



# Generative AI in ESP Learning Tasks: Vietnamese University Students' Perceptions

Thi Dieu Phuong Nguyen

Division of English for Specific Purposes, University of Economics, University of Danang, Vietnam

## Abstract

The rapid development of generative artificial intelligence (GenAI) has created opportunities for English language learning, particularly in English for Specific Purposes (ESP) contexts where students use English for practical and professional communication. Based on the Technology Acceptance Model (TAM) and a weak Task-Based Language Teaching (TBLT) orientation, this study investigates Vietnamese business students' perceptions of using GenAI in a business-related poster-and-presentation task. It examines AI support, emotional and motivational responses, task experience, intention to reuse AI, and challenges. Data were collected through a questionnaire administered immediately after the ESP task, with 62 valid responses. Descriptive and inferential analyses showed that students generally found GenAI useful for idea generation, language support, poster design, and presentation preparation. The three main constructs, AI support, emotional impact, and task experience, showed good internal consistency, with Cronbach's alpha values ranging from .841 to .879. Perceived AI usefulness was positively associated with students' motivation, confidence, and task interest, while difficulty using AI was linked to students' difficulty in expressing ideas. Students also reported a positive intention to reuse GenAI, especially for similar English tasks. The findings suggest that students' acceptance of GenAI was closely connected to the task it supported. GenAI may support ESP learning when integrated into a meaningful, outcome-oriented classroom activity. However, effective use requires teacher guidance in prompt writing, checking AI-generated content, revising language, and adapting AI output for communicative purposes. The study contributes evidence from a Vietnamese Business English context and highlights the need for pedagogically guided AI integration that supports student learning engagement while promoting critical and independent AI use.

**Keywords:** Generative AI, English for Specific Purposes, L2 student perceptions, Task-based language teaching

## **1. Introduction**

The rapid development of generative artificial intelligence (GenAI) has drawn growing interest to its potential applications in second language (L2) learning. AI-powered tools such as ChatGPT and Gemini are increasingly utilised by students to support different aspects of their language learning, including idea generation, vocabulary development, grammar checking, written production, and presentation preparation (Hubbard & Schulze, 2025; Karataş et al., 2024; Vũ & Hà, 2026; Young & Shishido, 2023; Zou et al., 2025). As these AI tools become more easily accessible, it is important to understand not only whether students like using GenAI, but also how they perceive them as useful tools and use them in actual learning activities in English language classrooms.

Previous studies have examined students' perceptions and acceptance of GenAI, particularly perceived usefulness, ease of use, motivation, and learning support (e.g., Boudouaia et al., 2024; Ismail & Alharkan, 2024; Liu & Ma, 2024; Huang & Mizumoto, 2025; Karataş et al., 2024; Shaikh et al., 2023; Zou et al., 2025). These studies suggest that GenAI can help learners generate ideas, access language input, improve output, and increase learning motivation and confidence. However, concerns have also been raised about the reliability of AI-generated content, students' ability to evaluate GenAI output, and the risk of over-dependence on AI (Lee et al., 2026; Karataş et al., 2024; Kumari, 2026; Su & Yang, 2023; Vũ & Hà, 2026). Although the current literature on GenAI and language learning is valuable, much of it focuses on general attitudes towards AI rather than students' experiences of using GenAI within specific classroom tasks.

This issue is particularly relevant in English for Specific Purposes (ESP) learning contexts, where students are expected to use English for practical and professional communication rather than only practise grammar or vocabulary in isolation (Gangavarapu, 2022). In ESP classrooms, students are often required to integrate content knowledge, functional language, collaboration, and communication skills to organise and present information for particular audiences (Arnó-Macià & Mancho-Barés, 2015; Nuryanti, 2025; Tzoannopoulou, 2015). This is where a task-based perspective becomes relevant.

Task-Based Language Teaching (TBLT) is a teaching approach that focuses on using meaningful, outcome-oriented tasks in which learners use the target language for practical purposes to achieve a communicative outcome (Ellis et al., 2019; Jauregi et al., 2011; Prasad Bhandari, 2020; Willis, 1996; Willis & Willis, 2007). Within such tasks, GenAI may be useful not simply as a language support and correction tool, but as a form of support for students during task planning, idea generation, content development, collaboration, language production, and oral presentation preparation (Darmawansah et al., 2025; Li, Shadiev, et al., 2025; Liu et al., 2026).

In multimodal tasks, GenAI may also help learners combine written, visual, and spoken communication during task preparation and performance (Wang, 2026). However, Wang's (2026) study focused on everyday oral video tasks in a Chinese language course, leaving multimodal GenAI use in ESP-oriented professional tasks unresearched. More specifically, there is a limitation in classroom-based research investigating how students use and perceive GenAI while completing ESP tasks within a TBLT-informed framework. Not much attention has been paid to multimodal tasks that require students to integrate visual, written, and spoken communication for a particular audience, such as designing a business service poster and delivering a short presentation to introduce the service to potential customers. Therefore, further research is needed to examine GenAI use in relation to task demands and communicative purposes rather than mainly as a general attitude towards technology.

To address this gap, the present study investigates Vietnamese business university students' perceptions of using GenAI in a multimodal poster-and-presentation task in a Business English course. Specifically, it explores how students used GenAI to design a premium service poster and prepare a short presentation, how they perceived its usefulness and challenges, and how perceived AI usefulness was related to motivation, confidence, and task interest.

The study was guided by the following research questions:

1. How did students use GenAI during the ESP poster-and-presentation task?
2. How did students perceive the usefulness, support, and challenges of using GenAI for task completion?
3. How was perceived AI usefulness related to students' motivation, confidence, and task interest?

## **2. Theoretical Framework**

This study was designed based on two theories, which are Technology Acceptance Model (TAM) (Davis, 1989) and TBLT approach (Willis, 1996). TAM supported the design of the questionnaire and the interpretation of students' perceptions of GenAI use. In particular, the questionnaire included items related to perceived usefulness, ease or difficulty of AI use, affective responses, and intention to use AI again. In this study, perceived usefulness refers to whether students felt that GenAI helped them complete the poster and presentation task, including generating ideas, improving English, and preparing for the presentation. Ease or difficulty of use refers to whether students found AI easy or challenging to use effectively, especially when writing prompts, checking output, and judging the accuracy of AI-generated content.

TBLT model by Willis (1996) was used to guide the design of the classroom activity. However, the study did not implement all stages of the framework systematically. Instead, it adopted a weak TBLT orientation, in which a communicative, outcome-oriented task was integrated into an existing ESP course, including pre-task preparation, task planning and report stages. This approach was suitable because the task was one part of the course, not the main structure of the syllabus. Students worked towards a poster and short presentation introducing a premium service to potential customers. The task involved group work, multimodal communication, and English use for a practical business purpose. The questionnaire included items on English use, group work, task interest, real-life relevance, and active participation.

