



Generative artificial intelligence (Gen AI) in English Language teaching at the Academy of Journalism and Communication: Opportunities and challenges

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Abstract

The rapid emergence of Generative Artificial Intelligence (GenAI) has profoundly transformed higher education by reshaping teaching methodologies, learning experiences, and assessment practices. In English language teaching (ELT), GenAI-powered tools such as ChatGPT, Gemini, Claude, and Microsoft Copilot provide unprecedented opportunities to enhance language learning through personalized instruction, real-time feedback, adaptive learning pathways, and interactive communication. At the same time, the widespread adoption of GenAI raises critical concerns regarding academic integrity, students' overreliance on AI-generated content, data privacy, assessment validity, and the evolving role of language teachers. This study examines the opportunities and challenges of integrating GenAI into English language teaching at the Academy of Journalism and Communication (AJC), Vietnam, where English proficiency has become an essential competency for students pursuing careers in journalism, communication, public relations, and international media. Employing a qualitative case study approach, the study draws upon document analysis, a review of recent literature, and an examination of current GenAI applications in English language education. The findings reveal that GenAI has considerable potential to improve students' language proficiency, support individualized learning, enhance classroom interaction, and reduce teachers' administrative workload. However, several challenges remain, including inadequate GenAI literacy among teachers and students, risks of academic misconduct, limited institutional governance, and concerns about the accuracy and reliability of AI-generated outputs. Based on these findings, the study proposes practical recommendations for integrating GenAI into English language education, including strengthening GenAI literacy, developing institutional guidelines, redesigning assessment strategies, and promoting the ethical and responsible use of GenAI. The findings contribute to the growing body of research on GenAI-enabled language education and provide practical implications for higher education institutions in Vietnam and comparable educational contexts.

Keywords: Generative artificial intelligence (Gen AI), English language teaching (ELT), higher education, gen AI literacy, digital transformation, Academy of Journalism and Communication

Introduction

The rapid advancement of Generative Artificial Intelligence (GenAI) has become one of the most transformative developments in higher education over the past few years. Since the emergence of large language models (LLMs) such as ChatGPT, Google Gemini, Claude, and Microsoft Copilot, higher education institutions have increasingly explored their potential to support teaching, learning, assessment, and academic research. Unlike traditional educational technologies, GenAI is capable of generating human-like text, providing personalized feedback, simulating interactive conversations, and assisting learners in completing complex language tasks. Consequently, GenAI is reshaping educational practices by enabling more flexible, learner-centered, and technology-enhanced learning environments (UNESCO, 2023) ^[10].

Among different academic disciplines, English Language Teaching (ELT) has been identified as one of the fields most profoundly influenced by GenAI. AI-powered language learning tools can support vocabulary acquisition, grammar correction, academic writing, speaking practice, pronunciation improvement, and autonomous learning through immediate feedback and adaptive learning pathways. Numerous studies have demonstrated that GenAI enhances students' motivation, learning engagement, and language proficiency while reducing teachers' workload in

designing instructional materials and formative assessments (Kasneci *et al.*, 2023) ^[6].

In Vietnam, the implementation of digital transformation policies in higher education has created favorable conditions for integrating emerging technologies into teaching and learning. For the Academy of Journalism and Communication (AJC), English proficiency is increasingly recognized as a critical competency for students majoring in journalism, public relations, communication, advertising, publishing, and political sciences. Graduates are expected to access international information sources, participate in global communication networks, and work effectively in multilingual professional environments. Consequently, integrating GenAI into English language teaching is no longer merely a technological innovation but has become a strategic requirement for improving educational quality and preparing students for the evolving labor market.

Despite the growing number of studies on GenAI in education, relatively little attention has been devoted to its application in English language teaching within specialized higher education institutions in Vietnam, particularly those focusing on journalism and communication. Existing research mainly discusses the general benefits and challenges of AI in education, while empirical and contextual analyses of GenAI adoption in language education remain limited. Therefore, this paper aims to

examine the opportunities and challenges of integrating GenAI into English language teaching at the Academy of Journalism and Communication. Based on a review of current literature and the specific characteristics of English education at AJC, the study proposes practical recommendations for promoting the effective, ethical, and sustainable use of GenAI in higher education (Zawacki-Richter, 2019) ^[13].

