Joksimovic et al. (2023) highlight the role of AI in supporting complex problem-solving by providing personalized feedback, fostering teamwork, and enhancing learners' ability to engage in critical and creative thinking. These findings suggest that tools like ChatGPT may play a dual role: improving language skills and supporting the development of essential soft skills such as confidence, clarity, and teamwork—key elements of effective oral presentations.

This growing interest in ChatGPT is particularly relevant to the Course Learning Outcomes (CLOs) of the Presentation Skills course at LHU, which emphasizes key competencies such as delivering well-organized content (CLO1) and using effective non-verbal communication (CLO3). Given that ChatGPT assists learners with brainstorming, organizing ideas, and improving language accuracy (Nguyen & Tran, 2023; Nhan, 2024), it holds significant potential to support students in meeting these learning objectives. Additionally, by encouraging

independent practice (CLO4, CLO5), ChatGPT may foster greater autonomy and engagement, preparing students for real-world presentations (CLO6). This alignment between AI-assisted learning and course objectives highlights the importance of exploring how English-major students perceive and utilize ChatGPT in the context of presentation preparation.

Understanding students' perceptions of AI tools is essential, as these perceptions can influence how effectively they use such tools in learning. Nguyen and Dieu (2024) found that English pedagogy students in Vietnam view ChatGPT as a helpful tool for reducing anxiety and enhancing creativity, particularly in writing tasks. This anxiety reduction could also benefit oral presentations, where managing nerves is key to delivering content effectively. Similarly, Nhan (2024) notes that students appreciate ChatGPT's convenience and instant feedback, although some remain cautious about potential limitations, such as the accuracy of AI-generated content. Pham and Le (2024) compare Vietnamese and American students' views, revealing that while Vietnamese students value ChatGPT's grammar-checking functions, American students focus more on its brainstorming capabilities. These differences provide insight into how students from diverse backgrounds use ChatGPT to address their specific learning needs, especially in tasks that require critical thinking and content organization, such as presentations. While the benefits of ChatGPT are evident, several challenges must be addressed. Moylan, Code, and O'Brien (2024) warn that over-reliance on AI could hinder the development of critical thinking and problem-solving skills. Nguyen and Tran (2023) similarly caution that some students may overuse ChatGPT, which could reduce their ability to work independently. Xu and Lai (2024) highlight the importance of teacher guidance in helping students assess the accuracy of AI-generated content, particularly in non-English contexts where errors may occur.

Al-Sofi (2024) further emphasizes that while ChatGPT assists in generating coherent responses, it does not engage learners in spontaneous, real-time interaction—an essential component of developing natural communication skills. Similarly, Song and Song (2023) caution that excessive dependence on AI-generated content can diminish students' cognitive engagement, particularly in activities requiring personal expression and argument construction. These concerns highlight the need for balanced integration of AI tools to ensure that learners develop both fluency and autonomy in oral communication.

Despite the increasing number of studies on ChatGPT, most of them focus on writing tasks, with limited attention to its potential in supporting oral presentation skills. Since oral presentations are a key component of English-major students' academic work, it is essential to address this research gap. Furthermore, while some studies examine Vietnamese students' use of ChatGPT, few focus specifically on English-major students and their perceptions of using this tool for presentation preparation. In addition, although international research increasingly

explores the educational uses of ChatGPT, gaps remain in terms of skill focus and context.

While recent studies have highlighted the use of ChatGPT in developing academic writing skills and increasing learner motivation in EFL contexts (Song & Song, 2023; Al-Sofi, 2024), there remains a significant gap in research focused on the tool's role in supporting oral communication, particularly presentation preparation. Most existing work emphasizes written output and does not address how AI tools like ChatGPT impact spoken performance or preparatory stages such as content organization and rehearsal. Furthermore, little research has been conducted within the Vietnamese educational context, especially among English language majors at tertiary institutions. This study fills that gap by examining how students at LHU use ChatGPT to prepare for presentations, combining both quantitative and qualitative methods. This localized, mixed-methods approach provides a more holistic view of the pedagogical implications of AI use in enhancing speaking skills — an underexplored yet crucial component of language proficiency.

