

NHẬN THỨC CỦA GIÁO VIÊN VÀ SINH VIÊN ĐẠI HỌC LẠC HỒNG
VỀ TÁC ĐỘNG TRÍ TUỆ NHÂN TẠO TRONG HỌC TIẾNG ANHNguyễn Ngọc Lưu Ly^{1*}, Ngô Thị Thu Hà², Nguyễn Hữu Thịnh³¹Trường Đại học Lạc Hồng, số 10 Huỳnh Văn Nghệ, Bửu Long, Biên Hòa, Đồng Nai, Việt Nam²Trường TH-THCS-THPT Thái Bình Dương, 154/20, Hưng Đạo Vương, Quyết Thắng, Biên Hòa, Đồng Nai, Việt Nam³Công ty TNHH Gap Sourcing Viet Nam, Lầu 4, Tòa nhà iTower, số 49 Phạm Ngọc Thạch, Võ Thị Sáu, Quận 3, Hồ Chí Minh, Việt Nam

* Tác giả liên hệ: lynguyen@lhu.edu.vn

THÔNG TIN BÀI BÁO

Ngày nhận: 30/4/2024
Ngày hoàn thiện: 24/5/2024
Ngày chấp nhận: 25/5/2024
Ngày đăng: 15/3/2025

TỪ KHÓA

Trí tuệ nhân tạo (AI);
Học tiếng Anh (ELL);
Trường Đại học Lạc Hồng (LHU);
Tiếng Anh như ngoại ngữ (EFL).

TÓM TẮT

Sử dụng trí tuệ nhân tạo (AI) trong giáo dục, đặc biệt trong dạy - học tiếng Anh có vai trò quan trọng để bắt kịp sự phát triển của công nghệ trong giáo dục. Ở Việt Nam, sinh viên gặp khó khăn học tiếng Anh do thiếu cơ hội thực hành giao tiếp ngoại ngữ. Vì vậy, sử dụng AI trong học ngôn ngữ mang lại thay đổi đột phá cho sinh viên và giáo viên, đặc biệt ở bậc đại học. Bài viết kiểm tra nhận thức của giáo viên và sinh viên về tác động AI trong học tiếng Anh. Bài viết cũng xem xét sự khác biệt giữa thái độ của sinh viên không chuyên và sinh viên chuyên ngành tiếng Anh về sử dụng AI. Đề thu thập dữ liệu, bảng câu hỏi trực tuyến được đặt ra cho 10 giáo viên và 221 sinh viên (chuyên và không chuyên tiếng Anh) Đại học Lạc Hồng. Sau đó dữ liệu được xử lý thông qua phần mềm SPSS. Kết quả cho thấy phần lớn giáo viên và sinh viên nhận thức tích cực về AI. Tuy có khác biệt nhỏ giữa sinh viên chuyên và không chuyên về AI, nhưng tất cả đánh giá cao vai trò của giáo viên trong học tiếng Anh. Bài viết góp phần nâng cao nhận thức của giáo viên và sinh viên về vai trò AI, khuyến khích dùng AI trong thực tiễn giảng dạy và hướng dẫn sinh viên tối ưu hóa vai trò AI trong học tập tiếng Anh.

LHU'S TEACHERS AND STUDENTS' PERCEPTIONS ON THE IMPACT
OF ARTIFICIAL INTELLIGENCE ON ENGLISH LANGUAGE
LEARNINGNguyen Ngoc Luu Ly^{1*}, Ngo Thi Thu Ha², Nguyen Huu Thinh³¹Lac Hong University, 10 Huynh Van Nghe Street, Buu Long Ward, Bien Hoa City, Dong Nai Province, Vietnam²IGC School, 154/20 Hung Dao Vuong Street, Quyet Thang Ward, Bien Hoa City, Dong Nai Province, Vietnam³Gap International Sourcing (Vietnam) Limited Liability Company, Floor 4, iTower, No. 49 Pham Ngoc Thach Street, Vo Thi Sau Ward, District 3, Ho Chi Minh City

*Corresponding Author: lynguyen@lhu.edu.vn

ARTICLE INFO

Received: Apr 30th, 2024
Revised: May 24th, 2024
Accepted: May 25th, 2024
Published: Mar 15th, 2025

KEYWORDS

Artificial intelligence (AI);
English language learning (ELL);
Lac Hong University (LHU);
English as a foreign language (EFL).

ABSTRACT

Using artificial intelligence (AI) in education, especially in English language learning and teaching has become an important role to keep up with the development of technology in education. In Vietnam, students face difficulties in learning English as a foreign language due to the lack of foreign language practice and communication. Therefore, the use of AI to facilitate language learning has brought a transformative change for both students and teachers, especially at tertiary level. The study aims to investigate both teachers' and students' perceptions toward the impact of using AI in English language learning (ELL). It also considered whether there were differences between non-English majors' and English majors' attitudes toward using AI in learning English language. To collect data, online close-ended questionnaires were posed to 10 teachers and 221 students (both English majors and non-English majors) from Lac Hong University (LHU). Then, the data was processed via SPSS. The findings showed that both teachers and students had positive perceptions toward the efficacy of AI in English language learning. Also, there were small differences between English majors and non-English majors about the effectiveness of AI, but both of them highly valued the irreplaceable role of teachers in their English language learning process. The study made significant contribution to raising both teachers and students' awareness of the role of AI in English language learning, suggested integrating AI in teaching practices and instructing their students to optimise the utilisation of AI for English language acquisition.