Theoretical Framework and Literature Review

The integration of Generative Artificial Intelligence (GenAI) into English language teaching can be understood through several complementary educational theories and emerging technological frameworks. These theoretical perspectives explain how AI-mediated learning environments enhance language acquisition while also identifying the pedagogical conditions necessary for successful implementation.

From the perspective of constructivist learning theory, learners actively construct knowledge through interaction, reflection, and meaningful engagement rather than passively receiving information. GenAI supports this process by providing personalized explanations, generating authentic language tasks, facilitating problem-solving activities, and encouraging learners to practice English independently. Instead of replacing teachers, GenAI functions as an intelligent learning assistant that promotes active learning and continuous feedback throughout the learning process (Holmes *et al.*, 2019) ^[5].

Another influential framework is Personalized Learning, which emphasizes adapting instructional content, learning pace, and assessment according to individual learners' needs. Recent advances in large language models enable GenAI systems to generate customized learning materials, explain grammatical concepts at different levels of complexity, and provide immediate formative feedback based on learners' responses. Such adaptive capabilities are particularly valuable in English language education, where students often possess highly diverse language proficiency levels.

In addition, the concept of AI Literacy has emerged as a fundamental competency for both teachers and students in the era of artificial intelligence. AI literacy extends beyond technical skills and includes understanding the capabilities and limitations of AI, critically evaluating AI-generated outputs, protecting personal data, and using AI responsibly within academic contexts. UNESCO emphasizes that educational institutions should integrate AI literacy into curricula to ensure that learners develop ethical awareness, critical thinking, and responsible decision-making when interacting with AI technologies (UNESCO, 2024) ^[11].

Recent international research has increasingly examined the educational applications of GenAI. Studies indicate that GenAI significantly improves students' writing quality, language practice, self-directed learning, and learning motivation. At the same time, scholars have raised concerns regarding academic dishonesty, hallucinated information, bias, data privacy, and excessive dependence on AI-generated content. These challenges require higher education institutions to establish institutional governance, ethical guidelines, and appropriate assessment strategies for responsible AI integration (Tilili *et al.*, 2023) ^[9].

In Vietnam, research on AI in higher education has expanded rapidly following the introduction of national digital transformation policies. Nevertheless, existing studies remain relatively broad, focusing primarily on technological adoption, digital transformation, or online learning rather than the pedagogical integration of GenAI into English language teaching. Furthermore, little attention has been paid to institutions with distinctive disciplinary orientations such as the Academy of Journalism and Communication, where English learning is closely associated with journalism, international communication, media production, and global information exchange. This research therefore addresses an important gap in the literature by examining the opportunities and challenges of GenAI implementation within this specific educational context.

Research Methodology

1. Research Design

This study adopted a qualitative case study approach to examine the opportunities and challenges of integrating Generative Artificial Intelligence (GenAI) into English language teaching at the Academy of Journalism and Communication (AJC), Vietnam. A qualitative design was considered appropriate because the study sought to understand a contemporary educational phenomenon within its real-life institutional context rather than to measure causal relationships or test hypotheses. The case study approach enables researchers to explore complex interactions among technological innovation, pedagogical practices, institutional policies, and stakeholder perceptions in higher education (Yin, 2018) ^[12].

The Academy of Journalism and Communication was selected as the research site because it represents a specialized higher education institution where English language competence plays an increasingly important role in preparing students for careers in journalism, communication, public relations, and international media. At the same time, the rapid emergence of GenAI has created both opportunities and challenges for English language teaching in this context, making the Academy an appropriate case for investigating how higher education institutions can effectively integrate AI-powered technologies into language education.

The study follows an exploratory qualitative research design. Rather than evaluating the effectiveness of a particular AI tool, the research focuses on identifying the current applications of GenAI, analyzing their pedagogical implications, and proposing recommendations for responsible and sustainable implementation.

2. Data Collection

The study primarily relied on document analysis and literature review as the main methods of data collection.

First, official policy documents, reports, and strategic publications issued by international organizations, including UNESCO, OECD, and the European Commission, were reviewed to identify recent developments in AI governance and AI integration in higher education.

Second, peer-reviewed journal articles published between 2019 and 2025 were systematically examined using databases such as Scopus, Web of Science, and Google Scholar. The literature review focused on studies addressing

Generative AI, English language teaching, AI literacy, higher education, digital transformation, and educational technology.

