

## GIẢI QUYẾT THÁCH THỨC MÔN VIẾT: CHIẾN LƯỢC CÔNG NGHỆ CHO SINH VIÊN CHUYÊN ANH TẠI ĐẠI HỌC LẠC HỒNG

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### TỪ KHÓA

Viết luận;  
Nâng cao kỹ năng viết;  
Công cụ số;  
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Cải thiện ngôn ngữ.

### TÓM TẮT

Nghiên cứu này khảo sát những thách thức trong kỹ năng viết mà sinh viên chuyên ngữ tại Đại học Lạc Hồng gặp phải, một vấn đề phổ biến trong bối cảnh giáo dục tiếng Anh như ngôn ngữ thứ hai ở Việt Nam. Với phương pháp nghiên cứu hỗn hợp, nghiên cứu kết hợp dữ liệu định lượng từ bảng câu hỏi với 175 sinh viên và thông tin định tính từ các buổi phỏng vấn với hai mươi hai người tham gia. Kết quả cho thấy, sinh viên gặp khó khăn trong việc chuyển tải ý tưởng thành văn bản do rào cản ngôn ngữ, hạn chế trong việc phát triển ý tưởng và quản lý thời gian chưa hiệu quả. Những thách thức này ảnh hưởng đến hiệu suất học tập, sự tự tin và động lực của người học. Để giải quyết những vấn đề này, nghiên cứu đề xuất các giải pháp thực tiễn, nhấn mạnh việc tích hợp công nghệ vào việc dạy và học viết tiếng Anh. Các chiến lược thực tiễn, như sử dụng công cụ kỹ thuật số để hỗ trợ tạo ý tưởng, nâng cao độ chính xác ngữ pháp và trao đổi ý tưởng giữa các sinh viên, đã được đề xuất nhằm giúp giáo viên cải thiện hiệu quả kỹ năng viết của sinh viên. Qua các giải pháp cụ thể, nghiên cứu còn trang bị thông tin cho giáo viên về các công cụ kỹ thuật số để giúp sinh viên vượt qua những trở ngại và đạt được kết quả tốt hơn trong việc học môn viết tiếng Anh học thuật.

## TACKLING WITH WRITING CHALLENGES: TECHNOLOGICAL STRATEGIES FOR ENGLISH MAJORS AT LAC HONG UNIVERSITY

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### ABSTRACT

This study investigates the writing challenges faced by English majors at Lac Hong University, a prevalent issue among EFL learners in Vietnamese educational contexts. Employing a mixed-methods approach, the research combines quantitative data from a questionnaire involving 175 students with qualitative insights from interviews with twenty-two participants. The findings reveal that students struggle to translate their ideas into writing due to language barriers, limited idea development, and insufficient time management. These issues unfavourably affect their academic performance, confidence, and motivation. To address these issues, the study provides practical recommendations, emphasizing the integration of technology into English writing instruction. Practical strategies, such as using digital tools to support idea generation, enhance grammatical accuracy, and foster collaboration, are proposed to help educators improve students' writing efficacy. By offering targeted solutions, this research aims to equip educators with the tools to help students overcome these obstacles and achieve better outcomes in English writing skill within academic settings.

Available online at: <https://js.lhu.edu.vn/index.php/lachong>

## 1. INTRODUCTION

“Writing is an essential cornerstone of effective communication, serving as the primary means of articulating human thoughts, ideas, and perspectives through written expression” (Vo [1]). Without strong writing skills, students face significant difficulties in engaging with academic and professional audiences. In Vo’s qualitative study with the participation of undergraduate English majors in Vietnam highlighted pervasive points such as poor grammar, insufficient vocabulary, and obstacles in organizing ideas, emphasizing the urgent need for innovative writing instruction. Wang and Zhang [2], in a mixed-methods investigation involving 200 students and 30 foreign language teachers in China, further underscored the difficulty of writing, identifying it as the most challenging skill in foreign language education due to limited vocabulary, grammatical errors, and motivational barriers. These studies collectively acknowledge the critical struggles faced by EFL learners in mastering writing skills.

