APPLICATION OF ARTIFICIAL INTELLIGENCE IN TEACHING AND LEARNING FOREIGN LANGUAGES AT HIGHER EDUCATION INSTITUTIONS

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Abstract: *When the globalization and international integration occurs across all sectors, the role of foreign language proficiency is inevitable for both students and lecturers in higher education institutions. Language competency certificates function as effective assessment instruments which provide the access to international professional environments for the workforce. Moreover, the demand for helping learners achieve these certification provides impetus for innovation in teaching methods. Nonetheless, obstacles including inadequate practice environment for students and considerable time constraints and heavy workload for teachers cause ineffectiveness. Consequently, the rapid growth of Artificial Intelligence (AI) offers more solutions to education particularly in foreign language pedagogy. However, both learners and lectures face real challenges related to integrity, reliability, and overdependence on technology. This research aims at investigating the utilization and impact of Artificial Intelligence (AI) in foreign language instruction and acquisition across higher education settings. The study employed a qualitative research approach, surveying 500 students and 265 lecturers with qualitative interviews were collected. Thus, this facilitates a comprehensive analysis of AI applications in foreign language education in order to devise effective and long-term strategies so that instructional quality can be optimized.*

Keywords: *Higher education institutions; Teaching and learning foreign languages; Foreign Language Teaching; Artificial Intelligence (AI).*

1. Introduction

Amidst the transformative shifts of the Fourth Industrial Revolution, artificial intelligence (AI) is increasingly having a profound impact on many fields, including education. This has opened up many opportunities to innovate foreign language teaching and learning methods in higher education. AI products possess powerful natural language processing capabilities. Furthermore, they also demonstrate a capacity for human-like interaction, response, and content creation, thereby facilitating personalized learning and fostering the development of communication skills. For foreign language teaching and learning, AI applications can also be employed to design practical communicative scenarios, to hone academic writing, to give instant feedback, and to facilitate the acquisition of vocabulary and the command of grammatical structures among learners. Meanwhile, conventional methodologies remain popular at numerous higher education institutions in Vietnam, which are often characterized by over- emphasis on theoretical content, disparities in learners' proficiency and a prevailing lack of authentic communication environment and resources that do not meet the needs of students. Accordingly, AI as a potential tool proves to be an effective solution to solve these problems. However, along with opportunities, the application of AI in education also poses many challenges, such as the accuracy of information, the risk of over-reliance on tools, and concerns about academic integrity (Kasneci et al. 2023).

In Vietnam, the integration of AI into foreign language pedagogy in higher education institutions is still limited. While this tool has been utilized by both students and instructors in their learning and teaching processes. Existing

research lacks focus on higher education foreign language pedagogy. Consequently, a research paper investigating the integration of artificial intelligence into foreign language pedagogy within higher education institutions is imperative. Despite a growing number of studies in this area, they have not specifically analyzed the Intelligence System in foreign language instruction and acquisition across higher education settings. Consequently, this research endeavors to clarify how intelligent technologies can be integrated into the instruction and acquisition processes of foreign languages Moreover, the research holds scientific significance by providing a theoretical foundation and empirical evidence on the effectiveness of technology application in language education. It also has practical significance by proposing effective management strategies and pedagogical approaches designed to enhance students' foreign language proficiency and support lecturers in optimizing their instruction. Based on these findings, the study proposes suitable solutions for higher education institutions in Vietnam, where foreign language use is closely linked to academic advancement and scholarly activities.

2. Research overview

Globally, the integration of artificial intelligence into foreign language pedagogy has been of interest for many years, with studies focusing on areas such as automated translation technology, speech recognition, article grading, and grammatical feedback. The advent of large language models based on the Transformer architecture, such as ChatGPT, Google Gemini, and other conversational AI have created a turning point in the field of teaching and learning.