Third, institutional documents relating to English language teaching at the Academy of Journalism and Communication- including curriculum descriptions, learning outcomes, teaching regulations, and digital transformation strategies- were analyzed to understand the current educational context and identify potential areas for GenAI integration.

Finally, the study examined representative GenAI applications widely used in English language learning, including ChatGPT, Google Gemini, Claude, Microsoft Copilot, Grammarly, QuillBot, DeepL, and ELSA Speak. The analysis concentrated on their pedagogical functions rather than their technical characteristics.

3. Data Analysis

The collected data were analyzed using qualitative content analysis. Documents were carefully reviewed, coded, categorized, and interpreted to identify recurring themes relating to opportunities, challenges, and institutional implications of GenAI integration.

The analysis followed an inductive coding process. Similar concepts and findings were grouped into broader analytical categories, including personalized learning, language skill development, assessment practices, academic integrity, AI literacy, institutional governance, and ethical concerns. The final analytical framework was organized into three major dimensions: i) opportunities of GenAI for English language teaching; ii) challenges associated with GenAI implementation; iii) policy implications for higher education institutions.

To improve the credibility of the findings, data from different sources- including international literature, institutional documents, and policy reports- were compared through data triangulation. This approach enabled the study to reduce potential bias and strengthen the consistency of interpretations (Creswell & Poth, 2018) ^[2].

4. Research Scope and Limitations

This study focuses specifically on the application of Generative AI in English language teaching at the Academy of Journalism and Communication. The discussion primarily addresses pedagogical opportunities, implementation challenges, and institutional implications rather than evaluating the technical performance of individual AI systems.

Several limitations should also be acknowledged. First, the study adopts a qualitative case study approach without conducting large-scale surveys or experimental interventions; therefore, the findings are intended to provide analytical insights rather than statistical generalizations. Second, because GenAI technologies continue to evolve rapidly, some applications and institutional practices discussed in this paper may change over time. Nevertheless, the analytical framework developed in this study may remain relevant for understanding the broader integration of GenAI into English language education in higher education institutions with similar characteristics (Bowen, 2009) ^[1].

Results and Discussion

1. Current Status of GenAI Applications in English Language Teaching at the Academy of Journalism and Communication

The rapid development of Generative Artificial Intelligence (GenAI) has significantly influenced higher education worldwide, particularly in language education. Since the public release of ChatGPT in late 2022, higher education institutions have increasingly incorporated GenAI-powered applications into teaching and learning activities. English Language Teaching (ELT) has become one of the disciplines experiencing the fastest adoption of these technologies because language learning naturally involves text generation, dialogue simulation, translation, writing assistance, and immediate feedback- all of which represent the core strengths of large language models (Kasneć *et al.*, 2023).

At the Academy of Journalism and Communication (AJC), although no institutional policy specifically regulates the use of GenAI in English language teaching, both lecturers and students have gradually integrated various AI-powered applications into their daily academic activities. The adoption has largely been driven by individual initiatives rather than centralized institutional planning. Popular applications include ChatGPT, Google Gemini, Microsoft Copilot, Claude, Grammarly, QuillBot, DeepL Translator, and ELSA Speak. These tools are mainly employed to support vocabulary acquisition, grammar checking, academic writing, oral communication practice, pronunciation improvement, and translation tasks.

For students, GenAI serves primarily as an intelligent learning assistant capable of providing immediate explanations of grammatical structures, generating example sentences, correcting writing errors, summarizing reading materials, and simulating conversational practice. Unlike traditional search engines, GenAI allows students to engage in interactive dialogue, ask follow-up questions, and receive personalized responses according to their language proficiency levels. This interactive capability encourages autonomous learning and enables students to study beyond the classroom without depending exclusively on instructors. The usefulness of GenAI is particularly evident for students majoring in journalism, communication, public relations, advertising, and international communication. These disciplines require extensive reading of English-language materials, writing news reports, translating media content, preparing presentations, and communicating with international audiences. Consequently, GenAI not only facilitates language learning but also supports the development of professional competencies required in the media and communication industries. By generating authentic writing samples, assisting with editing tasks, and providing stylistic suggestions, GenAI helps students improve both linguistic accuracy and communicative effectiveness.

