

# PROSPECTIVE ENGLISH TEACHERS' READINESS FOR AI INTEGRATION IN LANGUAGE TEACHING

With the advent of Artificial Intelligence, all facets of life have been subject to many changes and education is no exception, specifically English language teaching (ELT). This study investigates how future English teachers at Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT) view and are set to apply AI in their future teaching. The researcher deploys a quantitative research design to collect data from 126 second-year students majoring in English Teaching. The findings show that although students are well-aware of the importance of AI and its significant role in ELT, their understanding of pedagogical applications is still limited. Only 35% of respondents appear confident in their ability to integrate AI tools in their classes. Some reasons that hinder their readiness consist of digital literacy and AI related training. Participants desired to have opportunities to get access to practical and context-specific AI training embedded in their curriculum. The study emphasizes that innovation in the curriculum should be present to bridge the gap between awareness and readiness of future English teachers and provide them with sound preparation to educate languages through the assistance of AI. These outcomes also offer helpful implications to educational policy-makers, curriculum makers, and teacher educators who wish to create AI competencies in teacher training programs.

Key words: digital literacy, AI integration, curriculum innovation, technology acceptance model (TAM), pedagogical readiness.

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