

Research Article

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ChatGPT in Language Education: Applications and Implications for Teaching and Learning

Hung Thanh Nguyen, Phuoc Tai Nguyen

Abstract

Background/purpose. Artificial intelligence, namely ChatGPT, has garnered significant interest in language education due to its potential to enhance instruction and learning. Three primary topics are highlighted in this study's analysis of recent research on ChatGPT's use in language instruction: Reflection on instruction, instructor feedback, and adaptation of reading texts.

Materials/methods. Ten language instructors and twenty students who had been using ChatGPT in language sessions for at least one semester participated in semi-structured interviews. A detailed understanding of ChatGPT's integration into language teaching and learning methods is made possible by the interviews, which captured the breadth and complexity of participants' experiences.

Results. The results showed that feedback facilitated by ChatGPT enhanced student engagement and encouraged better writing abilities. Personalized reading tasks were made easier by AI-driven text adaptation, but questions about accuracy, prejudice, and ethical use surfaced.

Conclusion. Notwithstanding these difficulties, ChatGPT offers a wealth of opportunities for customized language learning teaching. Clear ethical standards and focused teacher training are necessary for effective implementation. In order to evaluate the tool's long-term educational impact, more longitudinal study is required.

1. Introduction

The incorporation of artificial intelligence (AI) into education has emerged as a pivotal trend in the twenty-first century, with tools such as ChatGPT providing transformative opportunities for improving teaching and learning methodologies (Smith, 2023; Johnson et al., 2024). As educational institutions globally endeavor to utilize technology to meet the varied requirements of learners, AI-driven language models have garnered considerable attention for their potential to enhance language teaching. This domain conventionally depends on human contact and individualized input.

Language education, which involves the instruction and acquisition of second or foreign languages, encounters distinct problems, including addressing varied learner requirements, delivering prompt and constructive feedback, and modifying resources to accommodate differing competence levels. ChatGPT, utilizing its sophisticated natural language processing abilities, presents viable answers to these issues. It can produce tailored educational resources, offer immediate feedback on language usage, and simulate conversational practice, thus enhancing conventional teaching methods.

Recently, there has been an increasing interest in investigating the uses of ChatGPT in many educational settings, particularly in language instruction and acquisition. Research has concentrated on topics such as pedagogical reflection, educator feedback, and text modification, underscoring both the prospective advantages and the difficulties of using AI in language instruction (Zhu, 2024; Han & Li, 2024; Yen, 2024). Nonetheless, despite the expanding corpus of research, a significant gap exists in the literature concerning the application of ChatGPT in English Medium Instruction (EMI) contexts, especially in non-Western environments such as Vietnam, as well as the particular adaptation techniques that international students utilize while employing AI technologies in EMI settings.

This research seeks to fill this vacuum by examining the applications of ChatGPT in language education within EMI contexts in Vietnam, concentrating on three primary areas: instructional reflection, teacher feedback, and text adaptation. This study aims to elucidate ChatGPT's role in language education by analyzing its support for teaching reflection among language educators, its effectiveness in delivering feedback in language learning, and its capability to adapt texts for various learner levels. The results will emphasize the advantages and obstacles of employing ChatGPT in language instruction, providing insights for educators and researchers on the appropriate integration of this technology into their methodologies.

The subsequent research inquiries direct this study:

RQ1: In what ways does ChatGPT facilitate reflective teaching practices among language educators in English Medium Instruction contexts?

RQ2: How might ChatGPT facilitate effective feedback in language acquisition, specifically in writing teaching within EMI programs?

RQ3: What are the advantages and constraints of employing ChatGPT to modify reading materials for various learner proficiency levels in English Medium Instruction contexts?

This study seeks to enhance the current dialogue around the use of AI in education, particularly in language instruction and acquisition within EMI contexts, and to guide future research and practice in this domain.

2. Literature Review

2.1. ChatGPT in Teaching Reflection

Reflective teaching is fundamental to the professional growth of language educators, allowing them to evaluate and enhance their instructional methods critically. Zhu (2024) examined the impact of ChatGPT on pedagogical reflection among foreign Chinese educators within the framework of Teaching Chinese as a Second Language (TCSOL). The research emphasizes that ChatGPT assists educators in three primary domains: professional development, student advancement, and instructional media and environment. ChatGPT offers insights into classroom dynamics and student performance for teacher development, enabling educators to concentrate on enhancing student knowledge growth. It provides customized educational tools designed to accommodate students' linguistic backgrounds, hence improving engagement and learning results. ChatGPT enhances the integration and administration of resources in instructional media, optimizing lesson planning and content adaptability.

