

GEMINI GOOGLE: A POTENTIAL TOOL FOR ENGLISH LEARNING

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Abstract

Based on previous surveys, it is evident that Food Technology students at Thu Dau Mot University face challenges in learning English, such as limited vocabulary, weak grammar, inaccurate pronunciation, and poor listening and speaking skills. These can lead to declining academic performance and restricted career opportunities. The paper highlights the potential of Artificial Intelligence (AI) in overcoming these challenges. AI tools like Gemini Google can provide personalized learning experiences, improve interaction with the language, and offer immediate feedback. Gemini is specifically chosen due to its free access, Vietnamese interface, and support for over 40 languages. This study demonstrates that Gemini is an effective tool for undergraduate students, particularly those in Food Technology who have weak English backgrounds, to improve their English skills. Gemini improves vocabulary, grammar, speaking, listening, pronunciation, reading, and writing. It offers simple instructions and ideas in both English and Vietnamese, making it ideal for beginners, self-learners, and people with limited English proficiency. Unlike traditional learning, Gemini provides access at any time and from any location, as well as the ability to overcome shyness and blunders. Gemini's large, up-to-date database and user-friendly interface enable personalized learning paths and can be paired with other methods for best language learning. The study also proposes various strategies for utilizing Gemini Google to improve English learning effectiveness in areas like vocabulary, grammar, listening, speaking, reading, writing, and creating a positive learning environment. Furthermore, Gemini's value extends beyond languages, offering assistance in a variety of other areas.

Keywords: artificial intelligence (AI), gemini, learning English

1. Introduction

English plays an important role in today's globalized world, serving as a widely used language in both the internet and education (Bhutada, 2021; Erlenawati, 2005). However, mastering English remains a challenge for many students (Matkasimova & Makhmudov, 2020; Polkova & Klimova, 2022; Walker et al., 2021; Saito, 2021), particularly for Food Technology students at Thu Dau Mot University. A previous survey and research (Nguyen Phuong Duy Anh & Nguyen Thi Huynh Nga, 2023) has focused on investigating the challenges and difficulties faced by Food Technology students at Thu Dau Mot University in learning English. According to the survey, many students struggle to develop both macro (listening and speaking) and micro (vocabulary, grammar, pronunciation) English skills. Several factors contribute to these difficulties, including (Souriyavongsa, 2013; Normazidah et al., 2012; Hossain, 2018; Nga Nguyen, 2022; Phan Lam, 2023):

- Limited vocabulary: Students often lack specialized and general communication vocabulary, leading to difficulties in understanding and expressing information.

- **Weak grammar grasp:** A strong grammar foundation is crucial for accurate and effective language use. Students with weak grammar often make mistakes in writing and speaking.
- **Inaccurate pronunciation:** Mispronunciation can hinder understanding for listeners and affect the speaker's confidence.
- **Poor listening skills:** Difficulties in comprehending spoken English hinder the ability to absorb lectures, participate in discussions, and communicate in the learning environment.
- **Limited speaking skills:** Lack of confidence and fluency in spoken English causes students to hesitate in communicating and limits practice opportunities.

These challenges lead to:

- **Declining academic performance:** Difficulties in learning English negatively impact students' academic performance, especially in specialized subjects taught in English.
- **Restricted career opportunities:** English proficiency is an essential skill for the global job market. Students with weak English skills face challenges in finding employment and career advancement.

Given these challenges, learning English can be a daunting task for many students, particularly Food Technology majors. Identifying and addressing these micro and macro skill challenges is crucial to help students improve their English proficiency and achieve success in their studies and careers.

Today, artificial intelligence (AI), also known as AI, is increasingly being applied in the field of foreign language teaching, offering numerous potential benefits for both teachers and learners. AI offers benefits like processing information quickly, adapting to learners, and understanding natural language (Fitria 2023). This allows AI to create diverse learning content, provide exercises, and act as chatbots for personalized practice and feedback on pronunciation, grammar, vocabulary, and sentence structure. Therefore, the application of AI in foreign language teaching and learning will create rich and diverse educational content, as AI can organize and provide information in a structured and accessible manner, while also generating exercises and tests as needed. Using AI facilitates personalized teaching and learning, as users can create learning content tailored to the individual needs of each learner (Songsingchai 2023). Currently, various AI tools are available, such as <https://www.meta.ai/>, <https://chat.openai.com/>, <https://gemini.google.com/app>, ..., and more. These AI tools exhibit high user interaction capabilities. However, some tools still have limitations for users, such as a completely English interface, restricted country of use, usage fees, and so on. Therefore, in this paper, we utilize <https://gemini.google.com/app>, also known as Gemini Google or Gemini to study proposes various strategies for using Gemini Google, a free version, to improve English learning effectiveness.