Undeniably, the revolution of AI offers both opportuinities and challenges for learners and pedagogical methodology. In terms of benefits, first of all, these apps have superior natural language processing capabilities which help to enable interactive conversations, provide diverse feedback, and adapt to the learner's context. It can be seen that these applications can support academic writing skills, help students brainstorm, formulate arguments, and refine grammatical skills. Furthermore, they also play a vital role in developing communication skills. For example, through conversation simulation, ChatGPT acts as a "speaking practice partner" for students (Kohnke et al. 2023). Kasneci et al (2023) suggested that AI is capable of personalizing the learning process by providing suggestions tailored to each learner's level and learning goals.

On the other hand, existing literature highlights several inherent challenges. These include the risk of over-reliance on these tools, inconsistencies in response accuracy, and limitations in conveying cultural nuances and contextual understanding. Concurrently, a notable concern pertains to academic integrity, as students may be tempted to use generative AI for assignments, thereby circumventing personal intellectual effort (Baidoo-Anu et al. 2023). This sets a requirement for designing appropriate pedagogical models to exploit the benefits of AI applications while ensuring the development of critical and creative thinking of learners.

In Vietnam, the integration of AI into the broader field of education, and more specifically into foreign language pedagogy has only recently begun to garner significant attention. Several studies have examined the perception of students specializing in English on ChatGPT. Although it is useful and easy to use, the perception of usefulness is found to be moderate, proposing a balance between AI and human interaction (Anh et al. 2024). In particular, some educational institutions have conducted preliminary trials with using ChatGPT in order to assist in questions generation, discussion topic suggestion or rapid feedback provision in English classes. Nonetheless, there has been no large-scale, quantitative experimental research to evaluate the real effectiveness. A study by Thach et al (2025) investigated the perception of lecturers and students of the use of AI in foreign language teaching. The findings show that AI in testing has the strongest impact, whereas users'ability to use AI does not influence their evaluation of the usefulness of AI tools. The authors Dai et al. (2025) presented a conversational AI system that helps college students learn English through naturalistic human-computer interactions.

Table 1. Summary of Previous Research Findings

Source	Objective	Method	Participants	Results
Kasneci., et., al. (2023)	Presentation of Opportunities and Challenges of Large Language Models (LLMs) in Education	Theoretical Analysis	No quantitative survey	AI has become the potential source for personalizing learning, but it poses risks of wrong accuracy and ethical matters
Li et al (2022)	A study on students' perceptions of AI in speaking and writing practice	A medium-scale quantitative survey	Students in China	A percentage of more than 35% of learners utilize AI for pronunciation practice, but the role of AI in this aspect demonstrates limited effectiveness
Chen et al. (2023)	Evaluating the Role of AI in Improving Speaking Skills	Experimental Design and Survey	Second Language Learner (L2 Learner)	AI plays a vital role in improving L2 learners' oral competence
Kohnke et al (2023)	Analysis of ChatGPT Applications in Foreign Language Classrooms	Descriptive Analysis	No quantitative survey	ChatGPT facilitates speaking activities and feedback process.
Vo et al (2024)	Analysis of the Technology Acceptance Model (TAM) in the Adoption of ChatGPT	Quantitative Survey (TAM model)	Vietnamese students	Effective and easy to use, but the adoption rate remains average
Pham et al (2025)	Assessing Students' and Teachers' Perceptions of AI in Foreign Language Teaching	A small-scale survey	Students and teachers at a single institution	AI works really effective in testing and assessment.

Therefore, the present research is conducted as a follow-up study of previous findings on the application of AI in foreign language teaching and learning. Although international studies, such as Kasneci et al. (2023) and Chen et al. (2023), focused on analyzing the potential and limitations of AI, they proved a lack of large-scale empirical data. Meanwhile, the role of instructors was not fully examined in local studies in Vietnam (Anh et al. 2024), but students' perceptions were reflected instead. Employing a large survey sample and a mixed-methods approach, the current investigation provides more comprehensive practical analyses, particularly regarding differences in AI usage and associated risks.

Despite a volume of domestic and international research, these studies have not adequately analyzed the application of artificial intelligence in teaching and learning foreign languages at higher education institutions. Consequently, appropriate solutions at higher education institutions have not been provided in Vietnam, where the use of foreign languages is required to be associated with academics and research.

