Generative AI in English Teaching and Learning: A Case Study From Vietnam Universities

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Abstract

The study examines the perspectives of lecturers and students on using Generative AI (GenAI) for teaching and learning English in Vietnam. GenAI tools such as Duolingo, ChatGPT, or Gemini have been proven to enhance personalized learning experience, provide instant feedback, or reduce teacher workload. However, they also pose challenges such as information reliability, over-reliance on using GenAI, or ethical issues. Despite widespread use in English education in Vietnam, more insight is needed into the perceptions of both students and teachers regarding GenAI's benefits and drawbacks, particularly at the tertiary level. The study triangulates data from questionnaires and interviews with students, lecturers and managers to deepen understanding. The paper reinforces the views of GenAI as supportive for students in enhancing engagement, autonomy, and access to learning resources, particularly in English writing and vocabulary development. It also highlights concerns related to information accuracy, critical thinking decline, academic integrity, and data privacy. The paper suggests that while GenAI could enrich the landscape of English education in Vietnam, its implementation should include clear ethical guidelines, teacher training, and digital literacy development.

Keywords: generative AI, perceptions, English education, higher education, Vietnam

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Introduction

The integration of Generative Artificial Intelligence (GenAI) into educational settings is transforming traditional teaching and learning practices. With its capability of providing personalized, interactive, and engaging experiences, GenAI has been considered a tool to enhance student outcomes and teacher efficiency. Some significant benefits of GenAI, such as tailoring instruction and feedback, lesson planning or fostering engaging learning environments, are well-documented in global educational contexts (Chan & Hu, 2023; Chiu et al., 2023; Zapata-Rivera et al., 2024). However, this innovative technology also raises concerns regarding information accuracy, ethical issues, and its impact on students' critical thinking and creativity (Kaplan-Rakowski et al., 2023; Pesovski et al., 2024).

In Vietnam, the gradual adoption of AI tools in English education among university students and teachers is widely recognized due to the rise of digital literacy. For instance, Chuyen et al. (2021), T. T. H. Tran (2023) and T. Duong and Suppasetseree (2024) show that tools like Grammarly, Duolingo, and ChatGPT can enhance various language skills, such as writing coherence, pronunciation, and speaking. However, challenges including over-reliance on AI, technology anxiety, and cultural misalignments in teaching practices do persist (Pham & Le, 2024). This prevalence of both opportunities and constraints requires localized research to explore the effective integration of GenAI into English language education within Vietnamese universities.

This study aims to investigate the application of GenAI in English teaching and learning in Vietnamese higher education by exploring the experiences and perspectives of both students and teachers. By doing this, it seeks to understand how language education is being reshaped by this innovation, and to identify best practices and potential pitfalls. The findings are believed to contribute to the ongoing discourse on leveraging AI for inclusivity, efficiency, and sustainability of language education in Vietnam. The research question is "How do teachers and students in Vietnamese universities perceive the integration of GenAI into their English teaching and learning practices?"

Literature Review

GenAI's Support in Enhancement of Teaching and Learning Experiences

GenAI is recognized as a powerful tool for creating personalized and interactive learning experiences for students (C. K. Y. Chan & Hu, 2023; Chiu et al., 2023; Zapata-Rivera et al., 2024). It facilitates tailored instruction and feedback based on individual language proficiency (Su & Yang, 2023) and tracking learning progress (Pesovski et al., 2024; Zapata-Rivera et al., 2024), making the learning experience more relevant and engaging (Mertala et al., 2022).

Additionally, acting as a virtual tutor, GenAI can provide learners with personalized support and immediate answers to questions (Pesovski et al., 2024). In some cases, AI-based chatbots can contribute to student success (Kaplan-Rakowski et al., 2023), assist students in brainstorming ideas and receiving feedback on their writing (Atlas, 2023; C. K. Y. Chan & Lee, 2023), which is especially helpful for non-native English-speaking students (C. K. Y. Chan & Lee, 2023). GenAI can also automate various tasks, such as generating worksheets, tutorials, evaluations, and providing feedback. This, according to Mittal et al. (2024), brings students better access to educational resources, and through simulations, virtual creating

reality scenarios, and gamified elements it can create engaging and immersive learning content.