2. Literature review

The previous research (Nguyen Phuong Duy Anh & Nguyen Thi Huynh Nga, 2023) investigated the difficulties faced by Food Technology students at TDMU in learning English as a foreign language. We sent to online survey Food Technology students (freshmen to seniors). In the online survey, anonymity and honesty were encouraged. There are 59 students who participated (representative sample), and the data analysis involved computational, statistical, and mathematical tools. The questionnaire gathered information on: demographics (age, gender, English learning experience), English usage in daily life, most frequently used English skills, difficulties with macro skills (listening, speaking, reading, writing), difficulties with micro skills (pronunciation, vocabulary, grammar), and likert scale was used (strongly agree, agree, neutral, disagree, strongly disagree).

This work analysed the database on responses that were categorized based on the scale, descriptive percentage tables were created to analyze the data, and mean scores were calculated and presented in tables and got the following results: the first set of research questions looked into the difficulties Food Technology students encounter when learning macro-English skills, particularly listening and speaking. Students noted issues with listening skills owing to low sound quality, texts with unfamiliar vocabulary delivered too rapidly, a lack of cultural knowledge, and trouble understanding

communication with a variety of accents. In terms of speaking skills, students battled with limited vocabulary to express themselves, poor grammar understanding, a lack of opportunity to practice speaking English, and a fear of making pronunciation mistakes. The second set of research questions looked on the problems students face in learning micro-English skills such as pronunciation, vocabulary, and grammar. Students lacked exposure to good pronunciation and phonics abilities. In terms of vocabulary, pupils struggled with long and complex words, pronouncing difficult words, and learning and remembering various word parts. In terms of grammar, students had the most difficulty with verb and article forms.

Building on our prior research findings, we propose using AI technology to help students learn English. The recommended tool is Gemini, which provides a number of impressive features:

1. **Vietnamese Interface:** Gemini's user interface is fully in Vietnamese, making it ideal for self-directed English language study.
2. **Comprehensive Free edition:** The free edition of Gemini includes all of the features required to meet students' English learning goals.
3. **Flexible Language Usage:** Gemini provides a range of results, allowing students to use the language with flexibility and adaptation.

3. Solution

3.1. *Introducing Gemini Google*

According to the Gemini FAQ page (<https://gemini.google.com/faq>), Gemini utilizes large language models. These models learn by "reading" trillions of words, enabling them to grasp the patterns that make up language. This allows the models to understand and respond to your questions using common language patterns. Moreover, the language models continuously learn, meaning they incorporate your prompts, feedback, and suggestions into their learning process.

Further, Gemini provides customers with direct access to Google's artificial intelligence technologies, guaranteeing that information is always up to date. Gemini can help users with producing content, planning, learning, and other tasks by providing basic prompts such as "Explain projectile motion using everyday examples," "Which came first, the chicken or the egg?", or "Help me name my short story."...

Gemini offers benefits like processing information quickly, adapting to learners, and understanding natural language. This allows AI to create diverse learning content, provide exercises, and act as chatbots for personalized practice and feedback on pronunciation, grammar, vocabulary, and sentence structure.

Gemini is also very straightforward:

- *Compatible with many browsers:* be compatible with Chrome, Safari, Firefox, Opera, and Edge.
- *Easy to use:* To access the Gemini web application on <https://gemini.google.com>, users simply need a personal Google account that they manage themselves.
- *Vietnamese interface:* Makes it user-friendly for Vietnamese speakers.
- *Multilingual support:* Support over 40 languages including English, Korean, and Chinese and more, with continuous expansion to additional languages.
- *Free access:* Users can learn any language for free.

This study proposes various strategies for using Gemini Google to improve English learning effectiveness. These strategies target different aspects of language learning, including: vocabulary and grammar enhancement, listening and speaking skills improvement, reading and writing skills development, creating an effective learning environment.

By focusing on these areas, Gemini Google can help students overcome English language barriers.

3.2. Using Gemini Google

Access Gemini: visit Gemini's website at <https://gemini.google.com>. Log in and you'll be greeted by Gemini's interface (see Figure 1). It has three main sections:

1. History: This section displays a record of previous interactions with Gemini, allowing users to revisit past queries and responses.
2. Text Input: Users can enter their requests or prompts in text format directly into this field.
3. Image and Audio Input: Alternatively, users can input their requests or prompts using images or audio recordings.