Previous studies suggest that TBLT can create a meaningful context for communication that goes beyond simple group work and can also encourage collaboration, peer learning, and problem-solving (Jones, 2007; Prasad Bhandari, 2020). Preparation before speaking may also support fluency and confidence in speaking (Bao & Du, 2015; Gregersen & MacIntyre, 2014; Liu, 2006; Scolaro, 2021; Willis & Willis, 2007).

By combining TAM and TBLT, this study investigated students' acceptance of GenAI within a meaningful ESP task. TAM explains students' perceptions of usefulness, difficulty, motivation, confidence, and intention to reuse AI. TBLT explains the pedagogical context in which GenAI became useful. Therefore, AI acceptance was examined in relation to a collaborative, outcome-oriented task rather than as a general attitude towards technology.

### **3. Methodology**

#### **3.1 Research Design**

This study adopted a small-scale exploratory mixed-methods survey design to investigate students' experiences of using generative artificial intelligence (GenAI) tools in a classroom-based Business English task. Quantitative data were collected through Likert-scale questionnaire items to identify general patterns in students' perceptions of AI support, task experience, motivation, confidence, and perceived difficulty. Qualitative data from short-answer responses were used to provide contextualised insights into how students used GenAI and what challenges they experienced during the task. Quantitative and qualitative findings were integrated at the interpretation stage. The study did not aim to establish causal relationships or measure language improvement or examine voluntary technology adoption because AI use was integrated into the task. Instead, it focused on students' perceptions of GenAI as support within a structured ESP task.

#### **3.2 Context and Participants**

The study was conducted in a CEFR B1 English Communication course at a Vietnamese business university. The participants were undergraduate students majoring in business-related disciplines. The coursebook used is Business Partner B1 (Dubicka et al., 2018) published by Pearson. Students completed an AI-supported task as part of regular instruction.

No formal ethical review was undertaken for this small-scale classroom-based study. Participation in the questionnaire was voluntary. All responses were collected anonymously, and no personal identifying information was recorded. Poster titles were collected solely for the purpose of linking questionnaire responses to task outputs and were not used for evaluation or grading.

#### **3.3 Instructional Procedure and Task Design**

The classroom activity was designed following a weak TBLT framework informed by Willis (1996) and was organised around pre-task, task, planning, and report stages.

**Pre-task stage:** Students watched a video on premium airline services and completed comprehension and vocabulary exercises to prepare relevant content and language for the task.

##### **Task cycle (Task - Planning - Report):**

In the task stage, students worked in groups of four to design a poster promoting a premium business service. Students were encouraged to use GenAI tools such as ChatGPT or Gemini as task support to generate ideas, develop content, improve English expressions, and prepare for the oral presentation. However, students were still responsible for selecting, revising, and adapting AI-generated output for their own poster and presentation.

In the planning stage, students discussed ideas together in their group to draft and rehearse what they wanted to present to the whole class. They could use GenAI to help with grammar, vocabulary and sentence writing.

In the report stage, each group gave a one-to-two-minute presentation introducing and promoting its service to the class. This stage gave students an opportunity to use English orally for a communicative purpose and to present the outcome of their group work.

The task was multimodal because it required students to integrate visual, written, and spoken communication.

### 3.4 Data Collection

Data were collected through a post-task questionnaire administered immediately after the classroom task finished. Students completed the questionnaire individually based on their experience and their group's GenAI use during the task.

Sample items included “AI was useful for this task” for AI support, “Using AI made me more motivated to complete this task” for emotional impact, and “I participated actively in the group task” for task experience.

The questionnaire consisted of:

- 6 background items, including prior AI use experience, frequency of AI use for English learning, English confidence, main AI tool used, use of multiple AI tools, and level of involvement in AI use;
- 14 five-point Likert-scale items measuring AI-related perceptions, including perceived usefulness, difficulty of use, idea generation, language support, presentation support, confidence in using AI, uncertainty about AI output, motivation, and intention to use AI again;
- 7 five-point Likert-scale items measuring task experience, including English use in the poster and presentation, task interest, difficulty expressing ideas, group work, real-life relevance, and active participation;
- A multiple-choice item identifying how AI was used in the task, such as idea generation, vocabulary, grammar or sentence writing, and presentation preparation;
- Two short-answer questions asking students to explain how AI helped them in the task and what problems they experienced.

The questionnaire was provided in both English and Vietnamese, and students were allowed to respond in either language to ensure clarity and improve response quality. At the beginning of the questionnaire, students were asked to choose whether they consented to participate in the study by selecting “Yes” or “No”. Only responses from students who selected “Yes” were included in the analysis. The full bilingual post-task questionnaire is provided in Appendix A.

### 3.5 Data Analysis

#### 3.5.1 Data Preparation and Validity

Before data analysis, all the questionnaire responses were checked for completeness and eligibility. Cases in which students did not provide consent were excluded from the dataset. The remaining data were checked for missing values and irregular response patterns (e.g., identical responses across all items).

Negatively worded items (Q9, Q12, Q25, and Q27) were analysed separately and interpreted in their original direction. All Likert-scale responses were coded from 1 (*strongly disagree*) to 5 (*strongly agree*).

As the questionnaire was developed specifically for this study, content and face validity were considered before data collection. For content validity, the items were aligned with the research questions and key constructs, including perceived AI usefulness, learning support, difficulty, motivation, confidence, intention to reuse AI, and task experience.

For face validity, the wording was reviewed for B1-level students, and the questionnaire was provided in English and Vietnamese. The questionnaire was first developed in English and then translated into Vietnamese. The two versions were compared, and minor wording adjustments were made to improve clarity and consistency.

### **3.5.2 Reliability and Descriptive Analysis**

Internal consistency was examined using Cronbach's alpha for three scales: AI support (Q7, Q8, Q10, Q11, Q13–Q15), emotional impact (Q16–Q18), and task experience (Q24, Q26, Q28–Q30). Other items were analysed separately. Corrected item-total correlations were also examined. EFA and CFA were not conducted because of the small sample and short scales. Given the exploratory nature of the study, reliability results were interpreted cautiously.

Descriptive statistics were calculated for all Likert-scale items, including means and standard deviations. Frequencies and percentages were used to analyse students' choice of AI tools, level of participation, and reported uses of GenAI during the task. These analyses identified general patterns in perceived usefulness, difficulty, emotional responses, and task experience.

### **3.5.3 Inferential Statistics Analysis**

To determine the appropriate statistical tests, the distribution of key variables was examined using the Shapiro–Wilk test, skewness and kurtosis values, and visual inspection of histograms and Q–Q plots.