Doi: <https://doi.org/10.61591/jslhu.21.463>Available online at: <https://js.lhu.edu.vn/index.php/lachong>

1. INTRODUCTION

Artificial intelligence, or AI, is a computer system that simulates human intelligence [1, 2]. Thereby machines can “think and act like humans” and can do what originally only humans could do [3] in terms of learning, inferring, judging, remembering, understanding human language [4], planning, calculating, thinking, and handling complex problems [5].

AI is gaining ground in education, notably English language instruction. AI provides tailored learning environments, which speeds up students' independent learning [6,7]. It lets students study at their own pace, receive feedback, and be led by the teacher with little interference [8]. AI can make students more comfortable talking to machines, repeat assignments indefinitely, practice language skills, create personalised learning experiences [9], offer revision suggestions, and track student progress [10]. AI “provides a new platform for the creation of an intelligent and personalized English teaching environment” for teachers [11]. AI-based systems can help educators save time by checking attendance with facial recognition, automatically evaluating students, correcting English pronunciation [12], “track[ing] and record[ing] the expressions and behaviors of students” [13], collecting resources, marking homework, and answering questions.

In Vietnam, students encounter challenges in learning English as a foreign language. In addition to the limited classroom instruction time for acquiring the English language, they lack foreign language practice and communication with their teachers. Moreover, they do not practice the target language in the local community. Consequently, learners are unable to enhance their language proficiency, resulting in diminished achievement in foreign language. Hence, the utilization of artificial intelligence (AI) in education is a key approach in the contemporary era. In order to keep up with the educational renaissance, it has become vital to incorporate AI into the learning process. Adopting artificial intelligence to facilitate language learning has the potential to bring about a transformative change in education for both students and teachers [14].

This study aimed to investigate the perspectives of teachers and students regarding the influence of utilizing artificial intelligence (AI) on the acquisition of the English language in Vietnam, specifically at Lac Hong University. The study also examined the differences in opinions regarding the effectiveness of AI in ELL between those majoring in English and those who are not.

2. CONTENT

2.1 AI and learning English as a foreign language (EFL)

In learning English as a foreign language learning, AI plays various roles in enhancing both teaching and learning processes such as personalized learning which can analyse learners' strengths, weaknesses, and learning styles to tailor lessons and exercises to individual needs. As a result, AI can help learners progress at their own pace and focus on areas where they need improvement.

Firstly, AI can function like a mean of Language Assessment. Artificial intelligence has the capability to evaluate the language proficiency of learners using automated assessments, speech recognition, and writing analysis. These evaluations offer instant feedback on grammar, vocabulary, pronunciation, and fluency, enabling learners to monitor their advancement and pinpoint areas for enhancement.

In addition, AI is such a language practice environment. AI chatbots and virtual instructors can actively involve learners in interactive discussions, offering immediate feedback on their language proficiency and pronunciation. These interactive experiences replicate genuine language encounters in the real world, aiding learners in developing self-assurance and proficiency.

Also, as Content Creation, AI has the capability to create language learning resources, including quizzes, flashcards, and reading passages. These materials are tailored to match the competency levels and interests of the learners. In addition, content creation technologies powered by artificial intelligence can assist teachers in creating personalized lesson plans and materials with more efficiency.

AI, finally, roles as a base of Language Translation. AI-powered translation technologies can enhance language acquisition by offering immediate translations of written, auditory, and visual materials. These techniques can be utilized by learners to promptly comprehend novel words and phrases, hence enhancing their ability to effectively interact with authentic language materials.

Overall, AI technologies have the potential to revolutionize ELL by making it more personalized, interactive, and accessible to learners worldwide.

2.2 Previous studies on the role of AI in EFL learning

Previous studies have proven that AI improves English language learners' communication skills. [15] examined how AI apps helped EFL Egyptian primary school students improve their spoken language. Subjects were 40 sixth-year primary school students with limited English proficiency. The study investigated how AI could improve English language learners' speaking and listening. Researchers divided subjects into two groups using pre- and post-tests. Google Assistant taught the experimental group speech skills. Participants talked to and heard from a robot. Traditional teaching was also given to the control group. Pre-test and post test results showed that AI improves experimental group students' speech and listening. The researcher found that students actively improved their speaking and listening skills. Students gained confidence and professionalism by using these skills. The researcher assured AI-simplified learning. AI enables a realistic interactive language-learning environment. [16] found that AI-based virtual instructors improved speaking accuracy and fluency.