To talk naturally with Gemini: feel free to use prompts (commands) in text, image, or even sound format. Gemini understands English, Vietnamese, and many other languages. The clearer and more detailed your prompts are, the better Gemini will understand your request and perform the desired action.

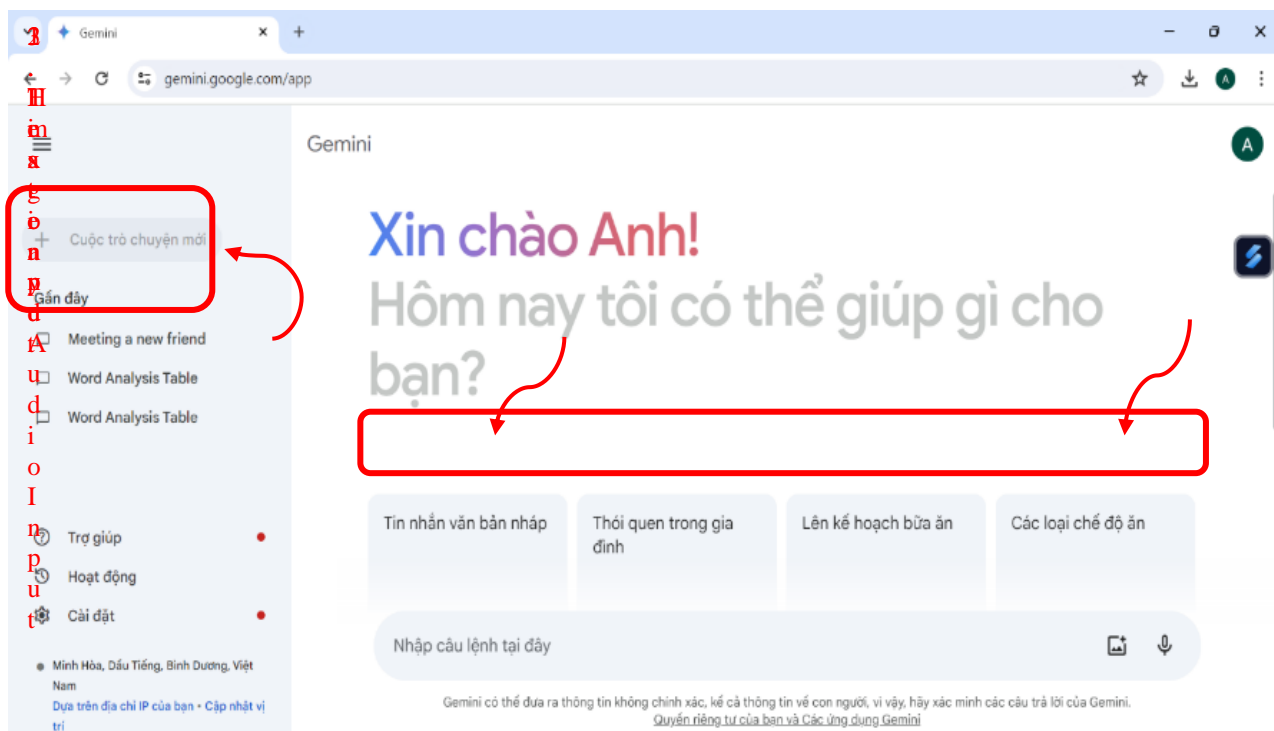


Figure 1. The interface of Gemini.

Using the passage excerpted from the book *Outcomes Pre-Intermediate* of the non-specialized English program with the topic "I missed my flight" of exercise 4, page 28 (Hugh Dellar & Andrew Walkley, 2014) to illustrate the features of Gemini Google in supporting English learning, as follows:

1. *I hated waiting. This was my big problem. It was even worse when they introduced online check-in, because you could get to the airport forty minutes before the flight and still catch it if nothing went wrong. Unfortunately, when I got stuck in heavy traffic, or the train was delayed or it took ages to go through security, I missed flights. But then a friend bought me a tablet and I realized that waiting was actually enjoyable. I could read, watch films, relax!*
2. *The first time I missed a flight, I actually left really early and planned to arrive almost two hours before my flight. However, when I got to the train station to go to the airport, I found that they were doing repairs on the line and there was a bus to replace the train - a very old, slow one. We eventually arrived at the airport three minutes after the check-in closed!*
3. *Once, I was catching a very early flight to go back home. I got to the boarding gate in plenty of time, but I was really tired, so I decided to have a little sleep while I was waiting. When I woke up, there were no passengers around me and the woman from the airline was walking away from the gate. There wasn't another flight for ten hours! I hate waiting!*

4. One year, we were travelling to see family in Ivory Coast and we changed flights in Charles de Gaulle Airport, Paris. We had an hour to get the connection. We landed on time, but from the plane there was a bus; then we walked; we took a train; we walked and walked (more quickly); we queued for security again; we ran. We missed the connection.