2.2 Research Methods

2.2.1 Participants

The participants in this study were LHU second-year English majors who were currently enrolled in the English Presentation course during the academic year 2024–2025. This specific group was chosen because they had already acquired foundational English proficiency in their first year and were now developing public speaking skills, making them suitable for evaluating the role of AI tools like ChatGPT in presentation preparation.

A total of 89 students participated in the survey, regarding their use of ChatGPT. From this group, 7 students were selected for follow-up structured interviews conducted via Zoom. These interviewees were chosen based on their survey responses to ensure diversity in terms of ChatGPT usage frequency and perceived effectiveness.

All participants had completed two semesters of English courses, meaning they had pre-intermediate to intermediate English proficiency (approximately CEFR A2-B1 level). However, their public speaking experience varied, as some students had prior exposure to formal presentations while others were still developing confidence in this skill.

2.2.2 Data collection instrument

The research instrument includes both an online survey and interview questions designed to explore students' perspectives on using ChatGPT for presentation preparation. The online survey, created using Google Forms and distributed in November 2024, collected quantitative data on key areas such as demographics (current year of study and frequency of ChatGPT usage), usage patterns (specific tasks like researching, outlining, drafting, generating slides, and preparing for Q&A), perceived ease and usefulness (ChatGPT's impact on efficiency, content quality, idea organization, and confidence), time management, and comparisons with traditional preparation methods. It also gathered insights on

the most useful features, challenges encountered, and suggestions for improving ChatGPT. Additionally, interviews were conducted via Zoom to gain deeper qualitative insights. These interviews explored students' experiences with ChatGPT, content modifications made during its use, perceived language improvement, confidence levels, difficulties faced, comparisons with traditional preparation methods, and opinions on integrating ChatGPT into school programs. This mixed-methods approach aims to provide a comprehensive understanding of ChatGPT's role in enhancing students' presentation preparation.

To check how reliable the questionnaire was, Cronbach's Alpha was used. This is a statistical method that helps show whether the questions in a survey are consistent and measure the same idea. A value above .70 is generally considered acceptable, with higher values indicating stronger internal consistency (Tavakol & Dennick, 2011). In this study, the result showed that the questionnaire items worked well together and could be trusted to give reliable results.

2.2.3 Data Analysis

This study employed a mixed-methods approach, integrating quantitative statistical analysis and qualitative thematic analysis to understand students' perceptions of ChatGPT in presentation preparation. As Creswell and Plano Clark (2017) recommend, combining numerical patterns with qualitative insights enhances the interpretation of research findings.

Survey responses were analysed using IBM SPSS Statistics version 26, applying descriptive statistics to identify ChatGPT usage patterns and its perceived effectiveness in enhancing presentation preparation skills. Open-ended responses and interview data were thematically coded to explore key themes, including benefits (content structuring, language improvement), challenges (accuracy issues, AI dependency), and strategies for effective ChatGPT use.

2.2.4 Ethical Considerations

Prior to participating in the survey and interviews, all participants provided informed consent. They were assured that their responses would remain anonymous and be used exclusively for academic research purposes. For the thematic analysis, students were assigned coded identifiers (S1 to S7) to protect their privacy.

3. RESULTS/ FINDINGS

This study aims to explore the perspectives of Vietnamese English majors on the use of ChatGPT in preparing presentations. To gain a better understanding of the topic, a survey questionnaire was employed to gather information about students' experiences and opinions regarding ChatGPT's application for presentation preparation. The collected data were analysed using mean scores (M) and standard deviations (S.D.), offering a quantitative representation of the participants' views. Additionally, interviews were conducted to provide deeper insights into their perspectives.

