

FOREIGN LANGUAGES AND VIETNAMESE

UTILIZING ARTIFICIAL INTELLIGENCE IN EOP SPEAKING CLASSES AT HANOI UNIVERSITY OF INDUSTRY: OPPORTUNITIES AND CONSIDERATIONS

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ABSTRACT: The implementation of Artificial Intelligence (AI) in English for Occupational Purposes (EOP) classes is increasingly recognized in language education. This research investigates opportunities and considerations of utilizing AI in speaking-focused EOP classes at Hanoi University of Industry (HaUI). The study gathered data through semi-structured interviews, focus group discussions and classroom observations to understand student and teacher perceptions and experiences when practicing speaking with AI assistance. AI tools improve student pronunciation and fluency as they deliver automatic real-time feedback to provide individualized learning experiences. However, challenges such as technological accessibility, lack of teacher training, and concerns over AI accuracy were identified. The integration of AI facing mixed emotions from teachers because they view the need for teaching methods which incorporate both AI assistance and real human teaching interactions. Research stresses that implementing AI effectively with proper structure will lead to its maximum advantages but also requires appropriate solutions to address its constraints. These findings expand knowledge about AI in language teaching, thus providing guidelines for successful AI applications within EOP instruction.

KEY WORDS: Artificial Intelligence; English for Occupational Purposes; Speaking Skills; Opportunities; Considerations.

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1. Introduction

AI has experienced fast development during the recent years to bring extensive changes to various fields specifically education., artificial intelligence tools for language learning. AI tools for language learning help students become more proficient speakers through simulated conversations, personalized learning experiences, and real-time feedback. The implementation of AI in EOP classes offers significant advantages for workplace communication because students receive automated adaptive practice for professional dialogue. AI adoption in education creates advantages as well as three main difficulties which stem from technical barriers alongside the need for teacher training and student acceptance of technology. The research explores potential benefits as well as considerations when implementing AI in speaking-focused EOP classes at Hanoi University of Industry. The researcher utilizes qualitative approaches to gather data from a total of 50 students together with 10 teachers using semi-structured interviews as well as focus group discussions and classroom observations. This research analyzes participant experiences to discover AI impact on speaking skill development and its performance in EOP classrooms together with the obstacles encountered by teachers and students.

The research findings will expand existing academic knowledge about AI in language education and supply guidance to educators and policy makers about how to establish effective AI integration within EOP classrooms. The research proposes solutions for maximizing the effectiveness of AI-assisted speaking classes while dealing with the problems caused by its utilization.

2. Literature Review

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Language learning through AI holds growing academic interest regarding its applications for improving English language speaking capability in occupational settings. This section examines contemporary and essential research about AI technology while studying language acquisition methods as well as speaking ability development with AI applications in EOP contexts and the difficulties of its implementation.

2.1. AI in Language Learning

Language learning has experienced a revolutionary change through AI-driven software because it now allows students to perform speaking practice at higher levels of accessibility and personalization. Applications like chatbots and speech recognition systems can analyze pronunciation accuracy and speech fluency, and have provided valuable assistance through AI technology. The findings from recent studies indicate that AI tools boost student ability to monitor their learning process and actively participate in speaking exercises (Kessler, 2021). Research evidence indicates that AI-powered learning tools increase student confidence and improve their English-speaking proficiency when used in reflective e-journal activities. EFL learners particularly use AI-powered chatbots because they function as common communication tools for studying English as a foreign language. Huang et al. (2023) reported that AI-powered chatbots enhance students' decoding skills because they deliver interactive speaking situations. The research demonstrated that students using AI-mediated dialog systems showed better fluency results and maintained better vocabulary retention when compared to traditional classroom styles. The study confirms that AI systems help students practice speaking skills in a low-stress atmosphere that allows them to feel more engaged and less anxious (Han D., 2020).

AI brings personalized learning experiences as a great advantage to language education. The adaptive challenges available from artificial intelligence systems base their difficulties on student performance data to develop targeted activities for individual students. AI enables students to receive instant pronunciation feedback and automated virtual dialogues and targeted vocabulary suggestions according to Warman, et al. (2023) for enhancing speech fluency in authentic English situations. Many students alongside teachers observed that the gamified features of Duolingo and ELSA Speak AI systems powerfully boost both motivation and engagement (Garcia et al., 2021).