3. Research subjects and methods

This study employs a mixed-method approach, integrating quantitative and qualitative methodologies. This approach aims to both collect quantitative data via questionnaire surveys to assess overarching trends, and exploit qualitative data from interviews to gain deeper understanding of the e xperiences and perspectives of students and lecturers regarding the application of AI products in learning and teaching foreign languages.

3.1. Research subjects: The research employed a

random survey of approximately 500 students and 265 lecturers. All the participants were selected from both specialized foreign language programs and non-language disciplines with foreign language courses across higher education institutions in Vietnam.

3.2. Data collection methods

Data were collecte from surveys such as distributing official surveys online (Google Form) within 4 weeks and later analyzed. Qualitative data were also collected via interviews conducted with a group of 20 lecturers concerning the utilization of AI in instruction. A total of 20 lecturers were interviewed, and the resulting interview transcripts were systematically transcribed and coded. The resultant data were then analyzed using thematic analysis to determine key patterns, themes, and insights regarding AI integration in foreign language pedagogy. Subsequently, the data underwent thematic analysis to facilitate the identification of salient patterns, emerging themes, and critical insights pertinent to the integration of AI within foreign language pedagogy. Data analysis methods: Quantitative data were processed by SPSS to statistically describe problems related to the utilization of AI in foreign language teaching and learning.

3.3 Data analysis methods

This method involves a systematic review of existing literature and scholarly resources pertinent to the research topic. This allows for a synthesis of current knowledge and an assessment of the research landscape concerning the application of AI in language pedagogy, both within Vietnam and internationally. Moreover, documents are synthesized and systematized to be able to analyze quantitatively.

4. Research results

4.1. Overall level of AI application in foreign language education

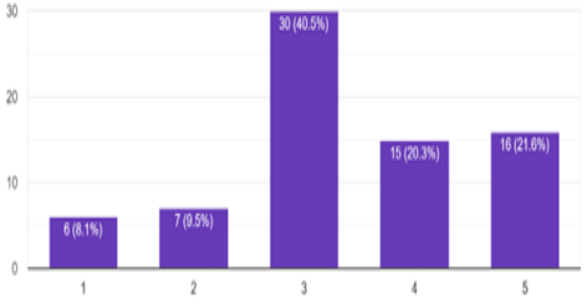
In this study, the term **"AI tools"** is defined herein as software, applications, or platforms that harness artificial intelligence techniques, such as natural language processing, machine learning, or generative AI, to support language instruction and learning. Not only are these tools highly versatile but they also encompass diverse pedagogical applications such as grammar checkers, vocabulary trainers, writing assistants, communication simulators, and interactive chatbots. The survey findings demonstrate that the majority of students and instructors utilize AI tools in their pedagogical and acquisition practices, although a considerable divergence is noted concerning the frequency and purpose of their application. Of the various AI tools utilized, ChatGPT and Gemini are the most commonly used platforms by both teaching faculty and students. Some individuals utilize intelligent systems daily for targeted skill improvement including grammar and lexical practice, whereas others primarily apply it for the development of complex productive skills such as essay composition or communication skills. These trends reflect the increasing integration of AI in language education and highlight differences in how various user groups apply these tools. In sum, the survey findings indicate significant potential for Intelligent technologies to facilitate language pedagoy and acquisition. However, actual effectiveness depends on the context and manner of use, underscoring the importance of providing appropriate guidance and training for both students and instructors.

4.2. Student-related results

The author also conducted a survey of 500 students majoring in Foreign Languages (e.g., English, Japanese, Chinese, Korean...) and from other disciplines with foreign language components at several higher education institutions in Vietnam with the following results:

In response to the inquiry regarding the frequency of artificial intelligence utilization, the survey results show that students are actively engaging with this technology across their academic, professional, and personal lives. Specifically, up to 40.5% reported a moderate level of utilization, which means that AI is applied in particular context to facilitate processes such as information retrieval, data processing, and to enhance the overall efficiency of foreign language learning. Notably, 21.6% affirmed daily use of artificial intelligence, emphasizing the trend of frequent attachment and the growing importance of this technology.