Research question 1 – To what extent do LHU second-year English majors use ChatGPT to prepare their presentations?

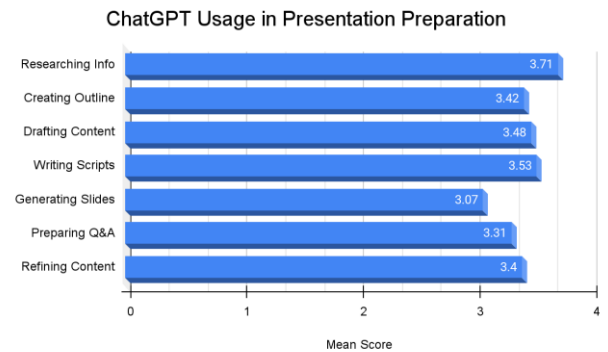


Figure 1. ChatGPT Usage in Presentation Preparation

The descriptive statistics analysis provides a clear overview of how second-year English-major students at Lac Hong University (LHU) use ChatGPT when preparing for presentations. To understand the specific ways students employ ChatGPT in their presentation preparation, the study examined usage patterns across different tasks. As can be seen from Figure 1, students most frequently use ChatGPT for researching information (M=3.71; S.D.=.842) and writing scripts (M=3.53; S.D.=.984). In contrast, ChatGPT is used less often for more personalized tasks, such as creating slide content (M=3.07; S.D.=.095), which may require a higher level of customization and creativity, or preparing for the Q&A section (M=3.31; S.D.=1.001). This suggests that ChatGPT is particularly effective in supporting students during the content organization and idea generation stages of their presentation preparation. However, it appears to be less effective for tasks that demand deeper personalization and interactive preparation.

The qualitative data from student interviews further reinforces these quantitative findings. Several students emphasized that while ChatGPT helps them structure and organize their content, they often need to edit and personalize the output to better suit their presentation style. For example:

"I usually use ChatGPT to create an outline and find necessary content for my presentation." (S1)

"ChatGPT helps me organize ideas, but I add my own details to the slides." (S7)

These insights highlight the dual role of ChatGPT as both a useful organizational tool and a starting point for content development, while also underlining the importance of human intervention to enhance relevance and authenticity in presentation preparation.

Research question 2: What are LHU second-year English majors' perceptions of ChatGPT's effectiveness in improving their presentation skills?

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.922	5

To measure students' perceptions of ChatGPT's effectiveness, five variables were identified: speed improvement, quality improvement, organizing improvement, confidence boost, and overall satisfaction. These variables were tested for internal consistency using Cronbach's Alpha. The resulting value of .922 in Table 1 indicates a high level of reliability, suggesting that the questionnaire items consistently measured students' overall perceptions of ChatGPT.

Table 2: ChatGPT's usefulness

No.	ChatGPT's usefulness	N	M	SD
1	ChatGPT helps me complete my presentation tasks more quickly	89	4.03	.761
2	ChatGPT improves the quality of my presentations.	89	3.94	.803
3	ChatGPT makes it easier to organize my ideas for presentations.	89	4.06	.789
4	ChatGPT helps me feel more prepared for Q&A sessions.	89	3.92	.842

Table 2 shows that students generally hold positive perceptions of ChatGPT's effectiveness in enhancing their presentation preparation. This effectiveness is reflected in three key areas: speed improvement, quality improvement, and confidence boost. The findings indicate that students generally hold positive perceptions of ChatGPT's effectiveness in improving their presentation preparation. The SPSS analysis of survey data shows high mean scores for speed improvement (M=4.03; S.D.=.76), quality improvement (M=3.94; S.D.=.80), and confidence boost (M=3.92; S.D.=.84). These results suggest that students perceive ChatGPT as a valuable tool for increasing efficiency, enhancing content quality, and reducing presentation anxiety.

