

# Evaluating the Effectiveness of ChatGPT and Google Bard in Enhancing Communication Skills in English for Business classes

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## Tóm tắt

This study aims to evaluate the effectiveness of ChatGPT and Google Bard in enhancing communication skills in Business English classes at Ba Ria – Vung Tau University. Using a mixed-methods approach, the research applies the Analytic Hierarchy Process (AHP) to assess chatbots based on naturalness, specialization, engagement, and accessibility. Qualitative data from educator and learner interviews highlight benefits such as increased engagement, personalized feedback, and realistic business simulations, while also noting limitations like cultural inaccuracies and over-reliance on chatbot responses. Quantitative results indicate that most learners gained confidence in business communication after chatbot interactions. Based on these findings, the study advocates for a blended learning approach that integrates chatbot use with traditional instruction, emphasizes human moderation for cultural accuracy, and enhances chatbot feedback mechanisms. The research offers practical insights for educators and curriculum designers to integrate AI chatbots into ESP instruction effectively.

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## Keywords

ChatGPT, Google Bard, communication skills, Analytic Hierarchy Process

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## 1 Introduction

In recent years, highly sophisticated chatbot systems, powered by advanced AI technologies such as ChatGPT and Google Bard, have the potential to revolutionize various industries by enhancing operational efficiency, improving customer engagement, and automating routine tasks. They assist in patient communication and diagnostic support, improving the efficiency of healthcare delivery [1]. Businesses have reported a 30% reduction in response times and a 40% increase in user engagement due to chatbot implementation. They help reduce administrative workload and boost student interaction, with 70% of students finding chatbots beneficial [2]. In the field of English for Specific

Purposes (ESP), particularly English for Business and Commerce, these tools have the potential to enhance learners' communication skills by simulating realistic business scenarios and providing immediate feedback. This research applies the Analytic Hierarchy Process (AHP) to investigate the effectiveness of AI-powered chatbots (ChatGPT and Google Bard) in enhancing communication skills within the context of English for Business classes for students at Ba Ria – Vung Tau University (BVU). These cutting-edge technologies have the potential to revolutionize language learning by providing learners with interactive and personalized experiences, simulating real-world business scenarios, and offering immediate feedback. However, crucial



questions remain regarding their efficacy in developing essential communication skills for this specific domain, such as mastering business correspondence or negotiation techniques. To address these questions, this study aims to (1) evaluate the effectiveness of AI chatbots (ChatGPT and Google Bard) in developing communication skills in English for Business classes; , (2) identify the key factors that influence the performance of these chatbots in supporting the acquisition of specialized language skills; and (3) propose practical guidelines for both educators and learners on effectively integrating chatbots into ESP classrooms.

## 2 Literature Review

### 2.1 The Role of AI in Language Learning

AI-powered tools have gained increasing attention in language education due to their ability to provide immediate, tailored feedback and simulate authentic language environments. AI systems can enhance learner motivation and autonomy by offering interactive and adaptive learning experiences [3]. Similarly, AI fosters learner autonomy by enabling self-assessment and adaptive learning paths, which cater to individual needs and learning paces [3]. Virtual Reality (VR) applications create immersive environments that enhance pragmatic language skills, allowing learners to practice real-life communication scenarios [4].

### 2.2 Chatbots in Language Learning

Chatbots have emerged as practical tools for language practice, with their ability to simulate human-like conversations being a key feature, chatbots improve conversational fluency by encouraging learners to engage in dialogues without fear of judgment [5]. Additionally, chatbots promote active learning, as learners are required to formulate responses and interact dynamically with the system [5]. They encourage learners to practice language skills autonomously, fostering a sense of ownership over their learning process [6].

Despite their benefits, the use of chatbots in language learning raises concerns regarding data privacy, ethical

implications, and the need for integration with existing educational frameworks. Chatbots often struggle with contextual understanding and domain-specific knowledge, which can limit their effectiveness in ESP learning; general-purpose chatbots may provide inadequate support for learners in fields like business, where precise terminology and cultural awareness are essential [7].