Zhu (2024) presents a paradigm for pedagogical reflection that integrates ChatGPT, organized via three phases: technical reflection (emphasizing practical competencies), practical reflection (addressing student requirements and situation), and critical reflection (assessing overarching educational objectives). The study presents the notion of Human-AI Interactive Negotiation Competence (HAINC), which is crucial for educators to employ ChatGPT proficiently. HAINC includes comprehending AI capabilities, establishing explicit reflection objectives, providing precise directives, evaluating AI-generated feedback, and modifying instructional tactics accordingly. Nonetheless, problems encompass the necessity for educators to rigorously assess AI outputs to guarantee conformity with educational goals and to prevent excessive dependence, which may undermine their critical thinking abilities. Zhu (2024) asserts that ChatGPT possesses revolutionary potential for pedagogical reflection, although it necessitates educators to cultivate new competencies to leverage its advantages fully.

2.2. ChatGPT in Teacher Feedback

Delivering prompt and constructive feedback is an essential element of language acquisition, especially in writing education. Han and Li (2024) examined the application of ChatGPT to enhance teacher feedback in English as a Foreign Language (EFL) writing in a Chinese higher education program, which included four instructors and 102 students. The research indicated that ChatGPT-assisted feedback encompassed various error categories, including word choice (18.71% in argumentative essays, 21.8% in explanatory essays), sentence structure, punctuation, and rhetorical elements such as coherence and topic development. Students effectively integrated most of this feedback into their revisions, achieving success rates of 64.54% for error repairs in argumentative essays and 63.91% in expository essays, as well as enhanced comprehensive adjustments in rhetorical feedback (56.84% in explanatory essays).

The "AI + Teacher" methodology presented by Han and Li (2024) integrates ChatGPT's analytical powers with educators' pedagogical knowledge, thereby alleviating the burden and improving feedback quality. This methodology demonstrated notable efficacy in big classes, where personalized feedback is difficult to provide. Nonetheless, limitations encompassed discrepancies in genre-specific feedback and challenges encountered by certain students in comprehending technical critiques. The research indicates that ChatGPT-assisted feedback improves student interest and writing quality, although it necessitates additional refining to overcome existing obstacles. Han and Li (2024) argue for ongoing research into varied educational environments and their long-term effects on writing outcomes.

2.3. ChatGPT in Text Adaptation

Modifying reading materials to accommodate varying learner levels presents a significant challenge in language instruction. Yen (2024) evaluated ChatGPT's effectiveness in text adaptation by employing the Flesch Reading Ease index to assess readability and conducting interviews with

language educators. The research indicated that ChatGPT can modify text difficulty; however, discrepancies were seen, especially at the middle and high school levels, when readability scores occasionally diverged from the planned objectives. Adaptations for collegiate and professional tiers were more precise, indicating ChatGPT's potential for advanced scholars. Educators valued ChatGPT's capacity to produce captivating, human-like messages, thereby reducing the time and effort required for manual modifications. Concerns were expressed over potential mistakes, factual errors, and ethical dilemmas, including biases in AI-generated material, data privacy, and the risk of undermining human creativity.

Yen (2024) underscores that although ChatGPT is an advantageous resource for language teaching, its application necessitates meticulous supervision to guarantee precision and ethical standards. The paper advocates for teacher training and explicit ethical rules to optimize advantages while minimizing hazards, emphasizing the necessity for collaboration between AI and human educators to establish inclusive learning environments.

2.4. ChatGPT in EMI Contexts

The use of ChatGPT in EMI programs, especially in non-Western settings such as Vietnam, presents an innovative solution to the difficulties encountered by international students. EMI programs, using English to instruct academic subjects in non-English-speaking nations, have expanded worldwide, propelled by internationalization and economic globalization (Dearden, 2014; Macaro et al., 2018). International students in English Medium Instruction programs face substantial hurdles, including deficiencies in language proficiency, pedagogical disparities, and difficulties in cultural adaptation (Galloway & Rose, 2015; Nguyen et al., 2025a; Thinh, 2025). In medical EMI programs in Vietnam, these issues are exacerbated by the demanding curriculum and the necessity for accurate communication in clinical environments (Nguyen et al., 2025b).