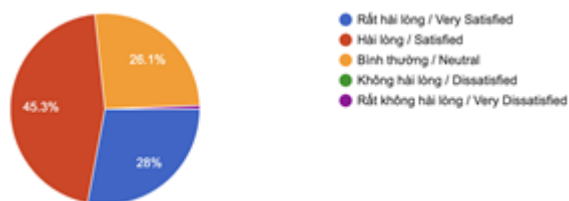


Figure 2. Student Satisfaction with the Overall Efficiency of ChatGPT in Presentation Preparation

As can be seen in Figure 2, the survey included a question measuring students' satisfaction with the overall efficiency of using ChatGPT in their presentation preparation. The responses indicate that most students were

generally satisfied with ChatGPT's support, rating it positively in terms of saving time, improving content quality, and helping with idea organization. This finding is consistent with their task-specific feedback, where ChatGPT was described as particularly useful in the initial stages of preparation, such as brainstorming and drafting.

More interestingly, data from the interviews further support and elaborate on these survey findings. One prominent theme that emerged from the thematic analysis is the improvement in speed and content quality. Many students reported that ChatGPT helps them complete presentation tasks more efficiently by generating initial ideas and checking for language accuracy. As one student noted, "ChatGPT helps me complete my tasks faster and improve my vocabulary and grammar" (S3). Another student mentioned that "using ChatGPT saves me time when brainstorming or drafting content" (S2). These comments reflect the tool's effectiveness in accelerating the early stages of presentation preparation, such as creating outlines and drafting scripts.

Another significant theme is the role of ChatGPT in boosting students' confidence. Several students indicated that they feel more confident when presenting because ChatGPT helps them organize their thoughts and structure their content more clearly. For instance, one student remarked, "I feel more confident because ChatGPT helps me structure my content clearly" (S6), while another noted, "Having a clear outline and script from ChatGPT reduces my stress when presenting" (S5). These findings align with Nhan (2024), who argues that AI tools can help ease presentation anxiety by providing structured and well-organized content, thereby enhancing students' mental preparedness for delivering presentations.

Despite these benefits, students also identified several challenges and limitations associated with using ChatGPT. One common issue is the accuracy and relevance of the information generated by the AI tool. Some students expressed concerns about ChatGPT providing overly general or inaccurate content, which required additional editing and refinement. As one student explained:

"Sometimes the information from ChatGPT is too general, so I need to refine it" (S6), or

"While it speeds up some parts of the preparation, I still need to check and customize what it gives me." (S5).

This finding is consistent with the caution raised by Nguyen and Tran (2023), who highlight the risk of relying on AI-generated content that may lack depth and specificity. Moreover, some students emphasized the importance of balancing AI use with independent thinking and creativity. They warned about the potential risks of over-reliance on ChatGPT, which could hinder their ability to develop critical thinking skills. One student reflected, "ChatGPT is helpful, but it shouldn't replace traditional methods because we still need creativity and critical thinking when preparing presentations" (S7).

4. DISCUSSION AND IMPLICATIONS

4.1 Discussion

The evaluation of questionnaire items and interview feedback concerning ChatGPT's effectiveness in supporting presentation preparation provides meaningful insights into AI-based learning. Although these findings reveal students' perspectives, they need to be considered within the larger context of previous research on educational technologies and learning methods. The findings of this study indicate that ChatGPT is widely used by students at Lac Hong University for various tasks related to presentation preparation. However, there are notable differences in the frequency of use across specific tasks. Students rely heavily on ChatGPT for generating outlines and researching information, but its usage decreases for tasks like creating slides or preparing for Question-and-Answer sessions. This pattern may reflect students' perception that ChatGPT is more effective during the initial stages of preparation, where organizing ideas and structuring content are essential. These findings align with prior research by Nguyen and Dieu (2024) and Hieu (2024), who observed that Vietnamese students primarily use ChatGPT to enhance content organization and save time during the early phases of academic work.