From the lecturers' perspective, GenAI has become an increasingly valuable pedagogical assistant. English instructors can employ GenAI to generate lesson plans, design classroom activities, prepare reading comprehension exercises, develop grammar quizzes, and produce authentic learning materials tailored to different proficiency levels. In addition, GenAI can assist in drafting assessment rubrics, creating model essays, and generating feedback for

formative assessment, thereby reducing the administrative workload associated with course preparation.

Another important application concerns personalized learning. Because English classes at AJC often include students with varying language proficiency levels, individualized instruction has traditionally posed considerable challenges for instructors. GenAI partially addresses this issue by enabling learners to receive customized explanations, vocabulary lists, writing suggestions, and speaking exercises according to their individual learning needs. Such adaptive support contributes to greater learner autonomy and more efficient language acquisition.

Nevertheless, the current application of GenAI at AJC remains largely informal and fragmented. There are no official institutional guidelines specifying acceptable uses of AI, ethical standards, or assessment policies related to GenAI-assisted learning. Individual lecturers adopt different approaches, ranging from actively encouraging AI-assisted learning to restricting its use in coursework due to concerns over academic integrity. This inconsistency may create uncertainty among students regarding appropriate AI usage and potentially undermine the fairness of assessment practices.

Furthermore, although many students demonstrate strong interest in GenAI technologies, their ability to critically evaluate AI-generated content remains limited. Students often accept AI responses without sufficient verification, despite the possibility that large language models may generate inaccurate, fabricated, or outdated information - a phenomenon commonly referred to as "hallucination." For journalism students, whose future professional responsibilities require high standards of accuracy, credibility, and ethical information verification, this limitation deserves particular attention.

Overall, the current status of GenAI application in English language teaching at the Academy of Journalism and Communication reflects a transitional stage characterized by rapid technological adoption alongside insufficient institutional governance. While GenAI has already become an important learning and teaching resource, its long-term effectiveness will depend on the Academy's capacity to develop appropriate pedagogical strategies, institutional policies, and ethical guidelines that maximize educational benefits while minimizing associated risks. These observations are consistent with recent international studies emphasizing that successful AI integration requires not only technological accessibility but also comprehensive institutional support, AI literacy development, and responsible educational governance (Tlili *et al.*, 2023; UNESCO, 2023) ^[9, 10].

2. Opportunities of Integrating Generative Artificial Intelligence into English Language Teaching

The integration of Generative Artificial Intelligence (GenAI) into English language teaching (ELT) presents significant opportunities for transforming both teaching practices and learning experiences in higher education. The rapid advancement of large language models has extended the role of AI beyond information retrieval to intelligent language generation, interactive tutoring, and adaptive learning support. In the context of the Academy of Journalism and Communication (AJC), where English is

increasingly recognized as an essential competency for journalism, communication, public relations, and international media studies, GenAI offers substantial potential to improve learning outcomes and modernize pedagogical approaches.

One of the most significant opportunities provided by GenAI is the promotion of personalized learning. Traditional English classrooms often face challenges arising from students' heterogeneous language proficiency, learning pace, and educational backgrounds. Lecturers frequently encounter difficulties in designing learning activities that effectively accommodate individual needs within limited classroom time. GenAI substantially addresses this issue by generating customized learning materials, explaining grammatical concepts at different levels of complexity, recommending vocabulary according to learners' proficiency, and providing individualized feedback on writing and speaking tasks. Such adaptive support allows students to progress at their own pace while encouraging greater learner autonomy and self-directed learning. Recent research has consistently demonstrated that AI-powered personalized learning environments improve students' engagement, motivation, and language achievement by offering learning experiences tailored to individual characteristics rather than applying uniform instructional approaches (Holmes *et al.*, 2019) ^[5].

A second important opportunity concerns the enhancement of students' productive language skills, particularly academic writing and oral communication. Writing has traditionally been one of the most challenging aspects of English language education, especially for students whose academic disciplines require intensive professional communication. GenAI applications such as ChatGPT and Claude assist learners throughout the writing process by generating outlines, suggesting vocabulary, improving sentence structures, correcting grammatical errors, and providing stylistic recommendations. Rather than merely producing complete essays, these tools can function as interactive writing partners that guide learners through drafting, revising, and editing. Likewise, conversational AI systems enable students to practice speaking through simulated dialogues, role-playing activities, interview preparation, and pronunciation exercises without the constraints of classroom schedules. This continuous interaction creates additional opportunities for authentic language practice beyond formal instruction and contributes to the development of communicative competence.

