
RESEARCH ARTICLE

Integrating Generative Artificial Intelligence into Topic-Based Presentation Script Writing: A Case Study at a Vietnamese University

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ABSTRACT

The rapid development of Generative Artificial Intelligence (GenAI) has opened new opportunities for supporting English language learning (ELL), especially in the preparation of presentations. However, there are very few studies that have investigated the ways that students majoring in English use GenAI in writing topic-based presentation scripts in terms of institutional learning outcomes. The study is conducted to examine (1) the use of GenAI in writing topic-based presentation scripts by English-major students and (2) the evaluation of the effectiveness of GenAI in facilitating their learning process. An explanatory sequential mixed-methods design was used. The participants of the study were 353 English major students who were enrolled in a Presentation Skills course at a university in Vietnam in the second semester of the academic year 2025–2026. Institutional learning analytics were collected for all the students based on the Course Learning Outcome (CLO) achievement. Furthermore, 92 students completed a questionnaire and eight students participated in semi-structured interviews. Quantitative data were descriptively analysed, and interview data were thematically analysed. The questionnaire results indicated that students frequently used GenAI for idea generation and content development ($M = 4.00$, $SD = 0.79$). In addition, the learning analytics showed a satisfactory level of academic performance. The findings overall demonstrate GenAI as an effective pedagogical support tool in writing topic-based presentation scripts.

Keywords: course learning outcomes, English language learning, generative artificial intelligence, learning analytics, presentation skills, topic-based presentation scripts.

1. INTRODUCTION

1.1. Background

GenAI is an important technology in the field of education that has a profound effect in English Language teaching (ELT). Unlike traditional AI, which mostly analyses or classifies data, GenAI creates human-like text, images and sounds based on user prompts. The rise of large language models (LLMs), such as ChatGPT and Microsoft Copilot, has transformed the learning landscape by providing instant feedback, personalised assistance, and the ability to learn independently (Kasneci et al., 2023 ; Law, 2024). GenAI improves writing, speaking and reading skills with personalised feedback for the individual, according to research.

Moreover, Tilili et al. (2023) argued that AI conversational systems provide real language interaction and personalised learning that may enhance learners' autonomy. But there are challenges, such as the risk of over-dependence on AI, questions of academic integrity, critical thinking and disinformation. Teachers highlight responsible use, introducing GenAI to complement, not replace, autonomous thinking (Lo, 2023 ; Zawacki-Richter et al., 2019).

GenAI is particularly useful in the ELT world for presentation preparation. It helps students analyse themes, brainstorm ideas, structure frameworks, write scripts, correct their language and practise their performance. This is important for university students, who have to combine linguistic skills with logic structuring and successful

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communication. The use of GenAI in preparing presentations can lead to improved writing, increased confidence and a more student-focused and technologically savvy learning environment. Hence, the integration of GenAI into topic-based presentation script writing can boost students' writing quality, presentation confidence, and overall communicative competency while fostering more learner-centred and technology-enhanced language learning settings.

The study identifies major research gaps in the use of GenAI in ELL, especially the topic-based presentation script writing. Few studies have explored this particular task which requires grammatical accuracy, logical organization and audience engagement, unlike previous studies which have mainly focused on academic writing in general. Furthermore, previous studies have mostly focused on perceptions of AI tools such as ChatGPT through surveys without incorporating actual academic performance data. The research also reveals the lack of understanding of how students use AI in the preparation process of the presentation. Finally, while there are growing concerns about critical thinking and ethical use of AI, there are few studies that analyse these issues together with the effectiveness of AI in a unified framework, especially in the context of Vietnamese higher education. To address these gaps, this study adopts a mixed-methods research design, employing learning analytics, questionnaires, and interviews, as a comprehensive approach to understanding the experiences and learning outcomes of English-major students with GenAI in script writing.

Specifically, this study investigates how English-major students use GenAI in writing presentation scripts, focusing on the use of GenAI for topic analysis, idea generation, script drafting, language refinement, and revision. It also examines student perceptions of the effectiveness and pedagogical value of GenAI for improving script quality and presentation performance.

To achieve these objectives, the study addresses the following research questions :

RQ1. How do English-major students use GenAI during topic-based presentation script writing?

RQ2. How do students perceive the effectiveness of GenAI in supporting topic-based presentation script writing ?

2. LITERATURE REVIEW

2.1. GenAI in Language Education

GenAI is reshaping education, especially the way teachers design instruction and students interact with learning. GenAI, through LLMs such as ChatGPT, can generate coherent text and provide personalised feedback, enhancing individualised learning (Wu et al., 2025). GenAI boosts learner engagement and autonomy by generating ideas and creating interactive learning experiences in ELT, thereby improving language proficiency. However its integration also presents pedagogical and ethical challenges, including concerns about academic integrity, data privacy, and overreliance on AI-generated content. Therefore, it is important that educators develop pedagogical approaches that help students to critically assess AI-generated outputs and view GenAI as a helping partner in the learning process, not as replacement for human cognitive work (Kasneci et al., 2023).

2.2. Topic-based Presentation in English Language Teaching

Topic-based presentations are of great significance in ELT, especially in higher education, as they are focused on the development of communicative competence, critical thinking, and academic speaking. These activities require students to explore topics, arrange information in logical ways, and communicate effectively, integrating several language skills and higher-order thinking such as analysis and evaluation (Brooks & Wilson, 2015). Unlike traditional teacher-centered approaches.

