

An exploration into Perceptions of Vietnamese English Lecturers on Using AI in Teaching and Assessment Design

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ABSTRACT

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In recent years, technology has changed significantly. Since ChatGPT and generative AI (AI) were introduced to the public two years ago, it has created a significant impact on different sectors, including education. Educators are put in the situation where they have to decide their approach toward these changes in the technological environment. This study aims to explore the perceptions of English lecturers in the Vietnamese context regarding the use of AI in teaching and assessment design. The qualitative research method was used, and there were ten English lecturers participated in the in-depth interview in this research. The findings of this research showed the correlation between digital competence and the level of adoption of AI in teaching and assessment design. The higher the level of digital competence is, the more AI tools are used in different stages of teaching by these lecturers. Apart from recognizing the benefits of AI, lecturers also raised concerns related to the reliability of the data and information fed by AI, the academic integrity, and ethical issues in teaching and learning. Also, lecturers in this study had a deep sense of responsibility in guiding the students so they can use it properly and ethically. There are several implications provided based on the findings of this research.

Introduction

Generative AI (AI) is having a significant impact on education. Educators and institutions cannot ignore the rapid changes that are occurring in teaching and learning due to powerful technology. However, it is not only a matter of keeping up with new technology, but also of considering the pedagogical impacts and ethical ramifications that accompany it (Ng et al., 2023). AI provides many opportunities to enhance aspects of teaching and learning. In many respects, it has the potential to revolutionise some areas of education by changing teaching approaches, enabling greater collaboration, and transforming classroom management

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(Ghnemat et al., 2022). Some argue that AI has the potential to greatly influence students' learning and cognitive abilities, as well as to improve the effectiveness of personalised learning experiences (Huang et al., 2021).

As a result, AI has the potential to impact many teaching and learning practices, such as lesson and assessment design, learning processes, and content delivery, both online and offline (Ghnemat et al., 2022). Early research suggests that the technology can support students' learning by assisting them to make sense of ideas, adapt tasks to their level, and receive more personalised guidance (Huang et al., 2021). There are, of course, many challenges that educators and institutions face when adopting the technology. Questions arise, such as how much automation should take place and where human judgment still matters. There are also pedagogical and ethical aspects to consider along the way (Ng et al., 2023). That being said, the change is upon us, and we all need to respond and adapt responsibly.

Despite this rapid advancement, educators' and students' attitudes are missing. There is an acknowledgement that AI has the potential to reduce grading turnaround time and enhance the quality of personalised feedback, supporting the diverse needs of students. On the other hand, concerns persist about the accuracy of AI-generated assessments and the ethical implications of their use (Crompton & Burke, 2023). Another concern among educators is digital competence. Lecturers particularly lack the knowledge and skills to integrate digital technology in teaching. As a result, it is necessary to provide updated training for the lecturers so they use technologies effectively and appropriately in their work (Ng et al., 2023).

This study considers three existing Conceptual frameworks to support the propositions. Technological Pedagogical Content Knowledge (TPACK) considers the knowledge needed for educators to integrate technology in pedagogical and content knowledge (Mishra & Koehler, 2006). Theory of Acceptance and Use of Technology (UTAUT) is a model used to predict the educators' acceptance and behaviour by checking the factors such as performance expectancy, effort expectancy, social influences and facilitating conditions (Venkatesh et al., 2003). The ethical framework proposed by Berendt et al. (2020) provides a lens to examine concerns related to fairness, transparency, and academic integrity.

In addition to the country's strategic direction, there is a need to consider the unique requirements of the students in Vietnam. In the rural areas, students face equity and access issues. Gen AI tools have been considered as having the potential to address some of these issues by providing personalised learning experiences and supporting students with special needs (Nguyen, 2023). However, concerns about data privacy, algorithmic bias, and an over-reliance on automated systems are particularly pertinent for such students. There is a need to address these concerns and develop frameworks that support equitable and ethical integration of Gen AI for such vulnerable students (Nguyen, 2023).

In the Southeast Asian region, the digital transformations are trending in similar directions. Thailand is implementing a national AI strategy, including the introduction of AI-powered smart classrooms. Malaysia's AI Roadmap 2021-2025 focuses on strengthening industry and academic partnerships to embed AI into the education sector. These countries face similar challenges regarding infrastructure limitations, a lack of knowledge and skills in the use and

ethical practices of Gen AI. There is a need for a regional approach to adapting to digital technologies such as Gen AI, as identified in the ASEAN Digital Masterplan (2025).

More broadly, Vietnam's digital transformation in the education sector aligns with the direction of key international benchmarks. UNESCO (2021) identified that effective Gen AI integration depends on a national framework that strikes the right balance between technological advancement and equity, ethics, and educator empowerment. A study published by the United Nations Educational, Scientific and Cultural Organisation also highlights the importance of inclusivity, data privacy, and institutional readiness (Pedre et al., 2019). Vietnam is progressing in personalised learning and digital inclusion, but it still has some way to go on policy clarity, educator capacity building, and algorithmic transparency.

Given the environmental situation outlined, this study investigates how educators' competencies, ethical awareness, and perceived responsibility influence English Lecturers' perceptions of Gen AI integration into teaching and assessment design. The study aims to contribute meaningfully to the effective and contextually relevant adoption of Gen AI in Vietnam's higher education sector.