2.2. Foundational Research on AI and Speaking Skills

Research from recent times focuses on AI's contributions to modern language education but foundational investigations laid the theoretical foundation along with technological infrastructure which enables its progress. Among the first to investigate the use of automatic speech processing for pronunciation tutoring, Fouz-González, J. (2020) underlined the possibilities of artificial intelligence in offering comments on phonetic accuracy. The initial research on this topic led to future AI-powered speech recognition software development that now forms the basis of linguistic learning technology today. Dandu and Gomatam (2023) evaluated ASR technology reliability for spoken language proficiency assessment in their study on automatic speech recognition improvements. The research demonstrated AI progress in phonetic nuance detection because this capability helped develop current artificial intelligence-based pronunciation training systems used for language education. Makhoul (2021) discovered that AI analytical tools used for speech purposes effectively improved both learner pronunciation and prosody according to his research. García et al., (2023) conducted research that investigated second-language acquisition through digital technology by demonstrating the necessity of AI-learning systems in traditional classroom instruction. When artificial intelligence worked together with conventional classroom instruction both educators and students achieved better speaking outcomes than solitary teaching approaches. Professional knowledge from the past about AI supports modern autonomous language learning capabilities as AI systems advance.

2.3. AI in EOP Contexts

The implementation of AI technology in EOP settings provides distinct benefits because it enables students to practice their professional language. Virtual simulations powered by AI offer them effective practices in occupational conversations. Jiang (2022) shows that AI applications developed for workplace environments equip students to simulate business interactions and improve their fluency and their confidence in communication.

According to Warman et al., (2023), AI tools help students develop essential professional terminology along with business communication abilities for particular professions. AI systems provide learners with tailored feedback that helps them improve their grammar and pronunciation in a professional setting by examining speech patterns and contextual usage. Zou et al., (2023) demonstrated that AI functions as an equalizing force in education by offering proficient speaking practice to students who typically lack access to working with native English speakers.

2.4. Challenges and Considerations

The effective use of AI in language learning requires resolution of multiple obstacles despite providing many useful advantages. The main problem in AI-driven learning platforms involves managing both privacy issues and ethical aspects of data. Ensuring user privacy and security is crucial as AI gathers and analyses enormous volumes of speech data (Ciencia Latina, 2023). Experts maintain that in order to preserve learner trust, institutions need to set clear guidelines for data usage and AI transparency. The digital gap represents an additional challenge for students' learning experience. The access to AI-driven tools for personalized efficient learning remains constrained for students in economically disadvantaged settings (Han, D.,2020). Researchers Warman et al. (2023) explain that AI depends on high-speed internet connectivity and quality hardware equipment together with sufficient digital skills among learning participants. Limitations in infrastructure need to be resolved because they determine equal access to language learning through AI enhancement.

Lastly, the deployment of AI systems in education should support the teaching approaches of human instructors instead of taking their place. Research by Kessler (2023) demonstrated the need to find equilibrium between teacher supervision and AI technology by ensuring AI tools work together with human interaction instead of displacing it. AI language education success will depend on the degree to which language learning practices and learner needs find alignment in its implementation. The use of AI for developing speaking skills offers two beneficial features including individualized learning approaches and instant feedback tools and specialized language training for EOP students. AI technology has proven successful through research in improving students' pronunciation skills and their fluency performance and classroom participation.

Foundational studies underline that AI should combine with regular instructional practices because it leads to superior student achievements. The ongoing research together with technological progress works to improve how AI technology functions in language education fields despite the current challenges of privacy issues and AI-human interaction balance and accessibility in services. Future research must study how AI affects long-term speaking abilities of students while investigating strategies for utilizing its advantages along with necessary adaptation techniques.

2.5. Current English Teaching and Learning Speaking at HaUI

As a pioneer in teaching English for Occupational Purposes (EOP) for technical and economic students in Vietnam, HaUI has carried out the EOP project since 2015 and has gained some achievements. At this university, the flipped classroom model is applied to all EOP classes of eight major groups including Automotive Technology, Business, Chemical Technology, Electrical and Electronics Engineering, Garment Technology and Fashion Design, Mechanical Engineering, Information Technology, and Tourism and Hotel Reception.