In terms of students' perceptions and challenges, the results highlight both positive and critical feedback on ChatGPT's effectiveness in improving presentation preparation. This supports Moylan et al.'s (2024) findings, which emphasize that AI tools can reduce preparation time and ease academic stress. The thematic analysis of interview data further reveals that ChatGPT plays a supportive role in improving English grammar and idea organization, consistent with Nguyen and Dieu (2024), who found that AI benefits tasks requiring content generation and structuring.

Despite these advantages, challenges were also identified. Some students raised concerns about ChatGPT's tendency to produce generic or inaccurate information, requiring additional refinement and verification. This aligns with Nguyen and Tran's (2023) caution against over-reliance on AI, as it may hinder critical thinking and creative problem-solving. Also, while ChatGPT can help fix grammar and organize content, it cannot replace the human touch needed to make presentations lively and engaging. As Moylan et al. (2024) suggest, excessive AI dependence may lead to diminished autonomy, emphasizing the importance of balanced AI usage. Moreover, while AI-generated scripts and outlines can help students feel more prepared, presenters may enhance their adaptability and confidence by supplementing AI assistance with traditional preparation methods, such as anticipating potential questions and practicing spontaneous responses.

4.2 Implications for Practice

While ChatGPT provides valuable assistance in structuring content and refining language, its impact on critical thinking and independent presentation skills requires careful consideration. One key implication is the need for AI literacy training as part of the English Presentation course. Many students, especially those with weaker presentation skills, tend to rely heavily on AI-

generated content without critically evaluating or modifying it. Instructors should guide students on using AI as a support tool rather than a substitute for original thinking and teach them how to assess the accuracy and relevance of AI-generated suggestions.

Balancing AI assistance with traditional learning methods is another critical consideration. The findings reveal that while AI enhances content organization and clarity, it does not directly improve spontaneous communication skills, such as audience engagement or adaptability during live presentations. Teachers can promote a hybrid approach where students use AI for drafting and idea generation but still engage in traditional research and instructor guidance. Designing assignments that require independent content development can prevent students from becoming overly dependent on AI-generated scripts.

Additionally, ChatGPT can help boost students' confidence and reduce presentation anxiety by offering AI-generated outlines and scripts that help structure their thoughts. Instructors could incorporate AI-assisted exercises, such as generating practice dialogues and refining them for in-class delivery. Interactive Q&A sessions, where students must respond to spontaneous questions without AI assistance, could further develop adaptability and real-time communication skills.

At a broader level, universities might consider integrating AI tools into the curriculum while promoting ethical and responsible use. Establishing clear guidelines on AI usage can help students understand when and how to use AI effectively. This could prevent issues such as plagiarism or excessive reliance on automated responses while encouraging students to develop balanced AI literacy skills.

5. CONCLUSION

AI has become a valuable tool in enhancing learning, but it cannot fully replace the role of human teachers in providing personalized support, fostering critical thinking, empowering, and developing essential soft skills for their learners. This study explored how English-major students at Lac Hong University perceived the use of ChatGPT in preparing for English presentations. The results indicate that students generally held positive attitudes toward ChatGPT, particularly in areas such as improving content organization, enhancing presentation quality, boosting confidence, and increasing preparation efficiency. Both quantitative and qualitative findings support the view that ChatGPT can be a helpful supplementary tool in developing speaking skills, especially during the rehearsal and idea-generation stages.

The study contributes to current literature by focusing on an under-researched skill (oral presentation) and context (Vietnamese private tertiary EFL learners), using a mixed-method approach. However, the research is limited by its small sample size and the fact that it relies on self-reported data. Future studies could include experimental designs, comparison groups, or longitudinal tracking to better assess the long-term impact of AI-assisted tools like ChatGPT on

oral communication performance. Despite these limitations, the findings suggest promising directions for integrating AI tools into speaking-focused EFL instruction and highlight the importance of training students to use such tools critically and effectively.

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