Literature review and theoretical frameworks

Educators' AI Digital Competence

AI offers the potential to transform teaching and learning practices by providing personalised learning experiences and supporting the diverse needs of learners. When AI was introduced to the public, it brought many opportunities to improve the quality of teaching and learning (Ratten, 2020). When a new technology is introduced, educators are expected to integrate it into teaching and learning; however, it is not easy to harness all the benefits of AI, as it requires a certain level of digital competence, including communication, collaboration, technical skills, and multidisciplinary skills. As a result, it is important to provide appropriate training for all educators to improve their skills and knowledge in adapting to and adopting AI in teaching (Hwang et al., 2020; Luan et al., 2020).

Vietnam has several policies to pursue digital transformation, including the establishment of a common education database. Statistics indicate that 63 educational and training institutions and 710 educational departments have established a common education database. In addition, 82% of primary and secondary schools in Vietnam are currently using software to manage school operations (Bui et al., 2022). However, many educators are struggling to keep pace with rapid technological advancements, particularly in utilising AI tools. Luckin et al. (2016) identify what is needed for educators to effectively use AI tools, including:

1. An understanding of how AI tools can facilitate and enhance the teaching and learning
2. The development of research and data analysis skills, along with relevant management skills to oversee the human and AI resources effectively.
3. Equipping learners with skills and competencies that cannot be replaced by AI.

The focus of our study is on how English lecturers perceive and navigate the introduction of AI tools. This is important in Vietnam, where educational reforms are beginning to gain rapid

pace around digitisation, and many educators still lack the digital competencies required to effectively integrate AI into their teaching and learning (Do & Nguyen, 2023).

Ethical Considerations

Similar to predictive analytics, AI tools largely rely on past data, and in the context of teaching and learning, this largely relates to previous students' behaviour (Berendt, Littlejohn, & Blakemore, 2020). This raises ethical concerns about using students' historical data for current students, potentially introducing bias and failing to consider their specific needs. When considering assessments, predictive analytics systems have potentially hindered educational institutes in the past from adopting more authentic and personalised assessment methods (Berendt et al., 2020). These concerns around bias and generalisation are also relevant for AI to establish accountability to ensure that users understand how the systems work and how they should be interacting with them (Nguyen, 2023).

In teaching and learning, there is a need for empathy and knowledge of individual students' circumstances. This human element provided by educators is difficult to automate without introducing potential biases (Ungerer & Slade, 2022). Those who program AI tools are embedding morality and values into systems that educators may rely on (Selwyn, 2019). So, it is important to oversee and understand how these tools are being encoded, particularly when implicit choices and decisions are involved.

Another key area to consider is data privacy, particularly when tools such as ChatGPT are used, as there is a risk of private data being leaked. Data protection mechanisms to protect the privacy of educators and students are needed when using these tools in teaching and learning. Policies and procedures need to be developed to ensure that all individuals' private data remains private and protected (Nguyen, 2023). There also needs to be a sense of responsibility among educators and institutions to uphold ethical standards and ensure trust develops when using AI tools in teaching and learning.

Sense of Responsibility

There is a need for a multidisciplinary approach to ensure the responsible integration of Gen AI tools into educational institutes (Hoppe et al., 2003; Paulus & Langford, 2022; Carvalho et al., 2022). Integrating Gen AI into teaching and learning requires a nuanced approach, considering the unique needs of each educator and their students. Transparency and accountability are unnecessary to ensure a sense of responsibility prevails, particularly when using Gen AI tools, as we have sensitive data and personalised learning. Educators express concern that Gen AI might provide inaccurate information, leading to misunderstandings and potential conflict in teaching and learning (Chan & Hu, 2023). This contrasts with the opportunities that educators are aware of around the potential positive impacts of the tools in relation to students' writing and vocabulary development.

There is a balance here between the potential for unethical use and the positive impacts the tools may bring (Suryani & Fithriani, 2024). Ethical considerations go beyond the practical applications of Gen AI tools and extend to broader implications in teaching and learning around policies and strategies within educational settings, and how Gen AI may impact them. Therefore, the focus of this research is to investigate how ethical considerations, AI digital

competence, and a sense of responsibility influence the perceptions of Vietnamese English lecturers, providing insights into encouraging them to adopt AI more effectively.

Theoretical Frameworks

We will use three theoretical frameworks to assist in understanding the dynamics that influence educators' attitudes towards the adoption of AI.

1. Technological Pedagogical Content Knowledge (TPACK) framework.
2. Unified Theory of Acceptance and Use of Technology (UTAUT).
3. The ethical framework proposed by Berendt et al. (2020).

As discussed before, these three frameworks are used to support the research gaps of this study. The Technological Pedagogical Content Knowledge (TPACK) framework identifies what teachers need to know when using technology together with teaching methods and subject content (Mishra & Koehler, 2006). The Theory of Acceptance and Use of Technology (UTAUT) helps explain how teachers decide to accept and use new technology by looking at the factors: performance expectancy, effort expectancy, social influences, and facilitating conditions (Venkatesh et al., 2003). Lastly, the ethical framework from Berendt et al. (2020) is used to examine the concerns related to fairness, transparency, and academic integrity.

These perspectives provide a multidimensional foundation for analysing the pedagogical, behavioural, and ethical dimensions of AI integration in education.