Oral presentations in communicative language teaching (CLT) promote real communication and enable students to build knowledge actively, thus improving their fluency, confidence, autonomy and collaboration (King, 2002). They are now a common assessment task in university language courses.

There are several preparatory activities for each presentation. These include selecting a topic, researching, evaluating information, organising ideas, writing scripts, designing slides, rehearsing and answering questions from the audience. Thus, success depends not only on oral skills, but also on planning and organization (De Grez et al., 2009).

Writing presentation scripts is one of the most difficult stages of preparation, influencing how clear and effective the final presentation is. Thus, developing script writing proficiency has been a major pedagogical objective in English language teaching.

2.3. Presentation Script Writing

One of the important steps in preparing effective oral presentations for English language learners is writing presentation scripts (Lucas, 2020). This refers to the process of developing a structured presentation script that organises ideas logically and communicates the intended message clearly. It requires concise language and audience awareness, unlike regular essay writing. The writing process includes choosing a topic, brainstorming,

organising ideas, drafting, revising, and practising delivery (Flower & Hayes, 1981; O'Hair et al., 2020). EFL learners have difficulty coming up with ideas, putting them in a logical order and choosing vocabulary, and are anxious about speaking in public, which leads to long periods of preparation. Recent educational technologies, such as digital tools and AI, can support script writing by providing feedback and suggestions, but it is still a cognitive process that requires critical thinking and personal reflection to ensure that the presentations reflect learners' understanding and intentions (King, 2002).

2.4. GenAI for Topic-based Presentation Script Writing

The rise of GenAI has changed language learning by offering intelligent support to writing processes. Unlike traditional AI, GenAI can generate human-like text and assist with tasks such as idea generation, script writing and revision which are particularly difficult for English as a Foreign Language (EFL) learners. It helps students develop ideas and outlines to plan presentations and reduces cognitive load. It helps in writing the first draft, improving the sentence, enhancing vocabulary while writing script, thus increasing the efficiency and quality of writing (Dwivedi et al., 2023). Kasneci et al. (2023) suggest GenAI also fosters confidence and promotes self-regulated learning with instant feedback. But there are concerns that AI could result in inaccuracies and over-reliance, which could hamper critical thinking and authentic writing skills. This has made AI literacy, i.e., knowing the limitations of AI and how to use it responsibly, essential in education.

2.5. Conceptual Framework

The conceptual framework for the study is based on prior research on GenAI, second language writing, presentation preparation, and AI-supported learning (Kasneci et al., 2023; UNESCO, 2023). This framework is not for studying the causal relationships between variables, but for describing the integration of GenAI by English-major students in different stages of topic-based presentation script writing and their perceived effectiveness of GenAI in the learning process as shown in Figure 1 below.

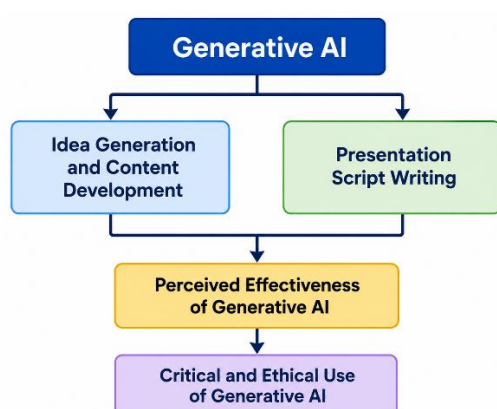


Figure 1. Conceptual framework of the study

2.6. Overview of Previous Studies

In recent years, there has been a growing body of research into the use of GenAI, particularly large language models such as ChatGPT, in English language teaching and learning. To date, research has generally shown positive impacts of GenAI on students' writing achievement, language development and engagement in learning. Most of the previous studies, however, have concentrated on general academic writing or essay writing with relatively little attention to the writing of presentation scripts in English language education.

Several studies have shown that ChatGPT can help students in the writing process. For example, Kasneci et al. (2023) argued that large language models have tremendous potential to improve educational practices through providing immediate feedback, personal support, and writing assistance. These findings suggest that GenAI may facilitate the reduction of cognitive load on learners during the drafting process and support them in creating more coherent and accurate written texts.

There are few empirical studies in the field of English language teaching that have investigated students' perceptions of ChatGPT. Ali et al. (2023) found that university students generally perceived ChatGPT as a useful tool in improving writing quality, enriching vocabulary, and increasing learning efficiency. Similarly, students appreciated technology for idea generation and language support (Essel et al., 2024) but worries about over-dependence and academic integrity remained. The studies show that students are aware of the pros and cons of AI assisted learning.

Researchers also note that GenAI is to be a learning partner, not a replacement for the thinking of the learners themselves. Lo (2023) argued that while ChatGPT provides significant support for language learning, teachers need to guide students to critically assess the content generated by AI and use the technology ethically. Similarly, Tlili et al. (2023) emphasised the need to generate AI literacy to enable learners to verify the information, identify the limitations of AI and combine AI-generated suggestions with their own knowledge and creativity.

However, there are still several critical gaps in these growing research efforts. First, most previous studies have focused on the use of ChatGPT in general academic writing contexts, such as essay writing, reflective writing, or second-language writing, while topic-based presentation script writing has received considerably less attention. Second, most of the existing studies have relied heavily on questionnaire surveys or experimental designs, rarely combining students' perceptions with institutional learning analytics such as Course Learning Outcome (CLO) achievement data. Consequently, we know relatively little about the extent to which students reported GenAI use corresponds to their actual learning performance in authentic classroom settings. Third, while ethical use of AI has been a growing concern in research, very few studies have looked at the practical use of AI, perceived effectiveness, and critical awareness among students within one conceptual framework.