Figure 1. Frequency of using AI to learn foreign languages

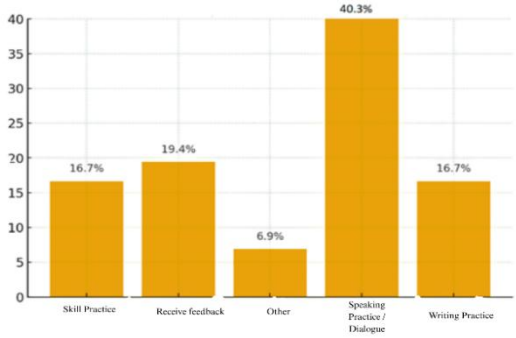


Note: 1 = Never; 5 = Always

Source: Data Collected by the Author

The results of the survey regarding the purpose of AI utilization in learning foreign languages show a diversity of learner needs. The most prominent user group comprising 40.3% of the respondents uses AI to practice speaking/dialogue, which clearly underscores the learners' prioritization of improving practical communication skills. Subsequently, 19.4% of the participants utilized AI to receive feedback, a finding that highlights the critical role of commentary and revision in enhancing language skills. Approximately 16.7% of respondents reported utilizing AI for general skill training, with an equal proportion reporting its use for writing practice, proving that holistic practice is in the spotlight. In the end, only 6.9% use AI for other purposes, demonstrating that the majority of learners focus on the key skills they are interested in.

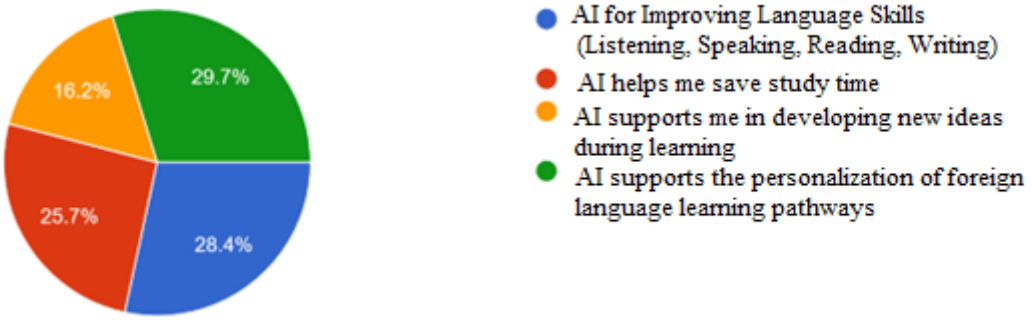
Figure 2. Purpose of using AI



Source: Data Collected by the Author

In fact, not only in Vietnam but even in the world, many studies have recorded a similar trend with the results of this survey. For instance, Chen et al. (2023) demonstrate that second language learners often prioritize the use of AI to practice communication skills, as this is the skill learners often face the biggest difficulty in the process of language acquisition. Similarly, a survey by (Hanura & Widiarti, 2025) in China indicates that over 35% of students choose AI to practice speaking and pronunciation, a percentage higher than for other language skills. The Vietnamese application of AI in this domain mirrors the international trend, with a continued focus on enhancing speaking proficiency as the primary goal.

Figure 3. The usefulness of AI

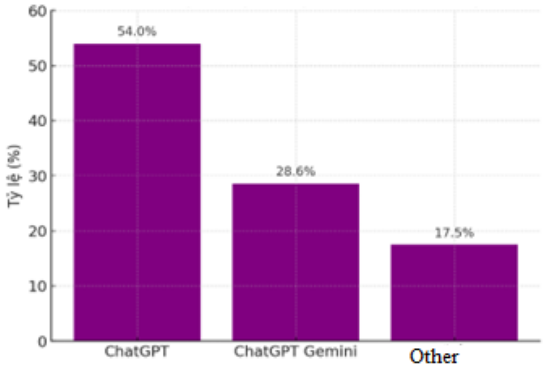


Source: Data Collected by the Author

The data presented in the chart above illustrates the main benefits that AI brings in the process of foreign language acquisition. With the highest rate (29.7%) the ability to personalize foreign language learning pathways was identified as the most significant benefit, showing that learners highly appreciate AI's ability to build learning plans that are suitable for their individual needs and abilities. Additionally, 28.4% of participants said that AI helps improve language skills (listening, speaking, reading, writing), demonstrating the direct role of

