**Making use of AI from the Perspectives of English Lecturers**

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**Abstract.**

In recent years, Artificial Intelligence (AI) has emerged as a valuable resource for both teachers and students within the education sector. English lecturers, in particular, have been making use of various AI tools, including ChatGPT, to plan their lessons ahead of time. This study seeks to explore how English lecturers at a university incorporate AI into their language teaching practices. The primary research method involves conducting in-depth interviews with experienced lecturers who are adept at utilizing AI’s capabilities. The findings reveal that these lecturers employ key AI features - such as translation, paraphrasing, and exercise creation - for both English and non-English majors when preparing their lessons. ChatGPT proves to be a highly effective tool for this purpose, alongside other AI applications. The results of their preparation are evident in the engaging, current, and content-rich lessons they deliver. Finally, the study offers detailed, practical recommendations for enhancing foreign language teaching and learning.

***Keywords:*** AI, English lecturers, ChatGPT, in-depth interviews, recommendations

**1. Introduction**

In recent years, artificial intelligence (AI) has been widely adopted due to its versatile and effective applications across various aspects of life. According to Huang (2023, p. 2578), AI has “emerged as a key technology in the next generation of industrial transformation by integrating numerous new technologies and theoretical advancements.” Among the many sectors impacted, education has seen significant changes in teaching and learning as a result of scientific and technological progress. Prior research highlights how AI’s growing presence has placed it at the center of educational policies and practices (Sperling et al., 2022; Kamalov et al., 2023; Jiang, 2022). Teachers, equipped with AI knowledge, are now delivering more professional and well-prepared lessons in the classroom. In higher education, university lecturers are also embracing this trend by learning about AI and applying AI tools to enhance both their in-person and online teaching practices.

English lecturers are among the early adopters of AI tools in higher education, utilizing them to deliver more engaging and accurate lessons across a variety of subjects. At the university level, AI tools have been integrated into the teaching of core areas such as the four language skills, ELT methodology, linguistics, and others. These tools have proven highly beneficial, helping lecturers make their lessons increasingly appealing to students. This study explores lecturers’ perspectives on using AI in language teaching and learning through in-depth interviews with experienced lecturers who regularly incorporate AI into their lesson planning. These lecturers share valuable insights and practical classroom experiences, along with specific guidance for colleagues who are new to using AI in English instruction. The interview findings are analyzed to draw conclusions and suggest pedagogical implications for future teaching practices.

**2. Literature Review**

***2.1. Artificial intelligence (AI)***

Artificial intelligence has by far been mentioned and defined in many studies worldwide. Artificial intelligence (AI) refers to computer systems capable of performing cognitive tasks typically associated with human intelligence, such as learning and problem-solving (Zawacki-Richter et al., 2019, p.3). It is an umbrella term that includes a wide array of technologies and approaches, such as machine learning, natural language processing, data mining, neural networks, and algorithms (Zawacki-Richter et al., 2019).

AI was originally defined in 1956 as “the science and engineering of creating intelligent machines” (Ng et al., 2021, p. 1). Since then, especially in the 21st century, AI has evolved into advanced systems and complex algorithms capable of reasoning and adapting in ways similar to human thinking. Ng et al. (2021) later broadened this definition to include key technological advancements such as machine learning, natural language processing, and neural networks, which enable AI to perform cognitive functions like learning and problem-solving. Russell and Norvig (2021) defined AI as the study of agents that receive percepts from the environment and perform actions. This is a technical and behavior-oriented definition of AI found in a widely used textbook. Another definition by the European Commission (2021) is that AI refers to systems that display intelligent behavior by analyzing their environment and taking actions, with some degree of autonomy, to achieve specific goals. This definition is used in policy and governance contexts.

Oxford English Dictionary published a comprehensive definition of AI, which is “the theory and development of computer systems able to perform tasks normally requiring human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages.” This provides readers with a clear understanding of what Artificial Intelligence (AI) means, helping them recognize how AI can support various aspects of their daily lives and professional work.