In the Vietnamese context, English proficiency is integral to students’ academic and career success as it serves as the global lingua franca and a key skill across professional domains (Nguyen, Tran, & Nguyen [3]). However, writing remains particularly problematic for Vietnamese EFL learners due to linguistic hurdles with cognitive demands such as structuring coherent arguments and ideas. Nguyen and Nguyen [4], using a case study of 50 IELTS candidates, identified cultural influences, misuse of linking words, and poor argument development as primary obstacles to writing proficiency. They call for targeted instruction to deal with these multifaceted barriers, especially for learners who want to perform well in standardized assessments like the IELTS.

The emergence of technology and digital tools, such as ChatGPT and Grammarly, has provided promising solutions to help learners address deadlocks in English writing. Tools like Grammarly and ChatGPT offer instant feedback and support for learners to overcome their difficulties. While concerns exist about over-reliance on such tools undermining critical thinking and creativity (Le [5]), empirical evidence supports their practicality. For instance, Lappé and Dwyer [6] conducted a quasi-experimental study involving 60 middle school EFL learners, demonstrating that interactive storytelling and digital feedback boosted both creativity and vocabulary use. These results suggest that digital interventions, when integrated thoughtfully, can complement traditional writing instruction.

In this context, the current study seeks to explore the challenges faced by second- and third- year English Language students at Lac Hong University (LHU) in mastering English writing and examines strategies to take advantage of digital tools effectively. This study is hoped to bring valuable insights for future instructional methods at the institution in teaching writing incorporating AI driven tools. By employing surveys and interviews, the research aims to offer practical insights into optimizing writing outcomes for EFL learners in Vietnam and similar educational contexts.

Based on the presented facts, two research questions have been formulated:

1. What elements inhibit students from writing essays effectively?
2. How does the application of digital tools assist students in essay writing with appropriate procedures?

## 2. CONTENT

### 2.1 Research Methodology

This study adopted a mixed-methods approach using an explanatory sequential design, as outlined by Palinkas et al. [7]. This design deployed both qualitative and quantitative research, providing a comprehensive understanding of the research problem by combining statistical analysis with in-depth qualitative insights (Creswell and Plano Clark [8]). By merging the breadth of quantitative data with the depth of qualitative exploration, this approach ensured a holistic and precise interpretation of the survey figures (Hands [9]).

The sample included a total of 175 students from the Faculty of English Language who were 87 sophomores and 88 seniors. They were recruited through self-selection, and all indicated they had completed at least one academic essay writing course. The selected participants consisted of 105 (60%) female and 70 (40%) male students across a range of English levels (pre-intermediate, intermediate, advanced). In addition, participants were selected based on varying academic performance (GPA categories) in order to obtain varied perspectives. Also, 22 students volunteered to join semi-structured interviews based on their writing proficiency levels and their expressed willingness to provide detailed insight into their processes of writing an academic essay. Data collection began with a 13-item questionnaire created using Google Forms. This platform was selected for its intuitive interface, cost-free accessibility, and robust data management capabilities, particularly its seamless integration with Google Sheets for efficient organization and storage (T. Nguyen and A. Nguyen [10]). Google Forms also allowed predefined response formats such as paragraph text, numerical inputs, and drop-down menus with structured data collection and consistency across responses (Nguyen [11]).

Additionally, writing samples measuring student performance, as described by Tran [12], serve as a practical and reliable tool to evaluate the real-world impact of the study’s interventions. In the current research, students were required to write a 300-word essay on a given topic within 50 minutes. According to Samaraweera [13], the student performance assessment after one semester of theoretical instruction and essay writing practice provides a foundation for analyzing essays, identifying common errors, and understanding the reasons behind these errors. These evaluations provide measurable results of the methods used to enhance student learning (Mansur and Sulaiman [14]).