5. I was going to see a friend once and I went to London Stansted airport. I checked the departures board, but I couldn't see my flight, which I thought was strange. I looked at my ticket again and it said Gatwick Airport - on the opposite side of the city!

3.2.1. Reading comprehension practice

• Translate to Vietnamese

For this feature, Gemini can support learners with many different languages such as Vietnamese, English, Korean, Chinese, etc. For the above paragraph, if you want to translate it into Vietnamese, learners can use the prompt "Translate to Vietnamese" or "Dịch sang tiếng Việt" as shown in Figure 2. In the displayed results, Gemini will suggest to users a number of results to choose from and have a pronunciation section for listening practice. If the results are not as desired, users can re-enter the prompt until they achieve the desired result, as each time Gemini will give different results.

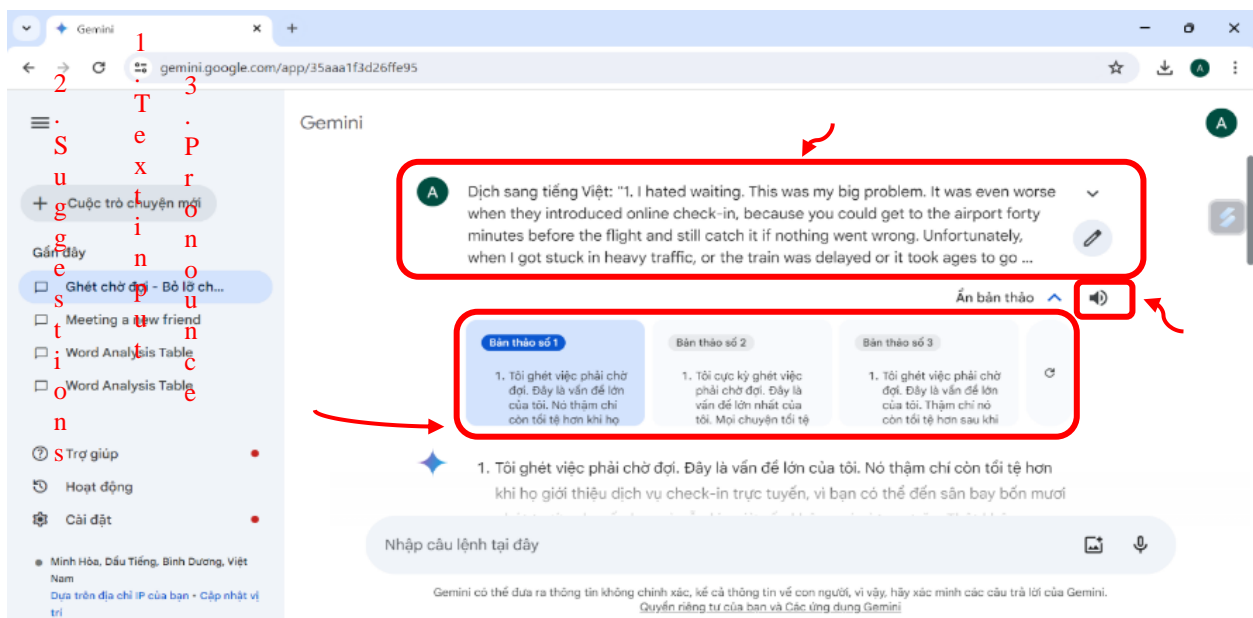


Figure 2. Illustration of the prompt "Translate into Vietnamese" or “Dịch sang tiếng Việt”

• Analyze grammatical structure

To learn the grammatical structure of a sentence or a paragraph of text, the user will do the prompt "analyze grammar structure of these sentences", “what are grammar structure of” or "cấu trúc ngữ pháp trong câu" and have:

This is result of the prompt “Cấu trúc ngữ pháp trong câu "I hated waiting. This was my big problem":

Phân tích:

I hated:

- Đây là một mệnh đề chính, chia ở thì quá khứ đơn, thể chủ động.
- Chủ ngữ: "I" (tôi) - Đại từ nhân xưng số ít, ngôi thứ nhất.
- Động từ chính: "hated" (ghét) - Chia ở thì quá khứ đơn, dạng động từ thường.
- Bổ ngữ trực tiếp: "waiting" (việc chờ đợi) - Danh động từ.

