



Research Article

**A SURVEY ON BLENDED LEARNING MODEL USING  
AN AI-INTEGRATED MOBILE APPLICATION  
TO ENHANCE WRITING SKILLS FOR EFL FRESHMEN  
IN MEKONG DELTA, VIETNAM**

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*Received: November 21, 2025; Revised: January 25, 2026; Accepted: March 20, 2026*

**ABSTRACT**

*In the context of the 4.0 industrial revolution, mobile learning (M-learning) has emerged as a flexible educational solution, supporting students to study anytime, anywhere. This study aims to propose an empirical strategy to deal with the difficulties that non-English major students have been facing in writing skills. Apart from fixed class time in school, a blended learning model with AI engagement, such as ChatGPT and Grammarly, was considered a feasible approach in providing instant support and additional real-life opportunities for learners. Based on the TAM 2 of Venkatesh and Davis (2000), a quantitative survey was conducted with a total of 98 students at several higher education institutions in the Southeast region. Data were collected via the Google Form platform and a structured observation. This allows an evaluation of the model's perceived usefulness (PU) and perceived ease of use (PEOU). SPSS 20 was used to analyse data. The results revealed positive attitudes, including the immediate feedback and convenience of mobile devices. Moreover, the research findings play a vital role in providing pedagogical meaning related to curriculum design and relevant policies for language teachers and for educators in Vietnam. Nevertheless, the study is not without its limitations, particularly the small sample size and the exclusive focus on non-English major students. The study holds specific significance, as it proposes strong implementation recommendations and research directions, ensuring the model's application prospects in the future.*

**Keywords:** AI applications; Mobile learning; Non-English major students; TAM2; writing skills

**1. Introduction**

With the proliferation of mobile learning (M-learning), language education has been increasingly expanding to mitigate the disadvantages of traditional teaching methods. In the globalization era, English writing skills have been increasingly emphasized in universities, especially for non-English major students (Triandanda et al., 2023). Nevertheless, Nguyen (2023) stated that most first-year non-English major students have been struggling with many profound challenges in learning English, including not only restricted lexical

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**Cite this article as:** Vo, T. L. (2026). A survey on blended learning model using an AI-integrated mobile application to enhance writing skills for efl freshmen in Mekong Delta, Vietnam. *Ho Chi Minh City University of Education Journal of Science*, 23(3), 719-728. [https://doi.org/10.54607/hcmue.js.23.3.5379\(2026\)](https://doi.org/10.54607/hcmue.js.23.3.5379(2026))

resources, writing skills, and sophisticated grammar, but also insufficient practice environments, especially in the Mekong Delta. Traditional add-on methods were considered ineffective approaches, as they cannot provide students with a personalized learning curriculum and real-time delivery support.

In recent years, the integration between M-learning and Artificial Intelligence (AI) tools has made a breakthrough in the digital education era. With the emergence of intelligent platforms, such as ChatGPT and Grammarly, apart from mere proofreading tools, these platforms can produce virtual tutoring systems, instant feedback, contextual explanations, and constructive editing suggestions for learners (Kohnke et al., 2023). This AI-integrated mobile learning method is evaluated as a potential transformation of mobile devices into a personalized learning environment tailored to the individual's writing level. Moreover, Zou et al. (2021) complemented that the approach can improve the accuracy and complexity of each learner's writing. Meanwhile, non-major students have very specific learning needs and motivations; the majority of previous studies merely focus on the feasibility of individual technologies without considering a systematic blended learning model with AI tools in the learning process (Hwang et al., 2020). Therefore, this study aims to fill that gap by proposing and assessing a blended learning model using AI-integrated mobile applications. Improving the writing skills and learning attitudes of non-English major first-year students in Vietnam was the main objective of this study.