***2.2. AI in education***

The rapid advancement of computer technology has paved the way for the integration of AI into education. A large portion of AI applications in education focuses on integrating AI techniques into conventional teaching methods, often replicating or automating established educational beliefs and practices (Wayne H., Maya B., & Charles F., 2019). Another research states this involves the use of AI systems or software applications to improve teaching, assessment, and educational decision-making (Hwang et al., 2020). According to Hamal et al. (2022), AI in education also addresses theoretical aspects of human learning and focuses on applying AI to create effective learning environments and instructional systems. Despite challenges such as privacy concerns and potential biases, Chembe et al. (2023) emphasize that the use of AI technologies in education is intended to enhance the learning experience. This is achieved by enabling personalized learning tailored to individual students' needs and preferences, streamlining administrative processes, and improving overall educational outcomes.

The 2000s marked a notable rise in data-driven educational approaches, largely enabled by the growth of the internet and digital technologies. Learning Management Systems (LMS) such as Moodle and Blackboard began utilizing data analytics to track student progress and improve instructional content (Huang et al., 2021; Hamal et al., 2022). At the same time, Massive Open Online Courses (MOOCs), such as Coursera and edX, emerged, utilizing AI technologies to efficiently manage and analyze vast amounts of data from learners worldwide (Liu & Baucham, 2023).

The integration of machine learning techniques during the 2010s greatly enhanced the influence of AI in education (Harry, 2023). These technological advancements allowed algorithms to accurately predict student dropouts, deliver personalized learning at scale, and provide deep insights into student learning behaviors with a level of precision not previously possible (Thimmanna et al., 2024).

***2.3. AI in language teaching and learning***

Language education plays a vital role in promoting meaningful communication and interaction. At its foundation, it provides learners with essential skills to overcome language barriers and build connections and collaborations across international boundaries. As innovations in teaching and learning continue to evolve through research and experimentation, new insights are shaping instructional practices worldwide (Moeller & Catalano, 2015). The rise of online platforms, interactive applications, and immersive language tools has greatly enriched educational opportunities. In today’s digital era, technology is transforming global communication, making digital literacy increasingly important in foreign language use. This transformation demands that learners develop additional competencies, including the ability to navigate multimodal environments. Such environments involve the use of various multimedia tools and the creative application of emerging technologies, aligning with the dynamic nature of modern language education (Shadiev & Yang, 2020; Auer et al., 2022; Ziegler & González-Lloret, 2022).

The rapid progression of technology is ushering in a transformative era for language education, driven largely by the integration of artificial intelligence. A new generation of AI tools is emerging, capable of generating various types of content, such as text, images, and computer code (Kukulska-Hulme et al., 2023). AI’s role in language education is constantly evolving, reshaping instructional approaches and enhancing the overall learning experience. Its integration has sparked considerable interest and ongoing discussion among educators and researchers alike (Huang et al., 2023; Crompton & Burke, 2023; Rebolledo Font De La Vall & González Araya, 2023).Bottom of Formb

AI is transforming language education by introducing interactive content, chatbots, and intelligent tutoring systems that support personalized and adaptive learning, thereby redefining traditional teaching methods (Li & Yu, 2021). The incorporation of AI into language learning platforms has significantly enhanced user experience and learning outcomes, marking a fundamental shift in educational practices. In language assessment, AI enables adaptive testing, real-time data analysis, and automated feedback, providing more accurate and efficient evaluations. Ensuring ethical and effective implementation requires ongoing collaboration among stakeholders (Akgün & Greenhow, 2021). As technology continues to evolve, educators are increasingly able to integrate AI to create dynamic, learner-centered environments that promote inclusivity, innovation, and continuous advancement in education.