This study, using an explanatory sequential mixed-methods design, endeavours to address these gaps by examining English-major students' use of GenAI in writing topic-based presentation scripts, their perceived effectiveness, and the relation of these findings to institutional data on CLO achievement garnered from a Presentation Skills course at a Vietnamese university.

3. RESEARCH METHODOLOGY

3.1. Research Approach

The study was carried out with English major students who were enrolled in the presentation skills course at a university in Vietnam in the second semester of the academic year 2025–2026. 353 students completed the course, and their anonymised institutional assessment data (including presentation scores and Course Learning Outcome (CLO) achievement) were collected for learning analytics. From this population, 92 students voluntarily completed the questionnaire survey to examine their experiences of using GenAI for topic-based presentation script writing. Later, eight students were purposively selected from the questionnaire respondents to take part in semi-structured interviews to gain further insights into their learning experiences and perceptions.

3.2. Research Design

This study adopted an explanatory sequential mixed-methods approach (Creswell & Plano Clark, 2018), combining quantitative and qualitative methods to gain a deeper understanding of students' use of GenAI in topic-based presentation script writing. The quantitative phase included learning analytics based on institutional assessment data and a questionnaire survey; the qualitative phase included semi-structured interviews with selected students. By combining these data sources, researchers could explore both students' experiences and perceptions of GenAI use and their actual learning outcomes.

The quantitative results provided an overview of students' achievement of Course Learning Outcomes (CLOs) and their patterns of AI use, while the qualitative interviews offered further explanations for the results. The mixed methods design therefore enhanced the validity and completeness of the findings.

The case study design was chosen because the study examined the application of GenAI in an educational context, namely a Presentation Skills course for English-major students at a university in Vietnam in the second semester of the 2025–2026 academic year.

The study comprised three complementary phases. First, we conducted learning analytics based on the anonymised institutional assessment data of all students enrolled in the course. The data collected were presentation scores and the levels of Course Learning Outcome (CLO) achievement measured by the institutional assessment rubric. Second, a questionnaire survey was conducted to investigate how students used GenAI to write topic-based presentation scripts and their perception of the effectiveness of the technology. Finally, some students were also interviewed in semi-structured interviews to clarify and complement the quantitative findings. The overall research design is shown in Figure 2.

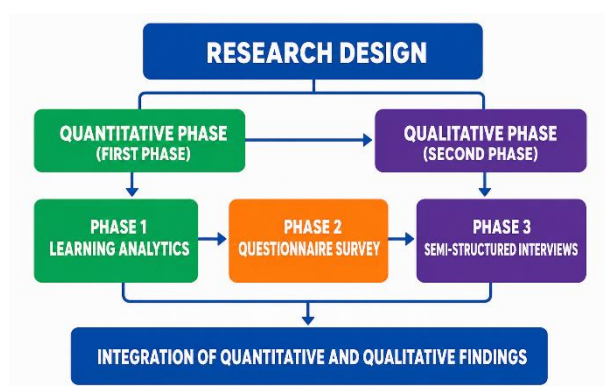


Figure 2. Research design

3.3. Participants

The study was carried out with English major students who were enrolled in the presentation skills course at a university in Vietnam in the second semester of the academic year 2025–2026. 353 students completed the course, and their anonymised institutional assessment data (including presentation scores and Course Learning Outcome (CLO) achievement) were collected for learning analytics. From this population, 92 students voluntarily completed the questionnaire survey to examine their experiences of using GenAI for topic-based presentation script writing. Later, eight students were purposively selected from the questionnaire respondents to take part in semi-structured interviews to gain further insights into their learning experiences and perceptions.

The study's data collection instruments were a questionnaire survey and semi-structured interviews. Learning analytics data also came from institutional assessment data. The details of participants and data sources are presented in Table 1.

Table 1. Participants and data sources

Variable	Learning Analytics	Questionnaire	Interviews
Participants	353	92	8
Population	English-major students	Volunteer participants	Purposively selected participants
Course	Presentation Skills	Presentation Skills	Presentation Skills
Institution	A Vietnamese university	A Vietnamese university	A Vietnamese university
Academic year	Semester 2, 2025–2026	Semester 2, 2025–2026	Semester 2, 2025–2026
Data collected	Presentation scores and CLO achievement	Questionnaire responses	Interview transcripts

3.4. Research Instruments

The face validity of the questionnaire was checked by two experts in the field of English language teaching and educational technology. They judged the clarity, relevance, and appropriateness of each item in terms of the research objectives. Several items were revised to improve wording, remove ambiguity, and enhance overall readability based on their feedback.

The questionnaire items for establishing construct validity were developed based on the existing literature on generative artificial intelligence in education and presentation script writing (e.g., Kasneci et al., 2023; Tlili et al., 2023; Lo, 2023). The measurement items were aligned with the four constructs proposed in the study, and each construct was represented by several indicators. Prior to the main data collection, a pilot study was conducted with 30 undergraduate students to investigate the clarity and consistency of the instrument.

3.4.1. Learning Analytics Data Set

Learning analytics were performed on anonymised institutional assessment records for 353 students. The data set was made up of presentation scores and achievement levels of three Course Learning Outcomes (CLO1, CLO2, and CLO3) that were assessed by the university's official presentation assessment rubric.