Pearson correlation analyses were used to examine the relationships between students' perceived usefulness and motivation, confidence, and task interest. Correlations were also calculated between difficulty using AI and difficulty expressing ideas, and between English confidence and confidence in using AI. These relationships were interpreted as associations rather than evidence of causation.

Kruskal–Wallis tests were used to examine whether perceived usefulness, motivation, and confidence differed across students' English-confidence levels and levels of AI participation. This non-parametric test was selected because the grouping variables contained more than two categories and the assumptions required for parametric group comparisons were not fully met. Mean ranks were examined to identify the direction of any possible group differences.

### **3.5.4 Analysis of Behavioural Data**

Responses to the multiple-choice item on AI use were analysed using frequency counts and percentage distributions. This analysis identified the most common ways in which AI was used in the task, including idea generation, vocabulary support, grammar support, and presentation preparation.

### **3.5.5 Qualitative Analysis**

Responses to short-answer questions were analysed using a thematic coding approach. Initial coding categories were developed based on the questionnaire focus, including how students used GenAI and what challenges they experienced. These categories were then refined through repeated reading of the responses to allow recurring themes to emerge from the data.

Responses were grouped into categories such as idea generation, poster design, presentation preparation, grammar and sentence support, vocabulary support, prompt-related difficulties, inaccurate content, language problems, image quality issues, and technical problems. The frequency of each category was calculated to identify common patterns, and representative responses were selected to illustrate the key themes.

## **4. Findings**

There were 62 valid responses included in the analysis. The three main Likert-scale constructs, namely AI support, emotional impact, and task experience, all showed good internal

consistency, with Cronbach's alpha values ranging from .841 to .879. This indicates that the scales were sufficiently reliable for further interpretation.

#### 4.1 Patterns of GenAI Use during the ESP Task

The findings show that GenAI was actively used by students during the poster and presentation task. Two main tools were ChatGPT and Gemini. ChatGPT was used by slightly more than half of the students ( $n = 33$ , 53.2%), while Gemini was used by 29 students (46.8%). More than half of the students also reported using more than one AI tool ( $n = 35$ , 56.5%). This suggests that students moved between platforms depending on their needs during task completion.

In terms of participation, most students were involved in AI-supported group work. 36 students (58.1%) reported that they helped make decisions with their group, while 24 students (38.7%) directly used AI themselves. Only two students (3.2%) reported that they did not use AI much. This indicates that GenAI became part of the group task process, either through direct use or through collaborative decision-making based on AI-generated content.

The students used AI mostly for idea generation for the poster or presentation. This was reported by 56 students, accounting for 90.3% of the sample. This was followed by presentation preparation ( $n = 34$ , 54.8%), grammar or sentence writing ( $n = 26$ , 41.9%), and vocabulary support ( $n = 17$ , 27.4%). A smaller number of students ( $n = 6$ , 9.7%) reported other uses.

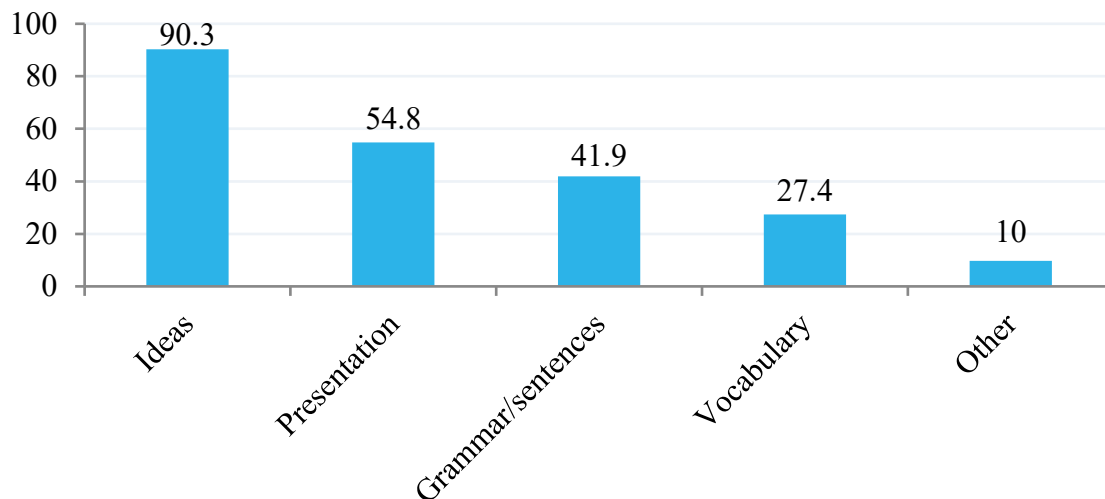


Figure 1. Reported Uses of GenAI during the ESP Task

The open-ended responses showed a similar pattern. When students explained how AI helped them, the most frequent theme was ideas and creativity, with 45 mentions, followed by poster design (32), presentation support (28), grammar (20), vocabulary (12), efficiency (10), and learning materials (8). These results suggest that students used GenAI for idea development, content preparation, visual design, and oral presentation rather than language correction only.

#### 4.2 Perceived Usefulness of GenAI for Task Completion

Overall, students perceived GenAI positively as a support tool for the ESP task. The AI support scale showed good reliability ( $\alpha = .858$ ), with corrected item-total correlations ranging from .499 to .744. Item means were also positive, ranging from 3.84 to 4.31. The highest scores were recorded for Q13 ( $M = 4.31$ ,  $SD = .759$ ), Q8 ( $M = 4.27$ ,  $SD = .926$ ), Q7 ( $M = 4.18$ ,  $SD = .859$ ), and Q15 ( $M = 4.03$ ,  $SD = .886$ ).

These results suggest that students generally found GenAI useful for completing the poster-and-presentation task. This perceived usefulness was closely connected to the nature of the task. The findings suggest that GenAI supported different task demands, including idea generation, content preparation, language improvement, visual organisation, and oral communication. This is important because students appeared to accept GenAI not simply because it was a new technology, but because it helped them complete a meaningful ESP learning task.

However, the open-ended responses showed that students still needed to select, revise, and adapt AI-generated output. GenAI therefore functioned as a task-support tool rather than a replacement for student thinking or group decision-making.

#### 4.3 Ease, Difficulty, and Challenges of GenAI Use

Although students generally found GenAI useful, they also experienced a noticeable level of difficulty when using it. Q9, which measured difficulty in using AI, had a mean score of 3.77 (SD = 1.078). This suggests that students valued GenAI support but did not always find the tools easy to use.