AI is reshaping language education by providing adaptive and personalized learning resources, allowing content to be tailored to learners’ varying language proficiencies, preferences, and cultural backgrounds (Towle & Halm, 2006). AI-powered platforms incorporate interactive tools, intelligent tutoring systems, and chatbots that enable real-time assessment, immediate feedback, and customized support. These technologies promote active learning through adaptive pathways that adjust lessons based on each learner's progress, ensuring greater inclusivity and cultural relevance (Roche et al., 2022). Through AI, language education materials become more culturally sensitive and responsive. However, the effective integration of AI also depends on ethical implementation and sufficient teacher training and readiness (Meng et al., 2022).

***2.4. Some AI tools for language teaching and learning***

AI is being applied globally across various sectors, including education. In the United States, major companies like Google and Microsoft are making significant investments in AI-driven educational technologies. At the same time, the government highlights the importance of incorporating AI into foreign language instruction (Liu, 2023). Microsoft, for instance, has created AI-based tools such as Learning Tools for OneNote, designed to enhance students’ reading and writing skills. Through the use of speech recognition technology, learners can also develop their speaking and listening abilities while receiving accurate, real-time feedback.

AI-powered language learning platforms such as Duolingo, Babbel, and Rosetta Stone have become increasingly popular due to their interactive and personalized approach to teaching languages. Other notable tools like Lingodeer, ChatGPT Language Tutor, and Memrise also make effective use of AI to deliver tailored lessons, adapt learning content, and boost learner engagement. These applications employ machine learning algorithms to respond to individual learners’ needs by offering targeted feedback and exercises aimed at improving language proficiency (Smith, 2019). Furthermore, AI-driven chatbots and virtual tutors provide learners with real-time opportunities for language practice and conversation (García et al., 2020).

Studies have shown that AI tools can enhance language acquisition by offering personalized and adaptive learning experiences. According to research by Lee and Park (2018), students who used an AI-based language learning platform demonstrated notable gains in vocabulary retention and speaking skills when compared to those in traditional classroom settings. In addition, the interactive features of AI tools boost student engagement and motivation, ultimately leading to more effective language learning outcomes (Chen et al., 2021).

Online learning management systems supported by AI, such as Blackboard, along with video conferencing platforms like Zoom, have gained widespread use in EFL instruction—particularly as a response to the disruptions in traditional classroom teaching caused by the COVID-19 pandemic (Layali & Al-Shlowiy, 2020).

The research paper aims to investigate the ways to utilize AI tools in language teaching and learning from the perspectives of lecturers.

**3. Methodology**

This study primarily employed in-depth interviews with 5 experienced lecturers from major universities in Hanoi, Vietnam. As regular users of technology - including AI - in their language teaching, their insights are considered both informative and reliable. These lecturers possess strong expertise in educational technology and have several years of experience teaching English to both majors and non-majors at the university level. They represent various divisions within English faculties or come from different higher education institutions across Hanoi.

The interview questions were adapted from several insightful sources on AI in education, including journal articles, books, and theses. These questions were carefully gathered, selected, and revised to suit the specific teaching and learning contexts of Vietnamese universities. Below are the questions that were presented to the lecturers, each accompanied by a request for a detailed explanation:

(1) How frequently do you apply information technology in your teaching?

(2) Do you use any AI tools in your teaching? If yes, which specific tools do you use?

(3) How would you evaluate the current popularity of AI tools in university teaching?

(4) In your opinion, in what aspects can AI support teaching activities?

(5) For which university courses or subjects do you use AI tools in lesson preparation?

(6) Could you please describe the process of using those AI tools to support your teaching?

(7) What noticeable benefits have you and your students experienced from using AI in teaching?

(8) Have you encountered any difficulties or limitations when integrating AI tools into your lessons? If yes, what are they?

(9) Has AI changed the way you design lessons or organize your classes? If so, how?

(10) How have your students responded to the use of AI tools in the classroom?

(11) Do you plan to continue using AI tools in your teaching in the future? What advice would you give other lecturers about integrating AI into university teaching?

(12) What suggestions do you have to make the application of AI in higher education more sustainable and effective?