Conceptual framework

The following three propositions will be considered to assist in understanding how ethical considerations, AI digital confidence, and the sense of responsibility influence the perceptions of Vietnamese English lecturers in using AI:

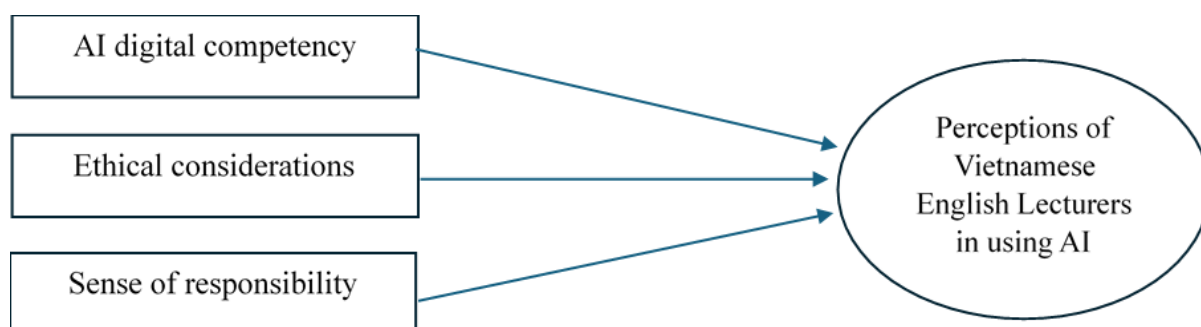
Proposition 1: English lecturers' perceptions of using AI in teaching and assessment design are influenced by their level of AI digital competence.

Proposition 2: Ethical considerations play a role in shaping English lecturers' perceptions of using AI in teaching and assessment design.

Proposition 3: English lecturers' perceptions of using AI in teaching and assessment design are influenced by their sense of responsibility.

Figure 1

Conceptual framework



Research Methodology

Design of the Study

A qualitative case study design was used for this study, which was grounded in in-depth interviews to explore the lived experiences, perceptions, and ethical considerations of English lecturers in Vietnam whilst they attempt to integrate AI into teaching and learning.

Participants and Sampling

A purposive sampling strategy was employed to select ten English lecturers from various higher education institutions in Vietnam. The selection criteria included:

- Currently teaching English at the tertiary level
- Having at least two years of teaching experience
- Having some level of exposure to AI tools

Demographic information collected included:

- Age
- Years of teaching experience
- Academic qualifications
- Familiarity with and frequency of AI tool usage in professional tasks

Participants were assigned pseudonyms (EL1 to EL10) to ensure confidentiality.

Data Collection Procedures

Data were collected through semi-structured in-depth interviews. The interview protocol comprised 15 sub-questions, organized under three main themes:

- AI digital competence
- Ethical considerations
- Sense of responsibility in using AI

Each interview lasted approximately 45–60 minutes, was audio-recorded with the participant's consent, and was subsequently transcribed verbatim. Field notes were also taken to capture non-verbal cues and contextual nuances.

Data Analysis

Interviews were transcribed precisely, followed by a thematic content analysis. This method was appropriate for identifying and categorising the key themes in the qualitative responses (Boyatzis, 1998). Three themes were analysed: AI digital competence, ethical considerations, and sense of responsibility. Researchers independently coded the transcripts by using QSR NVivo 12 software. All participants' identities were anonymized, labelled EL1 to EL10, to ensure confidentiality. A draft codebook was developed containing detailed descriptions of each construct dimension (Ryan & Bernard, 2000; Spiggle, 1994).

To ensure trustworthiness, the researchers used multiple strategies:

- Intercoder reliability was achieved through collaborative discussion and reconciliation of coding differences.
- Member checking was conducted by sharing summaries with participants for

validation.

- Peer debriefing allowed for critical feedback from external colleagues.

The profile of the participants is shown in Table 1 below. There is a correlation between participants' AI proficiency and their ability to integrate AI into their teaching practices. Ethical concerns were consistently raised, particularly regarding the reliability of data from platforms like ChatGPT. Participants also highlighted the importance of their professional responsibility in guiding students toward using AI ethically and effectively.

Table 1

Profile of participants

No	Pseudonym	University Type	Experience
Informant 1	EL1	Public University	More than 9 years of experience
Informant 2	EL2	Public University	More than 3 years of experience
Informant 3	EL3	Public University	3 years' experience
Informant 4	EL4	Public University	More than 8 years of experience
Informant 5	EL5	Public University	More than 4 years of experience
Informant 6	EL6	Public University	More than 6 years of experience
Informant 7	EL7	Public University	More than 6 years of experience
Informant 8	EL8	Public University	More than 8 years of experience
Informant 9	EL9	Public University	More than 5 years of experience
Informant 10	EL10	Public University	More than 18 years of experience

Findings

AI digital competence

When discussing English lecturers' perceptions of AI, an important point is AI competence. Whether AI is used effectively depends on the level of AI use in teaching and learning, which really comes down to how much knowledge lecturers have and how well they use AI.

In the Word Tree below (Figure 2), there are several key terms which are mentioned repeatedly, such as “use” (n=449), “research” (n=40), and “integration” (n=34). It shows that the English lecturers use AI in different stages; they are not only simply using it but also researching and integrating it into teaching and learning. Several direct quotes indicated by the participant, such as EL1, indicated “*I use AI in different stages in teaching and learning, from the pre-teaching stage (assessments and lectures) to the post-teaching stage.*” EL2 provided more details about the functions of AI in teaching and learning. “*I use AI tools such as Chat GPT, which allows me to convert from a PowerPoint presentation to a video.*” EL4 also used AI in English teaching: “*I use TTS Edge Open AI to convert text to voice. It helps students experience native-like pronunciation.*”

In the Word Cloud (Figure 3), there are several key terms such as “tool,” “support,” and “design” that are mentioned in many conversations. AI is not only simply used as a tool but also can support and helps the lecturers to design the curriculum and develop effective pedagogical resources to improve the learning outcomes. These findings are in the same line with the Unified Theory of Acceptance and Use of Technology (UTAUT), which constructs of

performance expectancy and effort expectancy. A detailed discussion will be provided in the discussion part.