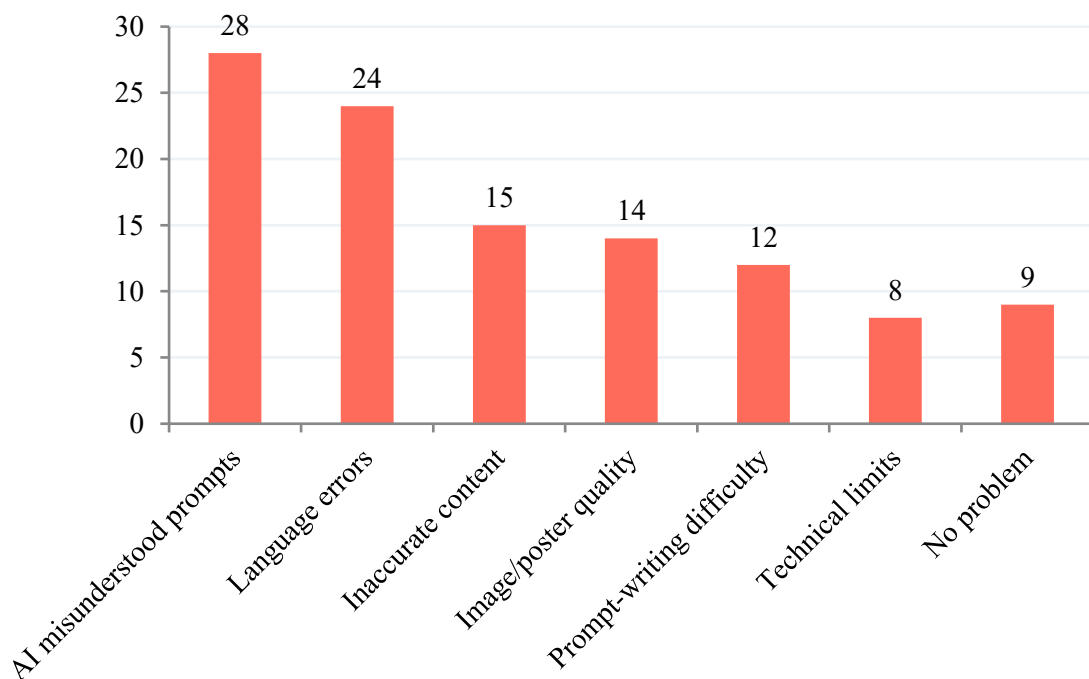


Figure 2. *Challenges Students Experienced when Using GenAI*

The open-ended responses provide a clearer picture of these difficulties. The most common problem was that AI misunderstood students' requests or prompts, with 28 mentions. Students reported that AI sometimes did not understand what they wanted, gave unsuitable responses, or required several rounds of correction. This finding highlights the importance of prompt-writing skills in AI-supported learning.

The second most common issue was language-related errors, including spelling, grammar, or unnatural sentences, with 24 mentions. This is important because students often use AI expecting it to improve language accuracy. However, the findings show that AI-generated language still needed to be checked carefully. Students also reported inaccurate or unsuitable content (15 mentions), poor image or poster quality (14 mentions), difficulty writing prompts

(12 mentions), and technical problems such as slow loading, lagging, or usage limits (8 mentions). Only nine students reported no problems.

These challenges show that perceived usefulness did not mean that AI was always easy to use. In this ESP task, difficulty was not only related to technical problems. It was also connected to students' ability to express ideas clearly, write effective prompts, evaluate AI-generated output, and adapt the content for a specific communicative purpose. This suggests that AI-supported ESP learning requires teacher guidance, especially in helping students use AI critically and purposefully.

#### 4.4 Emotional Impact and Task Experience

The emotional impact scale showed strong reliability ( $\alpha = .879$ ), with the corrected item-total correlations ranging from .721 to .820. The individual mean scores were also positive for Q16 ( $M = 3.90$ ,  $SD = 1.003$ ), Q17 ( $M = 3.94$ ,  $SD = .885$ ), and Q18 ( $M = 3.95$ ,  $SD = .948$ ). These results suggest that students generally reported positive emotional responses when using GenAI, especially in relation to motivation and confidence.

The task experience scale also showed good reliability ( $\alpha = .841$ ), with the corrected item-total correlations ranging from .579 to .694. Mean scores were generally high, with Q30 receiving the highest score ( $M = 4.26$ ,  $SD = .886$ ), followed by Q28 ( $M = 4.19$ ,  $SD = .884$ ), Q26 ( $M = 4.06$ ,  $SD = .885$ ), Q24 ( $M = 4.03$ ,  $SD = .975$ ), and Q29 ( $M = 3.84$ ,  $SD = .872$ ). These results mean that students generally experienced the AI-supported poster and presentation task positively.

These findings are important in an ESP context because students may have business-related ideas but may not always feel confident expressing them in English. AI appeared to help some students feel more prepared by supporting idea development, sentence writing, and presentation preparation. At the same time, the standard deviations show that not all students experienced AI in the same way.

#### 4.5 Intention to Reuse GenAI

Students also reported a positive intention to reuse GenAI. Intention was higher for similar English tasks ( $M = 4.06$ ) than for other English-learning activities ( $M = 3.73$ ). This suggests that students were more willing to reuse GenAI in tasks similar to the poster-and-presentation activity, where its usefulness had already been experienced.

#### 4.6 Relationships amongst Perceived Usefulness, Motivation, Confidence, Task Interest, and Difficulty

Pearson correlation analyses were conducted to examine relationships amongst selected variables. The results show that perceived AI usefulness was positively associated with several affective and task-related variables.

The Pearson correlation analyses showed that perceived AI usefulness was positively related to motivation, confidence, and task interest (Table 1). The relationships with motivation and confidence were moderate, while the relationship with task interest was weaker. This suggests that students who found GenAI more useful also tended to feel more motivated, confident, and interested in the task.

Table 1. Correlations amongst Study Variables

| Variables | <i>r</i> | 95% CI | <i>p</i> |
|-----------|----------|--------|----------|
|-----------|----------|--------|----------|

|                                                     |      |               |        |
|-----------------------------------------------------|------|---------------|--------|
| Perceived usefulness and motivation                 | .490 | [.273, .659]  | < .001 |
| Perceived usefulness and confidence                 | .433 | [.206, .616]  | < .001 |
| Perceived usefulness and task interest              | .265 | [.016, .483]  | .037   |
| Difficulty using AI and difficulty expressing ideas | .434 | [.207, .617]  | < .001 |
| English confidence and confidence using AI          | .230 | [-.021, .453] | .073   |

Note.  $N = 62$ .  $r$  = Pearson correlation coefficient. CI = confidence interval. All  $p$  values are two-tailed.