At HaUI, eight non-English major groups study EOP over six semesters, from the first to the third year, completing a 30-credit curriculum. Each module consists of 5 credits (75 periods), with 40

periods in face-to-face (F2F) classes and 35 for self-study on *eop.edu.vn*. Online lessons cover Vocabulary, Grammar, Listening, Reading, Writing, Pronunciation, and Speaking, preparing students for in-class activities. The EOP curriculum includes speaking practice as a vital element which students encounter through blended online and face-to-face learning activities. The online learning platform offers students speaking-oriented exercises that combine pronunciation practice and role-play activities with guided speaking activities. Additionally, students record brief speaking assignments using given prompts and post them to *eop.edu.vn*, while their teachers supply feedback and grades. During F2F classes students utilize speaking activities to practice their skills during every 100-minute session which runs throughout 4 weekly periods. Speaking activities include:

Pair and group discussions: Students collaborate to exchange professional experiences and share their viewpoints.

Role-plays and simulations: Students can practice professional communication through exercises.

Presentations: Students perform individual or group presentations where they use online learned vocabulary and grammar to address real-life speaking assignments.

Students remain consistent learning by receiving feedback from their teachers about their pronunciation and fluency and coherence. The students engage in speaking practice through *eop.edu.vn* assignments which combine spoken recordings with interactive speaking assessments following F2F classes. Students receive assessment points through their completed and performed speaking tasks.

The integration of online content structure with interactive oral communication courses at HaUI produces an efficient EOP program that enhances student capabilities for professional communication.

3. Methodology

3.1. Research Design

The research adopts qualitative methods to study the acceptance of AI technology implementation within EOP instruction at HaUI. The study uses qualitative research because it provides deep insight into the experiential aspects of AI-assisted language learning for students and teachers (Creswell, 2018).

The data of the study was collected through semi-structured interviews, focus group discussions (FGDs) and classroom to gain deep understanding of AI effects on EOP education. The research methods delivered important information about AI tool applications in EOP education techniques alongside their performance levels and the obstacles encountered by teachers and students.

3.2. Data Collection

3.2.1. Participants

Research was conducted at HaUI with the participation of 50 students and 10 teachers from various EOP classes. Students from eight major academic groups took part in the research including Automotive Technology, Business, Chemical Technology, Electrical and Electronics Engineering, Garment Technology and Fashion Design, Mechanical Engineering, Information Technology, and Tourism and Hotel Reception. Every student enrolled had completed at least one entire semester with AI-supported educational materials. All selected teachers had three-year experience teaching EOP while demonstrating active use of AI throughout their teaching methods.

3.2.2. Data Collection Methods

Semi-Structured Interviews:

The research gathered interview data through semi-structured sessions with all 10 EOP instructors along with 20 randomly picked students. The conduct of interviews served to evaluate teachers' and students' views about AI contributions to language education together with its teaching performance and obstacles. Every interview used a flexible range of open-ended questions directed towards

teachers' and students' perspectives. These interviews lasted between 40 to 60 minutes while being performed either in person or through video calls and were documented by voice recording for subsequent analysis.

Focus Group Discussions:

A total of 7 focus group discussions (FGDs) were carried out involving 5 groups of 10 students while 2 groups included 5 teachers. Participants engaged with each other during the FGDs to share their experiences regarding AI tools. The group discussions explored (1) student interactions with AI-enhanced educational materials and (2) the performance of AI tools for language skill development and (3) difficulties adjusting to AI-instructed learning frameworks and finally (4) the application of AI within language assessment and feedback systems. The researchers moderated open-ended discussions that lasted 60 minutes during each session of the FGD. Audio-recording followed by transcription served as the basis for thematic analysis of the collected data.

Classroom Observations:

The researcher conducted direct observations of 6 distinct EOP classes at HaUI to evaluate AI applications during instruction and learning. The observer studied students' level of participation alongside activities led by teachers and barriers they encountered in AI implementation in the classroom. The research observed three crucial areas of AI implementation in lessons: The tools teachers employed to teach (pronunciation tools and writing automation) and student work with AI-generated tasks in addition to teaching techniques and student and teacher experiences using AI. The observed session lasted 90 minutes to encompass the entire lesson and required detailed note documentation. Validation of findings relied on triangulating interview data with FGD data.