ChatGPT can assist international students in English Medium Instruction (EMI) situations by addressing their specific challenges. For example, it can deliver customized language practice to enhance academic English ability, as evidenced in Zhu's (2024) study on TCSOL, where ChatGPT supplied individualized resources for varied learners. ChatGPT's capacity to produce comprehensive corrections, as demonstrated by Han and Li (2024), can assist students in surmounting linguistic obstacles in writing assignments, which are essential in medical education for generating precise reports and documentation. Moreover, Yen's (2024) research on text adaptation indicates that ChatGPT can generate reading materials tailored to students' skill levels, hence enhancing understanding of intricate medical texts.

Nonetheless, the utilization of ChatGPT in EMI situations presents certain obstacles. Educators require training to integrate AI tools effectively, and they must address ethical issues, including potential biases in AI outputs and data privacy (Yen, 2024). Moreover, dependence on non-native English-speaking instructors in Vietnamese EMI programs may result in disparities in teaching quality, which ChatGPT cannot entirely address (Dung, 2024). These problems underscore the necessity for a hybrid methodology that integrates AI skills with human supervision.

2.5. Adaptation Strategies Using ChatGPT in EMI Contexts

International students in EMI programs have diverse ways to address academic, language, and cultural barriers, and ChatGPT can augment these strategies. Academic support measures, including tutoring services and study groups, can be enhanced by ChatGPT's capacity to produce customized practice problems and explanations (Zhu, 2024). Strategies for language enhancement, essential for addressing competence deficiencies, can utilize ChatGPT's ability to offer interactive language practice and vocabulary development resources, as demonstrated in its use for TCSOL students (Zhu, 2024). Social networking, crucial for cultural adaptation, might be indirectly facilitated by ChatGPT

through the development of culturally pertinent educational resources that enhance comprehension of local customs (Yen, 2024).

Institutional assistance is essential for student success in EMI programs, and ChatGPT can enhance current resources. Universities providing language workshops may incorporate ChatGPT to offer additional practice, along with the findings of Han and Li (2024) about feedback delivery. Mentorship programs can benefit from ChatGPT by providing tailored academic guidance, although human mentors are crucial for emotional support (Kutsyuruba & Godden, 2019). These tactics underscore ChatGPT's capacity to augment current support systems, while stressing the necessity for institutional protocols to guarantee effective execution.

2.6. Research Gap

Despite an expanding corpus of literature regarding ChatGPT's uses in language teaching, investigations into its utilization in English Medium Instruction (EMI) contexts, especially in non-Western environments such as Vietnam, are still few. Current research has predominantly concentrated on general language education contexts, including TCSOL (Zhu, 2024), EFL writing (Han & Li, 2024), and text adaptation (Yen, 2024), yet there is a paucity of studies examining how ChatGPT can mitigate the specific challenges encountered by international students in EMI programs. In Vietnam, where English Medium Instruction (EMI) medical programs are proliferating, research has identified challenges such as language proficiency disparities, pedagogical variances, and cultural adaptation difficulties (Nguyen et al., 2017; Tran & Nguyen, 2018); however, the potential of artificial intelligence tools like ChatGPT to alleviate these challenges remains inadequately examined.

Furthermore, there is a lack of information on the specific adaptation techniques used by international students when employing AI tools in English Medium Instruction contexts. Although research has explored broad coping techniques, like language enhancement and social networking (Makeeva et al., 2021), the contribution of AI in augmenting these tactics remains predominantly unexamined. The efficacy of institutional support services in incorporating AI tools, such as ChatGPT, into EMI programs, especially in specialized disciplines like medicine, necessitates further examination. This study aims to address existing gaps by examining how ChatGPT can support international students in medical EMI programs in Vietnam, focusing on its applications in teaching reflection, providing feedback, and adapting texts, while identifying solutions to mitigate related challenges.

2.7. Theoretical Framework

Self-Determination Theory (SDT) and Resilience Theory provide a solid theoretical framework for understanding ChatGPT's role in EMI language education, particularly in terms of student motivation, adaptation, and persistence. These concepts elucidate how AI tools might assist students in surmounting linguistic, intellectual, and cultural obstacles in EMI environments.