[17] did a study on the use of AI chatbots to enhance English grammar proficiency. The research was conducted in Korea. Seventy university students with different levels of language proficiency took part in the study. The study's goal was to find out how AI chatbots can help university students studying foreign languages. The individuals were

segregated into two distinct groups. The experimental group received instruction in grammar through the utilization of the Replika app's conversation feature. The other group acquired grammar skills by engaging in verbal communication with their companion. Furthermore, the data was gathered by pre-test and post-test assessments. The study's findings revealed that both groups shown improvement in grammar abilities, with the group utilizing chatbots exhibiting more pronounced progress. The researcher discovered that the utilization of AI chatbots has a beneficial effect on Korean learners' acquisition of foreign languages.

[18] investigated the efficacy of an AI-powered language learning application in enhancing learners' speaking skills. Their research uncovered that those who utilized the application demonstrated improved oral abilities and a heightened sense of assurance in actual interpersonal exchanges. The research collectively provide evidence that AI technologies, such as speech recognition systems and virtual instructors, have a beneficial effect on the development of English language learners' speaking abilities.

In a separate study conducted by [19], the use of a virtual learning environment that relies on AI was explored as a method for teaching English language skills to medical students. The study included 29 faculty members from the medicine department of Bisha University, in Saudi Arabia. The study aimed to develop a 3D virtual learning environment utilizing AI to teach English language skills to medical students. Furthermore, the study employed a quantitative research methodology. Information was gathered via a questionnaire. The questionnaire comprised 40 items addressing educational demands, technical needs, and AI. The study's findings revealed that a majority of the university's faculty support the utilization of AI technology to enhance ELL among students.

[20] examined how AI could improve native Japanese learners' English. The study involved 47 native-language-proficient undergraduates from Tokyo, Japan. Their language skills were intermediate. The study examined how AI improves native learners' English. Emphasize 21st-century skills while teaching English with AI. Study participants were split into two groups. AI split both groups into eight subgroups. The first group was taught with Google Home Minis throughout semester. The first group wanted to improve listening and speaking. The second group also used Alexa to improve listening and vocabulary throughout the semester. The researchers gave both groups more AI training tasks. These duties included rehearsing with AI speakers, watching subjects and writing 300-word summaries, making presentations, studying worldview theory and 21st-century abilities philosophy, and participating in conversations. The study found that both groups improved their English. The study found that AI improved English and 21st-century skills.

[21] conducted a case study examining the impact of AI on English-speaking anxiety and speaking proficiency. During the study, students interacted with many rudimentary AI-powered systems, including "web chatbots" named Charles and Cristal, as well as Mondly, which served as their written and spoken conversation

partners. The learners utilized Mondly's voice recognition feature to enhance their pronunciation skills and accurately articulate English words on a range of self-selected themes. Web chatbots have facilitated extensive text-based conversations on a wide range of subjects. The study utilized a combination of pre-test-post-test methodology and a 33-item questionnaire to ascertain the advantages of Chatbots in enhancing learning, fostering interaction, and facilitating oral communication.

[22] conducted a study that examined how teachers and students perceive the role of AI in enhancing the acquisition of English language. This study was carried out using a close-ended questionnaire in the English language. The questionnaire utilized a 5-point Likert scale, with response options ranging from "strongly agree" to "strongly disagree". The survey involved a total of 5 teachers and 16 students at Yanbu University College Women Campus in Saudi Arabia. The study's findings indicated that both teachers and students had a favourable disposition towards the utilization of AI in the process of learning the English language. The study claimed that it is advisable for EFL teachers to enhance their teaching methods by integrating AI programs with language acquisition. In addition, it is advisable for EFL teachers to include AI into their instructional practices.

In Vietnam, there have been some studies related to the role of AI in various aspects of English language. Accordingly, [23] examined the utilization of AI-powered tools and their impact on the development of English academic writing skills. The study involved the collaboration of 5 teachers and 60 students from five academic writing classes in two language centers located in Hanoi, Vietnam. The primary method of data collection for the research involved administering tests and questionnaires, with interviews serving as a supplementary tool. The research findings suggest that both professors and students hold favorable opinions towards artificial intelligence (AI), and AI technologies prove advantageous to the participants in terms of discourse, sentence, and word/phrase levels. The utilization of AI-driven writing tools such as Grammarly and Quillbot significantly benefits students in terms of enhancing cohesion and coherence, expanding lexical resources, improving grammatical range, and ensuring accuracy.

[24] investigated the level of involvement of Vietnamese EFL students in vocabulary acquisition by utilizing an AI tool called POE, which is currently employed as an AI chatbot in Vietnam. The study was conducted at a public university in Vietnam using a mixed-method approach. The sample consisted of 31 students majoring in English. Information was gathered via surveys and interviews. The results indicated that the majority of the participants regarded the tool to be beneficial and actively participated in vocabulary acquisition through this tool.

[25] conducted a study on the viewpoints, encounters, and expectations of English majors in Vietnam on the incorporation of AI tools in tertiary-level EFL education. The results suggest that English majors possess an impressive level of awareness regarding AI technologies and have already employed different kinds of AI tools in

various language learning activities. Furthermore, they view AI tools as advantageous assets that can improve their linguistic abilities and their language acquisition process. Nevertheless, there are concerns over the potential implications of AI technologies on critical thinking, creativity, and employment prospects. These findings emphasize the necessity of adopting a well-rounded strategy when using AI tools into language acquisition.

