

English Majors' and Non-English Majors' Perceptions and Readiness For AI-Assisted Learning in English Language Courses: An Exploratory Study

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 https://doi.org/10.54855/979-8-9870112-9-4_7

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Received: 03/09/2025

Revision: 11/03/2026

Accepted: 15/03/2026

Online: 21/03/2026

ABSTRACT

Keywords: AI-assisted English learning; Students' perceptions; Readiness for AI integration; Technology Acceptance Model (TAM)

This mixed-methods study aims to investigate the perceptions and readiness for AI-triggered English learning across 40 first-year English majors and 40 first-year non-English majors at HUFLIT University, Vietnam. The quantitative findings reported strong evidence of PU, PEOU, and BI, implying substantial readiness for AI integration. Qualitative findings were more homogeneous and demonstrated five overarching themes: the convenience and accessibility of integral enabling factors; digital literacy and confidence; hindrance factors, including accuracy concerns and over-reliance; a need for institutional support and ethical guidelines; and a desire for better AI functionality. The results indicate that AI readiness at the first-year level depends more on digital exposure and institutional support than on a student's academic major. The research provides empirical substance from a little-studied Vietnamese higher education setting and highlights the importance of integrating AI-related policies that are pedagogically justified and ethically responsible.

Introduction

In recent years, AI has greatly changed the world of education, particularly in English language teaching. AI tools, for example: Intelligent Tutoring Systems (ITSs), Adaptive Learning Environments (ALEs), and Learning Management Systems (LMSs), provide personalized feedback in a timely fashion, quick error correction, and learner autonomy support in the context of English as a Foreign Language (EFL) contexts Peñ (Peña-Acuña & Corga, 2024). This has particular affordances in large-class contexts where personalized teaching is often logistically impossible, and student learning needs and proficiency levels are diverse.

CITATION | Nguyen, T. K. T., Nguyen, T. T. D., & Dong, T. D. (2026). English Majors' and Non-English Majors' Perceptions and Readiness For AI-Assisted Learning in English Language Courses: An Exploratory Study. *ICTE Conference Proceedings*, 9, 107-120. ISSN: 2834-0000, ISBN: [979-8-9870112-9-4](https://doi.org/10.54855/979-8-9870112-9-4). DOI: https://doi.org/10.54855/979-8-9870112-9-4_7

There are few empirical studies that have investigated AI-enhanced English learning in Vietnam, despite recent developments worldwide. In fact, previous studies conducted in Vietnam have revealed that students' attitudes towards AI apps such as ChatGPT are notably positive (particularly among English majors) due to their accessibility and flexibility. Nonetheless, issues such as over-reliance, the correctness of AI outputs, and the influence on critical thinking remain (Pham & Tran, 2025; Du et al., 2025). Interestingly, the majority of studies have been conducted on learners who are either senior or advanced, largely ignoring students in their first year—the very ones still developing patterns of study and behavioral use of technology. Moreover, few studies have used English majors as a point of comparison with non-English major groups who may differ in terms of academic expectations, disciplinary demands, and exposure to technologies that are specific to each (disciplinary) language.

Objectives

However, the literature has not focused on perceptions and readiness for these AI-aided English integrated learning systems (IELS); thus, this study explores perceptions and readiness to implement IELS amongst first-year students at HUFLIT University, Vietnam. Specifically, it aims to:

- Investigate students' perception of AI-powered tools in English learning.
- Compare the levels of respect, perceptions, readiness, and acceptance of AI tools among English majors and non-English majors.
- Comprehend predictors of AI acceptance such as digital literacy, prior experience with technology, and institutional support.