### 2.3 AI in ESP Contexts

English for Specific Purposes (ESP) requires teaching that aligns with learners' professional or academic goals. Recent innovations in AI present opportunities to address these demands. By leveraging artificial intelligence (AI), chatbots can tailor interactions to individual learners' needs, preferences, and proficiency levels. For instance, ChatGPT has been shown to assist students with diverse tasks, such as writing, translation, and conversation practice, while fostering a sense of autonomy and self-directed learning [6].

Despite these advancements, research in this area is still emerging. Existing studies emphasize the need for systematic evaluation of AI tools to ensure their relevance and efficacy in ESP settings [8]. This study addresses this gap by applying AHP to analyze the suitability of chatbots in teaching English for Business for students at university.

### 2.4 The Analytic Hierarchy Process (AHP) Method

The Analytic Hierarchy Process (AHP), introduced by Saaty (1980), is a structured decision-making framework used to prioritize and evaluate multiple criteria systematically [9]. AHP is widely employed in educational research to assess complex problems by breaking them into smaller, and more manageable parts. AHP is utilized to develop a comprehensive evaluation system for blended English oral language teaching, addressing the complexities of such environments. This model incorporates Fuzzy Association Analysis to manage uncertainties, demonstrating superior effectiveness over conventional evaluation methods [10]. AHP helps determine the relative importance of different evaluation indicators, ensuring a structured approach to

assessing teaching quality in language education settings [10].

In AHP, decision-makers compare criteria pairwise and assign relative weights to reflect their importance. These weights are then synthesized to calculate the overall ranking of alternatives. The method also includes a consistency check to ensure that judgments are logically coherent. In language education, AHP has been applied to evaluate teaching methods, learning tools, and curriculum designs. Studies have demonstrated the effectiveness of AHP in assessing the suitability of digital tools in ESP contexts [11]. Research indicates that AI-mediated instruction, when evaluated through AHP frameworks, positively impacts English learning achievement and student motivation, showcase the potential of AHP in measuring educational effectiveness [12]. By incorporating both qualitative judgments and quantitative data, AHP provides a robust framework for analyzing the multidimensional impacts of AI chatbots in English language learning. This study leverages AHP to evaluate the effectiveness of chatbots, focusing on naturalness, content specialization, engagement, and accessibility.

### 3 Research Methodology

#### 3.1 Research Design

This study employs a mixed-methods approach to explore the impact of AI-powered chatbots on enhancing communication skills in English for Business courses at BVU. By integrating both quantitative and qualitative methods, the research provides a comprehensive understanding of how these tools support learners in acquiring specialized language skills. The methodology is structured into three main phases:

##### - Phase 1: Selection of Chatbots

In this initial phase, two advanced AI-powered chatbots, ChatGPT and Google Bard, were selected for their demonstrated language capabilities, ease of access, and ability to provide real-time feedback. These chatbots were chosen based on their popularity and the relevance of their features to educational settings. A detailed review of existing literature and users'

feedback on chatbot performance in language learning contexts was conducted to validate their suitability for the study. Factors such as their ability to simulate realistic business scenarios, adaptability to learner needs, and capacity for engaging dialogue were considered in this selection process.

##### - Phase 2: Analytic Hierarchy Process (AHP) Implementation

The Analytic Hierarchy Process (AHP) framework was applied to systematically evaluate the performance of the selected chatbots. This phase involved the following steps:

**Identification of Evaluation Criteria and Pairwise Comparisons:** Pairwise comparisons of the criteria were conducted with input from 7 experienced ESP educators at BVU. Each educator rated the relative importance of the criteria, and their inputs were aggregated to establish consensus. This process ensured that the evaluation reflected expert perspectives on effective language learning tools.

**Weight Assignment and Consistency Check:** The aggregated data from pairwise comparisons was analyzed using specialized AHP software to assign weights to each criterion.

##### - Phase 3: Survey and Interview

This phase of the study employed a mixed-methods approach which combine both quantitative and qualitative data collection techniques to gain a comprehensive understanding of the effectiveness of chatbots in supporting English for Business learners. Integration of these methods allowed a nuanced analysis of learners' experiences and educators' perspectives, highlighting both measurable outcomes and contextual insights.

##### - Surveys

A learner satisfaction survey captured participants' perceptions of chatbot interactions using Likert-scale and open-ended questions. It focused on overall satisfaction, perceived improvements in business communication skills, and ease of integration into learning.