Teachers' efficiency can also benefit from GenAI in time-consuming tasks, for example lesson planning or giving real-time feedback on writing assignments (Chiu et al., 2023). This can give teachers time to focus more on meaningful teacher-student interactions (Kaplan-Rakowski et al., 2023; Mittal et al., 2024; van den Berg & du Plessis, 2023). Moreover, GenAI can aid teachers in creating worksheets, articles, and essays, and producing assessment tasks and critical thinking exercises (van den Berg & du Plessis, 2023), or generating engaging lead-in questions and quizzes (Williyan et al., 2024), helping teachers to develop more effective teaching methods and personalized curricula that incorporate student feedback (Mittal et al., 2024). Prompts for formative assessments to inform teaching and learning can also be generated by using AI (Baidoo-Anu & Ansah, 2023).

Potential Concerns of Using GenAI in Education

One primary concern regarding the use of GenAI in education is the accuracy and reliability of information. Pesovski et al. (2024) and Baidoo-Anu and Ansah (2023) believe that despite being trained on large datasets, GenAI can contain biases or inaccuracies reflected in its output. Kaplan-Rakowski et al. (2023), Schardt (2023) and Yan et al. (2024) also support the idea that AI models can provide *hallucinations*, which present false information as if it were true, making it difficult for teachers to verify the AI-generated information. In addition, because AI models often have inefficient common-sense reasoning ability and limited real-time access to updated information (van den Berg & du Plessis, 2023), they are unlikely to provide the most accurate and up-to-date information.

Ethical implications have been widely recognized as a common concern in using GenAI in education, in particular, students using GenAI to complete assignments without doing the work (Chan & Hu, 2023; Cogo et al., 2024; Kaplan-Rakowski et al., 2023; Michel-Villarreal et al., 2023; Mittal et al., 2024; Zapata-Rivera et al., 2024). Teachers therefore may find it difficult to look for ways to evaluate authentic learning and ensure academic integrity. Another concern is the privacy and security of student data (Kaplan-Rakowski et al., 2023; Mittal et al., 2024; Yan et al., 2024). Moreover, AI models can perpetuate existing biases, which according to Mittal et al. (2024), Pesovski et al. (2024), Williyan et al. (2024) and Yan et al. (2024) can be challenging for teachers who wish to create inclusive and equitable learning environments. One recent concern, according to Cogo et al. (2024), Mittal et al. (2024) and Pesovski et al. (2024) is copyright infringement of the content generated by AI models. Teachers may encounter a legal and ethical challenge when using copyrighted materials in their teaching.

Over-reliance on GenAI can negatively impact students' critical thinking and problem-solving skills (Chan & Hu, 2023; Cogo et al., 2024; Michel-Villarreal et al., 2023; Yan et al., 2024). Overusing AI, according to Bisdas et al. (2021) and Essel et al. (2022), can also reduce valuable human interaction in the classroom and hinder learners' social-emotional development, which is important for language learners as they often benefit from interaction with others.

There are also constraints on teachers using GenAI in their teaching. Most importantly, many teachers lack the suitable training and resources necessary to effectively integrate GenAI into their teaching (Kaplan-Rakowski et al., 2023; Michel-Villarreal et al., 2023; Mittal et al.,

2024; Pesovski et al., 2024). Teachers should be provided with opportunities to experiment and reflect upon GenAI in their teaching practices. In addition, some teachers may resist integrating AI into their teaching practices due to fear or skepticism (Baskara, 2023; Michel-Villarreal et al., 2023; Pesovski et al., 2024).

Use of GenAI in English Education in Vietnam

Higher education in Vietnam has undergone significant changes in recent years. According to V. T. Duong et al. (2024), there has been a profound impact of the emergence of digital and online technologies on Vietnamese society and higher education institutions (HEIs). New technologies, according to UNESCO (2020, as cited in Duong et al., 2024, p.1), include "digital workplaces, the Internet of Things (IoT), artificial intelligence, virtual and augmented reality, block chain, 3D printing, robotics, and more."

L. A. T. Nguyen and Habók (2022) found that most EFL university students in Vietnam have access to digital technologies at home and at school, and they show sufficient digital literacy and technological skills. They also found that Vietnamese students today are immersed in the use of computers, mobile devices, and the installed applications (V. T. Duong et al., 2024).