This was my big problem:

- Đây là một mệnh đề phụ, đóng vai trò là bổ ngữ cho động từ chính "hated".
- "This" (cái này) - Đại từ chỉ định, thay thế cho danh từ "waiting" đã được đề cập trước đó.

- "was" (là) - Phụ động từ to be ở thì quá khứ đơn.
- "my" (của tôi) - Đại từ sở hữu, cho thấy mối quan hệ sở hữu giữa "problem" (vấn đề) và "I" (tôi).
- "big problem" (vấn đề lớn) - Danh từ ghép.

Cấu trúc ngữ pháp:

Câu "I hated waiting. This was my big problem" là một câu ghép, gồm hai mệnh đề chính phụ. Mệnh đề chính là "I hated waiting" và mệnh đề phụ là "This was my big problem". Mệnh đề phụ đóng vai trò là bổ ngữ cho động từ chính "hated".

Giải thích:

- Câu sử dụng thì quá khứ đơn để diễn tả sự kiện xảy ra và kết thúc trong quá khứ.
- Cấu trúc "I hated + noun/gerund" được sử dụng để diễn tả cảm xúc tiêu cực đối với một điều gì đó.
- Cấu trúc "This was + noun phrase" được sử dụng để giới thiệu một điều gì đó.

Lưu ý:

Câu có thể được viết lại theo nhiều cách khác nhau mà vẫn giữ nguyên nghĩa. Ví dụ:

- "Waiting was something I hated. It was a big problem for me."
- "I had a big problem with waiting. I hated it."

Việc sử dụng đại từ chỉ định "This" giúp người đọc hiểu rõ hơn về danh từ "problem" được đề cập trong câu.

For this feature, Gemini will assist learners in analyzing grammatical structure and sentence usage and provide specific illustrative examples. In the first part, Gemini analyzes the grammar structure of two sentences. It shows many parts of speech such as tense, subject, verb, object, adjective, possessive adjective, In the next part, it talks about sentence structure: compound sentence, these sentences are composed of two independent clauses separated by a period (.), each clause can stand alone as a complete sentence. The clauses are simply juxtaposed, implying a cause-and-effect relationship (hating waiting caused a problem). In the notes part, Gemini suggests rewriting these sentences in many different ways while still retaining its original meaning and analyzing the rewritten sentence's grammar. This helps learners to easily understand the grammatical structure within a text passage. Additionally, if users have difficulty making requests in English, they can still use Vietnamese to give commands to Gemini, as shown in the above example. So, the following sections will use both English and Vietnamese prompts to illustrate this.

• **Create multiple-choice or true/false questions**

Gemini can provide learners with various types of exercises, including multiple choice, true/false, and fill-in-the-blank exercises, based on their requests through command lines: "Create a multiple choices question for the passage" or "Tạo câu hỏi trắc nghiệm cho đoạn văn". It will create for the user some types of exercises like multiple choice comprehension quiz, true/false questions, ...

This is result of the prompt "Tạo câu hỏi trắc nghiệm cho đoạn văn: "The first time I missed a flight, I actually left really early and planned to arrive almost two hours before my flight. However, when I got to the train station to go to the airport, I found that they were doing repairs on the line and there was a bus to replace the train - a very old, slow one. We eventually arrived at the airport three minutes after the check-in closed! "

Multiple Choice Comprehension Quiz: Missed Flight Mishap

Read the passage carefully before answering the questions.

The first time I missed a flight, I actually left really early and planned to arrive almost two hours before my flight. However, when I got to the train station to go to the airport, I found that they were doing repairs on the line and there was a bus to replace the train - a very old, slow one. We eventually arrived at the airport three minutes after the check-in closed!

Instructions: Choose the best answer for each question.