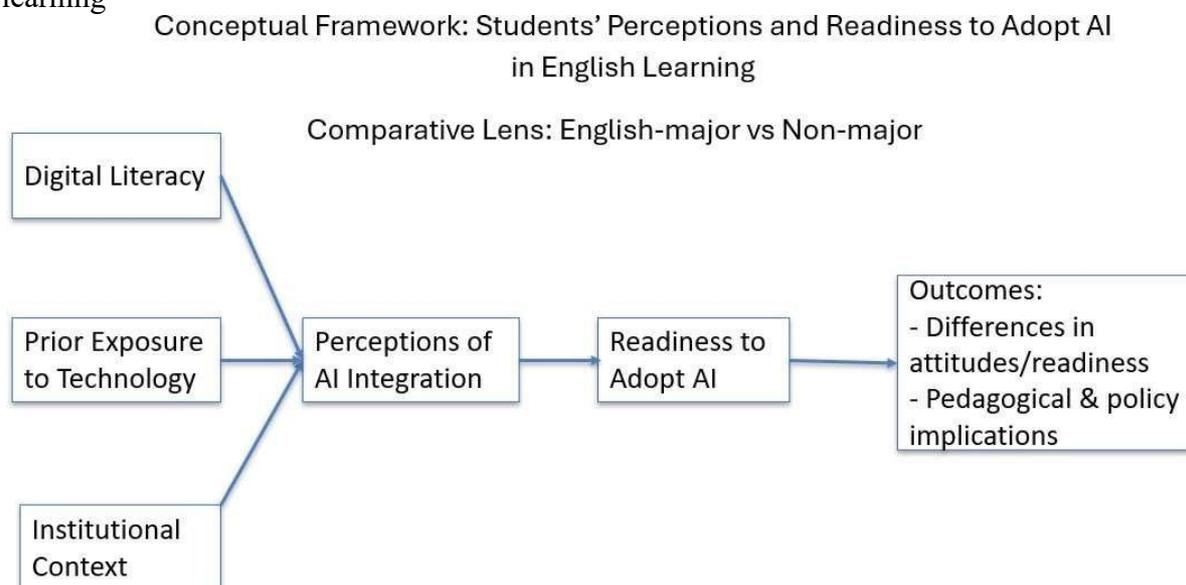
Conceptual Framework

The Technology Acceptance Model (TAM; Davis, 1989) and the Unified Theory of Acceptance and Use of Technology (UTAUT; Venkatesh et al., 2003) are the two necessary models for this research. The TAM emphasizes two major forms—Perceived Usefulness (PU) and Perceived Ease of Use (PEOU)—which strongly influence users' thinking and Behavioral Intention (BI) toward new technologies. UTAUT is an extension of this framework that combines social effects and assisting conditions (institutional support, digital literacy, and prior technology experience).

In this study, PU refers to students' belief that AI tools facilitate their learning outcomes; PEOU relates to the ease of using them independently; BI measures whether students intend to adopt AI tools in their future English classes; Concerns represent worries about over-reliance on AI applications, academic integrity, and trustworthiness. We theoretically frame digital literacy, prior technology experience, and institutional support as accessible resources that may positively impact students' perceptions and ease of use. Academic major (English versus non-English) is a grouping variable to investigate potential differences by discipline. The framework is analytical and enables examination of factors affecting AI adoption when comparing student groups within a single educational context.

Figure 1.

Theoretical framework that merges the TAM and UTAUT constructs on AI-enhanced English learning



Literature Review

AI in Language Learning

The teaching of English as a Foreign Language (TEFL) via Artificial Intelligence (AI)- based applications is gaining importance. These include automatic writing feedback systems, adaptive learning environments, and chatbots that interact with learners. Such tools contribute to personalized feedback and to increased student motivation and autonomy. For example, Shi (2024), in a systematic review of automated written feedback research, found that AWF systems are increasingly used to support writing classes at the tertiary level, and that many learners report engagement, improved writing performance, and enhanced motivation, though outcomes vary depending on feedback focus and task design. In the same way, Li and others, in their 2025 review of research on generative AI, show how GenAI tools can help with writing, vocabulary building, and speaking skills when used properly and with an ethical focus. These improvements show how important it is to have clear teaching guidelines and ethical standards to ensure meaningful integration.

AI tools have been employed not only for writing but also for oral communication in Vietnamese EFL contexts. In a recent study, Nhan (2025) investigated an AI-supported preparation process for speaking tasks in her ICTE conference at a Vietnamese university; results indicated that students' willingness to communicate (WTC) in English improved significantly after AI-assisted preparation, with most students still following up with concerns about the reliability of AI and the need for teachers' input. The study recommends that AI can serve as a form of scaffolding for speaking practice, facilitating learners' practice of ideas and enhancing language skills before meeting a live person. This indication expands the perspective that, for AI, as for other major high-tech innovations in history, its influence is both grounded in technological capacities and in how teachers set up and facilitate its use.