As outlined above, the twelve adapted questions focus on various aspects of lecturers' use of AI tools in lesson preparation, the subjects they teach with AI support, the process of integrating AI into classroom practice, and the perceived benefits and challenges of this approach. The questions also address students’ reactions to the use of AI, lecturers’ plans for incorporating AI in English teaching, as well as their advice and suggestions for making AI integration more sustainable and effective in education. Overall, the questions are designed to explore lecturers’ diverse perspectives on the use of AI in language teaching and learning.

**4. Results**

The authors would like to share the ideas of English lecturers about the use of AI in language education at universities in Vietnam. This is evident in their responses to in-depth interviews.

*Question 1. How frequently do you apply information technology in your teaching?*

Among the five respondents, four reported using AI regularly—almost daily—across all the subjects they taught. One lecturer specifically mentioned incorporating information technology (IT) into his university English classes nearly every day. Tools like PowerPoint, Google Classroom, the university’s LMS, and language-focused applications such as Quizlet and Kahoot were used to design lessons, facilitate classroom activities, and assess student performance. These IT tools helped improve interactivity, diversify learning materials, and support more efficient classroom management.

Only one respondent stated that she used AI occasionally in her English teaching at the university level, though she acknowledged its general usefulness.

Overall, the lecturers recognized the benefits of AI in supporting their language teaching, helping them plan lessons more effectively and perform more confidently in class.

*Question 2. Do you use any AI tools in your teaching? If yes, which specific tools do you use?*

All five participants confirmed that they incorporated AI tools into their English teaching. The specific tools mentioned included Grammarly, ChatGPT, Grok, as well as others like Gemini, Canva, Perplexity, and Claude. One lecturer explained that Grammarly was used to help correct grammar and improve the writing style of teaching materials and students' assignments, while ChatGPT and Grok were used to generate lesson ideas, create discussion questions, and provide contextual examples for English topics. The lecturers appeared familiar with these tools and confident in using them. These AI tools are relatively common choices in language teaching.

*Question 3. How would you evaluate the current popularity of AI tools in university teaching?*

All five lecturers strongly agreed that AI is becoming increasingly common and popular in universities. One lecturer confirmed that AI is now widely used in university teaching. Another provided a more detailed perspective, explaining that while the use of AI tools in Vietnamese universities is gradually increasing, it remains inconsistent. She noted that some lecturers have started incorporating tools like Grammarly, ChatGPT, and adaptive learning platforms to support their teaching. However, she expressed concern that AI adoption is still limited in certain institutions due to a lack of training, insufficient technological resources, or limited awareness of AI’s potential. She also pointed out that larger universities, especially those with an international focus, are more likely to adopt AI than smaller institutions. One respondent commented that AI, particularly ChatGPT, has already become fairly common.

Overall, the lecturers were clearly aware of the growing use of AI tools in universities, with ChatGPT and Grammarly identified as the most widely used.

*Question 4. In your opinion, in what aspects can AI support teaching activities?*

The participants clearly understood the various ways AI can support their teaching. One lecturer gave a detailed explanation, highlighting that AI assists multiple aspects of English language instruction, including: *Lesson preparation*, by generating content, examples, exercises, and materials quickly and in various formats; *Personalized learning*, through tools like Duolingo or Elsa Speak, which adapt lessons to each student’s proficiency level; *Assessment and feedback*, using automated grading tools like Grammarly and providing instant feedback on grammar, pronunciation, and writing; *Enhancing interactivity*, with AI chatbots that simulate real-life conversations to help students practice communication; *Classroom management*, through intelligent platforms that track students’ learning progress. This response was notably comprehensive, covering nearly all areas where AI tools assist language teachers.

Similarly, the other four participants confirmed that AI supports them in various tasks, such as lesson planning, grading, correcting students’ work, generating sample answers, creating quizzes, questions, worksheets, and handouts, providing feedback, organizing and summarizing content, suggesting classroom activities, designing tests, preparing presentation slides, and evaluating students’ work. It was clear that AI handles these tasks effectively, allowing lecturers to manage their workload more easily. With AI support, their lessons are not only better organized but also more engaging and persuasive for students.