Over several conversations, there are some concerns raised by the English lecturers that are related to the level of confidence in using AI. Some of them just self-evaluate their usage of AI at the average level, such as EL3, who emphasised the need for improvement: “*I would rate myself an 8. There are still things I need to learn to use them more effectively.*”

In short, the findings reflect some changes in the pedagogical methods. English lecturers are not only using AI passively but actively experimenting and adapting in teaching. This transition can be situated within the broader framework of Technological Pedagogical Content Knowledge (TPACK), particularly its technological and pedagogical dimensions.

Figure 2.

AI digital competence

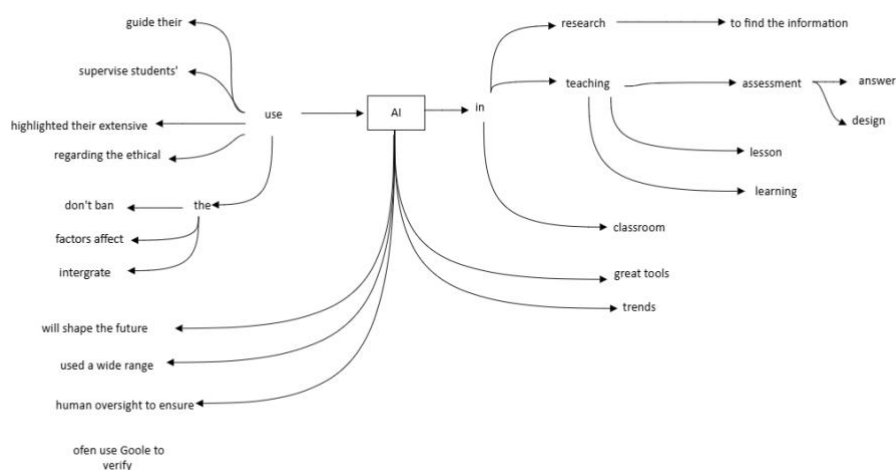
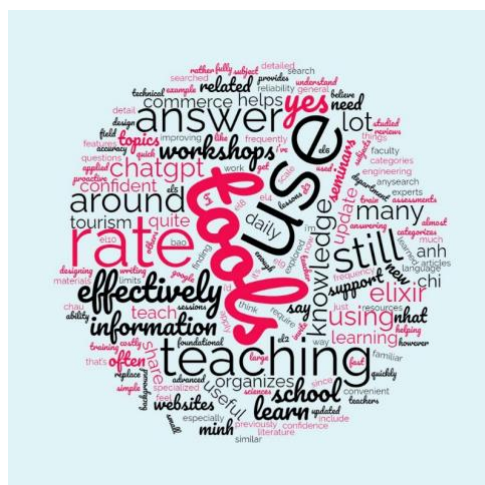


Figure 3.

AI digital competency – Word clouds



Ethical considerations

As mentioned in the previous section, the digital competency of English lecturers' changes, reflected in the way of use AI in teaching and learning. However, there are some concerns related to the potential risks in the context of transparency, fairness, and authenticity. Evidently, in the Word Tree (Figure 4), there are some key terms such as "concern" [n=27] and "consideration" [n=18], and further supported by the Word cloud (Figure 5), which indicated some key ethical terms such as "accuracy," "ethics," "cheating," and "reliability," along with emerging issues like "bias," "consent," and "disclosure."

These concerns are reflected in the conversations with the English lecturers. EL10 shared some thoughts: *"Recently, I attended a workshop... some AI tools can write literature reviews by just clicking a button. There's concern about the ethical implications."* EL5 raised concerns related to the students' perspective *"If students use AI to complete the entire assignment, I will mark them lower because it's like someone else doing the work for them."* These responses are in the same line with Berendt et al.'s (2020) ethical framework, particularly the principles of transparency and fairness.

At the current stage, when the detailed instructions from the education institute are absent, the lecturers define the fairness and responsibility in using AI by themselves. These findings align with the TPACK framework and UTAUT, which are constructs of social influence, where educators not only make decisions about how they engage with AI but also form the norms for their students through modelling and ethical conversations.