This study, however, mainly investigated the perceptions of both teachers and students on generally powerful effect of AI in improving ELL in a specific university in Vietnam. It also considered whether there were differences between non-English majors' and English majors' attitudes toward using AI in learning English language.

2.3 Methodology

2.3.1 Research design

The study employed a quantitative research design and a descriptive research approach to investigate students' perspectives as well as teachers' perspectives regarding the efficacy of Artificial Intelligence (AI) in facilitating English language acquisition.

2.3.2 Research questions

1. What are teachers' and students' perceptions toward the Impact of Artificial Intelligence on English Language Learning?

2. What are differences between English-majors' and non-English majors' perceptions towards AI in learning English language?

2.3.3 Participants

The participants of the study were 221 students and 10 English teachers at LHU. The students of both English - majors and non-English majors, from first-year, second-year, to third-year, have different English levels while the teachers have advance level of English.

2.3.4 Instruments and procedures

Besides questions to collect demographic information of the participants and the frequency of utilising AI in learning English language for students, the research questionnaires employed in the study were derived from the questionnaires utilized in [22] research. The survey consists of five Likert-scale surveys, each including 11 questions. Participants are asked to rate their responses on a scale of 1 to 5, that is, 1 for strongly disagree, 2 for disagree, 3 for Neutral, 4 for agree and 5 for strongly agree. The questions pertain to the use of artificial intelligence (AI) in learning the English language and are directed at both students and teachers.

Prior to distributing the questionnaires to the participants, the researcher had introduced the video and articles that described the role of AI in the process of learning English language. After that, the responses were subjected to quantitative analysis by using SPSS which is one of the most-used statistical analysis tools, discussed comprehensively and subsequently practical recommendations were presented.

2.4 Results & discussion

2.4.1 Questionnaires for the teachers

What are teachers' perceptions toward on the Impact of Artificial Intelligence on English language learning?

The researcher adapted a closed-ended survey based on [22] study specifically for the teachers. The questionnaire comprised 11 statements. The questionnaire aimed to examine the opinions of teachers on artificial intelligence (AI). The diagram presented below illustrates the findings of questionnaires conducted among teachers.

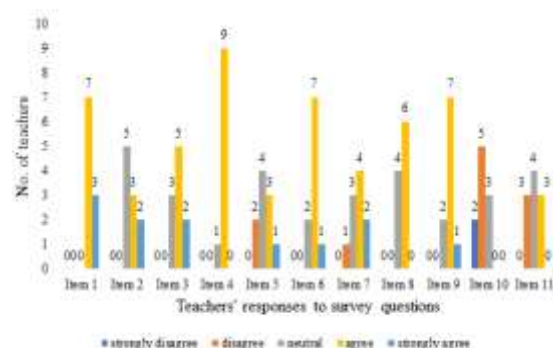


Figure 1. Teachers' responses to the impact of AI in English language learning

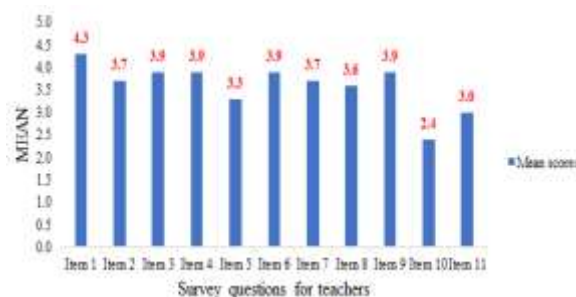


Figure 2. Teachers' perceptions toward the impact of AI in English language learning (Mean scores)

Based on Figures 1 and 2, the first statement (Item 1, mean score of 4.3) indicates that all teachers expressed agreement or strong agreement with the positive impact of AI on the educational environment for learning the English language. In the second statement (Item 2, mean score of 3.7), 5 teachers acknowledged the significance of artificial intelligence (AI) in facilitating the acquisition of ELL, which aligns with the educational goals of Vietnam for the year 2025. Meanwhile, the remainder stayed neutral when considering the second statement.

In the third statement, which had a mean score of 3.9, 7 teachers expressed strong agreement and agreement with the idea that AI facilitates faster language acquisition. Meanwhile, 3 teachers remained neutral when asked about the impact of AI on increasing the language learning process.

In the fourth statement, with a mean score of 3.9, the majority of teachers concurred that AI effectively addresses the needs of all age groups and enhances proficiency in English language acquisition. There was only one teacher who remained impartial towards the idea.

Especially, when queried about the function of AI in elucidating concepts that teachers may not fully address in their explanations (Item 5, mean score of 3.3), the teachers expressed diverse viewpoints on the matter. Out of the total number of teachers surveyed, 4 teachers expressed agreement and strong agreement, while 4 teachers remained neutral, and 2 instructors disagreed with the notion that AI may replace teachers in providing explanations for students' difficulties in the classroom. According to the mean scores of 3.9, 3.6, and 3.9 respectively for items 6, 8, and 9, the majority of teachers concurred that AI facilitated students in meeting their language learning requirements, alleviated the fear associated with traditional methods of English learning, and transformed the approach to acquiring English language skills. Nevertheless, there were a small number of teachers who remained impartial regarding the statement.