Students' Perceptions of AI tools

A layered view of students towards AI tools: as one notes the benefits, another is admiring the risks. The learners accept convenience, capability, and flexibility as key benefits of AI-facilitated learning. Nonetheless, concerns remain about efficiency, over-dependence, and a lack of critical communication.

Two recent studies highlight this duality. Hading et al. (2024) found that EFL learners assume that AI may constrain critical thinking, and Pitts (2025) found similar concerns about "misfortune of critical thinking skills and potential development of overreliance" when using AI chatbots in education. These concerns are consistent with predictive theories that perceived usefulness and perceived ease of use are key factors influencing adoption intention, while risk may be a modifier of adoption behavior (Davis, 1989; Venkatesh et al, 2003).

Hading et al. (2024) found that EFL learners may restrain critical thinking, and Pitts et al. (2025) observed comparable unease about the "misfortune of critical thinking skill and risk of developing over-dependence" when applying AI chatbots in the education field. This concern is relevant to forecasting theories that perceive usefulness and ease of use are essential factors in shaping adoption intention, whereas the prospect may be a modifier of adoption attitude (Davis, 1989; Venkatesh et al., 2003).

Although learners generally accept AI's instrumental potential, perceptual concerns remain barriers. This suggests that acceptance is conditional – and dependent on how AI tools are presented, supported, and integrated into the curriculum.

Readiness for AI Integration

In addition to motivation and attitudes towards the acceptance of AI-integrated computer-assisted learning applications, technological expertise, personal digital competency, institutional support, and previous exposure to technology among learners are among the factors that help learners develop an affinity for AI-integrated learning platforms. While evidence suggests that more sophisticated students in terms of digital literacy are better equipped to use AI tools (Phan, 2023; Hien, 2025), challenges remain, such as limited training and support from educational institutions. Du et al. (2025) confirm that students require clear institutional guidance and academic integrity policies to facilitate the safe and successful use of AI, reaffirming the critical importance of educational context in preparing for AI integration.

Previous Studies and Research Gap

Overall, international and Vietnamese studies affirm the potential of AI in teaching English as a foreign language, while prioritizing the influence of instructional design, system support, and digital skills for effective use. Nevertheless, three key gaps persist: missing the boat on first-year students; in many studies, only senior or experienced learners have been studied. With first-year students, behaviors around technology and intellectual characteristics are being shaped and merit at least equal consideration.

Very few studies make systematic comparisons between English majors and non-English majors, ensembles that may differ across components of language-learning passion, punitive prospects, and technology use.

Poor quantitative evidence from Vietnam on enabling factors: Inconsistency between identified factors arising from international research (with notable emphasis on digital literacy and institutional support) -- and the limited availability of Vietnamese-specific evidence, particularly around interactions across first-year cohorts.

This study fills such gaps by exploring first-year English-major and non-English-major students' perceptions of AI, their readiness to integrate the technology into their daily activities, and the factors that promote or resist adoption at a Vietnamese university. This study will enrich empirical insights into advising AI integration policies in Vietnamese higher education by synthesizing TAM & UTAUT with mixed-methods data.

In the Vietnamese context, empirical evidence also corroborated the notion that various factors, such as digital literacy, prior technology use, ethical awareness, and institutional support, affect students' perceptions and readiness. In a survey conducted with Vietnamese EFL students, Hien (2025) found that participants had similarly moderate awareness and usage of AI tools; however, critical evaluation and ethical considerations were not adequately addressed, even when the majority expected to leverage AI tools as grammar correctors or paraphrase generators in an effort to maximize time savings when engaging in writing tasks. Similarly, Pham and Tran (2025) found overall positive attitudes among Vietnamese university students towards writing with AI language models and noted advantages such as instant English feedback and increased motivation to write in English; they also expressed concerns about over-reliance on AI language models, but not as academic misconduct. These studies indicate that Vietnamese learners are currently using AI tools in their writing process; they will do so only if students have high AI literacy and sufficient institutional support.

Theoretical Framework

The work reported here is based on the TAM (Davis, 1989) and, to a lesser degree, on the UTAUT (Venkatesh et al., 2003). Two main constructs, perceived usefulness and perceived ease of use, which directly affect people's attitudes and usage intentions toward new technology, are emphasized by TAM. The UTAUT extends the model to include additional determinants such as social influence and facilitating conditions and provides a more comprehensive view of technology acceptance.