Figure 4

Ethical considerations

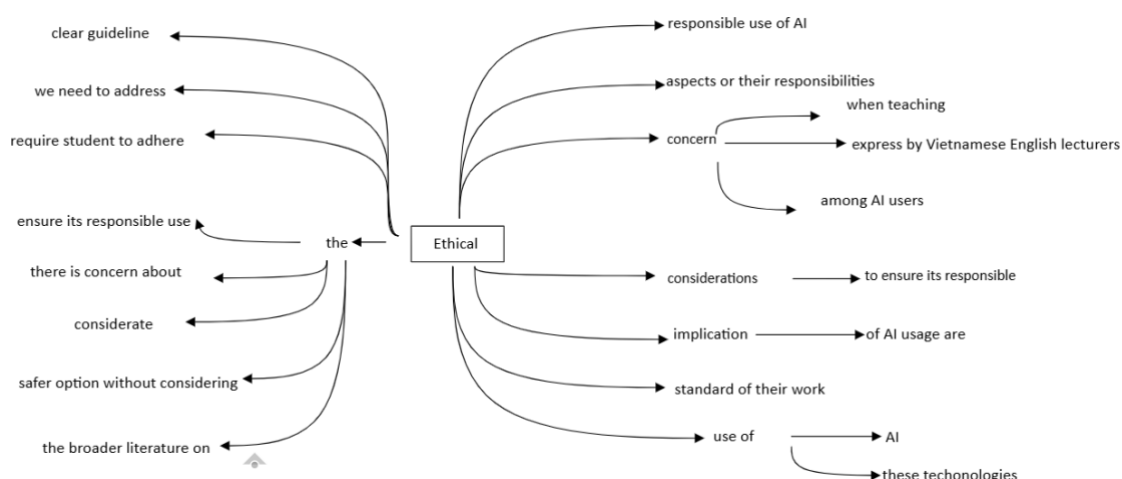
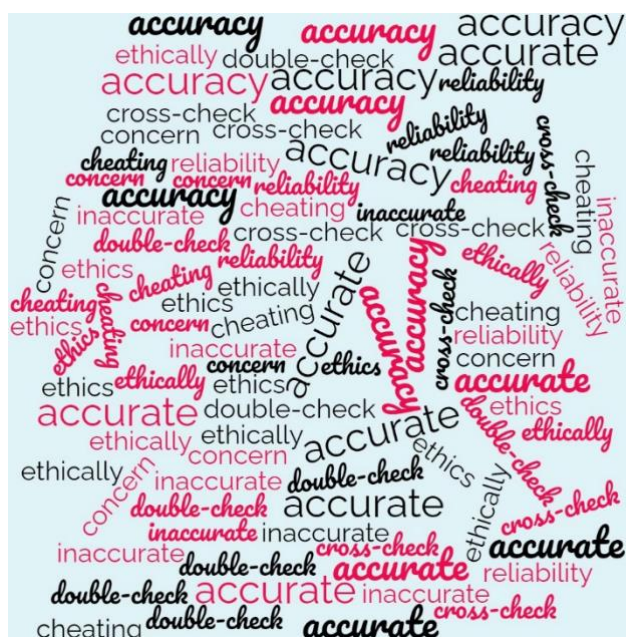


Figure 5

Ethical considerations – Word clouds

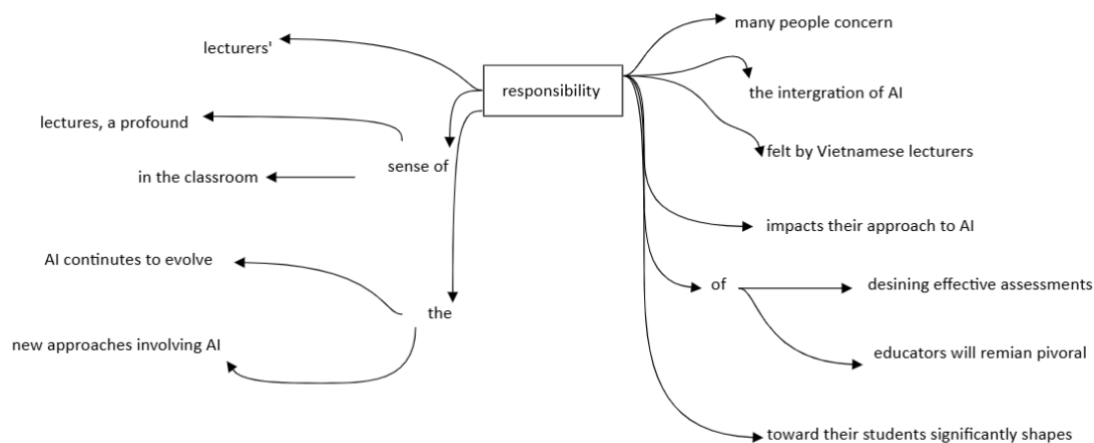
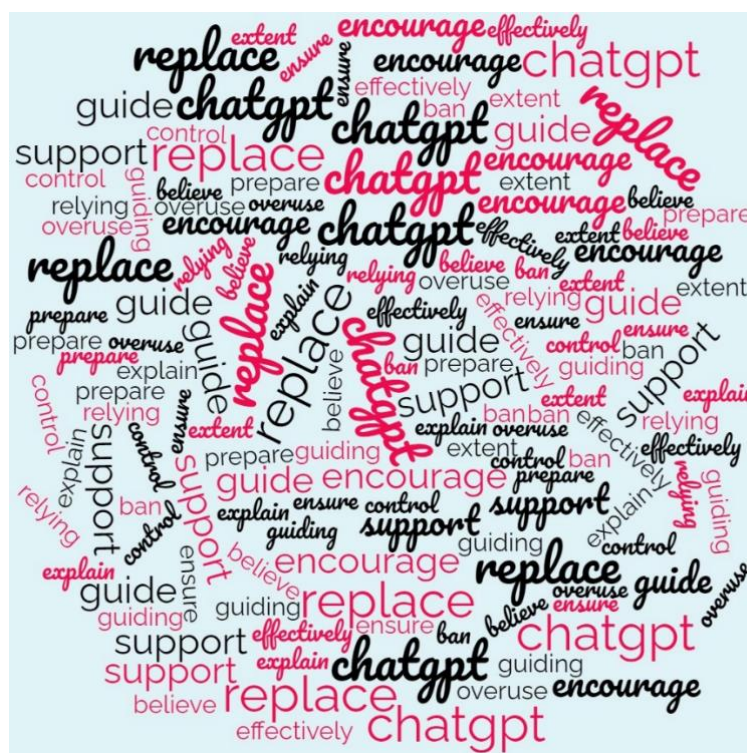