4. Findings and Discussion

4.1. Themes from Student Interviews

4.1.1. AI's Impact on Speaking Confidence and Fluency

Student speaking confidence improved through AI tools since they received prompt feedback about their pronunciation along with their fluency. Through the practice of speech self-correction students obtained learning process control which promotes development toward autonomous language proficiency (Kessler, 2021). AI offered structured feedback which enabled students to enhance their learning through pronunciation error identification while allowing them to check their progress and decrease speaking anxiety as noted in García, López, and Martínez (2023). One student said that *"I find AI technology useful for practicing pronunciation independently which enhances my confidence before delivering presentations to classmates."* Another participant noted, *"With AI, I can repeat difficult words as many times as I need until I pronounce them exactly, and that makes me feel more confident."*

Although AI increased students' speaking speed the students raised concerns about rigid AI conversation responses. Students criticized artificial responses because they believed these responses restricted them from forming natural speech patterns. Zou et al. (2023) indicates that AI systems produce superior pronunciation results but their systems should develop conversational flexibility to achieve natural engagement. Students have expressed a concern about the chatbot's automated responses because they find them unnatural which undermines their ability to develop natural speech. The findings demonstrate that artificial intelligence shows effectiveness for pronunciation practice although it fails to match the extensive communication possibilities of human interactions.

The main difficulty arose when students depended excessively on AI correction outputs without analyzing if they suited their conversational context. The AI technology improved pronunciation but it occasionally delivered technically correct yet non-natural feedback which confirms Garcia, Kim, and Patel's (2021) recommendation to exercise caution when depending on AI-generated feedback. Students often give priority to the technical accuracy of AI feedback over their ability to achieve

flexible contextual discussion which requires teacher involvement for validating and contextualizing the AI suggestions.

The limitations of AI usage restrict its ability to replace human instructors in speaking instruction but it proves effective as a supporting tool. Adding real-time communication activities into the equation enables AI structural assistance to help students develop speaking skills by promoting confidence without restricting natural language growth. The effectiveness of AI systems depends on when students engage in real-world conversations as Makhoul (2021) suggests that blended learning represents the best solution for EOP classrooms.

4.1.2. Challenges in Using AI for EOP Practice

Students encountered various challenges during their AI-supported speaking practice which negatively impacted their practice experience. The incapability of AI systems to perceive various accents resulted in several incorrect interpretations of spoken words during practice sessions. According to Fouz-González, J. (2020), the problems AI tools encounter with varied speech patterns led to learner frustration. Students with regional accent reported incorrect evaluation of their responses by the technology despite proper pronunciation. One student expressed this frustration: *"Sometimes, the AI doesn't recognize my accent, and it marks my pronunciation as incorrect even when I say it correctly."* Learners tend to be less motivated when the AI system provides incorrect feedback about their speech patterns that does not match actual language usage.

The main limitation of AI systems involved their restricted capability for delivering contextual advice to students. The effective word correction by AI does not equate to meaningful sentence evaluation so students lack important guidance to develop fluent speech ability. Dandu and Gomatam (2023) confirm that AI tools offer useful word-level correction yet they lack effectiveness in advancing depth-oriented language advancement. One student observed, *"I can practice individual words, but when I try full sentences, the AI doesn't always give useful corrections."* AI shows the most effectiveness in pronunciation software but it cannot replace human-like conversational abilities.

The present challenges require instructor involvement to provide students with essential guidance which will link AI feedback approaches to authentic communication in educational settings. According to Warman et al. (2023) AI systems should act as a support tool for teachers when teaching complex language concepts. Students might develop inaccurate patterns of speech because of AI system errors when teachers do not actively intervene during AI-assisted EOP speaking practice. The value of AI assistance in EOP speaking practice must be balanced against its restrictions because effective learning requires expert human involvement along with technological tools.