There have been many studies exploring the use of AI in English language learning in Vietnam. In T. T. H. Tran (2023), Grammarly and Quillbot were used in academic writing classes in language centers to detect errors and suggest ways to improve sentence structure and word choice. Both teachers and students have positive attitudes toward AI's benefits at discourse, sentence, and word/phase levels, considerably contributing to students' improvement of *cohesion and coherence*, lexical resources, grammatical range, and accuracy. However, both groups of participants agreed that *task response* was not improved by AI tools, but mostly by teachers' contributions. In another research, Chuyen et al. (2021) investigated whether Duolingo could increase high school students' English pronunciation and found that it could improve pronunciation using speech recognition, offer opportunities to practice listening, and provide instant feedback. T. Duong and Suppasetseree (2024) also found that AI chatbots, with the ability to create a low-pressure environment for practicing speaking skills, were used as conversational partners to improve speaking skills and increase confidence of non-English majors in Vietnam.

Undergraduate participants in Pham and Le (2024) perceive AI tools as useful for facilitating language learning, enhancing knowledge, and supporting their learning process. However, the authors posed a potential for excessive reliance on AI, which could limit students' critical thinking and creativity. Le Phan (2023, p. 1) investigated students' perceptions of AI technology application in General English writing classes at Vietnam National University (VNU) and found that students generally have positive attitudes regarding AI writing tools, specifically due to their "accessibility, adaptability, and simplicity," and students' increased motivation in language learning.

Nguyen and Tran (2023) explored the efficacy of ChatGPT in evaluating writing essays from advanced English students, providing detailed feedback and assigning grades. However, standardized samples of writing, according to some students, may lead to copying and biased grading, while some others may experience technology anxiety when using AI tools. Some other papers were conducted to understand teachers' perspectives towards the use of AI in English education in Vietnam. Recently, Pham and Le (2024) explored the intersection of AI technology and creative language pedagogy in the Vietnamese educational setting. Although

some teachers view AI as a supportive tool that can enhance teaching efficiency and allow them to foster student creativity, the integration of AI into language learning is complex and its influence on both teaching practices and student creativity should be carefully considered.

Teachers' perspectives towards using AI tools in English education in tertiary level in Hieu and Le (2024) revealed challenges in integrating ChatGPT into language teaching, including cultural and contextual misalignments, over-reliance on AI, effect on creativity, digital literacy, and ethical considerations. However, the opportunities include enhanced student engagement, personalized learning, fostering critical thinking and creativity, encouragement of technological adoption, teachers' professional development and efficacy.

Methodology

The study took place at a public university in Vietnam, where English programs range from elementary to upper intermediate levels. The study includes 132 non-English major students from diverse backgrounds, regions, and genders, randomly selected from a public university. They have varying English proficiency levels: 38 at A2, 55 at B1, and 39 at B2 according to the CEFR framework. Additionally, 7 lecturers and 3 educational leaders, all with at least master's degrees in English education or related fields, were interviewed. A questionnaire is designed to gather responses from students. The questionnaire includes various sections such as students' backgrounds, their utilization of GenAI in learning English, overall perceptions of using GenAI for English learning, and self-perceived recommendations for effective support in using GenAI. Additionally, some open-ended questions are included to obtain more detailed and comprehensive responses. Another questionnaire was also designed to collect lecturers' perspectives towards their use of GenAI and the benefits and constraints of using those tools in teaching English. Interview questions were used to gather in-depth feedback from leaders and managers on the implementation of GenAI at the current context, and suggestions for enhancement of using GenAI in English education at the tertiary level in Vietnam.

The collected data from questionnaires is analyzed using the SPSS 26 software. Descriptive statistics Mean (M) are employed to indicate students' and lecturers' perceptions of using GenAI in learning English, ranging from *Strongly Disagree* to *Strongly Agree*. Additionally, recommendation for necessary support is also gathered and analyzed through both close-ended and open-ended questions. The data from questionnaires and interviews are triangulated to provide comprehensive understanding of the findings.