The institutional data provided an objective measure of students' learning achievement and enabled the researchers to investigate the general distribution of CLO attainment in the course. The reliability of the institutional assessment data was checked by calculating Cronbach's alpha for the three Course Learning Outcomes (CLO1, CLO2, and CLO3). The alpha coefficient for the analysis was 0.938, showing excellent internal

consistency among the three CLOs. The revised item–total correlations were between 0.953 and 0.977, providing support for the strong association of each CLO with the overall assessment. The CLO data was, therefore, considered reliable for the learning analytics performed in this study.

3.4.2. Questionnaires

The questionnaire consisted of 20 five-point Likert-scale questions (1 = Strongly Disagree to 5 = Strongly Agree) classified under four themes based on the conceptual framework. To facilitate the interpretation of the mean scores, the following criteria were adopted and as shown in Table 2.

Table 2. Criteria for interpreting mean scores

Mean score	Interpretation
1.00–1.80	Very Low
1.81–2.60	Low
2.61–3.40	Moderate
3.41–4.20	High
4.21–5.00	Very High

Theme 1 : Idea Generation and Content Development (5 items) explored students’ use of GenAI for idea generation, information gathering, content organisation and the development of presentation outlines.

Theme 2 : Presentation Script Writing (5 items) explored the use of AI by students in the development, revision, editing, and improvement of presentation scripts.

Theme 3 : Perceived Effectiveness of GenAI (5 items) addressed students’ perception of AI in terms of efficiency, confidence, writing qualities, and general usefulness.

Theme 4 : Critical and Ethical Use of GenAI (5 items) assessed students’ awareness of responsible use of AI, critical appraisal of AI-generated content and academic integrity.

The internal consistency of the questionnaire was assessed using Cronbach’s alpha, and an overall reliability coefficient of 0.93 was obtained, indicating excellent reliability. The Cronbach’s alpha of the four constructs ranged from 0.88 to 0.92, which were above the recommended value of 0.70 (Nunnally & Bernstein, 1994).

3.4.3. Semi-structured Interview

Following the questionnaire survey, semi-structured interviews were conducted with eight students.

The interview protocol consisted of students’ experiences with GenAI; benefits and challenges of preparing presentations; perceived effect on presentation quality; ethical issues and responsible use of AI; and recommendations for embedding GenAI in Presentation Skills courses.

In addition to the survey results, semi-structured interviews were conducted with eight volunteer students who had participated in the topic-based presentation projects. The first author, who was also the course instructor, conducted the interviews face-to-face in a quiet meeting room on campus to provide a comfortable and familiar environment for the participants. Each interview lasted for about 20–30 minutes and was based on a pre-developed interview guide containing open-ended questions to explore students’ experiences, perceptions, benefits, and challenges of using GenAI for presentation script writing. All interviews were audio-recorded in English with the informed consent of the participants.

3.4.4. Institutional Assessment Rubric

In addition to the questionnaire and interviews, we analysed institutional assessment records as learning analytics data. The students’ presentation performance was evaluated using the official Presentation Skills assessment rubric developed by the Faculty of English. The rubric is aligned to two Course Learning Outcomes (CLOs): CLO1 (60% of the total score), presentation purpose and organization, and CLO3 (40% of the total score), presentation delivery, fluency, body language, and question handling. Overall learning outcomes were investigated by categorising student achievement into five levels of performance (Level 1–Level 5) and then analysing these categories.

3.5. Procedures for Data Collection

The collection of data was conducted in three successive phases. First, the anonymised institutional assessment records of 353 students were collected from the faculty with their permission for learning analytics after students completed the Presentation Skills course. Second, an online questionnaire was sent to all students who had completed the course. Students participated on a voluntary basis, and informed consent was requested before completing the questionnaire. We received a total of 92 valid responses. Finally, eight students were selected to

participate in follow-up interviews based on their willingness to be interviewed and the variety of their responses to the questionnaire. Interviews were conducted after the quantitative analysis to provide further explanation to the findings of the survey.

3.6. Data Analysis

Quantitative data were analysed using SPSS Statistics. Descriptive statistics such as frequencies, percentage, mean and standard deviation were used to describe the students' responses for the questionnaire and the distribution of the levels of achievement of CLOs. The Learning Analytics aimed to analyse students' presentation scores and CLO achievement based on institutional assessment data. Descriptive analyses were used to examine trends in learning achievement across the three Course Learning Outcomes. Reliability of the questionnaire was tested through Cronbach's alpha was obtained to assess internal consistency of the individual questionnaire items. Qualitative interview data were analysed by means of a thematic analysis (Braun & Clarke, 2006). The interviews were transcribed and read several times, coded, grouped into themes and interpreted in relation to the research questions. Representative quotes were chosen to illustrate the quantitative results.

3.7. Triangulation of Data

The study employed methodological triangulation by integrating three complementary sources of evidence to increase the credibility and trustworthiness of the findings. First, learning analytics provided objective evidence for students' presentation performance and achievement of CLOs. Second, questionnaire data were used to capture students' self-reported practices and perceptions of GenAI use. Third, the semi-structured interviews yielded rich accounts of students' experiences which helped to interpret and validate the quantitative results. Triangulation of institutional assessment data, survey responses and interview evidence offered a more holistic understanding of how GenAI supports the writing of topic-based presentation scripts, thus strengthening the validity of the study. All participating students were informed of the research objectives and agreed to participate voluntarily. Survey and interview data were kept confidential and used solely for research purposes.