For students at AJC, these capabilities are particularly valuable because professional journalism and communication demand high levels of writing proficiency, interviewing skills, persuasive communication, and multilingual information processing. GenAI therefore supports not only language acquisition but also the development of discipline-specific communication competencies required in contemporary media industries.

Another notable opportunity lies in improving teaching efficiency and instructional design. Language instructors spend considerable time preparing teaching materials, designing classroom activities, creating assessment tasks, and providing individualized feedback. GenAI significantly reduces this workload by assisting lecturers in generating reading passages, grammar exercises, discussion questions, vocabulary quizzes, lesson plans, and model answers within

a relatively short period. AI-generated materials can also be adapted to different proficiency levels, enabling teachers to implement differentiated instruction more effectively. Consequently, lecturers can devote more attention to facilitating higher-order learning activities such as classroom interaction, critical thinking development, collaborative learning, and individualized academic support instead of repetitive administrative tasks. UNESCO emphasizes that the educational value of GenAI lies not in replacing teachers but in augmenting teachers' professional capabilities and allowing them to focus on pedagogical activities requiring human judgment, creativity, and emotional intelligence (UNESCO, 2023) ^[10].

The application of GenAI also creates favorable conditions for strengthening formative assessment and continuous feedback. Immediate feedback has long been recognized as one of the most influential factors affecting learning outcomes. Unlike conventional classroom assessment, which is often constrained by time and class size, GenAI enables students to receive instant responses regarding grammar, vocabulary, organization, coherence, and language accuracy. Such real-time feedback allows learners to identify weaknesses promptly and revise their work independently before formal submission. At the same time, lecturers may employ GenAI to generate diagnostic assessments, monitor students' learning progress, and provide personalized recommendations for improvement. These practices support assessment for learning rather than assessment solely of learning, thereby contributing to more learner-centered educational environments (Luckin *et al.*, 2016) ^[7].

Furthermore, GenAI contributes to the development of digital competence and AI literacy, which are increasingly regarded as essential competencies for university graduates. Future journalists, communication specialists, and media professionals are expected not only to possess English proficiency but also to work effectively with AI-supported technologies in multilingual digital environments. Responsible interaction with GenAI requires learners to formulate effective prompts, critically evaluate AI-generated information, verify factual accuracy, identify potential biases, and comply with ethical standards relating to intellectual property and academic integrity. Consequently, integrating GenAI into English language teaching simultaneously cultivates students' digital literacy, critical thinking, information evaluation skills, and responsible technology use competencies that are increasingly demanded by employers in the digital economy.

Finally, the adoption of GenAI supports the broader process of digital transformation in higher education. Vietnam has identified digital transformation as a strategic priority for improving educational quality and enhancing national competitiveness. Within this context, GenAI represents more than an instructional technology; it serves as a catalyst for pedagogical innovation and institutional modernization. For AJC, systematic integration of GenAI into English language education may contribute to curriculum modernization, strengthen international collaboration, improve graduates' employability, and better prepare students for professional environments characterized by multilingual communication, AI-assisted journalism, and digital content production.

Despite these considerable opportunities, realizing the educational potential of GenAI requires careful pedagogical planning, institutional governance, and ethical regulation. Technology alone cannot improve educational quality unless accompanied by appropriate instructional design, AI literacy development, and responsible implementation strategies. Therefore, while GenAI provides powerful opportunities for transforming English language teaching, its successful integration ultimately depends on how higher education institutions balance technological innovation with educational values, academic integrity, and human-centered learning principles.

3. Challenges of Integrating Generative Artificial Intelligence into English Language Teaching

Despite the considerable educational opportunities offered by Generative Artificial Intelligence (GenAI), its integration into English Language Teaching (ELT) also presents significant pedagogical, ethical, and institutional challenges. These challenges are particularly relevant for higher education institutions where English learning emphasizes not only linguistic competence but also critical thinking, creativity, academic integrity, and professional communication. For the Academy of Journalism and Communication (AJC), the effective integration of GenAI requires careful consideration of these issues to ensure that technological innovation enhances rather than undermines educational quality.