The relationship with confidence is particularly relevant in an ESP context, where students need to prepare ideas, organise content, and communicate in English. GenAI may have helped students feel more prepared and ready for these requirements. The weaker relationship with task interest suggests that interest may also depend on other aspects of the activity, such as the topic, group work, creativity, and poster design or personal preferences.

Difficulty using AI was also found significantly related to difficulty expressing ideas. This suggests that students who struggled to explain their ideas may also have found it harder to write clear prompts, communicate their intentions to AI, and revise the generated content.

By contrast, English confidence was not significantly related to confidence in using AI. Although the relationship was positive, it did not reach statistical significance. Confidence in AI use may therefore depend on other factors, such as previous experience, digital literacy, prompt-writing skills, and peer support.

Overall, these correlations support the relevance of TAM to this study. Students perceived usefulness of GenAI was linked to motivation, confidence, and task interest. However, the findings also suggest that perceived ease of use in AI-supported ESP learning is complex. It is not only about whether the tool is technically easy to operate, but also about whether students can express their ideas clearly, evaluate AI output, and use it appropriately for the task.

#### 4.7 Group Differences by English Confidence and AI Participation

Kruskal–Wallis tests were conducted to examine whether students differed in perceived AI usefulness, motivation, and confidence according to their English confidence level. The results showed that the difference in perceived AI usefulness across English-confidence groups was at the threshold of statistical significance,  $\chi^2(2) = 5.974$ ,  $p = .050$ ,  $\varepsilon^2 = .067$ . The highest-confidence group had the highest mean rank (42.90), followed by the middle-confidence group (30.03) and lower-confidence group (27.94). This suggests a trend in which students with higher English confidence perceived GenAI as more useful. However, the result should be interpreted cautiously.

For motivation, the differences between English confidence groups were not statistically significant,  $\chi^2(2) = 4.004$ ,  $p = .135$ ,  $\varepsilon^2 = .034$ . Similarly, no significant group difference was found for confidence after using AI,  $\chi^2(2) = 2.419$ ,  $p = .298$ ,  $\varepsilon^2 = .007$ . These results suggest that students with different levels of English confidence reported relatively similar motivation and confidence in the AI-supported task.

Tests based on AI participation also showed no significant differences in perceived usefulness,  $\chi^2(2) = 4.518$ ,  $p = .104$ ,  $\varepsilon^2 = .043$ ; motivation,  $\chi^2(2) = .800$ ,  $p = .670$ ,  $\varepsilon^2 = .000$ ; or confidence,  $\chi^2(2) = 1.770$ ,  $p = .413$ ,  $\varepsilon^2 = .000$ . Although students who directly used AI had the highest mean rank for perceived usefulness, the difference was not statistically significant. The effect sizes were generally small although the difference in perceived usefulness across English-confidence groups showed a somewhat larger effect.

The perceived benefits of AI were not limited to students who directly operated AI. In group work, one student may type the prompt while others discuss ideas, evaluate output, select suitable content, revise language, or prepare the oral presentation. Therefore, direct AI operation was only one form of participation, with AI use appeared to be shared across group decision-making and collaborative task completion.

## **5. Discussion**

The findings suggest that students perceived GenAI positively in the business-related ESP poster-and-presentation task. They used it mainly for idea generation, poster design, presentation preparation, grammar, and vocabulary support. Most uses involved content creation and task preparation rather than language correction only, meaning that GenAI supported the wider task process and final communicative product. This finding is consistent with previous studies on GenAI-supported planning, drafting, content development, and language feedback (Hubbard & Schulze, 2025; Karataş et al., 2024; Li, Wang, et al., 2025; Liu et al., 2026; Vũ & Hà, 2026). The study adds evidence from a multimodal Business English context, where students combined GenAI support for content, language, visual design, and oral preparation within one task.

From the TAM perspective, perceived usefulness appeared to be central to students' positive responses. Students rated GenAI highly for making the task easier, helping them generate ideas, and supporting task completion. Perceived usefulness was also positively associated with motivation, confidence, and task interest. Students also intended to reuse GenAI, especially in similar English tasks where they had experienced its usefulness. These findings support previous TAM-based studies on the role of usefulness in learners' attitudes and intentions (Liu & Ma, 2024; Zou et al., 2025) and are consistent with studies linking GenAI support to motivation, interest, enjoyment, and self-efficacy (Huang & Mizumoto, 2025; Ismail & Alharkan, 2024; Li, Wang, et al., 2025; Liu et al., 2026).

However, AI acceptance in this study was not only related to the technology itself but also to the task in which it was used. Within a weak TBLT framework, GenAI supported a communicative, collaborative, and outcome-oriented ESP activity. They worked towards a poster and short presentation for a practical business purpose rather than using AI for isolated language exercises. This supports the viewpoint that TBLT can create meaningful contexts for language use, collaboration, preparation, and performance (Jauregi et al., 2011; Jones, 2007; Prasad Bhandari, 2020; Willis, 1996; Willis & Willis, 2007), as well as studies of GenAI supporting task preparation, argument development, and oral performance (Darmawansah et al., 2025; Li, Shadieff, et al., 2025). Therefore, GenAI acceptance in ESP learning may be better understood as task mediated. Students valued the tool because it helped them complete a meaningful multimodal task with a clear purpose and outcome.

The findings also reveal challenges that students faced when working with AI tools, including misunderstood prompts, language errors, inaccurate content, poor visual quality, prompt-writing difficulty, and technical limitations. Similar problems have been reported in previous studies (Karataş et al., 2024; Li, Wang, et al., 2025; Vũ & Hà, 2026; Wang, 2026). However, the present study adds a more specific finding, which is the positive relationship between difficulty using AI and difficulty expressing ideas. This suggests that students' problems with AI may not come only from limited technical skills. Students who struggle to express ideas in English may also find it harder to write clear prompts, explain what they want, evaluate AI responses, and adapt the output for the task. This relationship has received less attention in previous research and may be especially important in ESP contexts, where learners need to express subject-specific ideas to a particular audience.

Effective GenAI integration requires more than simply allowing students to use AI tools; it also requires teacher guidance in prompt writing, accuracy checking, content evaluation, language revision, and adaptation for a specific audience. This guidance should combine AI literacy and language support. This is consistent with existing literature on the importance of AI literacy, human oversight, task planning, and teacher mediation (Hubbard & Schulze, 2025; Li, Shadiev, et al., 2025; Li, Zhou, et al., 2025; Su & Yang, 2023; Wang, 2026). In group tasks, roles such as prompt writer, content checker, language editor, and presenter may encourage active participation and shared responsibility while reducing passive dependence on AI.