4. RESULTS

4.1. Learning Analytics Results of Course Learning Outcome (CLO) Attainment

Table 3 shows the distribution of students' achievement levels in the three CLOs based on the institutional assessment results of 353 English-major students. The results showed that most of the students performed well in the Presentation Skills course in general.

Table 3. Distribution of students' achievement levels across course learning outcomes (CLOs) ($N = 353$)

Course Learning Outcome (CLO)	Level 5 n (%)	Level 4 n (%)	Level 3 n (%)	Level 2 n (%)	Level 1 n (%)	Total (N)
CLO2	214 (60.6%)	132 (37.4%)	1 (0.3%)	0 (0.0%)	6 (1.7%)	353
CLO1	146 (41.4%)	173 (49.0%)	25 (7.1%)	0 (0.0%)	9 (2.5%)	353
CLO3	115 (32.6%)	172 (48.7%)	34 (9.6%)	14 (4.0%)	18 (5.1%)	353
CLO Achievement	141 (39.9%)	186 (52.7%)	17 (4.8%)	0 (0.0%)	9 (2.5%)	353

Table Note. Level 5 = Excellent achievement; Level 4 = Good achievement; Level 3 = Satisfactory achievement; Level 2 = Limited achievement; Level 1 = Unsatisfactory achievement. Percentages are calculated based on the total number of students ($N = 353$).

Achievement was highest for CLO2 among the 3 CLOs. Specifically, 214 students (60.6%) achieved Level 5 and 132 students (37.4%) achieved Level 4. Only one student (0.3%) achieved Level 3 and six students (1.7%) were entitled to Level 1. There were no students at Level 2. This indicates that about 98% of the students achieved either Level 4 or Level 5, demonstrating that the majority of the students performed very well in achieving the learning outcomes associated with CLO2.

The same positive pattern was found for CLO1. 49.0 per cent of students achieved Level 4 and 41.4 percent were at Level 5. Only 7.1% reached Level 3 and 2.5% stayed at Level 1. No student was assessed at level 2. In conclusion, over 90% of the students reached the top two performance levels indicating that most students were able to successfully achieve the intended learning outcome.

The distribution of achievement levels of CLO3 was wider in comparison to CLO1 and CLO2. 49.7% and 32.6% of students were at Levels 4 and 5 respectively, while 9.6% were at Level 3, 4.0% at Level 2 and 5.1% at Level 1. These findings show that students found CLO3 to be a more difficult task, leading to a wider dispersion of scores. However, levels 4 and 5 were still achieved by more than 81% of the students, indicating that the overall level of achievement was satisfactory.

In terms of overall CLO achievement, the majority of students were clustered in the higher performance levels. More than half (52.7%) achieved Level 4, 39.9% achieved Level 5, 4.8% achieved Level 3 and 2.5% were classified at Level 1. None of the students were assessed at Level 2. Thus, generally high learning achievement throughout the course was observed with around 92.6% of students successfully achieving the intended learning outcomes at Level 4 or 5.

The results of CLO achievement can also be contextualised with respect to the institutional assessment rubric. 60% for presentation rubric score for content organization and presentation purpose (CLO1) and 40% for presentation delivery including fluency, body language, and response to questions (CLO3). The high percentage of students achieving Level 4 and 5 in CLO1 shows that most students were able to produce well-structured presentation scripts with clear goals. The good performance in CLO3 shows that students were generally effective in their presentation and interaction during the assessment. The results of CLO achievement indicated that the students were able to meet the course learning objectives in Presentation Skills successfully. The very high achievement in CLO2 may indicate that students were good at the areas of presentation preparation and organization, while the relatively lower achievement in CLO3 indicates that the skills related to presentation delivery, interaction, or higher order of communicative competence required more effort and practice. These findings provide an important context for understanding how students come to view GenAI. The high levels of CLO attainment suggest that students generally successfully completed the course, which allows for further examination of whether the use of GenAI played a role in their presentation script writing process and overall learning experiences.

The institutional assessment results show that most students met the expected learning outcomes, but they do not provide information about how students prepared their presentation scripts or the extent to which GenAI was involved in the learning process. Then, the results of the questionnaire are shown. The questionnaire explored students' use of GenAI for writing topic-based presentation scripts, and students' perceived effectiveness of GenAI.

4.2. Survey Results

4.2.1. Theme 1. Generating Ideas and Content

Table 4. Idea generation and content development

Item	N	Mean	SD
A1.1. I use GenAI to generate ideas for my presentation topic.	92	4.02	0.76
A1.2. I use GenAI to develop the main points for my presentation.	92	3.98	0.83
A1.3. I use GenAI to gather supporting information and examples for my presentation.	92	4.07	0.73
A1.4. I use GenAI to organize my ideas into a logical presentation outline.	92	4.02	0.74
A1.5. I use GenAI to improve the relevance and quality of my presentation content.	92	3.90	0.89
A	92	4.00	0.79

Regarding Theme 1, Table 4 shows the use of GenAI by students during the idea generation and content development phase of writing a topic-based presentation script. The mean score for this theme was $M = 4.00$ ($SD = 0.79$), reflecting that students frequently applied GenAI for initial planning of their presentations. Collecting supporting information and examples had the highest rating out of the five items ($M = 4.07$, $SD = 0.73$), followed by generating ideas and organising presentation outlines (both $M = 4.02$). The findings suggest that students were more likely to view GenAI as a tool for brainstorming and supporting information rather than just generating text. The AI appeared to reduce the mental effort required to find suitable examples and to arrange presentation content in a logical manner.