The survey was administered to 45 learners in BVU's English for Business courses. Before responding, they completed several simulated workplace tasks - writing

emails, negotiating, and presenting - using ChatGPT and Google Bard. They explored chatbot feedback, correction suggestions, and business interaction capabilities.

Survey responses provided quantitative insights into chatbot acceptance and qualitative feedback on skills gained, challenges faced, and areas for improvement, offering a well-rounded understanding of learner experiences.

#### - Semi-Structured Interviews

To complement the survey data, semi-structured interviews were conducted in seven ESP educators who had overseen the learners' activities and were actively involved in integrating chatbots into their teaching practices. The interview process aimed to collect in-depth qualitative insights into the effectiveness of AI chatbots as tools for teaching specialized language skills in business contexts.

The interview guide had three main sections. The first section examined the educators' observations of learners' progress with chatbots by focusing on improvements in confidence, vocabulary, and business terminology, as well as engagement with the chatbot interface.

The second section assessed the suitability of chatbot-generated content for business scenarios. Educators evaluated its relevance and quality in tasks like drafting emails, discussing financial reports, negotiating, as well as noting both strengths and limitations, such as cultural nuance gaps.

The third section explored challenges in chatbot integration, including technical inaccuracies, over-reliance on chatbot feedback, and logistical barriers like access and lesson adaptation.

Interviews were recorded, transcribed, and thematically analyzed, revealing key themes such as learner engagement, cultural sensitivity, and blended learning potential. This qualitative data complemented survey findings, providing a comprehensive view of chatbot use in ESP instruction and highlighting areas for improvement in AI integration.

### 3.2 Data Collection

The data collection process for this study was carefully designed to ensure the inclusion of relevant and diverse perspectives from both learners and educators. By employing a combination of quantitative and qualitative instruments, the study sought to gather comprehensive insights into the effectiveness of chatbots in supporting English for Business learners.

#### 3.2.1 Participants

The study included 52 participants: 45 learners from BVU's English for Business courses and 7 ESP educators. Purposive sampling ensured their relevance to the research objectives.

Learners were ranged from intermediate to advanced proficiency, allowing for an analysis of chatbot effectiveness across different skill levels. Their active enrollment in business-focused courses ensured feedback was based on real-world communication needs.

Educators were experienced ESP professionals familiar with educational technology. They observed learner interactions and evaluated chatbots' pedagogical effectiveness, assessing their alignment with business language instruction.

#### 3.2.2 Instruments

The study employed a multi-instrument approach, combining quantitative and qualitative methods to address research objectives.

**Analytic Hierarchy Process (AHP):** ESP educators used pairwise comparison matrices to evaluate chatbot performance based on criteria like response naturalness, content specialization, engagement, and accessibility. AHP provided a structured, expert-driven framework to rank ChatGPT and Google Bard's effectiveness.

**Learner Satisfaction Survey:** A questionnaire captured learners' experiences with chatbots through Likert-scale ratings and open-ended feedback. It assessed satisfaction, perceived communication skill improvement, and chatbot usability. Surveys followed simulated business communication tasks, offering both quantitative and qualitative insights.

**Semi-structured Interviews:** ESP educators participated in individual interviews exploring learner

progress, chatbot content quality, and integration challenges. Discussions covered chatbots' handling of business communication and recommendations for improvement. Interviews were recorded, transcribed, and thematically analyzed to enrich survey findings.

### 3.3 Data Analysis

**AHP Analysis:** Data from pairwise comparisons was analyzed using AHP software to calculate the priority weights of each criterion. The software generated rankings of the chatbots' performance based on the weighted criteria, providing a quantitative measure of their effectiveness.

**Thematic Analysis:** Qualitative data from educator interviews was analyzed using thematic analysis to identify patterns and recurring themes. This analysis provided insights into the practical implications of chatbot use, highlighting both benefits and limitations in ESP contexts.

**Descriptive Statistics:** Survey data was analyzed using descriptive statistical methods to summarize learners' satisfaction levels and perceived improvements. Mean scores, standard deviations, and response frequencies were calculated to provide a clear picture of learners' experiences.