2.7.1. Self-Determination Theory in EMI Contexts

Self-Determination Theory (SDT), formulated by Ryan and Vansteenkiste (2023), asserts that motivation and learning are influenced by three psychological needs: autonomy, competence, and relatedness. In EMI environments, ChatGPT can augment autonomy by facilitating self-directed language practice, as demonstrated in Zhu's (2024) study, where tailored materials bolstered student learning. Competence is enhanced by ChatGPT's comprehensive feedback, aiding students in refining their academic English proficiency (Han & Li, 2024). Relatedness is fostered through the development of culturally pertinent materials that promote social integration, in accordance with Yen's (2024) research on text adaptation. Self-Determination Theory emphasizes the necessity of establishing supportive educational settings that utilize AI to fulfill psychological demands, hence augmenting student engagement and achievement.

2.7.2. Resilience Theory in EMI Contexts

Resilience Theory offers a paradigm for comprehending how students navigate hardship in EMI programs (Masten, 2014). Resilience is influenced by personal characteristics, including emotional control and self-efficacy, as well as environmental influences, such as institutional support and peer networks. ChatGPT can enhance resilience by offering accessible educational resources and feedback, hence alleviating academic stress (Han & Li, 2024). Its efficacy, however, is contingent upon institutional backing, including training for instructors to incorporate AI techniques proficiently (Yen, 2024). In Vietnamese EMI programs, characterized by substantial cultural and pedagogical disparities, resilience theory underscores the necessity for AI-assisted ways to improve student perseverance in the face of hurdles.

The incorporation of Self-Determination Theory and Resilience Theory into this study provides a comprehensive understanding of how ChatGPT can support international students in English Medium Instruction programs. These frameworks underscore the significance of cultivating autonomy, competence, and relatedness while enhancing resilience through specific AI applications and institutional backing.

3. Methodology

3.1. Research Design

This study utilized a qualitative research strategy, specifically a phenomenological approach, to examine the uses and consequences of ChatGPT in language education, emphasizing its role in teaching reflection, providing instructor feedback, and adapting texts in EMI contexts. A phenomenological design was selected to investigate the lived experiences of participants using ChatGPT, facilitating a nuanced comprehension of the substance of these encounters in authentic educational contexts (Creswell & Poth, 2018). Semi-structured interviews served as the principal data collection approach, allowing for in-depth exploration of individual viewpoints while remaining congruent with the study goals. While a mixed-methods or quantitative approach may provide greater generalizability, the qualitative phenomenological design was considered most appropriate for revealing in-depth, context-specific insights regarding the application of ChatGPT in educational environments.

3.2. Research Setting and Participants

The research was carried out at a Vietnamese institution that provides English Medium Instruction (EMI) programs and has integrated ChatGPT into its pedagogical methods. The university's EMI programs cater to both domestic and international students, offering an optimal environment to investigate ChatGPT's uses across various learning contexts. The participants were 10 language educators who have employed ChatGPT in their teaching for a minimum of one semester and 20 students enrolled in English Medium Instruction (EMI) courses that incorporate ChatGPT for educational purposes. Educators possessed diverse teaching experience, spanning from 2 to 15 years, and predominantly instructed in EMI environments. Students originated from many language backgrounds, exhibiting competence levels from intermediate to advanced.

Participants were chosen via purposive sampling to identify persons capable of offering comprehensive, information-dense accounts of their experiences with ChatGPT in English as a Medium of Instruction (EMI) language instruction. Participants were required to possess direct, hands-on experience with the instrument in teaching or learning to ensure relevance to the research topics. The inclusion criteria were: (a) educators or learners with a minimum of one semester of ChatGPT in EMI courses, (b) availability for interviews, and (c) readiness to candidly share experiences. The exclusion criteria included: (a) absence of direct experience with ChatGPT in an

educational setting, (b) inability to participate owing to language problems or scheduling conflicts, and (c) refusal to grant informed permission. The participant profile is encapsulated in Table 1.

Table 1. Participant Profile

Group	Number of Participants	Experience/ Proficiency
Teachers	10	2-15 years of teaching experience
Students	20	Intermediate to advanced English proficiency

3.3. Data Collection and Instrument

Data were gathered via semi-structured interviews with teachers and students. The interview tool was methodically created to guarantee reliability and validity. A preliminary question pool was developed based on the research inquiries and principal themes identified in the literature. Two seasoned language education scholars provided expert evaluations of the questions, assessing them for clarity, relevance, and potential bias, resulting in modifications. A pilot study involving two teachers and two students (excluded from the final sample) was conducted to evaluate the instrument, leading to modifications in question phrasing and order for enhanced coherence and understanding.