## **6. Conclusion**

This study investigated Vietnamese business students' perceptions of using GenAI in a multimodal ESP poster-and-presentation task. Students generally perceived GenAI positively and used it for idea generation, poster design, presentation preparation, grammar, and vocabulary support. Perceived usefulness was positively associated with motivation, confidence, and task interest.

Theoretically, the study suggests a task-mediated interpretation of GenAI acceptance in ESP learning. TAM explains students' perceptions of usefulness, difficulty, motivation, confidence, and intention to reuse AI while weak TBLT explains the meaningful, collaborative, multimodal, and outcome-oriented context in which GenAI was used. Therefore, GenAI acceptance in language learning should be understood in relation to both the technology and the purpose and structure of the learning task.

The study also has practical implications. GenAI can support ESP learning when it is integrated into a well-designed task rather than used only for language correction or translation. Teachers should guide students in prompt writing, accuracy checking, language revision, and evaluation of AI output for the intended audience and communicative purpose. Guidance should also address privacy, authorship, disclosure of AI use, and academic integrity. At the time of the study, the university prohibited the use of AI for cheating, but had no broader institutional policy on appropriate GenAI use in learning tasks. In group work, roles such as prompt writer, content checker, language editor, and presenter may encourage participation and reduce passive dependence on AI. In this way, GenAI can function as a mediating tool within a structured, multimodal, and communicative ESP task, while students remain responsible for selecting, revising, and evaluating the generated content.

The study has several limitations. It was small in scale and involved one Business English course at one Vietnamese university, so the findings cannot be generalised widely. The data were from an immediate post-task self-report questionnaire, which may have introduced common-method bias and collected students' short-term perceptions rather than their longer-term experiences. The findings therefore do not provide direct evidence of language improvement or task quality. In addition, students did not receive systematic guidance on privacy, authorship, disclosure, or responsible GenAI use beyond the university's general prohibition of AI-assisted cheating. Finally, students' prompts, AI-generated outputs, posters, and presentations were not systematically analysed.

Future research could involve larger and more diverse groups of ESP learners and compare AI-supported and non-AI-supported group tasks to examine effects on language performance, task quality, or presentation outcomes. Analyses of students' prompts, AI-generated texts, posters, and presentation recordings is useful for better understandings on how students interact with GenAI during the task process. Interviews, repeated post-task surveys, and longitudinal studies

may provide deeper insights into AI literacy, confidence, professional communication, and responsible use over time.

## References

- Arnó-Macià, E., & Mancho-Barés, G. (2015). The role of content and language in content and language integrated learning (CLIL) at university: Challenges and implications for ESP. *English for Specific Purposes*, 37(1), 63–73.  
<https://doi.org/10.1016/j.esp.2014.06.007>
- Bao, R., & Du, X. (2015). Implementation of task-based language teaching in Chinese as a foreign language: Benefits and challenges. *Language, Culture and Curriculum*, 28(3), 291–310. <https://doi.org/10.1080/07908318.2015.1058392>
- Boudouaia, A., Mouas, S., & Kouider, B. (2024). A study on ChatGPT-4 as an innovative approach to enhancing English as a foreign language writing learning. *Journal of Educational Computing Research*, 62(6), 1289–1317.  
<https://doi.org/10.1177/07356331241247465>
- Darmawansah, D., Rachman, D., Febiyani, F., & Hwang, G. J. (2025). ChatGPT-supported collaborative argumentation: Integrating collaboration script and argument mapping to enhance EFL students' argumentation skills. *Education and Information Technologies*, 30(3), 3803–3827. <https://doi.org/10.1007/s10639-024-12986-4>
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319–340. <https://doi.org/10.2307/249008>
- Dubicka, I., O'Keeffe, M., Dignen, B., Hogan, M., & Wright, L. (2018). *Business partner B1: Coursebook*. Pearson Education Limited.
- Ellis, R., Skehan, P., Li, S., Shintani, N., Lambert, C., Bednarek, M., Levis, J. M., Hyland, K., & Treffers-Daller, J. (2019). *Task-based language teaching*. Cambridge University Press.
- Gangavarapu, S. (2022). Teaching English for Specific Purposes (ESP): Strategies and challenges in ESP teaching. *Neuro Quantology*, 20(13), 2840–2844.  
<https://doi.org/10.14704/nq.2022.20.13.NQ88353>
- Gregersen, T., & MacIntyre, P. D. (2014). *Capitalizing on language learners' individuality: From premise to practice*. Multilingual Matters.
- Huang, J., & Mizumoto, A. (2025). The effects of generative AI usage in EFL classrooms on the L2 motivational self system. *Education and Information Technologies*, 30(5), 6435–6454. <https://doi.org/10.1007/s10639-024-13071-6>
- Hubbard, P., & Schulze, M. (2025). AI and the future of language teaching: Motivating sustained integrated professional development. *International Journal of Computer-Assisted Language Learning and Teaching*, 15(1).  
<https://doi.org/10.4018/IJCALLT.378304>
- Ismail, S. M., & Alharkan, A. (2024). EFL learners' positive emotions in the era of technology: Unpacking the effects of AI on learning enjoyment, self-efficacy and resilience. *Computer Assisted Language Learning Electronic Journal*, 25(4), 526–551.  
<https://callej.org/index.php/journal/article/view/471>