By combining these analytical approaches, the study offers a robust evaluation of AI-powered chatbots' role in enhancing communication skills within English for Business courses.

## 4 Research Findings

### 4.1 AHP Analysis Results

**Table 2** Ranking of chatbot performance

Chatbot	Naturalness (35%)	Specialization (30%)	Engagement (20%)	Accessibility (15%)	Overall Score
ChatGPT	0.30	0.27	0.15	0.12	0.84
Google Bard	0.28	0.24	0.16	0.13	0.81

ChatGPT demonstrated the highest score in naturalness of responses, showcasing its advanced ability to generate human-like and contextually appropriate interactions. This aspect of naturalness plays a crucial role in maintaining the authenticity of simulated conversations, thereby contributing significantly to the

After conducting identification of evaluation criteria, four key criteria to assess chatbot performance are identified and presented below:

- **Naturalness of responses:** The degree to which the chatbot's interactions mimic human-like communication.
- **Specialization in content:** The chatbot's proficiency in handling business-specific terminology and scenarios.
- **Level of engagement:** How effectively the chatbot maintains learner interest and fosters interaction.
- **Accessibility:** The ease of use, availability, and adaptability to various learner requirements.

Pairwise comparisons conducted using the AHP methodology are to determine the relative importance of each evaluation criterion. The assigned weights, presented in Table 1, reflect the significance of each factor in assessing chatbot performance.

**Table 1** Criteria weights of pairwise comparisons

Criteria	Weight
Naturalness of responses	0.35
Specialization in content	0.30
Level of engagement	0.20
Accessibility	0.15

The consistency ratio was checked for all pairwise comparisons, ensuring it was below the threshold of 0.1, which indicates reliable and valid judgments [9-11].

The results of the Analytic Hierarchy Process (AHP) analysis revealed a clear ranking of chatbot performance based on the weighted evaluation criteria, as summarized in Table 2.

learning experience. Regarding specialization in content, both chatbots exhibited strong capabilities in handling business-specific terminology. However, ChatGPT slightly surpassed Google Bard in addressing more complex scenarios, making it particularly

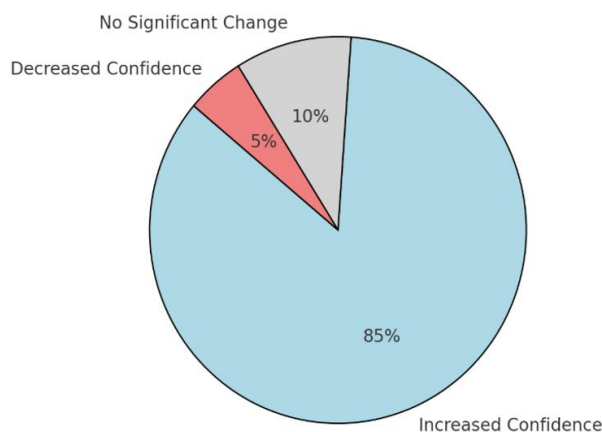


effective for learners engaged in high-level business communication tasks.

In terms of engagement, Google Bard excelled due to its interactive prompts, which kept learners motivated and involved. Although ChatGPT was also highly rated, its style of engagement was deemed slightly less dynamic than that of Google Bard. Accessibility, encompassing user-friendliness and adaptability to diverse learner needs, was a strong feature of both chatbots. However, ChatGPT's marginal advantage in customization contributed to its overall higher ranking.

#### 4.2 Survey Results

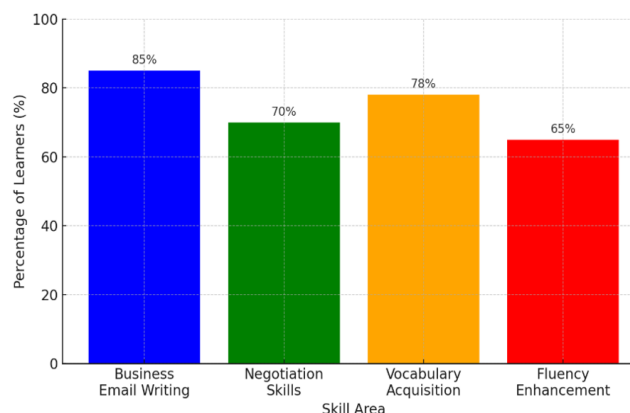
Learner satisfaction surveys provided valuable insights into the effectiveness of chatbots in English for Business instruction. These findings align with previous studies highlighting AI's role in increasing student engagement and motivation [3,5]. Figure 1 indicates that a significant 85% of participants reported feeling more confident in business communication scenarios after using these tools. This confidence boost was largely attributed to the chatbots' ability to simulate realistic conversations, offering learners opportunities to practice without the pressure of a traditional classroom environment.