These frameworks are particularly notable in English language learning. Students' perceptions of AI tools can be observed in perceived usefulness for learning (e.g., whether AI facilitates students' learning outcomes) and perceived ease of use (e.g., whether AI tools are easy to use). Their propensity to adopt AI tools points to a behavioral intent to use them for learning. Furthermore, the constructs of digital literacy, self-exposure to technology, and organizational support align with the facilitating conditions in UTAUT.

By utilizing TAM and UTAUT, the current research provides a solid theoretical foundation for investigating 1st-year students' attitudes and preparedness toward the adoption of AI technology for English learning. Furthermore, the model allows analysis of differences between student groups with English-major and non-English-major backgrounds to see how certain types of students might be more receptive—or resistant—to AI. In doing so, it fills the research void in Vietnamese EFL and contributes to a broader discussion of technology acceptance in language teaching and learning.

Research Questions

Based on the stated objectives and tasks, the research questions below regulate the study:

1. What are the perceptions of HUFLIT English-major and non-English-major first-year students and their levels of readiness for using AI tools to support them in studying English?
2. What factors affect students' willingness to use AI tools in their English learning?

Methodology

Research design

This study utilizes a chronological mixed-methods design, in which quantitative survey statistics are first assembled and analyzed, followed by qualitative interviews to further read and illuminate the original findings (Creswell & Plano Clark, 2018). The survey provides an overview of students' insights and willingness across a typical sample, while interviews yield more focused insights into students' purposes, interests, and the support they receive from the school. By incorporating arithmetical tendencies with rich storyline data, this triangulation method enhances the study's core validity and provides a more thorough understanding of AI use in English language learning. Additionally, the use of a mixed-methods design responds to the current scholarly call for multi-dimensional studies of AI's incorporation into language instruction (Li et al., 2025; Wang & Fan, 2025).

Participants and Setting

To create the research sample, the author utilized 80 first-year students enrolled in English courses at HUFLIT University during the second semester of the academic year 2024-2025. Participants included 40 English majors (taking English courses for academic purposes) and 40 non-English majors (taking specialized English courses). Participants were aged 18 to 20 years and had prior exposure to digital learning tools through secondary education.

In the qualitative phase, as outlined previously (Ritchie et al., 2013), we purposively sampled 8 students (4 English majors and 4 non-English majors) to ensure that a variety of genders, self-reported academic standing, and prior AI tool experience were represented. All participants agreed to participate after being clearly informed of the research objectives, the voluntary nature of participation, confidentiality procedures, and the right to withdraw at any time without consequences.

Instruments

Questionnaire

The authors selected a 16-item questionnaire, adapted from scales used in previous studies on technology adoption (Cui et al., 2025; Carolus et al., 2023; Dai et al., 2020; Venkatesh et al., 2003). Items were contextualized to AI-assisted English learning and grouped into four constructs:

Perceived Usefulness (PU, 4 items), which refers to a learner's belief that the AI tools improve their learning performance and personalization (e.g., "AI tools help me learn English skills more effectively").

Perceived Ease of Use (PEOU, 4 items): ease of using AI tools independently (e.g., I find AI Tools easy to use with no technical assistance).

Behavioral Intention (BI, 4 items): the intention to utilize AI in learning English in the future (e.g., "I intend to use AI tools often in my English learning").

Concern (C, 4 items): the risk of over-reliance, issues of accuracy, and threats of academic integrity (e.g., I am concerned that the use of AI tools will diminish my critical thinking abilities").

The items utilized were on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The survey was tested on 15 students (not part of the survey) to ensure precision and readability. Based on the survey responses, the writers made some minor alterations to the wording.

Reliability and Validity

Cronbach's alpha was utilized to estimate internal consistency. All the constructs had satisfactory trustworthiness: PU ($\alpha = .815$), PEOU ($\alpha = .865$), BI ($\alpha = .792$), and Concerns ($\alpha = .878$). An expert review of items by three faculty members specializing in applied linguistics and educational technology confirmed that the questions assessed the TAM/UTAUT constructs, establishing content validity. Theoretical foundations observed in the existing literature that support the instrument's utility in similar contexts provide construct validity (Venkatesh et al., 2003; Cui et al., 2025).