1. Why did the narrator miss their flight?

- (a) They planned to arrive at the airport too late.
- (b) Unexpected repairs on the train line caused a delay. **(Correct)**

- (c) They forgot their travel documents at home.
 (d) They got lost on their way to the airport.
 2. How did the narrator originally plan to get to the airport?
 (a) By car (**Incorrect**)
 (b) By taxi (**Incorrect**)
 (c) By train (**Correct**)
 (d) By plane (**Incorrect**)
 3. What can we infer about the replacement bus?
 (a) It was a modern and efficient form of transportation. (**Incorrect**)
 (b) It likely contributed to the narrator missing their flight. (**Correct**)
 (c) It helped the narrator arrive at the airport on time. (**Incorrect**)
 (d) The passage doesn't provide enough information to say. ******(**Incorrect, some info is provided**)
 4. Based on the passage, how much earlier than their flight did the narrator plan to arrive at the airport?
 (a) Less than 30 minutes (**Incorrect**)
 (b) Almost one hour (**Incorrect**)
 (c) Almost two hours (**Correct**)
 (d) The passage doesn't provide this information. ******(**Incorrect, info is provided**)

3.2.2. Vocabulary improvement

Many students struggle with both specialized and general communication vocabulary. This limits their ability to understand and express information effectively. As a result, vocabulary building is a crucial aspect of language learning. Gemini can be a valuable tool in this process by offering various prompts to support vocabulary memorization. These prompts include creating personalized word lists, exploring synonyms and antonyms, creating fill-in-the-blank exercises, and even generating flashcards. The user can use these prompts like the following:

• Create a list of new words

Prompts
 Create a table as follows: 1. List the words in numerical order. 2. Create a column containing the words. 3. The following column shows the word class. 4. The next column shows the pronunciation of the word. 5. The following column provides key definitions for each word in English. 6. The last column provides an example sentence using the word in English. The list is as follows: problem, check-in.
 Or
 Tạo bảng như sau: 1. Tạo một cột số thứ tự theo danh sách đã cho 2. Tạo một cột gồm các từ trong danh sách đã cho 3. Cột tiếp theo hiển thị loại từ. 4. Cột tiếp theo hiển thị cách phát âm của từ từ đó 5. Cột tiếp theo hiển thị một số định nghĩa chính của danh sách nhất định bằng tiếng Anh 6. Cột cuối cùng hiển thị cách sử dụng từ đó trong một câu bằng tiếng Anh. Danh sách các từ: problem, check-in.

Result



| STT | Từ | Loại từ | Cách phát âm | Định nghĩa | Ví dụ sử dụng |
|-----|----------|---------|--------------|---|--|
| 1 | problem | noun | ['pra:bləm] | a difficulty that needs to be solved or dealt with | I'm having a problem with my computer. (Tôi gặp vấn đề với máy tính của mình.) |
| 2 | check-in | verb | ['tʃek.ɪn/] | to register one's arrival at a hotel, airport, etc. | I need to check in for my flight at the airport. (Tôi cần check-in cho chuyến bay của mình tại sân bay.) |

• Creates flashcards

Flashcards are a powerful tool for building your vocabulary. Gemini takes this a step further by allowing you to create personalized flashcards with images. This feature is particularly helpful for

visual learners as images provide additional memory cues, strengthening active recall. Gemini empowers you to tailor your learning experience with easy-to-follow prompts. Create personalized flashcard decks that fit your needs and learning styles, making it useful for acquiring both foreign and native language vocabulary.

Here's an example prompt to get you started: "Create flashcards for words according to the list: 1. Front side: include the vocabulary word and its pronunciation. 2. Back side: Include the definition, an illustration, and an example sentence. List of words includes: problem, check-in". Or even you can write it by Vietnamese like "Tạo flashcard cho các từ theo danh sách: 1. Mặt trước gồm từ vựng, phiên âm. 2. Mặt sau gồm định nghĩa, hình ảnh minh họa, cho ví dụ. Danh sách các từ gồm: problem, check-in". This is result of this prompt:

| | |
|---|---|
| <p>1. Problem Mặt trước: <ul style="list-style-type: none"> • Problem ('pra:bləm) - danh từ Mặt sau: <ul style="list-style-type: none"> • Định nghĩa: A difficulty that needs to be solved or dealt with. • Ví dụ: I'm having a problem with my car. (Tôi gặp vấn đề với xe của mình.) </p> <p>2. Check-in Mặt trước: <ul style="list-style-type: none"> • Check-in ('tʃek,ɪn) - danh từ Mặt sau: <ul style="list-style-type: none"> • Định nghĩa: To register one's arrival at a hotel, airport, etc. • Ví dụ: I need to check in for my flight at the airport. (Tôi cần check-in cho chuyến bay của mình tại sân bay.) </p> |   |
|---|---|

• Expanding Vocabulary

Building a strong vocabulary is crucial for effective communication and increased confidence. To expand the vocabulary, the user can use the prompt like "What word can replace the word "problem" in the sentence "I hated waiting. This was my big problem?" Or "Từ nào có thể thay thế cho từ "problem" trong câu "I hated waiting. This was my big problem?". With this command, Gemini will suggest various alternatives to the word "problem" as well as appropriate usage contexts for those words to make it easier for learners to choose.