The Expanded Technology Acceptance Model (TAM2) of Venkatesh and Davis (2000) was employed in this study to evaluate the effectiveness of the proposed model. This choice stems from the need to understand not only whether students use technology or not, but also to explain the key factors that motivate them to accept it, such as perceived usefulness (PU) and perceived ease of use (PEOU). Specifically, the core constructs and their roles in this study encompass two key factors. First, Perceived Usefulness (PU) is the degree to which a student believes that using the educational technology will enhance their learning performance. PU is treated as a proximal predictor of behavioural intention. For example, the survey item *Using ChatGPT improves my listening outcomes*. Second, Perceived Ease of Use (PEOU) is the degree to which a student believes that using the technology will be free of effort. In TAM2, PEOU also influences PU, as described clearly in this sample item, *I find ChatGPT easy to use for speaking learning at class*. In the context of Vietnamese higher education, where the application of digital pedagogies is still far from complete, understanding learners' motivations and attitudes is crucial to the successful implementation of any technology initiative (Le, 2024).

Besides gauging the pure enhancement of writing skills, this study aims to explore in-depth social-psychological factors impacting students' decision behavior in tool engagement. In doing so, the research results will provide a comprehensive and highly practical picture, not only affirming the potential of AI-based blended learning models but also providing

strategic recommendations for educators and policymakers in designing and implementing flexible and effective foreign language training programs in the future.

## 2. Materials and methods

Mobile Learning (M-learning) has evolved from a relatively new concept to an integral part of the modern educational ecosystem. Defined as learning through personal mobile devices such as smartphones and tablets, M-learning leverages the mobility, connectivity, and ubiquity of these devices to create learning opportunities anytime, anywhere (Crompton & Burke, 2018). For writing, a skill that requires continuous practice and feedback, M-learning provides an ideal platform. Previous studies have shown that the use of mobile devices helps students practice writing in more natural and diverse contexts, thereby increasing authenticity and motivation (Kim & Kwon, 2012). However, the biggest challenge of M-learning in teaching writing often lies in the limited ability to provide constructive, timely, and personalized feedback to each learner (Loewen et al., 2019). This gap has given rise to the convergence of M-learning and AI technologies in teaching writing skills.

An extended version of TAM2 (Venkatesh & Davis, 2000) was embraced to evaluate the adoption of AI-powered mobile tools in a blended learning environment. Social and organizational factors, including social influence and output quality, were complemented in TAM2, leading to a more comprehensive model in the education context (Sánchez-Prieto et al., 2019). Particularly, Perceived Usefulness (PU) was assessed based on students' perspectives about their writing skill competencies, response quality, and time-saving efficiency of the model. Meanwhile, Perceived Ease of Use (PEOU) reflected the user-friendly level of the interface and the convenience in student interaction with apps. Previous studies on M-learning and AI in education have confirmed the positive relationship between PU, PEOU, learners' attitudes, and intentions to use technology (Scherer et al., 2019; Triananda et al., 2023).

This study was conducted using a quantitative approach, with a focus on descriptive and explanatory quantitative design to test the theoretical model. In particular, a survey research was implemented to collect data on learners' perceptions and attitudes towards the blended learning model using AI-integrated mobile applications, allowing for analysis of the relationship between variables in the TAM2 model (Creswell & Creswell, 2018).

The study participants were selected using convenience sampling. The sample consisted of 98 first-year non-English major students, representing several different majors, including Economics, Engineering, and Social Sciences at a university in the Mekong Delta region. All participants were enrolled in a basic English course and had spent at least four weeks participating in the proposed blended learning model. The mean age of the participants was 19.2 years ( $SD = 0.85$ ), of which 56% were female and 44% were male. Selection criteria included: (1) being a first-year student not majoring in English, (2) owning and having skills in using a smartphone, and (3) being willing to participate in the study. The main data collection tool used is an online survey questionnaire built on the Google Forms platform.