The questionnaire was divided into two sections. Section One (seven questions) explored participants’ difficulties with essay writing. This section focused on

identifying such specific difficulties as topic selection, idea organization, thesis formulation, paragraph development, coherence, grammar, and vocabulary use. By pinpointing these challenges, the study aimed to establish a clear understanding of the most critical areas in which students tend to struggle. Section two (six questions) investigated practical solutions through digital tools. Participants were asked about their experiences with brainstorming platforms, scaffolding tools, grammar and style checkers, and AI writing assistants. The goal was to assess how frequently students used these tools, their perceived impact on writing quality, and any limitations or drawbacks they encountered. This structured design facilitated standardized data gathering and ensured consistency and reliability (Li et al. [15]).

The second phase involved interviews with twelve students, carefully selected from the questionnaire respondents. The interviews focused on students' experiences, troubles, and interactions with writing support tools. To maintain alignment with the survey, the interview questions were directly derived from the questionnaire. Each session lasted five minutes, with a limit of one minute per question. Conducting one-on-one interviews fostered a comfortable atmosphere to encourage openness and candid discussion (Rutledge and Hogg [16]). This method promoted trust, enabling deeper insights into students' perspectives, emotions, and experiences (Oleszkiewicz et al. [17]). Unlike questionnaires, interviews provided rich qualitative data, capturing nuanced context and enabling immediate clarifications for greater accuracy (Akın and Şahin [18]). All interviews were recorded to ensure no data was missed under comprehensive analysis to reach the overall accuracy of findings.

## 2.2 Findings and Discussion

### 2.2.1 Self-Evaluation vs. Reality of Writing Challenges

To gain a deeper understanding of the writing issues described by the students majoring in English, a descriptive statistical analysis was conducted. Table 1 shows the frequency distribution of writing issues described to participants. The results show that the most common writing issue was grammar and syntax errors (72.7%), and the second most common writing issue was limitation to vocabulary (65.7%). The mean and standard deviations (Table 2) show that the severity rating of these issues was highest for grammar difficulties ( $M = 4.21$ ,  $SD = 0.89$ ). The evidence presented in these analyses suggests that remedial measures should, therefore, utilize other means of feedback, such as feedback tools powered by artificial intelligence, in combination with structured writing scaffolds for mitigating long-standing issues with challenging problems for writing.

**Table 1.** The participants' problems in writing essay

Writing Skill	Mean (M)	Standard Deviation (SD)
Grammar & Syntax	4.18	0.85
Vocabulary Usage	4.05	0.91

Idea Organization	3.95	0.98
Coherence & Cohesion	3.88	0.94
Time Management in Writing	3.72	1.04
Writing Confidence	3.52	1.10

The table shows major problems encountered by English majors in writing skills. The results reveal that grammar and syntax are still the greatest concerns, with the mean score ( $M = 4.18$ ,  $SD = 0.85$ ). It implies that most students experience difficulties with grammatical accuracy and the construction of syntactic structures.

Likewise, vocabulary use tended to rank as a moderate to high concern ( $M = 4.05$ ,  $SD = 0.91$ ), suggesting that students do not possess a wide enough lexical range for writing in the academic context. This issue likely affects their ability to relay or develop ideas succinctly and effectively in writing; therefore, the directional need is targeting vocabulary could be another important aspect for writing intervention.

Idea organization ( $M = 3.95$ ,  $SD = 0.98$ ) and coherence & cohesion ( $M = 3.88$ ,  $SD = 0.94$ ) were significant areas of struggle that represented difficulty structuring logically and moving from one idea to another. The standard deviation scores indicate moderate variability in students' responses - some students are adept at organizing while others struggle greatly and require practice and direction.

Time management in writing ( $M = 3.72$ ,  $SD = 1.04$ ) continues to be a concern. This means that some students are unable to complete a writing task in the requisite time frame. This may be due to poor planning or too much focus on editing for grammatical accuracy and fluency.

Lastly, writing confidence produced the lowest mean score overall ( $M = 3.52$ ,  $SD = 1.10$ ), however, it had the highest standard deviation of all the categories. This reveals that some students felt relatively confident whereas others experienced a great deal of anxiety or self-doubt. Improving writing confidence in the students likely requires not just skill but a positive learning atmosphere to support them in feeling comfortable to take chances when composing written work.