Table 1

Reliability Statistics for Questionnaire Constructs

Construct	Cronbach's Alpha	Number of Items
Perceived Usefulness (PU)	.815	4
Perceived Ease of Use (PEOU)	.865	4
Behavioral Intention (BI)	.792	4
Concerns	.878	4

Semi-Structured Interviews

A semi-structured interview with 9 questions was conducted to gain more details about students' experiences. The questions concentrated on five main aspects: (1) their preceding usage of AI tools; (2) their benefits and detriments they perceived in learning English with AI support; (3) their inspirations and considerations about using AI; (4) the role of providing and training from the university; (5) their proposals for using AI responsibly and effectively.

Some example questions were "What AI tools have you used to learn English, and how helpful or difficult were they?" and "What kind of support or guidance from the university would help you utilize AI tools more effectively and responsibly?" These open-ended questions allowed students to feel free to share their experiences and give more detailed interpretations as needed.

Data Collection Procedures

Quantitative phase: In February 2025, the questionnaire was administered in regular English class sessions. Participation was voluntary, and students took the survey independently within 15–20 minutes. No identifying information was collected to help ensure anonymity.

In this qualitative phase, eight purposively sampled participants were recruited via email. Semi-structured interviews lasted 25–30 minutes each and were carried out in March 2025. All the interviews were conducted in Vietnamese, allowing individuals to communicate freely and securely. Interviews were audio-recorded and transcribed verbatim with participant consent, and the transcription was then translated to English by the researcher, who had not previously interacted with study participants. All written translations were verified for accuracy in translation by a bilingual member of the research team before analysis.

Data Analysis

Quantitative Analysis

Descriptive analysis was performed on survey data (SPSS version 27). Students' impressions and preparation were summarized using descriptive statistics (means, standard deviations, frequencies, and percentages). Independent samples t-tests were used to compare English and non-English majors on the four constructs. Practical significance was assessed using Cohen's d to compute effect sizes ($|d| .80$ large (Cohen, 1988).

Qualitative Analysis

Inductive thematic analysis was used to evaluate interview records (Braun & Clarke, 2006). The researcher firstly read through the transcriptions to become acquainted with the data, then used open coding to identify relevant segments regarding views, motivators, and obstacles, as well as contextual drivers. Using an iterative process of comparison and modification, related codes were aggregated into higher-order themes. The results showed that five main themes were identified. They comprised convenience and accessibility (1), digital literacy and self-confidence (2), concerns about exactness and over-reliance (3), the need for official funding, role in practice, and ethical advice (4), and predictions for amended AI functionality (5). To increase integrity, a second coder independently coded nearly 25% of the transcripts, achieving an inter-coder agreement of 89% and indicating high stability.

Ethical Considerations

The study is in line with the conventional behavioral guidelines of HUFLIT University. Participants were informed about the study's purpose, voluntary participation, confidentiality, and their right to withdraw. Informed consent was obtained before data collection. Records of the interviews and transcripts were securely stored and accessible only to the research team. Participants' identities were kept confidential and are reported using codes (e.g., S1, S2).

Results & Discussion

Reliability

Table 2

Reliability Statistics for Questionnaire Constructs

Construct	Cronbach's alpha	Number of Items
Perceived Usefulness (PU)	.815	4
Perceived Ease of Use (PEOU)	.865	4
Behavioral Intention (BI)	.792	4
Concerns (C)	.878	4

All established measures demonstrated adequate internal consistency ($\alpha = .79-.88$), exceeding the suggested cutoff of .70 (Nunnally & Bernstein, 1994), suggesting that the method was trustworthy for further analysis.

Overall Perceptions and Readiness

Quantitative results showed largely positive experiences and a robust willingness to use AI-supported English learning. Table 3 describes descriptive statistics for the four forms. Mean scores above 4.00 on the 5-point scale indicate extreme agreement.

Table 3

Descriptive Statistics for Overall Constructs (N=80)

Construct	M	SD	Min	Max
Perceived Usefulness	4.00	0.44	3	5
Perceived Ease of Use	4.02	0.50	3	5
Behavioral Intention	4.20	0.40	3	5
Concerns	3.42	0.56	2	5

Students had moderate Perceived Usefulness ($M = 4.00$) and Perceived Ease of Use ($M = 4.02$), indicating that they believe AI tools can help them improve their learning performance, are personalized, and are easy to use independently. Also of note, Behavioral Intention had the highest mean score ($M = 4.20$), suggesting a strong propensity to apply AI instruments in the subsequent semester's English classes. In line with TAM predictions, strong BI is associated with high PU and high PEOU (Davis, 1989).