The questionnaire is designed with three parts: Part A-Demographic information. Collects information on gender, field of study, and frequency of using mobile devices for learning purposes. Part B focuses on *Perceptions of usefulness (PU)*. This part includes six statements. Part C focuses on *Social impact and output quality (SO)* with eight items. Both were measured by a 5-point Likert scale (from 1 = Strongly disagree to 5 = Strongly agree). Another instrument, structured observation, was developed in the quantitative design with a 5-point Likert scale (1-never, 2-rare, 3-sometimes, 4-often, 5-always) similar to the questionnaire's structure as well, which follows Pimentel's view in 2020 at page 111 on the effective and systematic means of studying learners' attitudes and the factors that influence them. In the current context, two components of PU and SO were explored via questionnaire and quantitative both developed based on the structure of the TAM2 model (Venkatesh & Davis, 2000), and were tested for reliability using Cronbach's Alpha coefficient (Alpha = 0.85) and content validity through the evaluation of three experts in the field of Language Education and Educational Technology. The blended-learning implementation follows a staged, repeatable workflow that combines a mobile LMS, in-class activities, and structured out-of-class use of ChatGPT and Grammarly to scaffold iterative writing development for EFL freshmen step by step as below.

Step 1: Adapting validated TAM/TAM2 PU and PEOU items into multi-item Likert statements, translate/back-translate for local context; Step 2: Combining demographics, prior experience, PU/PEOU scales, consent language, and optional comments; host on an online form; Step 3: Piloting with from 8 to 12 students, check clarity and timing, refine items and assess preliminary reliability (Cronbach's alpha); Step 4: Specifying target sample and recruitment, secure institutional approvals, obtain informed consent; position questionnaire as phase 1 data; Step 5: Deploying to full sample, monitoring responses, exporting and cleaning data; Step 6: Computing descriptives, reliability, and factor analyzing to validate PU/PEOU scales and reporting scale scores; Step 7: Creating a structured checklist aligned to PU/PEOU indicators (use patterns, ease/struggle, time-on-task, observed AI reliance); Step 8: Training and calibrating observers; establish inter-rater reliability (kappa or ICC); Step 9: Running scheduled in-class/lab/app-log observations, collecting checklist data and field notes (and recordings if permitted); Step 10: Quantifying observation metrics, assessing reliability, and comparing observed behaviours with self-reported PU/PEOU using cross-tabulation, correlations, or quantitative synthesis; Step 11: Presenting validation and observation findings; document consent, anonymization, data storage, and measures to reduce observer bias.

To prevent AI over-reliance, require students to disclose AI prompts/outputs and submit annotated logs; design assessments prioritizing original reasoning (portfolios, in-class writing, defenses); teach prompt literacy, source evaluation, and metacognition; limit AI use per task; regularly monitor analytics and draft comparisons with clear,

proportionate integrity policies; scaffold tasks to reduce dependence, provide offline alternatives, and train instructors to detect misuse.

### 3. Results

#### 3.1. Questionnaire results

Table 1 presents the analysis data about students’ perceptions of usefulness (PU) of blended learning models applying AI applications. The majority of participants have a strong agreement on its usefulness, with a mean ranging from 4.15 to 4.40 on a 5-point scale.

*Table 1. Perceptions of usefulness (PU)*

Code	Statements (N=98)	Min	Max	Mean	SD
PU1	The application helps me improve my English writing skills effectively	2	5	4.35	0.72
PU2	Apps that help me write faster	2	5	4.28	0.81
PU3	Apps that help me learn to write more effectively	2	5	4.40	0.68
PU4	Apps that improve the quality of my writing	2	5	4.22	0.75
PU5	Apps that help me achieve my learning goals better	2	5	4.15	0.79
PU6	Using apps that increase my learning productivity	2	5	4.30	0.74

In detail, the statement that received the highest consensus among non-English-major students is the variable “The application helps me learn to write more effectively” (PU3) with a mean score of 4.40 (SD = 0.68). This showed that students acknowledged the fundamental value of AI applications, which can enhance the effectiveness of their writing skills development. Regarding the standard deviation (SD), every factor had a small standard deviation (SD < 0.81), demonstrating that the data were closely identical and dependable, indicating that participants have a positive attitude. These findings supported the initial hypothesis that students perceived the utility of the mobile application in giving instant feedback and creating practice opportunities to improve their efficiency and reach their educational objectives.