Sense of responsibility

Language lecturers nowadays are not only about lecturing but also have responsibilities in guiding students. Especially when education is in the era of technology, the lecturer's role in general is changing from teaching to mentoring. In this research, there is some evidence of the changes. In the Word Trees (Figure 6), some terms such as "ensure" [n=34] and "responsibility" [n=130] were indicated often. Additionally, some words like "guide," "support," "replace," and "ChatGPT," appeared in the Word Cloud (Figure 7), supporting the changing of the role in teaching.

Some lecturers pointed out their views clearly on the usage of AI. They show their care in teaching students ethically and understand their role as a mentor; they have the responsibility in providing guidance on how to use technology ethically in teaching and learning. EL7 mentioned that “*I always instruct students using AI in the correct ways. If students use AI without any effort, I will lower their grade.*” EL10 explained a bit more about how to guide students using AI responsibly. “*We ask students to use AI and then require them to compare the differences. Students need to explain and justify the techniques they use after using AI to translate.*”

The findings are aligned with the TPACK framework, which emphasizes the need to use technology in education in an ethical way, and the UTAUT model in terms of social influence and performance competency. Lecturers should provide guidance for students in using technology ethically and also clearly identify their expectations for the usage of Ai among students.

Figure 6*Sense of responsibility***Figure 7***Sense of responsibility – Word clouds*

Discussion

Proposition 1: English lecturers' perceptions of using AI in teaching and assessment design are influenced by their level of AI digital competence.

The findings suggest that most of the lecturers nowadays are using AI, however, the level of confidence and the depth of use are different, depending on their experiences and the ability to integrate AI tools in teaching.

Some of the lecturers strongly engage AI in teaching and assessing students, such as EL1 *"I use AI in many different stages of teaching, from preparing the lecture content, slides to designing the assignments for the students. I also use it in assessing students' work"*. Or like EL8, who rated themselves 8 or 9 out of 10, and when they feel confident in using AI, they have the tendency to use more complicated functions. *"I use it to design materials and support assessments; it helps a lot"*. When the lecturers are confident, as they have the skills learnt from the previous experiences with the digital platform, they have the knowledge foundation, and then can apply the AI tools across different stages of teaching. The findings of this research are in the same line with Hwang et al (2020) and Luan et al (2020), which indicate that the rapid changes in technology urge the lecturers to adapt to the trends. But it is not always the case with some other lecturers who are struggling with the changes due to the skills gap (Vazhayil et al., 2019). Evidently, the findings of this study show clearly that lecturers who have a stronger digital competency seem to be better at handling challenges and use AI more effectively.

Related to the ability to adopt AI in teaching, each of the lecturers has a different approach to self-learn and exploring new tools. Some of the lecturers are proactive in learning the new tools, such as EL2, who *"learnt AI through the direct use"* and are willing to pay to get the better functions of AI software.

Interestingly, some of the Vietnamese lecturers during the interview indicated about important role of the community in the learning process. They shared that they learned a lot from their colleagues, from the workshops or seminars organised by the universities, and the online communities. They mentioned, *"I learned through colleagues, workshops at the school, and online platforms like YouTube and social media"* (EL5). EL4 emphasised the role of seminars organized by their institution: *"The school and the faculty often invite experts in the field of AI to teach in large and small seminars to share about the use of AI in teaching"*.

The adoption of these methods is important for the lecturers to build digital competency as the technology changes rapidly; if they do not learn new tools actively, they will be left behind. Additionally, lecturers need to constantly engage in professional development and training course to improve themselves. It is supported by the research of Vazhayil et al. (2019), which emphasizes the importance of training programs that provide the lecturers with the necessary skills to work with AI.

Evidently, the EDUCAUSE Horizon Report shows that universities are adding AI literacy and ethics training to professional development to help lecturers use AI responsibly in teaching (Robert & Muscanell, 2023). In Australia, there are many actions from the Government perspective in integrating AI in education at all levels. As the lecturers are willing to adopt AI

in teaching, therefore, the National Framework for AI in Schools and the Department of Education's Generative AI Policy provide clear instructions on using AI properly and effectively. These efforts support lecturers to understand the impacts of AI and create more learning experiences for the lecturers (Victorian Academy of Teaching and Leadership, 2024)

In contrast, among these lecturers, not all of them can master the use of AI. Some of the lecturers are struggling with using AI, and they self-rated their confidence in using AI as 5 or 6 out of 10, such as EL1, *"I am confident using some tools, but still have a lot of room for improvement."* EL5 indicated the same statement, *"I would rate myself 5 out of 10. I know how to use some familiar tools such as ChatGPT, but I still have to learn a lot more"*. Some other lecturers are concerned as they don't fully understand the capacity of the AI. EL6, for example, said *'I would rate myself a 7 because I do not fully understand all the features of AI or the accuracy and reliability of the information'* (EL6).