technology in developing core language competencies. Besides, 25.7% said that AI saves learning time, reflecting the convenience and efficiency of the technology in accessing knowledge. Finally, 16.2% reported that AI helps supplement ideas in the learning process,

Figure 4. Widely used AI tools



Source: Data Collected by the Author

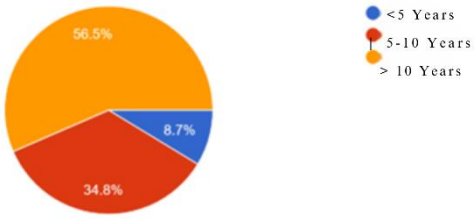
The survey results reveal that ChatGPT is the most frequently utilized artificial intelligence tool for foreign language learning, with a usage rate of 54%. This clearly reflects the prominence of ChatGPT thanks to its flexible natural language processing capabilities, which support a variety of skills including communication, writing and grammar analysis. Following ChatGPT, Gemini was the second most-used AI tool, cited by 28.6% of participants. This finding indicates a growing interest among learners in leveraging its advanced features. In addition, the "Other" group accounted for 17.5%, which included a number of specialized translation tools or AI applications, demonstrating that there is still diversity in the choice of tools. Overall, these results validate the significant role of ChatGPT in supporting foreign language learning, while highlighting the potential for effective comparative research with other AI platforms. This trend is consistent with the broader international context, where the use of AI in education is rapidly gaining the prominence. According to research by Dwivedi Building upon the findings of Dwivedi et al. (2023), ChatGPT has rapidly emerged as a favored tool among learners, facilitating the generation of natural conversational interactions and seamless integration into various learning contexts. This comparison shows that Vietnam is following a global trend: ChatGPT plays a central role, but learners are increasingly mastering alternatives. This suggests the potential to exploit many parallel tools to optimize the effectiveness of foreign language learning.

Analysis of the survey data demonstrates that AI is playing an increasingly critical role in supporting the foreign language learning process. The high frequency of AI use among learners, particularly with the dominance of ChatGPT, underscores its versatile role in foreign language education. This includes facilitating communication practice, providing constructive feedback, improving comprehensive language skills, enhancing efficiency, and enabling personalized learning experiences. This trend reflects Vietnam's integration with the global context, where AI is seen as an essential tool to improve the efficiency and quality of foreign language training.

4.3. Lecturer-related results

For lecturers, AI offers multi-faceted benefits. To explore this further, the author conducted a survey with foreign language lecturers across various higher education institutions.

Figure 5. Years of teaching experience

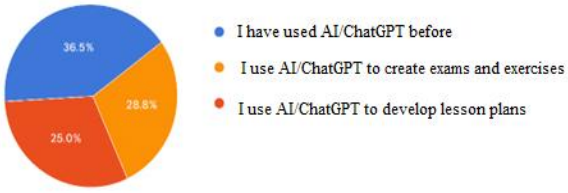


Source: Data Collected by the Author

As shown in the chart, lecturers with over 10 years of experience constitute the largest group at 56.5%. This high percentage indicates that the survey participants are predominantly seasoned professionals. This is a force possessing extensive practical experience and a deep understanding of traditional teaching methods, enabling them to provide insightful assessments. The group of lecturers with 5-10 years of

experience accounted for 34.8%, representing a transitional cohort with a dual capacity for leveraging established experience and readily embracing educational innovations, particularly digital technology. The group under 5 years of experience only constituted for 8.7%, showing that the percentage of young lecturers is still limited. However, this is a group that has the ability to access and use technology quickly, easily integrate with modern teaching methods. Thus, it can be seen that the teaching experience is quite balanced, but the survey is still focusing on the long-term team. This can be both an advantage (stability, a lot of experience) and a challenge (speed of adaptation to new technologies).