*Question 5. For which university courses or subjects do you use AI tools in lesson preparation?*

The lecturers applied AI in preparing lessons for various subjects, including: *English Writing Skills*, where Grammarly was used to design writing exercises and provide feedback on grammar and writing style; *English for Specific Purposes (ESP)*, using tools like ChatGPT or Grok to generate reading materials or communication scenarios relevant to students' fields of study, such as business or technology; *IELTS/TOEFL preparation*, where AI supported the creation of practice exercises that mimic real exam tasks and helped analyze students’ strengths and weaknesses; *Other language skills, such as Listening-Speaking and Reading-Writing*, were also taught using AI-generated materials and resources.

Overall, the lecturers actively used AI tools to plan their lessons in advance. These subjects represent core areas for both English majors and non-English majors in their programs.

*Question 6. Could you please describe the process of using those AI tools to support your teaching?*

Each lecturer had their own way of explaining how they use AI in their teaching. One gave a detailed answer, describing a typical process that includes the following steps: (1) *Defining lesson objectives*, such as improving writing skills or practicing pronunciation. (2) *Choosing appropriate tools*, like Grammarly for writing exercises, Elsa Speak for pronunciation practice, or ChatGPT for generating content. (3) *Creating materials or activities*, using AI to generate exercises, discussion questions, or real-life examples—for instance, entering a prompt into ChatGPT to produce a sample paragraph on an environmental topic. (4) *Integrating materials into lessons*, either by using AI-generated content during lectures or assigning tasks through online learning platforms. (5) *Monitoring and providing feedback*, using AI’s tracking features (such as Duolingo’s progress reports) to evaluate student performance and adjust teaching methods as needed. (6) *Assessing effectiveness*, by collecting student feedback on their experience with AI tools to refine future teaching practices.

Another lecturer explained that, when preparing speaking activities, she uses ChatGPT to generate model answers, edits them, and then provides a set of responses for students to practice with. One participant described starting with the learning objectives, selecting the right AI tool, and applying it for specific tasks. Another shared that she uses ChatGPT and Grok to create multiple-choice quizzes, which she uploads to the LMS for students to complete as self-study exercises in vocabulary and grammar.

Clearly, the lecturers have a good understanding of the process of integrating AI tools into language teaching and are skilled in applying them effectively.

*Question 7. What noticeable benefits have you and your students experienced from using AI in teaching?*

The advantages of using AI in teaching were thoroughly analyzed by the participants. One respondent provided a clear and structured response, dividing the benefits between lecturers and students. For lecturers, he highlighted: saving time in lesson preparation and grading; enhancing creativity in lesson design with suggestions from AI tools; and easily monitoring students’ progress through automated reports. For students, he noted: receiving instant feedback on their work, especially in writing and pronunciation; accessing diverse learning materials suited to their proficiency levels; and boosting motivation through interactive tools like chatbots and educational games.

Another lecturer emphasized that AI not only saves time but also increases student engagement, as lessons become more dynamic and interesting. A similar view was shared by another participant, who added that AI helps lecturers save time in preparing lessons and materials, supports fast and accurate assessment, and sometimes enhances creativity in teaching. For students, she explained, AI mainly provides immediate feedback and allows flexible learning anytime and anywhere.

One lecturer pointed out that AI speeds up information retrieval and lesson planning, while another noted that AI makes accessing information faster and more accurate.

Overall, it is clear that AI offers significant benefits to both lecturers and students, making language teaching and learning in the Industry 4.0 era increasingly engaging and efficient.