One of the most pressing challenges is the growing concern over academic integrity. Large language models are capable of producing essays, reports, summaries, translations, and other academic texts that closely resemble human writing. Consequently, students may increasingly rely on AI-generated content to complete assignments without demonstrating their actual language proficiency or critical thinking abilities. This situation complicates traditional assessment practices because lecturers often find it difficult to distinguish between students' original work and AI-assisted outputs. Rather than functioning solely as a learning aid, GenAI may unintentionally encourage academic misconduct if clear institutional policies and assessment strategies are not established.

For English language teaching, this challenge is particularly significant because language learning fundamentally depends on continuous practice, independent writing, and authentic communication. Excessive dependence on AI-generated content may reduce students' opportunities to develop essential language skills, including vocabulary acquisition, grammatical accuracy, argumentative writing, and spontaneous communication. Recent studies have therefore emphasized that universities should shift from prohibiting AI use toward designing assessment methods that evaluate higher-order cognitive abilities, creativity, and students' capacity to critically interact with AI-generated content rather than merely producing written assignments (Dwivedi *et al.*, 2023) ^[4].

A second challenge concerns the accuracy, reliability, and transparency of AI-generated information. Although large language models demonstrate impressive linguistic capabilities, they remain susceptible to generating inaccurate, fabricated, or misleading information - a phenomenon commonly described as AI "hallucination." In language education, inaccurate explanations of grammar,

inappropriate vocabulary usage, misleading cultural references, or fabricated academic sources may negatively influence students' learning outcomes if such information is accepted without verification.

This issue has particular implications for students at AJC. Future journalists, communication specialists, and public relations professionals are expected to uphold high standards of factual accuracy, source verification, and professional ethics. If students become accustomed to accepting AI-generated responses without independent verification, they may gradually weaken the critical evaluation skills that are indispensable in journalism and media practice. Consequently, GenAI should be regarded as an assistant rather than an authoritative source of knowledge, and students must be trained to critically evaluate, verify, and validate AI-generated outputs before incorporating them into academic or professional work (Kasneji *et al.*, 2023) ^[6].

Another major concern involves the declining role of independent learning and critical thinking. One of the primary educational objectives of university English courses is to cultivate learners' ability to analyze information, construct arguments, solve communication problems, and express original ideas in English. However, the convenience and efficiency of GenAI may unintentionally reduce students' willingness to engage in independent reasoning. Instead of actively searching for information, organizing ideas, and constructing their own arguments, learners may increasingly depend on AI-generated responses. Such dependence may negatively affect the development of analytical thinking, creativity, and problem-solving abilities, which remain essential competencies in both higher education and future professional practice.

This concern is particularly relevant for journalism education because media professionals are expected to produce original content, investigate complex issues, evaluate conflicting information, and make independent editorial judgments. If AI gradually replaces rather than supports these cognitive processes, the educational value of language learning may be significantly diminished.

A further challenge relates to AI literacy among both lecturers and students. Although GenAI applications are becoming increasingly accessible, effective educational use requires more than basic operational skills. Users must understand the capabilities and limitations of AI systems, formulate effective prompts, recognize algorithmic bias, verify AI-generated information, protect personal data, and apply AI responsibly within academic contexts. At present, many higher education institutions, particularly in developing countries, have not yet systematically incorporated AI literacy into their curricula or professional development programs. As a result, lecturers often adopt inconsistent approaches to AI use, while students may lack sufficient awareness of ethical and responsible AI practices. At AJC, this issue may become increasingly important because future graduates are expected to work in digital media environments where AI-supported journalism, automated translation, intelligent content generation, and data-driven communication are becoming commonplace. Therefore, AI literacy should be considered an essential graduate competency rather than merely a technical skill associated with educational technology.

Institutional governance represents another significant challenge. At present, many universities are still developing policies regarding the acceptable use of GenAI in teaching, learning, assessment, and academic research. Without comprehensive institutional guidelines, lecturers may establish inconsistent classroom rules concerning AI use, leading to uncertainty among students and potential inequalities in assessment practices. Furthermore, universities face increasing challenges concerning intellectual property rights, copyright protection, personal data security, and ethical accountability when AI-generated materials are incorporated into teaching and learning activities.

International organizations have therefore emphasized that higher education institutions should establish comprehensive governance frameworks that address AI ethics, transparency, privacy protection, assessment policies, and teacher professional development. Such governance mechanisms should encourage responsible innovation while safeguarding academic standards and educational integrity (UNESCO, 2023) ^[10].