4.2. Insights from Teacher Interviews

4.2.1. Perceived Benefits and Limitations of AI in Speaking Instruction

Teachers recognized AI's ability to automate pronunciation evaluations because students used this feature to correct themselves independently before class extending interactive communication time. The study supports Jiang (2022) by describing how AI systems help students achieve autonomy through their ability to deliver instant feedback beyond classroom settings.

Although AI technology supported pronunciation practice it could not substitute actual human interaction completely. The excessive use of AI tools by students led to decreased motivation for authentic human communication among teachers during their observations. The concern stands in agreement with García, López, and Martínez (2023) who emphasized that AI-based speaking practice requires communicative activities to develop fluency. The accuracy of AI feedback proved to be a big problem during implementation. Students often accepted AI corrections without question even though those suggestions were faulty and artificial leading them to maintain incorrect patterns in their speaking. Solomon Garcia Kim and Arnav Patel (2021) also highlighted the need for teachers to

verify AI-generated feedback according to their research. Students who lack guidance during their language learning experience may take on mistakes which hinders their development of adaptable speaking abilities.

4.2.2. Pedagogical Strategies for AI Integration

The implementation of blended learning strategies allowed teachers to use AI tools together with meaningful classroom discussions for overcoming these limitations. In accordance with Huang et al. (2023) AI performs best when human instructors provide contextualized automated feedback in addition to using AI tools. One teacher described their approach: *"I ask students to practice with AI first, then we discuss their challenges and correct mistakes together in class."* This approach provided students the chance to direct their learning independently yet receive clarification support from their teacher. Teachers adapted AI-developed prompts to fit their students' academic subject matters thus increasing their engagement and practical application values. The teaching method parallels the findings by Zou et al. (2023) that specific adaption of AI-created exercises for learners' occupational settings improves both their motivational response and their practical language skills. One teacher shared, *"I use AI-generated speaking prompts but modify them to make them more engaging and relevant to students' fields."*

The use of AI creates supportive resources in language teaching although it cannot substitute independent human teaching systems. Teachers agreed that AI ought to function as a tool to boost educational outcomes without replacing personal exchanges between students and instructors. Han (2020) explains that EOP classrooms achieve their best impact when AI supports students through well-structured mixed approaches with human supervision to develop both technical skills and communicative capabilities.

4.3. Key Takeaways from Focus Group Discussions

4.3.1. Student and Teacher Perspectives on AI Tools

Students and their instructors recognized how artificial intelligence boosts collaborative education while students utilize AI specifically for their structured speaking practice. Students used Artificial Intelligence tools to practice their role-play scenarios in advance which improved their group discussion skills for fluency and pronunciation. The findings match those reported by Huang et al. (2023) by showing how AI helps enhance participation during interactive speaking lessons. One student shared, *"We use AI to practice role-play scenarios before class, and it makes our discussions more fluent."* The users identified that AI systems significantly improved their presentation preparation which decreased their nervousness and enhanced their confidence. A teacher similarly observed, *"When students use AI before presentations, they seem more confident and make fewer pronunciation errors in class."*

AI systems generated concerns regarding their effect on human linguistic creativity during classroom use. Students showed concern because their excessive usage of AI-generated phrases restricted their capacity to communicate naturally. Research conducted by Han (2020) demonstrates that AI aids students in developing proper speech patterns but inhibits their ability to generate natural speech. A student noted, *"When we rely on AI-generated phrases, we sometimes lose our own way of expressing ideas."* The concern about AI usage emerged when teachers stated that students who heavily depend on AI face challenges when constructing original sentences during real-life conversations.

4.3.2. Common Concerns and Recommendations for Improvement

Students together with teachers pointed out important aspects for advancements in AI tools. AI face challenges in recognizing different accents because it provides incorrect pronunciation feedback to students. Fouz-González, J. (2020) previously observed that speech recognition technology encounters problems with diversity in accents. One participant said: *"AI technology requires improvement to understand different accents with higher accuracy levels."* A teacher noticed that

"My students became frustrated when AI marked their pronunciation wrong although I believed the pronunciation was correct."