Theoretically, the findings of this study confirm two frameworks that were indicated in the findings section, TPACK and UTAUT. According to the TPACK framework, the lecturers who have higher digital competency use AI more often and intensively in planning lesson plans, assessment design, and teaching (Mishra & Koehler, 2006). The UTAUT model suggests that digital competence improves both effort expectancy (ease of use) and performance expectancy (perceived usefulness), and then increases the chance of using AI in teaching (Venkatesh et al., 2003).

The discussion above explains the relationship between digital competence and the adoption of AI in teaching among English lecturers. While some lecturers are confident in using AI, others admit that their digital competence is lower and still need more improvement. The digital competence of Vietnamese lecturers includes the ability to learn independently, learn from colleagues, and use community resources. Based on the findings, there are several vital points that need to be considered. Firstly, to build digital competency for these lecturers, apart from self-studying, it is necessary to provide further training in adopting AI, as the study of Seo et al. (2021) and Torda (2020), highlights that lecturers often shortage of knowledge and skills to adopt digital technology in teaching, assessment, and curriculum design. Secondly, the inadequacies in training and providing access will impact the adoption of AI in teaching; therefore, it is necessary to develop an AI curriculum and build clear evaluation methods to support the lecturers

Proposition 2: Ethical considerations play a role in shaping English lecturers' perceptions of using AI in teaching and assessment design.

There are so many debates about the role of AI in society since it was first introduced to the public. While many people are eager to adopt AI quickly in their work, others approach it cautiously. One of the concerns is ethical issues, especially in the education sector. As mentioned before, the main purpose of this study is to investigate how the Vietnamese English lecturers perceive ethical issues when using AI and how it impacts their professional responsibility in teaching and assessment design. The findings of this research show that the Vietnamese English lecturers recognise the benefits of AI tools; however, express their concerns related to the ethical considerations, particularly regarding academic integrity,

classroom policies, and student development.

The first consideration is about the lecture content. We are all aware that AI needs to be trained and relies heavily on historical data, and must be updated constantly. However, this raises concerns about the accuracy and relevance of the information (Berendt et al., 2020). Vietnamese language teachers in this study raise the same concern, such as EL1 expressed, *"I don't rely on AI for factual information as it can often be inaccurate. I always double-check with other sources like Google. If I cannot verify the information, I don't use it"*. EL6 also adds *"Yes, I always have to check the information after receiving information from AI because AI provides a lot of unclear information that needs to be verified"* (EL6).

The above concern is evident as the information provided by AI relies heavily on the initial data that it received. If the initial data is biased, inaccurate, or incomplete, the resulting algorithms may reinforce discrimination and inequality (Bornstein, 2018). Another research from Selwyn's (2019) also discussed the moral and value-laden nature of AI decision-making. The Vietnamese English lecturers during the interview have also stressed the importance of regulating AI to maintain academic integrity. They indicated that: *"Yes, I believe it's essential to monitor AI usage because excessive reliance on AI is akin to cheating"* (EL1). And another agreement was shown by EL2: *"Ethically, yes, it is considered dishonest"*. Although understanding the importance of regulating AI information, it is not easy to manage. If the lecturers just rely on the information provided by AI without any input or cross-check, the result of their work will be impacted, and this raises concerns about the quality of education. This finding aligns with Ungerer and Slade's (2022) who indicated about the challenges in automating education decisions as it often requires human judgment, empathy, and contextual understanding.

The second concern is about the student work and assessment quality. Lecturers are concerned about the challenges in evaluating students' work. They don't know if the students' assessments are the original work, which will lead to the wrong evaluation of student abilities. EL10 explained *"We need to find ways to evaluate students and prevent cheating. If students are only using AI tools without proper evaluation, it becomes difficult to assess their true skills"*. This concern about maintaining the academic integrity of students' assessment reflects the major issue of AI in reducing the interpersonal aspect of education (Nguyen, 2023). Ensuring that AI tools are used ethically and do not replace authentic student effort is important for maintaining accurate assessments of students' capabilities.

These two ethical concerns raised by the lecturers in this study are in the same line with the discussion raised by Berendt et al. (2020), who argue that AI in education must be evaluated through the lens of learner rights, transparency, and institutional accountability. Making the right decision in using AI ethically is lecturers' responsibility and it will impact the approach that lecturers integrate AI in teaching. Ethical considerations also indirectly shape UTAUT constructs (Venkatesh et al., 2003), such as performance expectancy, by affecting perceptions of AI's appropriateness and reliability.

In short, the Vietnamese English lecturers, on one hand, adopt AI in teaching quickly; on the other hand, they also have a strong sense of ethical responsibility. They emphasize the

importance of accuracy and integrity of the information provided to the students and it aligns with the existing literature review which highlighting the need for careful consideration of AI's role in education.

Proposition 3: English lecturers' perceptions of using AI in teaching and assessment design are influenced by their sense of responsibility.

In the previous discussion, this study explores the digital competence and the ethical consideration of Vietnamese English lecturers. This section will discuss their responsibilities in using AI in teaching and assessment design.