Results

Managers and Teachers' Perspectives

Background of Using GenAI in Teaching English

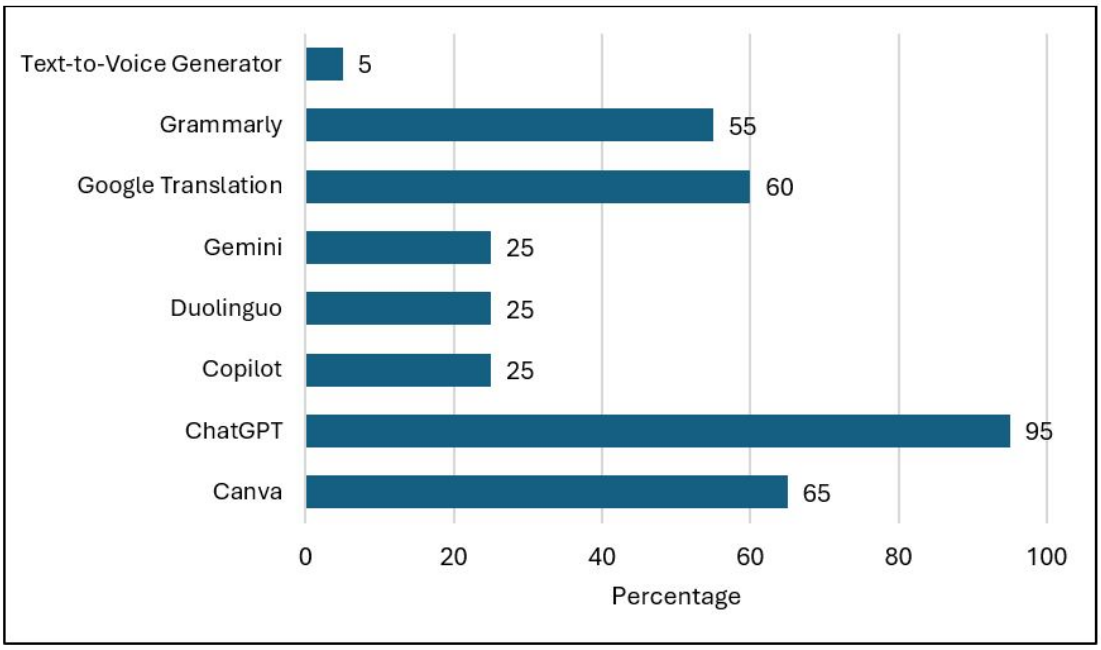
Most of the Vietnamese managers and teachers who participated in the survey and interview have over fifteen years of English-teaching experience and are employed full-time. Nearly all are already familiar with GenAI in the context of language instruction, making their insights particularly valuable. Half of the respondents report that they frequently use AI to develop teaching materials and design assignments. However, over seventy percent are either unaware of or uncertain about any university-level policy or guidelines governing AI use. This

suggests that institutions are not yet adequately prepared to offer systematic training or policy support for integrating AI tools into the classroom.

Despite the absence of formal professional guidance, teachers have rapidly embraced a range of AI-powered tools to enhance their instruction. As shown in the figure 4 below, 95 percent of respondents use ChatGPT; 65 percent rely on Canva for creating slides and visual materials; and 60 percent turn to Google Translate to support reading comprehension and vocabulary exercises.

Figure 1

AI Tools Used in English Language Teaching



Most respondents indicated that they employ AI tools across multiple pedagogical functions, including curriculum design, content creation, assessment development and grading, instructional delivery, and personalized learning. For instance, many teachers leverage Canva to design instructional posters and visual aids—citing significant time savings. ChatGPT is regularly used for brainstorming fresh ideas, crafting rubrics, and generating quiz questions. Some educators also consult AI tools for pedagogical guidance—soliciting recommendations on teaching methods and classroom activities. More specifically, ChatGPT assists in summarizing complex material and elucidating technical terminology in English instruction. Additionally, teachers utilize AI to verify the originality of student work by detecting AI□generated responses, and to compare machine translations with students' own translations to assess accuracy and deepen vocabulary comprehension. Overall, most participants agreed that AI tools enhance their lesson planning and provide a wider variety of instructional materials, enabling more engaging and effective classroom activities.