*Question 8. Have you encountered any difficulties or limitations when integrating AI tools into your lessons? If yes, what are they?*

One lecturer mentioned that she experienced no difficulties integrating AI tools into her lessons. However, the other participants identified several challenges. One explained that the main obstacles include: *Lack of training*, as many lecturers have not been properly guided on how to use AI tools effectively; *Technological limitations*, since some universities lack strong infrastructure, such as stable internet connections; *Limited accessibility*, as some AI tools require paid subscriptions, which can be difficult for students or institutions with tight budgets; *Quality of content*, because AI-generated materials can sometimes be inaccurate or culturally inappropriate for the Vietnamese context; *Student reluctance*, as some learners are unfamiliar with or hesitant to use AI in their studies.

Another lecturer emphasized the issue of cost, pointing out that certain tools, like the pro version of ChatGPT, require relatively high subscription fees, such as $25 per month. One participant also noted that AI-generated content is not always reliable and may contain inaccuracies or fabricated information, so teachers must carefully review and verify all materials. Finally, another lecturer shared that she feels overwhelmed by the vast number of available AI tools and often struggles to decide which one to use for her lessons.

In short, although the participants recognized these challenges, they remain committed to using AI in their teaching, aware of its considerable benefits in language education.

*Question 9. Has AI changed the way you design lessons or organize your classes? If so, how?*

The first lecturer confirmed that using AI has significantly changed how he designs lessons and organizes his classes, explaining how different tools assist him in these tasks. The second respondent also agreed, adding that she now feels more confident when creating activities, as AI support reduces her preparation time. The third participant emphasized that AI had made a difference but clarified that it hadn’t completely transformed her teaching approach—she still relies on traditional methods but integrates AI into specific activities to add variety and make lessons more engaging. The fourth lecturer agreed as well, stating that AI speeds up lesson planning and provides many ideas for classroom activities, though she hasn’t seen much change in how she manages her classes. The final respondent confirmed the positive impact of AI, explaining that she now has more ideas and examples to incorporate into her lessons.

In summary, AI tools have improved the way these lecturers plan their lessons, making their teaching more creative and efficient. However, effectively applying AI in education still depends on the lecturers’ skills and expertise in using these tools.

*Question 10. How have your students responded to the use of AI tools in the classroom?*

Three of the lecturers reported that student feedback on the use of AI tools has been mostly positive. One mentioned that her students are also quite skilled at using AI tools. Another noted that although she encourages students to use AI by giving them guidance, only a few actively apply the tools in their learning.

One lecturer provided a more detailed analysis, highlighting both positive and negative student responses. On the positive side, many students appreciate the convenience and interactive nature of AI tools. For instance, they enjoy using Elsa Speak for pronunciation practice, as it offers instant feedback and allows flexible practice. Grammarly helps students feel more confident in their writing, while personalized activities on learning platforms match their individual proficiency levels and learning needs. On the negative side, some students struggle with using the technology, particularly those less comfortable with IT tools. Others feel that AI use can reduce direct interaction with the teacher, leading to a sense of limited personal support. This teacher explained that she regularly collects student feedback to adjust her teaching methods, aiming to balance AI integration with traditional teacher-student interaction.

Only one lecturer admitted she had not yet asked her students about their opinions on AI use, so she was unsure of their views.

Overall, students have responded to AI integration in both positive and negative ways. Like any tool, AI has advantages and drawbacks, and students should be guided to focus on its benefits while being aware of its limitations.

*Question 11. Do you plan to continue using AI tools in your teaching in the future? What advice would you give other lecturers about integrating AI into university teaching?*

All five lecturers responded “yes” to the question about whether they planned to continue using AI in their teaching. However, only two of them offered advice for other educators.

One lecturer stated that he fully intends to keep using AI tools, as they have effectively improved both teaching quality and students’ learning experiences. He also mentioned plans to explore additional AI tools in the future, such as advanced adaptive learning platforms and real-time translation apps to better support students in English for Specific Purposes (ESP) courses. His advice for fellow teachers included: *Develop necessary skills*: Take training courses to learn how to integrate AI tools effectively. *Start small*: Begin with free or simple tools like Grammarly or ChatGPT before moving on to more complex platforms. *Focus on lesson objectives*: Use AI tools in ways that directly support teaching goals, without replacing human interaction. *Collect feedback*: Regularly seek students’ input to evaluate and adjust AI use to meet their needs. *Consider cultural factors*: Ensure that AI-generated content fits the Vietnamese cultural and educational context.