Distinct interview protocols were developed for each group. The protocol highlighted teachers' experiences with ChatGPT in classroom reflection, feedback delivery, and text modification, encompassing perceived advantages and obstacles. The study concentrated on students' interactions with ChatGPT-assisted feedback, modified texts, and the overall effects on learning. Each interview lasted roughly 45 to 60 minutes and was held in a private, comfortable environment to encourage transparency and maintain confidentiality.

Ethical considerations were emphasized during the data collection process. Before the interviews, informed consent was secured from all participants, assuring their understanding of the study's objective, their rights to confidentiality, and their option to withdraw at any moment. Participants were notified that their replies would be anonymised and utilized exclusively for research purposes. Interviews were audio-recorded with participants' consent to ensure precise transcription and analysis.

3.4. Data Analysis

Thematic analysis was utilized to examine the interview data, adhering to the six-phase framework established by Braun and Clarke (2006): (1) immersing oneself in the data through multiple readings of transcripts, (2) inductively generating initial codes from the data, (3) identifying themes by aggregating codes, (4) evaluating themes for consistency, (5) articulating and designating themes, and (6) compiling the final report. An inductive coding methodology was employed, allowing topics to arise organically from the participants' narratives instead of being preordained deductively. To improve dependability, a second researcher independently coded 20% of the transcripts, resulting in a high inter-coder agreement ($\kappa = 0.85$). The analysis was performed manually with qualitative software for organization, providing transparency and rigor.

3.5. Ethical Considerations

The study adhered to ethical standards to safeguard participants' rights and ensure data confidentiality during the entire process. Participants willingly executed informed consent forms, guaranteeing they were thoroughly apprised of their participation and could provide consent freely without pressure. To maintain confidentiality, participants were given pseudonyms, and the data were anonymised. Potential sensitivities about cultural misconceptions were acknowledged, and

interviews were conducted in a supportive manner to facilitate open expression. Verbal and non-verbal signals were observed and recorded during interviews.

The research conformed to the trustworthiness criteria established by Anney (2014): credibility, dependability, transferability, and confirmability. Credibility and confirmability were established by extended interaction with participants, a comprehensive audit trail of decisions, and thematic triangulation across narratives. Subsequent discussions affirmed interpretations, prioritizing the perspectives of participants.

4. Findings

The results are structured according to the three study objectives, directly utilizing participants' comments and interview outcomes to elucidate their lived experiences with ChatGPT in English as a Medium of Instruction (EMI) language education situations.

4.1. How Does ChatGPT Support Teaching Reflection Among Language Educators in EMI Contexts?

Participants emphasized ChatGPT's contribution to improving teaching reflection by providing insights into personal and student development, along with resource management. Educators reported utilizing ChatGPT to evaluate classroom dynamics, with one stating, "I enter student responses post-class, and ChatGPT recommends modifications to my methodology, aiding my reflection on effective strategies." This facilitated teacher development by emphasizing practical skills and addressing student needs.

Students corroborated this, indicating enhanced knowledge acquisition from customized reflections, exemplified by the statement, "My teacher utilized AI to evaluate our group work and devised improved activities for the future." Nonetheless, apprehensions of excessive dependence arose, as an instructor remarked, "It is beneficial, yet I fear it may diminish my critical thinking."

Themes of individualized insights and efficient planning prevailed, accompanied by appeals for balanced application.

4.2. In What Ways Can ChatGPT Assist in Providing Effective Feedback in Language Learning, Particularly in Writing Instruction in EMI Programs?

Themes of feedback provision focused on fault rectification, rhetorical improvement, and engagement. Educators indicated that ChatGPT effectively resolves concerns related to word choice and coherence, with students integrating input at approximately 60-65%. One educator remarked, "ChatGPT swiftly addresses fundamental errors, allowing me to concentrate on more profound revision issues."

Students observed enhanced writing abilities and increased drive, stating, "The immediate feedback maintains my engagement—I revise more due to its specificity." Challenges included understanding intricate terminology, as a student noted, "At times, the AI's recommendations are overly sophisticated, necessitating clarification from the teacher."

The hybrid model received acclaim for integrating AI efficiency with human supervision to enhance outcomes in extensive EMI classes.