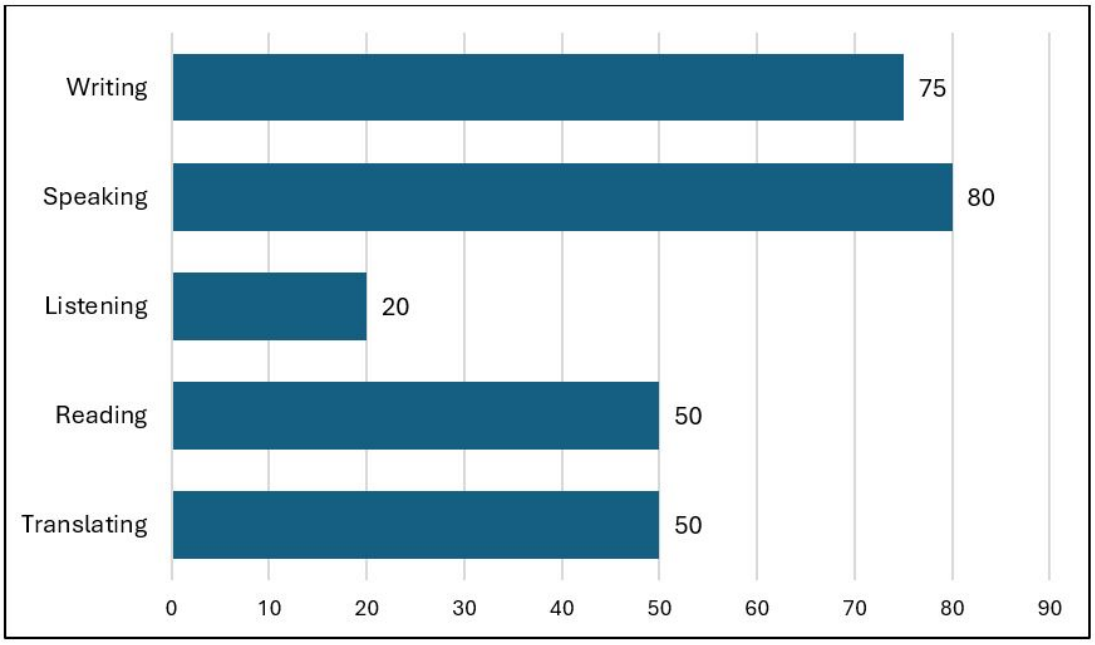
The Effectiveness of Using AI Tools in Teaching English Skills

According to the survey, 75 percent of teachers believe GenAI most benefits writing instruction, and 80 percent cite speaking as the skill most enhanced. Educators also rate GenAI as effective across other English-language domains—with the notable exception of

listening. Yet only 10 percent have received formal training in GenAI applications for English teaching, while 75 percent report having to acquire these skills independently.

Figure 2

The Effectiveness of Using AI Tools in Teaching English



In some teaching and learning cases, most teachers permit students to use AI tools such as brainstorming ideas, sourcing images for their stories, creating presentation slides, and checking spelling and grammar to refine their writing. For design majors, Canva proves especially valuable for generating virtual content—posters, illustrations, and the like. Moreover, some instructors encourage students to reflect on what they've learned through AI at the end of each session. This finding underscore teachers' openness to—and positive perception of—students' use of AI tools as a learning aid. When asked about students' ability with AI tools, 85 percent of teachers reported that they were unaware of how students are being instructed in AI use.

Aside from students' ability in effectively using AI tools, teachers reported receiving insufficient training on integrating GenAI into English teaching and learning. They emphasized that this training gap must be recognized and addressed by institutional managers and educational leaders. They responded "we should promote the use and focus on training" [Responder 1], highlighting the need for institutional support. They believe that "lecturers should apply more initiatives on teaching methods using GenAI" [Responder 2], and "students should integrate GenAI into learning and practicing speaking and pronunciation" [Responder 2]. These responses reflect a shared belief in the potential of GenAI and the importance of structured, pedagogically informed integration.

Comparison of GenAI–Based Learning and Traditional Teaching Methods

When asked to compare GenAI with traditional teaching methods, lecturers acknowledged that AI tools offer both advantages and challenges in enhancing student engagement, motivation, and overall learning outcomes. Their responses reflected a range of perspectives on the impact of AI in education. One lecturer commented, "AI enhances student learning by

providing data-driven insights into their performance, highlighting their strengths and areas for improvement, and offering guidance on how to progress—so these are really the advantages" [Responder 3]. Another lecturer highlighted both the strengths and limitations of AI compared to traditional methods, stating, "It's fast for searching information but I prefer traditional methods because students have connections each other and promote better learning" [Responder 4]. Some lecturers expressed more critical views, raising concerns about creativity and academic integrity. One remarked, "It poses a threat to our creativity. While it speeds up teaching, administrative tasks, or translation, students often use AI to complete writing assignments. It's not their original work—it's plagiarism. The learning outcomes are neither transparent nor reliable" [Responder 5]. Overall, while a few teachers expressed a preference for traditional approaches, they also recognized the value of AI tools in supporting their work.

Impact and Significance of GenAI on Teaching and Learning

Both teachers and managers agreed that AI tools have had a significant impact on their work. They noted that AI has made their teaching more structured and efficient by streamlining lesson planning, providing real-time insights into student performance, and enabling more targeted feedback. This, in turn, has helped them better address individual student needs and improve overall lesson organization. One interviewee shared, "The most significant improvement is my lesson preparation time, which used to be time-consuming, but since I applied AI tools, it became quicker" [Responder 3]. Another explained how AI supports her in teaching speaking skills: "I can show my students some AI-generated sample answers using a range of vocabulary suitable for their level" [Responder 2]. One teacher enthusiastically shared a positive classroom experience "One time, I asked my students to write a story and include photos or images to illustrate it. They were very good at it, and the results were great" [Responder 5].