Regarding Item 7, which had a mean score of 3.7, four teachers expressed disagreement and neutrality regarding the potential of AI to provide further educational help in the English language classroom. Meanwhile, the remaining teachers all agreed and warmly supported the statement.

Particularly, in Item 10 (with a mean score of 2.4), 70% of the teachers expressed strong disagreement or disagreement over the potential decrease in the teacher's role when students utilize AI in their ELL. The other teachers were neutral in their opinion on this issue.

Eventually, in the final statement (with a mean score of 3.0), teachers had diverse perspectives regarding the impact of AI on learners' ability to interact with the teacher. A few teachers expressed disagreement, while four other teachers remained neutral, and the others believed that AI enhanced students' capacity to communicate in English with the instructor.

Overall, the majority of teachers concurred on the efficacy of utilizing AI in facilitating the acquisition of the English language among students. Nevertheless, they also verified that AI is incapable of substituting the job of teachers in the English language classroom.

2.4.2 Questionnaires for the students

Demographic data

The following table, Table 1, displays the demographic information of 221 students who participated in the online survey. Out of the total responders, 101 are English majors, while the rest are non-English majors.

Table 1. Demographic background of respondents

Category	Sub-category	Percentage (%)	Total of respondents (N)
Major	English	45.7	101
	Non English	54.3	120

Frequency of using AI applications in learning English language

The data from Figure 3 reveals that among the participants, 89 (40.3%) used AI occasionally for their ELL, 66 (29.9%) used it frequently, 46 (20.8%) used it rarely, and the remaining (9%) always used AI in their ELL. Typically, the majority of students regularly utilized AI tools during their ELL journey.

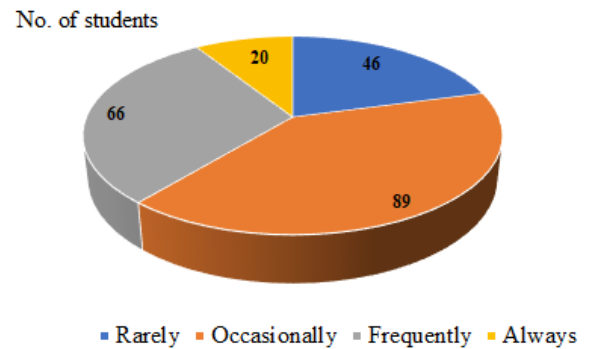


Figure 3. Students' frequency of using AI

What are students' perceptions toward on the Impact of Artificial Intelligence on English language learning?

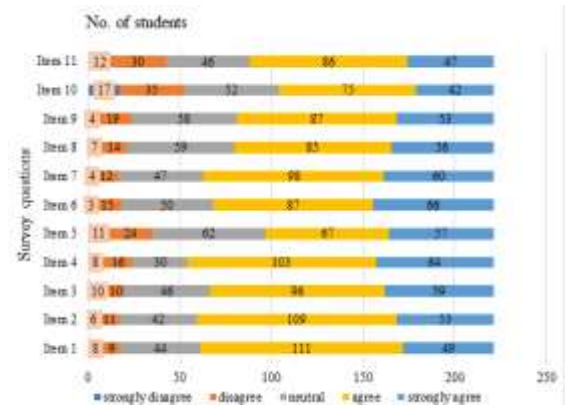


Figure 4. Response frequencies for students' questionnaire

Figure 4 displays the results of students' feedback regarding the significance of utilizing artificial intelligence in the process of learning the English language. The first statement (Item 1: The use of artificial intelligence in education improves the educational environment for learning English language.) holds significance in relation to this study. The purpose was to gauge students' disposition towards utilizing artificial intelligence in the context of education. The majority of the students expressed agreement and strong agreement with the statement because they believed it made them more suitable and prepared to learn the English language while the others (17 students) strongly disagreed and disagreed with the first statement.

In the second statement (Item 2: Artificial intelligence is important to use these days in education to prepare language learners to acquire language learning need of Vietnamese vision in education.), a total of 162 students expressed their support for using AI to acquire language in order to achieve the 2025 vision of Vietnamese education. The ultimate goal is to ensure that all non-English majors reach level 3 in the Vietnamese Standardized Test of English Proficiency. Specifically, 109 students agreed and 53 students strongly agreed with this idea.

Additionally, 42 students remained neutral on the matter. Only 18 students expressed disagreement or strong agreement with the statement, while the rest did not.

In the third statement (Item 3: Artificial intelligence contributes to language development faster.), A majority of the students, almost 70%, expressed agreement or strong agreement on the positive impact of artificial intelligence on accelerating language learning. Conversely, 46 students, constituting 20% of the total, remained neutral towards the idea that AI aids in the development of their English language skills. However, the remainder, 20 students strongly disagreed and disagreed with the contribution of AI in developing their English language ability.

Similarly, in the fourth statement (Item 4: Artificial intelligence caters the needs of all age groups and faster the language ability in ELL.), the majority of students expressed agreement and strong agreement with the capabilities of artificial intelligence to meet the demands of all age groups and enhance ELL proficiency. Out of the total of 54 students, 30 had a neutral opinion about the utilization of artificial intelligence in language learning. Conversely, the remaining 24 students expressed disagreement or significant disagreement with the fourth statement.