- Jauregi, K., Canto, S., de Graaff, R., Koenraad, A., & Moonen, M. (2011). Verbal interaction in Second Life: Towards a pedagogic framework for task design. *Computer Assisted Language Learning*, 24(1), 77–101. <https://doi.org/10.1080/09588221.2010.538699>
- Jones, L. (2007). *The student-centered classroom*. Cambridge University Press.
- Karataş, F., Abedi, F. Y., Ozek Gunyel, F., Karadeniz, D., & Kuzgun, Y. (2024). Incorporating AI in foreign language education: An investigation into ChatGPT's effect on foreign language learners. *Education and Information Technologies*, 29(15), 19343–19366. <https://doi.org/10.1007/s10639-024-12574-6>
- Kumari, M. (2026). Generative artificial intelligence in education: Opportunities, risks and pedagogical implications: A systematic review. *Asian Journal of Education and Social Studies*, 52(6), 110–120. <https://doi.org/10.9734/ajess/2026/v52i63083>
- Lee, S., Choe, H., Zou, D., & Jeon, J. (2026). Generative AI (GenAI) in the language classroom: A systematic review. *Interactive Learning Environments*, 34(1), 335–359. <https://doi.org/10.1080/10494820.2025.2498537>
- Li, H., Wang, Y., Luo, S., & Huang, C. (2025). The influence of GenAI on the effectiveness of argumentative writing in higher education: Evidence from a quasi-experimental study in China. *Journal of Asian Public Policy*, 18(2), 405–430. <https://doi.org/10.1080/17516234.2024.2363128>
- Li, Y., Shadiev, R., & Chiu, T. K. F. (2025). Applying generative artificial intelligence to task-based language teaching and learning: A systematic review and meta-analysis. *TechTrends*, 70, 150–163. <https://doi.org/10.1007/s11528-025-01140-7>
- Li, Y., Zhou, X., & Chiu, T. K. F. (2025). Systematic review on artificial intelligence chatbots and ChatGPT for language learning and research from self-determination theory (SDT): What are the roles of teachers? *Interactive Learning Environments*, 33(3), 1850–1864. <https://doi.org/10.1080/10494820.2024.2400090>
- Liu, G., & Ma, C. (2024). Measuring EFL learners' use of ChatGPT in informal digital learning of English based on the technology acceptance model. *Innovation in Language Learning and Teaching*, 18(2), 125–138. <https://doi.org/10.1080/17501229.2023.2240316>
- Liu, M. (2006). Anxiety in Chinese EFL students at different proficiency levels. *System*, 34, 301–316. <https://doi.org/10.1016/j.system.2006.04.004>
- Liu, Z. M., Hwang, G. J., Chen, C. Q., Chen, X. D., & Ye, X. D. (2026). Integrating large language models into EFL writing instruction: Effects on performance, self-regulated learning strategies, and motivation. *Computer Assisted Language Learning*, 39(3), 466–490. <https://doi.org/10.1080/09588221.2024.2389923>
- Nuryanti. (2025). *English for specific purposes (ESP)*. Penerbit Widina.
- Prasad Bhandari, L. (2020). Task-based language teaching: A current EFL approach. *Advances in Language and Literary Studies*, 11(1), 1. <https://doi.org/10.7575/aiac.alls.v.11n.1p.1>
- Scolaro, S. (2021). The use of TBLT and metacognitive awareness in enhancing the speaking competence of second language learners: A case study in Chinese students learning beginner-level Italian language. *Studi di Glottodidattica*, 6(2), 100–114. <https://doi.org/10.15162/1970-1861/1332>
- Shaikh, S., Yayilgan, S. Y., Klimova, B., & Pikhart, M. (2023). Assessing the usability of ChatGPT for formal English language learning. *European Journal of Investigation in*

*Health, Psychology and Education*, 13(9), 1937–1960.

<https://doi.org/10.3390/ejihpe13090140>

Su, J., & Yang, W. (2023). Unlocking the power of ChatGPT: A framework for applying generative AI in education. *ECNU Review of Education*, 6(3), 355–366.

<https://doi.org/10.1177/20965311231168423>

Tzoannopoulou, M. (2015). Rethinking ESP: Integrating content and language in the university classroom. *Procedia - Social and Behavioral Sciences*, 173, 149–153.

<https://doi.org/10.1016/j.sbspro.2015.02.045>

Vũ, V. B., & Hà, T. A. (2026). The use of generative AI tools by EFL university students for L2 oral presentations: A mixed methods study. *London Review of Education*, 24(1).

<https://doi.org/10.14324/lre.24.1.10>

Wang, Y. (2026). Exploring student engagement with multimodal generative AI in task-based Chinese language learning. *Computer Assisted Language Learning*.

<https://doi.org/10.1080/09588221.2026.2645428>

Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford University Press.

Willis, J. (1996). *A framework for task-based learning (Longman handbooks for language teachers)*. Longman.

Young, J. C., & Shishido, M. (2023). Investigating OpenAI's ChatGPT potentials in generating chatbot's dialogue for English as a foreign language learning. *International Journal of Advanced Computer Science and Applications*, 14(6), 65–72.

<https://doi.org/10.14569/IJACSA.2023.0140607>

Zou, B., Wang, C., Yan, Y., Du, X., & Ji, Y. (2025). Exploring English as a foreign language learners' adoption and utilisation of ChatGPT for speaking practice through an extended technology acceptance model. *International Journal of Applied Linguistics (United Kingdom)*, 35(2), 689–704. <https://doi.org/10.1111/ijal.12658>

## Appendix A

*Note.* The questionnaire is reproduced in the bilingual form administered to participants. Item numbers correspond to those reported in the Methodology and Findings sections.

### Bilingual Post-task Questionnaire

#### Bảng câu hỏi song ngữ sau khi thực hiện nhiệm vụ

## **Generative AI in ESP Learning Tasks: Vietnamese University Students' Perceptions**

### **Ứng dụng trí tuệ nhân tạo tạo sinh trong việc thực hiện nhiệm vụ khi học tiếng Anh chuyên ngành: Nhận thức của sinh viên đại học Việt Nam**

This questionnaire is part of a study about how students use AI tools in English learning tasks. The purpose is to understand your experience with using AI in doing an English task, including how AI helped you and any difficulties you faced. Your answers will help improve future classroom activities.

Bảng khảo sát này là một phần của nghiên cứu về cách sinh viên sử dụng các công cụ AI trong các hoạt động học tiếng Anh. Mục đích nghiên cứu là để hiểu trải nghiệm của bạn với việc sử dụng AI để thực hiện một nhiệm vụ bằng tiếng Anh, bao gồm AI đã giúp bạn như thế nào và những khó khăn bạn gặp phải. Câu trả lời của bạn sẽ giúp cải thiện các hoạt động trong lớp học tiếng Anh trong tương lai.

Please answer based on your own experience. Your answers are anonymous and will not affect your grade in this course.

Vui lòng trả lời dựa trên trải nghiệm cá nhân của bạn. Câu trả lời của bạn là ẩn danh và không ảnh hưởng đến điểm số của bạn trong môn học này.

## **7. Consent / Đồng ý**

I understand that my answers will be used for research and I agree to participate.

Tôi hiểu rằng câu trả lời sẽ được dùng cho nghiên cứu và tôi đồng ý tham gia.

- Yes / Có
- No / Không

## **8. Background / Thông tin chung**

### **1. How confident are you in using English in class?**

Bạn tự tin như thế nào khi dùng tiếng Anh trong lớp học?

- Not confident / Không tự tin
- A little confident / Hơi tự tin
- Quite confident / Khá tự tin
- Very confident / Rất tự tin

### **2. Have you used AI tools before this task?**

Bạn đã từng sử dụng AI trước hoạt động này chưa?

- Yes / Có
- No / Không

If No: Please answer based on your group's use of AI.

Nếu bạn chọn Không: Vui lòng trả lời dựa trên việc sử dụng AI của nhóm.

### **3. How often do you use AI for learning English?**

Bạn sử dụng AI để học tiếng Anh với tần suất như thế nào?