*Table 2. Social impact and output quality (SO)*

Code	Statements (N=98)	Mi	Ma:	Mear	SD
SO1	My lecturer recommends this app for studying	2	5	4.10	0.85
SO2	My friends appreciate using this app	2	5	3.95	0.88
SO3	My influencers think I should use the app	2	5	3.88	0.90
SO4	I use the app because I see many of my classmates are using it	2	5	3.82	0.92
SO5	The feedback from the app on my writing is accurate and helpful	2	5	4.45	0.65
SO6	The app provides high-quality output.	2	5	4.38	0.70
SO7	The output from the app meets my learning needs	2	5	4.32	0.73
SO8	The information/knowledge provided by the app is reliable	2	5	4.25	0.76

Table 2 shows that students have positive attitudes about two aspects, including the Social Influence group (SO1-SO4) group and Output Quality (SO5-SO8) group, with the former ranging from 3.82 to 4.10 and the latter ranging from 4.25 to 4.45. In all the above items, the item SO5 (“Feedback... was accurate and helpful”) was the highest score (Mean=4.45, SD=0.65). Consistent with the findings that students “appreciated immediate feedback”. Notably, students’ confidence in engaging with the app was mainly driven by their personal benefits and its technical quality over external pressure or societal influences, showing with the scores of the group SO1-SO4. It can be seen that there is a great difference in students’ social experiences, as demonstrated through a lens of slightly higher standard deviation of the social influence group.

**3.2. Observation Results**

Additionally, along with the survey data, researchers also observed the behaviors of 98 students during 4 weeks. These observations were then documented and classified with a 5-point Likert scale (Rating scale: 1 = Very rarely, 2 = Rarely, 3 = Occasionally, 4 = Often, 5 = Very often). Subsequently, the data were analyzed using software SPSS 20 to draw a comprehensive comparison with the self-report results.

*Table 3. Observations on perception of usefulness (PU)*

Code	Observed Actions	Min	Max	Mean	SD
PU-O1	Students are confident in using the app’s features to correct their writing	2	5	<b>4.30</b>	0.75
PU-O2	Students complete writing assignments faster with the app	2	5	<b>4.25</b>	0.80
PU-O3	Students actively use the app as a primary review tool	2	5	<b>4.40</b>	0.70
PU-O4	The quality of their writing improves over time	2	5	<b>4.18</b>	0.82
PU-O5	Students achieve learning milestones with the app’s support	2	5	<b>4.12</b>	0.85
PU-O6	Students complete more writing assignments with the app	2	5	<b>4.05</b>	0.88

According to the observation results, the points were recorded that PU-O1: Students exhibited high confidence in utilizing the application; PU-O2: The application significantly shorten the time required to finish writing assignments; PU-O3: It expressed as primary testing tool; PU-O4: It demonstrated a marked improvement in writing quality; PU-O5: The AI application effectively supported learning goals; PU-O6: Students experienced with a wider type of exercises to challenge themselves. These data observations align precisely with the students’ self-assessments. The most significant indicators of perceived usefulness turning into actual action were the students’ proactive and confident usage behaviors (PU-O3, PU-O1). Their tendency to utilize the app as a means of ultimate check before submitting assignments demonstrates their strong trust in its effective usefulness. Furthermore, both completion speed (PU-O2) and quality improvement (PU-O4) were considerably high, reinforcing the idea that this model not only shaped positive attitudes but also contributed to substantial learning advantages, regardless of the limited expansion of their usage scope (PU-O6).