AI systems showed restricted capabilities in offering comprehensive feedback because they only provided basic correct or incorrect feedback. Students along with educators stressed their requirement for detailed clarification from AI systems instead of basic right-and-wrong solutions. According to Jiang (2022), AI systems should provide targeted feedback to students as this helps them achieve higher levels of language acquisition. One student expressed *"AI should give more detailed feedback on speaking, not just mark words as right or wrong."* A teacher said *"If AI could explain why a sentence is incorrect and offer alternative ways to phrase it, students would benefit much more."*

Students along with their instructors recognized the vital function AI performs to support speaking practice yet stress the need for improvements to establish its status as a strong learning aid. AI systems should receive updates to provide individualized feedback that follows student activities as well as promote students to learn independently and interact freely. A well-structured combination of AI help and human teaching techniques plays a vital role in keeping EOP classrooms productive in language development.

4.4. Classroom Observation Results

Six EOP classes at HaUI were observed to identify real-time uses of AI tools during teaching and learning sessions. The research concentrated on evaluating student involvement and assessing the efficiency of AI-enhanced instructional practices together with potential barriers when using AI in speaking classes.

4.4.1. Real-Time AI Applications in Speaking Activities

A total of four classes among six showed AI pronunciation software integration while using AI-powered tools for pronunciation practice and feedback delivery. Several students showed continuous involvement by repeating pronunciation practice multiple times for better pronunciation development. The study conducted by García, López, and Martínez (2023) demonstrates how AI feedback improves pronunciation accuracy of students while building their confidence. One student expressed that *"I favor using AI pronunciation checkers because the technology shows my errors so I can practice correction right away."* The use of AI chatbots enabled role-playing sessions in three different classes to provide students with professional dialog practice through structured interactions. The artificial dialogue with the chatbot helped students improve their fluency but students sometimes judged the interactions with the digital assistant as unnatural. One participant said, *"The replies from the chatbot are sometimes mechanical. It corrects my grammar, but I still feel that my conversations are not natural."* The teachers expressed this same opinion about the tool because AI-generated dialogue practice helped students develop structured conversations but failed to replace authentic human interactions during speaking lessons. Han (2020) reported discovery of how AI chatbots help structured learning yet they restrict development of natural conversation abilities.

4.4.2. Effectiveness and Engagement Levels of Students

The levels of student engagement depended on the methods of implementing AI tools in the classroom. Students showed increased motivation as well as confidence when AI pronunciation support systems operated together with peer assessment mechanisms. According to a teacher: *"Students display greater confidence after AI usage before peer practice since they identify their learning challenges beforehand."* Huang et al. (2023) showed that AI works best through its combination with collaborative learning.

Student engagement decreased significantly after 15-20 minutes when AI chatbots remained as the only tool for speaking practice in two separate classrooms. The students lost their engagement since the chatbot provided unvarying responses thus matching Warman et al.'s (2023) advice against AI tools replacing human conversation in language education. According to a student's evaluation *"The AI bot initially provided entertaining conversation but eventually became comparable to a*

robotic device that misunderstands human communication." The integration of AI systems requires careful planning because they should be deployed to sustain student engagement.

4.2.3. Challenges Noted in AI Integration

The study found one major problem in which students depended excessively on AI-generated correction systems. Students simply accepted AI correction feedback without checking if it made sense in the context of a real communication exchange. According to a teacher's observation *"Students depend fully on AI suggestions yet often fail to verify these recommendations apply correctly in actual spoken language."* The concern about students relying excessively on AI-generated corrections matches the findings of Garcia Kim and Patel (2021) regarding students' loss of critical language assessment skills.

A technical limitation existed within AI because it demonstrated problems identifying people with various accents. Students in that particular classroom experienced multiple incorrect AI tool interpretations which created confusion. The student reported that *"I do the same sentence many times while the AI system kept giving incorrect feedback even when teachers confirmed its accuracy."* Fouz-González, J. (2020) reported similar research results which show AI speech recognition systems tend to have problems with different accents which reduces pronunciation precision.

4.2.4. Summary of Classroom Observations

The study findings backed up the notion that AI systems enable students to improve their speaking abilities through their immediate performance evaluations and pronunciation recognition features. The most beneficial classrooms used AI feedback along with student-to-student interaction and teacher supervision. AI systems by themselves led students to become uninvolved while their practice sessions turned into robotic interactions. The research indicates that combining human education with automated systems presents the optimal method to integrate AI tools effectively. The teachers suggested that students should use AI technology as a preparation tool instead of making it their major tool before engaging in speaking practice. A teacher suggested that *"AI tools should assist students with preparing for class discussions although classroom conversations remain essential."* According to Jiang (2022) AI functions optimally when it serves to enhance human instructional methods instead of functioning in their place.