- Never / Không bao giờ
- Rarely / Hiếm khi

- Sometimes / thỉnh thoảng
- Often / Thường xuyên

**4. Which AI tool did you mainly use for this task?**

Bạn chủ yếu sử dụng công cụ AI nào cho hoạt động này?

- ChatGPT
- Gemini
- Claude
- Copilot
- Perplexity
- Other / Khác: \_\_\_\_\_

**5. Did you use more than one AI tool for this task?**

Bạn có sử dụng nhiều hơn một công cụ AI cho hoạt động này không?

- Yes / Có
- No / Không

If yes, which other tool(s)? \_\_\_\_\_

Nếu có, công cụ nào khác? \_\_\_\_\_

**6. How involved were you in using AI in your group for this task?**

Bạn tham gia sử dụng AI trong nhóm cho hoạt động này ở mức độ nào?

- I used AI myself / Tôi trực tiếp sử dụng AI
- I helped decide / Tôi cùng quyết định
- I did not use much / Tôi ít sử dụng
- My group did not use much / Nhóm ít sử dụng

**8.1 PART 1 - AI USE IN DOING ENGLISH TASKS & STUDENT PERCEPTION**

**8.2 PHẦN 1 - SỬ DỤNG AI TRONG VIỆC THỰC HIỆN NHIỆM VỤ BẰNG TIẾNG ANH & NHẬN THỨC CỦA SINH VIÊN**

Please answer the following statements about your experience of using AI in this task.

Vui lòng trả lời các câu sau về trải nghiệm sử dụng AI của bạn trong hoạt động này.

**Please choose ONE answer for each statement.**

**Vui lòng chọn MỘT câu trả lời cho mỗi câu.**

- 1 = Strongly disagree / Hoàn toàn không đồng ý
- 2 = Disagree / Không đồng ý
- 3 = Neutral / Trung lập
- 4 = Agree / Đồng ý
- 5 = Strongly agree / Hoàn toàn đồng ý

**7. AI was useful for this task.**

AI hữu ích cho hoạt động này.

**8. AI helped my group generate ideas for the poster and presentation.**

AI giúp nhóm tôi tạo ý tưởng cho poster và phần thuyết trình.

**9. I found AI difficult to use in this task.**

Tôi thấy AI khó sử dụng trong hoạt động này.

**10. AI improved the English in our poster.**

AI giúp cải thiện tiếng Anh trong poster.

**11. AI helped me prepare for the presentation in English.**

AI giúp tôi chuẩn bị phần thuyết trình bằng tiếng Anh.

**12. I was not sure whether the information or language from AI was correct.**

Tôi không chắc thông tin đưa ra hoặc ngôn ngữ do AI sử dụng có đúng hay không.

**13. AI made this poster-and-presentation task easier.**

AI giúp hoạt động làm poster và thuyết trình này dễ hơn.

**14. AI helped me learn new words or useful expressions in English for this task.**

AI giúp tôi học từ mới hoặc cách diễn đạt hữu ích bằng tiếng Anh cho hoạt động này.

**15. I felt confident using AI to support my English in this task.**

Tôi cảm thấy tự tin khi sử dụng AI để hỗ trợ tiếng Anh trong hoạt động này.

**16. Using AI made the task more interesting.**

Việc sử dụng AI làm hoạt động thú vị hơn.

**17. Using AI made me more motivated to complete this task.**

Việc sử dụng AI làm tôi có động lực hơn để hoàn thành hoạt động này.

**18. Using AI made me more confident using English in this task.**

Việc sử dụng AI giúp tôi tự tin hơn khi sử dụng tiếng Anh trong hoạt động này.

**19. I want to use AI again in similar English class tasks.**

Tôi muốn tiếp tục sử dụng AI trong những hoạt động tương tự ở lớp tiếng Anh.

**20. Using AI in this task made me want to use AI for other English learning activities.**

Việc sử dụng AI trong hoạt động này khiến tôi muốn sử dụng AI cho các hoạt động học tiếng Anh khác.

**21. In this task, what did AI help you with most? (You can choose more than one option)**

Trong hoạt động này, AI giúp bạn nhiều nhất ở phần nào? (Bạn có thể chọn nhiều hơn một lựa chọn)

- ideas for the poster or presentation / ý tưởng cho poster hoặc thuyết trình
- vocabulary / từ vựng
- grammar or sentence writing / ngữ pháp hoặc viết câu
- presentation preparation / chuẩn bị thuyết trình
- other / khác: \_\_\_\_\_

**SHORT ANSWERS**

**CÂU HỎI NGẮN**

**22. How did AI help you in the part(s) you chose in Question 21? Explain briefly.**

AI đã giúp bạn như thế nào ở những phần bạn chọn trong Câu 21? Giải thích ngắn gọn.

**23. What problem did you have when using AI in this task? Explain briefly.**

Bạn gặp vấn đề gì khi sử dụng AI trong hoạt động này? Giải thích ngắn gọn.

**PART 2 - TASK EXPERIENCE**

**PHẦN 2 - TRẢI NGHIỆM HOẠT ĐỘNG**

Please answer the following statements about the classroom task itself, including the poster, presentation, and group work.

Vui lòng trả lời các câu sau về chính hoạt động trên lớp, bao gồm poster, phần thuyết trình và làm việc nhóm.

**Please choose ONE answer for each statement.**

**Vui lòng chọn MỘT câu trả lời cho mỗi câu.**

1 = Strongly disagree / Hoàn toàn không đồng ý

2 = Disagree / Không đồng ý

3 = Neutral (not sure) / Trung lập (không chắc)

4 = Agree / Đồng ý

5 = Strongly agree / Hoàn toàn đồng ý

**24. This task helped me use English to present ideas in the poster and the presentation.**

Hoạt động này giúp tôi sử dụng tiếng Anh để trình bày ý tưởng trong poster và phần thuyết trình.

**25. I was not interested in this task.**

Tôi không hứng thú với hoạt động này.

**26. The poster-and-presentation task was interesting.**

Hoạt động làm poster và thuyết trình này thú vị.

**27. It was difficult for me to express ideas in English in this task.**

Tôi gặp khó khăn khi diễn đạt ý tưởng bằng tiếng Anh trong hoạt động này.

**28. Group work helped me complete the task effectively.**

Làm việc nhóm giúp tôi hoàn thành nhiệm vụ hiệu quả.

**29. This task was similar to a real-life business communication situation in English.**

Hoạt động này giống với một tình huống giao tiếp kinh doanh bằng tiếng Anh trong thực tế.

**30. I participated actively in the group task.**

Tôi tham gia tích cực vào hoạt động nhóm.

**Thank you for your time and honest answers.**

**Cảm ơn bạn đã dành thời gian và trả lời trung thực.**