*Table 4. Observations on social impact and output quality (SO)*

Code	Observed Actions	Min	Max	Mean	SD
SO-O1	Students mention being encouraged by their teachers/family.	2	5	<b>3.90</b>	0.95
SO-O2	Students share or discuss the app with friends.	2	5	<b>4.00</b>	0.92
SO-O3	Students use the app in group study sessions.	2	5	<b>3.85</b>	0.98
SO-O4	Students absorb and revise their writing based on feedback.	2	5	<b>4.42</b>	0.68
SO-O5	The output from the app is highly valued and used by students.	2	5	<b>4.48</b>	0.65
SO-O6	Students rarely need to revise suggestions.	2	5	<b>4.20</b>	0.78
SO-O7	Students express confidence in its accuracy.	2	5	<b>4.35</b>	0.72

The observed results were reported in the following: SO-O1: Although motivation from external drivers exists, its influence is not outstanding. SO-O2: these apps become discussion objectives among friend groups; SO-O3: the integration is employed by students in group work sessions; SO-O4: feedback is a resource for students to revise and cultivate knowledge; SO-O5: AI-driven apps receive a high value evaluation from students; SO-O6: the suggestions from AI-integrated tools are reliable; SO-O7: students put a concrete faith on the accuracy.

Two aspects of actual observation include output quality and behaviours. Regarding output quality, taking mistakes seriously (SO-O4), appreciating the results (SO-O5), and expressing belief (SO-O7) are very highly-evaluated behaviours, aligning with low standard deviations. This indicates that AI-based feedback is seen as a truly valuable and well-received resource for learners to consult. In stark contrast, behaviors related to social influence (SO-O1, SO-O2, SO-O3) had lower mean scores and higher dispersion, which shows that their impacts on learners are uncertain and inconsistent. It can be inferred that the adoption of the tool is predominantly derived from inherent quality rather than from social pressure. This consistency between observation and survey reinforces the robustness of the study's findings.

Survey results were collected from quantitative observation with the total participation of 98 students. In terms of perceived usefulness, the adoption of checking assignments and the confidence in utilizing this application demonstrated a strong belief from students in the utility of the tool. In terms of output quality, students showed high confidence (Mean=4.35) and seriousness in correcting errors based on feedback from AI (Mean=4.42), while social influence had a weaker impact. Finally, usage intentions were clearly demonstrated by actively opening the application (Mean=4.28) and planning to use it long-term (Mean=4.20), although the intention to pay was low. Overall, the empirical observations provided objective and solid evidence of learners' positive attitudes towards the model.

### 3.3. Discussions

The results of this study provide strong empirical support for the TAM2 model (Venkatesh & Davis, 2000) in the context of AI applications for writing learning for non-major students. The similarity between survey data and objective observations reinforced the robustness of the findings. Specifically, Perceived Usefulness (PU) and Output Quality emerged as the strongest predictors of intention to use, which is in line with previous studies on M-learning and AI, such as Scherer et al. (2019 and Zou et al. (2021).

However, the present study also highlights an important difference: while previous studies, such as Sánchez-Prieto et al. (2019) often emphasize the role of Social Influence in the acceptance of new educational technologies, our results show that this factor has a relatively modest impact. This suggests that non-major students' motivation to use the tool is mainly driven by the intrinsic value and personal benefits (usefulness and quality), rather than by social pressure.

The main novelty and contribution of this study lies in the clear identification of the technology acceptance mechanism for a specific target group. For non-major students - who have high practical learning motivation - convincing them to use a tool should be based on clear evidence of learning effectiveness (Output Quality) and convenience (Usefulness), rather than external promotion campaigns.

This finding adds an important nuance to the TAM2 theory in the context of Vietnamese higher education, where the application of AI in language teaching is still quite new. Moreover, the rare consistency between learners' "words" (surveys) and "actions" (observations) not only affirms the reliability of the data but also shows that this blended learning model is actually voluntarily and actively integrated by learners into their learning process, promising a sustainable acceptance in the future