**Figure 1** Learner Confidence Improvement After Using Chatbots

Learners consistently rated ChatGPT higher for its ability to provide domain-specific feedback and construct realistic conversational prompts aligned with business contexts. This capability allowed learners to better understand and apply technical vocabulary and

pragmatic language structures. Additionally, 78% of participants highlighted the convenience of integrating chatbots into their learning routine. The flexibility to practice at their own pace and the immediate availability of feedback were cited as major benefits.



**Figure 2** Perceived Benefits of Chatbots in Business English Learning

The survey also revealed improvements in specific skill areas, such as business email writing, negotiation skills, vocabulary acquisition and fluency enhancement, as presented in Figure 2. Open-ended responses underscored the value of immediate feedback and the flexibility provided by chatbot interactions, making them a practical supplement to traditional ESP instruction.

#### 4.3 Interview Insights

Interviews with educators provided complementary insights into the advantages and challenges of chatbot use in ESP classrooms. One notable advantage was the ability of chatbots to deliver instant feedback, catering to the diverse needs of learners. This feature not only allowed learners to identify and correct their errors promptly but also enabled personalized learning pathways tailored to individual skill levels. One ESP instructor noted: "Chatbots like ChatGPT help students improve their ability to use business-related terminology more accurately. I have observed a noticeable increase in their confidence when composing business emails or engaging in simulated negotiations after practicing with chatbots". A student also shared: "I used to feel anxious about writing emails in English because I feared making grammatical mistakes. The chatbot provides instant corrections and

suggests more natural expressions, which has been incredibly helpful”.

The practical applications of chatbots were highly praised. Educators observed that chatbots encouraged active participation in role-playing scenarios, such as business negotiations and formal correspondence. These activities contextualized learning, making it more relevant and engaging for students. Furthermore, learners reported reduced anxiety during practice sessions, as the chatbot interactions provided a low-pressure environment conducive to experimentation and confidence building.

In the context of business email writing, chatbots assist learners by providing structured email templates, suggesting appropriate formal expressions, and refining politeness levels based on different business contexts. One instructor remarked: “Many of my students previously wrote emails that were too direct and lacked appropriate politeness strategies. ChatGPT helps them adjust their tone to align with international business communication norms”. Regarding negotiation skills, chatbots serve as virtual partners, allowing learners to practice various negotiation scenarios. A student shared: “I practiced price negotiation multiple times with the chatbot before engaging in group discussions in class. This preparation made me feel more confident and helped me respond more quickly during real-time interactions”.

Despite these benefits, challenges were also identified, particularly in contextual understanding and cultural nuances, as noted in prior research [7]. Educators noted that chatbot responses occasionally lacked cultural nuance, which is critical in business communication involving diverse cultural contexts. Moreover, the limited contextual understanding of certain complex scenarios, such as cross-cultural negotiations, was a recurring issue. Another concern raised by both educators and learners was the potential over-reliance on chatbots, which could hinder the development of adaptive communication skills necessary for real-world interactions.

Suggestions for improvement emerged from the interviews. Incorporating human oversight was recommended to refine chatbot responses and ensure cultural and contextual accuracy, particularly in advanced scenarios. Additionally, participants emphasized the need for structured feedback mechanisms within the chatbots, focusing on grammatical accuracy and pragmatic language use. Expanding the range of simulated business contexts to include industry-specific interactions and culturally sensitive exchanges was also proposed.

## 5 Conclusion

This study investigated the potential of AI-powered chatbots, specifically ChatGPT and Google Bard, in enhancing English for Business learners' communication skills at BVU. The findings demonstrate that these tools significantly enhance learners' confidence, engagement, and practical language proficiency by offering interactive, personalized learning experiences.

