REFERENCES

Adamopoulou, E., & Moussiades, L. (2020). Chatbots: History, technology, and applications. *Machine Learning with Applications*, *2*. https://doi.org/10.1016/j.mlwa.2020.100006

Ahmad, N. A., Che, M. H., & Zainal, A. (2018). Review of chatbots design techniques. *International Journal of Computer Applications*, *18*(8). https://doi.org/10.5120/ijca2018917606

Anh, K. H. K. (2010). Use of Vietnamese in English language teaching in Vietnam: Attitudes of Vietnamese university teachers. *English Language Teaching*, *3*(2). https://doi.org/10.5539/elt.v3n2p119

Anh, V. T. Q., & Nhu, P. T. T. (2021). Using technology to teach speaking skill online during time of Covid-19 outbreak in Vietnam- facts and recommendation. *PalArch's Journal of Archaeology of Egypt / Egyptology (PJAEE)*, *18*(7).

Baek, J., & Lee, C. H. (2018). University students perceptions and engagement in mobile assisted blended learning in English speaking classes. *Multimedia-Assisted Language Learning*, *21*(4). https://doi.org/10.15702/mall.2018.21.4.11

Banditvilai, C. (2016). Enhancing students language skills through blended learning. *The Electronic Journal of e-Learning, 14*(3), 220-229. https://files.eric.ed.gov/fulltext/EJ1107134.pdf

Bordens, K. S., & Abbott, B. B. (2011). Research design and methods: A process approach. *New York: McGraw-Hill*.

Brown, H. D. (2000). Teaching by principles: An interactive approach to language pedagogy. *Longman*.

Brown, H. D., & Lee, H. (2015). Teaching by principles an interactive approach to language pedagogy (4th ed.). *Pearson Education, Inc.*

Çakmak, F. (2022). Chatbot-human interaction and its effects on EFL students L2 speaking performance and anxiety. *Novitas-ROYAL (Research on Youth and Language), 16*(2), 113-131. https://files.eric.ed.gov/fulltext/EJ1365002.pdf?fbclid=IwAR3dyW7IgCAJjktzcDIL_DuCo7Ot7_ldl4a_-Uj7izAO_bKKh4xKat6IGvM

Cambridge ESOL (2011). Using the CEFR: Principles of good practice. *ESOL Examinations*. https://www.cambridgeenglish.org/Images/126011-using-cefr-principles-of-good-practice.pdf

Cambridge University Press (2017). How much time should we give to speaking practice? *Cambridge: Cambridge University Press*.

https://www.cambridge.org/us/files/ 8415/7488/4554/CambridgePapersinELT_TimeForSpeaking_2017_ONLINE.pdf

Casserly, P. (2017). Benefits and drawbacks of double-blind peer review. *Ex Ordo Conference Software*. https://www.exordo.com/blog/double-blind-peer-review/#:~:text=Double%2Dblind%20peer%20review%20means,reviewer%20from%20forming%20any%20bias

Cheng, X., Sun, J., & Zarifis, A. (2020). Artificial intelligence and deep learning in educational technology research and practice. *British Journal of Educational Technology*, *51*(5), 1653-1656. https://doi.org/10.1111/bjet.13018

Chomsky, N. (1959). Reviews: Verbal behavior by B.F. Skinner. *Language*, *35*(1), 26-58. https://doi.org/10.2307/411334

Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education (6th ed.). *London & New York: Routledge*. https://doi.org/10.4324/9780203029053

Colace, F., Santo, M. D., Lombardi, M., Pascale, F., Pietrosanto, A., & Colace et al., S. (2018). Chatbot for e-learning: A case of study. *International Journal of Mechanical Engineering and Robotics Research*, *7*(5), 528-533. https://doi.org/10.18178/ijmerr.7.5.528-533

Dao, H. (2017). Identify factors that negatively influence: Non-English major students speaking skills. *Higher Education Research*, *2*(2), 35-43. https://doi.org/10.11648/j.her.20170202.12

Devlin, T. J., Feldhaus, C. R., & Bentrem, K. M. (2013). The evolving classroom: A study of traditional and technology-based instruction in a STEM classroom. *Journal of Technology Education*, *25*(1), 34-54. https://doi.org/10.21061/jte.v25i1.a.3

Duc, P. H. (2017). Towards a computer-based model to enhance Vietnamese EFL learners autonomy in learning oral skills. *International Journal of Language and Linguistics*, *4*(4).

Duyen, L. T. N., & Huan, N. B. (2017). Factors influencing group work of students in learning English as a foreign language (EFL): A case study at a Vietnamese university. *Can Tho University Journal of Science*, *6*, 9-16. https://doi.org/10.22144/ctu.jen.2017.021

Each, N., & Suppasetseree, S. (2021). The effects of mobile-blended cooperative learning on EFL students listening comprehension in Cambodian context. *Language Institute, Thammasat University*, *14, No. 2*.