The second piece of advice, though brief, was meaningful: AI should be trained and applied to support teaching, but teachers should avoid becoming overly dependent on it.

In summary, before integrating AI into teaching, educators should invest time in learning how it works. Once they are familiar with its use, they can create lessons that are both engaging and under their full control.

*Question 12. What suggestions do you have to make the application of AI in higher education more sustainable and effective?*

The lecturers proposed various suggestions to make AI use in higher education more sustainable and effective. One teacher offered several detailed recommendations: *Invest in technological infrastructure*: Universities should upgrade their network systems and computers and provide devices to underprivileged students to ensure equal access to AI tools. *Improve teacher training*: Organize specialized programs to help lecturers learn how to use AI tools and integrate them effectively into their teaching. *Develop supportive policies*: Educational institutions and authorities should introduce policies that encourage AI use, such as funding for tool licenses or supporting research into AI applications in education. *Create domestic AI tools*: Promote the development of AI tools tailored to Vietnam’s educational needs, ensuring cultural, linguistic, and curriculum relevance. *Strengthen international partnerships*: Collaborate with global universities and organizations to learn from their experience and gain access to more advanced AI technologies. *Implement continuous evaluation*: Establish regular assessment processes to monitor the effectiveness of AI in teaching and refine strategies as needed.

Other lecturers also shared their recommendations. One suggested creating a recommended list of AI tools for lecturers to consult. Another emphasized that teachers should continuously update their knowledge of AI, as its integration into education is an inevitable global trend, while focusing on applying only its practical features. Another participant highlighted the need for training courses for both lecturers and students, not only on using AI effectively but also on maintaining the development of critical thinking and creativity. The final lecturer echoed this, stressing the importance of offering training sessions on AI tool usage.

All in all, exploring practical solutions to address challenges in AI integration is essential for transforming AI into an effective and sustainable tool for both lecturers and students in universities across Vietnam.

**5. Discussion**

Based on the findings presented in Section 4, all five lecturers recognize the growing prevalence of AI tools in higher education. They have applied various AI tools across multiple subjects and identified both the strengths and limitations of using AI in language teaching and learning. However, they also encountered challenges when integrating AI into lesson planning and classroom management. The use of AI has significantly changed their teaching practices, eliciting both positive and negative reactions from students. Despite the challenges, all five lecturers remain committed to continuing the use of AI due to its considerable benefits.

The respondents provided essential advice aimed at teachers who are still exploring how to effectively use AI in their language classes, especially those who struggle or achieve only limited success. These teachers are encouraged to carefully consider the advice in order to improve their practice. Specific suggestions for enhancing the use of AI in teaching and learning English are also highlighted, with the hope that relevant stakeholders will pay greater attention to these recommendations. By following this guidance, a more promising and sustainable future for AI integration in foreign language education at universities in Hanoi and across Vietnam can be envisioned.

**6. Conclusion**

The integration of AI tools into language classes at the university level has been explored through insights from selected English lecturers, each with years of experience teaching both English majors and non-majors. Their perspectives, grounded in key theoretical concepts from the Literature Review, have been presented throughout the study. These viewpoints are valuable for readers and anyone interested in understanding the practical use of AI in Hanoi specifically, and in Vietnam more broadly.

Due to the study’s limited time frame and scope, future research should aim to include a larger sample of lecturers from various universities in Hanoi and across Vietnam. It is also recommended that future studies use questionnaires to gather input from both lecturers and students.

From a pedagogical perspective, the following suggestions may serve as useful considerations for applying AI in language education.

* Invest in technological infrastructure
* Enhance teacher training
* Develop supportive policies
* Develop domestic AI tools
* Strengthen international collaboration
* Continuous evaluation and improvement
* A recommended list of AI tools for lecturers to refer to

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