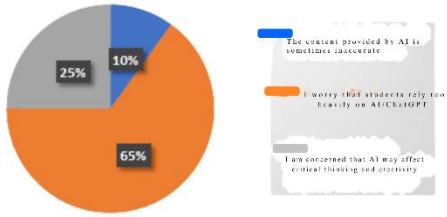
Figure 6. Purpose of using artificial intelligence to teach foreign languages



Source: Data Collected by the Author

The chart demonstrates a **diverse distribution** of artificial intelligence applications in foreign language instruction, suggesting a paradigm shift toward integrating technology with traditional pedagogical approaches. The survey results indicate that the largest group, accounting for 36.5%, are lecturers who have utilized AI/ChatGPT for pedagogical purposes, underscoring the widespread adoption of this technology. Furthermore, 28.8% of participants reported using ChatGPT for the development of exams and assignments, which suggests that artificial intelligence is regarded as a practical tool for supporting the assessment phase. About 25.0% of lecturers use ChatGPT to build lesson plans, affirming the role of AI in designing and preparing teaching content. Finally, 9.7% of the participants utilized AI for other purposes, suggesting the potential for expanding AI applications to a broader range of pedagogical activities. Thus, it can be seen that AI is gradually becoming an important tool, supporting multi-dimensionality in foreign language teaching, both saving time and improving efficiency and creativity in the teaching process.

Figure 7. Concerns and risks of using AI



Source: Data Collected by the Author

The results indicate that the primary concern among lecturers regarding the use of artificial intelligence in foreign language teaching is not related to content accuracy or its impact on critical thinking. Instead, the most significant apprehension (65%) centers on the risk of students developing an over-reliance on AI tools. This reflects the anxiety that instead of developing self-learning skills and independent thinking, students may rely too much on tools, leading to reduced creativity and autonomy in learning. From the perspective of teachers, the results emphasize the importance of building a reasonable AI management and guidance mechanism. This is crucial for leveraging the advantages of technology while simultaneously preserving the learners' active role in the educational process.

Interviews with language faculty revealed diverse perspectives concerning the utilization of Intelligent technologies in foreign language pedagogy, highlighting both benefits and challenges. As one lecturer noted, *"AI helps students practice grammar and vocabulary more efficiently, but I am concerned that they may become overly dependent on these tools."* Conversely, another participant observed, *"Students use ChatGPT for writing essays, but sometimes the content is not entirely accurate, so additional guidance is needed."* These verbatim statements demonstrate that while intelligent systems possess the capacity to support learning, it also underscores the need for comprehensive training, explicit pedagogical guidance, and strategic deployment. The qualitative findings effectively corroborate the survey data by providing deeper insights into the variations in AI utilization and its perceived pedagogical efficacy

across different groups of students and educators.

Thus, it can be seen that AI can effectively support the management of routine tasks such as grading, question bank development, and giving quick feedback, thereby helping lecturers reduce administrative pressure and spend more time designing creative teaching activities. Simultaneously, AI also contributes to the provision of a comprehensive library of resources, enabling lecturers to quickly create illustrations suitable for each learner's proficiency level, This capability effectively enhances the personalization of the learning experience. However, the effective use of AI among lecturers is still constrained by several limitations. A key barrier is the lack of formal training and exposure to these technologies, which prevents some educators from fully leveraging AI's potential.