These findings highlight the multi-dimensionality of writing difficulties that extend beyond grammar and vocabulary and include higher-order writing skills such as coherence, organization, and time management. The moderately high standard deviation values suggest some variability in the students' responses, meaning that while these difficulties may be generally prevalent, the severity can vary among students based on their previous exposure to English and experience in writing. A similar conclusion is drawn in Khadawardi (2022) [19], which found that Saudi learners not only struggle with grammar and vocabulary but also face significant challenges in structuring their ideas and maintaining coherence in academic writing.

2.2.2 Impacts of major challenges in essay writing on English majors

Table 2. The Impact of Essay-Writing Challenges on Students

Impact of Essay-Writing Difficulties	Number	Percentage (%)
<b>Academic Performance</b>		
Negative impact on grades	98	56.0%
Difficulty keeping up with coursework	88	50.3%
<b>Emotional and Cognitive Effects</b>		
Stress and anxiety	110	62.9%
Struggles with learning tasks	112	64.0%
<b>Positive Coping</b>		
No adverse effects	13	7.4%

Calculated Values:

Mean Number of Responses: 84.284.284.2

Standard Deviation (SD): 40.9740.9740.97

Table 1 describes the effects of essay-writing difficulties on students’ academic performance and overall learning experience. The statistical numbers display that a substantial proportion of students experience critical consequences as a result of their struggles with essay writing.

The most prominent element is the large number of students reporting a decline in the enjoyment of learning due to essay writing. Specifically, 112 out of 175 respondents, accounting for 64%, stated that struggles with essay writing made learning less enjoyable. This presents how such matters diminish students’ motivation and adversely weaken their overall educational experience.

Furthermore, essay-writing difficulties have a measurable effect on learners’ academic performance. Over half of the respondents (98 students, or 56%) acknowledged that their inability to write essays completely had a discouraging effect on their overall grades. This builds up the strong correlation between proficient essay-writing skills and overall grades.

Stress and anxiety also emerge as critical endurance of essay-writing struggles. Approximately 110 students (62.9%) indicated that difficulties in writing led to stress and anxiety. These data uncover the mental health implications on essay writing as they can impose serious emotional and cognitive burdens on students.

Moreover, these struggles disrupt students’ ability to manage their assignments. A total of 88 students (50.3%) reported that writing essays made it challenging to keep up with coursework, indicating that essay writing not only

influences grades but also hampers students’ capacity to balance their studies effectively.

On a more positive note, a small fraction of the students (7.4%) reported experiencing no adverse effects from essay-writing complications and proved that some students may have reasonable coping mechanisms or possess stronger essay-writing skills.

The mean number of responses across all categories was 84.2, with a standard deviation of 40.9, reflecting moderate variability in the distribution of responses. While most categories had responses near the mean, the “None of the above” category deviated noticeably, with far fewer responses than the others.

Overall, these arguments assert that essay-writing difficulties adversely affect multiple dimensions of students’ academic and emotional well-being. Minimizing these unfavorable elements is critical to enhancing both learning outcomes and the quality of the learning experience. The study by Akhtar, Hassan, and Saidavi [20] examines the ramifications of essay-writing challenges on students’ learning experiences, stress levels, and performance. To some extent, their article asserts that poor writing skills considerably reduce students’ enjoyment of learning while contributing to increased anxiety.

2.2.3 Key causes of essay-writing difficulties

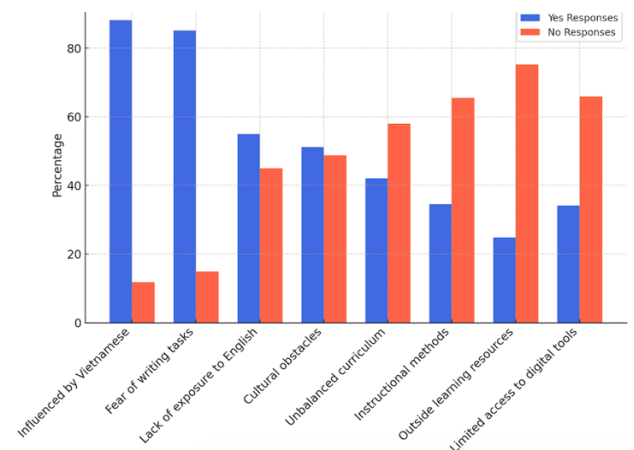


Figure 1. Key Causes of Essay-Writing Difficulties Among Students with Response Rate

