University EFL Lecturers' Perceptions toward GenAI in teaching English

As Generative Artificial Intelligence (GenAI) continues to shape educational practices worldwide, understanding how EFL teachers in a university context perceive its integration is vital. This study explores Vietnamese university EFL lecturers' perceptions of the benefits and challenges of using GenAI tools in English language instruction. Adopting a qualitative methodology, in-depth interviews were conducted with lecturers from public universities to examine how they understand, evaluate, and apply GenAI in their teaching practices. The findings reveal a mix of enthusiasm and caution, while many participants recognized GenAI's potential to personalize learning, enhance creativity, and improve student engagement, concerns were raised about academic integrity, over-reliance on technology, and the lack of institutional support and training. Factors influencing adoption included personal attitudes toward technology, prior digital literacy, perceived student readiness, and broader institutional policies. The study concludes that while GenAI offers transformative opportunities for EFL instruction, its successful implementation depends largely on teacher preparedness, ethical considerations, and contextual adaptability. These insights highlight the need for targeted professional development and policy frameworks that align with teachers' needs and values in order to maximize the pedagogical benefits of GenAI in language education.

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