ChatGPT emerged as the superior option in most evaluation criteria, particularly in naturalness and content specialization, while Google Bard excelled in engagement. Together, these tools provide learners with opportunities to practice and refine their communication skills in realistic, immersive settings. However, their integration into the learning process is most effective when combined with traditional teaching methods to create a well-rounded educational experience.

Compared to other language learning tools such as Duolingo and ELSA Speak, ChatGPT and Google Bard offer distinct advantages. While Duolingo focuses on vocabulary acquisition and grammar through gamification and ELSA Speak provides AI-driven pronunciation feedback, ChatGPT and Bard excel in generating customized dialogues tailored to specific business contexts. This flexibility is particularly beneficial for business English learners who require adaptable communication skills rather than rigid memorization of set phrases. However, a limitation of ChatGPT and Bard is their inability to provide precise

pronunciation assessments and phonetic corrections, which are areas where ELSA Speak performs better. In conclusion, effective chatbot integration in Business English classes requires careful implementation and continuous refinement. Incorporating human moderation will help address chatbot limitations, and ensure culturally appropriate and contextually accurate responses. Structured feedback mechanisms will enhance learning by providing detailed explanations and corrective guidance. A blended learning approach, combining chatbot interactions with teacher-led instruction and collaborative activities, aligns with existing research on AI in language learning [12], will foster a well-rounded skill set. Moreover, ongoing evaluation is crucial to assess the effectiveness of chatbot integration and adapt strategies to meet learners' evolving needs. By following these recommendations, educators can maximize the potential of AI-powered chatbots, creating dynamic,

learner-centered ESP classrooms that equip students for real-world business communication challenges.

While this study provides valuable insights into the effectiveness of chatbots in business English instruction, several limitations must be acknowledged. First, the research primarily focuses on university students in a specific academic setting, which may not fully represent the broader applicability of chatbots for learners in different professional contexts. Second, this study does not deeply explore how chatbots can be tailored to address industry-specific communication challenges.

Future research should expand the scope by including business professionals to assess the real-world applicability of chatbots in workplace settings. Additionally, further investigation into integrating chatbots with other language learning tools or incorporating AI-driven conversational agents into Learning Management Systems (LMS) could enhance their effectiveness.

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## **Đánh giá hiệu quả của ChatGPT và Google Bard trong việc nâng cao kỹ năng giao tiếp trong các lớp học tiếng Anh thương mại**

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**Tóm tắt** Nghiên cứu này nhằm đánh giá hiệu quả của ChatGPT và Google Bard trong việc nâng cao kỹ năng giao tiếp trong các lớp tiếng Anh thương mại tại Trường Đại học Bà Rịa – Vũng Tàu. Sử dụng phương pháp tiếp cận hỗn hợp, nghiên cứu áp dụng quy trình phân cấp phân tích (AHP) để đánh giá các chatbot dựa trên tính tự nhiên, chuyên môn hóa, mức độ tương tác và khả năng tiếp cận. Dữ liệu định tính từ các cuộc phỏng vấn với người dạy và người học nêu bật những lợi ích như tăng mức độ tương tác, phản hồi được cá nhân hóa và mô phỏng kinh doanh thực tế, đồng thời lưu ý những hạn chế như sự không chính xác về văn hóa và quá phụ thuộc vào phản hồi của chatbot. Kết quả khảo sát định lượng chỉ ra rằng hầu hết người học đều tự tin hơn vào giao tiếp kinh doanh sau khi tương tác với chatbot. Dựa trên những phát hiện này, nghiên cứu ủng hộ phương pháp học tập kết hợp tích hợp việc sử dụng chatbot với hướng dẫn truyền thống, nhấn mạnh sự điều độ của con người đối với tính chính xác về văn hóa và tăng cường cơ chế phản hồi của chatbot. Nghiên cứu cung cấp những hiểu biết thực tế cho các nhà giáo dục và nhà thiết kế chương trình giảng dạy nhằm tích hợp chatbot AI vào các hoạt động giảng dạy tiếng Anh chuyên ngành một cách hiệu quả.

**Từ khóa** ChatGPT, Google Bard, kỹ năng giao tiếp, Analytic Hierarchy Process.