In the fifth statement (Item 5: Artificial intelligence clarifies many points that the teacher cannot cover in his/her explanation.), most of the students "agreed" and "strongly agreed" that artificial intelligence aids in simplifying and clarifying concepts that teachers may not fully cover during lessons. This is achieved through simulations and training, as well as the provision of explanations from intelligent sources other than the teacher. However, 62 students expressed a neutral stance, while 35 students indicated their disagreement and severe disagreement with the notion that AI, while acting as teachers, can effectively elucidate numerous concepts.

In the sixth statement (Item 6: Artificial intelligence fulfils and complements all students' language learning needs.), 153 students, accounting for 70% of the respondents, expressed agreement and strong agreement regarding the fulfilment and complementation of their language learning needs by AI. They highlighted the ubiquitous and anytime availability of AI as a key factor. On the other hand, 50 students remained neutral, while 18 students disagreed, citing the adequacy of current technological resources in meeting their language learning needs.

In the seventh statement (Item 7: Artificial intelligence enables students to obtain additional educational support for what the teacher does in English language classroom.), A majority of the students (158 students - 70%) expressed agreement or strong agreement that AI provides additional educational support in the English language classroom by simulating the role of a teacher in language learning. Additionally, 47 students remained neutral on this matter. Nevertheless, a total of 16 learners expressed their disagreement and extreme disagreement with the statement.

In the eighth statement (Item 8: Learning through using artificial intelligence will make learning language less

terrifying than learning it using traditional way.), most of the students "agreed" and "strongly agreed" that using AI in learning made learning language less terrifying than using traditional way due to its innovative teaching approach, this method enhances student engagement and efficiency by making the learning process more enjoyable and time-efficient. While 59 students (26.7%) were neutral, 21 students (about 10%) strongly disagreed and disagreed with this statement because some students like to use traditional methods in studying some language skills.

In the ninth statement (Item 9: Artificial intelligence changes the way how students acquire English language skills.), over 50% of the students expressed agreement or strong agreement that AI alters the method by which students acquire English language skills. This is because AI increases students' enthusiasm for communication and serves as a tool that reduces their anxiety about making mistakes, similar to a classroom setting. Out of the total number of students, 58 (27%) had a neutral opinion, whereas 23 students strongly objected or disagreed with the idea that AI affects their acquisition of English language abilities.

The tenth statement (Item 10: The teacher's role will diminish when the student uses artificial intelligence to learn the English language.) asked students for their opinion on the role of teacher being reduced due to the existence of AI in learning English process. About 53 percent of the students expressed agreement or strong agreement with the view that incorporating AI into ELL can diminish the importance of teachers. Conversely, around 50% of the remaining students held a neutral stance, disagreed, or strongly disagreed with this statement. They believe that the role of the teacher as a language learning guide remains crucial and does not diminish, even when artificial intelligence is employed.

For the last statement (Item 11: The use of artificial intelligence affects the ability to communicate with the teacher.), approximately 60% of the students in the study expressed agreement, with a combination of "agreed" and "strongly agreed," regarding the good impact of AI on their capacity to communicate with the teacher. Out of the total number of students, 46 (20%) had a neutral opinion regarding the statement, while 42 students (20%) strongly opposed and disagreed with the idea that AI impacts communication, as they believe that the teacher plays a crucial part in guiding the learning process.

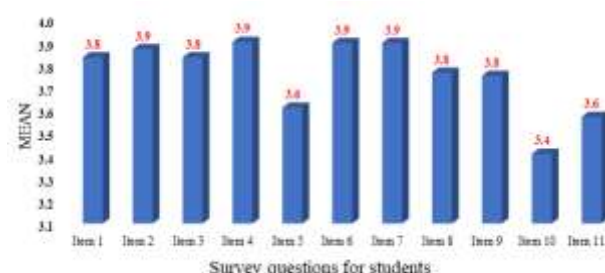


Figure 5. Mean scores for students' questionnaire

Based on the mean scores of students' questionnaires in Figure 5, in which the mean scores for items 1 to 11, excluding Item 10, were approximately 4, it can be concluded that most students had a positive attitude

towards the importance of using AI in learning the English language; teachers still play a crucial role in facilitating the study of English among students.

What are differences between English-majors' and non-English majors' perceptions towards AI in learning English language?

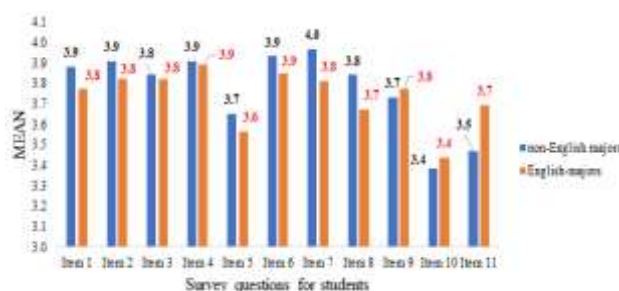


Figure 6. Differences between non-English majors and English majors in AI importance to English language learning

Figure 6 presents the survey results (mean scores) related to students' different responses on the impact of using AI in learning English language among English majors and non-English majors. Accordingly, there is little difference in their answers to the 11 question items in the questionnaires. However, they showed slightly different responses to items 1, 2, 5, 7, 9, and 11.