4.4. Comparative evaluation: strengths and weaknesses of AI integration

In general, both students and faculty find AI useful in teaching and learning foreign languages, although goals and expectations vary. Specifically, students predominantly utilize AI to enhance personal learning skills, such as translation, writing assistance, and rapid information retrieval. In contrast, lecturers focus on applying this technology for instructional purposes, including lecture design, the development of exam question banks, and providing feedback to learners. While both groups agreed on the high utility of AI, a commonality also existed in their concerns. Specifically, they both expressed apprehension about information accuracy and the potential for developing a dependency on the technology. Notably, the analysis results reveal that ChatGPT is most commonly used by students in learning foreign languages, where it proves particularly effective for developing writing skills and expanding vocabulary. However, reliability and dependency issues need to take into consideration. Therefore, the pivotal role of lecturers in guiding AI use, combined with institutional support policies, are identified as critical factors that determine the effectiveness and sustainability of integrating AI into foreign language education. In addition to the advantages, there are still many existing difficulties: Firstly, in terms of technological infrastructure, many higher education institutions lack a stable internet connection and possess outdated equipment, which hinders the synchronous deployment of technology. Second a significant cognitive gap exists between students and lecturers regarding AI utilization. While students frequently integrate AI into various aspects of their learning, some lecturers harbor concerns about issues of dependency and information accuracy. Third, in terms of academic ethics, excessive reliance on machine translation or AI tools can lead to academic cheating and undermine independent thinking skills.

The analysis demonstrates that it is evident that AI is increasingly becoming an indispensable tool in foreign language education. It helps enhance learning and teaching efficiency as well as establish urgent requirements for the management, instruction, and digital skills training for both lecturers and students. The guidance provided by lecturers, combined with supportive policies from higher education institutions, will play a decisive role in ensuring the effective and sustainable integration of AI. This integration is associated with the goal of improving the quality of foreign language training in the context of digital transformation.

5. Discussion

The findings of this research establish that intelligent systems are widely integrated into foreign language acquisition, primarily facilitating grammar practice, vocabulary development, essay composition, and communication skills. This finding is consistent with the conclusions of Kasneci et al. (2023), who emphasized that ChatGPT is particularly useful in assisting students in building arguments, improving grammar, and expressiveness in academics. Similarly, Rudolph et al. (2023) also affirmed that ChatGPT helps learners save time on information retrieval while improving initiative in the self-learning process. However, the study's findings also echo the concerns of Zawacki-Richter et al. (2023), specifically regarding the lack of guaranteed accuracy and the potential for over-reliance on the tool. In practice,

a portion of students tend to rely entirely on ChatGPT instead of developing independent linguistic thinking capacity. This poses an urgent requirement in integrating AI into teaching and learning foreign languages in a proactive way, focusing on fostering information testing skills and the ability to use tools critically. The qualitative data revealed a nuanced evaluation of AI's pedagogical role: one lecturer shared, *"AI helps students practice grammar and vocabulary more efficiently, but I am concerned that they may become overly dependent on these tools. Conversely,* a contrasting perspective from another participant was noted, *"Students use ChatGPT for essay writing, but sometimes the content is not entirely accurate, so additional guidance is needed."* These findings imply that learners tend to take advantage of intelligent systems frequently with a view to high-frequency practice and rapid production, whereas the language faculty is more cautious, focusing on quality assurance and pedagogical oversight. The qualitative findings complement the quantitative survey data by illuminating the rationale for AI usage patterns between students and lecturers and emphasize the need for training and strategies to ensure the effective and ethical integration of AI in foreign language pedagogy.

In Vietnam, some recent studies (Thach, 2025) also noted the trend of students using ChatGPT in translation, essay writing, and grammar practice. However, the authors also point out the limitations of digital skills and lack of guidance from lecturers. The survey results of the article reinforce this claim. Although students are aware of the benefits of AI, the guidance from lecturers and institutional support remain crucial. A key contribution of this study, in comparison to previous research in Vietnam, lies in its distinct scale and methodological approach: the quantitative survey was conducted on a sample of 500 students and 265 lecturers, thereby providing a more comprehensive overview of the current use of AI in foreign language teaching and learning in higher education institutions. The study contributes to three main aspects: Theoretically, these findings contribute empirical evidence regarding the role of artificial intelligence in foreign language teaching and learning. The results also affirm the value of a blended learning model that integrates AI with lecturer guidance. Practically, the study provides detailed data on students' behaviors, attitudes, and challenges regarding AI applications. This information can assist higher education institutions in developing appropriate policies and effective support tools. In terms of future direction, the study emphasizes the importance of developing the capacity to use AI responsibly, avoiding dependency, and ensuring academic honesty.