4.3. What Are the Potentials and Limitations of Using ChatGPT for Adapting Reading Texts to Different Learner Levels in EMI Settings?

Participants recognized opportunities in customisation and efficiency, yet acknowledged constraints in accuracy and ethics. Educators appreciated rapid adjustments, asserting, "ChatGPT streamlines texts for intermediate learners, conserving hours of preparation." Students valued

individualized assignments, stating, "Customized readings correspond to my proficiency, facilitating comprehension of intricate EMI material."

Limitations encompassed inconsistencies, as one educator noted, "For lower levels, the readability is not consistently accurate—I must revise." Concerns regarding ethical concerns, such as prejudice and privacy, were articulated, with one student stating, "I am apprehensive about concealed biases in the content or the utilization of my data."

Themes highlighted the necessity of supervision to optimize advantages while minimizing hazards.

5. Discussion

The research on ChatGPT's use in language teaching identifies many technological, pedagogical, and ethical problems that correspond with the existing literature on AI integration in educational environments. These issues, coupled with the proposed techniques and recommendations, provide significant insights for improving teaching and learning practices, especially in language education. Each principal finding is summarized below, interpreted within the context of existing literature, and critically compared with previous studies to highlight the contribution of this research.

5.1. Alignment with Existing Literature

The experiences of participants utilizing ChatGPT for teaching reflection strongly correspond with Zhu (2024), who articulated AI's function in facilitating the development of teachers, students, and media through structured frameworks such as HAINC. This study's phenomenological observations from EMI situations in Vietnam expand Zhu's TCSOL focus by emphasizing practical applicability in multicultural environments, where participants indicated a heightened attention on cultural adaptation—a detail inadequately addressed in Zhu's research. In contrast, although Zhu underscored the importance of critical reflection to prevent over-dependence, participants in this study expressed similar apprehensions while also acknowledging EMI-specific advantages, such as supporting non-native staff in heterogeneous classrooms, which diverges from broader educational research (e.g., Quoc Lap et al., 2024).

The substantial incorporation rates (60-65%) and the hybrid "AI + Teacher" paradigm reflect the findings of Han and Li (2024), who documented comparable performance in EFL writing (64.54% for argumentative essays). The findings of this study enhance understanding by demonstrating student involvement in EMI writing tasks, where feedback focused on rhetorical coherence despite language deficiencies—an important advancement beyond Han and Li's Chinese higher education context. In contrast to Selwyn (2019), who cautioned that AI could erode critical skills, participants in this study perceived the hybrid method as a means to alleviate this concern, offering a more favorable perspective in EMI contexts.

The potentials and limitations of text adaptation align with Yen (2024), who highlighted readability discrepancies, especially at lower levels. Participants' experiences validate Yen's worries regarding accuracy while emphasizing the unique potentials of EMI, such as the adaptation of medical books for international students, which Yen overlooked. This work aligns with Bostrom and Yudkowsky (2014) regarding ethical biases and privacy concerns, while also extending the discourse to non-Western contexts such as Vietnam, where cultural biases in AI outputs may intensify adaptation difficulties (Dung, 2024).

5.2. Theoretical Frameworks

Self-Determination Theory (SDT) (Ryan & Vansteenkiste, 2023) offers a valuable framework for analyzing the results. The technological and pedagogical obstacles, including inconsistent feedback and the necessity for teacher training, may influence students' perceived competence—their

confidence in gaining language skills via ChatGPT. Inaccurate input may diminish trust in the autonomous use of the instrument, consistent with SDT's focus on competence as a motivator. The absence of explicit ethical rules may restrict autonomy, since students and educators may be reluctant to fully utilize ChatGPT due to privacy apprehensions, potentially hindering new pedagogical approaches.

Resilience Theory (Masten, 2014) elucidates how educators and students confront these problems. The proactive measures, including teacher training and student-centered learning via ChatGPT, exemplify resilience by promoting adaptation and problem-solving abilities. Educators cultivating Human-AI Interactive Negotiation Competence (HAINC) (Zhu, 2024) exhibit resilience in acquiring new tools. In contrast, students employing ChatGPT for autonomous practice enhance their resilience to language barriers, reflecting the coping strategies noted in EMI contexts (Makeeva et al., 2021).