In terms of Items 1 and 2, with the mean score of 3.9, non-English majors showed positive opinion toward using AI in improving their ELL. They also confirmed the importance of AI in preparing themselves to obtain their needs of ELL.

Regarding Items 5 and 7 (the mean scores of 3.7 and 4.0 respectively), non-English majors highly appreciated the role of AI in clarifying various points and providing additional support for learning English outside the classroom environment while English majors still preferred the role of teachers in clarifying and giving support to them in their process of learning English language.

However, for Items 9 and 11 (with the mean scores of 3.8 and 3.7), English majors obviously confirmed that AI changed the way they developed proficiency in the English language and had an impact on the capacity to interact with the instructor.

Especially, with the mean score of 3.4, both English majors and non-English majors had neutral attitude toward the fact that the teacher's responsibility would decrease as the students employed AI to acquire proficiency in the English language.

3. CONCLUSION AND RECOMMENDATIONS

3.1 Conclusion

Based on the results of both questionnaires, it can be concluded that most the teachers and students had positive opinions on using AI in learning English language. The results answered the research questions about the teachers' and students' perspectives toward using AI in ELL. The results also discovered there were small differences among English majors and non-English majors about the issue. In general, both of them highly appreciated the role of teachers in their journey of learning English language.

The study reported the same results as the previous one which showed positive responses of using AI in learning English. It supported the studies by [15] on using AI applications for develop primary school students' spoken language skills, by [17] on using artificial intelligence chatbots on improving English grammar skills, by Wang and [18] on the efficacy of an AI-powered language learning application in enhancing learners' speaking skills, by Obari and Lambacher [20] on how AI could improve native Japanese learners' English, by [21] examining the impact of AI on English-speaking anxiety and speaking proficiency, by Aljohani [22] on how teachers and students perceive the role of AI in enhancing the acquisition of English language. In also supported latest studies in Vietnam by [23], [24], on applying AI-powered tools to develop English academic writing skills, vocabulary acquisition as well as supported the study by [25] on the viewpoints, encounters, and expectations of English majors in Vietnam on the incorporation of AI tools in tertiary-level EFL education. All these studies emphasised the positive opinions and the necessity of adopting AI tools into English language acquisition thanks to the benefits that AI has brought to students while learning English language.

However, via these questionnaire results, is was obviously seen that there was still a minority of students and teachers expressing their obvious disagreement regarding the potential impact of AI in improving students' English language ability, clarifying concepts that students struggle to comprehend in class, improving their ability to communicate with teachers, etc., and improving their ability to communicate with teachers, among other aspects.

Undeniably, the position of teachers in English language class will never be replaceable notwithstanding the usage and demonstration of AI's extensive capabilities in assisting English language learning process.

3.2 Recommendations

Although the study generally investigated instructors' and learners' perceptions and pointed out the small differences between English-majors' and non-English majors' opinions on the effectiveness of AI in ELL, the study's findings have led to other suggestions. Accordingly, students should be raised their awareness of both the advantages and any drawbacks or challenges of using AI applications in English language learning.

Then, AI applications should be officially introduced and properly incorporated into English language learning and instructional programs.

Furthermore, it is crucial for educators to stay informed about the most recent advancements in technology, particularly the advantages of AI in the field of English language teaching and learning, include AI into their instructional practices and guide their students on the optimal utilization of AI for English language acquisition.

Nevertheless, it is imperative for teachers to consistently uphold their position as instructors in order to motivate students to enhance their proficiency in the English language.

For further research, one of particular AI applications should be employed in certain English language learning and teaching practices and for a specific group of participants so that potential advantages and limitations of using such AI applications will be figured out thoroughly.