Despite these benefits, some participants emphasized the importance of addressing ethical concerns. As one remarked, "Issues such as ethics and plagiarism should be addressed soon within the academic environment" [Responder 7]. Sometimes, AI tools fail to provide appropriate suggestions, even when the input prompt is clear, or the suggestions were not suitable for addressing the diverse learning styles and needs of the students.

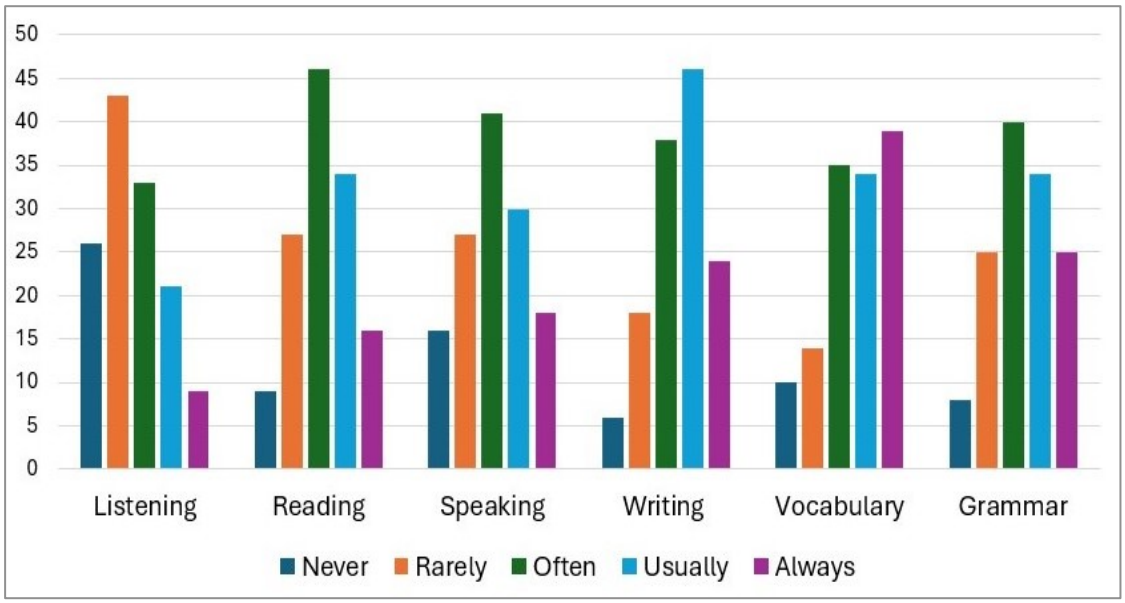
Results of Student Surveys on English Learning Skills

Students' Use and Perceptions of GenAI in Learning English

The results from the student survey show that students appreciated and became more familiar with GenAI tools and their functions. Figure 3 presents data on the frequency with which students use GenAI to learn English skills, specifically in the areas of vocabulary and grammar.

Figure 3

Students' Frequency of Using GenAI in Learning English



It is evident that Vietnamese university students use GenAI in learning Writing skills and Vocabulary more frequently, compared to other skills. Learning Listening skills is the least supported by GenAI. Similar extent of using GenAI usually while learning Reading skills and Grammar is also noticed. The results indicate an imbalance of using GenAI in learning different English skills, showing students' needs for support with Writing, Reading and Lexical Resources. However, Figures 4 and 5 below indicate that 72.7 percent of students do not know how to use GenAI effectively, and nearly two-thirds of them would like to receive suitable training on how to use those tools, highlighting the benefits and constraints when using them.

Usefulness and Limitations of Generative AI for Students Learning

Relating to students' perception on GenAI providing personalized learning as the useful tools while learning English, it is apparent that students, regardless of English proficiency, agree that GenAI can provide them with personalized learning experience. For example, GenAI helps them identify strengths and weaknesses (Sig. = 0.279), or GenAI makes learning English more engaging and interactive for them (Sig. = 0.369). Also, GenAI can provide feedback on students' assignments, and help students to become independent learners, with Sig. = 0.629 and 0.668, respectively.

