

AI at an English Language Teacher Education Institution (2020-2025)

Navigating the use of AI in colleges reveals a spectrum of policies across different institutions. Caltech requires students to disclose their use of AI in supplemental essays, while Cornell encourages its application for research and grammar corrections but prohibits it in essay drafts. The University of Texas supports AI for content creation, whereas Howard Law School underscores the importance of ethical usage. In contrast, both the University of Melbourne and Brown University oppose AI, prioritizing traditional scholarship. Institutions like Cambridge and Stanford have yet to establish clear policies regarding AI. These varied approaches highlight the evolving educational landscape and the necessity of integrating AI technologies while preserving academic values.

This trend is also evident at a university of foreign languages in Vietnam, where policymakers seek guidance from higher authorities and actively encourage lecturers, staff, and students to leverage technological innovations in their teaching and learning. Data from research topics and AI guidelines/implementation programs (2020-2025) indicate significant changes in the role of AI within this language education institution. Furthermore, the findings suggest important implications for policymakers and English language teachers based on empirical data.

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