There's concern about how they may over-rely on it, which they'll need to avoid ($M = 3.42$). Relatively small standard deviations (0.40–0.56) indicate substantial consensus among participants and suggest that these patterns reflect those of the cohort.

Qualitative data reinforced these patterns. Students often referred to AI tools as "convenient," "time-saving", and "providing fast feedback", aligning with high PU and PEOU. As one student put it: I can get grammar corrections at midnight when no teacher is available (S2). But ethical concerns also arose: "Sometimes I feel like I'm cheating if I use ChatGPT to rewrite my essay" (S5), and "AI answers feel mechanical, not like talking to a real teacher" (S7). This qualitative evidence explains the moderate Concerns score and suggests that student acceptance is not a given.

From this pedagogical standpoint, it means that although first-year students in higher education are digitally confident and willing to integrate AI into their studies, they respond well to structure and need appropriate guidance from the faculty on ethical concerns. In terms of readiness, both high BI scores and moderate Concerns signal the need for explicit policies and critical AI literacy training.

Differences Between Majors

Independent-samples t-tests between English majors ($n=38$) and non-English majors ($n=42$) were conducted to assess whether awareness and preparedness differed by academic major. There are no statistically significant differences across the four constructs (all $p > .05$). $|d| = .09-.15$). This indicates the practical significance is negligible.

Table 4

Independent Samples t-test Results Comparing English and Non-English Majors

Construct	Major	N	M	SD	t	df	p	Cohen's d
PU	English	38	4.03	0.51	0.58	78	.564	.13
	Non-English	42	3.98	0.36				
PEOU	English	38	3.98	0.60	-0.64	63.14	.526	-.15
	Non-English	42	4.05	0.40				
BI	English	38	4.23	0.39	0.64	78	.526	.14
	Non-English	42	4.17	0.42				
Concerns	English	38	3.39	0.60	-0.41	78	.681	-.09
	Non-English	42	3.45	0.53				

Pedagogical interpretation of effect sizes

None of the effect sizes exceeded .20, indicating trivial practical differences (Cohen 1988). This suggests that both English majors and non-English majors view AI tools as similar in usefulness, ease of use, intended use, and concerns. The lack of differences between disciplines indicates that AI exposure and digital socialization are likely to be uni- or bi-disciplinary-scale trends at the first-year level, independent of language specialization. In contrast to studies of older or expert populations, where a disciplinary identity may drive attitudes toward technology, the current findings suggest limited variation in acceptance by academic background at this early stage of AI development.

Qualitative data strengthened this outcome. The authors' interviews revealed no significant distinctions in majors by motives or interests. Students in both groups emphasized effectiveness, flexibility, and availability when stating similar moral worries. As one non-English major justified, "Even if I'm not an English major, I even apply Grammarly and ChatGPT a lot for my English projects" (S4).

Discussion

These results show that first-year students at HUFLIT University have a high potential to accept AI-based English teaching, as perceived utility, ease of use, and behavioral intention are high. Results were consistent with the TAM predictions that PU and PEOU are the primary drivers of BI (Davis, 1989). The high BI scores ($M = 4.20$) indicate that students adopt AI tools when they perceive them as useful and easy to use.

By contrast, international studies describe similar positive learner perceptions of AI in language education (Wang & Fan, 2025; Li et al., 2025) while some Vietnamese research has reported enthusiasm and ethical caution (Pham & Tran, 2025; Hien, 2025). These patterns were also consistent with Nhan's ICTE study (2025). That research claimed that any Vietnamese person learning English as a foreign language in Vietnam with AI support would improve their English communication skills. Nevertheless, learners' concerns about AI's unreliability and the need for teacher intervention remain.

Regarding the *impact of concerns*, the Medium Level of Concern score ($M = 3.42$) reveals that students are conscious of potential risks. They can lead to over-reliance, cheating, and reduced critical thinking skills. Qualitative data show that such concerns are not black-and-white: students want to differentiate using AI as a learning tool from relying on AI instead of thinking. This result is consistent with studies by Hading et al. (2024) and Pitts et al. (2025), which report similar concerns about weakened critical thinking. What stands out about these data is that the high readiness and moderate concerns demonstrate that students' acceptance of it was conditional, reasoned rather than uncritical.