Table 1

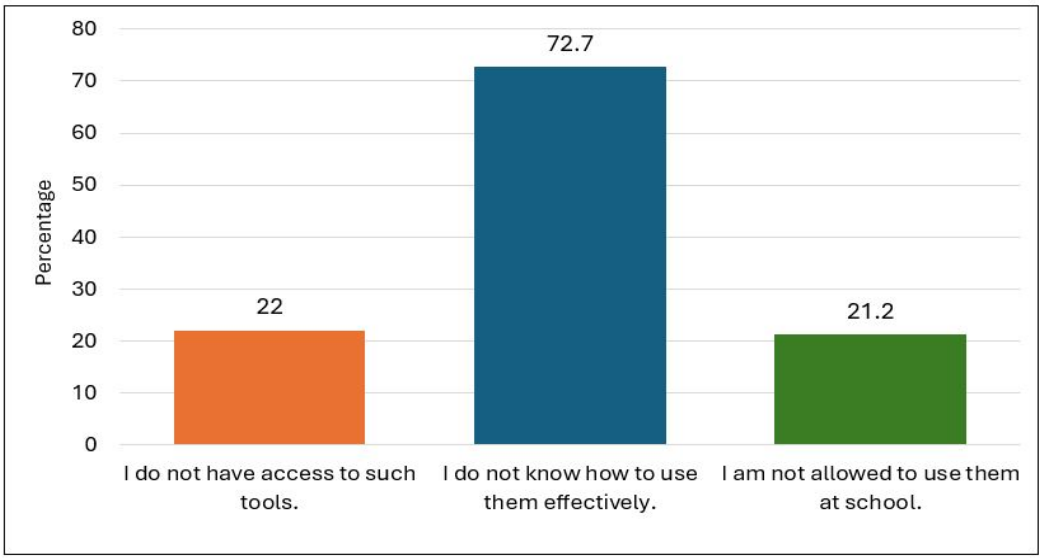
Students' Perception on GenAI in Personalized Learning

Levels of proficiency		GenAI helps me identify my strengths and weaknesses in learning English.	Using GenAI has made learning English more engaging and interactive for me.	GenAI tools help me receive personalized feedback on my English assignments.	GenAI has improved my ability to learn English independently.
A2	Mean	3.4211	3.3947	3.5789	3.6842
	N	38	38	38	38
	Std. D	1.15388	1.24204	1.15388	1.14148
B1	Mean	3.7818	3.6727	3.7636	3.7273
	N	55	55	55	55
	Std. D	.91674	.98234	.99933	1.00838
B2	Mean	3.6410	3.6667	3.7949	3.8718
	N	39	39	39	39
	Std. D	.90284	.77233	.83286	.89382
Total	Mean	3.6364	3.5909	3.7197	3.7576
	N	132	132	132	132
	Std. D	.99059	1.01104	.99858	1.01230

Relating to the limitations of using GenAI at school, in our survey, 72.7 % of students admitted that they don't know how to use generative AI tools correctly—highlighting a need for guided training on effective prompting and tool features. Besides, more than one-fifth of students said they are not allowed to use AI tools in the classroom, preventing them from exploring and integrating AI's benefits into their regular learning activities. The detail information is indicated in the following figure:

Figure 4

Limitations of Generative AI for Students at School



Use of Generative AI as Learning Resources

To indicate how students think GenAI provides them with learning resources and tools, the below table shows a difference in perceptions on GenAI making it more flexible and accessible among students of different proficiencies, with Sig. = 0.045. All students agree on GenAI improving their answers to English assignments. Relating to how students think about over-reliance and skill development when using GenAI in learning English. Although students, regardless of their proficiencies, agree that they may be reliant to use GenAI to complete their assignments, and get reluctant to work in teams, there is a slight difference in their self-reported perception on GenAI reducing their critical thinking skills, with Sig. = 0.014, with B1-level students showing a higher level of agreement (M = 4.11). While students of B1 proficiency are generally concerned about the ethics and privacy of using GenAI in learning English, those of other proficiency lower and higher levels are unsure about their privacy and copyright issues.