The item with the lowest rating was improving the relevance and quality of presentation content ($M = 3.90$, $SD = 0.89$). The mean was still fairly high, but the somewhat larger standard deviation indicates more variability in students' experience. This suggests that although AI may offer valuable initial ideas, students may still

acknowledge the need to review, adapt and personalise AI-generated content to ensure its relevance to the presentation topic.

4.2.2. Theme 2. Presentation Script Writing

Table 5. Presentation script writing

Item	N	Mean	SD
B2.1. I use GenAI to write the first draft of my presentation script.	92	4.00	0.83
B2.2. I use GenAI to improve grammar and sentence structure in my presentation script.	92	4.01	0.80
B2.3. I use GenAI to enhance vocabulary and expressions appropriate for presentations.	92	4.02	0.79
B2.4. I use GenAI to improve the coherence and flow of my presentation script.	92	4.02	0.80
B2.5. I use GenAI to revise and refine my presentation script before the final version.	92	4.00	0.86
B	92	4.01	0.82

The information presented in Table 5 provides theme 2 of presentation script writing. Analysis of students' use of GenAI in writing presentation scripts shows a general mean score of 4.01 (SD = 0.82) that implies the role of significant AI writing assistant. The higher mean scores of about 4.02 for improving vocabulary, coherence and grammar corrections show that students mainly used AI to improve the linguistic quality of their scripts. Furthermore, the high agreement for the use of AI to generate first drafts and revise final versions (both M = 4.00) suggests that AI was used in multiple stage of script writing, not only for one task. This includes drafting, editing and language improvements, which is consistent with earlier research suggesting that GenAI tools such as ChatGPT can improve writing fluency, lexical sophistication, and grammatical accuracy. The results also highlight the importance of AI to provide grammatically correct language for spoken delivery in presentation settings.

4.2.3. Theme 3. Perceived Effectiveness of GenAI

Table 6. Perceived effectiveness of GenAI

Item	N	Mean	SD
C3.1. GenAI helps me prepare presentation scripts more efficiently.	92	3.76	0.95
C3.2. GenAI improves the overall quality of my presentation script.	92	3.87	0.90
C3.3. Using GenAI increases my confidence in preparing presentations.	92	3.88	0.91
C3.4. GenAI helps me complete presentation tasks within a shorter time.	92	3.87	0.93
C3.5. Overall, GenAI is an effective tool for presentation script writing.	92	3.76	0.95
C	92	3.82	0.92

With respect to Theme 3, Table 6 presents perceived effectiveness of GenAI. Students view GenAI as an effective tool for writing presentation scripts with a mean score of 3.82 (SD = 0.92), which is the lowest among four themes being assessed. However, the perceptions were still positive since the mean was above the level of agreement. The highest rated were an increase in confidence in preparing presentations (M = 3.88, SD = 0.91) and improvements in script quality and time savings (both M = 3.87). Although students acknowledged the advantages of AI, they were somewhat cautious in their reliance on AI, as shown by lower average scores for overall effectiveness and efficient script preparation (M = 3.76). This is due to concerns about the accuracy and originality of content, and shows the tendency to weigh the potential benefits of AI against the need for human judgement. These results are consistent with recent research showing students' perception of GenAI to be an instrument to improve writing skills and learning efficiency but also emphasising the need for human supervision to maintain quality.

4.2.4. Theme 4. Critical and Ethical Use of GenAI

Table 7. Critical and ethical use of GenAI

Item	N	Mean	SD
D4.1. I carefully review and edit AI-generated content before using it in my presentation.	92	3.89	0.85
D4.2. I can identify inaccurate or inappropriate information generated by AI.	92	4.00	0.86
D4.3. I combine AI-generated content with my own ideas when writing presentation scripts.	92	4.04	0.79
D4.4. Over-reliance on GenAI may reduce students' independent thinking and creativity.	92	3.98	0.87
D4.5. Students should receive guidance on the ethical and responsible use of GenAI in presentation preparation.	92	4.11	0.83
D	92	4.00	0.84

The fourth theme presented in Table 7 explores students' critical and ethical engagement with GenAI, with a strong overall agreement (mean score 4.00, SD = 0.84) on the importance of responsible use of AI. The most rated statement stressed the need for guidance on ethical AI use (mean 4.11, SD = 0.83), indicating the need for AI literacy in higher education. They also felt confident using AI-generated content along with their ideas (mean 4.04) and identifying inaccuracies in AI-generated content (mean 4.00). Most respondents reported they regularly reviewed and edited AI-generated content (mean 3.89), and were aware of the potential risks of over-reliance on AI to decrease independent thought and creativity (mean 3.98). These views correspond to the active debates on AI literacy, which highlight the need for critical assessment, ethical reflection, and human control in the application of AI instruments. AI doesn't appear to replace cognitive processes, but works best when students actively engage with and improve upon its outputs.

The descriptive statistics indicated that generally the students reported that they often used GenAI in different stages of topic-based presentation script writing. The mean score was highest for Presentation Script Writing (M = 4.01) followed by Idea Generation and Content Development (M = 4.00) and Critical and Ethical Use (M = 4.00). Perceived Effectiveness had the lowest mean (M = 3.82). In general, however, students showed positive attitudes towards AI-supported presentation preparation. The results indicate that students are primarily using GenAI as a cognitive tool for brainstorming, drafting, revising and language enhancement, but also understand the importance of critical assessment and ethical AI use.

