

AI literacy and curriculum development: ELT tertiary students' perspectives

Abstract: As artificial intelligence (AI) continues to reshape education systems, the need for AI literacy among students, especially those majoring in English Language Teaching (ELT), has become increasingly important. Nevertheless, the current curricula often lack extensive knowledge about AI, and the existing literature review mostly explores AI literacy from teachers and policymakers' perspectives or originates from other fields outside of ELT. Therefore, this study explores English-majored students' AI literacy and their perspectives on AI literacy integration into curriculum development at a university in Vietnam. Data is collected from a survey from 150 participants and focus group interviews based on Laupichler's scale of AI literacy (2023). Findings reveal various levels of competencies of AI among students in terms of the three factors, with higher self-reported competence in practical application, and less competence in technical understanding and critical appraisal. Qualitative data from focus groups also show that students rarely encounter AI topics in their courses, and they desire understanding more about AI in language teaching and learning. Accordingly, recommendations are provided for educators and policymakers to develop forward-looking curricula for ELT students in the age of AI.

Keywords: artificial intelligence, AI literacy, education, curriculum

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