The qualitative findings highlight the role of *facilitating conditions*—digital literacy and institutional support. "Students who felt capable of using technology independently of others were more prepared, and those without training or any learning from the university displayed significant reluctance," Serig said. This reinforces the UTAUT assertion that facilitating conditions play a moderating role in technology adoption (Venkatesh et al., 2003).

Why no major differences? There are two reasons for this surprising lack of difference between the English majors and the non-English campuses. First, digital tools (Grammarly, Google Translate, ChatGPT) are widely available and used across disciplines, potentially reducing disciplinary differences in exposure. Second, freshmen are in a very formative stage of life,

decades before any academic credentials are conferred, and technology habits developed in college have time to diverge by major. This may differ from senior cohorts, where more formalized disciplinary norms and specialized tools lead to greater variation.

Conclusion & Implications

Conclusion

This study aims to explore first-year students' perceptions and readiness toward AI-assisted English language learning at a Vietnamese university and to further compare the two groups, i.e., English major students and non-English major students. Results show high average scores for usability, usefulness, and behavioral intention ($M=4.00$, 4.02 , and 4.20 , respectively), as well as moderate-to-low average levels of concern related to dependence; on the other hand, over-reliance and academic integrity concerns do not appear to be significant ($M=3.42$). Crucially, no differences were found between English majors and European language non-majors, suggesting that the impacts of digital fluency and institutional context on discipline are similar in their acceptance of LLMs at this level.

By blending quantitative and qualitative data using the TAM/UTAUT framework, this study contributes empirical evidence to an under-researched Vietnamese higher education context and identifies a dichotomy in students' AI readiness: enthusiastic yet ethically minded. The main takeaways indicate a need for AI-based integration into the education system intact, whilst preserving an adequate level of critical scrutiny.

This study has several limitations, including a small sample size ($N = 80$), a single educational institution, and its cross-sectional design. In the future, these studies will expand their scope to multiple universities, examining changes over time in perceptions of artificial intelligence and evaluating how school policies and training programs affect its use.

Pedagogical and Institutional Implications

Instructors should consider using AI tools as supplementary tools for classroom practice rather than as replacements for teacher feedback — incorporating them into activities that promote higher-order thinking, not just content generation. They can also explicitly teach critical AI literacy—a process that involves showing students how to assess AI outputs, compare them with other sources, and spot limitations —thereby reducing over-reliance and academic integrity risks. To push beyond basic prompt engineering, educators can model how to make critical revisions to AI-generated drafts and ask students to explain when and for what purposes they rely on AI tools. These practices treat AI as a resource that supports learning and reflection, not as a substitute for independent thought.

This provides an opportunity, at the institutional level, for universities to create clear, user-friendly guidance that describes what they consider acceptable and unacceptable uses of AI tools, outlines expectations for academic integrity, and includes relevant examples. Targeted training programs, including orientation and skills-based workshops for first-year students, must be held to complement these policies. Such training sessions can help English-language students become familiar with AI technology. These sessions can introduce their benefits and limitations and encourage responsible use. Moreover, educational institutions must provide equal access to trusted AI forums and simultaneously provide robust digital infrastructure to give students from diverse backgrounds and settings a level playing field. Providing practical and academic support to learners and teachers is equally vital to ensure their effective and reliable integration.

The findings suggest that, for policymakers and leaders in higher education, AI literacy and ethics should be embedded into broader curriculum and quality assurance frameworks rather than treated as an informal or opt-in add-on. Policy initiatives can prompt institutions to monitor the impact of AI-assisted learning in a longitudinal perspective: Asian universities share effective practices and apply their research on language flies vary in learner autonomy; critical thinking by aligning institutional policies, teacher development and national guidelines, stakeholders can co-create an ecosystem where AI plays a pedagogically meaningful role in English language education that is ethically responsible and responsive to students' real needs and concerns.

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Biodata

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SLA Course: An Action Research Study of Achievement Gains and Learner Perceptions” and discuss practical approaches to using AI chatbots to lessen learners’ burden and anxiety while strengthening learning outcomes.