Có nhiều từ có thể thay thế cho "problem" tùy thuộc vào ngữ cảnh cụ thể. Dưới đây là một số gợi ý:

| | |
|---|--|
| <p>Từ đồng nghĩa:</p> <ul style="list-style-type: none"> • Issue: Vấn đề, sự cố • Difficulty: Khó khăn • Challenge: Thách thức • Obstacle: Trở ngại • Setback: Trục trặc • Dilemma: Tình huống khó xử • Predicament: Tình trạng khó khăn • Snag: Vương mắc <p>Lựa chọn từ phù hợp: Việc lựa chọn từ nào để thay thế cho "problem" phụ thuộc vào nhiều yếu tố, bao gồm:</p> <ul style="list-style-type: none"> • Mức độ nghiêm trọng: "Problem" có thể được sử dụng để mô tả một vấn đề nhỏ hoặc lớn. Nếu vấn đề nghiêm trọng, bạn có thể sử dụng một từ như "issue" hoặc "challenge". Nếu vấn đề nhỏ, bạn có thể sử dụng một từ như "snag" hoặc "glitch". • Ngữ cảnh: Một số từ có thể phù hợp hơn với ngữ cảnh cụ thể hơn những từ khác. Ví dụ, "dilemma" thường được sử dụng để mô tả một tình huống khó xử, trong khi "predicament" thường được sử dụng để mô tả một tình trạng khó khăn. | <ul style="list-style-type: none"> • Glitch: Lỗi nhỏ • Complication: Biến chứng • Matter: Vấn đề, sự việc • Situation: Tình huống • Case: Trường hợp • Instance: Ví dụ • Occurrence: Sự việc xảy ra • Development: Diễn biến • Circumstance: Hoàn cảnh |
|---|--|

- **Phong cách:** Một số từ có thể phù hợp hơn với phong cách viết hoặc nói cụ thể. Ví dụ, "challenge" thường được sử dụng trong văn bản chính thức, trong khi "snag" có thể được sử dụng trong văn bản bình dân.
- **Ví dụ:**
 - Thay vì "I have a problem with my car", bạn có thể nói "I have an **issue** with my car" hoặc "I'm having a **difficulty** with my car".
 - Thay vì "The company is facing a big problem", bạn có thể nói "The company is facing a major **challenge**" hoặc "The company is facing a significant **obstacle**".
 - Thay vì "We had a problem during the flight", bạn có thể nói "We had a **setback** during the flight" hoặc "We encountered a **glitch** during the flight".

Kết luận:

Có rất nhiều từ có thể thay thế cho "problem". Việc lựa chọn từ nào phù hợp phụ thuộc vào ngữ cảnh cụ thể, mức độ nghiêm trọng của vấn đề, phong cách viết hoặc nói và sở thích cá nhân của bạn.

• **Create fill-in-the-blank exercises**

Prompts

Tạo bài tập điền từ vào chỗ trống với các từ sau: problem, unfortunately, enjoyable, check-in, landed, queued
Or

Tạo bài tập điền từ vào chỗ trống với các từ sau: problem, unfortunately, enjoyable, check-in, landed, queued

Result

Điền vào chỗ trống thích hợp trong đoạn văn sau với các từ sau:

problem, unfortunately, enjoyable, check-in, landed, queued

Yesterday, I had a rather eventful trip to visit my friend in another city. My journey started off smoothly as I arrived at the airport early and quickly (1) for my flight. However, (2), my flight was delayed due to unexpected weather conditions. This caused a long (3) at the boarding gate, which left me feeling quite impatient.

Despite the initial (4), I remained optimistic and eventually boarded the plane. After a pleasant flight, the plane (5) safely at my destination. I was relieved to finally arrive and eager to meet my friend.

We spent the rest of the day exploring the city and catching up on each other's lives. It was an (6) experience, filled with laughter, good food, and shared memories. Despite the earlier (7), my trip turned out to be quite memorable.

Gợi ý đáp án:

- | | | | |
|-------------|------------------|------------|------------|
| 1. check-in | 2. unfortunately | 3. Queued | 4. problem |
| 5. landed | 6. enjoyable | 7. problem | |

Bài tập bổ sung:

Tạo thêm 5 câu sử dụng các từ còn lại trong danh sách, đảm bảo ngữ pháp và nghĩa câu chính xác.