4.3. Results of the Interview

To gain a better understanding of students' experiences with GenAI for topic-based presentation script writing, eight students were interviewed using a semi-structured approach. The results from the interview were grouped into four themes that correspond to the constructs of the questionnaire.

4.3.1. Theme 1. Content Development And Idea Generation

Most interviewees said they found GenAI especially helpful in the early stages of preparing a presentation. A number of students used the AI tools for brainstorming, locating relevant content, and developing outlines for their presentations. Some participants discussed how AI helped them navigate the difficulties of selecting and narrowing down presentation topics. For instance, one student said : " *When I was unsure how to begin my presentation, I asked ChatGPT to give me ideas for the topic and key points. It was very clear direction and saved a lot of time.*" (S3). One participant also mentioned how helpful AI is in gathering supportive information : " *I used AI to look for examples and explanations related to my topic. It helped me get a better understanding of the subject before writing the script.*" (S6). In general, students viewed GenAI as a useful tool to help facilitate idea generation and content development. This is consistent with the quantitative result of a high mean score (M = 4.00) for this theme.

4.3.2. Theme 2. Writing Scripts for Presentations

The interview data showed that students often used GenAI when writing the script. The majority of the participants said they used AI to write first drafts, correct grammar and improve vocabulary. One participant stated : " *I start with a rough draft, then have ChatGPT improve the language. It makes my script sound more natural and professional.*" (S1). Another student also observed : " *I used AI to organise my ideas into complete paragraphs and enhance the transitions between different sections of the presentation.*" (S5). But the students were clear that they weren't just copying AI-generated stuff. Instead, they edited and adapted the output to suit their

presentation needs and personal speaking style. These findings are consistent with survey results indicating high AI use for presentation script writing (M = 4.01).

4.3.3. Theme 3. Effectiveness of GenAI Perceived

Most interviewees had a positive view on the effectiveness of GenAI. AI, they believed, increased efficiency, reduced the time of preparation and improved quality of their presentation scripts. One participant described : *"I was able to finish my presentation much faster with the help of AI because I didn't have to spend so much time looking for information."* (S7). *"The language suggestions generated by AI boosted my confidence, the script for my presentation was improved in accuracy and professionalism."* (S2). However, a few students observed that the AI-generated responses could occasionally be overly general or contextually disconnected. *"Sometimes the content was right, but it was too broad and needed more editing to be relevant to my topic."* (S8). These perceptions aligned with the questionnaire results, which showed that students generally agreed that GenAI was an effective tool for presentation preparation (M = 3.82).

4.3.4. Theme 4. Ethical and Critical Use of GenAI

A common thread throughout the interviews was the need to critically assess AI-generated content. Most students said they would edit and revise AI outputs before inserting them into presentations. One of the participants said : I always check the information because sometimes AI can give you wrong examples or old facts. (S4). Another student emphasised the need to keep the original : *"I use AI as support tool, but I still mix the suggestions with my own ideas. "Otherwise the presentation wouldn't be reflecting my own understanding."* (S6). Some of the interviewees were also concerned about becoming too dependent on AI. *"If students depend on AI too much, they may become less creative and less able to come up with ideas on their own."* (S1). In particular, the study investigated the role of the protein in the development of the brain by observing how the protein affected the behaviour of mice. Students also expressed a need for formal guidance on the responsible use of AI in higher education. *"Instead of just allowing or disallowing AI, teachers should give guidance on how to use it effectively and ethically."* (S5) These results are consistent with the quantitative results, showing a high level of agreement regarding the need for ethical AI use and critical evaluation of AI-generated content (M = 4.00).

5. DISCUSSION

The findings from the interviews are complementary to the questionnaire results, in that they show that students mostly used GenAI to generate ideas, develop content and write scripts. Student perceptions were generally that AI was a useful tool that increased efficiency and confidence, while still being mindful of the need for critical evaluation, ethical use and maintaining their own intellectual input throughout the process of preparing the presentation. The results imply that GenAI should be seen as a learning support tool, rather than a substitute for students' independent thinking and communication skills.

The findings of this study generally support previous studies which point out the educational value of GenAI in language learning and academic writing. This study found that GenAI was frequently used by English-major students during the stages of idea generation and presentation script writing, similar to Lo (2023). Students mentioned that AI was especially helpful in generating presentation topics, organising ideas, enhancing grammar and vocabulary, and editing presentation scripts. The findings also support the work of Kasneci et al. (2023) who proposed that GenAI can be used as an intelligent learning assistant, providing on-demand academic support and improving the productivity of students in learning activities.

Analysis of the questionnaire results revealed that students actively integrated AI during the process of writing the script. The highest mean scores were found in Theme 1 (Idea Generation and Content Development) and Theme 4 (Critical and Ethical Use), suggesting that AI was perceived by students as a cognitive support tool to a greater extent than as simple text generator. The interview results also confirmed that students often started by asking the AI to generate ideas or presentation outlines, and then rewrote and adapted the content to their own speaking style. This means that AI was used more as a co-learning partner in general, rather than to substitute the students' own thinking.

Results showed that students rated AI effectiveness positively in general though the mean score of the perceived effectiveness (M = 3.82) was slightly lower than the mean score of AI use. The results suggest that despite the students' appreciation for the simplicity and efficiency of AI, they were still concerned about its limitations such as factual mistakes, repetitive content and lack of individualisation. Dwivedi et al. (2023) reported similar findings, stating that AI-generated content still requires considerable human judgement, editing and verification before it can be used for academic purposes.

