

## EXPLORING STUDENT AND LECTURER PERCEPTIONS OF ARTIFICIAL INTELLIGENCE IN ENGLISH FOR TOURISM TRAINING

The integration of Artificial Intelligence (AI) is reshaping higher education, particularly in specialized fields such as English for Tourism (EFT). This study investigates the perceptions of 345 students and 211 lecturers in EFT programs at several Vietnamese universities regarding the application of AI in teaching and learning. Using a cross-sectional quantitative design, data were collected through Likert-scale questionnaires measuring key dimensions such as effectiveness, experience, motivation, tool quality, challenges, and perceived impact. The data were analyzed using SPSS 25.0 through descriptive statistics, Cronbach's Alpha reliability testing, and one-way ANOVA. Findings reveal that first-year students reported significantly lower perceptions of learning effectiveness and satisfaction compared to upper-year students. Students' AI proficiency was significantly associated with their perceptions of learning effectiveness and motivation. For lecturers, both AI proficiency and teaching experience were found to influence their perceptions of instructional effectiveness, tool quality, and professional challenges. However, no statistically significant differences were observed in certain areas such as motivation or satisfaction based on students' year levels or lecturers' AI skills. The study underscores the importance of enhancing digital competence, selecting appropriate AI tools, and tailoring integration strategies to optimize learning outcomes in the EFT context.

**Primary author:** Mr NGUYEN, Vinh

**Presenter:** Mr NGUYEN, Vinh

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