

Title

From Policy to Classroom: A Multi-Stakeholder Study of GenAI Integration in Vietnamese EFL Contexts

Abstract

Research Overview

This is a mix-method study aiming to explore how policies on accommodating GenAI in education is being translated into classroom practices, specifically in English language classrooms. By looking at the relevant policies with the triangulation of key educational stakeholders' perceptions, including leaders, teachers and students, the study's findings present the holistic pictures of teaching and learning practices bounded by the national policy. It also discusses the affordances offered by the policy as well as the hindrances when translating the nation's orientation towards GenAI into implementations.

Purpose of Study

The overall purpose of this study is to provide insights from what are already addressed by the government to accommodate GenAI in education compared to what is actually happening in the classrooms. By understanding the gaps between GenAI pragmatics in policy documents and the educational practices, this study also seeks to contribute valuable insights for constructing materials for training teachers and students to equip them with sufficient preparation for effective and ethical usage of advanced GenAI, and further advanced Large Language Models.

Research Methods

This research employed a mixed method approach to evaluate policies on GenAI in education and the practices bounded by it. Regarding policy analysis, Qualitative Content Analysis was adopted to systematically analyse the text documents retrieved from policies. For understanding the practice, we collected surveys which were informed by the AI Assessment Scale (AIAS) by Roe et al. (2024) to map the level of GenAI integration in English language classrooms. Furthermore, semi-structured interviews were conducted for the participants to share further their perceptions on the policies and practices of teaching and learning amid the prevalence of GenAI.

Regarding specific subjects, three relevant policies on GenAI in education were selected to analyse for an in depth understanding of how the government plans to accommodate GenAI in

classroom contexts. Moreover, a total of 150 survey responses from student participants, and 50 responses from the teachers were collected. Finally, we conducted interviews with 3 educational leaders, 10 teachers and 10 students for further reflections on GenAI integration in their educational practices.

Result and Discussion

The findings indicate that even though national policies strongly support GenAI in education, there are still gaps in how ESL/EFL leaders can help their teachers and students use GenAI ethically and effectively for teaching and learning, especially in areas such as curriculum development and assessment. Moreover, teachers' and students' decisions about the extent and appropriateness of GenAI usage remain inconsistent regardless of their contexts – either public or private sectors – constraining the pedagogical coherence and effectiveness of GenAI integration. Finally, practical recommendations for educators and policymakers are discussed to ensure that GenAI is thoroughly integrated into ESL/EFL classrooms.

Keywords

Policy analysis, GenAI integration, ELT, Vietnamese context

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