#### **4. Conclusion**

This study confirms the feasibility and effectiveness of a blended learning model using AI-integrated mobile applications (ChatGPT, Grammarly) in supporting the development of English writing skills for non-major first-year students. The takeaway results of this study indicated that non-English-majored students showed a great appreciation for the app's usefulness and output quality, especially in terms of providing instant and precise feedback. Markedly, the inclination towards using the app was primarily driven by the inner motivation and its benefits rather than social pressure. Regarding practical significance, the research hopes to provide universities with evidence of the effectiveness of applying AI in the blended learning model. Additionally, teachers should encourage students to implement AI effectively and critically to optimize their learning process. However, one limitation of this study is its concentration on a single institution with a small sample size (98 students) and convenience sampling. On top of that, the specific cohort of non-major students might limit the generalizability of the findings. With the existing limitations of the current study, further investigation should be carried out on larger sample sizes and multiple institutions. The future research should explore students' long term impact of the AI application on students' writing performance, along with its effectiveness in the overall language of students.

❖ **Conflict of Interest:** Author has no conflict of interest to declare.

❖ **Acknowledgments:** This study was supported from Ho Chi Minh City Open University in terms of time and general guidance on research, sample control procedures, and sample conditions.

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**KHẢO SÁT MÔ HÌNH HỌC TẬP KẾT HỢP SỬ DỤNG ỨNG DỤNG DI ĐỘNG  
TÍCH HỢP TRÍ TUỆ NHÂN TẠO (AI) ĐỐI VỚI VIỆC HỌC KĨ NĂNG VIẾT  
CHO SINH VIÊN NĂM NHẤT KHÔNG CHUYÊN ANH  
TẠI VÙNG ĐỒNG BẰNG SÔNG CỬU LONG, VIỆT NAM**

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*Ngày nhận bài: 21-11-2025; Ngày nhận bài sửa: 25-01-2026; Ngày duyệt đăng: 20-3-2026*

**TÓM TẮT**

Trong bối cảnh cách mạng công nghiệp 4.0, học tập di động (M-learning) đã nổi lên như một giải pháp giáo dục linh hoạt, hỗ trợ sinh viên học tập mọi lúc, mọi nơi. Nghiên cứu này được thực hiện nhằm giới thiệu hướng giải quyết những thách thức về kĩ năng viết mà sinh viên năm nhất không chuyên tiếng Anh tại Việt Nam thường gặp phải qua việc đề xuất một mô hình học tập kết hợp, sử dụng các ứng dụng di động tích hợp AI (ChatGPT, Grammarly) để cung cấp hỗ trợ người học tức thời và các cơ hội thực hành bổ sung ngoài giờ học. Dựa trên mô hình TAM2 của Venkatesh and Davis (2000), một khảo sát định lượng với 98 sinh viên đại diện một số ngành tại một số trường đại học ở khu vực Đồng bằng sông Cửu Long đã được thực hiện để đánh giá mức độ hữu ích (PU) và mức độ dễ sử dụng (PEOU) của mô hình bằng bảng hỏi và bảng quan sát cấu trúc được thực hiện qua Google Form. Kết quả phân tích SPSS 20 cho thấy thái độ tích cực từ người học, họ đánh giá cao phân hồi tức thì và sự tiện lợi của thiết bị di động. Kết quả này mang ý nghĩa sâu sắc và khẳng định lợi ích sư phạm được đóng góp về phương pháp giảng dạy của giảng viên ngôn ngữ nói chung, ngôn ngữ Anh nói riêng; và việc thiết kế chương trình đào tạo cũng như hướng đến sự quan tâm về các chính sách liên quan của các nhà quản lí giáo dục nước nhà. Tuy nhiên, nghiên cứu cũng thừa nhận một số hạn chế, bao gồm quy mô mẫu nhỏ và việc tập trung vào sinh viên không chuyên, điều này có thể làm giảm tính đại diện và khả năng khái quát hóa của kết quả. Bài báo kết thúc với các đề xuất triển khai cụ thể và các hướng nghiên cứu trong tương lai, khẳng định tiềm năng ứng dụng mạnh mẽ của mô hình này trong tương lai.

**Từ khóa:** ứng dụng AI; học tập di động; sinh viên không chuyên tiếng Anh; TAM2; kĩ năng viết