Based on the results reported in Table 2, eight primary causes for essay-writing difficulties were identified. Among these, the top three – being influenced by Vietnamese (154 responses), fear of writing tasks (149 responses), and lack of exposure to English (96 responses) – were identified as the most notable contributors, receiving a majority of affirmative responses. These factors were confirmed as fundamental obstacles to effective essay writing.

The influence of the mother tongue, Vietnamese, was the most frequently cited feature. This linguistic interference impairs students’ ability to construct grammatically accurate and natural English sentences; therefore, students are unable to transfer ideas into L2 completely. This phenomenon, also observed by Nguyen, Tran, and Le [21], highlights the demands of structural

differences between Vietnamese and English. They also resulted in ambiguity in sentence formation, as noted by Tran [22].

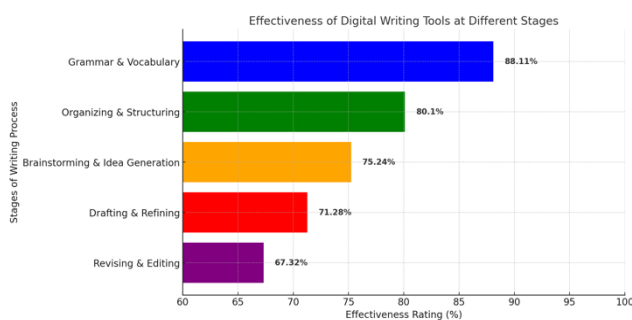
Fear of writing tasks emerged as the second major barrier. This aligns with Zhang's [23] findings that writing is widely perceived as the most challenging skill to master. Unavoidably, students often experience anxiety and exacerbate their struggles when confronted with writing assignments. A lack of exposure to English, the third most prominent factor, was also identified as a critical shortage. Many respondents, primarily university students, claimed relying solely on limited hours in writing classes, which hindered their progress by restricting the necessary linguistic input.

Cultural obstacles ranked fourth, with responses evenly split (90 affirmative, 85 negative). These figures stem from the distinct differences between Vietnamese and English cultural frameworks, which condition students' ability to adopt English writing conventions. Aliso [24] similarly noted that cultural differences can create barriers to learning new writing styles.

Conversely, external factors such as instructional methods (79 negative responses), obsolete learning resources (85 negative responses), and limited access to digital tools (101 negative responses) were considered less critical by most respondents. While these issues were less frequently cited, they nonetheless echoed the value of accessible resources and quality guidance in improving students' essay-writing skills.

This analysis pointed out that the factors that students primarily struggle with in essay writing include internal factors, particularly linguistic and psychological topics. Resolving these fundamental issues is essential to fostering improvement in writing proficiency.

#### 2.2.4. Effectiveness of digital tools in essay writing



**Figure 2.** Effectiveness of digital tools in essay writing

A survey of 175 students revealed varying levels of effectiveness for digital writing tools at different stages of the writing process. Grammar and vocabulary enhancement tools were rated the most effective (88.11%), likely because of their accuracy, ease of use, and ability to provide instant feedback. Close behind were tools for organizing and structuring ideas (80.1%); therefore, outlining tools, mind-mapping software, and AI-generated structure recommendations help students better organize their thoughts. Brainstorming and idea-generation tools (75.24%) also received strong support, which means that AI-assisted

brainstorming, writing prompts, and research databases play a valuable role in helping students develop ideas.

As students moved into drafting and refining their work, the effectiveness rating dropped slightly to 71.28%, implying that while digital tools support content development, many students still prefer manual refinement for precision and a personal touch. Revising and editing tools were rated the least effective (67.32%), which proved that students relied more on personal review or human feedback for in-depth revisions, particularly for improving structure, flow, and coherence.