In Vietnam, there are many transformations in the education sector. One of the changes is about the teaching method. Lecturers nowadays are not only teaching but also educating and mentoring students throughout their studies. Therefore, the sense of responsibility of the lecturers will impact their approach to using AI ethically and effectively in teaching and assessment design. One of the main discussions among Vietnamese English lecturers is how to guide and supervise students' use of AI to ensure it supports rather than replaces their learning efforts. EL1 stated, *"In class, I encourage students to use AI for idea generation and group discussions. However, some students overuse AI to the extent of replacing their own efforts. When I notice this, I ask them to revise or redo their work."* This action reflects a serious commitment to maintaining academic integrity in education. Similarly, EL2 promoted independent learning. *"Yes, many students use AI for assignments. I often explain to them that relying on AI does not help them learn or prepare for exams."* EL8 also emphasized the balanced approach: *"I don't completely ban them from using it, but I guide them to use it to learn ideas or how to generate content, not just copy everything."* The findings of this research are similar to recent research that stresses the importance of managing the ethical use of AI to ensure that it is used as a study tool rather than taking away from independent learning (Suryani & Fithriani, 2024).

As mentioned before, lecturers are also concerned and feel they have to evaluate students more precisely. EL3 mentioned, *"I can usually tell if students use AI by the language level and sophistication. If detected, I may deduct points for originality and creativity."* This approach is used to maintain the assessment integrity, like EL4 said, *"EL3 mentions, 'I can usually tell if students use AI by the language level and sophistication. If detected, I may deduct points for originality and creativity.'" However, it is challenging to manage the use of AI, EL5 admitted, "Currently, there is no clear policy. Since AI use is not banned, I guide students on how to use ChatGPT effectively to learn from their mistakes."* This reflects a bigger concern within the literature regarding the ethical use of AI, which might lead to the compromise of education outcomes if AI is not managed carefully (Carvalho et al., 2022; Chan & Hu, 2023).

Even though concerns have arisen, many lecturers recognize the value of AI as a supportive tool in education, rather than a replacement for human oversight, such as EL6. *"From my personal point of view, lecturers will still have a certain role in the classroom. Students will still listen to lecturers more than AI."* Similarly, EL7 emphasizes the importance of human oversight: *"I believe AI is an unavoidable trend that will greatly support teaching and research. However, the lecturer's responsibility is to ensure that the information from AI is*

verified and used correctly." EL10's approach of integrating AI tools while retaining traditional methods: *"In a work skills course, I let students use ChatGPT to write cover letters, and they submit these for me to check if they match the job ad they selected."* This strategy reflects an understanding that while AI can offer substantial benefits, its use must be carefully regulated to ensure it complements rather than replaces traditional learning processes.

This perspective highlights the need for human involvement in education, aligning with the literature on educators' roles in managing AI's impact on educational practices (Hoppe et al., 2003; Paulus & Langford, 2022). The lecturers in the study showed a commitment to guiding students to use AI as an enhancement tool rather than a replacement for their own efforts. This aligns with the pedagogical judgment emphasized in the TPACK framework (Mishra & Koehler, 2006), particularly in how lecturers guide students to use AI ethically. Additionally, the sense of responsibility intersects with the constructs of social influence and performance expectancy in the UTAUT model (Venkatesh et al., 2003).

Conclusion

The findings of this study show that Vietnamese English lecturers with high levels of digital competency tend to integrate more technology into their teaching and learning practices. However, this willingness to integrate was managed by a strong sense of professional responsibility, which impacted their level of adoption. The lecturers in this study recognised the potential benefits of GenAI and were optimistic about its positive outcomes; however, they also raised concerns about academic integrity and assessment design.

Combining TPACK, UTAUT, and Berendt's ethical frameworks provided a multidimensional lens for reviewing the interview responses. The findings support TPACK because the lecturers' willingness and ability to integrate AI into their teaching and learning were tied to their technological and pedagogical knowledge and experience. Performance expectancy and effort expectancy were both present in the lecturers' attitudes, conforming to UTAUT. Finally, the lecturers' attitudes about academic integrity, fairness, and transparency aligned with Berendt's ethical framework.

Implications

This study examines the relationship between the opportunities and challenges posed by AI. Lecturers need to balance the benefits of AI and the responsibilities that come along with it. On the one hand, AI can improve curriculum design, teaching, and learning. On the other hand, lecturers need to consider the approach of using AI ethically and responsibly, which requires a comprehensive knowledge and techniques that they normally lack.

From these perspectives, institutions and education policymakers need to implement appropriate actions. We cannot deny the benefits of AI in teaching and learning; however, we need to embed ethical governance and practical support, such as:

- Provide proper training, as the study findings show the correlation between digital competency and the use of AI in teaching and assessment.

- Provide a proper ethical AI policy that draws clear instructions on how to use AI ethically and responsibly.
- Each institution needs to develop a culture of adopting technology in teaching and learning. Also, supporting and sharing knowledge in the lecturers' community will contribute significantly to the success of adopting AI in teaching and learning.

The implications above are drawn from the findings of this study. It is necessary to strengthen digital competence among lecturers, provide them with the necessary support for training and guidance on using AI effectively, and promote a culture of responsibility. Collectively, these implications can help lecturers reduce technology gaps and provide clear guidance on using AI.

Further Study

While this research explores three dimensions of Vietnamese language lecturers' perceptions of AI use: digital competence, ethical concerns, and a sense of responsibility, a further study could delve deeper into their relationships. Or a study on how educators' attitudes and classroom practices evolve when more AI technologies are explored could be another suggestion.

This study chose Vietnamese English lecturers as the research context so that future studies could compare these findings across different cultural contexts (such as the Australian education context), educational settings (primary school teachers, high school teachers), or among educators teaching in different disciplines (such as Maths, Sciences). Such cross-cultural and cross-disciplinary comparisons would help to identify whether these three influencing factors are similarly significant elsewhere.

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