5.3. Implications for Practice

The results possess considerable ramifications for language instruction. The technical challenges suggest that institutions should invest in validating AI outputs, potentially through teacher-led evaluations or advanced AI training models. The pedagogical risk of over-reliance necessitates a balanced approach, wherein ChatGPT serves as a supplement rather than a substitute for human education, as proposed by the "AI + Teacher" concept (Han & Li, 2024). This hybrid approach can improve feedback quality while maintaining students' critical thinking abilities.

Ethically, concerns regarding data privacy and bias require institutional procedures that guarantee transparency and safeguard student information. Collaborating with AI developers to refine algorithms and mitigate biases, as proposed by Yen (2024), could bolster trust and inclusivity. Furthermore, the focus on teacher training (Zhu, 2024) highlights the necessity for professional development programs that prepare educators to incorporate ChatGPT successfully, hence cultivating a conducive learning environment.

5.4. Limitations and Contextual Considerations

This discourse relies on qualitative data from a particular Vietnamese EMI context, hence constraining its generalizability to alternative environments. The sample size of 30 participants offers depth but may fail to encompass wider variances. Cultural and institutional disparities among regions may affect the efficacy of the outlined techniques, indicating the necessity for further extensive investigation. The swift advancement of AI technology implies that discoveries may quickly become obsolete, requiring continuous assessment.

The use of ChatGPT in language instruction presents considerable potential to improve teaching reflection, feedback delivery, and text modification, as evidenced by Zhu (2024), Han and Li (2024), and Yen (2024). Nonetheless, its effectiveness hinges on rectifying technological flaws, implementing pedagogical modifications, and resolving ethical issues via teacher training, hybrid models, and explicit rules. Future research and collaboration initiatives will be essential to enhance its use, guaranteeing that it complements rather than replaces human expertise, thereby boosting language learning experiences.

6. Conclusion

This study has revealed the transformative potential of ChatGPT in language instruction, emphasizing its applications in teaching reflection, providing feedback, and adapting texts. The results indicate that ChatGPT provides substantial advantages, including tailored learning experiences and less instructor effort, as evidenced by Zhu (2024), Han and Li (2024), and Yen (2024).

Nevertheless, these benefits are mitigated by problems such as technical inadequacies, the necessity for pedagogical modification, and ethical issues involving data privacy and bias.

The research highlights the significance of strategic integration, positioning ChatGPT as an auxiliary tool rather than a substitute for human expertise. Educators and learners utilizing ChatGPT with appropriate training and supervision, as proposed by the "AI + Teacher" paradigm (Han & Li, 2024) and Human-AI Interactive Negotiation Competence (HAINC) (Zhu, 2024), exhibit improved engagement and efficacy. However, the discrepancies in text adaptation (Yen, 2024) and the dangers of excessive dependence underscore the imperative for stringent validation procedures and ethical standards.

These insights enhance the existing knowledge on AI in education, providing a nuanced comprehension of its consequences in non-Western cultures such as Vietnam. The study advocates for extensive teacher training, clear data regulations, and additional research on long-term effects and varied language competencies to maximize ChatGPT's potential. By addressing these areas, educational institutions can cultivate a more inclusive and effective learning environment, facilitating creative pedagogical approaches in language instruction worldwide.

7. Suggestion

The results underscore multiple domains for subsequent exploration. Longitudinal studies are essential to evaluate the enduring effects of ChatGPT on language proficiency and critical thinking, thereby bridging the gap indicated by Han and Li (2024). Research should investigate its efficacy in enhancing speaking and listening skills, as proposed by Yen (2024), to broaden its applicability beyond reading and writing. Furthermore, comparison analyses across various educational settings could ascertain whether the recognized challenges and strategies are context-dependent or generally relevant.

Examining faculty perspectives on the incorporation of ChatGPT may yield a comprehensive understanding, enhancing the existing emphasis on students and educators. The integration of hybrid learning environments, which merges AI with conventional methods, requires further investigation to improve educational outcomes. Collaboration among AI researchers, educators, and policymakers is crucial for establishing uniform rules that guarantee the responsible and equitable application of ChatGPT in language instruction.

Declarations

Author Contributions. The first author was responsible for the conceptualization, design, and development of the research tool, as well as for conducting data analysis and interpreting the findings. The second author contributed by reviewing the study and providing critical revisions through proofreading and editorial support.

Conflicts of Interest. The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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Ethical Approval. Data for this study were collected through anonymous surveys, and the personal information of the participants was not collected. Additionally, students' consents were granted before the data collection process.

Data Availability Statement. Data for this study is available upon request.

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