Overall, AI demonstrates increased effectiveness in pronunciation accuracy yet its constraints indicate that a combination of AI technology with peer interaction and teacher facilitation creates the most successful approach to develop authentic communicative competence in EOP classrooms.

5. Conclusion

AI tools in EOP speaking education received analysis from both learners and educators while teachers evaluated classroom engagement together with the impact of AI-based learning. Research data indicates AI technology produces major benefits toward better pronunciation skills and enhanced speech fluency with increased speaking self-assurance. AI feedback from students was important because it allowed them to practice independently and concurrently self-correct.

The implementation of AI-supported language learning should combine teacher monitoring with peer interactions because robotic interactions and technical constraints limit its effectiveness alongside student dependency on AI.

The teachers stressed the integration of AI within traditional speaking activities because it enabled better student engagement and educational performance outcomes. Observations during classroom time verified these understanding by demonstrating that students achieved the best results through activities enhanced by AI together with group work and direction from teachers.

The research highlights the necessity of AI tool improvement to serve students with different accents and deliver sophisticated feedback about spoken sentence content. Educational institutions must choose AI systems for supplemental support instead of using them to replace human guidance as speaking partners. Further research must explore both the long-term influence of AI-speaking

practice as well as the comparison between available AI tools with plans for developing AI systems that provide natural interactive communications.

In conclusion, EOP speaking instruction benefits greatly from AI implementation while maximum potential occurs through teacher instruction combined with educational collaborations. The research findings provide necessary information to optimize AI tools in language education for both developers and educational policymakers and language educators.

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Sử dụng trí tuệ nhân tạo trong các lớp học nói tiếng Anh theo định hướng nghề nghiệp tại Trường Đại học Công nghiệp Hà Nội: cơ hội và cân nhắc

Tóm tắt: Việc sử dụng Trí tuệ nhân tạo (AI) trong các lớp tiếng Anh theo định hướng nghề nghiệp (EOP) ngày càng được công nhận trong việc học ngôn ngữ. Nghiên cứu này được thực hiện nhằm tìm hiểu các cơ hội và cân nhắc khi sử dụng AI trong các lớp học nói tiếng Anh theo định

hướng nghề nghiệp tại trường Đại học Công nghiệp Hà Nội (ĐHCN HN). Nghiên cứu đã thu thập dữ liệu thông qua phỏng vấn bán cấu trúc, thảo luận nhóm và quan sát lớp học để hiểu được nhận thức và kinh nghiệm của sinh viên và giáo viên khi luyện nói với sự hỗ trợ của AI. Các công cụ AI giúp cải thiện khả năng phát âm và sự trôi chảy của sinh viên vì chúng cung cấp phản hồi tự động nhanh nhằm mang lại trải nghiệm học tập cá nhân hóa. Tuy nhiên, vẫn còn tồn tại những thách thức như khả năng tiếp cận công nghệ, thiếu đào tạo giáo viên và lo ngại về độ chính xác của AI. Việc sử dụng AI trong lớp học nói đem đến cho giáo viên những cảm xúc lẫn lộn vì họ thấy cần phải có các phương pháp giảng dạy kết hợp giữa sự hỗ trợ của AI với sự tương tác giảng dạy thực tế của con người. Nghiên cứu nhấn mạnh rằng việc triển khai AI hiệu quả với cấu trúc phù hợp sẽ mang lại lợi thế tối đa nhưng cũng đòi hỏi các giải pháp phù hợp để giải quyết các hạn chế của nó. Những phát hiện này mở rộng kiến thức về AI trong giảng dạy ngôn ngữ, do đó cung cấp các hướng dẫn để ứng dụng AI thành công trong các lớp học nói tiếng Anh theo định hướng nghề nghiệp.

Từ khóa: Trí tuệ nhân tạo; Tiếng Anh theo định hướng nghề nghiệp; kỹ năng nói; cơ hội; cân nhắc.