4. REFERENCES

- [1] Sindermann, C., Sha, P., Zhou, M., Wernicke, J., Schmitt, H., Li, M., Sariyska, R., Stavrou, M., Becker, B., & Montag, C. (2021). Assessing the attitude towards artificial intelligence: Introduction of a short measure in German, Chinese, and English Language. *KI-Künstliche Intelligenz*, 35(1), 109-118.
- [2] Sun, Z., Anbarasan, M., & Praveen Kumar, D. J. C. I. (2021). Design of online intelligent English teaching platform based on artificial intelligence techniques. *Computational Intelligence*, 37(3), 1166-1180.
DOI: <https://doi.org/10.1111/coin.12351>
- [3] Zhang, X., & Chen, L. (2021). College English smart classroom teaching model based on artificial intelligence technology in mobile information systems. *Mobile Information Systems*, 2021, Article ID 5644604.
DOI: <https://doi.org/10.1155/2021/5644604>
- [4] Xiaohong, W., & Yanzheng, W. (2021, February). The application of artificial intelligence in modern foreign language learning. In 2021 4th International Conference on Big Data and Education (pp. 34-37). London, United Kingdom: ACM.
- [5] Cuiye, Y. (2016). The construction of English teachers' classroom teaching ability system based on artificial intelligence. *Revista Ibérica de Sistemas e Tecnologias de Informação*, (18B), 94-104.
<https://www.proquest.com/openview/a21a379626fc3df1cd0e069d0f05d46c/1?pqorigsite=gscholar&cbl=1006393>
- [6] Liang, J. C., Hwang, G. J., Chen, M. R. A., & Darmawansah, D. (2021). Roles and research foci of artificial intelligence in language education: an integrated bibliographic analysis and systematic review approach. *Interactive Learning Environments*, Online First.
DOI: <https://doi.org/10.1080/10494820.2021.1958348>
- [7] Yong, Q. (2020). Application of artificial intelligence to higher vocational English teaching in the information environment. *Journal of Physics: Conference Series*, 1533(3), 032030.
DOI: <https://doi.org/10.1088/1742-6596/1533/3/032030>
- [8] Keerthiwansha, N. B. (2018). Artificial intelligence education (AIED) in English as a second language (ESL) classroom in Sri Lanka. *International Journal of Conceptions on Computing and Information Technology*, 6(1), 31-36.
<https://wairco.org/IJCCIT/August2018Paper4SL.pdf>
- [9] Gao, H. (2021). Reform of college English teaching model under the background of artificial intelligence. *Journal of Physics: Conference Series*, 1744(4), 042161.
DOI: <https://doi.org/10.1088/1742-6596/1744/4/042161>
- [10] Zhou, J. (2019). Construction of artificial intelligence-based interactive oral English teaching platform based on application problems of present intelligent products. *IOP Conference Series: Materials Science and Engineering*, 569(5), 052055.
DOI: <https://doi.org/10.1088/1757-899X/569/5/052055>
- [11] Li, X. (2017). The construction of intelligent English teaching model based on artificial intelligence. *International Journal of Emerging Technologies in Learning (iJET)*, 12(12), 35-44.
- [12] Na, L. (2021). Simulation of English feature recognition based on machine learning and artificial intelligence technology. *Journal of Ambient Intelligence and Humanized Computing*, 1-12.
- [13] Hou, Z. (2021). Research on adopting artificial intelligence technology to improve effectiveness of vocational college English learning. *Journal of Physics: Conference Series*, 1744(4), 042122.
DOI: <https://doi.org/10.1088/1742-6596/1744/4/042122>
- [14] Rohalevych, V. (2020). Essentials of Artificial Intelligence for Language Learning. *Intellias*. Retrieved from: <https://www.intellias.com/how-ai-helps-crack-a-new-language/>
- [15] Ahmed-Ali, S. G. (2020). Using an Artificial Intelligence Application for Developing Primary School Pupils' Oral Language Skills. *Journal of Education – Sohag University*, 75(part 3), 67-110.
- [16] Chen, C. M., Huang, Y. M., & Kinshuk. (2018). Effects of an intelligent tutoring system on students' learning outcomes and attitudes in the context of English as a foreign language. *Journal of Computer Assisted Learning*, 34(4), 376-393.
- [17] Kim, N. Y. (2019). A study on the use of artificial intelligence chatbots for improving English grammar skills. *Journal of Digital Convergence*, 17(8).
- [18] Wang, Y., & Liu, H. (2019). The application of AI in language learning: A case study of an AI-powered language learning application. *International Journal of Distance Education Technologies*, 17(1), 1-14.
- [19] Soliman, M. W. M. (2016). A proposed perspective for designing a 3D virtual learning environment based on artificial intelligence for teaching English language for medical students at the university of bisha. *Journal of Research in Curriculum Instruction and Educational Technology*, 2(1), 101-128.
- [20] Obari, H., & Lambacher, S. (2019). Improving the English Skills of Native Japanese Using Artificial Intelligence in a Blended Learning Program. Retrieved from: <https://files.eric.ed.gov/fulltext/ED600973.pdf>
- [21] El Shazly, R. (2021). Effects of artificial intelligence on English speaking anxiety and speaking performance: A case study. *Expert Systems*, 38(3), e12667.
- [22] Aljohani, R. A. (2021). Teachers and Students' Perceptions on the Impact of Artificial Intelligence on English Language Learning in Saudi Arabia. *Journal of Applied Linguistics and Language Research*, 8(1), 36-47.
- [23] Tran, T. T. H. (2023). AI Tools in Teaching and Learning English Academic Writing Skills. In *Proceedings of the AsiaCALL International Conference (Vol. 4, pp. 170-187)*.
- [24] Pham, T. T., Nguyen, L. A. D., Dang, H. M., & Le, T. T. P. (2023). Exploring Tertiary Vietnamese EFL Students' Engagement in Vocabulary Learning through the Use of an AI Tool. In *Proceedings of the AsiaCALL International Conference (Vol. 4, pp. 129-149)*.
- [25] Nguyen, T. X. (2024). English Majors' Perceptions of AI Tool Application in English Language Learning at Tertiary Level in Vietnam. *Journal of Knowledge Learning and Science Technology* ISSN: 2959-6386 (online), 3(1), 179-193.