Beyond the numbers, interviews with 12 students provided deeper insights into their experiences. Many found grammar tools like Grammarly, Quillbot, and ProWritingAid especially useful because they offer quick, reliable corrections that make the writing process more efficient. However, when it came to revising and editing, some students were dissatisfied with AI tools as they struggled to provide meaningful feedback on coherence and overall structure. Despite the increasing role of digital tools, human judgment remains crucial; many students still prefer traditional methods, such as peer feedback or personal revision, especially when brainstorming and refining complex ideas. While technology has improved certain aspects of writing, it's clear that students value a balance between AI assistance and human insight.

The data collection of this section aligns with the two previous studies carried out by Tustiawati [25] and Kurniawan [26]. Truly, AI writing tools play a significant role in academic writing instruction by enhancing grammar, vocabulary, and overall writing development. These tools provide immediate feedback, making them valuable for students learning to refine their writing. These findings not only underscore the necessity of responsible AI use in academic settings but also suggest balancing the use of technology and human judgment.

## 2.3 Recommendation

To enhance writing proficiency, a comprehensive set of strategies is designed for integration into the English essay writing course curriculum at the Faculty of English Language. The following recommendations aim to improve the writing process, foster collaboration, and incorporate task-based learning methods to develop both skills and confidence.

### 2.3.1 Phase 1: AI Literacy & Critical Engagement (Weeks 1–4)

Teachers play a key role in supporting and promoting AI literacy (Biagini, Cuomo, & Ranieri [27]), by helping students understand specific marking criteria found in rubrics, allowing for AI-generated and revised texts. They can also enter their own prompts into online tools to receive the most accurate feedback and assist students in seeing AI's limitations as a tool for writing. Having students track the errors generated by an AI tool builds their engagement and critical thinking abilities. Moreover, comparing a student's text that has been edited by an AI tool with teacher feedback emphasizes the importance of human judgment over AI edits. All of these methods assist

teachers in ensuring students use AI critically as a support for their development as writers, not as an alternative or replacement.

### ***Understanding AI-Powered Writing Tools (Weeks 1–2)***

The first step in this process is to orient students to use a variety of AI-powered writing tools, including ChatGPT (for generating ideas), Grammarly (for correcting grammar), and ProWritingAid (for enhancing style). In interactive workshops with demonstrations, students see how these tools work in real time. They join discussions about AI's errors and the importance of revising AI's suggested edits by relying on their own judgment (Maghamil and Sieras [28]). In this way, students begin to critically evaluate AI-generated corrections instead of passively accepting them.

Additionally, Resiana et al. [29] highlight the effectiveness of Grammarly in improving students' argumentative writing. Similarly, Mirsanjari and Moradi Abbasabady [30] emphasize the role of blended feedback from both AI and human in enhancing writing quality and student perceptions. These insights help students recognize AI's strengths and limitations, fostering a more nuanced approach to its use.

### ***Comparing Revisions by AI vs. Humans (Week 3)***

Following these demonstrations, students engage in a guided exercise of comparative analysis as they revise sample paragraphs using AI tools and compare AI-generated revisions to human revisions. Through this exercise, students can better understand the affordances and limitations of AI feedback. In class discussions, students reflect on instances of misleading AI corrections and evaluate the role that humans play in ensuring logical continuity in writing. AI tools can suggest revisions that disrupt paragraph flow or misinterpret the writer's intent. Spotting and correcting these instances become a crucial skill (Nassar [31]).

### ***Self-Reflection on AI Usage (Week 4)***

Lastly, students engage in critical reflection tasks, writing a self-reflection report addressing key questions:

- Which AI-generated suggestions were helpful?
- Which suggestions required human modification?
- How did AI impact the writing process?

This critical reflection supports students' learning by making them consciously consider how AI influences their writing. According to Zapata et al. [32], reflective AI engagement deepens learners' understanding of AI's benefits and shortcomings, reinforcing students' ability to maintain authorship while leveraging AI for writing development.