Finally, the rapid evolution of GenAI itself constitutes an ongoing institutional challenge. AI technologies continue to develop at an unprecedented pace, making educational policies and instructional practices susceptible to rapid obsolescence. Universities must therefore adopt flexible governance strategies capable of adapting to emerging technological developments rather than relying on static regulatory approaches. Continuous curriculum review, faculty development, and interdisciplinary collaboration will become increasingly important for ensuring that English language education remains responsive to technological change while preserving its core educational values.

Overall, the challenges identified above suggest that the successful integration of GenAI into English language teaching depends not only on technological accessibility but also on institutional readiness, pedagogical innovation, ethical governance, and the development of AI literacy among both teachers and students. Addressing these challenges requires a balanced approach in which GenAI complements rather than replaces human teaching, supports rather than weakens independent learning, and enhances rather than compromises educational quality.

4. Discussion: Towards an Institutional Framework for Integrating Generative Artificial Intelligence into English Language Teaching

The findings of this study indicate that the successful integration of Generative Artificial Intelligence (GenAI) into English Language Teaching (ELT) extends beyond the adoption of technological tools. Instead, it requires a comprehensive institutional approach that combines pedagogical innovation, digital governance, AI literacy, and ethical considerations. While previous studies have primarily emphasized either the technological capabilities of GenAI or its pedagogical applications, the present study suggests that sustainable implementation depends on establishing an integrated institutional framework tailored to the characteristics of higher education institutions.

The case of the Academy of Journalism and Communication (AJC) demonstrates that English language education occupies a unique position within journalism and communication training. Unlike general English programs,

English courses at AJC aim not only to improve students' linguistic competence but also to develop professional communication skills, critical information analysis, intercultural awareness, and ethical responsibility in media practice. Consequently, the integration of GenAI should not merely enhance language learning efficiency but also strengthen the broader competencies required in journalism and communication professions.

Based on the findings presented in Sections 4.1– 4.3, this study proposes an institutional framework for integrating GenAI into English language teaching consisting of five interconnected dimensions (UNESCO, 2024) ^[11].

First, AI infrastructure and digital learning resources.

Successful implementation of GenAI requires universities to provide stable digital infrastructure, institutional access to appropriate AI applications, and secure learning platforms. Rather than relying solely on freely available public AI tools, higher education institutions should gradually establish institutional AI ecosystems that ensure data security, quality control, and equitable access for both teachers and students. Such infrastructure also facilitates the integration of AI into learning management systems and digital assessment platforms.

Second, GenAI literacy for teachers and students.

The findings suggest that technological accessibility alone cannot guarantee effective educational outcomes. Both lecturers and students require systematic training in GenAI literacy, including prompt engineering, critical evaluation of AI-generated content, information verification, ethical AI use, and awareness of algorithmic limitations. For journalism students, these competencies are particularly important because future professional practice requires careful verification of information sources and responsible communication. Therefore, AI literacy should become an integral component of English language education rather than an isolated technological skill.

Third, curriculum innovation through GenAI integration.

Instead of treating GenAI as an external support tool, English language curricula should deliberately incorporate AI-assisted learning activities into course design. Writing assignments, oral presentations, translation exercises, collaborative projects, and critical reading activities can all be redesigned to encourage students to interact critically with AI-generated outputs. In this model, GenAI functions as a learning partner that stimulates reflection, discussion, and revision rather than replacing independent learning.

Fourth, assessment reform for the GenAI era.

The findings highlight that conventional written assignments have become increasingly vulnerable to AI-generated content. Consequently, English language assessment should gradually shift toward authentic assessment methods, including project-based learning, oral presentations, classroom debates, reflective journals, portfolios, peer assessment, and problem-solving tasks. Assessment should evaluate students' ability to analyze, interpret, verify, and improve AI-generated responses instead of merely measuring the production of written texts. Such assessment approaches better reflect higher-order cognitive skills and reduce opportunities for academic misconduct (OECD, 2021) ^[8].

Fifth, institutional governance and ethical regulation.

Finally, sustainable GenAI integration requires comprehensive institutional governance. Universities should

establish clear guidelines regarding acceptable AI use, academic integrity, data privacy, intellectual property protection, and transparency in AI-assisted assignments. Institutional governance should encourage responsible innovation while preserving fundamental academic values such as originality, accountability, fairness, and critical inquiry. These governance mechanisms should also remain flexible enough to accommodate the rapid evolution of AI technologies (Crompton & Burke, 2023) ^[3].

