

Exploring the Integration of AI in EFL Education: Perceptions of Vietnamese Teachers on ChatGPT's Role in Collaborative Writing and Literary Studies

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This study investigates Vietnamese tertiary English as a Foreign Language (EFL) teachers' perceptions of the use of ChatGPT in collaborative writing tasks. Amidst the growing integration of artificial intelligence (AI) in education, understanding educators' views on such technologies is crucial, especially in EFL contexts. The study also explores how AI tools like ChatGPT may impact the teaching of literary studies and discourse analysis. Employing a qualitative research design, the study involved semi-structured interviews with nine Vietnamese EFL teachers from two institutions, representing various career stages: novice, mid-career, and near-end. The analysis was guided by the Technology Acceptance Model (TAM) and Constructivist Learning Theory, offering a dual theoretical perspective on the findings. The results revealed three key themes: the perceived effectiveness of ChatGPT in enhancing collaborative skills, challenges in integrating ChatGPT, and the impact on teacher-student dynamics. Teachers across different career stages recognized the potential benefits of ChatGPT in facilitating student engagement and collaborative writing. Additionally, they reflected on the potential of ChatGPT to support and enrich literary and discursive studies within the EFL curriculum. However, concerns were raised about the challenges in integrating AI into existing teaching methodologies and the potential for over-reliance on technology. The study also highlighted a shift in teacher-student dynamics, with teachers adopting more facilitative roles in the AI-enhanced learning environment. These findings underscore the need for professional development and curriculum redesign to effectively integrate AI in EFL settings, including considerations for its application in literary and discursive education.

Online Profile

Biography

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