### ***2.3.2 Phase 2: AI-Integrated Writing Process (Weeks 5–10)***

Once students have developed a critical understanding of AI, they move on to actively integrating AI tools into their writing process. The key goal in this phase is to ensure that AI assistance enhances, rather than dictates, the writing

process. Students follow a structured workflow that incorporates AI at different stages of writing while maintaining their own decision-making authority.

### ***Step 1: Idea Generation & Planning (Weeks 5–6)***

The process of planning and idea generation starts with brainstorming and the development of ideas. Students use MindMeister or Coggle to visually capture their thoughts. Ideas are then expanded with ChatGPT. AI can be beneficial in generating multiple perspectives on a topic, suggesting outlines, or helping them express ideas more fully. However, AI-generated ideas are not always original or logical. Therefore, class discussions focus on refining AI-generated ideas, removing redundancy, and developing structured arguments (Wang & Dang [33]).

### ***Step 2: Drafting & AI-Assisted Revision (Weeks 7–8)***

After the planning process, students write their first draft using Google Docs and integrated AI tools such as Grammarly and ProWritingAid, focusing on grammar, clarity, and style. AI-generated suggestions help students recognize unintentional errors; however, students are encouraged to analyze each suggestion rather than automatically accepting or rejecting it. The instructor then reviews highlighted sections, providing feedback on AI-misinterpreted meaning and guiding appropriate revisions. This process strengthens students' critical assessment of AI feedback while fostering an active, interactive approach to AI-assisted writing.

### ***Step 3: Peer & Instructor Review (Weeks 9–10)***

The final stage of the writing process involves peer and instructor review sessions. Students share their drafts with classmates for feedback using Google Docs' commenting tools. Peer feedback focuses on coherence, logical flow, argument strength, organization, and effectiveness. AI tools assist with grammar and syntax but struggle with identifying illogical connections and weak argumentation. Instructors, therefore, focus on areas where AI is less effective – such as original thought and argument development – providing feedback accordingly. Through this review process, students distinguish between AI-generated feedback and human commentary, deepening their analytical thinking (Kenshinbay & Ghorbandordinejad [34]).

By the end of this phase, students develop a systematic method for AI-supported writing. While AI helps refine and polish writing, it does not replace human thought. Given AI's continued evolution, fostering critical thinking and higher-order reasoning will be essential in improving academic writing skills. This module ensures that students learn to use AI tools effectively while preserving their ability to produce authentic, cohesive, and meaningful academic work.

## **3. CONCLUSION**

The present survey makes a significant contribution to the growing field of AI-assisted writing by moving beyond the simple use of AI tools and introducing a structured pedagogical framework for integrating AI into EFL writing instruction. By situating AI tools within a

supported learning cycle, students are provided a systematic way to move from AI literacy to practice, making sure AI is used as an assistive tool rather than a replacement for engaging in critical writing skills. The developed structured model provides guidance for a future study of 'more' sustainable and pedagogically sound instruction of writing at an institution like Lac Hong University.

One of the key contributions of this study is its proposal of a structured, step-by-step approach to integrating AI into the writing curriculum. Rather than using AI tools in an ad-hoc manner, students are introduced to AI literacy, trained in how to engage critically with AI-generated suggestions, and guided through structured assignments that blend AI assistance with human feedback. This model ensures that students continue to develop critical writing competencies while utilizing AI as a means of scaffolding. This study also supports institutional policies around structured ways to engage with AI to promote writing, such as incorporating AI training into writing courses and developing AI-enhanced peer response systems.

Overall, this research establishes a solid foundation for systematic AI integration in EFL writing instruction. It offers a pragmatic method of prescribed AI integration, as the writing instruction integrates with established writing pedagogies to be a sustainable method for productive writing skill development in students, as well as for fostering independent learning and academic and professional success. With careful implementation and institutional support, AI-enhanced writing instruction has the potential to transform how EFL students develop their writing skills in the digital age. Subsequent research might deal with the benefits of these measures over a long period, as well as the role of advanced technologies in the further improvement of EFL students' writing skills.

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