6. Conclusion

In summation, the study indicates that AI is widely integrated into foreign language learning in terms of both foundational linguistic components and complex communicative competencies. The findings confirm the high versatility of these tools in enabling a broad spectrum of language skills competencies, from targeted lower-order practice to high-level productive output. Survey and interview data reveal that students exhibit frequent utilization of AI for skill reinforcement and assignment completion, whereas lecturers demonstrate a more tempered approach, focusing specifically on quality control and pedagogical guidance. Qualitative insights also emphasize specific faculty concerns regarding overdependence on AI, content accuracy, and academic integrity. In conclusion, the findings suggest that Intelligent technology has significant potential in maximizing language acquisition outcomes, while emphasizing the importance of responsible and context-appropriate use. Consequently, based on the research results, the study advances specific recommendations:

For Students: Use AI as an auxiliary tool for skill enhancement prioritizing critical thinking and independent problem-solving. Intelligent systems ought to function as informational resources to facilitate evaluating and selecting information, as well as to simultaneously stimulate deeper interaction with educators

For Lecturers: Integrate intelligent technologies into instructional design, providing guidance on responsible usage, and monitor learning outcomes to ensure quality. Lecturers should also encourage students to develop critical

thinking, verification skills, and the ability to create original content.

For Educational Administrators: Develop comprehensive institutional policies and structured professional development programs, foster digital competencies, and allocate dedicated resources to optimize AI-facilitated pedagogy and acquisition. Establish standard guidelines to ensure academic integrity and implement structured workshops for both faculty and learners to strengthen digital skills.

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ỨNG DỤNG TRÍ TUỆ NHÂN TẠO TRONG DẠY VÀ HỌC NGOẠI NGỮ TẠI CÁC CƠ SỞ GIÁO DỤC ĐẠI HỌC

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Tóm tắt: *Trong bối cảnh toàn cầu hóa và hội nhập quốc tế, năng lực ngoại ngữ giữ vai trò quan trọng đối với cả sinh viên và giảng viên tại các cơ sở giáo dục đại học. Việc quy định chuẩn đầu ra ngoại không chỉ nhằm đáp ứng nhu cầu nhân lực có khả năng làm việc trong môi trường quốc tế mà còn thúc đẩy đổi mới phương pháp giảng dạy và nâng cao chất lượng học tập. Tuy nhiên, thực tế cho thấy hiệu quả dạy và học ngoại ngữ hiện nay còn hạn chế: sinh viên thiếu môi trường thực hành, giảng viên chịu áp lực thời gian và khối lượng công việc. Do đó sự phát triển của trí tuệ nhân tạo (Artificial Intelligence - AI) đã mở ra nhiều cơ hội mới cho lĩnh vực giáo dục, đặc biệt là trong học tập và giảng dạy ngoại ngữ. Các vấn đề về đạo đức học thuật, độ tin cậy và sự phụ thuộc vào công nghệ vẫn là thách thức. Nghiên cứu này nhằm làm rõ cách thức ứng dụng trí tuệ nhân tạo (AI) trong giảng dạy và học ngoại ngữ tại các cơ sở giáo dục đại học. Nghiên cứu đã sử dụng phương pháp nghiên cứu định tính, khảo sát 500 sinh viên, 265 giảng viên và phỏng vấn định tính để phân tích việc ứng dụng AI trong giảng dạy ngoại ngữ, từ đó đề xuất giải pháp sử dụng AI hiệu quả, bền vững và góp phần nâng cao chất lượng đào tạo.*

Từ khóa: *Cơ sở giáo dục đại học; Dạy và học ngoại ngữ; Giảng dạy ngoại ngữ; Trí tuệ nhân tạo.*