Taken together, these five dimensions form an integrated framework in which technological infrastructure, AI literacy, curriculum innovation, assessment reform, and institutional governance mutually reinforce one another. The framework emphasizes that effective GenAI integration is fundamentally an educational transformation rather than a technological substitution.

Compared with previous studies, the framework proposed in this paper contributes to the literature in two important respects. First, it contextualizes GenAI integration within the specific characteristics of journalism and communication education, where English language learning is closely connected with information verification, media ethics, and intercultural communication. Second, it shifts the discussion from individual AI applications toward institutional governance and educational policy, thereby providing a more holistic perspective on sustainable AI adoption in higher education.

Although developed from the case of the Academy of Journalism and Communication, the proposed framework may also provide useful implications for other higher education institutions in Vietnam and comparable educational contexts undergoing digital transformation. Future research may further validate this framework through empirical surveys, experimental teaching interventions, or comparative studies across universities and academic disciplines.

Conclusion

The rapid advancement of Generative Artificial Intelligence (GenAI) is fundamentally transforming higher education worldwide, creating unprecedented opportunities as well as significant challenges for English language teaching. This study examined the integration of GenAI into English language teaching at the Academy of Journalism and Communication (AJC), Vietnam, through a qualitative case study based on document analysis and an extensive review of international literature. The findings demonstrate that GenAI has considerable potential to improve English language education by promoting personalized learning, enhancing students' writing and speaking skills, increasing teaching efficiency, supporting formative assessment, and fostering digital competence. These opportunities are particularly relevant for AJC, where English language education plays an increasingly important role in preparing future journalists, communication specialists, and media professionals for international and digitally connected working environments.

At the same time, the study highlights that the educational benefits of GenAI cannot be realized without addressing several important challenges. These include concerns regarding academic integrity, the reliability of AI-generated information, excessive dependence on AI technologies, insufficient AI literacy among teachers and students, and the

absence of comprehensive institutional governance. The findings therefore suggest that the effectiveness of GenAI depends less on technological capability than on how universities design pedagogical strategies, establish ethical standards, reform assessment practices, and prepare both teachers and students for responsible AI use.

One of the principal contributions of this study is the development of the AJC GenAI-ELT Framework, which proposes an integrated institutional approach for the sustainable adoption of GenAI in English language teaching. The framework consists of five interrelated dimensions: (i) AI infrastructure and digital learning resources; (ii) GenAI literacy for teachers and students; (iii) curriculum innovation; (iv) assessment reform; and (v) institutional governance and ethical regulation. Unlike many previous studies that primarily concentrate on the technological capabilities of GenAI or its classroom applications, the proposed framework emphasizes institutional readiness and educational governance as essential conditions for long-term and sustainable AI integration. Accordingly, this study contributes to the growing body of literature by extending discussions from technology adoption toward institutional transformation in higher education.

From a practical perspective, the recommendations proposed in this paper may assist the Academy of Journalism and Communication in developing policies for integrating GenAI into English language teaching while maintaining academic integrity and educational quality. More broadly, the proposed framework may serve as a useful reference for other Vietnamese universities and higher education institutions in developing countries that are implementing digital transformation strategies and seeking to integrate GenAI into language education. The study also supports national efforts to modernize higher education, strengthen digital competencies, and prepare graduates with the skills required in AI-driven labor markets.

Despite these contributions, the study has several limitations. As a qualitative case study, the research does not include empirical evidence collected through surveys, interviews, or classroom experiments. Consequently, the findings primarily provide conceptual and analytical insights rather than statistically generalizable conclusions. In addition, the rapid evolution of GenAI technologies means that educational practices and institutional policies are likely to continue changing over time.

Future research should therefore employ mixed-methods or quantitative approaches to examine students' and lecturers' perceptions of GenAI, evaluate its impact on English language learning outcomes, and compare implementation experiences across different universities and academic disciplines. Experimental studies investigating AI-supported instructional models, assessment innovations, and AI literacy development would also provide valuable evidence for informing educational policy and practice. As Generative AI continues to reshape higher education globally, ongoing research will be essential to ensure that technological innovation remains aligned with pedagogical quality, ethical responsibility, and the human-centered mission of education.

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