El Shazly, R. (2020). Effects of artificial intelligence on English speaking anxiety and speaking skill: A case study. *Expert Systems*, *38*(3). https://doi.org/10.1111/exsy.12667

Ellis, R. (2009). The differential effects of three types of task planning on the fluency, complexity, and accuracy in L2 oral production. *Applied Linguistics*, *30*(4), 474-509. https://doi.org/10.1093/applin/amp042

Fryer, L., & Carpenter, R. (2006). Bots as language learning tools. *Language Learning & Technology*, *10*(3), 8-14. http://dx.doi.org/10125/44068

Fulton, J. (2019). 7 examples of innovative educational technology. *Classcraft Studios Inc.* https://www.classcraft.com/blog/examples-of-educational-technology/

Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (2006). Educating English language learners. *Cambridge University Press*. https://doi.org/10.1017/CBO9780511499913

Han, D.-E. (2020). The effects of voice-based AI chatbots on Korean EFL middle school students speaking competence and affective domains. *Asia-pacific Journal of Convergent Research Interchange*, *6*(7), 71-80. https://doi.org/10.47116/apjcri.2020.07.07

Haristiani, N. (2019). Artificial intelligence (AI) chatbot as language learning medium: An inquiry. *Journal of Physics: Conference Series*. https://doi.org/10.1088/1742-6596/1387/1/012020

Hedge, T. (2000). Teaching and learning in the language classroom. *Oxford: Oxford University Press.*

Heigham, J., & Croker, R. A. (2009). Qualitative research in applied linguistics: A practical introduction. *London: Palgrave Macmillan*. https://doi.org/10.1057/9780230239517

Kaplan, J. (2016). Artificial intelligence what everyone needs to know *Oxford: Oxford University Press*. https://doi.org/10.1093/wentk/9780190602383.001.0001

Karim, S., & Haq, N. (2014). An Assessment of IELTS Speaking Test. *International Journal of Evaluation and Research in Education (IJERE)*, *3*(3), 152-157. https://doi.org/10.11591/ijere.v3i3.6047

Kim, H.-S., Cha, Y., & Kim, N. Y. (2021). Effects of AI chatbots on EFL students communication skills. *Korean Journal of English Language and Linguistics, 21*, 712-734. https://doi.org/10.15738/kjell.21..202108.712

Kim, N.-Y. (2016). Effects of voice chat on EFL learners speaking ability according to proficiency levels. *Multimedia-Assisted Language Learning*, *19*(4), 63-88. https://doi.org/10.15702/mall.2016.19.4.63

Kim, N.-Y. (2017). Effects of types of voice-based chat on EFL students negotiation of meaning according to proficiency levels. *English Teaching*, *72*(1), 159-181. https://doi.org/10.15858/engtea.72.1.201703.159

Kim, N.-Y. (2018). A study on chatbots for developing Korean college students' English listening and reading skills. *Journal of Digital Convergence*, *16*(8), 19-26. https://doi.org/10.14400/JDC.2018.16.8.019

Kim, N.-Y., Cha, Y., & Kim, H.-S. (2019). Future English learning - chatbots and artificial intelligence. *Multimedia-Assisted Language Learning*, *22*(3), 32-53. https://doi.org/10.15702/mall.2019.22.3.32

Koudenburg, N., Postmes, T., & Gordijn, E. H. (2014). Conversational flow and entitativity: the role of status. *Br J Soc Psychol*, *53*(2), 350-366. https://doi.org/10.1111/bjso.12027

Krashen, S. (2013). Second language acquisition: theory, applications, and some conjectures. *Cambridge University Press*.

Krashen, S. D. (1982). Principles and practice in second language acquisition. *New York: Pergamon Press*.

Laksana, S. Instrumentation. *Assumption University of Thailand*. http://www.education.au.edu/wp-content/uploads/2016/09/instrumentation.pdf?fbclid=IwAR1M7SqDOiYIo2O4Hl1KaAfW21X3iJ7SN81231q1fg_R2G8OIafHnGRHPSc

Li, J. (2019). An evaluation of IELTS speaking test. *OALib*, *06*(12), 1-17. https://doi.org/10.4236/oalib.1105935

Liddy, E. D. (2001). Natural language processing. In Encyclopedia of Library and Information Science. Ed. *New York: Marcel Decker, Inc.*

Manurung, K. (2015). Improving the speaking skill using reading contextual internet-based instructional materials in an EFL class in Indonesia. *Procedia - Social and Behavioral Sciences*, *176*, 44-51. https://doi.org/10.1016/j.sbspro.2015.01.442

Marietto, M. d. G. B., Aguiar, R. V., Barbosa, G. d. O., Botelho, W. T., Pimentel, E., França, R. d. S., & Silva, V. L. d. (2013). Artificial intelligence markup language: A brief tutorial. *International Journal of Computer Science & Engineering Survey*, *4*(3), 1-20. https://doi.org/10.5121/ijcses.2013.4301

Najeeb, S. S. R. (2013). Learner autonomy in language learning. *Procedia - Social and Behavioral Sciences*, *70*, 1238-1242. https://doi.org/10.1016/j.sbspro.2013.01.183