1. **Problem:** The company is facing a number of (problems) due to the recent economic downturn.
2. **Unfortunately:** (Unfortunately), I was unable to attend the meeting due to unforeseen circumstances.
3. **Enjoyable:** We had a very (enjoyable) time at the party last night.
4. **Check-in:** Please remember to (check-in) for your flight at least two hours in advance.
5. **Landed:** The plane (landed) safely at the airport after a turbulent flight.
6. **Queued:** We had to (queue) up for hours to get into the concert.

This feature will help learners practice and easily memorize new vocabulary. Gemini will give us some options to choose the type of exercise and its answer. In addition, learners can use the command: "Create a sentence-matching exercise with the following words: problem, unfortunately, enjoyable, check-in, landed, queued" to get a sentence-matching exercise with word definitions. This type of exercise also helps to improve vocabulary memorization.

3.2.3. Writing Skills Practice

Want Gemini to analyze your writing and suggest improvements? Use the command:

Check for errors in this paragraph or Sửa lỗi cho đoạn văn sau: "Yesterday, I go to the cinema with my friends. We book a ticket by app at 2.PM. However, unfortunately, we had a traffic problem, so we can not enjoyable the fime."

Here's the corrected version of the paragraph:

*Yesterday, I **went** to the cinema with my friends. We **booked** a ticket using an app at 2 PM. **Unfortunately**, we had a traffic problem, so we **couldn't** enjoy the **film**.*

Here's a breakdown of the corrections:

- **went:** We need the past tense of "go" since the event happened yesterday.
- **booked:** "Book" is the correct verb for purchasing a ticket.
- **using an app:** This clarifies how you booked the ticket.
- **couldn't:** "Couldn't" is the contraction of "could not" and expresses your inability to enjoy the movie.
- **film:** "Film" is the more common term for a movie in British English, while "movie" is preferred in American English. Both are acceptable here.

Gemini can assist learners in improving their writing skills in several ways as suggesting ideas, correcting grammar and spelling mistakes... Gemini can analyze your writing and provide suggestions for improvement in areas like grammar, sentence structure, and word choice. It can identify common errors like subject-verb agreement issues, comma splices, or misused words. It may also suggest alternative phrasings or synonyms to improve clarity and conciseness. For example: In the text above, Gemini has highlighted various errors in the text and offered adjustments, such as using "went" rather than "go" because the incident occurred yesterday, using the past tense, and so on. So, Gemini can be a valuable tool for improving writing skills.

4. Conclusion

The analyses shown above reveal that Gemini is a potential tool for assisting undergraduate students with their English language development, particularly those majoring in Food Technology who lack of English language background. Gemini can help these students overcome problems such as a restricted vocabulary for expression, poor grammar comprehension, a lack of opportunity to practice spoken English, and a fear of making mistakes. Gemini can also help students practice communication, listening, and pronunciation, as well as improve their vocabulary, reading comprehension, and writing skills. Besides, the article suggests some simple prompts for utilizing Gemini to support English study. These commands can be written in English or Vietnamese and Gemini provides fairly detailed, easy-to-understand results, including specific instructions, suggestions for rewriting sentences, and more. This is extremely beneficial for beginners studying English, self-learners, and people with a weak English foundation. Unlike face-to-face learning, Gemini not only allows learners to study at any time and from any location, but it also assists learners in overcoming psychological hurdles such as anxiety, shame, not daring to question, fear of being mocked, etc. Gemini's numerous features, huge and continuously updated database, and user-friendly interface enable learners to create unique learning paths that are tailored to their specific needs. Gemini can be combined with other learning methods, such as textbook study and classroom participation, to achieve the best possible outcomes in foreign language learning. Furthermore, Gemini offers excellent support not just in the subject of foreign language acquisition, but also in a variety of other areas.

While Gemini offer many benefits, it's important to remember that it is just one tool in your learning toolbox. It can't replace active learning methods like reading, listening comprehension, and structured exercises. Because, Gemini primarily focuses on written communication, you might miss out on practicing pronunciation, body language, and other aspects of spoken English. Besides, Gemini tailors its responses based on your input. It's tools tend to respond based on your input, which can limit your exposure to new vocabulary and sentence structures. Gemini can be a potential tool for practicing and exploring English, but it shouldn't be your sole learning method. Use it strategically and actively seek out opportunities for well-rounded language acquisition. The key is to be a conscious learner and not become overly reliant on it. So, combining Gemini with other strategies, like reading and using new words in conversation, can further enhance your learning language.

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