Table 2
Students' Perception of GenAI in Learning Resources and Tools

Levels of proficiency		GenAI tools make learning English more accessible and flexible for me.	GenAI helps me brainstorm ideas in English for my assignments.	GenAI-generated suggestions for improving my answers are clear and actionable.
A2	Mean	3.5000	3.5789	3.6579
	N	38	38	38
	Std. D	1.08429	1.13021	1.12169
B1	Mean	4.0545	4.0727	4.0545
	N	55	55	55
	Std. D	.95099	.87886	.93131
B2	Mean	3.8462	3.6667	3.6667
	N	39	39	39
	Std. D	.81235	.73747	.80568
Total	Mean	3.8333	3.8106	3.8258
	N	132	132	132
	Std. D	.97422	.94208	.96895

Discussion, Conclusion, and Recommendation

Lecturers have a positive view of GenAI, especially for teaching English Writing and Speaking. However, the absence of formal training presents a notable challenge. This reinforces the conclusions by Kaplan-Rakowski et al. (2023) and Mittal et al. (2024) regarding the urgent need for focused professional development and systematic support in the integration of AI into teaching. This concern is also recognized by managers and educational leaders, as they acknowledge "the institutional responsibility to provide support" [Responder 8 and 9]. However, despite institutional awareness of the potential benefits of GenAI, there remains a gap between policy awareness and practical implementation. This highlights the necessity for coordinated efforts among stakeholders to ensure sustainable and pedagogically sound integration.

One of the key findings from this research is that students view GenAI as a tool for promoting personalized learning and independent learning. Students noted that GenAI identifies strengths and weaknesses, provides tailored feedback, and fosters engagement. These findings are in line with existing studies which emphasize GenAI's potential to personalize instruction and learning environment (Chan & Hu, 2023; Pesovski et al., 2024; Su & Yang, 2023; Zapata-Rivera et al., 2024). Additionally, tools such as ChatGPT were recognized by both teachers and students in this study as helpful for brainstorming and improving writing skills. This observation aligns with Atlas (2023) and C. K. Y. Chan and Lee (2023), who highlighted the role of AI in improving idea development and writing coherence. Notably, B1-level students showed the strongest agreement on GenAI enhancing learning flexibility and accessibility. This suggests intermediate learners are more confident in using these tools or more aware of their benefits compared to beginner learners. This is consistent with L. A. T. Nguyen and Habók (2022), who identified Vietnamese students' increasing digital literacy and adaptability with online platforms.

Another significant finding is that both managers, teachers and students are concerned about the accuracy and bias in AI-generated content. They expressed uncertainty about the reliability of information produced by GenAI. This supports prior concerns from Pesovski et al. (2024), Schardt (2023), and Yan et al. (2024) about AI's hallucinations. In addition, while most of them find AI content convenient, they also see risks such as reduced critical thinking and over-reliance, resembling concerns from Cogo et al. (2024), Michel-Villarreal et al. (2023), and Essel et al. (2022) about decreased learner autonomy and cognitive engagement. Ethical concerns were also notably significant, especially regarding academic integrity, data privacy, and copyright infringement (Kaplan-Rakowski et al., 2023; Michel-Villarreal et al., 2023; Mittal et al., 2024).

In short, the findings provide a variety of applications of how GenAI tools are currently used and perceived in teaching and learning English at some major universities in Vietnam. The study confirms that GenAI significantly benefits English education by promoting personalized learning, enhancing engagement, and supporting independent learning. It is also truly beneficial for teachers in lesson preparation and improving their teaching techniques. However, the study highlights critical concerns, including doubts about AI-generated information's accuracy and objectivity, risks of over-reliance, reduced critical thinking, and ineffective peer collaboration. Therefore, it is recommended that teachers' support with suitable formal training on using GenAI should be strongly concerned. For students, it is essential to train them to know how to craft appropriate prompts that guide the tool in generating relevant and useful information. More importantly, we need to guide them "to avoid situations where they become overly reliant on AI tools, as this may result in performance outcomes that do not accurately reflect their true abilities" [Responder 3].

The findings generally suggest that while GenAI has significant potential for enhancing English education in Vietnam, its implementation must be undertaken with caution and in a strategic way. To ensure GenAI's effectiveness and sustainability as an educational tool, there is a need for clear ethical guidelines, digital literacy training for both students and teachers, and more institutional support. Besides, it is important to be more mindful when using AI tools, as they are meant to assist—not fully replace—our work. So, using their outputs as suggestions, recommendations, or sources of feedback for students learning may be a more effective and responsible. Lastly, more in depth and comprehensive research on this area may further explore for its integration and improvement teaching and learning languages purposes.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

The authors used ChatGPT to improve the grammar and vocabulary in selected sections of the manuscript. It was also used to review and format citations and references in accordance with APA 7.0 style.

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