Nazara, S. (2011). Students perception of EFL speaking skill development. *Journal of English Teaching*, *1*(1), 28-43. https://doi.org/10.33541/jet.v1i1.50

Nergis, A. (2020). Second language speaking skill: The role of L2 working memory capacity. *Konin Language Studies*, *8*(4), 349-368. https://doi.org/10.30438/ksj.2020.8.4.1

Nga, P. T. (2022). Artificial intelligence (A.I) application in foreign language teaching and learning. *Advances in Image and Video Processing*, 10(5). https://doi.org/10.14738/aivp.105.13061

Nghi, T. T., Phuc, T. H., & Thang, N. T. (2019). Applying AI chatbot for teaching a foreign language: An empirical research. *International Journal of Scientific & Technology Research*, *8*(12).

Nguyen, T., & Nguyen, T. (2016). Oral English communication strategies among Vietnamese non-majors of English at intermediate level. *American Journal of Educational Research*, *4*(3), 283-287. http://pubs.sciepub.com/education/4/3/9/

Nguyen, T., & Tran, M. (2015). Factors affecting students' speaking skill at Le Thanh Hien high school. *Asian Journal of Educational Research*, *3*(2).

Piaget, J. (1964). Cognitive development in children: Piaget development and learning. *Journal of Research in Science Teaching*, *2*, 176-186. https://doi.org/10.1002/tea.3660020306

Podesva, R. J., & Sharma, D. (2013). Research methods in linguistics. *Cambridge: Cambridge University Press*. https://doi.org/10.1017/CBO9781139013734

Quyen, T. T. T., & Loi, N. V. (2018). Flipped model for improving students English speaking performance. *Can Tho University Journal of Science*, *54(2)*, 90-97. https://doi.org/10.22144/ctu.jen.2018.012

Quyen, V. P., Nga, P. T. M., & Nguyen, H. T. (2018). Challenges to speaking skills encountered by English-majored students: A story of one Vietnamese university in the Mekong Delta. *Can Tho University Journal of Science*, *54(5)*, 38-44. https://doi.org/10.22144/ctu.jen.2018.022

Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). *New York: Cambridge University Press.* https://doi.org/10.1017/9781009024532

Schreiber, J., & Asner-Self, K. (2011). Educational Research. *USA: John Wiley & Sons, Inc.*

Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, *2*(1). http://www.itdl.org/Journal/Jan_05/article01.htm

Skinner, B. F. (1957). Verbal behavior. *Appleton Century Crofts*. https://doi.org/10.1037/11256-000

Socheath, M. (2018). Simple ways to improve English speaking in teaching and learning. *Jurnal Online Universitas Muhammadiyah Purwokerto.*

Tohoku Fukushi University. TFU foreign language assessment rubrics. *Tohoku Fukushi University*. https://www.tfu.ac.jp/students/arpn890000001rch-att/rubric_languages_english.pdf

Thao, T. Q., & Nguyet, D. T. N. (2019). Four aspects of English speaking difficulties encountered by tertiary English-majored students. *Ho Chi Minh City Open University Journal of Science*, *9*(2), 53-64. https://doi.org/10.46223/HCMCOUJS.soci.en.9.2.261.2019

Tram, H. T. A. (2020). Problems of learning speaking skills encountered by English major students at Ba Ria-Vung Tau university, Vietnam. *European Journal of English Language Teaching*, *5*(4). https://doi.org/10.46827/ejel.v5i4.3144

Thao, T. Q., Tham, D. M., & Ngan, H. T. T. (2019). Attitudes toward the use of TELL tools in English language learning among Vietnamese tertiary English majors. *VNU Journal of Social Sciences and Humanities*, *5*(5), 581-596. https://doi.org/10.33100/jossh5.5.TranQuocThao.etal

Trinh, N. B., & Pham, D. T. T. (2021). Challenges in speaking classrooms among non-English majors. *Vietnam Journal of Education*, *5*(2), 37-42. https://doi.org/10.52296/vje.2021.52

Turner, R. C., & Carlson, L. (2003). Indexes of item-objective congruence for multidimensional items. *International Journal of Testing*, *3*(2), 163-171. https://doi.org/10.1207/s15327574ijt0302_5

Tuyen, L. V., & Loan, T. T. T. (2019). Factors affecting EFL students willingness to communicate in speaking classes at the Vietnamese tertiary level. *International Journal of English Literature and Social Sciences*, *4*(2), 252-262. https://doi.org/10.22161/ijels.4.2.10

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. *Havard University Press*. https://doi.org/10.2307/j.ctvjf9vz4

Walker, A., & White, G. (2013). Technology enhanced language learning: Connecting theory and practice. *Oxford University Press*.

Wang, Z. (2014). Developing accuracy and fluency in spoken English of Chinese EFL learners. *English Language Teaching*, *7*(2). https://doi.org/10.5539/elt.v7n2p110