One important contribution of this study is the use of institutional learning analytics that includes Course Learning Outcome (CLO) achievement data. In contrast to many previous studies that focused only on students'

perceptions, the current study combined questionnaire results with actual assessment results derived from institutional assessment records. From the analysis of the CLOs, it was found that most students obtained Level 4 or Level 5 in the three learning outcomes, especially in CLO2 and CLO1. This means that in general, students achieved satisfactory results in the development of the topic, organization of the presentation, and presentation performance. These results from learning analytics offer objective proof that students' positive perceptions of GenAI were coupled with satisfactory academic performance. Yet, as the study was designed as a descriptive case study and not an experimental study, causality between the use of AI and improved learning outcomes cannot be established.

The interview data also demonstrated students' awareness of responsible use of AI. Most of the participants said they read the AI-generated content thoroughly, fact-checked things with trusted sources, and edited the scripts so they would sound like them when they spoke. They stressed that dependence on AI could diminish creativity, critical thinking and language production ability. These results are in line with UNESCO's recommendations that AI should be used to complement, not replace, human learning and that students should acquire AI literacy in addition to language competence.

The novelty of this study is the combination of three complementary sources of evidence, i.e., learning analytics, learner perceptions, and qualitative interview data, to assess the educational use of GenAI in presentation script writing in the context of a Vietnamese university. The study extends current knowledge from technology adoption to evidence-informed instructional practice by showing that positive learner perceptions are accompanied by satisfactory learning outcomes when appropriate pedagogical guidance is provided. The findings have practical implications for English language educators who wish to responsibly integrate GenAI while fostering learner autonomy, critical thinking, and academic integrity.

5.1. Pedagogical Implications for English Presentation Courses

GenAI should not be banned or used without guidance but rather integrated into the presentation preparation process as a learning support tool for lecturers. Lecturers should design real presentation tasks that encourage students to use AI for brainstorming, organising ideas, drafting scripts and language revision, while requiring them to critically evaluate and personalise AI-generated content. Presentation courses should also include explicit instruction on the ethical use of AI, information verification and citation, and academic integrity. Furthermore, institutional rubrics for assessment and Course Learning Outcomes can be integrated with learning analytics to monitor the presentation performance of students and to assess the extent to which the AI-supported learning contributes to the achievement of CLOs.

GenAI should be viewed as a tool to aid students' learning, not substitute for independent thought. Students should feel free to use AI to help them come up with ideas, improve their language and revise their scripts, but they still have to own the final presentation. They should think critically about the AI-generated information, cross-reference it with other sources, and tailor scripts generated by the AI to fit their own style of communication and the needs of their audience. By developing critical AI literacy, presentation ability and responsible AI use, students will be able to enjoy the full educational benefits of GenAI while minimising the risks of over-dependence.

This study adds to the literature by combining students' perceptions and institutional learning analytics based on CLO achievement. The results suggest that GenAI is generally regarded as a useful support tool for writing topic-based presentation scripts, but its educational value is highly dependent on students' critical engagement and lecturers' pedagogical guidance.

6. CONCLUSION

6.1. Key Findings

The study concludes that the educational value of GenAI does not reside in substituting the students' writing process but rather in assisting it by means of guided and responsible utilisation. The findings suggest that successful integration of GenAI in English language teaching requires a balanced pedagogical approach that combines AI-assisted learning with critical thinking, learner autonomy and ethical awareness. The study adds to research on AI-assisted language learning by providing empirical evidence from a Vietnamese higher education context and offers practical guidance for educators who seek to integrate GenAI into presentation-based learning activities.

6.2. Limitations of Study

There are limitations in this study. The study was conducted with one course of English-major students in a university in Vietnam and therefore is not generalisable. The data were based on self-reported perceptions rather than objective measures and may be biased. A descriptive case-study design was used and no experimental methods were applied and, therefore, no causal conclusions can be drawn about the impact of GenAI. It was only

about script writing phase of presentations, but left other necessary skills such as delivery and interaction with the audience.

6.3. Recommendations for Future Studies

Considering the limitations of the present study, future research on GenAI in educational settings needs to take on multiple approaches. First, longitudinal and experimental research is required to determine the causal impact of GenAI on students' presentation performance, language competency and overall learning achievement, to add to the empirical evidence for the educational efficacy of AI. Secondly, a more diverse sample of participants from different universities, academic disciplines and educational levels would enhance the generalisability of the results, and provide insights into contextual differences in AI-supported learning. Third, exploring a range of GenAI platforms (ChatGPT, Gemini, Claude, Microsoft Copilot, etc.) may shed light on how these tools are impacting students' approaches to preparing for presentations and more generally for learning experiences, and provide clues as to how they might be best employed for specific educational purposes. Finally, it is important to integrate learning analytics from Learning Management Systems (LMS). An analysis of data on student behaviours, engagement and performance along with AI usage would provide a holistic view of the impact of GenAI on presentation-based language learning and data-driven instructional decisions.

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Ethical statement: This study was conducted in accordance with the ethical standards of the authors' institution. Participation in the questionnaire survey and interviews was voluntary. All participants provided informed consent before taking part in the study. The institutional assessment data used for learning analytics was anonymised before analysis to protect students' privacy and confidentiality. The collected data was used solely for research purposes.

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